

Sarva Shiksha Abhiyan

Annual Work Plan & Budget

on

DEEP (2004-05)

Paschim Medinipur

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CHAPTER – I

DISTRICT PROFILE

Midnapore, the largest district of West Bengal was located in the South-Western side of the State. The district has been divided into two parts on 01-01-2002 namely, Purba Medinipur and Paschim Medinipur. In this Plan document the Annual Works Plan & Budget of Paschim Medinipur district has been taken into consideration for the year 2004-2005.

Purulia and Bankura district in the North, Hooghly and Purba Medinipur in the East, States of Jharkhand and Orrisa in the West, Orrisa State and Purba Medinipur district in the South bound Paschim Medinipur.

Paschim Medinipur district consists of 4 (four) Sub-divisions, 29 (twenty nine) Blocks and 8 (eight) Municipalities. The names of the Blocks and Municipalities (Sub-division wise) are as follows: -

<u>Midnapore Sadar Sub-division:</u>	<u>Kharagpur Sub-division:</u>
Blocks	Blocks
1. Midnapore Sadar	1. Kharagpur-I
2. Salboni	2. Kharagpur-II
3. Keshpur	3. Keshiary
4. Garhbeta-I	4. Debra
5. Garhbeta-II	5. Pingla
6. Garhbeta-III	6. Dantan-I
Municipality	7. Dantan-II
7. Midnapore Municipality	8. Sabang
	9. Mohanpur
	10. Narayangarh
	Municipality
	11. Kharagpur Municipality

Jhargram Sub-division:

Blocks

1. Jhargram,
2. Binpur-I,
3. Binpur-II
4. Jamboni
5. Sankrail
6. Gopiballavpur-I
7. Gopiballavpur-II
8. Nayagram

Municipality

9. Jhargram Municipality.

Ghatal Sub-division:

Blocks

1. Ghatal
2. Chandrakona-I
3. Chandrakona-II
4. Daspur-I
5. Daspur-II

Municipalities

6. Ghatal,
7. Chandrakona
8. Khirpai
9. Kharar
10. Ramjibanpur Municipalities.

The district has huge resources of forestry. Based on the forest resources, industries like, Paper Mills, Saw Mills, Furniture making and other allied units has been developed. In agriculture, paddy is the main product based on which rice mills, mini rice mills and solvent extraction units from rice bran oil has been developed. Potato is produced mainly in Midnapore & Ghatal Sub-Division. Proper storage of this product requires more cold storages. From vegetables and fruits many Food Processing Industries in C & SSI sector can also be developed. Diversified products based on Coir and Babui rope can be developed in Jhargram Sub-Division. There are chunk of fallow lands in this district and recently district administration has decided to setup agro industries park and handed over its ownership on long term lease basis to unemployed educated youth for their bread. Another dimension of development sustains on nurturing of huge number of self help groups.

The district lies between the Latitudes of 21°47' N to 23°00'N and Longitudes of 86°40'E to 87°52'E. The climate of the district is tropical, moist and sub-humid. The distribution of rainfall is irregular and uneven. The district has hard and rugged rock topography in the West. On the other hand, it has lateritic terrain and nearly flat-rolling plain in other parts of the district. The main rivers of this district are Kangsabati, Silai, Subamarekha, Keleghai and their tributaries. The north-western part of the district is mainly covered with forest. A large portion of the western part of Paschim Medinipur district is drought -prone whereas Eastern part is flood-prone. Few blocks under Kharagpur Sub-division are prone to cyclones, tornadoes etc. The District is dominated by agricultural and stress has been given on agriculture productions. Paddy, Patato, Vegetable and Cashew nuts are the main crops of the district. In addition to that several other crops like oilseed, matstick are grown in the district. There is enough scope for Horticulture Development by planting mango, papaya, guava, citrus, cartered apple jack fruits, banana etc in laterite areas. Sericulture is the other agro-commercial activity. National Highway No.6 runs through this district. Kharagpur is the main Industrial belt of this district. The network of South-eastern

Railways facilitates the district. A network of State and other Highways connect various parts of the district. There are some Small-Scale industrial clusters in and around Jhargram, Garhbeta etc. There are certain Cottage and Handloom industries in various Blocks of the district. Paschim Medinipur is a district with unique distinction of a place with mighty rivers, hillocks and ever green forests with flora and fauna and a land of rich cultural heritage.

Midnapore undoubtedly is a very old town. Hara Prasad Shastri opined that the name Medinipur was given by Medinikas, a chieftain of the thirteenth century, Medinikas was also noted as author of very famous lexicom called "**Medinikosh**". In the British period the town Medinipur was first declared as the headquarters of the district in 1783 A.D. Medinipur is the land of freedom fighters, social reformers and also the mother land of martyrs like Khudiram, Matangini Hazra, Prodyat Bhattacharya, Hemchandra Kanongo, Birendranath Sasmal, all social reformers and also the pioneer of educational renaissance of Bengal, Iswar Chandra Vidyasagar. This district has also enriched with diversified socio-cultural activities such as tradition and culture of Lodhas, Sabar and Santal. The involvement of the people of this district in any kind of educational movement is always spontaneous, effective and positive. The latest addition in this arena is the successful implementation of total literacy programme.

Different data & demographic features of the district are given in the following pages: -

BASIC INFORMATION (As on 01-04-2004)

Demographic Information (as per Census 2001)	
Total Population	5454660
Male Population	2778789
Female Population	2675871
% of SC Population	18.07
% of ST Population	14.89
Total Literacy Rate (%)	60.69
Male Literacy Rate (%)	70.13
Female Literacy Rate (%)	50.80
Male SC Literacy rate (%)	35.16
Female SC Literacy rate (%)	19.39
Male ST Literacy rate (%)	28.22
Female ST Literacy rate (%)	12.09
Projected Population 2004-05	
5+ to 8+ population	613233
9+ to 13+ population	624364
Administrative Set up	
Number of Sub divisions	4
Number of Blocks/Panchayat Samiti	29
Number of Municipalities	8
Number of Gram Panchayats	290
Number of Sansads	3449
Number of Municipal Wards	131
Educational Scenario (Primary)	
5+ to 8+ Population (as on 1.4.2004)	607065
Number of Educational Circles	69
Number of Schools (run by Govt./DPSC)	4631
No. of sanctioned post of teachers (Govt.)	13026
No. of sanctioned post of teachers (Addl.)	1775
Total sanctioned post	14801
No. of teachers (Govt.)	12626
No. of untrained teachers (Govt.)	6281
Enrolment in Govt. schools	545562
Total Enrolment (overall)	699427
Net Enrolment (overall)	588448
Out of school children	18618
GER (%)	115.21
NER (%)	96.93
One Teacher School (Govt.)	388
Two Teacher School (Govt.)	2557
No. of Building-less schools	34
No. of One-Room Schools	1057
No. of Two-Room Schools	1522
No. of schools having DW facility	3949
No. of schools not-having DW facility	682
No. of schools having toilet facility	148
No. of schools not-having toilet facility	4483

School-Student Ratio (Govt.)	117.807
School-Teacher Ratio (Govt.)	2.73
Pupil-Teacher Ratio (Govt.)	43.21
Educational Scenario (Upper Primary)	
9+ to 13+ Population (as on 1.4.2004)	617435
No. of Schools (Govt. / Govt. aided)	816
No. of sanctioned post of teachers (Govt./Govt. aided)	8206
No. of sanctioned post of teachers (Addl.)	3090
Total sanctioned post of teachers	11296
No. of school teachers (Govt./Govt. aided)	6311
No. of untrained teachers (Govt. / Govt. aided)	553
Total Enrolment (overall)	473728
Total Enrolment (Govt. / Govt. aided)	417440
Net Enrolment (overall)	443990
Out of school children in the age group of 9+ to 13+	123575
GER (%)	76.73
NER (%)	71.91
No. of schools having drinking water facility (Govt./Govt.aided)	745
No. of schools not-having drinking water facility (Govt./Govt.aided)	71
No. of schools having toilet facility(Govt./Govt.aided)	431
No. of schools not-having toilet facility(Govt./Govt.aided)	385
School-Student Ratio (Govt./Govt. aided)	511.57
School-Teacher Ratio (Govt./Govt.aided)	7.73
Pupil-Teacher Ratio (Govt./Govt. aided)	66.14
New Institutional Arrangement	
No. of Primary Education Circles	69
No. of CLRC	69
No. of CRCs formed / under formation	330
No. of WECs formed / under formation	3449
No. of WECs formed / under formation	131
Alternative Schooling	
No. of SSKs	2024
No. of Sahayikas	3731
Enrolment in SSKs	59431
No. of Upgraded SSKs	890
No. of Sahayikas in those SSKs	2244
Enrolment in those SSKs	67150
No. of MSKs	237
Enrolment in those MSKs	17888
No. of SSPs	61
Enrolment in those SSPs	1457
Information on ICDS	
No. of AWCs	4725
Enrolment of Children Covered (3+ to 4+) years	191228

BLOCK WISE DETAILS

Sl. No.	Blockname	Panchayat			Mouza	Inhabited Mouza	No. of De-populated Mouza	No. of Household
		Samity	Gram	Gram Sansad				
1	Jhargram	1	13	130	604	485	119	25313
2	Binpur I	1	10	116	553	417	136	23043
3	Binpur II	1	10	131	470	397	73	25688
4	Jamboni	1	10	83	388	283	105	17544
5	Nayagram	1	12	93	336	291	45	20513
6	Sankrail	1	10	84	287	246	41	17202
7	Gopiballavpur I	1	7	70	216	196	20	15139
8	Gopiballavpur II	1	7	68	192	175	17	15663
9	Salboni	1	10	119	528	407	121	25993
10	Keshpur	1	15	207	634	541	93	40724
11	Garbeta I	1	12	149	356	286	70	29100
12	Garbeta II	1	10	103	334	263	71	20135
13	Garbeta III	1	8	101	233	190	43	20472
14	Midnapore Sadar	1	9	113	268	226	42	22833
15	Debra	1	14	199	477	458	19	41581
16	Pingla	1	10	126	182	173	9	26571
17	Keshiary	1	9	103	220	200	20	21079
18	Dantan I	1	9	110	199	181	18	22251
19	Dantan II	1	7	100	128	118	10	18928
20	Narayangarh	1	16	195	517	463	54	41468
21	Mohanpur	1	5	75	103	100	3	13627
22	Sabong	1	13	164	232	225	7	35696
23	Kharagpur I	1	7	97	268	225	43	23137
24	Kharagpur II	1	9	118	353	323	30	26304
25	Chandrakona I	1	6	91	132	126	6	17223
26	Chandrakona II	1	6	73	131	122	9	14863
27	Ghatal	1	12	137	145	138	7	28549
28	Daspur I	1	10	129	162	156	6	27846
29	Daspur II	1	14	165	87	87	0	33091
	Total :	29	290	3449	8735	7498	1237	711576

CHAPTER – II

EDUCATIONAL SCENARIO OF THE DISTRICT

A. Pre-Schooling Component

Early Childhood Care and Education is a important initiative for achieving the UPE/UEE by reducing the gaps in Enrolment, Drop Out and Learning achievement between Gender and Social groups.

The Anganwadi Centres, which are the Child Care Centres of the ICDS Programme of Social Welfare Department, plays an important role in this District.

All the Blocks of this District (Paschim Medinipur) have since been covered by I.C.D.S. Enhancement of number of Anganwadi Centres are required considering increase in population to cover all beneficiaries.

Integrated Child Development Service in Municipal Areas under Midnapore District

Kharagpur ICDS Project has covered Kharagpur Municipality. Jhargram, Ghatal, ICDS Projects have covered Jhargram, Ghatal Municipalities along with Rural areas respectively. There is no ICDS Programme in Chandrakona, Khirpai, Ramjibanpur, Kharar, and Midnapore Municipalities. Initiatives have taken to cover all the above-mentioned Municipal areas under ICDS project

To achieve the goal of UEE, all children of 3⁺ to 4⁺ years age group are to be enrolled in either ICDS programme or in ECCE private pre-primary (i.e. KG-I) run by N.G.O. In this regard we well support from SSA. It may be noted here that 117893 children of 3⁺ to 4⁺ years age group children are out of pre-schooling. These out of school children are to be enrolled within 2003-04.

Sub Division wise details of I.C.D.S. Projects.

S.N.	Name of I.C.D.S.	Nature of Project.	Year of Sanction.	Total A.W.C.s	Population 2001 Census.	Children Enrolled (3+ - 5+ years)		
						Enrolled		Total Enrollement
						Boys	Girls	
Jhargram Sub-Division								
1	Binpur – II	Tribal	1978-79	177	145913	3172	3118	6290
2	Binpur – I	Tribal	1984-85	165	139136	2901	2928	5829
3	Jhargram	Rural	1988-89	196	153381	3234	3398	6632
4	Nayagram	Tribal	1989-90	170	123929	3542	3507	7049
5	Gopi – I	Tribal	1989-90	117	94796	2160	2170	4330
6	Gopi – II	Tribal	1989-90	138	93276	2253	2273	4526
7	Jamboni	Tribal	1989-90	161	101715	2485	2196	4681
8	Sankraik	Rural	1995-96	88	102626	2811	2915	5726
Total				1212		22558	22505	45063
Medinipur Sub – Division								
9	Salboni	Tribal	1984-85	179	165193	3271	3204	6475
10	Keshpur	Rural	1992-93	286	288494	9832	9283	19115
11	Garhbeta – I	Rural	1982-83	149	200393	3900	3053	6953
12	Garhbeta – II	Tribal	1989-90	130	131085	2563	2476	5039
13	Garhbeta – III	Rural	1995-96	118	145827	3138	3225	6363
14	Midnapore	Rural	1995-96	151	157584			
Total				1013		22704	21241	43945
Kharagpur Sub – Division								
15	Keshiary	Tribal	1982-83	144	131983	2574	2616	5190
16	Kharagpur-II	Urban	1982-83	190	161790	3454	3439	6893
17	Kharagpur-I	Rural	1993-94	122	153081	1744	1755	3499
18	Dantan-I	Rural	1995-96	127	151343	2429	2497	4926
19	Dantan-II	Rural	1995-96	140	134347	1936	2022	3958
20	Debra	Rural	1995-96	269	255196	5506	5717	11223
21	Mohanpur	Rural	1995-96	102	96315	2140	2153	4293
22	Pingla	Rural	1995-96	182	170792	4225	4154	8379
23	Sabong	Rural	1995-96	254	238686	5202	5103	10305
24	Narayangarh	Rural	1994-95	227	266450	6145	5755	11900
Total				1757		35355	35211	70566
Ghatal Sub – Division								
25	Ghatal	Rural	1985-86	206	190705	3672	3695	7367
26	Chandrakona-I	Rural	1993-94	103	118077	3371	3326	6697
27	Chandrakona-II	Rural	1992-93	100	106587	2166	2201	4367
28	Daspur-I	Rural	1985-86	131	175331	2683	2683	5366
29	Daspur-II	Rural	1985-86	203	206064	3770	3687	7457
Total				743		743	796764	31254
Gross Total								
Name of Sub – Division					Total A.W.C.s	Boys	Girls	Total Enrollement
						22558	22505	45063
						22704	21241	43945
Kharagpur					1757	35355	35211	70566
Ghatal					743	15662	15592	31254
Net Total					4725	96279	94549	191228

B. Primary Education

At present there are two types of management in the existing Primary Education System in the district of Paschim-Medinipur.

There is District Inspectorate under Directorate of School Education, West Bengal and Department of School Education, Govt. of West Bengal. District Inspector of Schools (PE) is the overall in-charge of Primary Inspectorate. In the Primary Inspectorate there are four (4) Assistant Inspector of Schools and 62 Sub-Inspector of Schools who have been working in the respective 62 Circles of this district in academic and administrative areas. Three new circles have been newly created and three new circles will be started very shortly.

Paschim Midnapore District Primary School Council (DPSC – Midnapore) is a newly elected body that has been constituted, and started functioning since February – 2001. The Chairman is the administrative authority of the council (which is autonomous body) being appointed by the State Government. The District Inspector of Schools (P.E.) is the Secretary and the Principal Administrative Officer of the Council and in-charge of financial matters. There are four (4) Assistant Inspector of Schools whose service has been placed at DPSC and one post of Assistant Inspector of Schools (newly created) – for assisting all types of works of the Council, monitoring and conducting all types of academic works like teachers' training, external evaluation, academic survey etc. To look after the financial matters, there is a Finance Officer, being deputed by the Department of Finance, Govt. of West Bengal.

The Primary Education scenario of the district is to some extent good. The Student Teacher Ratio (STR) for DPSC managed Pry. School is 44.05:1 where as the same for the Sishu Sikhsa Kendra (SSK) is only 17.56:1. At the same time the STR is not even for all the blocks of the district. We have to stress more on tribal & drought prone blocks like Binpur-I&II, Gopiballavpur-I&II, Sankrail, Jamboni, Nayagram, Keshiary, Narayangarh etc. With the increase in students due to decrease in out of school or drop out children, emphasis should be taken to enroll more in SSKs than Primary Schools to keep the STR within the norm (40:1).

Sensitize & mobilize the community specially the women will be the main task for universal retention of the students. We shall involve the Self-Help Group (SHG), now about 20000 in numbers in the district, for this purpose.

About 50% of the existing teachers in DPSC managed Primary Schools & 90% of the existing teachers in Upper Primary Schools are trained. So, for improvement of quality of teaching more stress will be given on primary education sector. At the same time training on different subject with scientific & modern methods will be imparted to the teachers both for Primary & Upper Primary Schools.

BLOCK/MUNICIPALITY-WISE GOVT. AIDED PRIMARY SCHOOLS /PRIVATE STITUTIONS / SSK

Sl. No.	Name of Block / Municipality	No of Existing Primary Institutions (I to IV)		
		Govt. Aided Schools	Private & Other Institutions	Total
1	2	3	4	5
Sub-Div.: -Midnapore Sadar				
1	Midnapore Municipality	90	10	100
2	Midnapore Sadar Block	117	5	202
3	Salboni	169	4	294
4	Keshpur	244	2	440
5	Garhbeta-I	174	2	265
6	Garhbeta-II	164	2	244
7	Garhbeta-III	120	4	183
	Total	1078	34	1733
Sub-Div.: - Kharagpur				
8	Debra	205	5	332
9	Kharagpur-I	175	6	266
10	Kharagpur-II (Rural+Municipality)	167	14	298
11	Pingla	141	2	181
12	Sabang	225	1	283
13	Dantan-I*	106	2	171
14	Dantan-II	92	1	125
15	Mohanpur	80	0	102
16	Narayangarh	233	4	403
17	Keshiary	121	2	189
	Total	1545	37	2350
Sub-Div.: - Jhargram				
18	Jhargram +Municipality	217	6	383
19	Jamboni	113	1	224
20	Gopiballavpur-I	128	1	182
21	Gopiballavpur-II	133	0	178
22	Nayagram	160	1	256
23	Binpur-I	157	2	159
24	Binpur-II	168	1	300
25	Sankrail	148	1	223
	Total	1224	13	1993
Sub-Div. :- Ghatal				
26	Ghatal + Ghatal Municipality + Kharar Municipality	218	7	250
27	Chandrakona-I (Khirpai+Ramjibanpur Municipality)	145	5	180
28	Chandrakona-II +Municipality	129	4	163
29	Daspur-I	128	2	164
30	Daspur-II	160	2	177
	Total	780	20	934

Net Total through Gross Total			
Name of Sub – Division	Govt. Aided Schools	Private & Other Institutions	Total
Jhargram	1224	34	1733
Medinipur	1078	37	2350
Kharagpur	1545	13	1993
Ghatal	780	20	934
Net Total	4627	104	7010

There are 4627 Primary and Jr. Basic Schools in this district and 2914 SSK under P&RD Department in this district at present.

The distribution of Gross Enrolment in the Primary Sector is given below :-

Gross Enrolment

In Government Schools	:-	5,45,562
In Upgraded SSKs	:-	67,150
In SSKs	:-	59,431
In SSPs	:-	1,457
In Private Schools/NCLP etc.	:-	<u>25,827</u>
		<u>6,99,427</u>

Net Enrolment

In Government Schools	:-	4,34,583
In Private Schools/NCLP etc.	:-	<u>25,827</u>
In all SSKs		1,26,581
In SSPs		<u>1,457</u>
		<u>5,88,448</u>

Name of the Educational Circles (Block wise)

SI. No.	Name of Block	Name of Circle	Sub-division
1.	Medinipur Sadar	1. Sadar East 2. Sadar Rural	Medinipur Sadar
	Medinipur Municipality	1. Sadar Urban I 2. Sadar Rural Rehabilitation Circle	
2.	Salboni	1. Sadar North 2. Sadar South	
3.	Keshpur	1. Keshpur 2. Keshpur-I 3. Anandapur	
4.	Garbeta -I	1. Garbeta -I 2. Garbeta East 3. Amalgora	
5.	Garbeta -II	1. Garbeta -II 2. Garbeta West	
6.	Garbeta -III	1. Garbeta-III 2. Garbeta South	
7.	Debra	1. Debra -I 2. Debra -II 3. Debra East	Kharagpur
8.	Kharagpur I (Including Kharagpur Municipality)	1. Sadar West 2. Kharagpur West 3. Kharagpur Municipality	
9.	Kharagpur II	1. Kharagpur (including Kharagpur Municipality) 2. Madpur	
10.	Pinla	1. Pingla 2. Pingla East	
11.	Sabang	1. Sabang 2. Sabang West 3. Mohar	
12.	Dantan -I	1. Dantan -I 2. Datan -II	
13.	Datan -II	1. Jahalda 2. Jahalda South	
14.	Mohanpur	1. Mohanpur	
15.	Narayangarh	1. Narayangarh 2. Narayangarh East 3. Belda -I 4. Belda -II	
16.	Keshiary	1. Keshiary -I 2. Keshiary -II	
17.	Jhargram	1. Jhargram West (including Jhargram Municipality) 2. Jhargram East 3. Manikpara	Jhargram

18.	Jamboni	1. Gidhni 2. Gidhni East		
19.	Gopiballavpur-I	1. Gopiballavpur East 2. Gopiballavpur West		
20.	Gopiballavpur-II	1. Tapsia 2. Beliaberah		
21.	Nayagram	1. Nayagram 2. Nayagram-I		
22.	Binpur-I	1. Lalgarh 2. Binpur-I		
23.	Binpur-II	1. Binpur II 2. Belpahari 3. Belpahari West		
24.	Sankrail	1. Sankrail 2. Rohini		
25.	Ghatal	1. Ghatal (including ghatal Municipality) 2. Ghata West (including Kharar Municipality) 3. Vidyasagar		Ghatal
26.	Chandrakona I	1. Chandrakona I (including Chandrakona Municipality) 2. Ramjibanpur (including Ramjibanpur Municipality)		
27.	Chandrakona II	1. Chandrakona II (Chandrakona Municipality) 2. Jhankra		
27.	Daspur I	1. Narajole I 2. Narajole II		
29.	Daspur II	1. Khukurdaha 2. Sinakhali		

C. Upper Primary Education Scenario

The present scenario of upper Primary education in the district of Paschim Medinipur is yet to reach the height of satisfaction. A large number of children of 9 to 13+ years of age group has not been covered under elementary education.

Educational Scenario of the District

Consequent upon bifurcation of the district of Midnapore in terms of G.O. No. 571-PAR (AR) dated 18.12.01 of P & AR Deptt. and No.72-SE (APPH) dated 24.01.02 of the Education Department (APPH Branch), Govt. of West Bengal, all the Jr. High, High and H.S. Schools as well as Jr. and High Madrasa of four Sub-divisions viz. Midnapore, Kharagpur, Ghatal & Jhargram will be under the control of the District Inspector of Schools (SE), Paschim Medinipore. The Socio Economic structure & its development in the district is solely dependent on Agriculture & Sericulture. The district put forth great man and eminent scholar with paramount personality like Pandit Iswar chandra Vidyasagar, Sahid Khudiram in the midst of such Socio- economic back ground, the spread of education from infancy to adolescence has been making to the furthest innermost corner of the district. The flow of such fountain is gradually developing towards backward and poverty stricken children with the heartiest co-operation & careless toil of so many eminent educators, teachers & social reformers. In addition to that, employees at education administration are taking an important role in pioneering such educational aspiration & need of the district. The present scenario of Upper Primary education in this district is yet to reach the height of satisfaction. There is no adequate facilities for access & to enhance qualitative improvement under present system. As a result it is observed that approx. 50% of the total population of 9-14 years age group children is beyond the light of elementary education. Accordingly the State Govt. financially supported by the Central has taken a step for achieving a milestone of elementary education through SSA (Sarva Siksha Abhiyan) in this district.

The number of dropout or out of school children for Upper Primary is quite high. At present the STR for Upper Primary classes in the district is 55.5:1. With the increase in the number of students for successful implementation of SSA, more numbers of Madhyamik Shiksha Kendras (MSK) will have to be opened, mainly in the habitations unserved by Upper Primary schools. Also the additional classrooms will have to be constructed or provision must be made for running double shift in the existing Upper Primary Schools to keep the STR within limit. Stress will have to be given to open MSK mainly in tribal & minority dominated areas like Gopiballavpur, Sankrail, Binpur, Keshiary, Nayagram, Keshpur etc.

Let us see the Upper Primary Scenario of the District at a glance :-

Table no. 1 – No. of Schools	
Higher Secondary	:- 250
High School	:- 390
Jr. High School	:- 176
Total	816

Table 2 Distribution of Gross & Net Enrolment in the Upper Primary Sector is given below:-

Gross Enrolment

In Government aided / Govt. Schools	:-	4,17,440
In Madhayamik Shiksha Kendras	:-	17,888
In Private Schools /NCLP etc.	:-	38,400
		<u>4,73,728</u>

Net Enrolment

In Government aided / Govt. Schools	:-	3,86,502
In MSKs	:-	17,888
Private / NCLP / Jr. Basic / Bridge Courses	:-	38,400
		<u>4,43,990</u>

Table No. – 3 Enrollment of S.C. Students as on 01.04.2003

Class	Boys	Girls	Total
V	17125	9224	26349
VI	13034	8455	21489
VII	9708	6552	16260
VIII	6309	4915	11224
Total	46176	29146	75322

Table No.-4 - Enrollment of ST Students as on 01.04.2003

Class	Boys	Girls	Total
V	8321	5214	13535
VI	7501	4012	11513
VII	4977	2879	7856
VIII	3271	1864	5135
	24070	13969	38039

Table No.-5 - No. of Repeaters as on 01.04.2003

Class	Boys	Girls	Total
V	2787	1675	4462
VI	1533	941	2474
VII	840	338	1178
VIII	520	253	773
Total:-	5680	3207	8887

Table No. – 6 - Teachers as on 01.04.2003

Total No. of Sanctioned Post	Existing Teachers			Vacant Post
	Male	Female	Total	
8206	4987	1324	6311	1895

Table No.-8 - No. of Trained Teachers as on 01.04.2003

Category	Trained	Untrained	Total
Male	4547	340	4987
Female	1111	213	1324
Total	5658	553	6267

"School Chalo Karmasuchi 2003"

In the last year an intensive enrolment drive programme was undertaken in the name of "School Chalo Karmasuchi". The objective of enrolment special drive was to enroll all children in the age group of 5 + to 13 + including out of school children into any institution of primary and upper primary schooling within 30th November 2003. School Chalo Karmasuchi was initially launched at the State level since 1st August 2003. The target of school chalo karmasuchi was on enrolment of special focus group like Girls, SC, ST, Disabled Children and also hardest to reach children. As a result of the Special Enrolment Drive Programme, a large number of children have got admission either in formal or alternative schools in the district.

Objective and Strategy of the School Chalo Karmasuchi :

- ✓ To update Child Register in VEC/WEC level for identification of out of school children
- ✓ To enrolled in any form of primary/upper primary schooling within 30th November through campaign
- ✓ To campaign through Poster, Leaflet, Wall Writing etc
- ✓ To discuss on School Chalo Karmasuchi from district level to VEC/WEC level
- ✓ To coordinate with the Gram Panchayat, Panchayat Samity and Zilla Parisad for sharing information and future action plan
- ✓ To organise a workshop on school chalo karmasuchi in District level, Block level, and Gram Sansad level

Implementation of First Phase of this programme :

- First Phase of this programme had been completed on 30.8.2003 and relevant information has been collected at Gram Sansad and CLRC level
- District level data compilation has been made and the number of children in the age of 5 + to 13 + were enrolled during the first phase programme
- Organised District level workshop to observe 8th September as "World Literacy Day" in collaboration with other development sector. The day was also observed through rallies, street role play, meeting with the students, guardian, community and stake holders,
- The "World Literacy Day" was observed even at Gram Sansad level with the involvement of all community
- Intensive supervision and monitoring was done at all level of the district.

Present Management System of Upper Primary Schools

Each and every Secondary school is under the Supervision of a duly constituted Managing Committee/ Administrator/ Adhoc Committee/ Special officer as the case may be and such management enjoys the approval of the Government/WBBSE . Each MC is constituted of members from different category i.e., from guardians, teachers, non-teaching staff, Panchayat nominee, Departmental nominee, persons interested in education and founder, life member where applicable. Such M.C. is entirely responsible for smooth management of the school in all respect including appointment of Staff, Provision of building/rooms for accommodation of students, staffs, equipments, teaching apparatus, laboratory, sanitation, drinking water etc. which are essential to run a school. The Management, as a whole, plays the key role in maintaining regular attendance of students need its increase from time to time. At the same time, such management in the event of its misuse of powers, acting beyond jurisdiction by defying established norms and regulations, is liable to be superceded by the competent authority.

D. Other aspects of Education :-

1. Primary Teacher's Training Institute (P.T.T.I) :-

There are 3(three) Primary Teacher's training Institute in Paschim Medinipur district. This institutes cover pre-service training and in-service training. Madhyamik/H.S. passed students can be admitted in this institute as a fresher and simultaneously in-service teachers have been deputed to this institute to strengthen capacity of teachers. The duration of course is one year. It should have Linkage with S.S.A and the instructors/teachers of P.T.T.I may give academic support to the DRG/QMT of the District. Now some private un- aided P.T.T.I may be opened from the academic session 2003-04 and this work is in progress.

2. District Institute of Education and Training (DIET) :-

National policy of Education (1986) laid down a vibrant role for DIET's in the quality improvement of elementary education. In practice the role of DIET's have been limited to imparting Pre-service training and seldom monitor and provide on job support to the elementary school teacher's in addition to in-service training programmes. Therefore the DIET's are proposed to take-up various quality initiative for the improvement of elementary education.

In our District (Paschim Medinipore) the building of DIET is under construction at Jhargram and this will be regularised and functional within a year or two. Then we can get following academic support from DIET.

- ❖ Academic support for monitoring of Schools.
- ❖ As a part of DRG – conduct in-service training programme.
- ❖ Take up Research and Evaluation activities.
- ❖ Participation in the planning process i.e., perspective as well as AWP&B.
- ❖ Conducting achievement surveys and approval of various initiatives.

After setup of DIET, the District SSA committee can provide financial support to organise above activities.

3. Rural & Urban Libraries :-

To build capacity of teachers and to enhance reading habits of students we can link-up primary schools and upper-primary schools with Rural and Urban libraries considering the distance. We can strengthen the libraries providing school-based learner improvement/Teachers' qualitative improvement books. There should some arrangements to link-up in between school and library. Besides, school itself can organise school library.

List of Block wise Public Urban/Rural Libraries in Paschim Medinipur District :-

Sl. No	Name of the Block	Nos. of Libraries. Unit/Rural.	Sl. No.	Name of the Block	Nos. of L. Unit/Rural.
1.	Midnapore Sadar	5	16.	Sabong	6
2.	Salboni	4	17.	Jhargram	7
3.	Keshpur	5	18.	Binpur – I	5
4.	Garbeta – I	2	19.	Binpur – II	5
5.	Kharagpur – I	6	20.	Jamboni	5
6.	Kharagpur – II	4	21.	Nayagram	6
7.	Debra	7	22.	Sankrail	5
8.	Pingla	6	23.	Gopiballavpur – I	5
9.	Keshiary	5	24.	Gopiballavpur – II	3
10.	Garbeta – II	6	25.	Chandrakona – I	4
11.	Garbeta – III	4	26.	Chandrakona – II	4
12.	Dantan – I	3	27.	Ghatal	6
13.	Dantan – II	4	28.	Daspur – I	6
14.	Narayangarh	7	29.	Daspur - II	4
15.	Mohanpur	3		Total	142

❖ *Rural & Urban Libraries of the District*

- | | |
|--------------------------------|-----------------------------------|
| 1. District Library – I | 2. Sub-Division/Town Library - 05 |
| 3. Up-graded Town Library - 07 | 4. Pry. Unit/Rural Library – 142. |

4. Literacy Programme in the District of Paschim Medinipur :-

Literacy Programme in this district has been continuing since 1990. in three phases, viz.-

- (i) Total Literacy Campaign (TLC)
- (ii) Post Literacy Campaign (PLC)
- (iii) Continuing Education Programme (CEP).

❖ *Continuing Education Programme (CEP)*

To enable neo-literates to retain their newly acquired literacy skills and to meaningfully utilize and integrate their skills into their social, economic and vocational areas, the **Continuing Education Programme** in the district of Paschim Medinipur obtained approval of MHRD in Nov'1998. The CEP was started in the year 1999. This opportunity will also be provided to the intended persons in the community and drop-out students of primary and upper-primary schools. This programme can be utilized for bridge course/or back to school Programme under the S.S.A.

Equivalency Programme :-

This is specially meant for 9-14 Yrs. of age group and neo-literate to enroll them in the formal education system of higher standard. In this programme we can provide support to the drop-out students of upper-primary classes and most of them can be brought back to provided in the main-stream.

Income Generation Programme :-

The programme is to enable the neo-literates to translate their consciousness towards productive activity, to generate their income to an decreased level which has two parts viz. :- (a) Development of technology (b) Transfer of Technology.

This programme can support the S.S.A. programme to enroll the out of school children, in the primary sector as well as upper primary sector.

LITERACY AT A GLANCE

Name of Sub-Division	Population			Literate as on 01-04-2001		
	Total	Male	Female	Total	Male	Female
1. Midnapore Sadar	1241925	635666	606259	718792	424614	294178
2. Kharagpur	2056306	1052326	1003980	1300781	765564	535217
3. Jhargram	1007930	513383	494547	551624	338880	212744
4. Ghatal.	912238	458529	453709	596281	336324	259957
Total →	5218399	2659904	2558495	3167478	1865382	1302096

Open School :-

Rabindra Mukta Vidyalaya has been set up in Medinipur Town and Jhargram Town, which have been running by N.G.O. It's curriculum is parallel curriculum of Madhyamik and it is also similar to correspondence Course. Students normally attend classes/lectures in Sunday & Holidays. This programme can reduce the number of out of school children of UPE. The S.S.A. programme may support the open school system academically.

5. College & Universities :-

1. University - 1 (One)
2. Colleges – 19 (Nineteen)
3. B.Ed. Colleges – 03 (Three)
4. I.I.T. – 1 (One)
5. Homeopathic Degree Medical College – 1(One)
6. I.T.I – 2 (Two)
7. Polytechnique – 1 (One).

There are three teachers' training college to enrich teaching capability of teacher of UPE. Freshers and in-service un-trained teachers of UPE schools/secondary schools can be admitted in B.Ed. colleges. This is essential to link in between Lecturer of B.Ed. colleges and District Resource Group (DRG) and quality management Team (QMT) to organise future academic programme like Teachers' training, research study etc.

6. Ananda Path Programme

Keeping in view the national policies and interventions, the Govt. of West Bengal has also been initiating several steps to reach the prescribed ceiling of attainment target, in respect of UPE. Implementation of 'Ananda Path' strategy in collaboration with UNICEF is one of such examples.

'Ananda Path' like other programmes associated with Primary Education, also has the same ultimate goal of UPE with Universal enrolment, retention and quality education for all within specific time limit.

Strategies:-

1. Joyful Teaching/Learning in the classroom to ensure universal enrolment and retention.
2. Teachers' empowerment.
3. Community participation with proper and effective mobilization.

School Covered under Anandapath Strategies: -

<u>No. of Blocks.</u>	<u>Nos. of Circles</u>	<u>Nos. of Schools.</u>
7	9	569

Major Activities under Anandapath Programme :-

- Survey (House to House)
- Beautification of class-room.
- Grants to cluster Resource Centres.
- Workshops at different levels in different issues and aspects.
- Training and orientation programme for teachers CRC's Co-ordinators.
- Programme of Panchayet/Municipal functionaries, Govt. officials & others.

Teachers are encouraged to devise their own strategies and plan to prevent drop-out and stagnation. Reduced drop-out rates and enhanced the progress through Anandapath strategy. But there is only back drop – that we can not provide universal access through 'AnandaPath' strategies but 'Sarba Siksha Abhiyan' – can provide the access and we can make the Holistic Plan accompanying with Anandapath strategy, considering the achievement in regard to – 'Universal retention' and quality issue and empowerment of teacher's capabilities of teaching.

Functioning of Cluster – Resource Centre :-

In Anandapath areas CRC has been functioning as forums for the teachers for sharing experiences, solving problems relating to teaching, learning in the cluster, developing TLC's and improving their learning skills in a comprehensive programme of teacher's education on regular basis.

The CRC's have been set up to serve as the nerve Centre at the lowest levels for 10-12 schools at the Gram Panchayet/Ward level, so that the primary schools under each cluster can re-inforce each other by exchanging resources, personnel, materials, teaching aids and unify them on a sharing basis.

We gained in experience from different activities of Anandapath strategies and we plan to establish Circle Resource Centre (CLRC) at Circle level and Cluster Resource Centre (CRC) at G.P. level under S.S.A. programme to keep close relation with parents, guardians and others to monitor potential drop-outs etc.

7 OPERATION BLACK-BOARD SCHEME

The strategic policies have been set and enunciated essential. One of the major concerns was the non-availability of physical facilities in a primary schools. Under this scheme – it has been decided to provide a primary school with –

- ◆ Essential physical facilities (rooms, toilet, black-board etc.)
- ◆ Sufficient number of teachers (as per requirement)
- ◆ Essential teaching Learning materials (Books for libraries, Science & Maths – kits, Maps, Charts, Globes, Toys, etc.).

In this scheme most of the schools had been provided TLM like as Blackboard, Maps, Charts, Globes, Science & Mathematics Kits and library books. But all schools cannot be provided access like as adequate school building, sanitation facilities and drinking water facilities.

And now we can get opportunity to provide the adequate school building, additional school building to provide access and to provide teachers through SSA programme.

SPECIAL ORIENTATION PROGRAMME OF PRIMARY TEACHERS (SOPT): -

In this scheme, the NCERT had undertaken a greater responsibility in retention to the training of teachers of a qualitative improvement. This district i.e., undivided Midnapore District also provides training for all school teachers of Primary schools in collaboration with SCERT, West Bengal.

It was hoped that all concerned persons take steps for detailed micro planning for the universal enrollment and retention and qualitative improvement of teaching. But hopeful result yet to be achieved except – students attendance have increased, drop out rates have decreased.

But due to inadequate access and proper implementation, this scheme cannot be popularised. After considering the short comings, we can provide the access, the link library programme, construction of new school building, additional room, preparation of TLM from SSA – programme.

8. INCENTIVES :-

□ SUPPLY OF FREE TEXT BOOKS :-

Every student from Class I-V has been provided free Text books from the State Fund.

This programme will facilitate the achievement of UEE.

□ FREE MID-DAY-MEALS AND FREE SCHOOL DRESS :-

To ensure retention and enhance regular attendance the Mid-day-meal programme has been started. But there are certain drawbacks due to non-involvement of VEC members. Some students attended only on a distribution day of dry-rice – thus this programme cannot enhance the regular attendance and due to environmental difficulties enrolled children can not get rice considering only regular 80% attendance. So it may provide cooked food/dry food every day instead of rice in a month/two at a time free school dress have been distributed for considerable nos. of girls' students (to ensure 80% attendance). The economic status of the families should be the key indicator for selection of the beneficiaries. However, girl students belonging to S.C, S.T. and other backward communities should invariably be given topmost priority. Now from the financial year 2000-01 all girl students have been provided with girls' uniform to ensure retention.

9. Continuous Comprehensive Evaluation & External Evaluation At The End Of Class – II

Evaluation is the integral part of the total teaching-learning process. Through continuous evaluation it is possible regularly to obtain valuable data about the strength and weakness of the children which could not be obtained through only the annual examination. This is helpful in providing reminder and enriched instruction in improving the level of achievement and proficiency among pupils.

State Board have been introduced External Evaluation in Arithmetic & 1st language since –1999 and we can detect the low achiever and high achiever students and as such we can make arrangement to provide support to such weak students at the starting of Class – III considering the quality issues.

In SSA programme we give financial support for the smooth arrangement and conduct of External Evaluation at the end of Class – IX. We can also support for data analysis in CLRC level and also in district level.

CHAPTER – III

CHALLENGES, THURST AREAS & STRATEGIES FOR UNIVERSALISATION OF ELEMENTORY EDUCATION

(A) *PRE-SCHOOLING:* -

The objective of the universalisation of Elementary Education is yet to be realised even after 54 years of independence. A new intervention of UEE viz.- a programme with clear time. Frame for UEE by 2010 is being launched in the district for all children in the age group of 5+ to 13+ years

The children of pre-schooling age group i.e. 3-5 yrs. Should be given adequate support is to acquire school going habit. In this regard for proper functioning of ICDS a convergence may be effected with the Deptt. of social welfare and a collaboration may be worked out with NGOs working on ECCE. Considering the pre-schooling facility – following challenges may be drawn up:-

Strategy: -

- ◆ The SSA committee of the District and District Project Director i.e., District Magistrate, Chairman of the Committee with instruct the ICDS Project officer to provide support to unserved blocks/G.P.s/Samsads
- ◆ The SSA can provide academic support and training to ICDS – workers/supervisors.
- ◆ Extended knowledge & skills on early childhood development of children (3-5 age groups) through integrated child development service/Early Childhood Education (ICDS/ECE).
- ◆ To provide support for TLM, building grant from SSA.
- ◆ No of AWC is to be increased as per latest census population and A.W. centers is to be established in all unserved habitation
- ◆ Construction of AWC / provision for use Primary school building beyond the primary schooling hours / after constructing one / two additional room in the existing schools.
- ◆ Improved access to pre school education for children of 3 – 5 Yrs. age groups.
- ◆ Convergence with ECCE & ICDS
- ◆ Policy regarding private institutions.
- ◆ Establishing ECCE Project in unserved habitation.

(B) *PRIMARY EDUCATION COMPONENT:* -

Sarva Siksha Abhiyan in the Paschim Medinipur District would aim at a distinct, sustainable and cost effective multipurpose programme with

Following Challenges: -

- ☛ Universalisation of Access to Primary education.

- ☞ Universal Enrollment of all children (5+ - 8+Years) by special enrollment drive by 2003.
- ☞ Universal Retention and ultimate elimination in the dropout rate.
- ☞ Reduction and ultimate elimination of disparities, with emphasis on education for girls, SC, ST and backward disadvantage groups.
- ☞ Cent percent enrollment in Pry. School/EGS/SSK/AIE of out of school children of 5 to 9 Years.
- ☞ Quality issues in teaching-learning process.
- ☞ 100% transition from pre schooling to primary school

Thrust Areas :-

- (1) To provide Access to a large part of 18618 out of school children.
- (2) Dropout rates is to be reduced.
- (3) To raise average achievement levels by improving capacity of Teachers' & as well as Learners.
- (4) Dropout children is to be provided Bridge course for Main-streaming within 2004-05.
- (5) Problem of Girls' students – due to Socio – Economic structure, adolescent girls of minority community S.C., S.T. girls & early marriage.

Strategies: -

- * Universalisation of Access in Primary Education by constructing new school building, setting up additional class-room and newly establishing SSK.
- * To ensure universal retention and enrollment through enrollment drive, linkup with community through (i.e., VEC/WEC), really Child-friendly programme, attractive class-room and SLIP Programmes.
- * To provide qualitative improvement arrangements will be made for Teachers' Training Programme
- * To introduce the programme for improvement of learner's achievement.
- * For qualitative issues – teacher's capacity building is necessary. So Teachers' Training College may be involved in this process.

Regular Shishu Shiksha Kendra (SSK) And Its Construction

The Alternative Schooling system in the name of Shishu Shiksha Karmasuchi has been implementing since 1997 under rubrics of department of Panchayet and Rural Development, in the rural areas of West Bengal. The said karmasuchi is oriented towards the achievement of universalisation of Primary / Elementary Education through DPEP / SSA intervention. Basically the karmasuchi is being implemented among the learners residing in the unserved areas, fringe or pocket areas throughout the state. The Panchayet and Rural Development department is carrying out its responsibilities for promoting basic education in those selective areas by creating awareness among the community members. The department usually sanctions the community managed schools namely Shishu Shiksha Kendras through its District Rural Development Cell (DRDC) under District Collectorate. The course curriculum / syllabus of the primary education as developed for formal primary school by West Bengal

Board of Primary Education is being taught to the learners enrolled in those centres / kendras by the Sahayikas engaged from the locality.

The Managing Committee (MC) comprising persons of all developmental sectors in the locality is entrusted for keeping close watches on enrolment retention and quality education for those centres. The Mid Day Meal (MDM) programme is being intended for ensuring the retention of enrolled children. Regular monitoring and supervision mechanism is being conducted through academic supervisors engaged from the pool of retired primary teachers. To maintain the quality, regular training of Shiksha Sahayika is conducted by involving the Resource Persons from formal education centres. Joyful learning and activity based Teaching Learning Process, the tempt of primary education is ensured in SSK centres. For effective joyful learning and activity based Teaching-Learning Material is provided to SSK centres.

At present, 2914 including upgraded SSKs successfully ensure enrolment, retention and quality education in the locality for last few years keeping the objective of DPEP / SSA on the live of Universalisation of Primary Education / Universalisation of Elementary Education and 890 SSKs need community managed permanent structure for maintaining its social responsibility towards the children in the locality. As a result, 890 SSKs in the district have been upgraded to regular EGS / SSK Centres by the Panchayet and Rural Development department. Out of the total estimate of Rs. 3.00 lakh for each SSK building construction, Rs. 1.00 lakh is to be raised through community contribution and Rs. 2.00 lakh is to be funded from SSA budget.

Strategy for Enrolment in Primary Level

This year the target will be to cover the total population projected for 2004 under the age group 5+ to 8+. As a natural process the total out of school children as on 01-04-2004 is 18618 will be automatically included in the clientele population of 2004-05.

Thus the target for 2004-05 will be calculated as follows :

Projected population as on 2004-05	:-	6,13,233
Net Enrolment as on 01-04-2004	:-	<u>5,88,448</u>
		24,785

The target of 24,785 will be covered in the following manner :-

In formal schools	:-	13,878
In SSKs	:-	8,190
In SSPs	:-	488
In DUC	:-	350
In NGO run EGS	:-	500
In 6 months Bridge Course	:-	500
In 10 months Bridge Course	:-	<u>879</u>
		<u>24,785</u>

B. Upper Primary Component

Major Problems and issues in Upper Primary

In the District of Paschim Medinipur it is observed that some common but acute problems lie on the way of development of Education which are also hindrances to reach to the goal of Universal access in the Upper Primary Schooling facilities. The rate of drop-out and the numbers of out of the school children is quite high. Drop-out rate in the case of Girl students is higher than that of boys of this district. Because Girls' in our society play a typical role in the family. It is seen that after the end of the Primary Education a large number of students particularly in the rural area have to enroll themselves in the category of out of the school children. They are supposed to look after siblings and attend to the household work, tending cattle (livestock) or work as contract labour as to supplement family income. Beside those there are so many reasons in favour of non enrollment and drop-out of the students. This may be classified as in school system and out of school system as follows: -

Major Challenge: -

- ☞ All children of 9+ to 13+ years including a large part of 104459 out of school children to enrolled in upper primary school/ EGS/ AIE/ Bridge course center within 2003-04.
- ☞ All children of primary school to be enrolled in upper primary schools after completion of 4 year primary schooling.
- ☞ Quality education is to be ensure.
- ☞ Development of infrastructure of upper primary schools including provision for Drinking Water / Toilet facility is to made.
- ☞ Improvement of PTR.
- ☞ Convergence of efforts made by various department / agencies to achieve UEE.

Thrust Areas

- ❖ In respect of enrollment in this district considering the sectors of the problem-tree it is seen than Lack of schooling facilities, religious problem particularly in the minority group, sibling, wage earner, Lack of awareness are the most prominent in case of UEE.
- ❖ In Knakrajore under Belpahari Block of Jhargram Sub-division it reveals that only 2(two) Primary Schools are situated in Amjhora and Kankrajore village. There is no Upper Primary Schooling facility within the 12 to 13 Kms. radius of this area. The area is covered with dense forest and hill.
- ❖ In minority based area of Keshpur, Ghatal, Sabang and Garbeta lack of Schooling facility for Girls, inadequate transport facility, seasonal flood and forest make hindrance for easy access.
- ❖ Dhobasole under Garbeta-III S.T. dominated areas surrounded by deep forest has no schooling facility for the Upper Primary level.
- ❖ At Binpur there is no Upper Primary or High Schools for Girls' only.

- ❖ Nachipur, the Adibasi dominated area & Banspahari in Jhargram under Keshiary Block there is no Girls High or Jr. High wherever huge girls students are being found gathered to the co-educational school.
- ❖ With respect to the minority community, particularly in the Muslim caste the tendency of not sending girls' to the co-educational school even in the Madrasa or Sr.Madrasa due to religious superstition and maturity of the girls' students is largely seen.
- ❖ Lack of proper awareness in the SC/ST community plays important role for easy access to the Upper-Primary level. The cause remains in first generation learner family, distance of education facility, natural barrier etc.
- ❖ In respect of Boys students most of the above noted factors play vital role for raising the rate of drop-out and out of the school group.
- ❖ Seasonal migration also is a important cause of easy access of UEE. Many 12 to 13 age group children under Ghatal Sub-division belt go other provinces for their livelihood.
- ❖ In the potato season, the children of upper primary level age group of Garbeta, Chandrakona, Salboni Blocks in this district are engaged to the field work to help their guardians and parents. Naturally they are out of the school for this period and ultimately they are dropped out from the School.

Keeping in view the right of the child to make Upper Pry. education compulsory and available now to all, regular attendance at schools, the reduction of drop-out rate, raise their achievement level higher to ensure human dignity, participation in play and recreational activities, development of personality, talent, mental and physical abilities to their fullest potential, preparation for responsible life in a free society – in the spirit of understanding, space, tolerance, equality of sexes and friendship among all people, ethnic, national and religious groups and persons of indigenous origin, the district has been trying its best to ensure the elementary education for all through *Sarva Shiksha Abhiyan*. SSA, centrally sponsored scheme of the Govt. of India is designed to ensure universal access and enrollment to Primary and Upper Primary education, to reduce drop-out and to improve substantial improvement in quality of education, to enable all 5 to 14 age group children to achieve essential level of learning.

The Strategies - for 2004 – 05, with respect to the following areas will be: -

Universal Access and Enrollment

- Opening of MSK in few G.P. where upper primary schooling facilities are absent.
- Enrollment campaign through use of media and mobilisation of local community etc.

It may be noted that the Madhyamik Shiksha Kendras, which are hitherto being run as EGS centres have now been, converted into permanent upper primary centres to be run by the Panchayet and Rural development Department.

Improvement of Retention Rate

- Construction of additional classrooms with the existing schools.
- Establishment of CRC at least one in each circle.

- Separate toilet for retention of Girls' in most of the schools
- Digging up wells and tube wells for drinking water facilities.
- Campaign through Drama, Debate, Street corner etc.

Improvement of learning achievement

- In service teachers training and orientation.
 - Use of improved teaching learning materials.
- Some special measures will also be pursued in this regard.
- Mass Campaign.
 - Educating and motivating the mothers as well as fathers to send their children to schools.
 - The male biasness in the education system for Upper Primary level be removed.
 - For qualitative improvement of the children Teacher-capacity building

Strategies for Enrolment in the group of 9+ to 13+:-

This year the target will be to cover the total population projected for 2004 under the age group 5+ to 8+. As a natural process the total out of school children as on 01-04-2004 is 123595 will be automatically included in the clientele population of 2004-05.

Projected Population as on 2004-05	:	6,24,364
Net Enrolment as on 01-04-2004	:	<u>4,43,990</u>
Target for Coverage	:	1,80,374

The scheme for coverage for the above target is given below :

In Govt./aided Schools	:	1,41,531
In MSKs (P&RD run UP schools)	:	750
In RMVs	:	25,000
Through 6 months Bridge Course	:	3,000
Through 10 months Bridge Course	:	8,593
Through AIE / NGOs	:	1,000
Through Intervention for DUC	:	<u>500</u>
		<u>1,80,374</u>

CHAPTER - IV

MAJOR INTERVENTIONS

A. PROJECT MANAGEMENT

SSA is a multifaceted programme which aims to accelerate the present education scenario of the country. Main goals of the programme are :--

- All children (in the age group at 5 – 14 Years) in **School, Education guarantee centres, Alternate School, “Back to School”** camp by 2003.
- All children complete **5 Yrs. of Primary Schooling** by 2007.
- All children complete **8 Yrs. of Elementary Schooling** by 2010.
- Focus in Elementary Education of **satisfactory quality** with emphasis for life.
- **Bridge all gender & social category gaps** at primary stage by 2007 and at Elementary Education level by 2010.
- **Universal Retention** by 2010.

To achieve the above mentioned goals a strong Project Management at district level will be an immediate necessity. The functions under this Project Management will bear the fresh look and gear-up the job in a mission mode. SSA functionary will involve the whole community through their active participation and empowerment.

With the intervention of SSA, the whole educational management will definitely take a new shape. The introduction of SSA will bridge the gaps of performance and management of existing educational system.

In Paschim Medinipur the pre-project activities of SSA including preparation of District Elementary Education Plan (DEEP) has been going on in full swing by taking directives from DLCC and under the active guidance and support of District Administration. A temporary office has been set up for the project within the Collectorate compound with a Dy. Magistrate as Officer-in-Charge of SSA in addition to his normal duties Planning team has been formed with the members of Zilla Parishad, Additional District Magistrate, Dist. Planning Officer, other Officers, Staff & MIS personnel of the Collectorate, AI & SI of Schools of DPSC and Educational Inspectorate and they are working hard for successful implementation of Pre-project activities like BAS, DISE, School Photography etc. and completion of DEEP and AWP & B.

Pre- Project- Activities

i) **DISE** – DISE 99 has been done for undivided Midnapore district for 7822 Primary schools, data of which has been of immense importance for preparation of plan and allotment of fund of priority basis to the schools for infrastructure development.

DISE, 2001 has been done both for all primary and upper primary schools. It is now at data entry & analysis stage.

(ii) **School Photography Programme** :- Both data & Photograph has been taken for all primary schools of undivided Midnapore district. These will be updated time to time. Student strength (sex wise), No. of rooms, Toilet, Drinking water facility & condition of building etc. are available from this study which is helping for preparation of plan & allotment of fund.

(iii) **House to House Survey** :- It has been done in 1999 for all households to get no. of target group children, their school going rate, drop out, out of school children etc.

(iv) **Gram Sansad & Ward Information** :- It has been done in 2001-02 for getting data for drop out, out of school children, school going & literacy, rates age wise/sex wise etc.

(v) **Habitation study** :- In Kurchidanga Gram under Garhbeta – I block, a study has been done with the guidance & help of SPO for making habitation plan involving the Self Help Groups of the locality with the help of Panchayat, local people specially the mothers. It has succeeded in creating a great sensation in the locality & will help in making habitation plan in other areas in near future.

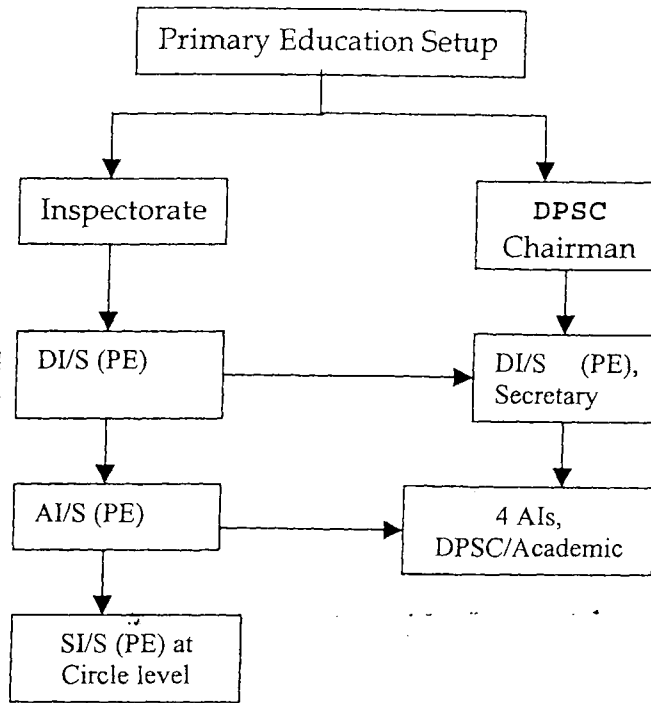
(vi) **BAS** :- Baseline Assessment Survey (BAS), has been done in the undivided Midnapore district selecting 4 blocks & 3 Municipalities randomly & 50 schools in these areas. Achievement test for language and mathematics was done for Class-I & III students & verified other records. Result of which can be used for improvement of quality of learning & other aspects.

As per decision of the Government, District SSA Committee have been formed involving Sabhadipati, Zilla Parishad as its Chairman, Dist. Magistrate as Executive vice Chairman, Chairman, DPSC and Karmadhyaksha, Siksha Sthayee Samity, Zilla Parishad as Vice Chairmen and other district level Officers as members. District Project Officer, SSA be its member-secretary. The committee is the apex body for policy formulation, guidance and successful implementation of SSA activities in the district. A permanent District Project Office has been set up in Govt. office building at the Collectorate compound.

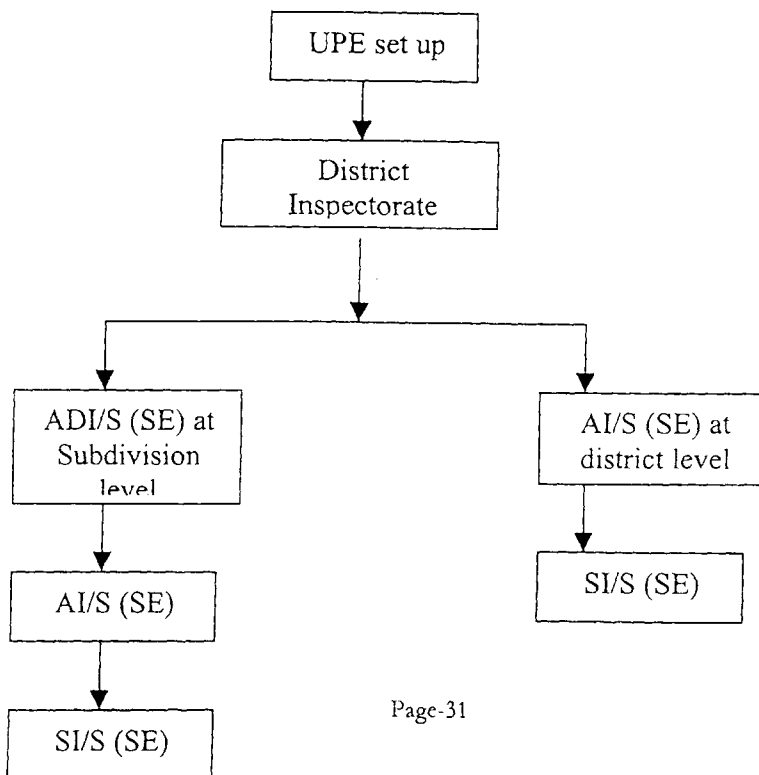
District Magistrate is the District Project Director of SSA under whose guidance and control all officers and staffs of the District Project Office will discharge their duties. There is one full time Government Officer as District Project Officer (DPO) nominated by the District Magistrate. Two officers in the rank of AI of Schools full time deputed from District Educational Inspectorate will act as Addl. District Project Officers (ADPO), one

for Primary & other for Upper Primary section. Four more Govt. Officers in the rank of SI of Schools will also be deputed as Dy. District Project Officers (DDPO), two for Primary and two for Upper Primary. A separate Bank Account in the name of SSA has been opened in a nationalized Bank at the district head quarter. All other staffs, Engineers, MIS personnel & Co-ordinators will be recruited from open market on contract basis. And the post of A.D.P.O., D.D.P.O. is yet to be functioned, as departmental order has not yet been issued.

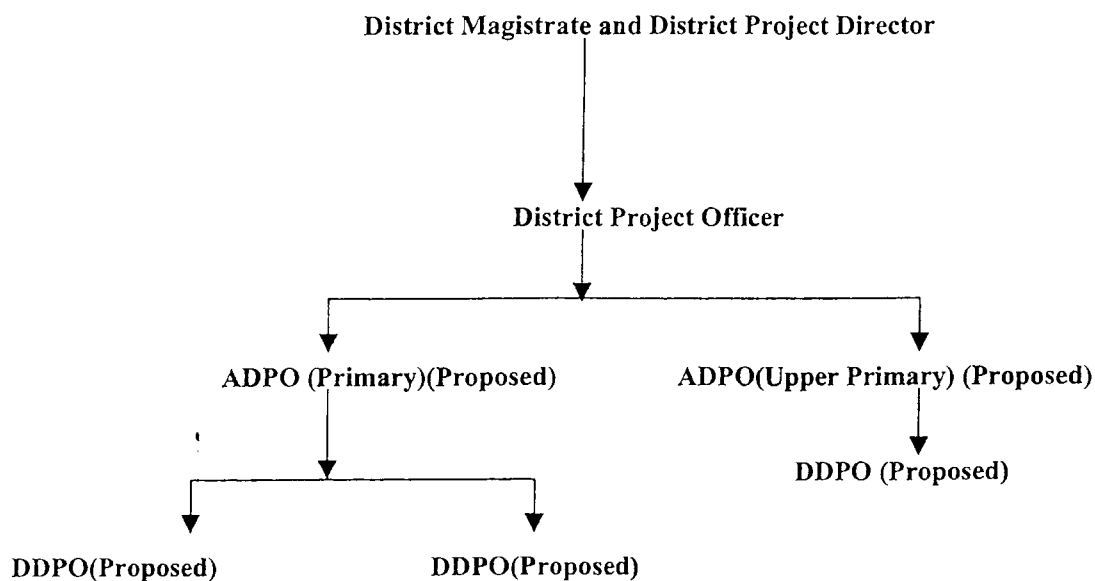
PRIMARY EDUCATION



UPPER PRIMARY EDUCATION



DISTRICT PROJECT OFFICE OF SSA



Intervention Area Co-ordinators :-

♦ Planning & Monitoring	-	1
♦ Pedagogy (Teacher's Training)	-	1
♦ PMIS	-	1
♦ Girls' Education	-	1
♦ IED	-	1
♦ Research & studies	-	1
♦ Community Mobilisation	-	1
♦ Alternative Schooling	-	1

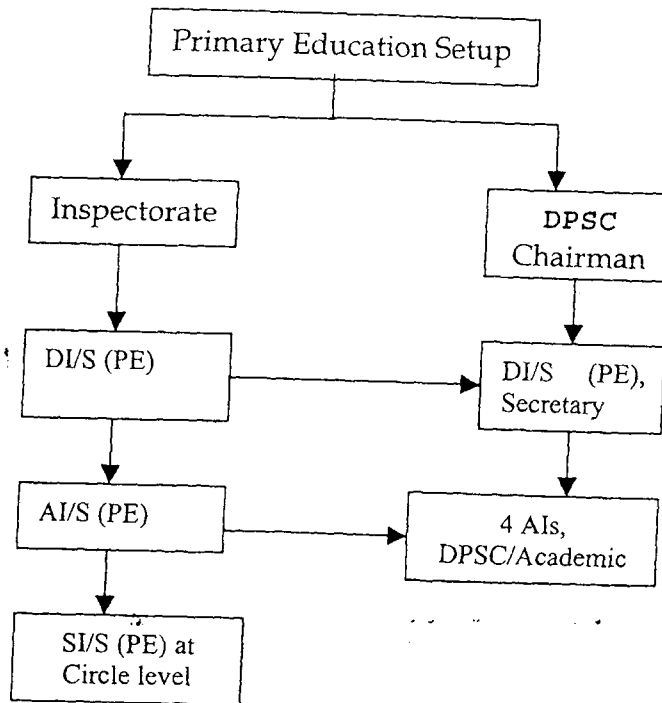
Other Officers & Staffs :-

♦ MIS in-charge	-	1
♦ FAO	-	1
♦ Asst. Engineer	-	1
♦ Junior Engineer	-	2
♦ DEO	-	1
♦ UDC	-	2
♦ Cashier	-	1
♦ LDC	-	2
♦ Technical assistant	-	1
♦ Peon/Night guard/ Sweeper	-	3

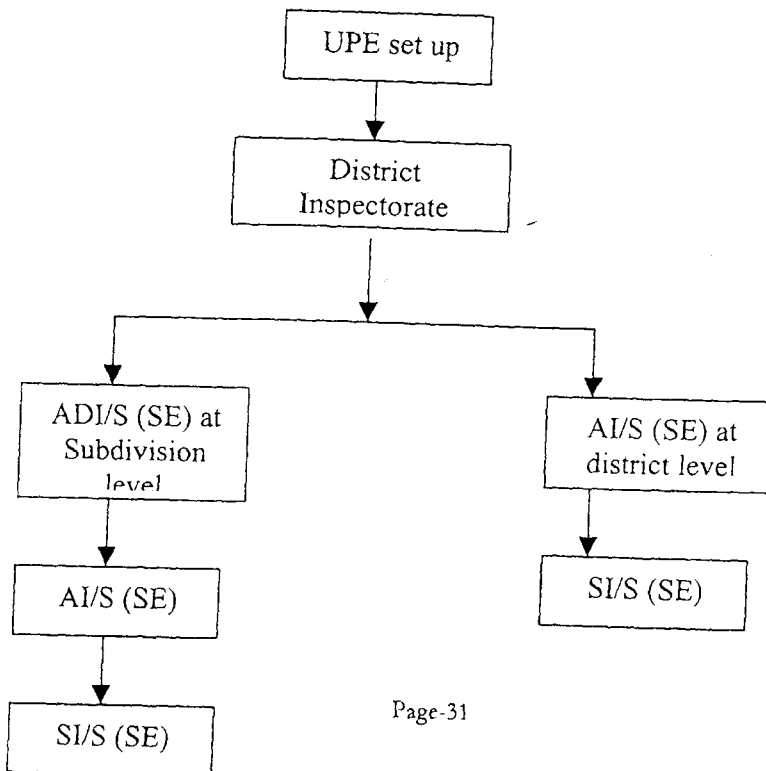
With the introduction of Sarva Siksha Abhiyan in the district the following arrangements has to be developed from the District Level to the Gram Sansad / ward level in this year 2003-04

for Primary & other for Upper Primary section. Four more Govt. Officers in the rank of SI of Schools will also be deputed as Dy. District Project Officers (DDPO), two for Primary and two for Upper Primary. A separate Bank Account in the name of SSA has been opened in a nationalized Bank at the district head quarter. All other staffs, Engineers, MIS personnel & Co-ordinators will be recruited from open market on contract basis. And the post of A.D.P.O., D.D.P.O. is yet to be functioned, as departmental order has not yet been issued.

PRIMARY EDUCATION



UPPER PRIMARY EDUCATION



- iii) Building of awareness and mobilisation for enrolment and retention of children in schools.
- iv) Maintaining a register enlisting children of the elementary age group (5-14 Yrs.)
- v) Ensuring participation of every child in the school/alternative system of education.
- vi) Monitoring and reviewing performance of the school.
- vii) Ensuring proper utilisation of community support for school building and other infrastructural requirement of the school
- viii) Projecting estimates for enrolment in each school for the next year.
- ix) Proper use of learning materials and other incentives.
- x) Ensuring convergence of different rural services etc.

❖ *Project Management at various levels*

- With the intervention of SSA the managerial gap developed till today due to shortage of staff and equipment may be covered. Now, under SSA all CLRC are required to be equipped with computer facilities with developed MIS. This will help Circle Project Officer i.e. SI/s of schools to keep control over his work even he can increase the supervision days in a month. Building Grant for about 32 CLRCs has been released by this year which will be provided with furniture's and other equipments. SI/S can not be functioned as a C.P.C. as necessary account can not be opened.
- Capacity Building of District level functionaries for both Primary and Upper Primary will be done.
- Field visit is one of the important areas which will help management system to be strengthened. The DRG members, the DPO, ADPO, DDPOs and area consultants/programme co-ordinator will visit regularly in different circles and villages and prepare monthly report accordingly. But monitoring can not be done as S.D.P.O., D.D.P.O can not be functioned.
- A Quality Management Team (QMT) will also be formed consisting of DPO, one ADPO, one DDPO, One/two DRG member.
- Academic supervision is the last but not the least important area which can be done by SIs himself or a panel of supervisors consisting Assistant Inspector of Schools in the District Level, D.I./s and expert in pedagogy. They will visit schools regularly at least 10 each month each circle and prepare the report of progress on a specific format to be developed uniformly at district level.
- Training and supervision relating to civil work is one of the important areas where certain interventions are to be made. One JE from each Block/Municipality and four JE from DPO are to be trained for supervision and monitoring construction works of all the NSB /Addl. Class Rooms and CLRCs.

Vehicle

For supervision and monitoring of all the SSA activities in the district at least 5(five) vehicles (3 for Primary and 2 for Upper Primary) would be required. Besides 3 (three) vehicles may be hired in time of necessity. Cost of hire charges and fuel has been booked in the budget portion.

CIVIL WORKS

Every child is proud of his/her School. Schools and classrooms should be attractive to provide an interesting and stimulating climate to the learners. As such development of physical infrastructure is one of the pre-requisite for universal Elementary Education. Several initiative have been taken up for providing an appropriate atmosphere to the existing schools byway of providing minimum required building/additional classrooms/toilets/drinking water/ boundary wall/storage and other essential facilities.

Sishu Siksha Karmasuchi (SSK) has been started in the district from 1999-2000 to provide Pry. Education to never Enrolled / Drop out (5-9 years) Children.

Madhyamik Siksha Karmasuchi (MSK) has been started in the district very soon to provide the access facilities for the out of school children of the Upper Pry. Classes. It has been estimated that about 290 MSK's will have to be established within the plan period to accommodate all the out of school children (9-14 years) of this district. The approximate cost for MSK will be Rs. 15.00 lakh by adopting the low cost technology. The drinking water facilities and separate toilet facilities for boys & girls student are to be provided to newly set-up MSK. It has been considered that land for setting up MSK, SSK and AWC are to be provided by the Govt. or the local community. The cost for construction of MSK will be arranged from non SSA fund.

In order to accommodate all the children between the age group of 6 to 14 years, we have to construct 93 nos. of new school building for Primary schools, about 1600 nos. of additional class rooms for Primary and about 4000 nos. additional class rooms for Upper Primary within the plan period.

At present 2914 nos. of SSKs are running in the district. The Paschim Midnapore Zilla Parishad has already undertaken the programme for construction of Toilets for all the Pry. Schools under Rural Sanitation Programme.

The preparation of a holistic plan for the infrastructure development of all the Pry. & Upper Pry. Schools, SSKs, MSK etc. is under process in the district level. The approximate breaks up of the plan proposal for infrastructural development are as follows: -

1.	Construction of 890 nos. SSK buildings, @ Rs. 1.89 lakh	Rs. 103.411 Crores.
2.	Construction of 93 nos. of No. Buildings Pry. Schools, @ Rs.3.85 lakh.	Rs. 4.6585 Crores
3.	Construction of 4000 nos. of Additional Class rooms in Upper Primary Schools @ Rs. 1.5 lakhs	Rs.50.00 Crores
4.	Construction of one additional room in 1600 nos. of Pry. School, @ Rs.1.25 lakh.	Rs. 20.00 Crores
5.	Construction of Toilet etc. in 4613 nos. of Schools, @ Rs. 0.35 lakh.	Rs. 5.54 Crores
6.	Construction of 62 CLRC building, @ Rs. 6.0 lakh.	Rs. 3.10 Crores
	Total :-	Rs. 304.31 Crores.

Out of this plan nearly Rs.20 cores will be available from other head like RIDF, PMGSY, JGSY, 11th Finance, MPLADS, BEUP etc. in this year.

Execution Of Civil Works

Community participation and contribution will be the means for undertaking civil works in the improvement of infrastructural facilities of the schools. The VEC/WEC will be given the responsibility of undertaking all the construction works. They will be the nodal agency to do so.

Contribution of the Community

- Providing suitable and adequate land for the construction of new school building.
- Support for providing local material and other cost effective materials (as well as cash, kind & service) so far as practicable.
- Participation for the quality construction and monitoring for progress.

The storage for the civil works

- * Photographs and relevant data for school building has been taken.
- * Optimum convergence with the existing schemes for greater benefit are to be ensured.
- * For greater effectiveness and cost minimization, low cost technology in Civil Works is to be evolved.

- * Through different forms of reporting strong supervision and monitoring system are to be ensured.

Implementation Stage :-

The Construction works under SSA will be monitored by the Civil Cell which will be headed A.E. and assisted by J.E.s.

On the basis of infrastructure Survey Reports, DISE, reports from Secondary sources along with the photographs of Existing Primary Schools, we have identified that some of the Primary Schools need construction of new school building (including newly set up schools), where as some Pry. & Upper Pry. Require construction of additional rooms or some sorts of repair works. District authority has taken up a drive for providing total sanitation facility all Primary Schools of the district and Drinking water facility to at least two-third Primary Schools of the District by 2004-05.

We have identified some schools where number of room is one or two, but the enrolment is less than 100. It would be better to construct there 2 roomed NSB having 400 Sq.ft for each room with a temporary partition in each room. Thus the school building would be 4 roomed one with total floor space of 800 sq.ft. Such school will also have teachers' room, veranda, drinking water and toilet facilities.

Similarly some Upper Primary Schools need additional classrooms to accommodate the student and also Drinking water and Toilet facilities.

For Primary (by SSA Fund)

- **Construction of CLRCs :-** CLRC building with an approximate area of 1700 sq.ft
- **Construction of NSB :-** NSB for building less schools as well as for new schools (already set up or going to be set up sanctioned by the Govt.) with an approximate area of 1600 sq.ft
- **Construction of Additional classrooms (AR) :-** AR in existing schools of 400 to 500 sq.ft Major repairing of the existing schools
- Minor repairing of the existing schools
- Construction of toilet and drinking water sources

For Upper Primary (by SSA Fund)

- Construction of additional class room 200 in numbers
- Construction of toilet and drinking water sources in schools
- Workshop/Training for Jr. Engineer will be done.
- Capacity building of ICWCK/VCC members, Members of Managing Committee of UP Schools also be done.

Cost Effective Technology (CET) Application

One prototype building will be constructed in the district under the supervision of a consultancy firm to ensure effective learning of the technology by District and Block engineers, Masons and ICJCK members. This also will provide an opportunity to disseminate the elements of technology and their usefulness in bringing down the cost, to local community leaders and Panchayet / Municipal Functionaries.

PEDAGOGICAL INTERVENTION

I. Primary Education

To achieve universal retention, and for quality education, pedagogical intervention is one of the major and total intervention of SSA from where quality is to be ensured. The national policy of Education (1986), as revised in 1992, had emphasized the need for a substantial improvement in quality of education to achieve essential level of learning.

Objectives

1. To develop the dependable and effective teaching learning material including text Book.
2. To build up the competencies of Teachers.
3. To create the school environment effective so that community participation can be sustained the improvement of quality education.
4. To enhance learners achievement Programme.

Thrust areas

1. Primary stage (from I – IV)
 - Activities on direct experiences of the children
 - Creative and Productive work
 - Health and physical Education

All activities are to be practiced in school hour and some activities are to be practiced / observed beyond school hours / in holidays. In Primary stage the activities are practiced on direct experiences of the children.

There are 'Nabin Baran Utsav', Tree plantation, Annual sports, Autumn function, Exhibition, Drama and other cultural and sports activities, observation of Birthday of Rabindranath, Gandhiji, Netaji, Vidyasagar, Teachers Day, Independence day and different 'National Day'. This activities may be organized/practiced in this school. These activities are to be organized in the leadership of expertise teachers.

Interventions

1. Child-Centred, Child friendly and activity-based approach

By making Elementary Education Child Centered, we would introduce a long awaited reform in the syllabus. The most important aspect of this reform will be to make education a joyful, inventive and satisfying learning activity rather than a system of rote and cheerless at hesitation instruction.

2. Teacher's role

Teacher is a facilitator of learning. A teacher is not supposed to assume the role of a 'Master' in child centred education. He sets as a friend and guide in the process of their learning. The school should provide a liberal atmosphere in which teachers and taught enter in to phenomenon of healthy human interaction.

3. Child plays

Teachers design a number of activities in which the learners learn while playing there childhood very joyfully. Children learn while learning play the games they love to play.

4. Appreciation of individual difference

Children will have to be appreciated for their inter-intra individual differences, which they inherit from parents / or acquire from environments.

5. Pupil Teacher relation

To follow child centre approach and to strengthen pupil teacher relation, it should needed to keep pupil-teacher ratio reasonable.

6. Teaching-Aids:-

To make teaching joyful and effective good amount of teaching-aids is needed.

7. Improvising Teaching Learning Materials

'**Improvised Aid**' is a term, which refers to aids prepared with simple materials costing very low / or nil, by involving the students and the teachers.

8. Minimum (Expected / Essential) level of learning: -

The strategy of MLL (E.L.L.), as a matter of fact, refers to the process / method of enabling every child, to achieve essential competencies at the mastery level, universalisation of quality in the instant case care means that at least 80% of the students at each level must achieve a minimum standard at the mastery level.

9. Multiple class teaching and Multi grade teaching in Primary level

Multiple class teaching in Primary level becomes an inescapable reality in the Education scene of our country, it implies a teaching situation in which a teacher has to attend and handle simultaneously more than one class.

Besides this situation can be developed with the assistance from cluster Resource Centre and the community as a whole. The educated aged men and women, retired teachers can contribute a lot in this connection and participation and co-operation of the community should be ensured positively.

'SARBA SIKSHA ABHIJAN' shall give special emphasis on the removal of disparities and to equalize educational opportunities by attending to the specific needs of those who have been denied equality so far.

Activities

❖ *Teacher's training*

Training of Pedagogical concept and methodology including TLM and Multi grade teaching:-

KRP's will train up the RP's. The R.P.'s will be provided with training and orientation at District level in 5 batches. 5 KRP's will be engaged in each training camps. They will be provided 6 days' training at district level. RP's will train up the teachers in batches at CLRC-level. Each batch will include 40-50 teachers for completion of the training process. Each training course will be conducted by 4 RP's and one KRP. This training at District Level has been conducted in D.P.S.C. Meeting Hall and one High School/ Pry. School has been selected to organize Teachers Training Camp at CLRC Level.

The above training programme will include-

- ☛ General pedagogical concept and methodology.
- ☛ Scope and methodology of multiple class Teaching
- ☛ TLM preparation and use
- ☛ Teacher's training in English, Natural Science, Arithmetic teaching training of 4 days' duration.
- ☛ Teacher's training on 'Physical Education' teaching.

CIRCLE LEVEL RESOURCE CENTRE (CLRC):-

CLRC is an arrangement of institutionalisation of resource support to the existing system through building up capacity of teachers and academic support to the teachers.

New Dimension of CLRC :-

- ☛ Planning and Management
- ☛ Resource and Academic support
- ☛ Community Mobilisation (to activate the VEC / WEC)
- ☛ Monitoring and supervision linkage
- ☛ Evaluation and Documentation.

Institutional Arrangements

- The Sub-Inspector of schools of the Circles are the CLRC in-charge in their capacity of being the ex-officio of Circle Project Co-ordinator (CPC)
- Each CLRC will have 1-resource teacher for Primary and one for Upper-Primary school teachers.
- CLRC will be provided with Computer and other facilities gradually.
- One additional clerk and one group-D staff will be provided for smooth work.

Area of Intervention

CLRC will have to be functioned as an institution with following interventions:-

1. Resource Centre for Resource support.
2. Circle Resource Team for implementation of Education / Academic activities

Planning and Management

1. School Mapping, Library mapping
2. Convergence Plan
3. Community Mobilisation
4. Monitoring Linkage.

Evaluation, Assessment & Documentation

To conduct Innovative Programme:-

- Gradation of Schools
- Recognition of better performing schools
- Remedial teaching and measures in weak schools.
- TLM Exhibition
- CLRC-performance Diary and activity calendar
- Monitoring of selected schools under 'ILIP'

Formation & Functioning Of Cluster Resource Centres (Crc's)

There will be 330 CRC's (GP/Ward level) throughout the Districts under the supervisions of CLRC considering every 12-15 Primary schools and 2/3 Upper Primary schools. This can serve as a community centre for educational counseling, suggests methods, discuss lesson plans, shares experience through team teaching, demonstration and effective documents or ideas and planning. The proper functioning of CRC really encourages development of no / low cost teaching learning materials at all levels with support from the local community.

For proper functioning of CRC's the different authorities, educational and general administration, local bodies etc. would have to continue their forces for Educational Planning and development. It will be able to arrange for teachers from one school of the CRC to go to another in case of short leave shortage of teachers and for other deficiencies.

(3) LINK LIBRARY PROGRAMME :-

It is planned to establish a network of several libraries for the Primary schools in the District. It is decided that each Rural / Urban library will function as the link library for all Primary schools.

CLRC BOOK FAIR: -

CLRC Book Fair – can be arranged in the District to popularise books amongst children, habitants and teachers to convey the importance of inculcating reading habit since childhood. The programme will be organized in 15 CLRC for this year.

GAMES AND SPORTS: -

The State has been provide for sports to be arranged in Pry. Schools but this amount is inadequate. So we can prepare holistic plan with S.S.A. and arrangement may be made with Primary, S.S.K., and Upper Primary schools. Annual sports will be conducted in six tiers.

- At School Level
- At G.P. Level/Zone level (with two / three wards)
- At CLRC Level
- At Sub-Divisional Level
- At District Level
- At State Level

TLM AND SCHOOL GRANT:-

* School grant @ Rs.2000/- has been given to 4622 primary schools and TLM grant has been given to 4622 nos.of teachers, @ Rs.500/- has been given to 4622 primary school for preparation and use of TLM.

ACADEMIC SUPERVISION: -

Monitoring should be strengthened by the S.I./S, (now as CPC) are required to visit the schools (minimum 10 schools per month) and give necessary support to the school in regard to pedagogical needs. Hence the capacity of S.I./S working as CPC of the CLRC is to be build up for developing horizontal supervisory system within the CLRC. Horizontal supervision machinery will be developed with the help of MIS networking to be spread up to CLRC. level organizing capacity building workshop and management training for all the staff working at D.I/S (P.E.) & (S.E.), DPSC office and CLRC. Moreover similar complex facilities will be provided to D.I/s and DPSC.

PUPILS' EVALUATION: -

Continuous and comprehensive Evaluation is being conducted in all the schools throughout the District. WBBPE has taken up external evaluation activity at the end of class-II every year to assess the achievement of the pupils as well as to make assessment uniform in nature. In this work, District SSA will spread out its hands in the form of technical input, MIS-support, financial assistance as required.

Implementation Of Learning Improvement Programme (ILIP): -

We are experienced that there is wide discrepancy in learning achievement of children belonging to disadvantage groups. Thus those students are lagging behind and eventually dropped out. Class-room situation in fact failed to reduce disparity in quality. We also learnt that parents have no accountability to their children in regard to education, Thus it can not be possible an effective and productive class-room processes that can develop those backward and 1st generation learners, - there should be an improved and diversified class-room practices to meet the learning needs of these students. This students can be enriched a learner by way of group of co-operative learning and by way of practices of competency based exercise within the framework of curriculum and syllabus. This year it is targeted to have 50 schools & 3000 learners under ILIP

OPERATIONAL STRATEGY:

- ❖ 'ILIP' - Programme is to be started with 10 schools in each circle, but in the academic year 2004-05 only 50 schools of 10 centre has been selected.
- ❖ Once the 'ILIP' approach is made fully operational in an school, it becomes a demo school (Lead School).
- ❖ The ILIP approach is adopted by different schools is documented for research and dissemination.
- ❖ ILIP- circle and schools are initially selected on the basis of motivation of those involved.

In order to achieve those programme there is a question of management. 8000 children of class-I are taken in the 'ILIP'- activity. At the initial stage we aspire to select only 100 schools of 10 circles on experimental basis and institutional arrangement is as follows: -

A) DISTRICT LEVEL

- i) There is one District cove team and
- ii) one District Quality Management Team (QMT)
- iii) District Resource Functionaries (DRF)

B) CLRC-LEVEL

- i) Constitution of CLRC- Research Group
- ii) Duties and Responsibilities of CRG.

C) SCHOOL -LEVEL

- i) To be achieved- PTA/MTA.
- ii) Students self Government
- iii) One VRP (Volume Resource Person) is to be engaged for class-I

D) COMMUNITY LEVEL

- i) In ICJCK (VEC/WEC) with a group of person interested in education.

ACIVITIES PLANNED: -

A) ORIENTATION AT DISTRICT LEVEL: -

Orientation at district level to be organised as these activity can not be done in this year 2002-04. Following activities is to be drawn: -

- ☛ One-day seminar of the members of District SSA Committee in the matter of SLIP.
- ☛ 2-Day's- workshops of District Core Team (DCT) and quality Management Team (QMT).
- ☛ 3-Day's orientation camp of CPC's and RT's and Resource group of circles (CLRC)

B) ORIENTATION AT CLRC-LEVEL

- ☛ 2-Day's Orientation meeting of all members Shiksha Sathyee Samity and all G.P. Pradhan.
- ☛ 3-Day's training of teachers on 'SLIP' (thrice in a year), Afternoon workshop at CLRC-Level twice a month i.e., 20times in a year.
- ☛ 2-Day's workshop with ICJCK (VEC/WEC) members I-Day workshop with person interested in primary education

ACTIVITY AT SCHOOL LEVEL:-

- ICJCK (VEC/WEC) meeting along with all guardians specially (mother of a child) once in a month i.e.(12 times in a year)
- Special meeting with all guardians (mother of a child) once in a month i.e.12 times in a year.
- Visit of CRG/RT to Schools /CPC to schools
- Monitoring and supervision form District Level.
- Special assistance to SLIP-SCHOOLS / CLRC's
- Books/Work Book
- Grants
- Evaluation
- Development of remedial Teaching materials at Dist/CLRC-Level
- Maternal grant to the children of the School under ILIP.

ACTIVITIES (Primary Education Section) in details: -

- 1) Training of the R.P.'s on general concept of modern education Residential----- 6 Day's Programme.
[Module – I]
- 2) Training of the R.P.'s for capacity building on Arithmetic, — Residential – 4- Days'
- 3) Workshop for development of TLM on unit basis (subject wise), Residential – 2 days
- 4) Teachers Training on Module-I, at CLRC-Level-----4 days non-Residential
- 5) Teachers Training on Mathematics at CLRC-Level.-4 days – non Res.
- 6) Afternoon workshop at CRC.
- 7) Afternoon review workshop at CLRC.
- 8) Book-Grant for CLRC,CRG, Rural and urban libraries.
- 9) Training of CPC's and Dist/Block Functionaries.
- 10) Book Fair Organisations at CRC-Level.
- 11) School grant Rs. 2000/- per school
- 12) TLM Grant for Teachers @ Rs.500/Teacher/Year.

- 13) Salaries/Remuneration to R.T's Gr-C, Gr-D at CLRC.
- 14) Workshop/Training for DRG, QMT, RT, Dist. S.S.A. members for SLIP
- 15) Workshop for CPC's & R.T. for SLIP.
- 16) Supply of Education materials to schools under 'ILIP'.
- 17) Book Grant for CLRC's and Schools for SLIP.
- 18) Development of Evaluation Sheets / Worksheets / Study materials
- 19) Supervision / Monitoring by QMT / DRG and DRF etc.
- 20) Bi-monthly meeting of DRG on pedagogy (40 persons)
- 21) Exposure visit at Dist. Level, CLRC – Level.

II. Upper Primary Education

There are about 816 Upper Primary schooling facilities institution in the Paschim Medinipur District having average roll strength of 500 per school to reach the goal of Universal access and their retention up to class- VIII, Qualitative improvement in teaching is very essential to the programme. Accordingly the teachers in the Upper Primary level should be oriented with the present system of education on competency basis, so that they can teach the student to raise their learning level up to the standard. Their teaching should be interesting to the students and their instruction should be easier and attractive to all the learners. So the teachers must be acquainted with the new teaching methodology, concept and techniques of joyful learning, participation learning, latest thoughts of multigrade teaching, curriculum and evaluation of the students.

OBJECTIVES:-

After the end of Pry. Education it is observed that a good numbers of students are out of the schools. Those who are being enrolled in class V, do not belong in the same category due to lack of attractive class room situation, a remarkable number of students are being found dropped out gradually in the upper classes. Hence to create class room situation attractively and to mobilise universal enrollment and their retention, Qualitative improvement in class teaching is essential for development of education. The following objectives may therefore be observed for introducing Qualitative improvement in the Pedagogical intervention.

- ❖ To build up competency in teachers
- ❖ To create class room situation attractive, dependable and effective Teaching Learning Materials (TLM) and aids be introduced.
- ❖ To create universal achievement at least up to the standard

Activity based subject (at Upper Primary stage):-

- ❖ Work Education
- ❖ Physical Education
- ❖ Social Work and school performances

TEACHERS ROLE:-

Teacher is a facilitator of learning. At present it is found that the Education of most of the school are developed through teachers centric. They just enters the class room through lectures, questions them (student) and end the chapter. A good no. of students does not follow the lecture as a result they are lacking behind about the matter which late them to be dropped out . Hence the role of the teacher is very important. Child centric Education be followed in lieu of teacher oriented Education. Students will take main part in the class room while teachers will only act as a guide.

Training on Pedagogy at the district level

To motivate SSA functionaries, a training of 2 days in the district level for resource persons will be held in the month of Nov.2002 on UEE & total quality management. This resource persons of Ten in number will be constituted from the inspecting officers of education of this district. As the inspecting staff has the power to Supervision and monitoring all the Upper Pry. Schools twice in each year, they come in contact with various problems of academic side of the school. The inspecting Staff basically are teacher educator. Accordingly the selection of District resource persons should be made from the inspecting category. They will train up the resource teachers of each CLRC.

After the end of the training of the District Resource Persons, an orientation of RP's on modern Pedagogical issues (Teaching learning Process) at district level will be held in the month of Nov. 2002 at the district level. All the resource teachers of CLRC's will participate in this programme. To create class room situation attractive, quantitative improvement in class teaching is very essential to be introduced to this programme. The teaching should be interesting to the students and their instruction should be easier and attractive to all the learners. So the teachers must be acquainted with the new teaching methodology, concept and techniques of joyful learning, participation learning, latest thought of multigrade teaching, curriculum and evaluation of the students. Education is developed through endless process. But as the time is very short, this year, the proposal for introducing orientation programme of 6 days on English & Math of the respective teachers separately will be held in the month of Dec.2002 and January 2003 under each CLRC's. If it is possible the training on Physical Science will have to be orientated in the month Feb.2002 under each CLRC. Programme for training of teachers on TLM development and on evaluation using modern methods and technology will be organized this year viz. in the session of 2002-2003. As because this year we will provide TLM grant to 62 schools only teaching one from each CLRC. All the Upper Primary Schools will be provided under school grant of Rs- .02 this year & TLE grant of Rs-.5

In recent times, teachers in majority are appointed with academic training i.e., B.Ed.,PGBT, B.T. etc. on the recommendation of the SSC. Appointed without such training are deputed to under go such converse for a period of about 10th month i.e., from 1.7 to 15.5 to get themselves trained/equipped seminars in-service awareness training are to taken up from time to time at the initiative of the WBBSE/ WBHSC/Govt. in education department. When such situation demand on the introduction of new syllabus curriculum in the school level. Such supervise awareness training is mostly held on Science based subjects and sometimes on other subjects too and they in their turn take the responsibility to train up others through a comprehensive programme.

Area of Intervention:-

To improve Qualitative ability and competency of the teachers CLRC will act as a functional Institution with the following intervention

- Resource Centre for Resource support
- Resource persons for implementation of Academic activities.

To develop competency and ability of the teachers, introducing of In-service teachers training and orientation for existing teachers in view of creating class room situation attractive will play a vital role in the programme. Through training, teachers should be able to enhance their ability to examine the educational reality from a critical perspective. The purpose of it is to alert teachers in respect of modern methodology of teaching and Pedagogical skills. In training, teachers, members of the academic community involved in teachers training, as well as others concerned who are interested in the democratisation of educational structure will be engaged also for broadest sense. This training programme will be organised under each CLRC of each circle.

It is established that DRG will be trained up as Key Resource Persons. They will conduct the training of the RT of CLRC. They should be conceived of as an institution for providing academic resource support to teachers for both Primary and Upper Primary education. At least 3 (three) Upper Primary teachers under each CLRC will be trained up as resource teachers. They will train-up all the Upper Primary Teachers serving under each CLRC area.

There is a provision for a scheme for the teachers of Upper Primary level to develop their interest and skill by Pre training and developing of the teaching learning aids, charts, maps etc. under SSA guideline. A grant of Rs.500/- (Five hundred) per teachers will be provided each year to meet the expenses of the said purpose.

A grant of Rs.2000/- (Two thousand) per year is to be provided to each school for the purpose as mentioned in the guideline.

ACTIVITIES:-

- Training for Resource Persons at CLRC level on general concept of Modern Technology and method – 4 days
- Training for RPS for capacity building on subject wise – 4 days
- Training for Teachers on 'School Health Programme' – 6 days
- Training for teachers under each CLRC area – 4 days for each group of 20 to 30 heads (subject wise)
- Workshop for preparation of modules, Aids and Teaching Learning Materials (TLM) – 4 days
- Book fair to be conducted at CRC level
- Training for Teachers in 'English Teaching' – 6 days

School Based Learning Improvement Programme (SLIP):-

To reduce the disparity in quality of the students school based Learning improvement programme should be introduced there. It is learned that the teachers face the problem of backward students in teaching for their improvement in quality. Accordingly that type of schools can be brought to the SLIP programme. The students can be able to enrich their learning ability through group work, group discussion and competency based exercises in this district the population of 5 to 14 age group of S.C. / S.T. dominated areas faces this type of problem. Hence SLIP be introduced in that area particularly in Jhargram Sub-division and Garhbeta-II Block.

OBJECTIVE:-

- To ensure reduction of gap in learning achievements
- Qualitative improvement of the Backward students
- To create co-operative attitude and to develop their self Learning attitude.

Operational Strategy:-

- SLIP programme in Upper Primary level is to be started with all Upper Pry. Schools under CLRC.
- Where the SLIP programme be operated that schools be considered as lead school

Activities

To ensure universal enrolment and retention of the children to the school, qualitative improvement in teaching is necessary. Accordingly to enhance teacher's competency and ability, in-service training for the teachers is incorporated in the planning process. But considering the time factor of the programme this year emphasis has only been given for creating resource persons and resource teachers. Hence training for all resource persons in the district level excepting orientation of R.Ps on evaluation using modern methods and techniques will be completed by Feb.2003. Training for resource persons will be residential.

Duration for training stands maximum 6 days. In the upper primary level, it is observed that there are four groups i.e. Language, Science, Social Science and Work Education and Physical Education groups. In a Junior High School or the school which have upper primary schooling facilities there are 6(six) teachers in the normal section and additional posts are sanctioned in addition to that number due to increase of enrollment. As per existing rule teachers of normal section stand as follow 2-2-1-1. Two each stands for Language and Science one for Social Science and another one is Headmaster. Considering the short time for this year, training for teachers on Language, Science and Math have been provided in this annual plan. Training on TLM development of the teachers particularly in Language Science and Math will be completed by Feb.2003. Activities (Upper Primary Section) in details are as follows:-

1. Training of the R.P's on U.E.E. & Total quality management (Module-I) 3 days
2. Training of R.P's on modern Pedagogical issues Module-II 6 days
3. Orientation of R.P.'s on Language i.e. English, Bengali & Arabic 4 days (Residential)
4. Training of R.P's on Math 4 days (Residential)

5. Training of R.P's on Science4 days (Residential)
6. Training of R.P 's on History/Geography.....4 days (Residential)
7. Orientation of R.P's on TLM Development4 days (Residential)
8. Orientation of Headmaster/Headmistress on UEE & Total management ...3 days (Residential) (Sub- division level)
9. Training of Teachers on Modern Pedagogical issues6 days (Residential)
10. Training of Teachers on Language.....4 days (Non-residential)
11. Training of Teachers on Math.....4 days (Non-residential)
12. Training of Teachers on Science..... 4 days (Non-residential)
13. Training of Teachers on TLM Development4 days (Non-residential)

COMMUNITY MOBILISATION

In the past the elementary educational management of our country was mainly governed by the contribution of community with special references to donation of land, construction of building, and sometimes deployment of volunteer. Though our literacy rate has increased, yet a large section of our community are still ignorant of the necessity of education. Motivation and Mobilization of the entire community is a must in order to achieve UEE.

THRUST AREAS & ACTIVITIES

- ❖ Development of structural base in every Gram-Sansad / Ward areas by forming village Education & Health Committee (VEHC) / Ward Education & Health Committee (WEHC) and village construction committee (V.C.C.). In our District as per decision of DLCC the Iswar Chandra Janachetana Committee (ICJCK Comm.) is considered to be accorded the status of VEHC/ WEHC.
- ❖ Intensive Motivational training to built the capacity of the ICJCK Comm. Members are to be organised. The following activities are to be undertaken to ensure effectiveness of the Comm. members in proper mobilisation of our community as a whole so that our goal may be achieved.
- ❖ Training of DRG, KRPs and other officials – 2 days District Level Residential Programme.
- ❖ Training of VEC/WEC members, 2 members from each committee – 1 day non residential programme at CLRC Level/Block level.
- ❖ Training of the RPs and on Folk campaign on SSA related to Pry. Education – Non residential one day programme.
- ❖ For ensuring access, enrolment & retention at the micro level a data base at the Gram Sansad and Ward level will be maintained. For this, every ICJCK Comm. will maintain a register of age group of the children 3 to 14 years. Printing of Children Register as per requirement and folder for VEC/WEC members is essential. In Paschim Medinipur several Self Help Groups (SHG) have been formed by

women members of BPL / APL families and many of them are performing well for their earning, reducing social taboos, increasing health and other consciousness etc. Those SHGs can be involved for community mobilization for UEE and preparing habitation plan on Elementary Education. SSA may provide knowledge and financial report to them for achieving the goal.

- * Convergence and interdepartmental co-ordination among School, VEC/WEC Panchayat, Municipality, School Education Deptt. And District level SSA functionaries are to be developed. To ensure this sensitization Workshop are to be organised involving all these bodies. The workshops are to be of this nature:-
 1. Camp workshop/Training of members, VEC/WEC at CLRC-level.
 2. Workshop / Training for M.C. (SSK) members at CLRC-level.
 3. Workshop / Training for Panchayat members at CLRC level
 4. Workshop / Training for the members of Trs' Association at district level.
 5. Awareness development of guardians.
 6. Campaign activity i.e. – observance of National Children Day, Enrolment day etc. Folk campaign is to be organized at CLRC level.
- ◆ Campaign from Block/Municipality Level to Village/Ward /Habitation Level through out the district at every corners – twice a year with drama, Jatra, songs, padayatra etc.
 - A) Workshop with folk artist.
 - B) Folk campaign at G.P. & ward level
- ◆ Video shows or Projector shows on the life of eminent person can be shown highlighting the necessity of education.
- ◆ Posters and leaflets can be distributed
- ◆ Wall writing in a colorful manner can also be a way.
- ◆ Celebrities if available can also be involved in various cultural functions.
- ❖ Special emphasis should also be given to mobilise the children of the minority communities. They include SFG children, children of SC/ST Minorities and children placed in difficult circumstances. H2H survey or visit to remote areas is to be carried out in order to reach them. Proper steps are to be taken to provide access to schools for these children. As a large percentage of dropout cases are from this group, special attention is to be given to ensure their retention. Keshpur, Garhbeta-I, Garhbeta-II, Garhbeta-III and Salboni Blocks of Midnapore Sadar Sub-division, Keshiary, Kharagpur-II, Narayangarh Blocks of Kharagpur Sub-division and entire Jhargram Sub-division are to be attended with special emphasis to mobilize the community to arrest the problems of SC/ST people and minority community.

ALTERNATIVE SCHOOLING

A. PRIMARY EDUCATION :-

Alternative school means the complimentary arrangement of primary education system outside the formal primary school. This is required because the only formal primary school could not reach to every child i.e. ensuring universal access, due to its rigid norms and structure and also uneven socio-eco geographic condition of therefore to achieve the goal of universal access under UPE, this system is essential which will help us to provide the primary education to the different kinds of deprived children of difficult circumstances.

In WB, Panchayat & RD Deptt. has launched Sishu Siksha Karmasuchi (SSK) which is meant for ensuring access in unserved habitations for out of school children. Paschim Medinipur district has established 988 nos. SSKs for ensuring access of the out of school children by 2000-2001. It is noted that 581 nos. SSK have been established in the year 2001-2002. For 2002-2003 378 nos of SSKs in 17 different Blocks mainly in Jhargram, Kharagpur and Midnapore Sadar Sub-division have already been approved.

This District has also established 28 nos. of alternative School under NCLP for ensuring access of Child Labours.

Scope of Education Guarantee Scheme (EGS)/Alternative Innovative Education (AIE)

- **Children in remote, school less habitations** : - Opening of EGS with at least 20 children and an education volunteer (Sahayak/Sahaika).
- **Education for migratory Children** :- Seasonal Community Hostels will be arranged for boarding, lodging, coaching and care of children.
 1. Setting up of education centre at the site of migration.
 2. Organizing condensed, bridge courses for children on their return to home to make up the schooling time lost during the period of migration.
- **Bridge course/Back to school camps**: -The short term / long term duration of residential / non-residential Bridge Course will be adopted: -
 1. To mainstreaming the children into formal school in class-II and IV
 2. To bring 'out of school' children to age appropriate competency level through condensed courses followed by their admission into appropriate grades in the formal schools through 6 months & 1 year Residential/Non-Residential courses.
- **Short duration summer camps**: - to motivate children in the age group of pre-primary and primary stages for enrolment in schools or even for remedial teaching prior to start of a new Academic Session.
- **Strategies for adolescent girls**: - Short duration motivational centers, which are residential in nature (may be non-residential also) from where the girl, would go on to attend longer duration residential/non- residential camps.
- **Very specific, flexible strategies for certain groups of children e.g. child labour, street children etc.** : - The strategies would be bridge courses, remedial teaching centers, residential camps, drop in centers, half way homes etc. Strategies for such groups would also include contact based activities e.g. out reach

workers to establish rapport with the children, a counsellor to provide emotional support and a physician (may be Health Asst.) to care their health need. The people who would be engaged to tackle the problems of these children should have proper sympathy, constructive attitude, strong determination and missionary zeal.

• **Remedial Teaching:** - Two kinds of interventions may be there –

- a) Necessary Remedial Teaching for children in formal schools.
- b) For children mainstreamed into formal schools through bridge course/camps/back to school strategies.

They are mostly heterogeneous in terms of age, sex, level of education (dropout) caste and geographical conditions. Considering the entire profile of the children and scope of the scheme the district has identified and categorized the children as follows: -

1. 5 - 9 years children not enrolled in primary schools in the served habitations.
2. 5 - 9 years children not enrolled in school because of in access of schools (unserved habitation).
3. 5 - 9 years children frequently move here and there.
4. 5 - 9 years children migrate for 5 - 6 months in a year with their parents for searching of job.
5. 9 - 14 years dropout children (from class I to IV)
6. 9- 14 years children never enrolled in Primary School.
7. Children enrolled in Maktab and Madrasah.
8. Less than 5 years children

Strategies:-

Keeping in mind the no. of different categories of out of School children the district has formulated the following strategies to cope up the problem :

1. a) Ensuring enrolment of out of school children in the age of 5 - 9 years in the existing primary school. b) Changing school timings.
2. Ensuring access to the out of school children (5 - 9 years) by providing SSK and EGS gradually.
3. Sensitizing the community for universal enrolment.
4. Introducing Bridge Course (AIE) for the dropout children and mainstreaming them where there is no access problem.(with the help of NGOs and , VEC/WEC)
5. Introducing summer camps/Ashrams/Pathshala for the migrating children in difficult areas specially in tribal areas at Jhargram Sub-division.
6. Shifting of less than 5 years Children to Anganwari Centres.

ACTIVITY:-

- Organizing a weeklong Intensive Campaign in all to bring the out of in formal schools, EGS or AIE.
- 2914 nos of SSKs in 29 Blocks have already been with an enrolment of about. For this year SSA will provide fund for two sahayaikas of 2284 nos. of center.
- 126581 out of school/drop out children will be mainstreamed in class-II or IV through Bridge courses (AIE) of 6 months10 months duration (both residential and Non-residential) in this year. Immediate task is to prepare the module for Bridge courses, which has been decided to be developed by the State Project Office. PBRPSUS another urgent task is to select the N.G.Os in each Block and Municipalities who will

conduct the Bridge courses. A fund of Rs.845.00/child/year will be provided from SSA head for these Bridge Courses and sensitisation Programme. District Support Team members will be appointed to coordinate & supervise the activities of Bridge Course Centres.

- Discussions have been going on at the district level with the Municipal Affair Deptt. officials and municipal authorities to establish few nos of Sishu Siksha Prakalpa (SSP) in each Municipality in this year for enrolling the Deprived Urban Children (DUC). 42 nos of Bridge courses (both residential and non-residential) will be conducted in eight Municipalities.

EDUCATION FOR THE CHILDREN OF SFG

A specific problem of the district.

In this District there are various types of problems, cropped up - area bars. In the western part of the district i.e. Jhargram sub-division- people lived most of the forest area, very few cultivated land area and as such the poor people of backward S.C. & S.T. communities, (e.g. Lodha, Sabar, etc.) maintain their livelihood through haunting and migrated from the eastern region of Midnapore to Hooghly district as a seasonal agriculture labour and worked at small scale industries. These people did not feel the necessity of education; their only need is food, shelter and cloth. And the child of these people help their guardian to their work for more profit, girls people usually look after their younger brother and sister.

Peoples of Ghatal in the North-eastern region of Paschim Medinipur district suffer from floodwater in each and every year. They lost the 3 to 4 months school working day and children of this flood-prone area, did not reach upto the mark and converted into dropout children.

Again we identify that most of peoples of Jhargram and some of Kharagpur Sub-division normally speak - 'Santali Language' but their medium of instruction is Bengali i.e., Bengali is their second language. These small children is not inspired for language problem.

Another problem focused that in Kharagpur & Midnapore Town, that- there are street beggar and they live in the platform, under the bridge, etc., moved here there and they did not feel to admit their children in the school.

All above problems have been identified after House to House survey.

Action is being taken through plan to bring those children earlier at SSK or alternative schooling system

Sometimes local authorities, few NGOs have thought of few schemes to accord primary education facilities at least to these deprived children but these types of temporary arrangements have given them practically no relief as yet. It has been felt as desired that Ashram / residential type of facilities should be ensured for these migratory children by providing food, lodging and primary education.

It has been proposed to run few Ashram/residential camps through the initiatives/efforts of identified suitable NGOs.

Special focused group

By conducting House-to-House Survey the district has identified the following special focus groups of children.

- a) Child Workers.
- b) Temporary migratory children
- c) Out of school adolescent girls
- d) Street children, children of the slum area specially at Jhargram & KGP Sub-Division
- e) Children of linguistic minorities (Urdu, Oriya, Telegu, specially at Part of Kharagpur & Jhargram sub-division).
- f) Tribal children (Santhli language in Alchiki script specially at Part of Kharagpur, Midnapore & Jhargram sub-division).
- g) Children from poor minority community.

Strategies for SFG:-

Keeping in mind the specific problems of the SFG the following strategies have been identified in this district.

- i) Making convergence plan with Labour Deptt. for establishing more no. of child Lab. School. Where it will be required.
- ii) Survey and Micro Planning exercise will be done for identifying child Lab. for the first year.
- iii) Intensive campaign for sensitising the SFG people. (Flock, Print, Audio Visual etc.)
- iv) Opening of temporary camps in those areas where from the children migrates.
- v) Identifying the migratory children by organising micro planning exercise in different areas.
- vi) Opening of SSK/EGS school with the help of Panchayet & RD Deptt. and NGOs. Specially for the children of linguistic minorities and tribal children.
- vii) Opening up residential/Asram/Pathshala for one/two year for the age old children.
- viii) Identification of NGOs for giving responsibility for running residential Camps/Ashram etc.
- ix) Strengthening MIS on AS.
- x) Sensitisation of the community people by organising mass campaign/door to door campaign/discussion at Sansad meeting etc.
- xi) Formation of special women group at Sansad/Ward for ensuring girls enrolment of the deprived families.

Activities for SFG

- 1) Organising micro planning exercise in Jhargram, Kharagpur & Midnapore Sub-Division areas For identifying the SFG children.
- 2) Conducting bridge Course in rural areas for mainstreaming the children. NGOs will be involved in this activities (3-6 months duration of the camps).
- 3) Workshop with S.S.A. Committee, DPRDO for making plan, monitoring the entire programme.
- 4) Training of the Resource Persons associated to Alternative Schooling.

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- 3) Workshop with S.S.A. Committee, DPRDO for making plan, monitoring the entire programme.
- 4) Training of the Resource Persons associated to Alternative Schooling.

- 5) Orientation of CLRC Co-ordinators, Block/Municipal Functionaries and others.
- 6) Training of the supervisors of the Kendras/Centres.
- 7) Pedagogy training of Siksha Sahayikas/Sevikas/Instructors.
- 8) Orientation of the members of VEC/WEC Municipal Personnel and Govt. Officials.

Proposal for conducting Bridge Courses (AIE) per year by the NGOs for mainstreaming of out of School/drop out children having Age group between 5 to 8 years

Sl. No.	Name of the Municipality	10 months duration Course				6 months duration Course			
		Boys	Girls	Co-ed	Total	Boys	Girls	Co-ed	Total
1	Midnapore Sadar		5	6	11	4	7		11
2	Salboni		4	5	9	3	6		9
3	Keshpur		3	4	7	2	1		3
4	Garhbeta-I		5	6	11	4	8		12
5	Garhbeta-II		2	5	7	3	6		9
6	Garhbeta-III		5	6	11	4	8		12
	Sub-Div.:- Midnapore Sadar		24	32	56	20	36		56
7	Debra		5	6	11	4	9		13
8	Kharagpur-I		5	7	12	4	10		14
9	Kharagpur-II		5	6	11	4	7		11
10	Pingla		5	6	11	4	6		10
11	Sabang		5	7	12	5	10		15
12	Dantan-I		3	5	8	4	8		12
13	Dantan-II		3	4	7	3	4		7
14	Mohanpur		3	5	8	4	8		12
15	Narayangarh		2	6	8	5	10		15
16	Keshiary		5	6	11	4	9		13
	Sub-Div. :- Kharagpur		41	58	99	41	81		122
17	Jhargram		4	6	10	4	8		12
18	Jamboni		4	5	9	3	6		9
19	Gopiballavpur-I		5	7	12	4	10		14
20	Gopiballavpur-II		5	7	12	4	8		12
21	Nayagram		5	6	11	4	7		11
22	Binpur-I		3	5	8	4	8		12
23	Binpur-II		5	7	12	4	10		14
24	Sankrail		3	2	5	4	5		9
	Sub-Div. :- Jhargram		34	45	79	31	62		93
25	Ghatal		4	4	8	3	5		8
26	Chandrakona-I		4	6	10	4	7		11
27	Chandrakona-II		4	6	10	5	6		11
28	Daspur-I		4	6	10	4	7		11
29	Daspur-II		4	4	8	3	5		8
	Sub-Div. :- Ghatal		20	26	46	19	30		49
	Total		119	161	280	111	209		320

**Proposal for conducting of Bridge-Courses for mainstreaming of out of school children Dist:-
Paschim Medinipur**

(Municipality-wise Proposal)

Sl. No.	Name of the Municipality	Non-residential Course				Residential Course			
		Boys	Girls	Co-ed	Total	Boys	Girls	Co-ed	Total
MIDNAPORE SADAR SUB- DIVISION									
1	Midnapore Sadar		2	3	5	2	2		4
KHARAGPUR SUB- DIVISION									
2	Kharagpur		2	4	6	2	2		4
JHARGRAM SADAR									
3	Jhargram		1	2	3	1	1		2
GHATAL SUB-DIVISION									
4	Ghatal		1	1	2	1	1		2
5	Kharar		1	1	2	1			1
6	Kharpai		1	1	2		1		1
7	Ramjibanpur		1	1	2	1	1		2
8	Chandrakona		1	1	2	1	1		2
	Total :-		5	5	10	4	4		8
	Grand Total:-		10	14	24	9	9		18

II. UPPER PRIMARY EDUCATION

Likewise the Primary Education, to provide Upper Primary Education to the different deprived pupil of age group 9-14 years under difficult circumstances the following arrangements will be made.

1. Education Guarantee Scheme (EGS) :-

In this arena the State Govt. has decided to bank upon the institution under the Nomenclature of Madhyamik Siksha Karmasuchi (MSK) & Sikshalaya Prakalpa (for Deprived Urban Children (DUC) for covering the majority of the out of school children.

To provide Upper Primary Education to all the children having age group of 9-14 years we have enrolled them in :-

- i) The existing Upper Pry. School
- ii) Madhyamik Siksha Karmasuchi (MSK) in rural areas
- iii) Sikshalaya Prakalpa (SP) in urban areas
- iv) Running the existing Upper Pry. Schools in an additional shift (morning or evening) by providing volunteer teacher involved the Managing Committee.

Alternative Innovative Education (AIE)

2. Bridge Course / Back to School Camps :

The short term (6 month) both residential & non-residential / long term (1 year)

Duration of residential/non-residential Bridge Course :

Short term non-residential course (6 months) for the students already completed at least Pry. Education & dropped out. short term residential courses (6 months) for the students group completed up to standard – II in formal Pry. School & dropped out.

Long term residential / non-residential Courses (1 year) for out of schools/drop out children of age group of 9 to 14 Yrs.

These courses will be adopted:

- To mainstreaming the children into the age appropriate standard in formal schools in class-IV and V
- To bringing 'out of school' pupil to age appropriate competency level through condensed courses followed by their admission in to appropriate grade in the formal school in class-IV and V

Activities :-

- Conduct of Bridge Course separately for Boys & girl's, both residential & non-residential in each block/Municipality. Courses will be of 6 months & 1 year duration. Residential and non residential courses will be conducted by taking about 60 children strength at a time.
- Constant monitoring will be done by the district level monitoring team & also at CLRC Level.
- The data available from DISE, H2H Survey Enrollment figure from D.I. of Schools (SE) etc. it has been ascertain that there are 123575 No's of out of school children having 9 to 14 years age group.

Proposal for conducting of Bridge Courses (AIE) per year by the NGOs for mainstreaming of out of School/drop out children having Age group between 9 to 14 years

SLN o	Municipality /Block	6 Months Duration.						1 year Duration						Grand Total
		Residential			Non- residential			Residential			Non- residential			
		B	G	Total	B	G	Total	B	G	Total	B	G	Total	
1.	Midnapur Sadar	4	4	8	4	4	8	2	2	4	2	2	4	24
2.	Salboni	4	4	8	4	4	8	2	2	4	2	2	4	24
3.	Keshpur	6	6	12	6	6	12	3	3	6	3	3	6	36
4.	Garbeta-I	4	4	8	4	4	8	2	2	4	2	2	4	24
5.	Garbeta-II	4	4	8	4	4	8	2	2	4	2	2	4	24
6.	Garbeta-III	2	2	4	2	2	4	1	1	2	1	1	2	12
7.	Midnapur(M)	2	2	4	2	2	4	1	1	2	1	1	2	12
Sub-Divn .Midnapore Sadar				52			52			26			26	156
8.	KGP-I	2	2	4	2	2	4	1	1	2	1	1	2	12
9.	KGP-II	2	2	4	2	2	4	1	1	2	1	1	2	12
10.	Pingla	4	4	8	4	4	8	2	2	4	2	2	4	24

11.	Sabong	4	4	8	4	4	8	2	2	4	2	2	4	24
12.	Dantan-I	2	2	4	2	2	4	1	1	2	1	1	2	12
13.	Dantan-II	2	2	4	2	2	4	1	1	2	1	1	2	12
14.	Mohanpur	2	2	4	2	2	4	1	1	2	1	1	2	12
15.	Narayangarh	6	6	12	6	6	12	3	3	6	3	3	6	36
16.	Keshiary	2	2	4	2	2	4	1	1	2	1	1	2	12
17.	Debra	4	4	8	4	4	8	2	2	4	2	2	4	24
18.	KGP (M)	2	2	4	2	2	4	1	1	2	1	1	2	12
Sub-Division Kharagpur				64			64			32			32	192
19.	Jhargram	4	4	8	4	4	8	2	2	4	2	2	4	24
20.	Jamboni	4	4	8	4	4	8	2	2	4	2	2	4	24
21.	Gopiballavpur-I	2	2	4	2	2	4	1	1	2	1	1	2	12
22.	Gopiballavpur-II	2	2	4	2	2	4	1	1	2	1	1	2	12
23.	Nayagram	4	4	8	4	4	8	2	2	4	2	2	4	24
24.	Binpur-I	4	4	8	4	4	8	2	2	4	2	2	4	24
25.	Binpur-II	4	4	8	4	4	8	2	2	4	2	2	4	24
26.	Sankrail	4	4	8	4	4	8	2	2	4	2	2	4	24
27.	Jhargram (M)	2	2	4	2	2	4	1	1	2	1	1	2	12
Sub-Division Jhargram				60			60			30			30	180
28.	Ghatal	4	4	8	4	4	8	2	2	4	2	2	4	24
29.	Chandrakona-I	2	2	4	2	2	4	1	1	2	1	1	2	12
30.	Chandrakona-II	2	2	4	2	2	4	1	1	2	1	1	2	12
31.	Daspur-I	4	4	8	4	4	8	2	2	4	2	2	4	24
32.	Daspur-II	4	4	8	4	4	8	2	2	4	2	2	4	24
33.	Ghatal (M)	2	2	4	2	2	4	1	1	2	1	1	2	12
34.	Kharar (M)	2	2	4	2	2	4	1	1	2	1	1	2	12
35.	Khirpai (M)	2	2	4	2	2	4	1	1	2	1	1	2	12
36.	Ramjibanpur (M)	2	2	4	2	2	4	1	1	2	1	1	2	12
37.	Chandrakona (M)	2	2	4	2	2	4	1	1	2	1	1	2	12
Sub-Division Ghatal				52			52			26			26	156
Grand Total				228			228			114			114	684

GIRLS EDUCATION

Since creation of mankind, the women as well as the mothers have been performing the prime role in taking forward the human societies towards civilization and progress, through their activities starting from giving birth to the children and to get them grown up as a man/woman. But in our male dominating society these women are being neglected and exploited in every sphere of life. This is due to lack of education and awareness among them. The primary objectives of UPE being Universal Enrolment, Retention and Quality Education of all, emphasis has been laid on Special Focus Group children like girls, disabled children, children belonging to scheduled castes, scheduled tribes, other backward classes, Child labourers etc. in *Sarva Siksha Abhiyan*. Girls account for the largest percentage of these special focus groups of children and hence, Girls' Education is one of the major components of *Sarva Siksha Abhiyan*.

Present Scenario :

The population of women is almost equal to that of men. However they are denied of proper dignity and recognition, which they deserve to enjoy. They cannot even take decision of their own life because it is their parents, husbands or sons who generally rule them. It is a common convention that women are made to do household jobs and are there to starve to feed other member of their family. Due to this, from childhood the parent, instead of sending them to schools, generally engage them in household works. Early marriage is a tradition rather than an exception in rural areas. These practices discourage the parents in enrolling or continuing their girl child to schools. In many rural poor families, the girls are asked by their parents to stay at home to look after their younger siblings. It has been noticed that the drop out rate in case of girl student is much higher than that of boy student. Many cases has been heard, where girl student were subjected to male atrocities like rape, molestation while going to school. To ensure security, many parents feel to stop the schooling of their girl child at growing age. Moreover after attaining puberty, the girls generally suffers from various physiological disorders which also impedes the girls from going to school. In many upper Primary Schools, there is no separate provision of toilet for them. It is a problem that a girl cannot compromise.

So far we have discussed various social and infrastructural problems that not only obstruct girls from initial enrolment but also responsible for their early departure from schools. However, it is not the entire scenario. From the study of statistics we can say that number of girl student in primary education is increasing. Nowadays in almost all spheres of life the girls are competing with the boys on equal footage. Even it is seen that in many cases the performances of girls are better than that of boys. This aspect is really encouraging. It can be inferred that day-by-day the society is realizing the importance of women and paying attention to girl's education. It is the right time, that every one of us including the Govt., Civil

Societies, N.G.Os must take urgent steps to assure the elimination of sex bias from our society and to ensure cent percent girl's enrolment in Primary Education by the year 2003.

Block wise Index of Gender Equity (IGE) for (5-8 Yr.) of Population as per 2001

Sl. No.	Block Name	Male	Female	Total (5-8)	% of Girls in Target population	%Girls in NE	Index for Gender Equity (IGE)	Difference
1	BINPUR-II	8468	7951	16419	48.43	49.26	101.72	-1.72
2	BINPUR-I	8173	7487	15660	47.81	48.17	100.75	-0.75
3	GARBETA-II	7700	7064	14764	47.85	46.87	97.96	2.04
4	GARBETA-I	11809	10748	22557	47.65	46.47	97.53	2.47
5	GARBETA-III	8607	7808	16415	47.57	46.77	98.33	1.67
6	CHANDRAKONA-I	6932	6358	13290	47.84	46.86	97.95	2.05
7	CHANDRAKONA-II	6268	5729	11997	47.75	46.86	98.13	1.87
8	GHATAL	11110	10351	21461	48.23	47.91	99.33	0.67
9	DASPUR-I	9990	9730	19720	49.34	49.51	100.34	-0.34
10	DASPUR-II	11581	11590	23171	50.02	49.18	98.32	1.68
11	KESHPUR	16990	15483	32473	47.68	46.37	97.25	2.75
12	SALBANI	9688	8804	18492	47.61	48.64	102.16	-2.16
13	MIDNAPORE	9295	6444	15739	40.94	45.87	112.03	-12.03
14	JHARGRAM	9012	8252	17264	47.80	46.91	98.14	1.86
15	JAMBANI	5965	5483	11448	47.89	47.06	98.26	1.74
16	GOPIBALLAVPUR-II	5498	5001	10499	47.63	46.68	98.00	2.00
17	GOPIBALLAVPUR-I	5612	5059	10671	47.41	46.24	97.53	2.47
18	NAYAGRAM	7198	6748	13946	48.39	46.62	96.35	3.65
19	SANKRAIL	5991	5558	11549	48.13	48.26	100.28	-0.28
20	KHARAGPUR-I	14240	12305	26545	46.36	47.08	101.56	-1.56
21	KHARAGPUR-II	9467	8741	18208	48.01	45.73	95.26	4.74
22	DEBRA	14848	13870	28718	48.30	47.42	98.18	1.82
23	PINGLA	10149	9080	19229	47.22	47.72	101.06	-1.06
24	SABANG	14119	12750	26869	47.45	49.02	103.30	-3.30
25	NARAYANGARH	15650	14339	29989	47.81	48.07	100.53	-0.53
26	KESHIARY	7709	7115	14824	48.00	49.62	103.38	-3.38
27	DANTAN-I	8888	8145	17033	47.82	48.14	100.67	-0.67
28	DANTAN-II	7905	7217	15122	47.73	48.13	100.85	-0.85
29	MOHANPUR	5648	6192	11840	52.30	47.48	90.79	9.21
30	RAMJIBANPUR (M)	1026	929	1955	47.52	46.09	96.99	3.01
31	CHANDRAKONA (M)	1204	1092	2296	47.56	46.09	96.91	3.09
32	KHIRPAI (M)	854	783	1637	47.83	47.79	99.91	0.09
33	KHARAR (M)	676	627	1303	48.12	47.85	99.44	0.56
34	GHATAL (M)	3090	2719	5809	46.81	49.22	105.16	-5.16
35	MEDINIPUR (M)	9012	8248	17260	47.79	50.19	105.03	-5.03
36	JHARGRAM (M)	3122	2881	6003	47.99	50.17	104.54	-4.54
37	KHARAGPUR (M)	12363	11053	23416	47.20	48.18	102.07	-2.07
		305857	279734	585591	47.78	47.69	99.89	

❖ **STRATEGIES AND ACTIVITIES:-**

- The basic infrastructure of the schools needs to be improved. Specially in the upper primary schools separate provision of toilet should be there for girls.
- Motivating the mothers of little girls is to be our priority. Most of them are victim of social injustice in their childhood. They will never want the same thing to happen to their children. Recently in Murshidabad district a unique 'Ma-o-Meye Mela' was organized. All the mothers and their girl child of a particular area were invited in the Mela. Cultural activities were organized and at the end the best Ma and her Meye were given prize. This type of innovative 'Melas' can be organized to enhance the interaction of various community members, specially the women.
- Formation of District Resource Group for Girls' Education, comprising of academicians, members of NGO working in the relevant field and other district level functionaries from various Govt. Deptts.
- Block / Circle committees on girls' education to be formed.
- District functionaries from various levels will be oriented on gender issues.
- Formation of school based Mother Teacher Association will be done for Capacity building, monitoring, retention of girl child, Quality of education with the help of Self Help Group (SHG).
- Convergence with Balika Samridhi Yojana
- The teachers who will educate these girl students are to be trained, motivated and sensitized. The gap between the teachers and students are to be reduced. Apart from imparting education, the teachers should also share the feelings of the student. They need to act like sensitive, affectionate seniors. They are also required to interact with their parents. This will reduce drop out cases.
- Workshop at district level with female members of the Panchayat Samities to act as Resource Persons.
- General sensitization of female Panchayat members of Gram Panchayat.
- World Women's day will be observed on 8th March 2003.
- From the index for Gender Equity (IGE) shown in the table in the pre-page, it is clear that we have to give under stress in Garhbeta-I, Garhbeta-II, Chandrakona-I, Keshpur, Gopiballavpur-I and Gopiballavpur-II, Nayagram, Kharagpur-II and Mohanpur Blocks and Ramjibanpur and Chandrakona Municipality to ensure cent percent Girls' Education.

EARLY CHILDHOOD CARE & EDUCATION

In every child who comes into the world, the hopes and dreams of the Human race are born a new. To give the hopes and dreams a perfect shape, proper care and adequate education for the children in their early childhood (3 – 5 Yrs.) is absolutely essential. In order to have cent percent enrollment of students of the age group (5 – 14 Yrs.) by May 2003, early childhood care of Education (Pre schooling) should be an initiative, to be undertaken with importance. This will habituate the children from their very early age in going to school. This will automatically enhance their liking for education. It will indeed have positive effect in the enrollment to Primary classes. By taking care of the youngest member of a poor family, the elder sibling who is very often

engaged to look after the younger ones can be freed to attend other schools. Thus the rate of enrollment will be even higher.

The Anganwadi Centre, which are the childcare centers of the ICDS programme of Social Welfare & Child Development Deptt. plays an important role in this district. As per information the number of A.W.C. in Paschim Medinipur are 4725 and they support 153025 children of age group (3-5) Yrs. The pre-project activities are being carried out in Anganwadi Centre and this assures great significance towards universalizing Elementary Education.

Strategies and Activities: -

- Sensitization of the parents through VEHC(ICJCK), PTA, MTA and other association and campaigning agencies for sending the target Children to the centers is important. Exhibition are to be organised in different blocks and villages. Poster exhibition, House to House campaign, material exhibition are to be arranged to build up community awareness on the services of the ICDS with special emphasis on Pre schooling Education.
- Proper supervision and monitoring system are to be reorganized for pre schooling activities at the AWC Management of the centers will have to come under the VEHC (ICJCK) (through separate MIC under VEHC). VEHCs (ICJCKs) to be strengthened for effective supervisor, monitoring and evaluation. Sensation & convergence workshop are to be taken up with District ICDS functionaries. Frequent workshops should be there to ensure continuous interaction between CLRC and AWC.
- Awareness and capacity building of the ICDS workers through training by experts for taking proper care of the children of this age group is required. Even academic support in the shape of TLMS to the centers should also be provided. The following training programmes are to be undertaken –
 - i) 2 days training programmes every year starting from 2nd year are to be imparted to all the Anganwadi workers and helpers excepting IV year.
 - ii) 2 days training programmes of the Resource persons are to be organized at the district level every year .
 - iii) Training of women member of the Panchayat/VEC(ICJCK) members will be organized on ECCE in I, II & V year of the project fund.

The ECCE kits as a composite teaching learning materials have been proposed to be supplied to all ICDS centers once a year.

Formation of DRG for ECCE is essential for conducting the activities of ECCE smoothly.

- Administration should take special care to maintain priority regarding time schedule between ICDS workers and primary schools. If required the working hours of the ICDS workers and helpers may be extended to meet the time adjustment.
- Simultaneous stress on enrollment of the eligible but un-enrolled children, and regular attendance of the enrolled children is to be given.
- Apart from Mid-day meal there should be attempt to organize picnic.
- Above all the AWC should have child friendly environment. Apart from education, the children should be involved in various types of games, Bratacharies etc.

EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

SSA envisages integrated education for both physically handicapped and mentally retarded children with mild and moderate disability. Though the number of disabled person in companion to the whole population is few, yet we cannot ignore the number, because our aim is to educate the entire mass of which they are also a part.

In Article 41 of our Constitution it has been indicated that State shall make provision for securing the right to work to education and to public assistance in the case of unemployment, old age, sickness and disablement and in other cases of underserved want. Previously a different line of approach i.e. providing education in schools specially meant for each disability was adopted. But times and concepts have been changed. It is no longer considered appropriate to have separate schools for children with disabilities in stead, it was the movement of integration in context to exclusion or segregation which has gained momentum in recent years particularly in the decade of 1990s.

To achieve the goal of UPE/UEE, the Govt. has introduced *Sarva Siksha Abhiyan*. If that as so, Education of children with disabilities must become integral part of national initiative for obvious reason because:-

- a) Education for all cannot be achieved without including children with special needs.
- b) Primary School in the Rural/Urban area becomes the natural choice keeping in view its proximity, and
- c) It is the issue of non-discrimination and human rights, that those children with special needs are not segregated but included as part of the mainstream.

Persons with Disabilities Act (1995) have addressed the issue of education of persons with disabilities by offering wide range of educational opportunities.

We have some plans and Strategies and implementation of them are required to achieve the required goal.

Capacity Building at district level :-

- Engagement of duly qualified and competent IED-Co-ordination and programming Co-ordinator.
- Formation of District Resource Group (DRG) with representatives from DSWO, CMOH, NGOs etc. Resources of Health Deptt. will also be utilized for this purpose.
- Capacity building of teachers and Anganwadi Workers.
- Orientation of SSA personnel at the district level.
- District level Resources Organisation (DLRO) will be engaged, one for two circles at the areas to look after the special needs of IED. Each DLRO should have three special educators from different field of disability viz. Visual, Mental and Hearing.
- IED Resource center will be set up at the circle level.

Screening & Assessment and school survey: -

- Forming multi disciplinary assessment teams with expert form the field of Medical, Psychological and Special educated personnel.
- The above team will identify the special need of disable children.
- Wall Writing, Leaflet, Miking, Postering to be used extensively before assessment camp
- Four Blocks will be worked this year.
-

Mass Awareness on IED in the community.

- (a) Sensitization of District functionaries
- (b) Sensitization at Block/Municipality level.

Orientation and training of the parents, teachers, NGOs, and guardians of the disabled children on IED at the circle level.

Aids Appliances.

1. Aids and Appliances will be provided to the disabled children through convergence with ALIMCO. 60% of the fund will be contributed by ALIMCO and the remaining 40% will be done by SSA
2. In case of non-availability, the appliance, furniture will be procured from the market.

Networking with National Institutes.

DPO will develop network with State/National Level Institutes viz. NIOH, NIMH, AYJNIHH, NIVH for obtaining and developing materials, providing aids and appliances and other required services.

Resource Library

Setting up a Resource Library on IED at district level, a board with different aids and appliances will be displayed.

Visit

1. Other SSA District visit of DRG members and IED Co-Ordinator.

Activities:

A. For Primary

- ❖ Assessment, Screening and School survey for IEDC coverage for four Blocks, one in each Subdivision.
- ❖ Engagement of two DLRO's, one for two circles
- ❖ Selection of KRPF, its orientation and other activities
- ❖ Workshop/Sensitisation on different aspect of IED for teachers, guardians and others.

- ✦ Procurement of aids and appliances for selected children
- ✦ Development and Printing of Resource materials
- ✦ Observance of world disable Day at district and circle level

B. For Upper Primary

Different activities of similar type relating no IED covering about 4000 children.

INNOVATION

For proper and successful implementation of any project or programme, the innovative works are very useful. This initiative keeps stimulation to the project, programme and activities to reach the target. The innovation of work can generate momentum to the entire programme for achieving the goal. So the innovative work is essential to make the project effective and fruitful.

In order to make the Upper Pry. students a real competitor of this dynamic world, acquaintance with the computer is essential for them. We can provide computer facility to most of the Upper Pry. Schools within the plan period. For computer education we may club few Upper Primary Schools of a locality to ensure computer access to all Upper Pry. students.

In the innovative areas, the district has prepared a plan in details with realistic nature and executable manner as follows :

I. For Primary:-

- The programme of Mid-day meal is to be ensured in all SSKs/AWC/temporary camps/Primary & U.P. Schools.
- Students to be involved in various types of Games, Bratacharies, etc. for generation of single community fillings in the school.
- Free Medical camps are to be organised at the remote areas. SSA functionaries are to be attached to them. This will not only be an effective health-care measure for them but will also ensure the required interaction between SSA functionaries and hardest to reach people.
- Some senior members of the SFG can also be included in our SSA Mission. They can be asked to escort the girls children to SSK to ensure their security provision. They can also be given various manual task that are essential for the running of the educational units. Directly and indirectly they will help us to generate awareness among members of their community regarding the necessity of elementary education.
- Construction & Development of child Friendly Elements (CFE) at few Pry. Schools.
- Workshop for the personnel on the issue of mobilizing Community contribution.
- Documentation & following action on the issue of Balika Samridhi Yojona (BSY) for BPL families only.

II. For Upper Primary :-

- Students to be involved in various types of Games, Bratacharies, etc. for generation of single community fillings in the school.
- Free Medical camps are to be organised at the remote areas. SSA functionaries are to be attached to them. This will not only be an effective health-care measure for them but will also ensure the required interaction between SSA functionaries and hardest to reach people.
- Some senior members of the SFG can also be included in our SSA Mission. They can be asked to escort the girls children to SSK to ensure their security provision. They can also be given various manual task that are essential for the running of the educational units. Directly and indirectly they will help us to generate awareness among members of their community regarding the necessity of elementary education.
- 20 Upper Pry. Schools in different Blocks/Municipalities are to be provided with computers along with other accessories and fund for salaries of computer Instructor and consumables (Approx. Rs. 75000/- per unit).
- Free supply of Text Book for Girl's student and students of SC/ST from Class-VI to Class-VIII.
- Workshop of the personnel on the issue of mobilizing community contribution.
- Documentation & follow up action on the issue of Balika Samridhi Yojona (BSY) for BPL families only.

Child Friendly Elements

Play Elements: - Playing elements such as slides, swings, hanging bar, play walls, sandpit etc will be made at very low cost and make the school more attractive. Many other low cost play elements as rope swing with tyre, bamboo jungle gyms etc can be provided using locally available cheap waste materials.

Learning Aids: - Geometrical figures, patterns, educational games etc are items that would be used for the children. Such type of learning aids included in the permanent physical infrastructure can contribute a great deal to teaching learning process. Thus these elements can be included into building components such as floors, walls, windows, grills etc. Floor elements should ideally be placed in group activity areas, such as in the centre of the classrooms, veranda etc.

Children Chalkboards: - The chalkboards will be provided within the classrooms / veranda walls. These can be in various shapes of animals, fruits, geometrical figures etc. These boards would start from 150 mm above floor level and can go up to 1350 mm above floor level.

Low cost learning spaces: - Sometimes due to scarcity of funds , teaching learning can take place in open spaces, which costs less than a classroom, such effective places include veranda, pavilion, platforms which cost 80%, 60% and 20% respectively of the cost of a similar size classroom.

Outdoor Learning space :- In some cases due to shortage of classrooms, external spaces need to be utilised for conducting classroom activities. In such cases, low cost classrooms can be constructed which includes benches.

The enclosure can be of any form like a circle, rectangle, hexagon etc. External benches for 20 children cost Rs.1500/-.

Low cost benches :- There are almost no furniture in the rural schools. Hence permanent benches can be constructed along the classroom walls which will help the children to use both as sitting and worktops. The space under the benches can be utilised as storage and sometime those benches can be used to display models and other things. The cost of bench is approximately Rs.500/-.

An Amphitheatre is a dynamic learning area that encourages performance based learning. It can be constructed by widening the steps up to the existing plinth and adding a stage and chalkboard in front. An open air amphitheatre for 50 students cost Rs.6500/- approximately.

Platform under trees (Chhabutras) :- Often a shaded area under trees are used to hold classes. A low platform along with a chalkboard can be constructed for proper utilisation of the same. These platforms can be constructed with the left over construction materials at a very little cost.

Access Ramps :- Ramp are provided to help physically disabled children for easy access to the classroom. The ramp should be 1:12 so that the disabled child can go easily from the classroom door. Also the ramp surface should be such that the disabled child does not slip while climbing handrails should also be provided along the ramp for extra support to the disabled children.

Storage and display :- Storage for personnel as well as for groups is one of the major requirements for school children. There should be at least one regular cupboard in every classroom. Typical cupboard should have shelving below, which can be used by the students and the lockable storage above, for the teachers usage. The regular cupboard should be constructed near the teachers chalkboard. The small storage places for personal use by children should be provided in all possible nooks and corners in the classroom. If there are permanent benches, the space underneath can be used as student storage.

J. Planning Research, Monitoring & Management Information System.

The target groups for the plan are not uniform and the quality of education is not up to the mark, to achieve the goal and objective of SSA, we have to thrust on scientific planning, adequate studies, monitoring and a strong information system. During pre-project activities, DISE, H-2-H survey, BAS, etc. have been done to get a thorough idea and strong database on the elementary education scenario of the district which would help a lot for preparing the District Elementary Education Plan.

The major components under this sector are –

i) Planning: -

Micro-planning of education for elementary education starting with Gram Sansad/Ward as a unit of planning can be undertaken by application of PLA techniques under the leadership of Self Help Group.

Discussion has been made and will be made with the Officials of Zilla Parishad, DPSO, Teachers' Association, people representative, Govt. officials and N.G.O. for preparing a realistic

Planning Process

This plan is the net outcome of an extended exercise of planning initiated from the grass root level by ensuring overall participation. Usually trend reflects that the district level officials prepare the plans after assessing the needs of the people belongs to the primary level. To change the direction of the planning process, “planning from below” approach with the aim of materialization has been undertaken. Two types of Baseline planning methodology are being undertaken to formulate this plan. One is Habitation planning and other is Circle level planning. To implement the process of Habitation plan, capacity building of DRG members have been organized. Simultaneously capacity building of CPCs, RPs and Secretary / President of the VECs/WECs will be done subsequently to make them equipped and functional. But the noted thing is that process of completion of Habitation planning is time consuming and take at least 2 or 3 years. This process already has been initiated in some areas of the districts, where capacity building of the DRG members are already being completed. The stakeholders at district level have decided various planning issues after close interaction with each other. It has been decided in the DRG meeting that the programme of Habitation planning will immediately introduced in the remaining areas.

Apart from that Circle level planning will proceed side by side with the Habitation plan. Ideally, Circle level planning should be formulated by compilation of the Habitation plans. To introduce this short of plan capacity building of CPCs is required towards achieving the knowledge of technicalities of the plan. It is also required to prepared a Circle level database and on the decision that they will make their own Circle plan. Database will be prepared in consultation with district project office and state project office, if needed so.

From the coming year it has decided that the concept of micro plan process in terms of Habitation planning at the lower level to be introduced. This plan will involve:

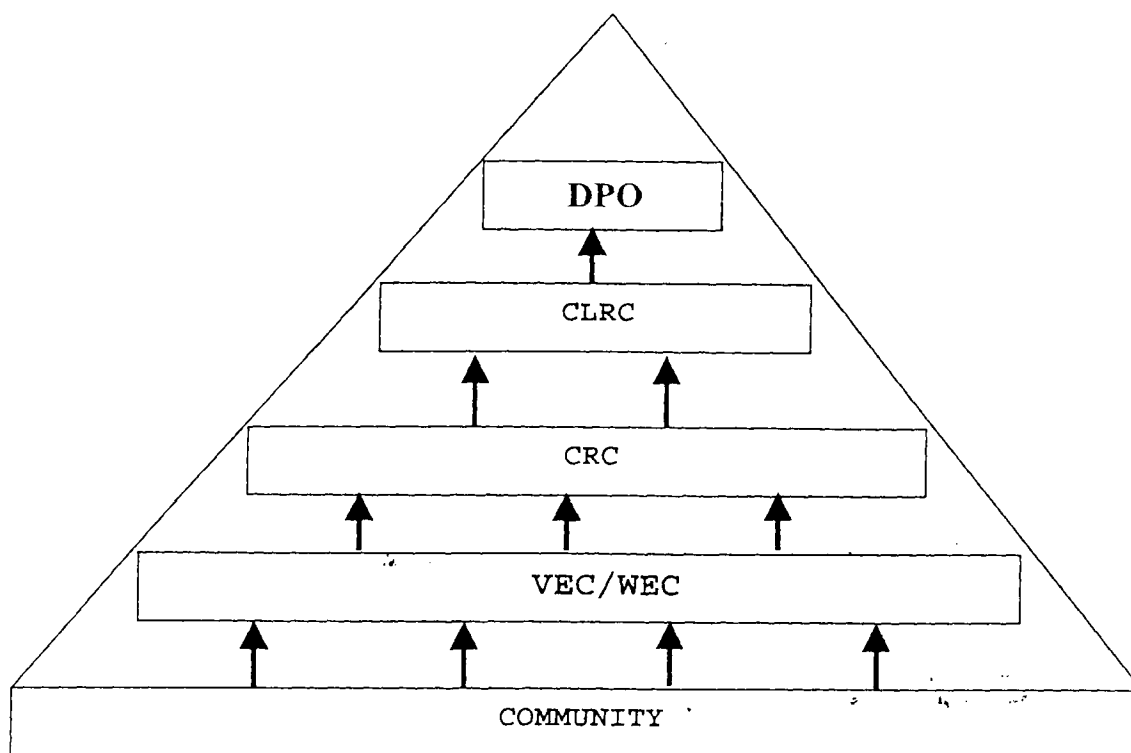
- * Involvement of the beneficiaries, local habitants to identify their own need
- * Generating and mobilizing local available resources in a greater extent
- * Development of integrated attitude
- * Preparation of plan subject to the availability of resources

Process:

- ♣ Formation of VPC (Village Planning Committee) with the provision of representatives from VEC/WEC/MTA at village level
- ♣ Orientation/training programme for the VPCs at CRC/CLRC level

- ♣ Collection of information on education related issues
- ♣ Compilation of information
- ♣ Preparation of plan with the support of available information
- ♣ Finalisation of habitation plan at VEC/WEC level

After completion of habitation plan, VEC / WECs will sum up the habitation plan to prepare cluster level plan. Similarly circle will sum up the cluster plan and forwarded to district for preparing the district plan.



ACTIVITIES: -

- Key resource persons at the District level has been selected & they have undertaken training at the State level for preparation of micro level educational plan through PLA technique. They will trained Circle Level Resource person (at least two person in each circle).
- Gram Samsad/Ward level habitation plan on elementary education under the leadership of self help group will be done in each circle (at least 5 in each circle) where R.Ps will act as facilitator.

ii) Research & Studies: -

We may also conduct few diagnostic studies on assessing the pre-primary activities, primary and U.P. scenario (like DISE, BAS) gender and minority issues, problems of Special Focus Group and on quality education.

ACTIVITIES :-

- Immediate formation of District Research & Studies Team (DRS)
- Conduct of DISE, BAS, MAS, SLIP etc.
- Studies on the reasons for non-enrolment of children engaged in any kind of occupation
- Studies on Special focus group.
- Studies on the qualities of Education.

iii) Monitoring :-

To achieve the Universal access, enrollment, retention and quality of education for UEE strong monitoring System is absolutely necessary.

Activities :-

- Formation of a district level monitoring team.
 - Participatory monitoring at habitation level involving SHG, parents, teachers, Gram Panchayat/ Municipal functionaries etc.
 - Development of strong monitoring mechanism from CRC to District level through some scientific formats.

iv) Management Information System :-

The Project SSA is required to prepare plan, its execution and monitoring. This involves to deal with a voluminous data at the Gram Sansad, Circle, Block and District level. It is also necessary to supervise and monitor the activities on a regular basis and also to take corrective measures as and when necessary. To do the job smoothly and efficiently, the help of modern tools of information. Technology will be necessary and thus forming a strong management information system at all levels.

ACTIVITIES :-

- Training on MIS at CLRC level.
- Generation of strong data base up to CLRC level.

v) Media & Documentation:-

For successful implementation of any programme, media and documentation play a vital role. As such different activities will be undertaken under this head for successful implementation of S.S.A.

ACTIVITIES :-

- ⊕ Campaign on SSA through hoarding, posters, wall write up banners etc..
- ⊕ Documentation through still photography and videography
- ⊕ Report writing, Printing and its distribution
- ⊕ Publication of bulletin.

BUDGET-2004-05

SSA

OF

PASCHIM MEDINIPUR

WEST BENGAL

District Profile

District Name : Paschim Medinipur

State Name : West Bengal

Year : 2004-05

Blocks 29

Clusters 330

Villages 3622

Activity (Primary)	Physical	Activity (Upper Primary)	Physical
Total Habitations	10740	Transition Rate	74.87
School Less Habitation	59	School Less Habitation	21
Government Schools	4631	Government Schools	1
Building Less	121	Building Less	0
Private Aided School	890	Private Aided School	1062
Sanctioned Teachers (Post)	14801	Sanctioned Teachers (Post)	11296
WorkingTeacher	14870	WorkingTeacher	7605
Private Aided Teacher	2244	Private Aided Teacher	7598
Govt. Teachers	12626	Govt. Teachers	7
Total Child Population	613233	Total Child Population	624364
Total Enrollment(All)	699427	Total Enrollment(All)	473728
Total Enrollment	612712	Total Enrollment	417440
Total Girls Enrollment	300576	Total Girls Enrollment	204782
Total Boys Enrollment	312136	Total Boys Enrollment	212658
SC Boys Enrollment	57012	SC Boys Enrollment	38317
SC Girls Enrollment	54901	SC Girls Enrollment	36897
ST Boys Enrollment	46979	ST Boys Enrollment	31574
ST Girls Enrollment	45240	ST Girls Enrollment	30404
Out of School Children	18618	Out of School Children	123575
Disable Children	1560	Disable Children	520

INTERVENTIONWISE FINANCIAL OUTLAY

(Rs. in lakhs)

District Name : Paschim Medin State Name : West Bengal

2004-05

Activity	Unitcost	Physical	Period	Financial
A. New Schools (Phy)				
0.01 New Primary School (Phy)	0	890	0	0
0.02 New Upper Primary School	0	247	0	0
Sub Total				0
B. Block Resource Centre				
1.01 Salary of RP - 1	0.02	250	12	60.00
1.02 Salary of RP - 2	0	0	1	0
1.03 Salary of RP - 3	0	0	1	0
1.04 Furniture Grant	1	29	1	29.00
1.05 Contingency Grant	0.125	29	1	3.63
1.06 Meeting, TA	0.005	29	1	0.15
1.07 TLM Grant	0.05	29	1	1.45
1.08 Other	2.01	29	1	58.29
Sub Total				152.52
C. Cluster Resource Centre				
2.01 Salary of RP-1	0.02	330	12	79.20
2.02 Salary of RP-2	0	0	1	0
2.03 Furniture Grant	0.1	330	1	33.00
2.04 Contingency Grant	0.025	330	1	8.25
2.05 Meeting, TA	0.02	330	12	79.20
2.06 TLM Grant	0.01	330	1	3.30
2.07 Other	0	0	1	0
Sub Total				202.95
D. Civil Works				
3.01 BRC	6.00	10	1	60.00
3.02 CRC	0	0	1	0
3.03 Primary School	1.889	890	1	1681.21
3.04 Upper Primary	0	0	1	0
3.05 Building Less (P)	3.85	15	1	57.75
3.06 Building Less (UP)	0	0	1	0
3.07 Dilapidated Building (P)	0.5	58	1	29.00
3.08 Dilapidated Building (UP)	0	0	1	0
3.09 Additional Class Room	1.5	410	1	615.00
3.10 Toilet/Urinals	0.2	70	1	14.00
3.11 Water Facility	0.15	70	1	10.50
3.12 Boundary Wall	0	0	1	0
3.13 Separation Wall	0	0	1	0
3.14 Electrification	0	0	1	0
3.15 Child Friendly	0.1	300	1	30.00
3.16 Last Year Balance Fund	0	0	1	0
3.17 Other	0	0	1	0
Sub Total				2497.46
E. Interventions for Out of School Chil				
4.01 Egs Centre (P)	0.00845	70066	1	592.06
4.02 Egs Centre (UP)	0.012	1000	1	12.00
4.03 Back to School	0	0	1	0
4.04 Bridge Course	0.00651	6000	1	39.06
4.05 Remedial Teaching	0.001	660	1	0.66

INTERVENTIONWISE FINANCIAL OUTLAY

(Rs. in lakhs)

District Name : Paschim Medin State Name : West Bengal

2004-05

Activity	Unitcost	Physical	Period	Financial
4.06 Residential Camp	0	0	1	0
4.07 Innovative Scheme	0.012	15000	1	180.00
4.08 Other	0.00909	12093	1	109.93
Sub Total				933.71
F. Free Text Book				
5.01 Free Text Book (P)	0.0015	150000	1	225.00
5.02 Free Text Book (UP)	0.0015	200000	1	300.00
Sub Total				525
G. Innovative Activity				
6.01 ECCE	0	0	1	15
6.02 Girls Education	0	0	1	15
6.03 SC/ST	0	0	1	5
6.04 Computer Education	0	0	1	15
6.05 Other	0	0	1	0
Sub Total				50
H. Interventions for Disable Children				
7.01 IED	0.012	4000	1	48.00
Sub Total				48
I. Maintenance Grant				
8.01 School Maintenance	0.05	5396	1	269.80
Sub Total				269.8
J. Management & MIS				
9.01 Management & MIS	0	0	1	304.50
Sub Total				304.5
K. Research and Evaluation				
10.01 Research & Evaluation	0.013	5447	1	70.81
Sub Total				70.81
L. School Grant				
11.01 Primary School Grant	0.02	5521	1	110.42
11.02 Upper Primary School Gra	0.02	1063	1	21.26
Sub Total				131.68
M. Teachers Grant				
12.01 Primary Teachers Grant	0.005	15270	1	76.35
12.02 Upper Primary Teachers G	0.005	8947	1	44.74
Sub Total				121.09
N. Teachers Salary				
13.01 Primary New Teachers Sal	0.01	2244	12	269.28
13.02 U P New Teachers Salary	0.025	741	12	222.30
13.03 New Head Master Primary	0	0	1	0
13.04 New Head Master Upper Pr	0	0	1	0
13.05 New Additional Teachers	0.02	3090	12	741.60
13.06 New Para Teacher	0.01	1775	12	213.00
13.07 New Other	0.008	25	12	2.40
14.01 Primary Teachers Salary	0	0	1	0
14.02 U P Teachers Salary(R)	0	0	1	0
14.03 Head Master Primary (R)	0	0	1	0
14.04 Head Master Upper Primar	0	0	1	0

INTERVENTIONWISE FINANCIAL OUTLAY

(Rs. in lakhs)

District Name : Paschim Medin State Name : West Bengal

2004-05

Activity	Unitcost	Physical	Period	Financial
14.05 Additional Teachers (R)	0	0	1	0
14.06 Para Teachers (R)	0	0	1	0
14.07 Other (R)	0	0	1	0
Sub Total				1448.58
O. Teaching Learning Equipment				
15.01 TLE - New Primary	0.1	890	1	89.00
15.02 TLE - New Upper Primary	0.5	247	1	123.50
15.03 UPS Not covered under OB	0.5	25	1	12.50
15.04 Other (TLE)	0	0	1	0
Sub Total				225
P. Teachers Training				
16.01 Inservice	0.0007	12656	20	177.18
16.02 New Recruit	0.0007	7348	30	154.31
16.03 Untrained	0.0007	6834	60	287.03
16.04 Distance Education	0	0	1	0
16.05 Other	0	0	1	0
Sub Total				618.52
Q. Community Mobilization				
17.01 Community Mobilization	0.0003	25876	2	15.53
Sub Total				15.53
Total of Paschim Medinipur				7615.15

ACTIVITYWISE FINANCIAL OUTLAY

(Rs. in lakhs)

District Name : Paschim Medin State Name : West Bengal

2004-05

Activity	Financial
A. New Schools (Phy)	0
B. Block Resource Centre	152.52
C. Cluster Resource Centre	202.95
D. Civil Works	2497.46
E. Interventions for Out of School Chil	933.71
F. Free Text Book	525
G. Innovative Activity	50
H. Interventions for Disable Children	48
I. Maintenance Grant	269.8
J. Management & MIS	304.5
K. Research and Evaluation	70.81
L. School Grant	131.68
M. Teachers Grant	121.09
N. Teachers Salary	1448.58
O. Teaching Learning Equipment	225
P. Teachers Training	618.52
Q. Community Mobilization	15.53
Total of Paschim Medin	7615.15

Spillover Status Report

(Rs. in lakhs)

District Name : Paschim Medinipur

State Name : West Bengal

Year : 2004-05

Activity

Physical Financial Physical Financial Spillover Lapse

Errors Trapped

7 Innovative Scheme

3 Back to School

Free Text Book

2 Free Text Book (UP)

1 Free Text Book (P)

Innovative Activity

5 Other

4 Computer Education

3 SC/ST

2 Girls Education

4 ECCE

Interventions for Disable Children

1 IED

Maintenance Grant

1 School Maintenance

Management & MIS

1 Management & MIS

Research and Evaluation

11 Research & Evaluation

School Grant

12 Upper Primary School Gr

11 Primary School Grant

Teachers Grant

11 Primary Teachers Grant

12 Upper Primary Teachers

Teachers Salary

11 Primary Teachers Salary

12 U P Teachers Salary(R)

17 Other (R)

16 Para Teachers (R)

15 Additional Teachers (R)

14 Head Master Upper Prim.

13 Head Master Primary (R)

14 New Head Master Upper

15 New Additional Teachers

16 New Para Teacher

11 Primary New Teachers S

17 New Other

12 U P New Teachers Salar

13 New Head Master Primar

Spillover Status Report

(Rs. in lakhs)

District Name : Paschim Medinipur

State Name : West Bengal

Year : 2004-05

Activity	Physical	Financial	Physical	Financial	Spillover	Lapse	Errors Trapped
Teaching Learning Equipment							
01 TLE - New Primary							
02 TLE - New Upper Primary							
04 Other (TLE)							
03 UPS Not covered under C							
Teachers Training							
01 Inservice							
03 Untrained							
04 Distance Education							
02 New Recruit							
05 Other							
Community Mobilization							
01 Community Mobilization							

Spillover Status Report

(Rs. in lakhs)

istrict Name : Paschim Medinipur

State Name : West Bengal

Year : 2004-05

Activity	Physical	Financial	Physical	Financial	Spillover	Lapse	Errors Trapped
Block Resource Centre							
2 Salary of RP - 2							
4 Furniture Grant							
8 Other							
7 TLM Grant							
5 Contingency Grant							
3 Salary of RP - 3							
6 Meeting, TA							
1 Salary of RP - 1							
Cluster Resource Centre							
4 Contingency Grant							
5 Meeting, TA							
2 Salary of RP-2							
6 TLM Grant							
1 Salary of RP-1							
3 Furniture Grant							
7 Other							
Civil Works							
5 Child Friendly							
7 Dilapidated Building (P)							
1 BRC							
3 Primary School	890	267.00		168.21	98.79		
7 Other							
5 Building Less (P)							
3 Building Less (UP)							
4 Upper Primary							
3 Separation Wall							
3 Last Year Balance Fund							
3 Dilapidated Building (UP)							
2 CRC							
4 Electrification							
1 Water Facility	26	3.90		2.36	1.54	0	
3 Toilet/Urinals							
2 Boundary Wall							
3 Additional Class Room							
Interventions for Out of School Chil							
4 Bridge Course							
3 Remedial Teaching							
3 Residential Camp							
2 Egs Centre (UP)							
1 Egs Centre (P)							
3 Other							