RASHTRIYA MADHYAMIK SIKSHA ABHIYAN

WEST BENGAL

पढ़े चलो, बढ़े चलो

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

·ANNUAL PLAN 2014-15

CHAPTER 1

Introduction: Objectives, Vision, Perspective etc.

After the successful implementation of SSA during the years 2000-2009 the demand for secondary education has grown many folds. As the number of elementary education graduates increased so the pressure for admission at the secondary level increased proportionately. As such demand for secondary education became a universal phenomenon across the country. The demand for secondary education was also felt in the State.

After considering the issue in details and deliberating the same with large number of stakeholders the Govt. of India embarked upon the scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for universalization of secondary education in 2009. The main objectives of the programme are:

i. To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.

ii. To improve access to secondary schooling to all young persons according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms) / efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.

iii. To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.

iv. To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.

v. To ensure that all students pursuing secondary education receive education of good quality

vi. Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.
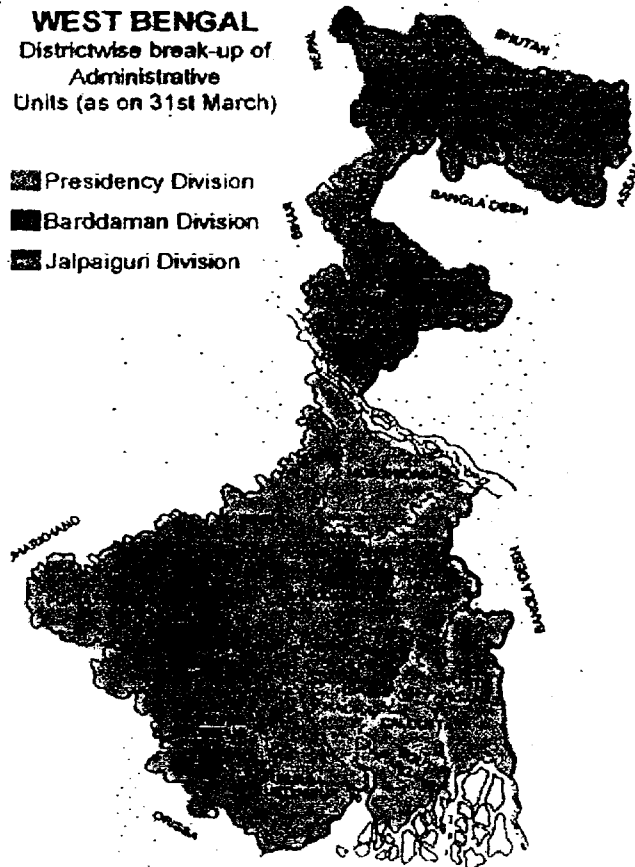
1. STATE PROFILE

West Bengal is located in the eastern part of India with an area of 88,752 sq km and population of 9,13,47,736 (Census, 2011). It is the nation's fourth most populous State and ranks thirteenth in terms of area. The State is divided into 19 revenue districts and 21 educational districts.

As per Census (2011), total male population is 4,69,27,389 while female population is 4,44,20,347. The population density is 1029 per sq km which is the 2nd highest among the States in India. Scheduled Castes population constitutes approximately 23 percentage (total population 1,84,52,555) and Scheduled Tribes approximately 5.5 percentage (total population 4,406,794) of the total population of the State.

1.1 INTRODUCTION

West Bengal is a state in eastern part of India and it is also the nation's fourth most populous state. West Bengal is a middle-income state, ranked ninth among the fifteen major states in terms of both per capita income (GDP) and per capita consumption expenditure. With Bangladesh, which lies on its eastern border, the state forms the ethno-linguistic region of Bengal. To its northeast lie the states of Assam and Sikkim and the country Bhutan, and to its southwest, the state of Odisha. To the west it borders the states of Jharkhand and Bihar, and to the northwest, Nepal.

The region that is now West Bengal was part of a number of empires and kingdoms during the past two millennia. The British East India Company cemented their hold on the region following the Battle of Plassey in 1757, and the city of Calcutta, now Kolkata, served for many years as the capital of British India. A hotbed of the Indian independence movement through the early 20th century, Bengal was divided in 1947 along religious lines into two separate entities.

WEST BENGAL
Districtwise break-up of Administrative Units (as on 31st March)

- Presidency Division
- Barddaman Division
- Jalpaiguri Division

West Bengal—a state of India, and East Bengal, a part of the new nation of Pakistan.. Following India's independence in 1947, West Bengal's economic and political systems were dominated for many decades by Marxism, Naxalite movements and trade unionism.

An agriculture-dependent state. West Bengal occupies only 2.7% of the India's land area.. though it supports over 7.55% of the Indian population, and is the 2nd most densely populated state in India.

FIGURE 1: WB'S SHARE IN INDIA'S LAND AREA

It is a highly populated region of India and one of the fastest growing states of the country in terms of population. The state comprises of 19 revenue districts and Kolkata serves as its capital. The land is mostly plain except for the northern region, which comes under the Himalayan mountain range.

1.2 HISTORY

After India gained independence in 1947. the province of Bengal was partitioned along religious lines. The western part went to India (and was named West Bengal) while the eastern part joined Pakistan as a province called East Bengal (later renamed East Pakistan. giving rise to Bangladesh in 1971).

At the time of its creation in 1947. the state of West Bengal was divided into 14 districts— Bankura. Birbhum. Burdwan. Calcutta. Darjeeling. Jalpaiguri. Hooghly. Howrah. Malda. Midnapore, Murshidabad. Nadia. West Dinajpur and 24 Parganas. Cooch Behar district was a princely state named Koch Bihar till 20 August 1949. when the state formally agreed to join India. Transfer of administration was started on 12 September 1949 and was completed on 19 January 1950. when Cooch Behar became a district of West Bengal. Chandernagore. which was earlier part of the French India. had voted to join India in a plebiscite in 1949. Formally. it joined India in 1952 and finally became a part of the Hooghly district of West

Bengal on 2nd October 1954. The States Reorganisation Act of 1956 reorganized boundaries of the Indian states along linguistic lines. As this act was implemented, the then West Dinajpur district was enlarged with the addition of some areas from Bihar, and the Purulia district was formed on 1 November 1956 from parts of the Manbhum district of Bihar.

Later, some large districts were divided into smaller districts. On 1 March 1986, the district of 24 Parganas was bifurcated into two districts—the North 24 Parganas district and the South 24 Parganas district. On 1 April 1992, the West Dinajpur district was bifurcated into the Uttar Dinajpur district and the Dakshin Dinajpur district. On 1 January 2002, the erstwhile Midnapore district was bifurcated into the Purba Medinipur district and the Paschim Medinipur district.
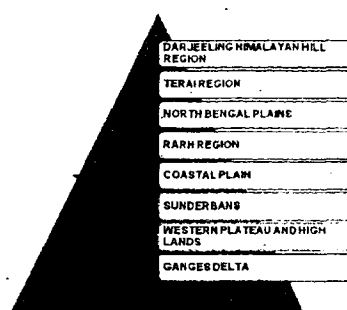
1.3 GEOGRAPHY OF WEST BENGAL

Geography of West Bengal is diverse stretching from the high peaks of Himalaya in the northern extremes to coastal regions down south, with regions such as plateau and Ganges delta intervening in between. The state has a total area of 88,752 square kilometres (34,267 sq mi). This state shares international boundaries with Bangladesh, Bhutan and Nepal. Hence it is also a strategically important place. The state is interlocked by the other states like Sikkim, Assam, Odisha, Bihar and Jharkhand. Hooghly and its tributaries - Mayurakshi, Damodar, Kangsabati and the Rupnarayan, enrich the soils of Bengal.

West Bengal is only state in India where Himalayas are in the north and Sea i.e. Bay of Bengal is at the south, with both plains and plateaus covering the remaining region.

On the basis of landforms, the state can be divided into the following regions:-

FIGURE 2: DIVISION OF STATE ACCORDING TO LANDFORMS

DARJEELING HIMALAYAN HILL REGION

TERAI REGION

NORTH BENGAL PLAINE

RARH REGION

COASTAL PLAIN

SUNDERBANS

WESTERN PLATEAU AND HIGH LANDS

GANGES DELTA

Source : Census 2001

1.4 CLIMATE

West Bengal's climate varies from tropical savannah in the southern portions to humid subtropical in the north. The main seasons are summer, rainy season, a short autumn, and winter. While the summer in the delta region is noted for excessive humidity, the western

highlands experience a dry summer like northern India, with the highest day temperature ranging from 38 °C (100 °F) to 45 °C (113 °F). At nights, a cool southerly breeze carries moisture from the Bay of Bengal. In early summer brief squalls and thunderstorms known as "kal-baisakhi" often arrive from the north or northwest. Monsoons bring rain to the whole state from June to September. West Bengal receives the Bay of Bengal branch of the Indian ocean monsoon that moves in a northwest direction. Winter (December–January) is mild over the plains with average minimum temperatures of 15 °C (59 °F).A cold and dry northern wind blows in the winter, substantially lowering the humidity level. However, the Darjeeling Himalayan Hill region experiences a harsh winter, with occasional snowfall at places.
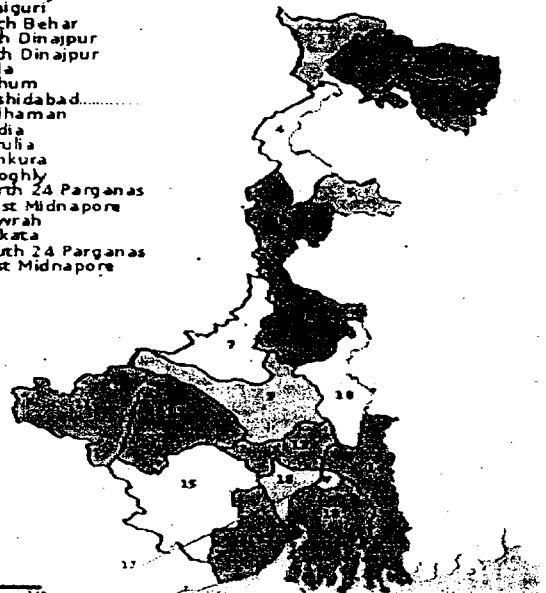
1.5 ADMINISTRATIVE STRUCTURE

A district is governed by a District Magistrate (DM) in the State of West Bengal. A DM is an officer from either Indian Administrative Service (IAS) or West Bengal Civil Service (WBCS), and is appointed by the State Government of West Bengal. Each district is divided into subdivisions, except the Kolkata district, which consists of urban area only, administered by Kolkata Municipal Corporation. A subdivision is governed by a Sub-Divisional Officer (SDO). Other than urban units such as town municipalities, a subdivision is further divided into 'community development blocks' (also known as CD blocks or blocks). A block consists of urban units such as census towns and rural units called gram panchayats. A block is administered by a Block Development Officer (BDO), who is appointed by the Government of West Bengal. A gram panchayat, which consists of a group of villages, is administered by a village council headed by a Pradhan. As per the West Bengal Panchayat Act, 1973, each Block has a Panchayat Samiti, whose members include the Pradhans of the constituent gram panchayats, and the MLAs from the block. A Panchayat Samiti is headed by a Sabhapati. The highest tier of the Panchayati Raj is Zilla Parishad, a district level organization with the Sabhapatis of the constituent Panchayat Samitis and the MLAs from the district as its members. A Zilla Parishad is headed by a Sabhadhipati. For the Darjeeling district, the Zilla Parishad has ceased to exist, but a similar organization for the Siliguri subdivision exists, which is designated as Mahakuma Parishad.

Districts of West Bengal

1. Darjeeling
2. Jalpaiguri
3. Cooch Behar
4. North Dinajpur
5. South Dinajpur
6. Malda
7. Birbhum
8. Murshidabad
9. Bardhaman
10. Nadia
11. Purulia
12. Bankura
13. Hooghly
14. North 24 Parganas
15. West Midnapore
16. Howrah
17. Kolkata
18. South 24 Parganas
19. East Midnapore

The Gorkha Territorial Administration (GTA) came into being in 2012 by an act of the West Bengal Legislative Assembly to administer three subdivisions of the hill areas of Darjeeling district viz:-Darjeeling Sadar, Kalimpong and Kurseong and some mouzas of Siliguri sub division. The GTA manages the departments of Public Health, Education, Public Works, Transport, Tourism, Market, Small scale industries, Agriculture, Agricultural waterways, Forest (except reserved forests), Water, Livestock, Vocational Training and Sports and Youth services etc. District administration of Darjeeling, which is still responsible for election, panchayat, law and order, revenue etc., also acts as an interface between the GTA and the State Government.

A Superintendent of Police, heads the District Police organization of West Bengal Police. This is as per the Police Act of 1861, which is applicable to the whole of India. The Superintendents of Police are officers of the Indian Police Service. For every subdivision, there is a Subdivision Police, headed by a Police officer of the rank of Assistant Superintendent of Police or Deputy Superintendent of Police. Under subdivisions, there are Police Circles, each headed by an Inspector of Police. A Police Circle consists of Police Stations, each headed by an Inspector of Police, or in case of rural areas, by a Sub-Inspector of Police.

The Calcutta High Court has the jurisdiction of the State of West Bengal. Though most of the districts have more courts other than a District Court, not every subdivision of the State has a Court.

A group of districts forms a division, which is administered by a 'Divisional Commissioner'. West Bengal is now divided in nineteen districts, grouped under three divisions.

At present there are three Divisions. The Jalpaiguri Division comprises of Darjeeling, Jalpaiguri, Koch Behar, Uttar Dinajpur, Dakshin Dinajpur & Malda with its headquarter at Jalpaiguri. The Presidency Division comprises of Murshidabad, Nadia, North 24 Parganas, South 24 Parganas, Kolkata and Howrah with its headquarters at Kolkata, while Burdwan Division comprises of Hooghly, Bardhaman, Birbhum, Purba Medinipur, Paschim Medinipur, Bankura and Purulia with its head quarters at Chinsurah.

There are 19 revenue districts in West Bengal. Kolkata enjoys the status of mega city under JNNURM as declared by Govt. of India. By virtue of the autonomy as Stated in Indian Constitution GTA is enjoying its autonomy within the revenue district of Darjeeling. As a result there are two educational districts in Darjeeling namely GTA Area and Siliguri educational district. The revenue district of North 24 Parganas is also divided in two educational districts viz. North 24 Parganas Education district comprising of Barasat, Bangaon & Basirhat subdivisions and Barrackpore Education district comprising of Barrackpore subdivision resulting in total 21 (twenty one) number of educational districts in the State. These districts are divided into 66 Subdivisions, 341 Panchayat Samities, 3355 Gram Panchayats with 44846 Gram Sansads. There are altogether 127 Municipal bodies' i.e. statutory towns with 2836 wards in the State to look after the civic administration in the concerned urban areas. There are 6 municipal Corporations, viz Kolkata, Howrah,

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Chandanagar. Durgapur, Asansol and Siliguri; 3 Notified Areas viz Taherpur, Cooper's Camp and Gayeshpur, 1 cantonment i.e. Barrackpur Cantonment Board and the remaining 117 statutory towns function as Municipalities in respective urban areas.

FIGURE 3: DISTRICT WISE POPULATION

Total Population

District	Total Population
North 24 Parganas	1,00,82,852
South 24 Parganas	81,53,176
Barddhaman	77,23,663
Murshidabad	71,02,430
Paschim Medinipur	59,43,300
Hugli	55,20,389
Nadia	51,68,488
Purba Medinipur	50,94,238
Haora	48,41,638
Kolkata	44,86,679
Maldah	39,97,970
Jalpaiguri	38,69,675
Bankura	35,96,292
Birbhum	35,02,387
Uttar Dinajpur	30,00,849
Puruliya	29,27,965
Koch Bihar	28,22,780
Darjiling	18,42,034
Dakshin Dinajpur	16,70,931

TABLE 1: SUB-DIVISIONS, AREA & POPULATION DENSITY

						Population Density
Bankura	Bankura	1947	Bankura Sadar Khatra Bishnupur	6,882 square kilometers (2,657 sq mi)	35,96,292	522.56
Bardhaman	Bardhaman	1947	Asansol Durgapur Kalna Katwa Bardhaman Sadar North Bardhaman Sadar South	7,024 square kilometers (2,712 sq mi)	77,23,663	1099.61
Birbhum	Suri	1947	Suri Sadar Bolpur Rampurhat	4,545 square kilometers (1,755 sq mi)	35,02,387	770.60
Cooch Behar	Cooch Behar	1950	Cooch Behar Sadar Dinhata Mathabhanga Mekhliganj Tufanganj	3,387 square kilometers (1,308 sq mi)	28,22,780	833.42
Darjeeling	Darjeeling	1947	Darjeeling Sadar Kalimpong Kurseong Siliguri	3,149 square kilometers (1,216 sq mi)	18,42,034	584.96
East Midnapore	Tamluk	2002	Tamluk Haldia Egra Contai	4,785 square kilometers (1,847 sq mi)	50,94,238	1064.63
Hooghly	Chinsura	1947	Chinsurah Chandannagore Srirampore Arambagh	3,149 square kilometers (1,216 sq mi)	55,20,389	1753.06
Howrah	Howrah	1947	Howrah Sadar Uluberia	1,467 square kilometers (566 sq mi)	48,41,638	3300.37

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District	Headquarters	Year	Subdivisions	Area	Population	Density
Jalpaiguri	Jalpaiguri	1947	Jalpaiguri Sadar, Malbazar, Alipurduar	6,227 square kilometers (2,404 sq mi)	38,69,675	621.43
Kolkata	Kolkata	1947	—	185 square kilometers (71 sq mi)	44,86,679	24252.32
Malda	English Bazar	1947	Chanchal, Malda Sadar	3,733 square kilometers (1,441 sq mi)	39,97,970	1070.98
Murshidabad	Baharampur	1947	Barhampur, Domkol, Lalbag, Kandi, Jangipur	5,324 square kilometers (2,056 sq mi)	71,02,430	1334.01
Nadia	Krishnanagar	1947	Krishnanagar Sadar, Kalyani, Ranaghat, Tehatta	3,927 square kilometers (1,516 sq mi)	51,68,488	1316.14
North 24 Parganas	Barasat	1986	Barrackpore, Barasat Sadar, Bangaon, Basirhat, Bidhannagar	4,094 square kilometers (1,581 sq mi)	1,00,82,852	2462.84
Uttar Dinajpur	Raiganj	1992	Raiganj, Islampur	3,140 square kilometers (1,212 sq mi)	30,00,849	955.68
Purulia	Purulia	1956	Purulia Sadar East, Purulia Sadar West, Raghunathpur	6,259 square kilometers (2,417 sq mi)	29,27,965	467.80
South 24 Parganas	Alipore	1986	Baruipur, Canning, Diamond Harbour, Kakdwip, Alipore Sadar	9,960 square kilometers (3,846 sq mi)	81,53,176	818.59

South Dinajpur	Balurghat	1992	Balurghat Gangarampur	2,219 square kilometers (857 sq mi)	16,70,931	493.34
West Midnapore	Medinipur	2002	Kharagpur Medinipur Sadar Ghatal Jhargram	9,296 square kilometers (3.589 sq mi)	59,43,300	639.34
TOTAL			66	88,752 square kilometers (34,267 sq mi)	9,13,47,736	1015.88

Source : Census 2011

1.6 DISTRICTS IN BRIEF

BANKURA

The western and southern parts of Bankura are drought prone, while the eastern part is comparatively rich in agriculture. The district has huge resources of forestry. Based on the forest resources, industries like Paper Mills, Saw Mills, Furniture's making and other allied units have been / are being developed.

The district is characterized by high concentration of SC/ST population, education remains the problem for hard to reach children, particularly girls.

Incidence of migration of wage earners in search of livelihood from this district to outside the district is quite high.

A sizeable number of child populations are engaged in agricultural activities, household activities, quarries, handicrafts and stone cutting.

Incidence of poverty and malnutrition is quite high.

There are 6 blocks Chatna, Raipur, Saltora, Ranibandh, Sarenga and Khatra having more than 15% tribal population.

BIRBHUM

The District has no heavy industry. However, there are two major industrial units   viz. Bakreshwar Thermal Power Station and Mini Steel. It is basically an agricultural district producing paddy. There are rice mills and a few small-scale industries of chalk powder, stone chips, bricks, silk thread, and silk weaving etc. Some amount of coal exists in Khayrasole Block area. Incidence of child labour engaged in such occupations is quite high.

Some areas of this district are drought prone lacking irrigation facilities. The areas are Mohammed Bazaar, Khayrasole and Rajnagar blocks. Migration of wage earners from this district in search of livelihood outside the district is a seasonal phenomenon, thus affecting the education of the children of such people.

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Large numbers of labourers belonging to Scheduled Tribes seasonally move with their families for job during harvesting seasons to neighboring districts. This causes problems in enrolment and retention of children in classes.

Out of 19 Blocks, 14 Blocks namely Muraroi-I & II, Nalhati – I & II, Rampurhat I & II, Ilambazar, Nanoor, Dubrajpur, Suri I & II, Mohommad Bazar, Labpur, Mayureswar-I are with more than 20% Muslim population. There are 2 blocks Bolpur and Rajnagar having more than 15% tribal population.

COOCHBEHAR

Like most other districts of the State, the population of Cooch Behar is mainly dependent on agriculture. A substantial portion of the district is under forest cover, and a continuous rainfall over the year is prime characteristics of the district. The district has an international border with Bangladesh and state border with Assam and therefore has acute border related challenges.

The district has the highest concentration of SC population mainly belonging to the Rajbonshi caste. Out of 12 blocks, 7 blocks namely Dinhata-I & II, Sitalkuchi, Haldibari, Coochbehar-I, Tufanganj-I, Sitai have more than 20% Muslim Population.

MURSHIDABAD

Murshidabad's economy is agro-based and about 80% of the population is engaged in agriculture. There is no big industry in the district except one Thermal Power Plant at Farakka. The district has only some Small Scale & Cottage industries such as Brickfield works, Bidi making, Silk Weaving etc. so a population of nearly about 6 million has no other alternative except dependency on agriculture and small business to earn their livelihood which makes the district highly underdeveloped. Large scale migration of the district's population in search of work is an important aspect which needs to be paid attention during the planning process. Seasonal migration is seen in 9 out of 26 blocks of the district. The children of these families become vulnerable to dropping out and find difficulties in accessing educational facilities. The problem of child labourers and migration is to be tackled in a focused manner during the planning process.

Other peculiar problems include:

i.   Border problem with Bangladesh is another serious concern of Murshidabad. All 26 blocks in the district are having more than 20% Muslim population.

ii.   Early marriage of girls is the major cause of drop out for girls among minority, SC / ST.

iii. There is a high prevalence of formal & informal learning through the Madrasahs in the district.

SOUTH 24 PARGANAS

About 53 percent of the working population is directly dependent on agriculture, forest produce, fishery and cottage industry. A section of the population is engaged in the production of the seasonal fruits like guava etc. The children also engaged in the production process. The district shares the international marine border with Bangladesh.

A sizable population of the district belongs to SC/ST and minority communities. Out of 29 blocks, 22 blcoks namely Bhangar-I & II, Canning – I & II, Magrahat- I & II, Diamond Harbour-I & II, Joynagar-I & II, Budge-I & II, Basanti, Mahurapur – I, Kulpi, Bishnapur – I & II, Baruipur, Nandishwar, Falta, Thakurpukur, Mahestala and Kalpli are having more than 20% Muslim population. Maheshtala Municipality located in the district is characterized by Muslim concentration.

The Sundarban area is vulnerable to various natural calamities such as cyclones, thunderstorms with occasional floods, which severely disturbs normal life in the area. There are many islands surrounded by river, rivulets and estuaries and continuously facing the high and low tide with comparatively high level of salinity and soil erosion. The existing inadequate communication facilities and the massive dependence on water transport system along with inadequate landing facilities practically makes the area inaccessible during the rainy season. Incidence of poverty and malnutrition, particularly in the Sunderban areas, is quite high. A sizable part of the child population is engaged in collection of "meen" or tiger prawn seedlings.

NORTH 24 PARGANAS

The district of North 24 Parganas can be roughly divided into four distinct zones viz. the industrialized and urbanized zone along the Hooghly–Bhagirathi comprising of Barrackpore Sub-division; the north eastern rural agrarian zone comprising the greater parts of the Bongaon and the east of Barasat Sub-division; the rural agrarian zone of the northern part of Basirhat sub-division and the deltaic mangrove forests known as the Sundarbans on the eastern part of Basirhat Sub-division.

The population in the industrial belt of Barrackpore Sub-division is heterogeneous in nature and mostly urban. The density of population is also quite high in this region. Hindi, Urdu, Oriya and Telegu speaking people are generally found here amongst the labour class.

A number of IT companies set up their units in Salt Lake area for which the economy of that area has got a fillip.

The density of population in the six southern Sundarban blocks of Hasnabad, Hingalgnaj, Haroa, Minakhan, Sandeshkhali-I & Sandeshkhali-II) under Basirhat Sub-division is quite sparse. The principal occupation of the people in this region is fishing, honey collection and other activities related to the forests.

Children in the district are increasingly becoming vulnerable to engage themselves in rag picking & weaving as child labourers in the industries which is a disturbing trend.

Out of a total of 22 blocks in the district, Muslims constitute more than 20% of the total population in the 15 blocks of Barasat-I & II, Basirhat-I & II, Deganga, Boduria, Hasnabad, Minakhan, Habra-I & II, Swarapnagar, Rajarhat, Sandeshkhali-I. Titagarh Municipality also has a high Muslim concentration.

DAKSHIN DINAJPUR

Dakshin Dinajpur is characterized by almost subsistence level farming. The area is lagging behind in every area of development terms of infrastructure, entrepreneurship, industrialization and other facilities. This district at times also suffers from acute flood. The district also shares part of the international land border with Bangladesh. Bidi making, and other few handicrafts are the subsidiary economic of the district.

Out of 8 blocks, 6 blocks namely Harirampur, Kushmudi, Langarampur, Kamarganj, Tufan, Banshihari have more than 20% Muslim population. 6 blocks viz. Balurghat, Kumarganj, Tapan, Banshihari, Harirampur and Hili have more than 15% tribal population.

JALPAIGURI

A vast portion of the area of the district is covered by tea gardens and forests. Excessive & Continuous rainfall hinders the communication & accessibility. The international border with Bangladesh and Bhutan and the state border with Assam create another dimension of the problem relating to immigration and the related socio-economic fallouts. Deforestation is becoming is creating the problem of the people of the locality who subsist on collection on minor forest products.

Access for the children living in remote forest villages, tea garden areas and hilly terrain is a major concern. There is also a fair mixture of different linguistic groups speaking various dialects. A large number of Nepali and Hindi speaking people live there. Migrant lobourers in the vast tea gardens & substantial tribal population living in the forested regions has added to the ethos of educational deprivation There is a shortage of Hindis, Nepali medium schools and there are about 40 unserved villages. The ratio of Upper Primary to Primary i.e. around 1: 7.

There are 7 blocks namely Mal, Nagrakanta, Kumargram, Dhupguri, Aliporeduar I & II and Falakata having more than 15% tribal population. Mal and Kalchini blocks have a minority population more than 25%.

MALDA

The district is predominantly rural, with 99.55% of the total area being covered under rural areas and 0.45% being covered under urban areas. 94% population of the district is dependent on agriculture. A section of the population is engaged in cultivation of cash crops like betel leaf, mango production. Children are engaged in the cultivation of betel leaves & mango plucking.

The district is flood prone, particularly along the rivers of Mahananda, Tangan etc. and those areas in particular are affected by the devastating floods every year which disrupts normal daily life. Soil erosion is the another problem of the district along the entire river banks of Ganga and Mahananda and their tributaries. Demographic displacement is a common feature of the district

4 out of 15 blocks namely Old Malda, Gazole, Habibpur, Bamongola are dominated by the tribal population of Santhali. 12 blocks namely Kaliachak – I,II & III, Ratna- I & II, Chanchol - I & II, Harishchandrapur- I & II, Englishbazar, Manikchak, Malda (Old) have more than 20% Muslim population.

UTTAR DINAJPUR

The district economy is predominantly based on an farming and the major portions of the population is engaged in cultivation although the extension of tea plantation areas along with production of seasonal fruits like pine apple are gradually changed the socio economic scenario.

A sizeable portion of population comprises of landless labourers who generally work as migratory agricultural labourers during lean seasons. They are also engaged in small-scale industries like Bidi making stone crushing units, dhabas and automobile industries on either side of the national highway passing through the district.

Low literacy rate, low urbanization factor and high percentage of economically backward community and Muslim population constituting about 52% of the total population are predominant features of the district.

Linguistically Urdu-speaking population are concentrated in the Goalpokher – I Block (with 53% families speaking in Urdu) and Goalpokher –II Block (with 36% families speaking in Urdu) where the status of elementary education is quite poor. 4 blocks (2 blocks having garden Gowalpokhor-I & II and 2 blocks Chopra, Karandighi adjacent to Bihar) having more acute problem of out of school children. Out of 9, 8 blocks namely Goalpokher-I & II, Islampur, Chopra, Itahar, Karandighi, Raiganj, are with more than 20% Muslim population.

PURULIA

Purulia is the most economically backward district of the State and is surrounded by Jharkhand. Mining is an industrial economy of Jharkhand that attracts people to earn their livelihood and this has implications for the district. Purulia is drought prone and dependent on rain fed agriculture and minor forest produce. Migration of wage earners from this district in search of livelihood outside the district is a regular phenomenon, thus affecting the stability and education of the children of such families.

The district is also characterized by high concentration of SC/ST population, education remaining out of reach for the children, particularly girls and involvement of children in A

sizeable number of child population in agricultural activities, household activities, quarries and stone cutting. To ensure access in the forest and hilly terrains of Ajodhya hills is a great challenge. Tribals constitute more than 15% of the total population in 12 out of 20 blocks viz. Kashipur, Manbazar 1 & II, Barabazar, Balarampur, Baghmundi, Bandwan, Hura, Arsha, Puincha, Neturia and Santuri.

BURDWAN

The district is popularly called the 'food bowl' of the State on one hand and is home to different kinds on industries based on coal and steel. The district also has a high concentration of cottage and small scale industries ancillary to and down stream of such basic industries as coal, steel, engineering and locomotives. The eastern and the central parts of the district are rich in agriculture where families from neighbouring districts seasonally migrate along with children in search of better livelihood options.

Linguistic heterogeneity is one of the marked features of the districts due to the diverse population from different cultural backgrounds who are engaged as factory labourers in Asansol, Durgapur, Burnpur, Raniganj industries or in the railway sector of Burdwan – Asansol.

Unfortunately, children are engaged as labour in such industries and are found living in the slums in the urban and semi-urban areas of the district. Neglected, destitute, orphaned, abandoned children living (and working) under challenging circumstances in these Urban / Semi-Urban / Slum-Areas need protection.

Out of 31 blocks, Muslims constitute more than 20% of the population in 11 blocks viz. Ketugram-1, Monteswar, Mangalkote, Khandaghosh, Purbasthali-II, Katwa-I, Raina-I, Kalna – I, Lalgi-I, Burdwan-I and Bhatar. The 4 blocks of Kalna-II, Raniganj, Memari I, Jamalpur have a tribal population which is more than 15% of the total population.

ASANSOL, MUNICIPAL CORPORATION
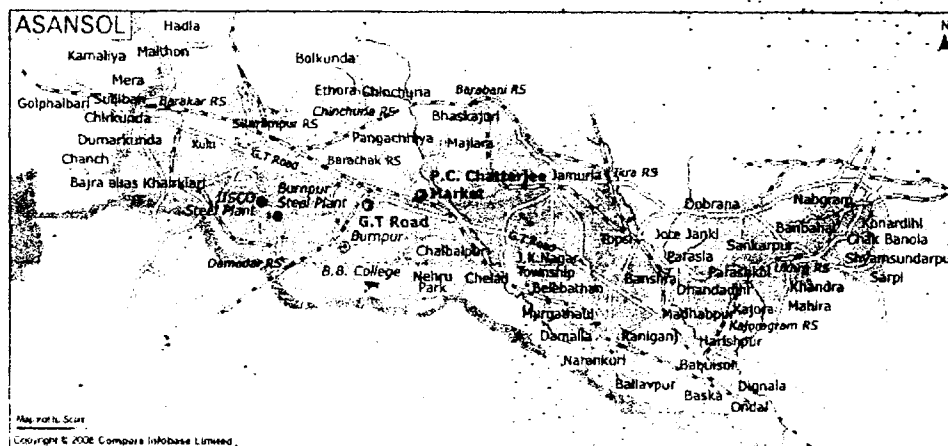
The corporation area is within the boundary limit of District Burdwan. Its population is multilingual, multi-ethnic and multi-cultural. Migrant families from the neighbouring States of Jharkand, Odisha and Bihar have also made the city their home. The economy of the corporation is supported by the Coalmining areas, steel industry and its ancillary industries. The Municipal Corporation is connectéd by Eastern Railway through its Asansol Divisional Headquarter.

GORKHA TERRITORIAL ADMINISTRATION
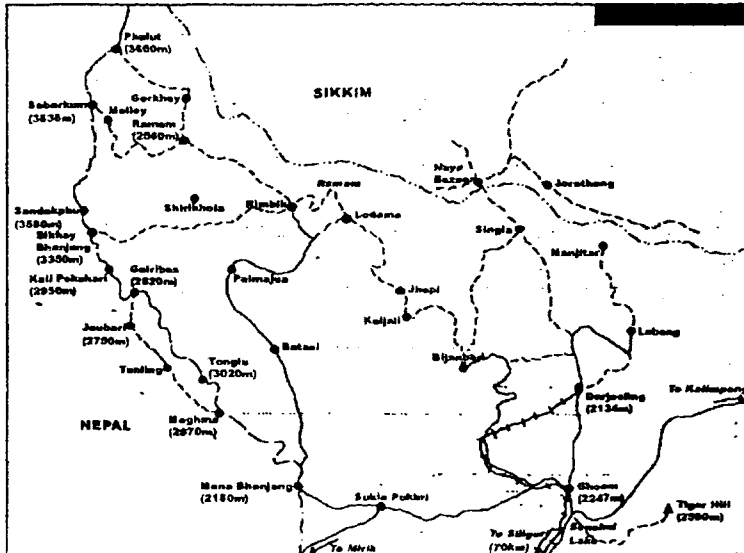
There is an autonomous administrative entity by the name of Gorkha Territorial Administration (GTA) covering 3 subdivisions in total namely Darjeeling Sadar Sub-Division, Kalimpong & Kurseong and some mouzas of Siliguri subdivision.

There are a good number of renowned English Medium Schools due to the influence of Missionaries in the educational sector and the private sector is also very vibrant in the hills. 11.02% of Darjeeling's total population is Buddhist and Darjeeling Municipality also has Muslim concentration. The dominant language is Nepali is the lingua franca. The major challenges in the district are difficult to access due to the hilly terrain, scarce land and prohibitive building costs due to the fact that all construction materials are to be transported from the plains. Communication also remains a major challenge.

SILIGURI MAHAKUMA PARISHAD

www.siliguri.com
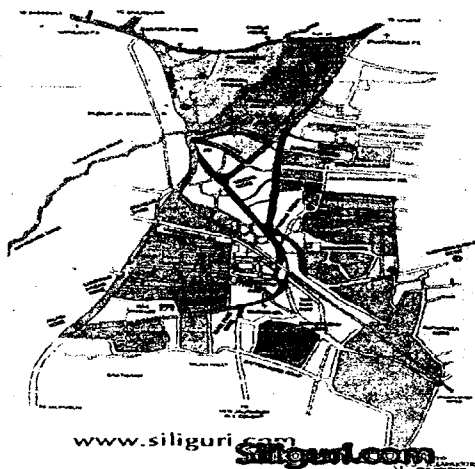
Although Siliguri is a Sub-division of Darjeeling district, the Siliguri Mahakuma Parishad has been established under West Bengal Panchayat Act for the Sub-division, while the then DGHC (presently GTA) was established for the three hill sub-divisions of Darjeeling. Transmigration is another major problem since it shares international border with Bangladesh and Nepal. Large forest areas and hill terrains make education nearly inaccessible to the children living there. 47 tea gardens engage a good number of people of every age group including children. More than 20% of the population of Phansidewa block are Muslims.

There is a very large and ever expanding Trade Center, potential school going children are vulnerable to getting sucked into the work force, and therefore extra care & attention is of utmost necessity for prevention of and mainstreaming child labourers.

HOWRAH

The district is characterized by wide disparity in per capita income, rapid urbanization, high population density and diversity of population. The district is largely urban with only 24.4% (10.28% cultivators and 14.12% agricultural laborers) of the population engaged in agro-based occupations and 75.6% people are engaged in non-agro–based occupations. Since it is located adjoining Kolkata, the cosmopolitan nature of the district is noticeable.

In this environment, the major challenge for the district is ensuring education for Deprived Urban Children (DUC) in the Howrah Municipal Corporation area. Further, a large section of the population belongs to the Minority community which is engaged in home based economic activities of jari work (weaving with gold and silver thread) and production of "fire crackers". Unfortunately, their children also become helping hands in these activities.

Children of the fishing communities also become involved the families' activities including accompanying as crew during fishing voyages. This practice has the potential to jeopardize the education of the children of these communities.

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Out of 14 blocks, minorities constitute more than 20% population in the 8 blocks of Panchla, Uluberia-I & II, Domjur, Bagnan-I, Sankrail, Jagat Ballavpur, Amta-I have more than 20% Muslim population. Uluberia Municipality has significant Muslim concentration.

HOOGHLY

The district of Hooghly being near to Kolkata shares some of the cosmopolitan features of Kolkata and is characterized by multi-ethnic population, rapid urbanization, high population density and agro based employment. Small-scale industries like handloom etc. are also one of the prominent sources of earning and the incidence of child labour is high as they are engaged in the numerous cottage based industries present in the district.

A number of engineering factories are situated in the districts where migrants having different mother tongue are engaged as factory labourers. Children are also engaged in weaving towel or spinning threads etc.

As far as minorities are concerned only Chanditala-I block has more than 20% Muslim population and Chapdani Municipality with high Muslim concentration.

NADIA

As Nadia district has an international border with Bangladesh, the inherent problem of influx of people from across the border is witnessed by the district. The economy is predominantly agro based with paddy cultivation and jute as a major cash crop of the areas. A number of factories producing domestic wares are located in the district. Activities surrounding production of handicrafts particularly weaving and items made of clay are also seen in the district. A number of children are engaged in weaving as well as brick kilns.

The district is also prone to recurrent floods and soil erosion is caused by the change in the course of the rivers. Recurrent breach of banks by rivers also lead to displacement of people and disruption in the normal day to day activities of the family including that of the children to go to school.

Muslims constitute more than 20% of the population in the 10 blocks (out of a total of 17 blocks) of Karimpur-I & II, Chapra, Kaliganj, Nakashipara, Tehatta-I & II, Krishnanagar-II, Nabadwip, Haringhata.

PURBA MEDINIPUR

Purba Medinipur is predominantly an agricultural district with paddy as the principal crop. Cashew nut, groundnut, wheat, potato, sugarcane and betel leaf are also produced in large quantities. Rapid industrialization in Haldia Sub-division is a current phenomenon. Apart from this fishing, handloom, brick making are the main sources of earning of the people of Purba Medinipur. Floriculture and Sericulture is widely prevalent and the incidence of child labour

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engaged in such activities is high as well as in domestic industries producing mattress and other handicrafts. Eco-tourism is a present day economy in the coastal parts of the district where a number of local people are engaged.

The rate of literacy in this district is high due to historical reasons. Out of 25 blocks, Muslims constitute more than 20% of the population in only the two blocks of Nandigram I and Sutahata.

The district is prone to multiple hazards both natural and man made including cyclones, floods and industrial accidents.

PASCHIM MEDINIPUR

The western part of the district is drought prone and dependent on rain fed agriculture and minor forest products. SC/ST communities constitute a major part of the population, with education remaining out of reach of children, particularly girls.

The district has huge resources of forestry. Based on the forest resources, industries like Paper Mills, Saw Mills and Furniture making and other allied units have been / are being developed. In agriculture paddy is the main product based on which rice mills & mini rice mills have come up across the district. Potato is produced in plenty in Sadar & Ghatal Sub-division. Incidence of child labour is high in agrarian activities.

Children are often engaged in bidi-making and other household industry activities.

Jhargram sub division is the most backward in terms of economic growth in the district. The population of that area subsists on monocrop cultivation along with collection of minor forest product. They usually migrate elsewhere in the lean period of the year.

Kharagpur the largest division of the Indian Railway attracts the people from different corners of the nation due to which the dist is a melting.pot of different cultures has been created. A number of children are engaged in different capacities for increasing their household earning.

Keshpur block has more than 20% Muslim population. Tribals constitute more than 15% of the population in the 8 blocks of Nayagram, Sankrail, Jhargram, Binpur I & II, Gopiballavpur I & II and Jamboni.

18 Blocks are covered under the Paschimanchal Unnayan Parishad which include Midnapur Sadar, Salboni, Garbeta-I, Garbeta-II, Garbeta-III, Keshpur, Khargapur-I, Khargapur-II, Narayangarh, Keshiyary, Jhargram, Binpur-I, Binpur-II, Jamboni, Gopiballavpur-I, Gopiballavpur-II, Sankrail and Nayagram.

KOLKATA DISTRICT: A MILLION PLUS CITY

The incidence of Deprived Urban Children (DUC) is very high and include Street children who normally spend most of their time on the streets or lie on the street (pavement, bus stand & railway platforms etc.). Child labours who work for their own living and also for their parents

and families. They include street children or slum children, Child sex workers in brothels, Children of sex workers who stay in brothels with their mothers and do not have any access to childhood, Child beggars who beg on the street who are often employed by local thugs for whom they earn money by begging.

The area of Kolkata district is expanding on the southern part due to population influx from different states like Bihar, Orissa, Jharkhand etc. and as a result the multilinguality & social cultural syncretism is the basic character of Kolkata as mega city.

1.7 ADMINISTRATIVE SET-UP

Due to delimitation of several constituencies in rural and urban areas in the recent past in West Bengal, the number of Blocks/Gram Panchayat/Gram Sansad/Ward etc has been changed accordingly. The number of Educational Administrative units is shown at the following tables:-

TABLE 2: ADMINISTRATIVE SET UP

Sl. No.	Name of District	Blocks	Sub-Divisions	Sanctioned Educational Circles	Gram Panchayats	Gram Samsads	Municipalities/Corporation	Municipal Wards
1	Bankura	22	3	45	190	1896	3	57
2	Birbhum	19	3	32	167	1610	6	100
3	Burdwan	31	6	59	277	3172	11	288
4	CoochBehar	12	5	26	128	1712	6	79
5	Dakshin Dinajpur	8	2	18	65	782	2	41
6	Darjeeling (GTA)	8	3	12	112	406	4	25
7	Hooghly	18	4	47	210	2504	12	273
8	Howrah	14	2	33	157	1797	3	107
9	Jalpaiguri	13	3	28	146	1691	4	96
10	Kolkata	0	0	23	0	0	1	141
11	Malda	15	2	31	146	1641	2	42
12	Murshidabad	26	5	41	254	3056	7	128
13	Nadia	17	4	37	187	2142	10	192
14	North 24 Parganas	22	5	57	200	2603	28	680
15	Paschim Medinipur	29	4	64	290	3080	8	85
16	Purba Medinipur	25	4	40	223	2535	5	93
17	Purulia	20	3	45	170	2683	3	47

18	Siliguri	4	1	7	22	331	1	47
19	South 24 Paraganas	29	5	51	312	3979	7	150
20	Uttar Dinajpur	9	2	17	97	948	4	71
	Total	341	66	724	3353	38434	127	2742

1.8 POPULATION

West Bengal has a share of 7.55% of the total population of India (as per 2001 Census) while it occupies only 2.7% of the total land area of the country. Obviously, West Bengal has the 2nd highest population density among the states with 1029 persons per sq. km.

The decadal growth rate from 1991 to 2001 for the state as a whole decreased from 24.73% in 1991 to 17.84% in 2001. Thus the decadal growth rate in the last decade has gone down by 6.89% as compared to the previous decade.

TABLE 3: POPULATION 14-15 AGE GROUP DISTRICT WISE

S.No	District	Population 14-15 Age group district wise								
		All Community			SC			ST		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BANKURA	65672	64673	130345	20347	20379	40726	6693	6815	13508
2	BARDDHAMAN	144043	137395	281438	38333	37632	75965	8903	9142	18045
3	BIRBHUM	62084	61021	123105	18333	17996	36329	4088	4209	8297
4	DAKSHIN DINAJPUR	30923	30446	61369	8914	8749	17663	4915	4980	9895
5	DARJILING	16117	16164	32281	977	1029	2006	1709	1765	3474
6	HAORA	89994	84386	174380	13478	13416	26894	400	383	783
7	HUGLI	103952	101883	205835	24134	24413	48547	4233	4430	8663
8	JALPAIGURI	70294	38550	108844	25805	25166	50971	13015	13188	26203
9	KOCH BIHAR	51064	50147	101211	25554	25174	50728	298	284	582
10	KOLKATA	100356	86116	186472	6056	5150	11206	219	180	399
11	MALDAH	67816	66516	134332	11429	11194	22623	4558	4716	9274
12	MURSHIDABAD	120626	118883	239509	14481	14252	28733	1547	1555	3102
13	NADIA	95010	92976	187986	28124	27642	55766	2307	2344	4651
14	NORTH TWENTY FOUR PARGANA	186208	178457	364665	38106	37021	75127	4074	4049	8123
15	PASCHIM MEDINIPUR	106298	105747	212045	19069	19206	38275	15677	15855	31532
16	PURBA MEDINIPUR	91054	89282	180336	13123	12965	26088	539	544	1083
17	PURULIYA	52107	51450	103557	9542	9398	18940	9437	9487	18924
18	SILIGURI	17226	16180	33406	4356	4207	8563	2397	2468	4865

19	SOUTH TWENTY FOUR PARGAN	143105	138830	281935	45975	44581	90556	1730	1731	3461
20	UTTAR DINAJPUR	50568	49108	· 99676	13997	13622	27619	2534	2565	· 5099
	State	1664517	1578210	3242727	380133	373192	753325	89273	90690	179963

Source : Projected Population based on Census 2011

1.8.1 SCHEDULED CASTE AND SCHEDULED TRIBE POPULATION

As per Scheduled Castes and Schedule Tribes Order (Amendment) Act, 1976 (No. 108 of 1976), 59 Scheduled Castes and 38 Scheduled Tribes have been noted for the State. It may be noted that Scheduled Caste and Scheduled Tribe population together constitute 29.32% of total population of the State. Separately 23.51% of the total population and 5.80% of the total population of the State belong to SC and ST communities respectively.

Cooch-Behar accounts for the highest percentage (50.17%) of SC population followed by Jalpaiguri (37.65%). The lowest percentage is observed in Kolkata, which is 5.38% only. Similarly the percentage of ST population to the total population is found to be highest in the district of Jalpaiguri (18.90%) followed by Purulia. which works out to be 18.45%. The lowest percentage of ST population is again recorded in Kolkata (0.24%).

1.9 LITERACY RATE

1.9.1 LITERACY RATES BY SEX FOR STATE AND DISTRICTS

A literate is defined as people who can both read and write with understanding in any language. In the context of literacy. all children belonging to the age group of 0–6 have been treated as illiterate. According to 2011 Census, the rate of literacy in the state of West Bengal stands at 68.55% as a whole whereas literacy among males and females are 73.54% and 63.27% respectively. The districts, which have a literacy rate higher than the state level, are Darjeeling, Burdwan. North 24 Parganas, Hooghly, Purba & Paschim Medinipur, Howrah, Kolkata and South 24 Parganas. The rest of the districts have lower literacy rate than the state average. Among the districts. Kolkata has the highest literacy rate of 81.31% followed by the district of Purba Medinipur 77.93%. The lowest literacy rate is evident in the district of Uttar Dinajpur i.e. 50.72%. In 87 educationally backward blocks. the female literacy rate is much lower than the national average and subsequently the gender gap is much higher than the national figure. The same characteristic is also found in most of the minority-dominated area.

The literacy rate in West Bengal has always been higher than the all-India average. and West Bengal ranks fourth among the major States in this regard according to census 2011. But until the last decade. the improvement in literacy has been relatively slow in the State. especially for women. However in recent past. several efforts have been undertaken by the Department of School Education. Government of West Bengal to achieve the goal of 'education for all' as soon as possible. As a result. according to the Census. the literacy rate in West Bengal has increased from 48.6 per cent in 1981 to 57.7 per cent in 1991 and to

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69.2 per cent in 2001. While literacy rate in rural areas is predictably lower than in urban areas, it has improved more rapidly in the recent past. Furthermore, while literacy among rural females is still low compared to other groups, it has increased most rapidly in the recent past going up by nearly 16 percentage points in the last decade. Increases in the female literacy rate have been in excess of 20 percentage points in Dakshin Dinajpur and Cooch Behar and more than 15 percentage points in Jalpaiguri, Murshidabad, Malda, Darjeeling, Nadia and Birbhum. In the period between 1991 and 2001, there was substantial improvement in literacy - and especially female literacy - in the recent period.

TABLE 4: TOTAL POPULATION & LITERACY

Sl. No.	District	Total Population	Male Population	Female Population	Total Literacy Rate (%)	Male Literacy Rate (%)	Female Literacy Rate (%)
1	Bankura	35.96.292	18,40,504	17.55.788	62.95	71.82	53.66
2	Barddhaman	77,23.663	39.75,356	37,48.307	69.27	74.94	63.26
3	Birbhum	35,02.387	17,91,017	17.11.370	62.13	67.83	56.16
4	Dakshin Dinajpur	16,70.931	8,55,104	8.15,827	65.97	71.10	60.60
5	Darjiling	18.42.034	9.34.796	9.07.238	72.11	77.42	66.63
6	Haora	48.41.638	25,02.453	23.39.185	75.24	78.81	71.41
7	Hugli	55.20.389	28.19,100	27.01.289	75.00	79.84	69.96
8	Jalpaiguri	38,69.675	19,80.068	18.89.607	65.30	71.31	59.00
9	Koch Bihar	28.22.780	14.53.590	13.69.190	66.60	71.95	60.92
10	Kolkata	44.86.679	23.62.662	21.24.017	81.31	83.22	79.19
11	Maldah	39.97.970	20.61.593	19.36.377	53.45	57.37	49.28
12	Murshidabad	71.02.430	36.29.595	34.72.835	58.21	61.25	55.04
13	Nadia	51.68.488	26.55.056	25.13.432	68.18	71.82	64.34
14	North 24 Parganas	1.00.82.852	51.72.138	49.10.714	77.35	80.71	73.80
15	Paschim Medinipur	59.43.300	30.32.630	29.10.670	70.22	76.95	63.21
16	Purba Medinipur	50.94.238	26.31.094	24.63.144	77.93	82.80	72.72
17	Puruliya	29.27.965	14.97.656	14.30.309	56.59	68.20	44.43
18	South 24 Parganas	81.53.176	41.82.758	39.70.418	69.16	74.60	63.44
19	Uttar Dinajpur	30.00.849	15.50.219	14.50.630	50.72	56.27	44.78
	West Bengal	9.13.47.736	4.69.27.389	4.44.20.347	68.55	73.54	63.27

1.10 POLITICAL GEOGRAPHY

A group of districts forms a division, which is administered by a 'Divisional Commissioner'. West Bengal is now divided in nineteen districts, grouped under three divisions.

TABLE 5: ADMINISTRATIVE DIVISIONS

BURDWAN DIVISION	JALPAIGURI DIVISION	PRESIDENCY DIVISION
Bankura	Cooch Behar	
Burdhaman		
Birbhum		
Purba Medinipur		
Hooghly	Uttar Dinajpur	North 24 Parganas
Purulia	Dakshin Dinajpur	South 24 Parganas
Paschim Medinipur		

Table 6: Some Basic Information at a Glance

1	Total Literacy Rate (%)(as per census 2011)	68.55
2	Male Literacy Rate (%)(as per census 2011)	73.54
3	Female Literacy Rate (%)(as per census 2011)	63.27
4	Number of Sub Divisions	66 .
5	Number of Blocks/Panchayat Samity	341
6	Number of Gram Panchayats	3350
7	Number of Sansads	44507
8	Number of Municipalities	127
9	Number of Municipal Wards	2768
10	Number of Education Circles	726
11	Number of Schools (run by Govt.)	7498 (7466)**

12	Number of Private Schools (Aided & Un - Aided)	2368
13	Number of teaching posts sanctioned (Govt.) - Regular Teacher	
14	Total Enrolment (overall i.e. including private schools)	2519302
15	Gross Enrolment (Class IX & X)	2061794
16	GER (overall)	77.69
17	No. of Schools (Govt.) [From Class V to Class X]	2619
18	No. of Schools (Govt.) [From Class V to Class XII]	4762
19	No. of Schools (Govt.) [From Class XI to Class XII]	4
20	No. of Co-ed Schools (Govt.)	5516
21	No. of Boys Schools (Govt.)	956
22	No. of Girls Schools (Govt.)	1438
23	No. of Co-ed Schools (Govt.) having separate toilet facilities for boys & girls	5216
24	No. of Schools not having girls toilet facilities	86
25	No. of Schools (Govt.) with barrier Free Toilets	3841
26	No. of Schools (Govt.) with Ramp & handrails	3121
27	No. of Schools (Govt.) having Drinking Water facilities	7476
28	No. of Schools (Govt.) having Library	6309
29	No. of Schools (Govt.) having HM Room	4098
30	No. of Schools (Govt.) having Electrification	7127
31	No. of Schools (Govt.) having ICT facility	1107
32	No. of Schools (Govt.) having Playground	4780
33	School Teacher Ratio (Govt.)	6.37
34	Total No. of Teachers (Class IX & X)	47657
35	Pupil Teacher Ratio (Working Teacher) (Regular Teacher)	43.26
36	% of Female Teacher	55.77
37	No. of Trained Teachers	36170
38	No. of Un – Trained Teachers	11487
39	No. of Teachers for Linguistic Group	12679
40	No. of Teachers for Science Group	16239
41	No. of Teachers for Social Science Group	10916
42	No. of Teachers for Work Education	2742
43	No. of Teachers for Physical Education	1961
	No. of Teachers for Others	1747

* Due to mismatch of UDISE data we are giving data for 7466 schools though after conversion we have 7498 Govt. Sponsored Schools.

CHAPTER 2

EDUCATION SCENARIO OF WEST BENGAL

School Education Department in the State of West Bengal has the quintessential task of expanding and looking after various educational activities from primary to the Higher Secondary Level. The objective of the School Education Department is to frame policies and programmes covering schools and implement them with consistency, efficiency, integrity and transparency and to ensure provision of quality education at all levels. The norms of quality are consistent with the commonly accepted, monitorable parameters relating to capacities, output, competence and performance levels.

In the year 1977 the erstwhile Education Department was bifurcated into two separate Departments - School Education Department and Higher Education Department. Thereafter Madrasah Education Department, Mass Education Extension Department, Technical Education Department and Library Services were separated from the School Education Department gradually. Vocational Education was also separated from Secondary Education and added under the purview of Technical Education Department. School Education Department is the main apex policy making body under which all other educational organizations are functioning.

Decentralization of power and democratization of management are the major issues of the State Govt., so the entire School Education Department has been decentralized into separate tiers. The Hon'ble Minister-in-Charge of School Education Department along with Secretary and Secretariat takes the policy decision and implements the govt. policy through the Directorate of School Education and its district, sub-district and circle level functionaries and also some statutory organizations. Directorate of School Education is responsible for release of grant in favour of all approved teaching and non-teaching staff, release of pension, school inspection and supervision for qualitative improvement and various academic, para-academic and administrative aspects is respect of school education sector.

At State level there are some democratic independent autonomous bodies under the rubric of School Education Department such as West Bengal Board of Secondary Education, West Bengal Council of Higher Secondary Education, West Bengal Board of Primary Education and West Bengal State Council of Rabindra Open Schooling. Under the Department of Minority Affairs & Madrasah Education, there is an independent autonomous body viz West Bengal Board of Madrasah Education. There is a specialized organization for education research and training which is known as State Council of Educational Research and Training. The West Bengal Board of Secondary Education and West Bengal Board of Madrasah Education prepare and revises curriculum and syllabus, conduct examination, issue certificate at the end of 10 years schooling (Madhyamik Pariksha) and supervise the elected Managing Committees through District Inspectors of Schools (SI) of the concerned district. West Bengal Council of Higher Secondary Education prepares and revises syllabus

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and curriculum, conducts public examination, issues certificates after passing class XII (Higher Secondary Examination) and manages education at the plus 2 stage. Madrasah Education at the secondary as well as higher secondary stage is being run by Directorate of Madrasah Education and West Bengal Board of Madrasah Education both at the secondary and at the higher secondary level. Anglo Indian D.A getting schools at the secondary stage affiliated to ICSE and CBSE Boards are primarily meant for Linguistic and religious minority communities. West Bengal Council of Rabindra Open Schooling looks after the alternative and innovative arrangement of education for secondary and higher secondary stages. Madhyamik Shiksha Kendras function under the supervision of Mission Directorate under Panchayet and Rural Development Department upto the Upper Primary level.

A child enters into the schooling system at the age of 5+ at Pre primary classes and admitted into Class I at the age of 6. After completion of 4 years of primary schooling he/she enters into the Upper Primary and there after Secondary schooling system at Class IX. After completing 4 years of Upper Primary schooling and 2 years of secondary schooling he / she appears at the higher secondary examination at the age of 17+.

Teacher Education is also an important area in the field of secondary education. There are a number of Govt. and Private Teachers' Training Institutions for Pre- service and In-service training of secondary teachers. With a view to cope up with the issues of Educational Research. Training and Management, the State Govt. established SCERT under the direct control of the School Education Department. DIETs are being used to provide academic and resource support at the elementary stage through various strategies and activities. Moreover. CTE and IASE are also engaged in in-service training of secondary teachers for their professional development.

The Govt. of West Bengal has established West Bengal School Service Commission (WBSSC) with effect from 1st November 1997 as per WB Act IV of 1997 with a view to select candidates for the posts of Asst. teachers including Head Master/ Head Mistress of secondary schools for appointment of qualified teachers through its 5 regional SSC of the State. Madrasah Service Commission performs the similar functions for the Madrasah Schools.

Now it is pertinent to mention that there will be considerable improvements in the enrollments in class IX due to the success of SSA. With a view to universal access and enrollment. retention. equity and improvement of quality of education GoI has launched RMSA in the country. The Govt. of West Bengal has already decided to implement RMSA scheme for achievement of the said goals and objectives throughout the State of West Bengal through different strategic interventions.

2.1 DIFFERENT EDUCATION PROGRAMMES IMPLEMENTED IN WEST BENGAL

2.1.1 SSA: THE EXPERIENCE IN WEST BENGAL

Sarva Shiksha Abhiyan, the flagship program, was introduced in the State of West Bengal during 2001-02 in all districts along with District Primary Education Programme in 10 districts. The major focus of Sarva Shiksha Abhiyan is to ensure Universal Access, Universal Enrolment, Retention and Quality Education in the context of Universalization of Elementary Education for the clientele population in the age group of 5+ to 13+. The background of SSA in West Bengal has long standing foundation in DPEP. But the major breakthrough of SSA from DPEP is the compulsion of Universelization of Elementary Education among all children including special focus groups such as SC/ST/Minority/CWSN/Girls etc.

In the said perspective the State of West Bengal is approaching for Universalization of Elementary Education through effective and proper implementation of Sarva Shiksha Abhijan in spite of all predicaments. The basic information along with few achievements relating to SSA in West Bengal are given below:-

TABLE 7: INFORMATION ON PRIMARY AND UPPER PRIMARY EDUCATIONAL SCENARIO

No of Circles/CLRC/LRC	No of Primary Schools	No of Upper Primary Schools	GER at Primary	GER at Upper Primary	NER at Primary	NER at Upper Primary
726	49893	9528	121.2	88.64	99.05	76.05

No of Primary Teachers	No of Upper Primary Teachers	PTR Primary	PTR Upper Primary	No of SSK	No of MSK	No of RMV	OOSC Primary	OOSC Upper Primary
145164	78324	45.03	73.91	16101	1899	795	75390	207136

Albeit the success of SSA in West Bengal in terms of access and enrollment, there are many more activities left to be done in the areas of retention and quality education activities particularly with reference to special focus group children- Girls/SC/ST/Minority & CWSN.

For enhancing the girls education at elementary level, an additional scheme in the name of National Programme for Education of Girls (NPEGEL) at Elementary Level is being implemented in the Educationally Backward Blocks (EBB) identified in terms of poor female literacy and the severe gender gap for the same. In the later phase the scheme like Kasturba Gandhi Balika Vidyalaya is being added towards ensuring the girls education at elementary level along with precursor projects like SSA & NPEGEL in West Bengal.

In spite of that State funded educational institutions suffer from common deficiencies like undeserving backward areas, inadequate infrastructure and staff, unsatisfactory level of motivation, competence and dedication among teachers, low participation and low achievement levels of students.

Similar problems may come under RMSA. So SSA's experiences should be taken into account and on the basis of such experiences we have to prepare plans, programmes and strategies for success of RMSA schemes in the State of West Bengal.

2.1.2 PASCHIM BANGA RAJYA SHISHU SHIKSHA MISSION

The Shishu Shiksha Karmasuchi (SSK) launched in the year 1997-98 by the Panchayat and Rural Development Department, was an endeavor towards supplementing the initiative of the school education department in the field of Universalization of Elementary Education.

Such an initiative came into emergence as it became increasingly clear that the existing network of formal primary schooling will be unable to meet the rising demand for education at the grass root level. It was evident that this will fall short in achieving the goal of Universalization of Elementary Education as envisaged in the constitution of India. This is an initiative which attempts to strengthen the mission of achieving "Education For All" by involving the common people into the process of decision making.

The methodology adopted was simple. In 1997-1998, the Panchayat took over and started identifying areas for locating the school. It was decided that every child must have a school within one km radius. A managing committee (Shishu Shikhsha Mission [SSM]) was formed which was to decide the proper location, convenient time and the selection of teachers would necessarily be amongst those who are secondary school literate and are more than 40 years of age. A minimum of 40 children was needed with 2 teachers for a school to be opened. A salary of Rs 2000+ for the primary teaching assistants and Rs 3000 + for the upper primary teaching assistants was stipulated. The SSM also functions as a board which decides the subject module, training of teachers and overall monitoring of the curriculum. A routine health check up for the children along with the mother was the lookout of the health department.

A simple formal primary education alone could not have yielded the desired results. This project is different and innovative. It hires the services on the basis of contract teachers. All primary school teachers selected were necessarily women who are above 40 years in age. It's a flexible system and is need based. It can shift, close and open at any point of time. The project aims to empower the people in the rural remote areas. It involves a total of 60000 teachers and 5 lakh children with only 20 to 25 resource persons in all. The government teachers act as the resource persons. It is a tremendous challenge to address the needs of a society which belong to the down trodden and are mostly the first generation literates consisting of farmers and laborers.

The project is supported by the government of West Bengal. The sustainability of the project has great potential especially because education is a priority of the State and the Gram Panchayats are ready to fund for such programme. There are a total of 16000 primary schools who are involved. Moreover the project aims to achieve people's empowerment with the help of motivation and experience.

There are a good number of learners in SSKs according to 2007 data as compiled by District Information System for Education [DISE]. The data shows almost an equitable distribution in

terms of gender. It is important that both the horizontal and vertical spread be dealt with simultaneously in order to bring greater visibility to the programme.

2.1.3 STATE-LEVEL ORGANIZATIONAL & INSTITUTIONAL ARRANGEMENTS FOR SECONDARY EDUCATION

The apex body in the organizational set up looking after elementary education in the State is the School Education Department (SE Deptt.) which has jurisdiction over all areas, agencies and components and includes (i) organizational set ups of the education structure (ii) administrative policies (iii) academic issues and support (iv) creation alteration or abolition of any structural or institutional arrangement and (v) achieving convergence or linkage with the other concerned departments etc.

The agencies and authorities working under the control of the SE Deptt. include the Directorate of School Education, West Bengal Board of Secondary Education (WBBSE), West Bengal Board of Higher Secondary Council, State Council of Educational Research & Training (SCERT), and the Society for Rastriya Madhyamik Shiksha Abhiyan.

The Minority Affairs and Madrasah Education (MA&ME) Department. Govt. of West Bengal look after the Madrasahs Education separately & WBBME run under the Directorate of Madrasah Education which, looks after its affiliated Madrasah in West Bengal. The Syllabus. Curriculum. Text Books remain same as practiced in the recognized Schools under WBBSE.

DIRECTORATE OF SCHOOL EDUCATION (DSE)

The Directorate is the main administrative frame administrating both primary and secondary education at the State level. It implements the policies adopted by the SE Deptt. as well as other autonomous bodies under the SE Department. The main functions of the Directorate in relation to elementary and secondary education include:

a) Budgeting. and allotment of funds for payment of salaries

b) Administering matters over scales of pay etc.

c) Printing of nationalized textbooks. collection of district wise requisitions for textbooks and distribution thereof,

d) Allotment of funds to the District Inspectors of Schools (Secondary Education) under various incentive schemes.

e) In service training of the inspecting officers

f) Administrative and service matters of the officers and staff etc. working under the Directorate.

g) The Office of the DI of Schools (Academic) is also under the control of DSE.

DIRECTORATE OF MADRASAH EDUCATION (DME)

The Directorate of Madrasah Education is the principal administrative body for administrating primary and secondary education in Madrasahs. It implements the policies adopted by the Minority Affairs & Madrasah Education Department and other autonomous bodies under the Department. The functions of this Directorate are quite similar to the functions of the Directorate of School Education.

The Directorate of Madrasah Education monitor the Madrasahs activities through the Offices of the DI of Schools (Secondary) at District level & AI of Schools (Secondary) at Sub- Divisional level.

WEST BENGAL BOARD OF SECONDARY EDUCATION (WBBSE)

It is the central body responsible for maintaining the academic standards of the schools through its four regional centers, conducting the first public examination that students of the State take and to some extent controlling the School Managing Committees of recognized and government Schools. The Board is an autonomous statutory body, created by statute. The Board has various functions assigned to it by the West Bengal Secondary Education Act, 1963 as amended from time to time.

- Granting permission to set up a new Secondary/ Higher Secondary School & Up – Gradation of the Existing Upper Primary Schools, Opening of new Sections, Opening of new Streams.

- Granting recognition to a newly set up Secondary School.

- De-recognition of schools which fail to meet obligations and maintain an academic standard as prescribed by the Board.

- Administering / managing the Managing Committees (MCs) of the non-Govt. recognized aided schools.

- Preparation of Syllabus, and review of syllabus.

- Preparation, development, renewal and publication of textbooks for all classes

- Approval of textbooks written according to the prescribed syllabi.

- Preparation of any Teachers Manual for teaching any subject.

- Organizing in-service orientation / training for the teachers.

- Appellate powers in relation to disciplinary actions against teachers or non-teaching employees.

- Sub-allotment funds to the managing committees of selected schools for the purposes of infrastructure expansion, making of school libraries of laboratories etc.

- Extension of any other kind of grants placed to it for selected schools.

- Administering matters related to terminal benefits etc.

- In the recent changed policy issues WBBSE also functions for those schools having Vocational Stream at their Secondary level with the help of Directorate of Technical Education & West Bengal Board of Technical Education.

WEST BENGAL BOARD OF MADRASAH EDUCATION (WBBME) UNDER THE CONTROL OF MA&ME DEPTT

Madrasah Education covering education from Class I to X is Senior Madrasahs which are under the administrative control of Minority Affairs & Madrasah Education Department.

OTHER DIRECTORATES

In West Bengal, other departments / Directorates also impart secondary education including Mass Education (Special Schools). Backward Classes Welfare (SC/ST).

ORGANISATION UNDER CENTRAL BOARDS.

There are govt. schools being run by the Railway / Defense Departments affiliated to different Central Boards imparting secondary education.

STATE COUNCIL OF EDUCATION RESEARCH & TRAINING (SCERT)

It is the premier research and training organization in the state for designing and giving inputs to the school education system. At present SCERT is entrusted to monitor the Teacher Education as per plan of activities. Govt. of WB has this year has started strengthening SCERT not only be developing infrastructure and manpower but also by increasing responsibility.

Experts Committee on curriculum, syllabus & textbooks

There is a Committee of Experts constituted by S. E. Department. Govt. of WB entrusted for revision of syllabus, curriculum, text books & examination systems from Class I to Class XII in the light of National Curriculum Framework. 2005 and the Right to Education Act. 2009.

During revision, they also seek suggestion & utilize the expertise of WBBSE, WBBME & SCERT. The committee has been constituted in 2011. In the meantime the committee has developed curriculum and syllabus of classes from I to XII in all subjects. Accordingly they have started producing textbooks of class I-VIII. In 2013 the new textbooks of class I, III, V &

VII has been prepared and printed and distributed to students whereas new textbooks for classes II, IV, VI & VIII were introduced in the 2014 session.

MINORITY INSTITUTIONS AND PRIVATE SCHOOLS

In West Bengal, there are a number of minority institutions such as the Muslim / Christian Minority Institution and other private schools, which impart Secondary Education that are affiliated to State and Central Boards.

WEST BENGAL COUNCIL OF RABINDRA OPEN SCHOOLING (WBCROS)

Open learning system offers an opportunity for greater access to formal education as it has not been possible to ensure universal access to formal education. To meet the requirements of the open learning system, the State Open Schools were started as a wing under the SE Department in 1997. Renamed as Rabindra Mukta Vidyalaya (RMV) in 1998, it has evolved into a statutory body with effect from 1st August 2001 after the passage of the RMV Act, 2001 by the West Bengal Assembly. The Act was first amended in 2002 and subsequently in February, 2006. The amended Act has come in to effect from 1st January, 2007. According to this amendment 2006, the RMV has been renamed West Bengal Council of Rabindra Open Schooling (WBCROS) and the existing administrative set up was changed to a certain extent.

The West Bengal Council of Rabindra Open Schooling (WBCROS) imparts open schooling through self-study materials and personal contact programmes. Flexibility is in built in the system taking into account the special need and circumstances of the target group of learners. The study centers of WBCROS are located mostly in Government Aided Primary, Upper Primary, Junior High, Secondary Schools, Madhyamik Shiksha Kendras and Madrasahs spread over all the districts of the State. Some of the Secondary and Higher Secondary education study centers are located in NGOs premises, a few of which cater to the needs of physically and mentally challenged learners.

The WBCROS is conducting study, examinations and certification for Secondary (Class X) and Higher Secondary (Class-XII) education.

Department of Higher Education

The Department of Higher Education looks after the Teachers training Colleges/ Universities (at the level of B. Ed., M. Ed., PGBT etc.) through Directorate of Public Instruction. At present, the main focus is on Training of Un – Trained Teachers as per NCTE norms.

Department of Science & Technical Education

In recent period, in West Bengal, the imparting Vocational Education at Secondary level is under the control of Department of S. Education through WBBSE, but the technical facilities for promoting vocational education is being extended by Department of Science & Technical Education through WBBTE.

Department of Sports & Youth Welfare

· The technical expertise on Physical Education at Secondary level is being extended by Department of Sports & Youth Welfare. Moreover, they also run some Sports Schools with hostel facilities.

DISTRICT INSPECTORATE OF SCHOOLS (SECONDARY EDUCATION)

It functions under the Directorate of School Education and undertakes the following activities:

(i) Administrative and academic inspection of the schools and Madrasahs, judges the academic standards of schools, extends guidance in academic matters as well as administrative matters.

(ii) Recording inspection reports.

(iii) Placing departmental nominee on the managing committee of the school after examination of the election procedures for reconstitution of the managing committee.

(iv) According permission for filling up of the vacancies in the posts of teachers.

(v) Approving appointment of any teaching and non-teaching staff.

(vi) According permission to the managing committee to select candidate for non-teaching posts, and approves the panels prepared by the selection committee after being approved by the managing committee.

(vii) Administering all matter relating to grant-in-aid and salaries of the staffs of schools and distribution system of grant-in-aid to the schools.

(viii) Sub-allotment funds to the managing committees of selected schools for the purposes of infrastructure expansion, making of school libraries of laboratories etc.

(ix) Extension of any other kind of grants placed to it for selected schools.

(x) Administering matters related to terminal benefits etc.

OFFICE of ADIs or AI/s SUB-DIVISION

In a recent move, sub-divisional set-up for upper primary education has been set up in all sub-divisions of the State where the services of an Addl. DI/S (SE) or one Assistant-Inspector of Schools has been placed as the Head of the Office who deals with mainly administrative matters related to managing committee, provident funds etc. and undertakes inspection.

The District and Sub-divisional Inspectorates exercise jurisdiction over both general and Madrasah Upper Primary education.

MANAGING COMMITTEE AT SECONDARY SCHOOL

Schools are under the direct management of their Managing Committees where the majority of members are elected with representation from guardians, teachers, non-teaching employees. Nominees of the concerned Panchayat Samiti and the SE Department are also members. There is scope for the founder or a donor becoming a life member (subject to certain conditions). The Head Master of a school is the ex-officio Joint Secretary of the Managing Committee.

SCHOOL SERVICE COMMISSION / MADRASAH SERVICE COMMISSION

It is the State Level Autonomous Agency for recruitment of teachers (Secondary level at Secondary and Higher Secondary Schools) through its 6 Regional Centers, The organization entrusted with the recruitment of teachers in Govt. Schools.

Recruitment related to Madrasahs is done by the Madrasah Service Commission.

2.2 EDUCATIONAL POLICIES FOR SECONDARY EDUCATION .

There are several Commissions and Committee Reports for education policies including the secondary level of education.

- **The University Education Commission (1948)** made certain recommendation related to Secondary education- The intermediate stage should be the part of school education and there was a need for a separate school for boys and girls during the ages of 14 to 18 etc. .

- **The Mudaliar Commission (1952) on Secondary Education suggested that**

- School education should be 11-12 years duration.

- Multipurpose schools should be established wherever possible to provide varied courses of interest to students with diverse aims, aptitudes and abilities.

- A large number of technical schools should be started either separately or as part of Multipurpose Schools near or around industrial areas.

- Separate Girls School might be opened if there is demand.

- There should be core curriculum at the Middle School Stage and for the diversified courses at the Higher Secondary Stages.

- Physical education should be geared to the needs, capacities and aptitudes of the children .

- Urgent Examination reforms were recommended

- Improvement of methods of inspection. management etc. -

    The Kothari Commission (1964-66) suggested that

- A Lower Secondary Stage of 2-3 yrs. General education after completing 7-8 yrs. Primary education

- A Higher Secondary Stage of 2 yrs. of general education or 1-3 yrs. of vocational education. It recommended 10+2+3 pattern of education.

- **National Policy of Education (1986) and Plan of Action (1992) recommended the development of**

- Common School System to ensure quality and social justice in education.

- It noted the neglect of school in rural areas and tribal areas. The urban-rural and general-tribal divide needs to be bridged.

- Vocationalisation of education is an urgent imperative.

    In the light of recommendation of such education commission and reports, the policy issues relating to secondary level of education has been revised at regular intervals both at the central level and at the state level. To carry on the recent advancement of elementary and

primary education particularly for the effect of Sarva Shiksha Abhiyan in the entire nation and the state of West Bengal to upper levels, the need for special focus on secondary education has been severely-felt. In this perspective, the programme called RMSA has-been launched with the goal of Universilization of Secondary education

2.3   PRESENT EDUCATIONAL STATISTICS OF THE STATE

West Bengal has come a long way in terms of educational infrastructure and making the citizens understand the importance and benefits of education. The initiatives and interventions taken by the State to improve the educational scenario of the State are reflected in several related KPIs (Key Performance Indicators).

The table below shows the number of Secondary and Higher Secondary Schools, the number of classrooms as well as the enrollment for each of the classes IX,X,XI & XII:-

TABLE 8: NO OF SCHOOLS, CLASSROOM, TEACHERS & STUDENTS

Sl. No.	District	No. of Schools	No. of Teachers	Enrolment	Classroom
1	BANKURA	446	2802	105605	1354
2	BARDDHAMAN	881	7533	197227	1579
3	BIRBHUM	388	2724	94577	1040
4	DAKSHIN DINAJPUR	177	1679	54595	566
5	DARJILING	170	973	21380	25
6	HAORA	540	4079	118318	1550
7	HUGLI	652	4687	141451	2068
8	JALPAIGURI	346	3082	128643	905
9	KOCH BIHAR	278	2665	98167	973

10	KOLKATA	709	8254	85006	1279
11	MALDAH	350	3547	124557	534
12	MURSHIDABAD	523	5019	204771	1426
13	NADIA	460	3827	166217	1615
14	NORTH 24 PARGANAS	988	7792	240428	3024
15	PASCHIM MEDINIPUR	777	11723	171223	2103
16	PURBA MEDINIPUR	660	5264	152504	2018
17	PURULIYA	356	3018	85567	908
18	SILIGURI	139	749	38990	282
19	SOUTH 24 PARGANAS	805	5968	205540	2067
20	UTTAR DINAJPUR	189	1863	84536	517
	Total	9834	87248	2519302	25833

Gross Enrollment Ratio (GER) for the secondary stage is defined as the percentage of enrolment in the secondary classes (Classes IX-X) to the estimated child population in the relevant age group (14 to below 16 years).Gross Enrollment Ratio of the districts also show a huge improvement which leads to a much improved scenario of the state.

TABLE 9: GER

Sl. No.	District	Projected Population	Gross Enrolment (IX to X)	GER
1	BANKURA	130345	105605	81.02
2	BARDDHAMAN	281438	197227	70.08
3	BIRBHUM	123105	94577	76.83
4	DAKSHIN DINAJPUR	61369	54595	88.96
5	DARJILING	32281	21380	66.23
6	HAORA	174380	118318	67.85
7	HUGLI	205835	141451	68.72
8	JALPAIGURI	108844	128643	118.19
9	KOCH BIHAR	101211	98167	96.99
10	KOLKATA	186472	85006	45.59
11	MALDAH	134332	124557	92.72
12	MURSHIDABAD	239509	204771	85.50
13	NADIA	187986	166217	88.42
14	NORTH 24 PARGANAS	364665	240428	65.93
15	PASCHIM MEDINIPUR	212045	171223	80.75
16	PURBA MEDINIPUR	180336	152504	84.57
17	PURULIYA	103557	85567	82.63
18	SILIGURI	33406	38990	116.72
19	SOUTH 24 PARGANAS	281935	205540	72.90
20	UTTAR DINAJPUR	99676	84536	84.81
	Total	3242727	2519302	77.69

TABLE 10: GER ACCORDING TO GENDER

Sl. No.	District	Boys GER	Girls GER
1	BANKURA	83.26	78.74
2	BARDDHAMAN	65.70	74.66
3	BIRBHUM	73.72	79.99
4	DAKSHIN DINAJPUR	85.35	92.63
5	DARJILING	66.01	66.45
6	HAORA	59.77	76.47
7	HUGLI	62.60	74.97
8	JALPAIGURI	85.28	178.19
9	KOCH BIHAR	89.80	104.32
10	KOLKATA	40.64	51.35
11	MALDAH	80.95	104.73
12	MURSHIDABAD	72.01	99.18
13	NADIA	84.13	92.80
14	NORTH TWENTY FOUR PARGANA	60.13	71.99
15	PASCHIM MEDINIPUR	78.77	82.74
16	PURBA MEDINIPUR	78.75	90.50
17	PURULIYA	84.24	80.99
18	SILIGURI	107.88	126.12
19	SOUTH TWENTY FOUR PARGAN	65.63	80.40
20	UTTAR DINAJPUR	72.68	97.30
	TOTAL	70.88	84.87

GER of Girls is more than boys.

Progress in literacy and education depends upon the propensity of children to go to school and also to complete at least the primary level of education. But this often means that lack of progress can become self-reinforcing, in terms of reducing the incentive among children to carry on with schooling when the parents are also not educated. It is well known that enrolment ratios of children in primary school tend to be strongly related to the educational levels among adults in the same households. This is also true of West Bengal, where studies indicate high correlation of both enrolment and attendance with parental literacy and with parents education levels of primary and above as well as secondary and above, in both rural and urban areas.

TABLE 11: GER ACCORDING TO GENDER & SOCIAL CATEGORY

Sl. No.	District	Girls GER	SC GER	ST GER
1	BANKURA	78.74	78.59	87.72
2	BARDDHAMAN	74.66	80.60	68.53
3	BIRBHUM	79.99	80.18	59.70
4	DAKSHIN DINAJPUR	92.63	101.36	79.29
5	DARJILING	66.45	116.15	182.76
6	HAORA	76.47	75.24	53.77
7	HUGLI	74.97	78.71	76.86
8	JALPAIGURI	178.19	122.20	86.86
9	KOCH BIHAR	104.32	107.58	91.92
10	KOLKATA	51.35	106.42	124.81
11	MALDAH	104.73	146.60	60.11
12	MURSHIDABAD	99.18	98.66	76.24
13	NADIA	92.80	97.75	79.66
14	NORTH TWENTY FOUR PARGANA	71.99	85.95	74.18
15	PASCHIM MEDINIPUR	82.74	92.06	66.46
16	PURBA MEDINIPUR	90.50	91.60	69.99
17	PURULIYA	80.99	87.54	80.78

18	SILIGURI	126.12	164.50	107.67
19	SOUTH TWENTY FOUR PARGAN	80.40	81.15	70.99
20	UTTAR DINAJPUR	97.30	106.42	73.86
		84.87	**93.33**	**78.00**

TABLE 12: EDUCATIONAL INDICATORS (UDISE 2013-14)

Srl. No.	District Name	GER	PTR	SCR	TCR
	1	2	3	4	5
1	BANKURA	81.02	39.55	0.05	1.93
2	BARDDHAMAN	70.08	37.45	0.06	2.27
3	BIRBHUM	76.83	43.58	0.05	1.99
4	DAKSHIN DINAJPUR	88.96	55.50	0.03	1.64
5	DARJILING	66.23	18.80	0.13	2.36
6	HAORA	67.85	36.05	0.05	1.97
7	HUGLI	68.72	36.41	0.05	1.75
8	JALPAIGURI	118.19	63.64	0.03	1.64
9	KOCH BIHAR	96.99	56.18	0.03	1.85
10	KOLKATA	45.59	25.96	0.07	1.76
11	MALDAH	92.72	58.47	0.03	1.93
12	MURSHIDABAD	85.50	58.87	0.03	1.74
13	NADIA	88.42	57.11	0.03	1.68
14	NORTH TWENTY FOUR PARGANA	65.93	38.11	0.05	1.96
15	PASCHIM MEDINIPUR	80.75	35.20	0.06	1.98
16	PURBA MEDINIPUR	84.57	37.44	0.05	1.88
17	PURULIYA	82.63	42.45	0.05	2.11
18	SILIGURI	116.72	57.44	0.03	1.90
19	SOUTH TWENTY FOUR PARGAN	72.90	46.77	0.04	1.96
20	UTTAR DINAJPUR	84.81	68.70	0.03	2.16
	State total	**77.69**	**43.26**	**0.04**	**1.90**

2.3.1 TEACHER STRENGTH IN THE STATE

For the recruitment of teachers at secondary and higher secondary level in all govt. aided and non govt aided and govt. Sponsored schools, the Central School Service Commission with its 6 Regional Centers is entrusted for the entire process. On the line of School Service Commission, the teachers for the Madrasah are being recruited through The West Bengal Madrasah Service Commission.

The West Bengal Public Service Commission is solely responsible for recruitment of teachers in all Govt. schools. In case of DA getting schools, the schools under special rules, private schools engaged in the delivery process of Secondary/Higher Secondary Education are recognized by W.B.B.S.E / W.B.C.H.S.E But the teachers are recruited through their own process following the guidelines framed by school education department.

From the tables below we can infer that the number of teachers have increased but the ratio of increase in the number of teachers is not in sync with the increase in the number of students which resulted in an increase of the Pupil Teacher Ratio. So, in order to arrive at a healthy PTR there is scope of more teacher recruitment.

TABLE 13: NO OF TEACHERS, ENROLMENT, CLASSROOM

Srl. No.	District Name	No. of Government & Sponsored Secondary Schools	Total classrooms	Enrolment (Class IX & X)	Teacher in position
	1	2	3	4	5
1	BANKURA	410	1297	98945	2502
2	BARDDHAMAN	531	1477	125804	3359
3	BIRBHUM	343	1010	87504	2008
4	DAKSHIN DINAJPUR	139	532	48400	872
5	DARJILING	9	25	1109	59
6	HAORA	455	1515	107785	2990
7	HUGLI	563	2002	127464	3501
8	JALPAIGURI	211	875	91455	1437
9	KOCH BIHAR	240	893	93037	1656
10	KOLKATA	393	1265	57835	2228
11	MALDAH	154	520	58583	1002
12	MURSHIDABAD	351	1405	143592	2439
13	NADIA	396	1572	151176	2647
14	NORTH TWENTY FOUR PARGANA	876	2950	220742	5792
15	PASCHIM MEDINIPUR	628	2071	144612	4108
16	PURBA MEDINIPUR	574	1962	138128	3689
17	PURULIYA	297	870	78028	1838
18	SILIGURI	68	271	29582	515
19	SOUTH TWENTY FOUR PARGAN	670	2011	184569	3946

20	UTTAR DINAJPUR	158	495	73444	1069
	State total	7,466	25018	2061794	47657

TABLE 14: TEACHER

SI. No.	District	No. of Teacher				Teacher Qualification					
						Trained			Un-Trained		
		Male	Female	Total	% of Female Teacher	Male	Female	Total	Male	Female	Total
1	BANKURA	1983	669	2652	25.23	1583	468	2051	400	201	601
2	BARDDHAMAN	3203	1823	5026	36.27	2399	1322	3721	804	501	1305
3	BIRBHUM	1627	554	2181	25.40	1341	439	1780	286	115	401
4	DAKSHIN DINAJPUR	766	237	1003	23.63	628	188	816	138	49	187
5	DARJILING	435	362	797	45.42	267	262	529	168	100	268
6	HAORA	1708	1548	3256	47.54	1301	1153	2454	407	395	802
7	HUGLI	2334	1547	3881	39.86	1728	1114	2842	606	433	1039
8	JALPAIGURI	1286	710	1996	35.57	1035	596	1631	251	114	365
9	KOCH BIHAR	1327	482	1809	26.64	958	346	1304	369	136	505
10	KOLKATA	1329	1804	3133	57.58	1123	1513	2636	206	291	497
11	MALDAH	1611	504	2115	23.83	1034	351	1385	577	153	730
12	MURSHIDABAD	2714	702	3416	20.55	1959	496	2455	755	206	961
13	NADIA	1767	1126	2893	38.92	1387	825	2212	380	301	681
14	NORTH 24 PARGANAS	3361	2845	6206	45.84	2444	2131	4575	917	714	1631
15	PASCHIM MEDINIPUR	3622	1243	4865	25.55	2792	956	3748	830	287	1117
16	PURBA MEDINIPUR	2845	1191	4036	29.51	2173	894	3067	672	297	969
17	PURULIYA	1527	519	2046	25.37	1174	395	1569	353	124	477
18	SILIGURI	384	308	692	44.51	252	224	476	132	84	216
19	SOUTH 24 PARGANAS	2622	1809	4431	40.83	1720	1147	2867	902	662	1564
20	UTTAR DINAJPUR	965	302	1267	23.84	663	209	872	302	93	395
	Total	37416	20285	57701	35.16	27961	15029	42990	9455	5256	14711

Table 15: Number of teachers: subject wise

Sl. No.	District	No. of Teachers in				
		Language	Science	Social Studies	Work Education	Physical Education
1	BANKURA	648	797	540	186	114
2	BARDDHAMAN	1207	1579	894	252	173
3	BIRBHUM	563	828	467	109	70
4	DAKSHIN DINAJPUR	286	364	102	37	40
5	DARJILING	233	240	166	26	12
6	HAORA	966	1109	534	106	137
7	HUGLI	824	1322	564	159	155
8	JALPAIGURI	559	719	308	74	101
9	KOCH BIHAR	463	540	383	113	83
10	KOLKATA	1005	1253	516	86	73
11	MALDAH	736	701	345	77	69
12	MURSHIDABAD	1094	1145	573	107	147
13	NADIA	875	983	434	113	105
14	NORTH 24 PARGANAS	1763	1972	1360	268	216
15	PASCHIM MEDINIPUR	1262	1661	940	290	222
16	PURBA MEDINIPUR	906	1236	695	344	245
17	PURULIYA	481	637	397	126	97
18	SILIGURI	173	212	133	33	30
19	SOUTH 24 PARGANAS	1122	1419	829	280	188
20	UTTAR DINAJPUR	341	423	313	50	43
	Total	15507	19140	10493	2836	2320

Chapter 3

PROGRESS OVERVIEW

Though the programme was initiated in the State in the first year of its implementation in 2009, but the programme is not operational in its full form due to non-inclusion of Aided schools in West Bengal. As a result the amount placed for pre-project and initial project work has become the only resource on the basis of which planned expenditure for Govt. & Govt. Sponsored Schools and expenditure for State Level activities are being incurred till this date. In the meantime for the last four years the State RMSA Office could only distribute fund for the purpose of Capital expenditure for building construction and other expenditure like Annual Grant, Minor Repair and expenditure for Careers guidance and Counseling. No expenditure could be incurred during 2013-14 for want of approval.

Expenditure Head		Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	AWP&B	% Exp to available fund	% Exp to AWP&B	Shortfall in State Share
Preparatory Activities		Nil	200	66.67			266.67	118.2952	148.37485		44.36	-	NIL
janc ial ear 09-10	Recuring	0.00	157.00	52.00	0.00	0.00	209.00	40.95	168.05		19.59		0.00
	Non Recurring	0.00	942.00	315.00	0.00	0.00	1257.00	856.36	400.64		68.13		0.00
	Sub Total	0.00	1099.00	367.00	0.00	0.00	1466.00	897.31	568.69		61.21		0.00
janc al ur 10-11	Recuuring	168.05	0.00	0.00	0.00	0.00	168.05	76.50	91.55		45.52		0.00
	Non Recurring	400.64	0.00	0.00	0.00	0.00	400.64	361.32	39.32		90.19		0.00
	Sub Total	568.69	0.00	0.00	0.00	0.00	568.69	437.82	130.87		76.99		0.00
anc al ear	Recuuring	91.55	274.07	91.35	0.00	0.00	456.97	97.97	459.63		21.44		0.00
	Non Recurring	39.32	0.00	0.00	0.00	0.00	39.32	37.43	1.89		95.19		0.00

	Sub Total	130.87	274.07	91.35	0.00	0.00	496.29	135.40	497.11		27.28		0.00
Financ ial Year 2012- 13	Recuuri ng	497.11	NIL	NIL	NIL	NIL	461.52	50.44	295.82				0.001 5.23
	Non Recurri ng		NIL	NIL	NIL	NIL							
	Sub Total	497.1 1	NIL	NIL	NIL	NIL	461.52	50.44	295.82				

Chapter 4

PLANNING PROCESS

Planning Process for RMSA in West Bengal

Traditionally planning for education sector used to be done at the State level. The enactment of 73rd and 74th constitutional amendments set the stage for better decentralisation and a significantly enhanced role for local bodies, community organisations as well as voluntary presences in the long cherished efforts towards Universalisation of Secondary education (USE). The national Policy for Education 1986 and its revised documents in 1992 had also proposed decentralisation as a fundamental requirement for improving the efficiency and the effectiveness of Educational Planning & Management and for creating a meaningful framework for accountability. Public participation in the democratic and governmental process is meaningful, only when the citizens have the adequate access to information and the said access lays the foundation for good governance, transparency, accountability and participation.

Bottom-up approach: The West Bengal Perspective for Citizen Centric Reform

The foundation for decentralised planning has been laid in 1978 when the three tier panchayat system was introduced. The Panchayat in West Bengal had already become indispensible local level political institution which have created ample scope for different section of the rural people to voice their needs and aspiration related to development inputs at the village level.

The bottom-up approach of the existing government crystallised into a politico-administrative movement, which was phrased as 'Village based district planning process" during 1985-86. a few years before the adoption of the economic liberalisation policy of the central govt in 19991. The central objectives of this decentralised planning process is to unleash a movement of village based rural development programme by the villagers and get a feedback primarily from the participants for future improvement.

Preparatory activities for RMSA

On receipt of the concept note from Govt. of India. School Education Department constituted a task force vide G.O. No. 843-SE (S) dt 28.8.2006 which is as follows:

1. Principal Secretary. School Education Department. Chairperson
2. Chairman. West Bengal Council of Higher Secondary Education : Member
3. President. West Bengal Board of Secondary Education : Member

4. Chairman, Rabindra Mukta Vidyalaya : Member
5. State Project Director, PBRPSUS (PBSSM) : Member
6. Director of School Education, West Bengal : Member Convenor

The major tasks for this committee were related to expansion of access for secondary education, preparation of state specific norms for secondary schools, streamlining regulations of non-govt schools, analysing the causes of low participation rates in secondary education, scope for revision of textbooks, evaluate the existing evaluation system, policies of teacher recruitment, deployment and pre and in-service teacher training, decentralising and streamlining of secondary education administration, expansion of open and distance learning and some others.

Further a sub-committee was formed to prepare draft state specific norms on secondary education.

UDISE

With a view to develop a databank on school education a Unified District Information System for Education (UDISE) has been created and data from different districts has been captured through DCF. For this purpose a state level workshop with participants from all the 20 educational districts has been organised. Information on the basis of UDISE 2012 is now ready for utilisation of the same in the planning process.

GIS Mapping

At the time of Planning for accessibility of schools within 5 km radius of any habitation which is the basic norms of RMSA the State Planning Team has tried to create an extensive database on the basis of GIS mapping. This activity has been taken up in case of SSA planning also. The same methodology and techniques has been taken up to identify school less village/area. While doing the same the State planner has concentrated on the following aspects of GIS mapping:

1. The Gram Panchayet and ward of the Municipality not covered by the norms of 5 km radius have been identified all over the state.

2. The identified schools less areas are being linked with the information whether there are any upper primary schools in the concerned area, which can be upgraded to Secondary schools within next two-three years.

3. To identify certain areas where population is very low due to forest, riverine belt and geographical barriers but where schools are required.

4. To identify some critical areas where there is no scope for up gradation of schools due to non-availability of upper primary schools in the said area.

Keeping the above aspects in mind this year the State Planning Team has tried to identify at least three hundred schools which are to be upgraded in different districts in West Bengal.

Preparation of State plan :

On the basis of information received from UDISE & GIS Mapping the state planning team has discussed within themselves the areas following the framework for preparing integrated annual work plan for RMSA, ICT, IEDSS, Girls' Hostel and Vocational Education and developed the annual work plan & budget for 2014-15. On the basis of these discussions the following problems & issues are identified and to achieve goals in terms of universal secondary education the following targets has also been fixed up.

CHAPTER 5

<u>PROBLEM, ISSUES AND TARGET SETTING</u>

In secondary education in West Bengal problems and issues are broadly of two kinds:

* Problem of increase in GER
* Problem of Access

5.1 Problem of increase in GER

The following table reveals the actual status of Gross Enrolment Ratio in secondary education in West Bengal. The following table shows that West Bengal is having very low GER in secondary education i.e, 77.69%. On the other hand in general the Gender Parity Index in GER reveals that the share of the girls' GER is slightly higher than the boys, though in some of the districts the GER of girls is much lower than the boys. The total GER of West Bengal as shown in following table is not the actual picture of GER of West Bengal since a good number of privately managed schools recognised by CBSE and ICSE Board are not covered under this education. Moreover the problems of increase GER may not be seen in isolation only by covering 7480 Govt & Govt sponsored schools this year as per direction of MHRD, GOI rather it should be addressed by including all the Govt aided schools also the number of which is nearly 9040 in the state. In the meantime the Govt. Of West Bengal has initiated the process of conversion of management of schools from Aided to Govt. Sponsored. Nearly 80% of the school has responded to the call of the State Government and become willing to make conversion of the status of the school. Therefore it is expected this year that cent percent Secondary schools will be ready by June, 2013 to initiate RMSA programme. Keeping this in view it is expected that most of the schools in West Bengal will be able to Cater to the demand of the parents for Secondary Education.

Considering the National target of increasing GER as envisaged under RMSA, the whole scenario has been reviewed by the state planning team under RMSA and it was decided that each district will fix up their own target of GER in this academic year. The main problem of this academic year is that in the mean time all the schools irrespective of govt. govt. aided and private recognized schools have already filled up their capacity of intaking children in class IX.

However in January 14 there is a scope of fresh enrolment in class IX. If we start taking strategies in this regard the increasing GER will be remarkable in 2014.

Keeping the above premises in view the district and the state teams in a body suggested the GER to be covered in 2013-14 in the following table. There are nearly one thousand private schools recognized by the CBSE and ICSE Boards in the major cities of West Bengal the data of which could not be collected through SEMIS. If the enrolment data of these schools are taken into consideration the GER of West Bengal may rise further. It is expected that all these schools will be covered in the next year.

Table-16: Target GER and estimate of enrolment

Sl. No.	District	GER			Additional Enrolment to be covered in 2014
		GER achieved	GER expected to be achieved	GER expected to be achieved	
		2012	2013	2014	
1	Bankura	73.50	75.00	77.00	2900
2	Bardhaman	65.98	67.48	69.48	11240
3	Birbhum	70.93	72.43	74.43	8533
4	DAKSHIN DINAJPUR	85.01	86.51	88.51	2083
5	DARJILING	29.81	31.31	33.31	3546
6	Howrah	61.55	63.05	65.05	4714
7	Hugli	65.54	67.04	69.04	5197
8	Jalpaiguri	86.34	87.84	89.84	6818
9	KochBehar	90.19	91.69	93.69	1871
10	Kolkata	49.60	51.10	53.10	15376
11	Malda	83.91	85.41	87.41	2204
12	Murshidabad	78.68	80.18	82.18	6246
13	Nadia	81.37	82.87	84.87	3333
14	North 24- Prgs	64.36	65.86	67.86	116726
15	Paschim Medinipur	76.20	77.70	79.70	6360
16	Purba Medinipur	79.21	80.71	82.71	4168
17	Purulia	77.01	78.51	80.51	4260

18	Siliguri	102.99	104.49	106.49	4162
19	South 24 Pgns	68.53	70.03	72.03	7576
20	Uttar Dinajpur	74.56	76.06	78.06	2049
	Grand Total / Overall	71.43	72.93	74.93	229852

5.2 Problem of Access: Unlike other state, West Bengal is teeming with dense population barring hilly and riverine and forest area. As a result the National norm of 5 km jurisdiction for opening of new schools is not applicable in all areas of WB. In the mean time, a good no. of schools have been opened/upgraded to secondary and higher secondary level to accommodate students of class IX –X.

TABLE 17 : UPGRADED TO SECONDARY SCHOOLS IN LAST 3 YEARS

Sl. No.	District	No. of total schools upgraded
1	Bankura	9
2	Barddhaman	44
3	Birbhum	11
4	Dakshin Dinajpur	2
5	Siliguri except Darjiling	1
6	Haora	5
7	Hugli	26
8	Jalpaiguri	18
9	Koch Bihar	20
10	Kolkata	21
11	Maldah	19
12	Murshidabad	21
13	Nadia	25
14	North 24 Parganas	28
15	Paschim Medinipur	6
16	Purba Medinipur	69

17	Puruliya	13
19	South 24 Parganas	45
20	Uttar Dinajpur	15
21	Barrackpur	4
	Total	**402**

On the other hand to identify the required number of secondary school district wise, we may see that the density of population vis –a vis total number of schools, the following table will show the number of schools in 1 lakh population.

TABLE - 18: No. of Secondary & H.S Schools Per Lakh Population

Sl. No.	District	Total Population	Total No. of School (all Management)	No. of School/lakh population
1	Bankura	35,96,292	446	12.40
2	Barddhaman	77,23,663	881	11.41
3	Birbhum	35,02,387	388	11.08
4	Dakshin Dinajpur	16,70,931	177	10.59
5	Darjiling (including Siliguri)	18,42,034	309	16.77
6	Haora	48,41,638	540	11.15
7	Hugli	55,20,389	652	11.81
8	Jalpaiguri	38,69,675	346	8.94
9	Koch Bihar	28,22,780	278	9.85
10	Kolkata	44,86,679	709	15.80
11	Maldah	39,97,970	350	8.75
12	Murshidabad	71,02,430	523	7.36
13	Nadia	51,68,488	460	8.90
14	North 24 Parganas	1,00,82,852	988	9.80
15	Paschim Medinipur	59,43,300	777	13.07
16	Purba Medinipur	50,94,238	660	12.96
17	Puruliya	29,27,965	356	12.16
18	Siliguri			
19	South 24 Parganas	81,53,176	805	9.87
20	Uttar Dinajpur	30,00,849	189	6.30
	West Bengal	9,13,47,736	9834	10.77

On the other hand, if we see the following table relating to School Student Ratio, it is seen that the state average is 267 students per school. If we look at the National norms of school student ratio it is desired that each school should have two classes having two Sections and each sections will have 30 students. It means the secondary sections will contain only 120 students in a school. But in lieu the following table revels the horrible picture of school student ratio of all districts, even in Purulia.

Table – 19: School Student Ratio

Sl. No.	District	No. of School	No. of Student	School Student Ratio
1	Bankura	437	97969	224.19
2	Barddhaman	799	189885	237.65
3	Birbhum	374	89289	238.74
4	Dakshin Dinajpur	163	53349	327.29
5	Darjiling	121	20020	165.45
6	Haora	502	109763	218.65
7	Hugli	624	137953	221.08
8	Jalpaiguri	295	122588	415.55
9	Koch Bihar	271	93343	344.44
10	Kolkata	548	94581	172.59
11	Maldah	328	115269	351.43
12	Murshidabad	487	192708	395.70
13	Nadia	438	156426	357.14
14	North 24 Parganas	935	239996	256.68
15	Paschim Medinipur	743	165223	222.37
16	Purba Medinipur	613	146069	238.29
17	Puruliya	326	81554	250.17
18	Siliguri	96	35181	366.47
19	South 24 Parganas	756	197573	261.34
20	Uttar Dinajpur	184	75999	413.04
	West Bengal	9040	2414738	267.12

Source : UDISE 2012-13

Keeping the scenario stated earlier the target of opening of new schools can be fixed up in the following table. .

Table 20: Requirement of additional number of secondary schools

Sl. No.	District	No. of Student	No. of School	School Student Ratio	14-15 age group projected child population	No. of schools required	Total no. of schools to be opened
1	Bankura	105605	446	236.78	130345	543	97
2	Barddhaman	197227	881	223.87	281438	1173	292
3	Birbhum	94577	388	243.76	123105	513	125
4	Dakshin Dinajpur	54595	177	308.45	61369	256	79
5	Darjiling	21380	170	125.76	32281	135	-35
6	Haora	118318	540	219.11	174380	727	187
7	Hugli	141451	652	216.95	205835	858	206
8	Jalpaiguri	128643	346	371.80	108844	454	108
9	Koch Bihar	98167	278	353.12	101211	422	144
10	Kolkata	85006	709	119.90	186472	777	68 .....
11	Maldah	124557	350	355.88	134332	560	210
12	Murshidabad	204771	523	391.53	239509	998	475
13	Nadia	166217	460	361.34	187986	783	323
14	North 24 Parganas	240428	988	243.35	364665	1519	531
15	Paschim Medinipur	171223	777	220.36	212045	884	107
16	Purba Medinipur	152504	660	231.07	180336	751	91
17	Puruliya	85567	356	240.36	103557	431	75
18	Siliguri	38990	139	280.50	33406	139	0
19	South 24 Parganas	205540	805	255.33	281935	1175	370

| 20 | Uttar Dinajpur | 84536 | 189 | 447.28 | 99676 | 415 | 226 |
| West Bengal | | 2519302 | 9834 | 256.18 | 3242727 | 13511 | 3677 |

At the same time the State Planning Team has also verified the requirement of Secondary Schools in unserved habitation from GIS mapping. The total account for unserved habitation for the State has been annexed with this document. From the document it is revealed that the State requires another 42 numbers of Additional Secondary Schools to serve all the areas of this state as per distance norms of RMSA. However, since West Bengal is thickly populated State, a good number of served habitation also required more than one secondary schools to accommodate the rush of students graduated from class VIII.

5.3: Provisions of Access in un-served habitations

At the time of Planning for accessibility of schools within 5 km radius of any habitation which is the basic norms of RMSA the State Planning Team has tried to create an extensive database on the basis of GIS mapping. This activity has been taken up in case of SSA planning also. The same methodology and techniques has been taken up to identify school less village/area. While doing the same the State planner has concentrated on the following aspects of GIS mapping:

The Gram Panchayet and ward of the Municipality not covered by the norms of 5 km radius have been identified all over the state,

The identified school less areas (habitations) are being linked with the information whether there are any upper primary schools in the concerned area, which can be upgraded to Secondary schools within next two-three years,

To identify certain areas where population is very low due to forest, riverine belt and geographical/physical barriers but where schools are required,

To identify some critical areas where there is no scope for up gradation of schools due to non-availability of upper primary schools in the said area.

In a state like West Bengal where habitations are highly populated and the existing schools are teeming with high population, the norm of 5 K.M distance for opening schools in secondary schools is not properly feasible in the state. Thus reducing the distance norms in highly populated habitations wherein bifurcation of schools is badly required need to be allowed in case of West Bengal.

In secondary education sector in west Bengal, Paschim Banga School GIS has been used for choice of upgrading existing upper primary schools to secondary schools. The process of GIS is mainly in two areas:

Porting schools over a Geo-referenced base map showing habitations of a district.

Latitude and longitude and the picture of schools are provided by the district administration.

Criteria of GIS mapping is based on aerial distance only. Distance of habitation from nearest secondary schools need to be more than 5 K.M. A radius circle of 5 K.M has been drawn for each secondary schools.

After conducting GIS study it is found that there are 1076 habitations are without any school. Hence in order to extending schooling facility to those habitations 42 schools need to be set up. The names of the GPs where the new schools would be set up are shown in the following table. It may be noted that since Government of West Bengal has decided not to open any new secondary schools having IX to XII standard in the state, identification of upper primary schools within the following habitations for up gradation of the same has become urgent. Therefore it is decided that 42 such UP schools would be upgraded into High school to cover all the habitations. The list of schools are being provided in separate lists.

Table 21: proposal of new school

District	No . of schools required	GP name where the new school to be set up
Bankura	4	Puddi., Routora, Saltora, Shyamnagar
Burdwan	5	Dendua , Majhigram, Mougram, Majida, Patuli
Siliguri	1 -	Hatighisa
Uttar Dinajpur	2	Chhayghara, Goalpokhar
Cooch Behar	1	Kuchlibari
Murshudabad	1	Akheriganj
Purulia	6	Majhidih, Udaipur, Joynagar, Barrah, Kumra, Hetgugui, Ajodhya
Pashcim Medinipur	5	Banspahari, Bhulaveda, Dudhkundi Khajra, Chandrarekha

North 24 Parganas	1	Barunhat-Rameswarpur
Jalpaiguri	8	Sanyasikata, Mantadari, Bagrakote, Rangamati, Bidhannagar, Champaguri, Bandapani, Chuapara
Malda	3	Pandua, Mangalpura, Jajoil
Nadia	5	Muragachha, Poragachha, Alfa, Nandanpur, Gobra
	42	

Chapter 6

MAJOR INTERVENTIONS

On the basis of above mentioned strategy the following Major interventions have been identified. Through UDISE we have already collected data of 9834 schools out of which 7498 schools are run by the Government as Govt Schools and Govt Sponsored schools. All the Govt and Govt Sponsored schools are proposed to be covered under RMSA programme. Keeping this in view it is expected that most of the schools in West Bengal will be able to Cater to the demands for Secondary Education. In this backdrop three major kind of interventions are proposed- 1) Full support to select Govt. sponsored schools 2) Certain community led interventions where children will be directly benefited by the community and the resource centre in terms of their physical, mental and moral health. Moreover in 2nd category some sort of orientation of community people has been incorporated. 3) Project management and capacity building of State. District. Sub-District level offices. Along with development of Govt. Sponsored schools. the State Planning Team has proposed to strengthen and revitalize the existing mechanism of Secondary Education all over the State right from the state offices to the block resource centre & prepare the system compatible with the load of work to be undertaken under RMSA in the coming years.

6.1 PROJECT MANAGEMENT

West Bengal Rashtriya Madhayamik Shiksha Mission, the state level registered autonomous society is in charge of implementation of SSA since 2009. There is a General Council of the Sanstha headed by the Chief Minister of West Bengal and the Minister-in-charge of 'School Education Department functions as working president of the Sanstha. An Executive Committee chaired by the Chief Secretary to the Govt. of West Bengal issues directions to the State Project Office. approves the activities and also evaluates the activities of the Sanstha. State Project Office is staffed with three retired Govt. Officials. Five officers of the State Govt associated with Sarva Shiksha Mission and School Education Dept carry out some decision making activities in addition to their normal duties. The State Project office is carries out all activities related to planning. implementation. supervision and monitoring and evaluation of RMSA.

In the districts the District Magistrate has been entrusted to function as District Project Director of RMSA. A new set up for District Project Office for RMSA has been arranged in the office of District-Inspector of Schools (S.I.). The district RMSA committee headed by the Zilla

Sabhadhipati is responsible for planning, implementation, supervision and monitoring and evaluation of RMSA activities in all education districts. A Block Resource Centre (BRCs) in each Block would be set up with the support of Circle Project Co-ordinator (CPC) and Resource Teachers (RTs). The Managing Committee of each Secondary Schools would implement RMSA at the school level. There would also be a Sub-Divisional Office in each sub division.

Proposed Committees for RMSA

i) **Constitution of State Level Mission of RMSA to be headed by the Chief Minister :**

The composition of the State level Mission of RMSA is as follows:

1) Chief Minister -------Chairman
2) Minister –in-charge , School Education Department—Vice Chairman
3) Minister-In-Charge, Development & Planning Dept. -Member
4) Minister-In-Charge, Technical Education Dept. –Member
5) Minister-In-Charge, Backward Class & Welfare Dept. . -Member
6) Minister-In-Charge, Higher Education Dept. . -Member
7) Minister-In-Charge, Minority Affairs & Madrasah Education Department. -Member
8) Minister-In-Charge, Technical Education & Training Department. -Member
9) Minister-In-Charge. Finance Dept. . -Member
10) Minister-In-Charge, Mass Education & Extension Dept. -Member
11) President, West Bengal Council of Higher Secondary Education. -Member
12) President, West Bengal Board of Secondary Education. -Member
13) Secretary, School Education Department. -Member
14) President, West Bengal Board of Primary Education. -Member
15) Secretary, School Education Department. –Member Convenor
16) Three representatives of Secondary teachers to be nominated by MIC, School Education Dept. . -Member
17) Chief Secretary, Govt. of West Bengal   -Member
18) Principal Secretary. Finance Department-Member
19) President, West Bengal Board of Madrasah Education -Member

There shall be an Executive Committee of Rashtriya Madhyamik Shiksha Abhiyan headed by the Chief Secretary, Govt. of West Bengal. The Executive Committee will be responsible for the project appraisal and its approval at the State Level with the assistance of a Technical Support Group (TSG). The members of the committee are as follows:-

Composition of Executive Committee

Sl. No.	Details of the Member	Position
1.	Chief Secretary ,Govt. of West Bengal	Chairman

2.	Principal Secretary, Finance Department	Member
3.	Secretary, School Education Department	Member
4.	Principal Secretary, Development & Planning Dept.	Member
5.	Principal Secretary, Higher Education Dept.	Member
6.	Principal Secretary, Technical Education Dept.	Member
7.	Principal Secretary, Panchayat & Rural Development Department	Member
8.	Principal Secretary, Public Works Department	Member
9.	Principal Secretary, Minority Affairs and Madrasah Education Department	Member
10.	Principal Secretary, Mass Education and Extension Department	Member
11.	Principal Secretary, Backward Class & Welfare Dept.	Member
12.	Secretary, West Bengal Board of Madrasah Education	Member
13.	Joint Secretary, Department of School Education & Literacy, Govt. of India	Member
14.	Director of School Education	Member
15.	Secretary, West Bengal Board of Secondary Education	Member
16.	Three representatives of Secondary teachers to be nominated by MIC, School Education Dept.	Members
17.	State Project Director, SSA & RMSA	Member Secretary

To facilitate effective monitoring and operational support there will be a Technical Support Group (TSG) at State level. The Executive Committee will approve and recommend the project proposal on the basis of appraisal done by the Technical Support Group. The Technical Support Group will also assist in planning, monitoring, management and evaluation. The composition of the Technical Support Group shall be as follows:-

Composition of Technical Support Group (TSG)

Sl. No.	Details of the Member	Position
1.	State Project Director, SSA & RMSA	Chairman
2.	Director of School Education	Vice-Chairman
3.	Vice Chancellor, NUEPA or his/her representative	Member

4.	Director, SCERT	Member
5.	Director, Madrasah Education	Member
6.	Three representatives of Secondary teachers to be nominated by MIC, School Education Dept.	Members
7.	Additional Director, RMSA	Member Secretary

For Planning implementation, supervision and monitoring of RMSA activities, a number of functionaries is required to be engaged on the line of State Project Office, PBSSM. The tentative staff pattern of the initial stage is given below.

Sl. No.	Name of posts	Number	Where from	Remarks
1.	State Project Director	1	Govt.	Same as SSM
2.	Additional State Project Director	1	Govt.	From All India Service
3.	Joint State Project Director	1	Govt.	
4.	Dy. State Project Director	2	Govt.	
5.	State Coordinators(Planning, Civil works, Pedagogy, MIS, CM, IED & Girls Education	7	Govt. and semi Govt.	With addl. charge.
6.	Consultant	4	From Open Market or resource organization	
7.	DEO	3	From Open Market	
8.	Technical & other help	4	From Open Market or	

State Project Office, PBSSM and its personnel will be involved accordingly for planning implementation, supervision and monitoring of RMSA activities with the govt. personnel from school education department/Directorate.

Similarly, of district and sub district level govt. official and district project offices SSM. The tentative staffing pattern of district and sub district project office is given below:

Sl. No.	Name of posts	Number	Where from	Remarks
1.	District Project Officer RMSA	1	Govt.	On the line of DPO, SSM
2.	Addl. District Project Officer RMSA	1	Govt.	From the District Inspectorate
3.	Dy. District Project Officer RMSA	2	Govt.	From the District Inspectorate
4.	Coordinator RMSA	10	From DPO, SSM	
5.	DEO, RMSA	2	From DPO, SSM	
6.	Technical & other help for RMSA	2	From DPO, SSM	
7.	Sub-divisional Project Officer RMSA	1	Govt.	From Sub-divisional Inspectorate
8.	Sub-division Project Assistant RMSA	2	From DPO, SSM	
9.	Block Project Officer RMSA	1	Govt.	
10.	Block Project Assistant RMSA	2	From DPO, SSM	Promoted from Circle Level Resource Centre
11.	Municipal Project Officer RMSA	1	Govt.	From Municipal A.I/S
12.	Municipal Project Assistant, RMSA	2	From DPO, SSM	Promoted from Circle Level Resource Centre, SSM

6.2: CAPACITY BUILDING: procurement of furniture, equipment and stationeries for different offices is immediately required to set up RMSA offices. All the state level offices such as School Education Departments (Secondary branch), Directorate of School Education, Paschim Banga Sarva Shiksha Mission, WBBSE, WBBME, SCERT, the offices of D.I. of schools(SE), the sub divisional offices and newly set up block/ municipal offices would be covered. Computers and other IT products/photo copier/phone/fax machine will be installed. MIS set up will be provided to all those offices.

Apart from physical-set up a pool of manpower is to be engaged in the RMSA office. All the engaged personnel in different offices of RMSA and other stake holders will be oriented on RMSA particularly with reference to frame work of RMSA and its implementation. norms of RMSA as developed by the state. planning, policy issues for secondary level etc.

As a part of planning process during preparation of perspective plan and annual plan micro planning will be taken up at school level for which all personal will be oriented. A number of resource parsons will be selected for different activities of RMSA and they will be oriented accordingly.

Strengthening of district & Sub divisional & block office:

The district planners have already proposed to strengthen the formal system of education like the district level offices, sub divisional offices and block level offices. It is proposed that the strengthening of Block Education offices will be taken up this year in this plan. SIT will be installed in the District Offices, Sub-divisional offices and in DIETS and ROT will be installed in all Block Education offices.

Strengthening of Directorate of School Education:

In the similar way strengthening of Directorate of School Education will be taken up this year. This activity will include computerization, renovation of seating arrangement and record keeping, common receiving & dispatch section and contingent support for conveyance to certain activities like Law, Fund distribution and Upgradation of schools. Moreover necessary furniture and equipment will also be purchased and installed in the Directorate.

Strengthening of SCERT:

Strengthening of SCERT is required for installing EDUSAT system in the SCERT campus. At the same time certain support for furniture equipment and computers will also be given to SCERT.

Strengthening of Board of Madrasah Education :

Similar kind of support will be given to West Bengal Board of Madrasah Education along with ROT facility. ......

Strengthening of West Bengal Rabindra Open Schooling:

Similarly support will be provided to state open schooling system for their arrangement to accommodate the Out of School Children in Madhayamik section. This support will include staff salary for the State office and District Office.

Strengthening of West Bengal of Secondary Education:

Strengthening of West Bengal Board of Secondary Education will also be taken up so that the Board can initiate the curriculum revision activity for class –IX and X. In the mean time certain changes have been introduced in evaluation system at secondary classes but the Board requires funds for actualizing the plan of changes. The Board will also take up the cluster activity in the State under RMSA. For this also it requires funds for orientation and other activities. The WBBSE has four regional offices in different parts of West Bengal. This year it has planned that all the four Regional Offices are to be linked together with the two main buildings of the board at Kolkata. This will facilitate the monitoring of the activities to be undertaken under RMSA.

Media Publicity and Community Awareness

In order to effective mobilization of the community, the process of micro-panning will be taken up in connection with the challenges faced by the inhabitants of the locality i.e. access, enrolment, retention and quality education. Micro-level planning has not so far been attempted in a large.

Print and electronic media (like AIR) will be effectively used for disseminating the SSA message to gear up the community in the entire process of RMSA activities even in the remote areas. In this regard the local tabloids and supplements of major vernacular have the immense potential to disseminate the RMSA message to every corner of the state.

6.3 OTHER ISSUES AND STRATEGIES

The challenges for secondary education can be broadly grouped into two priority areas: expanding access. and improving relevance and quality. A key policy objective is to ensure that both access and quality are enhanced for those young people who are generally excluded because of poverty, ethnicity. ability, gender. and other factors.

6.3.1: ACCESS

The present problems of the State toward the Universalization of Secondary Education are unique and much unlike the ones experienced by many other States in the country. The Enrolment Rate for the year 2013-14 has been impressive though the number of habitations to be provided with new high schools is remarkably high.

Sustaining the work done over the coming years is the current challenge faced by the State. West Bengal is now in urgent requirement of bold measures from the MHRD, GOI that would arrest certain slump in GER. Looking at this problem from the practical perspective, enhancing the GER is less difficult than sustaining the GER that has been arrived at already.

To provide wider access to Secondary Education there is a dire need for upgradation of Upper Primary Schools to high schools. From the time when first RMSA plan was prepared, special initiative was taken by the Govt of West Bengal to upgrade a good number of schools all over the state. Till this date the process of upgradation of 402 school has already been over. These schools were selected by the District level Inspection Team after thorough inspection & school visit. The District-wise distribution of such schools has been given in the next page.

Table 22: Table showing list of upgraded schools

Sl. No.	District	No. of total schools upgraded
1	Bankura	9
2	Barddhaman	44
3	Birbhum	11
4	Dakshin Dinajpur	2
5	Siliguri except Darjiling	1
6	Haora	5
7	Hugli	26
8	Jalpaiguri	18
9	Koch Bihar	20
10	Kolkata	21
11	Maldah	19
12	Murshidabad	21
13	Nadia	25
14	North 24 Parganas	28
15	Paschim Medinipur	6
16	Purba Medinipur	69
17	Puruliya	13
19	South 24 Parganas	45
20	Uttar Dinajpur	15
21	Barrackpur-	4
	Total	402

Out of the 56321 habitations, only 55245 habitations have access to secondary schools within 5 km radius. Unless more habitations are made accessible to secondary schooling within their vicinity, the success achieved in GER would be challenged and would start indicating a downward trend.

TOTAL HABITATIONS	HABITATIONS WITH ACCESS TO SECONDARY SCHOOLS	HABITATIONS NOT ELIGIBLE FOR SECONDARY SCHOOL
56321	55245	1076

But in the AWP&B (2014-15) we have proposed upgradation of only 42 schools in the unserved habitations. After conducting GIS study it is found that there are 1076 habitations are without any school. Hence in order to extending schooling facility to those habitations 42 schools need to be set up. The names of the GPs where the new schools would be set up are shown in the following table. It may be noted that since Government of West Bengal has decided not to open any new secondary schools having IX to XII standard in the state, identification of upper primary schools within the following habitations for up gradation of the same has become urgent. Therefore it is decided that 42 such UP schools would be upgraded into high school to cover all the habitations. District wise break-up is furnished below:

District	No of schools required	GP name where the new school to be set up
Bankura	4	Puddi., Routora, Saltora, Shyamnagar
Burdwan	5	Dendua , Majhigram, Mougram, Majida, Patuli
Siliguri	1	Hatighisa
Uttar Dinajpur	2	Chhayghara, Goalpokhar
Cooch Behar	1	Kuchlibari
Murshudabad	1	Akheriganj
Purulia	6	Majhidih, Udaipur, Joynagar, Barrah, Kumra, Hetgugui, Ajodhya
Pashcim Medinipur	5	Banspahari, Bhulaveda, Dudhkundi Khajra, Chandrarekha
North 24 Parganas	1	Barunhat-Rameswarpur
Jalpaiguri	8	Sanyasikata, Mantadari. Bagrakote, Rangamati, Bidhannagar. Champaguri, Bandapani, Chuapara
Malda	3	Pandua, Mangalpura. Jajoil
Nadia	5	Muragachha, Poragachha, Alfa, Nandanpur, Gobra
	42	

Dearth of Classrooms

It is sad that hundreds of students are overcrowded into classrooms with no proper ventilation, lighting or furniture. Many existing classrooms resemble dark narrow cells. Going by all justices known to human wisdom, the children who have deposited themselves and their future into the hands of the State certainly deserve better treatment. The State is in a phase of consolidation: while it is excited over the ready response of its subjects, to the call to Universalization of Secondary Education, it is highly responsible for the State and the Centre to provide all the necessary infrastructure and teachers for the schools.

As per the UDISE 2013-14, the number of students who are leaving upper primary section is more than 17 lakhs of children. But currently around 23 lakh students are enrolled in secondary stage.Since the Transition Rate (TR) of these children into Standard IX is around 95%, and as there would be about 12 lakhs of children in Standard X in the succeeding year, an estimate of 55188 classrooms are needed to provide learning space to all of them. With the current availability (including under construction) of 25228 classrooms, another 29960 classrooms are needed.

Table 23: Requirement of Additional Class Rooms

Srl. No.	District Name	Enrolment (Class IX & X)	Classr oom Requir ed	Total Cls Room in Class IX	Total Cls Room in Class X	Cls Room under Constru ction in Class IX	Cls Room under Constru ction in Class X	Required Addl. Classrooms
1	BANKURA	98945	2679	686	611	38	19	1341
2	BARDDHAMAN	125804	3401	791	686	62	40	1854
3	BIRBHUM	87504	2361	538	472	16	14	1329
4	DAKSHIN DINAJPUR	48400	1278	282	250	16	18	729
5	DARJILING	1109	31	13	12	0	0	8
6	HAORA	107785	2913	817	698	21	14	1437
7	HUGLI	127464	3455	1096	906	42	24	1441
8	JALPAIGURI	91455	2384	472	403	20	10	1496
9	KOCH BIHAR	93037	2440	494	399	44	36	1479
10	KOLKATA	57835	1639	661	604	7	7	502
11	MALDAH	58583	1547	280	240	7	7	1017
12	MURSHIDABAD	143592	3767	759	646	13	8	2341

13	NADIA	151176	3966	852	720	24	19	2358
14	NORTH TWENTY FOUR PARGANA	220742	5957	· 1588	1362	44	30	3053
15	PASCHIM MEDINIPUR	144612	3919	1088	983	18	14	1845
16	PURBA MEDINIPUR	· 138128	3734	1021	941	31	25	1734
17	PURULIYA	78028	2092	456	414	18	20	1190
18	SILIGURI	29582	775	145	126	6	5	493
19	SOUTH TWENTY FOUR PARGAN	184569	4934	1088	923	36	20	2898
20	UTTAR DINAJPUR	73444	1916	262	233	14	8	1415
	State total	2061794	55188	13389	11629	477	338	29960

6.3.2: Other Infrastructural Related Issues:

Apart from additional classroom few more infrastructural related issues are required to be taken into account in order to attaining meaningful secondary educations. After analyzing the UDISE 2013-14 following analysis have been done:

Table 24: Requirement of other rooms

Srl. No.	District Name	Required Library	Required Integrated Lab	Required Computer Room	Required Arts & Crafts Room
	1	2	3	4	5
1	BANKURA	55	314	170	374
2	BARDDHAMAN	46	439	259	484
3	BIRBHUM	20	297	140	305
4	DAKSHIN DINAJPUR	21	110	31	122
5	DARJILING	3	6	2	6
6	HAORA	113	334	123	386
7	HUGLI	187	436	251	497
8	JALPAIGURI	· 63	182	80	198
9	KOCH BIHAR	41	206	79	214
10	KOLKATA	83	282	89	298
11	MALDAH	16	129	51	140
12	MURSHIDABAD	0	275	132	320
13	NADIA	99	330	131	370
14	NORTH 24 PARGANAS	97	696	347	714
15	PASCHIM MEDINIPUR	34	491	374	578
16	PURBA MEDINIPUR	59	414	309	546

17	PURULIYA	86	246	152	278
18	SILIGURI	19	54	3	60
19	SOUTH 24 PARGANAS	113	529	316	587
20	UTTAR DINAJPUR	16	127	49	140
	State total	**1171**	**5897**	**3088**	**6617**

There exists more than one inadequacy at the secondary level of schooling; some of the limitations are so glaring that they are very easily noticed by the end-user. While his classrooms in the elementary school were roomy, airy and were provided with all types of furniture, his first year in secondary school is nearly a trauma. An incredible number of students are pushed into a small class room that was designed some decades back, keeping in view the thin student attendance.

It is no wonder that these fossilized barracks of learning are not flexible enough to comfortably accommodate the ballooning platoons of willing and eager student soldiers. Hence, the second immediate goal perceived by RMSA, West Bengal is to strengthen all existing 7480 government/govt. sponsored schools, though only 1032 schools have now been selected for the purpose of strengthening. For 1032 such Schools to be upgraded, a Composite Campus plan (CCP) will be developed with the following aspects.

i) It is a fact that each School has sufficient land for construction of Secondary unit However, after physical verification, the building Plan will be finalized.

ii) While preparing the campus Plan , prospective enrolment trend for next 3 years need to be considered. This will also be finalized only after inspection of schools and discussion with the local people and Panchayets.

iii) Best and judicious use of existing building will also be considered.

iv) Quality of Education will also be considered keeping in view the necessity of Library, Integrated laboratory and computer lab in each school.

v) Gender and other equity issues and health issues are also to be considered, keeping in view the necessity of separate toilet, drinking water to be supplied to all corners of the building and common room for Girls.

Keeping the above areas in consideration the composite campus Plan will be developed within the next 6 months after verification of the schools in those aspects.

It is relevant here to look at the target of West Bengal. The State has decided to complete the construction activity in phased manner. During 2014-15 approximately 10 % of the total requirements are being proposed and subsequently 65% during 2015-16 and remaining 25% during 2016-17. Year wise figures are given below:

Table 25: Target of civil works

	Physical target	10% Approx 2014-15	65% Approx 2015-16	25% Approx 2016-17
Additional classroom	29960	2992	19478	7490
Integrated Science Lab	5897	586	3838	1473
Library	1171	119	760	292
Art & Craft Room	6617	658	4306	1653
Computer Lab	3088	312	2004	772

Unit cost varies depending upon different geographical condition. Accordingly costing has been reflected in the budget.

Proposal of 2014-15 at a glance under Non-Recurring head (10 % approximately)

Table 26: proposal of Civil works in 2014-15

Srl. No.	District Name	Required Lbrary.	Required Integrated. Lab	Reuired Computer Room	Required Arts & Crafts Room	Required Addl. Classrooms
1	2	3	4	5	6	
1	BANKURA	5	31	17	37	134
2	BARDDHAMAN	5	44	29	48	185
3	BIRBHUM	2	29	14	30	132
4	DAKSHIN DINAJPUR	2	11	3	12	73
5	DARJILING	1	1	1	2	5
6	HAORA	12	33	12	38	143
7	HUGLI	18	43	25	49	144
8	JALPAIGURI	7	18	8	19	149
9	KOCH BIHAR	5	20	8	22	147
10	KOLKATA	8	28	9	29	50
11	MALDAH	2	13	5	14	101
12	MURSHIDABAD	0	27	13	32	234
13	NADIA	10	33	13	37	235
14	NORTH 24 PARGANAS	9	69	34	71	305
15	PASCHIM MEDINIPUR	4	49	37	57	184
16	PURBA MEDINIPUR	6	41	31	54	173
17	PURULIYA	8	25	15	28	119
18	SILIGURI	2	6	1	6	49
19	SOUTH 24 PARGANAS	11	52	32	59	289
20	UTTAR DINAJPUR	2	13	5	14	141
	State total	119	586	312	658	2992

6.3.3: Toilets and drinking water facilities

It appears from UDISE data that 202 units of boys toilet and 46 units of girls toilet are required in the State. Accordingly this year it is proposed to construct total 248 toilet blocks. It is also mentioned here that this year 4 schools have been identified for providing drinking water facilities.

6.4: Teacher Recruitment for upgraded section of the school and Additional Teachers for Secondary Schools to reduce PTR

As the demand for secondary education increases, there must be an accompanying emphasis on increasing the quality and relevance of that education. The demand for higher skilled workers to actively and effectively participate in the global economy is driving the push for quality and relevance. Only through increasing quality and relevance can secondary education truly serve as a catalyst to economic growth and poverty reduction. As part of this measure, a minimum of five subject-specific teachers and one Headmaster are required in every secondary school to ensure relevant learning situation.

Currently the state is having total 47657 teachers and the PTR is 43.26. in order to make the ratio as 30:1 we need another 21069 posts of teachers. These posts may be sanctioned in 2014-

Table 27: Requirement of Additional Teachers

Srl. No.	District Name	Actual no of teachers required
	1	2
1	BANKURA	796
2	BARDDHAMAN	834
3	BIRBHUM	909
4	DAKSHIN DINAJPUR	741
5	DARJILING	0
6	HAORA	603
7	HUGLI	748
8	JALPAIGURI	1612
9	KOCH BIHAR	1445
10	KOLKATA —	0
11	MALDAH	951
12	MURSHIDABAD	2347

13	NADIA	2392
14	NORTH TWENTY FOUR PARGANA	1566
15	PASCHIM MEDINIPUR	712
16	PURBA MEDINIPUR	915
17	PURULIYA	763
18	SILIGURI	471
19	SOUTH TWENTY FOUR PARGAN	2206
20	UTTAR DINAJPUR	1379
	State total	21069

6.5: Recruitment of Non-Teaching Staff

To ensure quality education at the secondary level, the teachers must be left alone for teaching exclusively. Teachers are seen attending to a good number of chores that are not directly relevant to the teaching learning process. · Appointment of adequate number of non-teaching staff (three in every school) is a remarkable step toward ensuring tapping optimal professional potency of teachers.·

It appears from UDISE data out of 7466 schools there are 1882 Clerks and 6310 Peons are working in the State. Therefore the state requires 5584 Clerks and 1156 Peons. It is proposed that 1000 Clerks and Peons would be engaged in 2014-15.

Table 28 : Requirement of Non-teaching staff

Sl. No.	Name of Disrict	No. of Government Sec Schools	Existing Number of employees		Required Number of employees	
		2	LDC	Peon	LDC	Peon
1	BANKURA	410	76	377	334	33
2	BARDDHAMAN	531	100	464	. 431	67
3	BIRBHUM	343	57	285	286	58
4	DAKSHIN DINAJPUR	139	63	83	76	56
5	DARJILING	9	0	7	9	2
6	HAORA	455	175	348	280	107
7	HUGLI·	563	126	512	437	51
8	JALPAIGURI	211	47	215	164	0
9	KOCH BIHAR	240	41	246	199	0
10	KOLKATA	393	143	281	250	112

11	MALDAH	154	29	132	125	22
12	MURSHIDABAD	351	131	312	220	39
13	NADIA	396	120	420	276	-24
14	NORTH TWENTY FOUR PARGANA	876	246	848	630	28
15	PASCHIM MEDINIPUR	628	101	495	527	133
16	PURBA MEDINIPUR	574	164	399	410	175
17	PURULIYA	297	69	227	228	70
18	SILIGURI	68	22	65	46	3
19	SOUTH TWENTY FOUR PARGAN	670	132	429	538	241
20	UTTAR DINAJPUR	158	40	165	118	0
	Total	7,466	1882	6310	5,584	1,156

However, the State is not proposing appointment of any Librarian or Library Asstt in the current year's plan. These would be proposed in the next year's budget.

6.6: SCHOOL GRANT:

Rationale:

The schools require grant to look after their routine expenditure and certain basic recurring and non recurring amenities. School grant @Rs 50,000/ is proposed for all 9186 schools covering 7480 Govt & Govt Sponsored-schools and 1706 Govt Aided schools.

6.7: Science Laboratory:

Under school-grant. there is a provision of Rs 50.000 to each school under three heads. And Rs 25.000 may be given to procure articles for science laboratory. This is a vital part of curriculum reform as a fully equipped science laboratory not only exposes many scientific apparatus and models to the students. but also exploits the scientific temperament inherent in the students. Due to the grant allotted in the last two financial years, many schools now have reasonably resourceful laboratory to meet out the stipulation of the State government. Now Science Practical examinations of science subjects have been obligatorily incorporated into evaluating system of Standard IX and X. Therefore an expenditure is to be incurred recurrently to procure lab articles and chemicals.

The State is proposing to construct 586 units of integrated science labs.

6.8: Library

If reading makes a man complete, school library can then help the students in this cause immensely. Books that are carefully selected can enhance students' cognitive and emotional intelligence are stocked under different subject headlines and are displayed in the library. Students' reading is ensured by his/her active participation in the morning assembly programmes by means of news reading, quotation citing, sharing interesting anecdotes and storytelling. Another Rs. 10,000 would be required to spend to fortify library facilities in each school every year.

From UDISE data it appears that 293 schools need Library in the State. It is proposed to construct about 119 Library units.

6.9: e-Governance:

Schools need to contact one another and district office as well to function smoothly and effectively. Schools without electricity connections were encouraged to power link so that certain facilities like A/V laboratories could be activated. It is proposed to improve and strengthen the facilities with the continuance of school grant. It is also proposed to install the internet connections and related communicative facilities in majority of the schools. An amount of Rs 15,000/- will be required for each school for this purpose.

6.10: Minor Repair

Of the infrastructural facilities that have already been established for the augmentation of secondary level of education in the schools, certain casual or regular expenditures are to be incurred to keep installed amenities in order. Rs. 25,000 has been earmarked for minor repairs for each school. School Management Committee, upon its inspection and satisfaction, has to find out the amenities that need to be repaired and prepare a list of priorities. Classroom maintenance, laboratory, library, toilet upkeep, water facilities are some of amenities that come under the purview of minor repairs.

Minor repair grant @Rs 25,000/ is proposed for all 9186 schools covering 7480 Govt & Govt Sponsored schools and 1706 Govt Aided schools.

6.11: TEACHER TRAINING

IN - SERVICE EDUCATION OF TEACHERS (INSET) AT SECONDARY LEVEL UNDER RMSA

The RMSA aims to provide **quality education to all** children in the 14+ to 15+ age group across the nation. RMSA has several features that seek to improve the quality of Secondary Education. These essentially pertain to (a) ensuring basic provisioning to enable improvement in the quality of classroom transactions (b) large scale capacity building of States, for undertaking and evaluating interventions for quality enhancement and (c) focus on assessment of learning outcomes and their improvement, as key indicators of the quality of learning.

The programme places great emphasis on **building the capacity of teachers** for teaching, through regular training programmes. The Scheme provides for regular **annual in-service training for up to 5 days per teacher.** The State gives more emphasis to practical classroom related teacher training by providing for a maximum of 5 days institutional training at BRC level in order to ensure follow-up, peer learning and experience practical classroom transactions.

Trainings funded from RMSA cover **several pedagogical issues,** including content and methodology, improving teaching learning transactions at classroom level.

Norms for teacher training are as follows:

Provision of up to 5 days in-service training for all teachers each year.

*Salient features of the guidelines for annual in-service training under RMSA:*

1. It takes into account the 'Constructivist' approach: as advocated in NCF 2005. This means that the teacher should act as a 'facilitator', and should work towards creating a variety of learning experiences in and out of the classroom that enable children to construct knowledge from activities and experiences in day to day life. The teacher is not to be a 'transmitter' of knowledge to passive recipients (the children).

2. This approach requires teachers to be reflective, that is they need to become 'mindful enquirers' into their own experiences, to guide children meaningfully.

3. The guidelines advocate a 'split up' model of in service training, in which 4 days training is provided at the BRC level and 1 day training through actual observation of classroom situations. Thereafter, teachers are expected to return to their school settings for 2-3 months, to try out the recommended methodologies and ideas.

4. The guidelines recommend a formal training duration of 5 days, as evident from above.

5. The guidelines stress identification of training needs and development of appropriate training modules through BRCs, DRCs, SRCs. It is also recommended that the training design should emphasize local contextuality and specificities in the teaching learning situation.

<u>*INSET plan proposed by State (WB)*</u>

Initiation Steps:

• Developing a 'CORE TEAM' that will lead-and manage the entire process and the team members will be called "ISAs",i.e, **"In-Service Advisors"**. This team will shoulder the responsibility of decision making and policy formulation and strategy conceptualization under the guidance of the Director, SCERT and in close collaboration with the entrusted Academic Authority like WBBSE, SCERT (WB). This team by virtue of its status will be the mentor of the "SRT".

• The "ISAs" will be Teacher Educators from Schools, DIETs, and University Education Departments, expert subject teachers at the Secondary level and who have experience of working as resource persons under the WBBSE. They may be both retired and working professionals.

• Constituting a "State Resource Team" (SRT) at SCERT (trainers and resource developers, i.e. those who will train trainers) and potential trainers through a well-defined process. The "SRT" will have two types of members – one group will develop the module under the direct guidance of the "ISAs "and train-the "Teacher Trainer Team" members. or "T3 members". Thus , the team that will develop the module and train .'T3 members 'may consist of minimum 15 members from Secondary Level and the "Teacher Trainer Team" may consist of minimum 150 personnel and drawn from districts. *The very first activity of the "SRT" for the module developers will be an induction brainstorming session and sharing of ideas and setting up a common programme rubric. This may held at SCERT for 4 days.*

• The segregation of "SRT" into two halves; i.e. "ISAs" and "T3" members is a concealed division based on primarily, their roles and responsibilities but in actuality they are both "SRT". But "ISAs" are the "Core Team" and mentors of the "T3" and they will also be involved in imparting training, monitoring and feedback analysis other than policy and strategy formulation and module development, whereas the "T3" members will only be restricted to training and monitoring. .

Figure A:-Composition and Mandate of "SRT"
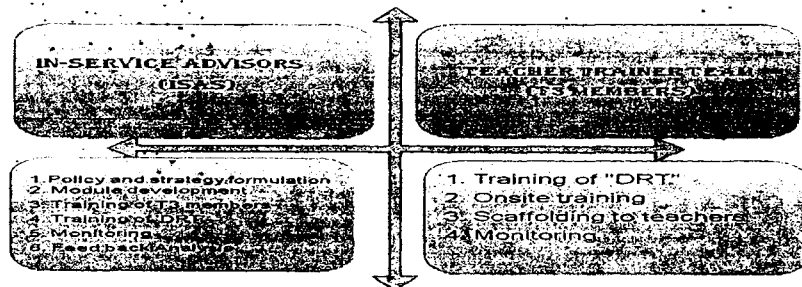
• Administering Need-assessment from different stakeholders: (on earlier training programmes as well as the situation in the field right now)

• Constituting a "District Resource Team" (DRT) at District level under the *Chairmanship* of *ADM (G) or the ADM looks after Education* and *convened* by the *DIs (Secondary Education)*. The "DRT" will train teachers and potential trainers of the Block level under the mentorship of the "T3" members and will be shortlisted through a well-defined process from the district.

Moreover, the "DRT" members may also be entrusted to provide scaffolding to the teachers' onsite and in actual classroom situation from time to time. Therefore, the following size of the 'DRT' is proposed-

1. The actual size of this pool may be decided at the District level,

2. The "DRT" will be responsible for "Feedback and monitoring" for the training at the onsite.

3. However the following method may be undertaken to arrive at the size and that size of pool which can scaffold teachers onsite-

· First, 4 teachers per subject at the Secondary level per CRC may be shortlisted on the basis of their capabilities, motivation and attitude to profession; that will be the pool per CRC.

· From them , 10-15% will be shortlisted for CLRC pool,

· From the CLRC pool, 20-25% may be shortlisted and finalized for the "DRT".

Figure B:- "DRT" & INSET SPIRAL
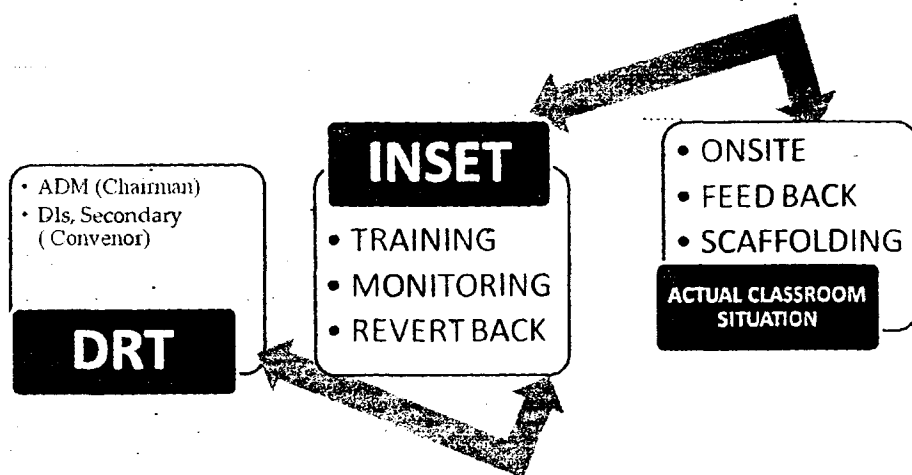
The proposed cascade here is of two step cascade, i.e.. "*SRT-DRT-SCHOOL*" and this has been done primarily to minimize the transmission loss. an inherent flaw of the cascade system. But as the cascade is limited to two steps. therefore. a huge pool will have to be created and managed at the both SRT and DRT level.

But the pool created at CRC and CLRC will have to be simultaneously mentored because members from this pool will and may substitute and replace "*under-achieving*" members of the "DRT" and this pool will be reserve training and monitoring team. in case the "DRT" fails.

Figure C :- The INSET Spiral
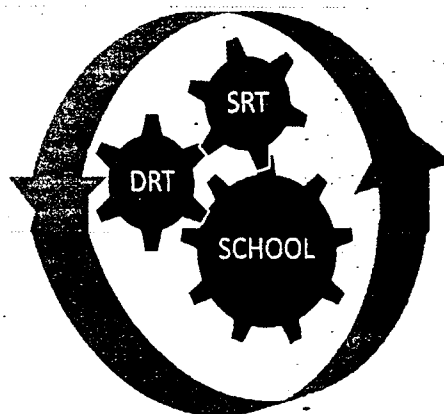
For the detailing of the stages, we adapt from "Education Matters". It advocates for the following steps-

Stage 1: Developing the program. this involves: .

- reviewing the present training program

- identifying what teachers now need from their training *(on basis of outcomes being focused on, assessment of present performance, and what has worked/not worked in the past, and why)* [*the usual Training Needs Analysis is not very useful – teachers may share with us what they find difficult, but what they actually need depends on what is required, which is something that the "SRT" will determine*]

- identifying/developing training methods/devices in light of teachers' needs

- developing materials/banks of activities/learning experiences for teachers.

- developing a design for the training program and detailing of session plans

- identifying the needs of trainers in order to conduct such a program

- developing the training of trainers .

Stage 2: Preparing the training institutions / organizations that will implement the training. by:

- identifying expectations from the institutions involved

- assessing their present status and capacity building needs

- agreeing on the inter-relationships and coordination needed across these institutions

- undertake such capacity building measures as needed.

Stage 3: Implementing the training program, this includes:

- trialing the emerging training package: re-examine the needs of trainers: finalise the teachers' material. send for printing

- preparing the key resource persons - SRTs who would train trainers [this involves them conducting a trial training before the ToT model is finalised:]

- developing a training plan (including monitoring and trainer support systems, administrative and logistic aspects to ensure delivery) to implement the program across the state

- identifying the role of various institutions involved

- developing mechanisms for trainer support while the training program is being implemented

- rolling out the ToT (training of trainers); support to Resource Teams as needed.

- Conduct of teacher training as per plan, along with monitoring and support;

- trainers' groups meet between batches for experience sharing/addressing issues

Stage 4: Follow up within and after the training program

- identifying ongoing requirements of teachers after the training program (based on intended outcomes of training); develop monitoring indicators that focus on the intended outcomes, ensure BRTs/ CRCs/ others are able to follow up accordingly...

- identifying the nature of academic support needed from district and block level for the purpose, and developing the resource teams

- working out a rapid response system to address emerging needs (to ensure that no school/cluster/block/district falls behind)

- using the outputs of follow up to identify training needs for the next year's training program

Definitely all that said above is monumental and huge. That's because it really is! On the whole it will not be a very good idea to take in-service training as something that *'we've been doing for so many years now that it's not difficult at all.'* On the contrary, given that such a little of the training is actually being translated into classrooms, it would be worthwhile to invest ever greater rigor and effort in generating improved learning for each child.

Therefore the following model is proposed based on what delineated above:-

Figure D: INSET Process

83
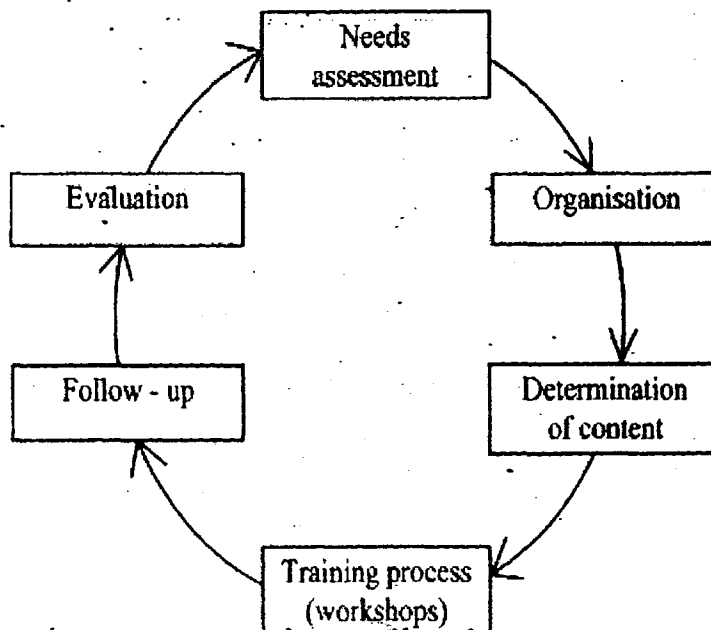
6.11.1: Trainings at Different Level

1. **Proposal: In-service Training of existing teachers subject wise.**

   All teachers (82414) would be provided 5 days training on school subject.

2. **Proposal: In-service Training of all existing Headmasters/Headmistress/Principals.**

   The state has proposed in-service training for 5733 headmasters.

   Focal points:

   The thrust of the training should be on the development of administrative skills, team building, teacher motivation, academic accountability, organizing skills to organize science fair, Art & Craft Exhibitions in the school to inculcate scientific temper and aesthetic sense among students. In additional to the above the following strategies need to be considered in the headmaster's training.

- Identification of level of learners and put them on 10 points scale and accordingly provide remedial instructions;
- Planning and organizing the co-curricular activities for the beneficiaries;
- Preparation of annual, half yearly and quarterly institutional plan and implementation;
- Formulation, implementation and monitoring of Lesson Plan.
- Conduct of SMDC, PTA, SBC etc. meeting;
- Initiation to promote innovative best practices among teachers and students; ......
- Community mobilization for development and smooth functioning of the institution;
- Implementation of RMSA activities for strengthening of secondary schools;
- Strategies for minimizing drop outs and irregular attendance;
- Strategies for minimizing teachers absenteeism
- Experimentation and innovations in school practices.

6.12: Science Exhibition:

According NCF 2005, one important human response to the wonder and awe of nature from earliest times has been to observe the physical and biological environment carefully: man has always looked for meaningful patterns and relations in the environment. He interacts with nature to build conceptual models to understand the world. This is the very essence of modern science. Children learn scientific concepts by observing and doing rather than by rote-learning. What is done is seldom forgotten. Exploiting the children's natural ability to observe and discover is the object of science education. Science exhibition are the best means to foster this temperament in students.

Target:

    All secondary children

Strategy:

    The students from each school would be encouraged to develop their own science models and to display them at as school level exhibition held during the academic calendar. Prizes would awarded for the best exhibits.

    It is proposed that one science exhibition would be organised in each district this year.

6.13: Students' Study Tour

Rationale:

    There has been paradigm shift in the dynamics of education from rote learning to activity based learning. Learning materials these days are not only in the form of books and models but also in the environment. industrial setups and public institutions. What one sees and experiences first hands stays with one longer than what one reads. Field trips have come to assume great level of importance as emphasized in NCF 2005.

Target:

    At least 400 tours may be conducted all over the state. Each tour will consist of 50 students. therefore 10000 students may be covered this year. .

Schedule:

    Convenient dates (to be decided by the head of the institution)

6.14: Enrolment through Open Schooling:

Rationale:

UDISE data reveals that the current GER is 77.69 and the number of out of school children at secondary education in absolute terms is 7.23.425. A large number of such children are unable to attend school due to various factors including poverty. Many of 14+ age group children after completing elementary stage join factories. garages. tea stall. eateries etc to augment family income. Such earning children also include dropped outs.

It is proposed to bring some out of school children who have completed elementary stage but could not complete or dropped out from secondary education. In our State a separate board for open school viz. West Bengal Council of Rabindra Open Schooling is operational. The 14+ age

group out of school children may be enrolled in Rabindra Open Schools and make them complete secondary education.

Strategy:

The issue was discussed with the Open school authorities who are willing to take the responsibility for imparting secondary education to the children covered under RMSA. It is proposed that during the year 2014-15 about 10,000 children would be covered. The per capita cost would be Rs. 2,500/. An amount of Rs. 250 lakh is earmarked for the purpose.

6.15: Bridge Course for under-achievers of Minority communities:

Rationale:

Though imparting of education has been done evenly to all its clientele, the reception capacity varies due to many sociological reasons. There are under-achievers in every classroom that a nation cannot afford to give them up. They could prove to be vital manpower in the process of nation building. Identifying low performers and their difficult areas in the curriculum are the first steps to design appropriate strategy to improve the low-performers' academic status.

Strategy:

Needy minority students would be identified through periodical assessments done during the last academic calendar. A suitable bridge course will be designed keeping in mind the pedagogic requirements of such students and the same would be conducted at the end of the academic calendar to bring them up at par with other students.

The progress made by the students is carefully monitored and further remedial measures are taken up. 50 centres with 100 children in each centre would be benefited under this measure during secondary level of education. Rs. 1000 per student may be allowed for this activity.

6.16: Mobilizing Education of the SC/ST children

Rationale: Despite the frantic and continued efforts of all the stakeholders, still there remains a glaring lacuna in these attempts to bring all the school age girl children to schools. Schooling remains still a distant dream for them and further efforts to be taken on war-footing to bring these girls under educational umbrella. Without educating these girls in these backward areas, many social malaises like child labour, child marriage among others cannot be eradicated.

Strategy: Extensive surveys are to be conducted on door-to-door basis to identify the exact number and persons who are deprived of schooling. By means of village mapping, school dropouts also can be identified. The local community must be bought under tremendous pressure to play its role to sending these girl children to the educational mainstream. Such attempts are to focus on areas where child labour menace is still prevalent. NSS volunteers, Scouts, Red Cross volunteers may be involved in the attempts to bring these unfortunate girl children to the educational mainstream. This exercise may be organized in all 87 EBBs.

6.17: Special Enrolment Drive in Special Focus Districts

Rationale:

There are 24 Blocks in the State which are identified as LWE Blocks where the importance of education has not been fully recognized. Hundreds of students are still left out of schooling process in these areas. These students need to be brought into the educational stream without losing any more time. Any delay toward this would prove fatal to the nation-building process.

Strategy:

Door-to-door canvass is to be taken up in these areas to scan and identify the potential dropouts. After identifying them, their parents need to be convinced about the importance of schooling process. Moreover, motivational camps may also be conducted for both students and parents. For those students-who have opted out of school because of low-performance, special remedial coaching sessions are to be conducted to place them on par with other students. Rs. 1.00 lakh per block may be sanctioned for special enrolment drive in these blocks.

6.18: Mobilizing girls education

Rationale:

The importance of girls' education has been more acutely felt these days than it was ever before. Women share an equal role in all platforms of contemporary society. Indian women achieve immense feats in all disciplines worldwide. When an Indian woman could go to space. legions of Indian women are languishing in filthy dungeons of ignorance. illiteracy. and pathetic life conditions. They need to be encouraged to come out of their plight by offering all possible help. including cultural awareness programmes.

Strategy:

Low enrolment packets in the State are to be identified. Members of School Management Committees are to be encouraged to being these girls to schooling process. All the available resources and schemes are to be exploited to help these girls out to complete ten years of schooling, before they march on to higher education. Art has a powerful rhetoric to convince people in favor of a social agenda. and nothing can be more important than girls' education. Street-drama. dances, puppeteering are some of the cultural means to coax the society to send their girl children back to schools. The nation cannot march ahead without these women leading the erudite procession. Rs. 10,000 per block for mobilisation of girl students.

Table 29: Proposal for conducting camps

S.No	District	Special mobilization camp for enrolment in special focus group through cultural activities
1	BANKURA	22
2	BARDDHAMAN	19
3	BIRBHUM	31
4	DAKSHIN DINAJPUR	12
5	DARJILING.	8
6	HAORA	8
7	HUGLI	18
8	JALPAIGURI	14
9	KOCH BIHAR	13
10	KOLKATA	0
11	MALDAH	15
12	MURSHIDABAD	26
13	NADIA	17
14	NORTH 24 PARGANAS	22
15	PASCHIM MEDINIPUR	29
16	PURBA MEDINIPUR	25
17	PURULIYA	20
18	SILIGURI	4
19	SOUTH 24 PARGANAS	29
20	UTTAR DINAJPUR	6
	West Bengal	341

6.19: Guidance and Counselling

Rationale:

Adolescent period is arguably the most difficult phase in one's life as it flings before boys and girls challenges about which they have no clue beforehand. The metamorphic transformations that take place within them during this stage do appear insurmountable, both in terms of physiological and psychological. A boy/girl is often confused about how to encounter many age-related problems and pressures. But for proper guidance and counseling, they may go wayward and astray. Apart from these pressures, there are other issues like examination pressures and low social esteem, as they are neither children nor adults. Students at this level of educational process need to be groomed properly so as to face these peculiar problems confidently and to grow into healthy adults.

Strategy:

Two experts at the State level are extensively trained in the issues related to adolescent children. They, in turn, train Key Resource Persons at the district level. In the cascading method, two interested teachers from each school are properly trained to execute their role of Student Counselors. A Student Counselor's chamber is to be earmarked in every school and the needed wherewithal are to be provided to ensure proper and smooth functioning of Counseling sessions in the school premises itself. ....

6.20: Education to Employability (E2E) Programme:

A Project called Education to Employability (E2E) was taken up by Vikramshila Education Resource Society in association with the WBRMSA from April 2012 with 30 government and government aided schools in and around the city of Kolkata. Some of the functional and behavioural skill gaps between industry needs and educational inputs in West Bengal are – lack of Communicative English, lack of practical application of theoretical knowledge, lack of career awareness and career focus, etc. In order to address this problem the said pilot project was initiated. The project, reaches out to 3000 boys and girls studying in Classes IX and X, to help them in their final years of schooling to develop employable skills along with appropriate information that would enable them to access available jobs if they were to discontinue with their academic education.

The Preliminary finding from the pilot project has shown that if the input is given properly with proper intervention, students show a considerable growth in their performance. Training was provided to teachers to help them groom children to develop soft skills, communicative English skills and job related IT skills. Although the intervention time was very

less against the project plan, still the shifts in scores were observable. The end line tests following a brief intervention showed that there was an average increase of 27% in the students' performance in the areas of Communicative English, Soft Skills and IT. This is just an indicative trend and sustained inputs over a longer period of time will result in significantly better performance.

During 2013 -14 Vikramshila Education Resource Society has proposed to upscale the project from 30 to 200 schools situated in district towns across the state. These schools will act as hubs to provide support to other schools in their neighborhood as they get included. A baseline study has been undertaken to assess the current status of children about career awareness and goals. In the current year the project aims to reach out to 20,000 children studying in classes IX and X in government and government aided schools across 20 educational districts of West Bengal. In order to develop a sustainable model of E2E the following activities will be undertaken –

I. Advocacy with the decision makers in the state government on a regular basis.

II. Setting up appropriate physical infrastructure in schools to support the project activities,

III. Capacity Building of school heads and teachers to undertake various activities for the students Eg: Communicative English. Soft Skill IT & Career Counseling

IV. Formation of a E2E group comprising of selected students and nodal teachers to prime move the project related activities.

Process and Result reviews will be undertaken on a regular basis to evaluate quality of success and obtain diagnostics for improvement of track record.

Others:

There are several activities and need based initiatives have been proposed under others centrally sponsored schemes viz. IEDSS scheme. ICT @ School. Girls hostel.

6.21: Renewal of Curriculum & Text Book Development

Agency developing curriculum	West Bengal Board of Secondary Education
Last renewal of curriculum	2005
States plan for further renewal of curriculum	Within 3 years

Text Book

Agency developing the textbook	West Bengal Board of Secondary Education and partly by private publishers
Year of publication	Each year new books are printed
Year of renewal and any further plan on renewal	2009/within 3 years
Language of textbooks	Bengali, Hindi, English

6.22:

Pupil Assessment Systems in States

Stage	No. of tests in a year	Whether marking or grading system	Board exam. at which class	Frequency of sharing report cards with parents
Secondary	Class-IX – 5 unit tests Class X – 2 unit tests 1 pre-final test 1 final exam	Seven scale assessment 90-100 : AA (Outstanding) 80-89 : A+ (Excellent) 60-79 : A (very good)- 45-59 : B+ (Good) 35-40 : B (Satisfactory) 25-34 : C (Marginal) Below 25 : D (Disqualified) Marks and Grade both are given in the marksheet	Final Board exam at the end of class X. Separate evaluation conducted by the schools authority on the basis of unit tests at the end of class IX	Sharing of answer scripts and marksheets with the parents after each unit test in class IX & X

6.23: CONCLUSION

The challenge is to find ways of increasing efficiency and effectiveness in resource allocation and utilization. Tailored solutions are required to address the particular needs, capacities, and conditions of each country. Greater capacity for policy formulation, planning, and performance assessment is required in order to develop and implement feasible options through programs that are sector wide in scope but at the same time are focused on clear, achievable outcomes.

Chapter 7

Monitoring & Evaluation, Management, MMER

7.1: Monitoring and Feedback Mechanism Developed

An effective monitoring and feedback mechanism system is to help to remove the bottlenecks in different areas by identifying the hard spots or hurdles and also helps to formulate the future course of action plan form the experience in the past.

In this regards, the Society for Rastriya Madhyamik Shiksha Abhiyan, West Bengal has been constituted and has been proposed to be functioning maintaining a close liaison with Paschim Banga Sarva Shiksha Mission (PBSSM) to carry out the responsibility by providing the latest Quarterly Progress Report (QPR) and Monthly Progress Report (MPR) as a part of Nation-State network for monitoring and feedback mechanism system on SSA. Those report formats will indicate the collective progress both on physical performance and financial achievement on RMSA of the state. That report is the culmination of the process of the Monthly Review Meeting (MRM) with district project officials at state level showing the intervention / activity wise details relating to physical and financial progress for each educational district. Similarly, at district level, the district project officials will get feedback on the progress of different intervention from Circle Project coordinators and other functionaries in every monthly meeting.

At Block level, the Block Project Coordinator will be in a position to get feedback through workshop / meeting of teachers, members of VEC/WEC or other stakeholders at regular interval .

Thus an integrated reporting system following the line started from schools/SMC/VEC/WEC/MTA to BPO to DPO to SPO and vice-versa become functional for sharing and disseminating the information / activities covering all level as a part monitoring and feedback mechanism of SSA Beside the uniform mechanism for interventions at district and sub-districts level use to visit different levels to monitor field level activities, collect the live experiences form the field situation and report to appropriate authority. The regular visit of the officials also helps to erase the obstacles or hindrances for effective implementation of SSA activities at grass-root level. Particularly on monitoring and feedback, workshops are organized at state, district and sub-district level. Even the officials of a SSA mother district and sharing the same in the workshops.

Apart from the formal monitoring and feedback by the project officials, the field experience vis-à-vis the assessment on progress of RMSA will be shared with the officials of departments/directorate of school education, SCERT, W.B.B.S.E.,W.B.C.H.S.E, W.B.B.M.E.,W.B.R.O.S, Directorate of Local Bodies. Directorate of Mass Education and Extension. W.B.B.T.E. State Level associated Departments etc.

Apart from direct field level experience. the electronic media or highly sophisticated Management Information System at district and state legal are in regular use as a hart of monitoring mechanism and feedback. The consolidated data base or information on different

issues such as UDISE, pre-schooling status, Alternative Schooling etc. are to be controlled in aggregated or disaggregated fashion at district and state level. The analytical reports are to be generated from the database, which would be used for planning, implementation, supervision and monitoring of RMSA activities. The backup system will also be helpful to analyze and infer the present stage with the past in comparative mode. The documentation through MIS helps to monitor or review the past status.

Besides the physical progress review, the financial monitoring system has also been planned to be strengthened as a part of community based social audit. In this field of community based social audit. In this field, a series of workshop would be conducted with district level finance and accounts personnel of RMSA at state level to develop uniform procurement procedure or proper accounting system as per the guideline stated in the RMSA framework. On the said line, the district and sub-district officials will organize workshops at levels with community leaders to streamline the uniform procurement procedure or proper a community system. Financial Monitoring Report (FMR) as per the financial guideline of MHRD, GOI would be developed in the line of SSA and proposed to be collected on quarterly basis by collecting and summarizing the "Monthly Expenditure Statement on RMSA provided by the district officials and that collected information on financial achievement through 'FMR' may be submitted to GOI after through security. The authenticated audit and accounts are to be reported in the Annual Report on PMSA along with the physical progress.

As part of the review on financial progress on RMSA, the members of GC/EC also would monitor the expenditure statement (component wise) and fund status etc. The 'Bank Reconciliation Statement (Month wise)' for each district/state may be effectively consulted as monitoring tool for cross-verification/checking of latest statement with the information provided in 'Monthly Expenditure Statement in comparative manner at state / district level in due course of implementation of the project.
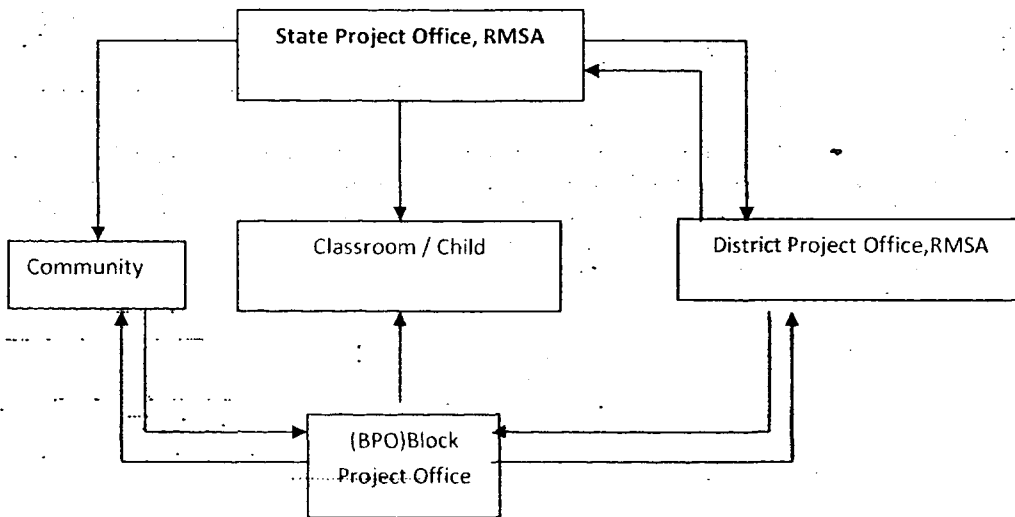
The success of any development initiatives depends on sense of community ownerships community empowerment of active community participation. In case of qualitative development process like universalization of Elementary Education (UEE) under Sarva Shiksha Abhiyan (SSA), the active participation, sense of ownership and empowerment of the local community cannot be ignored. The essence of the Educational Planning − A down to earth partnership' They are the part and parcel of the entire management system in any developmental process including Education Planning, who identify the local needs and requirements, analyze the problem areas, search out the local resources and mobilize that resource for proper utilization. Therefore, they must be free to enjoy the power of judgment through their 'epic' view in the process of any development in their localities.

In West Bengal, the base work for community empowerment, community ownership and active community participation are deeply embedded through politico-administrative movement of 3 tier Panchayat Raj System is prevailing even before the launching of SSA, the flagship programme of UEE and it has been noticed that the entire community actively for identifying their problems, gaps latches and lacunas and place their needs in the workshop/meeting at different level through their platform like SMC/VEC/WEC or MTA. Here lies the real success

in educational planning in West-Bengal. The concept of SMDC of RMSA is being addressed with the involvement of existing School Management Committee (SMC) in West Bengal. Need based guidelines to utilize the services of SMCs in the tune of RMSA is under consideration.

7.2: Proposed Schematic feed back mechanism :

In order to consolidate the programme in the light of achieving universal secondary education from the vary foundation, monitoring and support mechanism has required to be developed intensively which is schematically as follows.

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                    ┌─────────────────────────┐
                    │ State Project Office, RMSA│
                    └─────────────────────────┘
        ┌──────────────────┼──────────────────────────────┐
        ↓                  ↓                               ↑
  ┌───────────┐    ┌─────────────────┐         ┌──────────────────────────┐
  │ Community │    │ Classroom / Child│         │ District Project Office,RMSA│
  └───────────┘    └─────────────────┘         └──────────────────────────┘
        ↑                  ↑                               ↑
        │                  │                               │
        └────────┐         │         ┌─────────────────────┘
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            │      (BPO)Block          │
            │      Project Office      │
            └──────────────────────────┘
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A team of personnel is required to be organized and trained at district and sub district levels.

7.3: Management structure of RMSA at State level

SPO, RMSA ORGANOGRAM

SPD

ASPD

Dy SPD I   Dy SPD II   DD (Stat)   EA   CF

Admin.

MIS   Planning   Quality   Equity   Research & Studies   Civil   Finance & Accts.

Admn. Officer
MIS-in-charge   Coordinator (Ana+Repo)   Coordinator   Coordinator   Gender Sp   Coordinator   Divn. Engnr (3)

Proto. Asst.
Support staff   Support staff   Support staff   CWSN Sp   Support staff   Support staff

Est Asst.
Mn. & BC Sp

Recevg & Despatch Asst.
Acct Off.   Audit Off.

Cashier   Accountant   Audit Asst.   Audit Asst.

A/c Asst   A/c Asst

In order to meet the challenges of universalization of Secondary Education through universal access, equality and social justice and improvement in quality of education it is expedient to constitute three committees at the district level.

Therefore, it has been finalized to constitute the following committees at the district level (except for the districts of Darjeeling and Kolkata) and the suggestive function of those committee has also been chalked out as follows:

7.4: DISTRICT LEVEL MONITORING COMMITTEE OF RMSA

Composition

1. Sabhadhipati, Zilla Parishad	-	Chairperson
2. District Magistrate and District Project Director	-	Vice Chairperson
3. ADM (concerned)	-	Member
4. District Project Officer (RMSA)	-	Member Convenor
5. Siksha Karmadhyaksha, SSS, ZP	-	Member
6. DIS (PE)	-	member
7. DIS (SE)	-	member
8. DPO. SSM	-	member
9. Dist Officer of Physical Education	-	member
10. Dist Mass Education & Extension Officer	-	member
11. One member of WBBSE	-	member
12. DE. Zilla Parishad	-	member
13. SE/EE, PWD	-	member
14. one representative of WBCROS	-	member
15. One representative of NIOS	-	member
16. One representative of Paschimbanga Vidyalay Paridarshak Samity	-	member

17-18. Two educationists (having a proven track record of eminence)

of the district to be nominated

by the Sabhadhipati of which one must be woman   -   members

19- 21. Three persons belonging to SC/ST/Minority/

Backward Communities associated with teaching/social

work/literacy programme or any other developmental

programmes of which one must be woman

(to be nominated by Sabhadhipati)   -   members

Functions

1. The responsibility of the committee would be

i)   to assess the facilities required for universal access to secondary education in the district,

ii)   to assess the infrastructure available for universalisation of secondary education,

iii)   to recommend upon the AWPB of the district,

iv)   to recommend on the general policy issues and assist in making a convergent approach with all the line departments functioning at the district level,

v)   to oversee the implementation of RMSA activities at the district level.

2. The committee would meet at least once in each Quarter of a financial year.

3. One third of the members would constitute a quorum for the purpose of conducting business.

7.5: DISTRICT EXECUTIVE COMMITTEE OF RMSA

Composition

1. District Magistrate	-	Chairperson & District Project Director
2. ADM	-	Vice Chairperson
3. DPO. RMSA	-	Member Convenor
4. DIS (SE)	-	Member
5. DPO. SSM	-	Member
6. Dist Engineer. Zilla Parishad	-	Member

7. EE. PWD   -   Member

8. Accounts & Audit Officer of Dist Project Office   -   Member

9. One representative of PMU   -   Member

10. Principal. DIET   -   Member

11. Project Officer cum Dist Welfare Officer BCW Dept   -   Member

12. Executive Engineer. PHE   .   ▪   Member

13. District Coordinator. Sanitation Cell (TSC)   -   Member

The District Magistrate may nominate officers of other department inter-alia if he/she deems fit.

Functions of the Committee:

1.   to meet at least once in a month

2.   to prepare district Perspective, Mid term and Annual plans

3.   to look after the implementation activities of the project

4.   to approve all financial transactions of the Dist Project Office

5.   to consider and approve the Statement of Audit and Accounts of the DPO

6.   And to consider any other matter as deemed fit by the District Magistrate

7.6: DISTRICT PROJECT OFFICE

Composition

1. DPO – RMSA   - Head of Office

2. Cells under the DPO   -

a. Planning

b. Civil

c. Equity

d. Pedagogy

e. Administration

f. Finance and Accounts

g. Audit

h. Information Technology unit

i. . Research and Studies

3. Support Staff

4. Miscellaneous

Functions:

1. to prepare schedules, modules, formats, plan & estimates etc for conducting survey. training, campaigning, construction works etc.

2. to prepare activity calendar for the year

3. activity monitoring, supervision and reporting

4. to carry out day to day execution and implementation of the Project

5. the composition would be ellaborated in a separate guideline that would be issued by the SPO, RMSA later.

7.7: BLOCK LEVEL RMSA COMMITTEE

Composition

1. Sabhapati, Panchayat Samiti	Chairperson
2. BDO and Executive Officer PS	Vice Chairperson
3. Karmadhayskha SSS, PS	member
4. SIS of all CLRCs	members
5-7. SAEs of Block	member
8-9. Two retired/serving teachers nominated by the DM & DPD.	members
10. AIS (Block)	Member Secretary

Functions:

1. to prepare activity calendar with time scheduling

2. to implement various activities as per guidelines issued by the district authority.

3. to release funds to schools and other agencies.

4. to supervise and monitor different activities including construction works.

5. to meet at least once in a month or as frequently as required.

6. To include any other member as deemed fit by the BDO on approval of the DM.

7.8: MUNICIPAL LEVEL RMSA COMMITTEE

Composition

1. Sub Divisional Officer — Chairperson
2. Chairmen of Municipalities in the sub-division — Members
3. AI in the Sub-divisional HQ — Member convenor
4. Other AIs from each block within the
   Sub-div (seniormost AI in each block) — Members

Functions:

1. to prepare activity calendar with time scheduling

2. to implement various activities as per guidelines issued by the district authority.

3. to release funds to schools and other agencies.

4. to supervise and monitor different activities including construction works.

5. to meet at least once in a month or as frequently as required.

To include any other member as deemed fit by the SDO on approval of the DM.

Considering the geographical size of the districts (for larger size/ for medium size / for smaller size) three separate Administrative structure of the District Project Offices of RMSA has been proposed to be operational as per the following details :

7.9: Structure of District Project Office (for larger size districts)

Murshidabad, Burdwan, North 24 Parganas, South 24 Parganas, Hooghly, Paschim Medinipur

Name of the post	No. of post	Qualification	Mode of recruitment
District Project Officer	1	Serving WBES Officer (from the post created for DIS Academic)	
Addl. District Project Officer	1	Serving AIS	On deputation
Dy. DPO	1	Serving SIS —	On deputation

Finance & Accounts Officer	1		Deputation from WBA&AS
Cashier cum Accounts Assistant	1		To be created under RMSA
Asstt. Engineer	1		Deputation from PWD
Programme Coordinator (planning, Research & Statistics)	1		To be created under RMSA
MIS in-charge	1		To be created under RMSA
Office Assistant cum DEO	3		To be created under RMSA

Structure of District Project Office (for medium size districts)

Jalpaiguri, Cooch Behar, Nadia, Purulia, Bankura, Birbhum, Malda, Uttar Dinajpur, Howrah, Kolkata, Purba Medinipur

Name of the post	No. of post	Qualification	Mode of recruitment
District Project Officer	1	Serving WBES Officer (from the post created for DIS Academic)	
Addl. District Project Officer	1	Serving AIS	On deputation
Dy DPO	1	Serving AIS	On deputation
Finance & Accounts Officer	1		Deputation from WBA&AS
Cashier-cum-Accounts Asstt	1		To be created under RMSA
Asstt. Engineer	1		To be created under

			RMSA
Programme Coordinator (planning. Research & Statistics)	1		To be created under RMSA
MIS in-charge	1		To be created under RMSA
Technical Assistant cum DEO	2		To be created under RMSA

Structure of District Project Office (for smaller districts)

Siliguri, Darjeeling, Dakshin Dinajpur

Name of the post	No. of post	Qualification	Mode of recruitment
District Project Officer	1	Serving WBES Officer (from the post created for DIS Academic)	
Addl. District Project Officer	1	Serving AIS	On deputation
Dy DPO	1	Serving AIS	On deputation
Finance & Accounts Officer	1		Deputation from WBA&AS
Cashier cum Accounts Assistant	1		To be created under RMSA
Asstt. Engineer	1		To be deputed from PWD/Irrigation/PAR
Programme Coordinator (Planning. Research & Statistics)	1		To be created under RMSA
MIS in-charge	1		To be created under RMSA
Office Assistant cum DEO	1		To be created under RMSA

7.10: Structure of Block Project Office

Name of the post	No. of post	Qualification	Mode of recruitment	Comments
Block Project Officer	1	Serving AIS from the post created for Block AIS	New posting	To be taken from existing officers of the Education Service
Programme Coordinator cum Engineer	1	Diploma / Degree Engineer	Contractual appointment	Post to be created under RMSA
Accounts Assistant cum DEO	1	Retired govt employee		To be created as regular post in the block offices
Gr D cum Night Guard	1	Matriculate		To be created as regular post in the block offices