

**WEST BENGAL
DISTRICT PRIMARY EDUCATION PROGRAMME
(WBDPEP)**

ANNUAL REPORT - 1998-99



NIEPA DC



D12311

**Paschim Banga Rajya Prathamik Siksha Unnayan Sanstha
Bikash Bhawan (2ND Floor), Salt Lake, Calcutta - 700 091**

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From the Desk of the State Project Director

The District Primary Education Programme has been running in five districts of West Bengal and is being expanded to five more districts. Though the preparations and pre-project activities started in 1994-95, DPEP was formally launched in West Bengal in 1997-98.

The initial progress of the programme in the State was slow. The reasons for this were many, like: -

- High turnover of staff at the State Project Office (SPO) & District Project Office.
- A gap of 3 to 4 years in between the initiation of the planning process, formation of committees/teams (1994-95) and the actual launch of the programme (1997-98) resulting in a lack of enthusiasm and seriousness on the part of those who were responsible for implementing the project.
- Unclear role of the traditional managers of primary education in the State in the context of DPEP.
- The existence of multifarious agencies in the primary education set-up in the State making decision-making complicated and sluggish in the initial phase.
- Lack of convergence among different departments at State level and district level coupled with lack of involvement of the District Administration and PRI at the district, block and village levels.
- Blurred perspective plans and nonchalance in certain key areas like SFG, IED, Gender, CM, etc.
- Lack of proper capacity building for planning and execution at various levels.
- Inadequate visioning, sensitization and mobilization activities.
- Over emphasis on civil works at the cost of other functional areas.
- Disruption of normal functioning because of the General Election '98 followed by Panchayat Elections in the State.

The Present & Future

The scenario has started to change during 1998-99. There has been a marked improvement in all areas of the programme, which can be gauged from the following:

Project Management

- Staffing complete. Appointment of Additional State Project Director and Administrative Officer at the SPO and Dy DPOs at the DPO, which are new posts created during the year, also complete.
- Roles and responsibilities of the institutions working for primary education in the present set-up clarified; GO issued in this regard by the State Education Department.
- District Administration & Panchayat Institutions now fully involved in the programme. District level committees, viz. DLCC, DPIC & DPTC, constituted headed by the Chairman of the Zilla Parishad, District Magistrate and the Chairman of the DPSC respectively.

- State and District Resource Groups formed at the SPO and DPOs, which include SRG for Pedagogy, IED, Gender, Research and Studies, Book Review, Distance Education Programme, Deprive Urban Children etc. and DRG for Pedagogy, IED, Gender, CM, AS.
- NGOs actively involved in Resource Groups especially in IED and Gender programmes.

Planning & Management

Planning exercise taken up extensively. Strategies clearly worked out and newer areas introduced. A gigantic task - a House to House survey to create a common data base on primary education, alternative schooling, ECE etc. planned.

- New areas introduced :
 - Education for Deprived Urban Children
 - Link Library Programme
 - Mobile Book Exhibition
 - CLRC computerization

Teachers' Training

- Training strategy finalized with a 3-year package.
- KRP training complete; R P training to be held during the first quarter of next year.
- Teachers' Training to start from the middle of next year.
- TLM guide book published.
- Activity -pool being developed to be published as a training-cum-practice manual for teachers.
- A video film made on child-centred activity based teaching learning to be used as a training material.

Civil Works

- Civil Works designs finalized. 5 models of NSWB and 3 for CLRC developed.
- Construction of NSB, Addl. Class Room, CLRC taken up out of DPEP funds while Repair, Drinking Water & Toilet taken up out of non-DPEP funds through a common plan.
- Convergence plans being formulated at district level to provide basic minimum building support to all primary schools including toilet and drinking water facility within the next 3 years.

Other Functional Areas

- Collaboration with P&RD Deptt. for AS (SSK), MEE Department for Link Library Programme, Social Welfare Department for ECE (ICDS) etc.
- 95% of VEC reconstituted or formed and training of VECs members started.
- Media & Documentation activities started with the following items.

- Poster on IED, Gender and Community Mobilization finalized.
 - Booklets on IED and other functional areas published.
 - Development of publicity materials taken up.
 - Collaboration with the quarterly journal of State Education Deptt.'s "Shiksha Darpan" on WBDPEP coverage in all its issues.
- Teachers' Guidebook for Gender Sensitization taken up for development by SRG, Gender.
 - Enrolment drive planned in districts.
 - All CLRCs to start functioning from 1999-2000
 - DISE for three years completed (Data entry for all three years was pending).
 - Textbook renewal exercise taken up by WBBPE going on in full swing as per schedule.

School Level Change

- Preparation and use of TLM by teachers in classroom transaction started.
- School environment changing with increased involvement of VEC.
- Retention Rate in DPEP districts in class II in comparison to non-DPEP district increasing (field visit observation).
- Dropout Rate in DPEP districts in class II in comparison to non-DPEP districts reducing (field visit observation)

School System Support

➤ *Academic Support*

- Selection process of Resource Teachers for CLRCs started.
- Efforts started to computerize CLRCs to ensure more academic and managerial support from the SI of School in DPEP districts.

➤ *Community Support*

- VEC involvement started.
- PRIs effective participation in the programme started

➤ *Sustainability*

- CLRC, co-terminus with circle, conforming to the existing set up.
- SI of schools working as Circle Project Coordinators (they were just a member of the Block Level Committee earlier)
- Office of SI of schools to be in CLRC building (as Circle Project Office).
- VEC Co-terminus with Gram Sansad & thus closer to the provisions of the West Bengal Panchayat Act (required for sustainability).
- Community construction through VEC even for non-DPEP funds for primary schools started.

- Direct involvement of District Administration and Panchayats.
- House to house Survey, taken up all over the State, to provide the database for planning and facilitate AS, ECE, NFE, and formal primary education at the State level and the district and sub-district levels too; District plans to be developed on DPEP lines. The aim is to enable every district develop its perspective plan for UPE (with or without DPEP funds) based on the experience of the existing DPEP districts.
- Strategy and plan of all the concerned departments to be based on this common database.
- SE Department planning to introduce certain DPEP interventions like VEC, CLRC, and Link Library Programme in non-DPEP districts.
- NGOs involvement in IED to ensure sustenance of the programme beyond the DPEP period.

However, there are still some grey areas calling for strong planned intervention both at the State & the District levels: -

- ❖ PMIS
- ❖ SCERT/DIET: Strengthening
- ❖ SIEMAT
- ❖ TEACHERS' VACANCIES.

The take off has been slow but with a concerted effort during the year, WBDPEP seems to be on the right track now. Capacity building, strategy planning, mobilization of resources, widening of participation base of concerned Govt. Deptt./agencies and NGOs etc. are going to provide a firm foundation to DPEP implementation in coming years.

The following pages will give a glimpse of the changing scenario as briefly touched upon above.

Rajiva Sinha
State Project Director

WBDPEP DISTRICTS : CERTAIN STATISTICS

DEMOGRAPHY

In terms of population, West Bengal occupies 4th position amongst the States of India with a population of 68.07 million as per 1991 Census with 52% male and 48% female. 73% of the population living in rural areas. Scheduled Castes and Schedule Tribes constitute 23.6% and 5.6 % of the population respectively. Of the Scheduled Tribe population - Santhals, Oraon, Munda and Bhumij groups constitute 90%. Among DPEP district, Cooch Behar has a high concentration of SC Population and Birbhum & Bankura have a remarkable concentration of both SC and ST population.

Distribution of Population as per 1991 Census

	Name of District	Total Population	Sch. Castes	P.C to total S.C	P.C of Col.-3 to Col.-2	Sch. Tribes	P.C to total S.T	P.C of Col.-6 to Col.-2
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Bankura	2805065	879931	5.47	31.36	289906	7.61	10.34
	Birbhum	2555664	784062	4.88	30.68	177501	4.66	6.95
	Cooch Behar	2171145	1123719	6.99	51.76	13275	0.35	0.61
	Murshidabad	4740149	634971	2.97	18.12	61513	4.50	6.50
	South-24- Parganas	5715030	1968814	12.24	24.45	70499	1.85	1.23
	TOTAL	17987051	5391494			612688		

The population of 1998-99 has been estimated on the basis of decadal growth of 24.55% over 1991 census. Keeping the same growth rate of population, that of five existing DPEP district has been calculated.

Projected Population (1998-99)

DISTRICT	Total Population	S.C Population	S.T Population
BANKURA	3354857	1052083	346892
BIRBHUM	3056574	937756	212431
CCOCH BEHAR	2596689	1344149	15839
MURSHIDABAD	5669218	759674	73132
SCUTH-24 PARGANAS	6835175	1671201	84072
TOTAL	21512513	5764863	732366

Literacy

Sl No.	Name of the District	Percentge of Literacy as per 1991 Census	
		Total	Female
1	Bankura	52.04	36.55
2	Birbhum	48.56	37.17
3	Cooch Behar	45.78	33.31
4	24-Parganas (South)	55.10	40.57
5	Murshidabad	38.28	29.57
		57.70	46.56

Administrative Set-up

District	Block	Municipality	G.P	Gram Sansad + Ward
Bankura	22	3	190	2745
Birbhum	19	5	174	2194
Cooch Behar	12	5	128	1514
Murshidabad	26	7	255	3169
South-24 Parganas	29	7	320	3750
TOTAL	108	27	1067	13372

General Information on Primary Education

District	Total School	Circle	Total Enrolment	Total Teacher	Pupil Teacher Ratio	Pupil School Ratio	Teacher School Ratio
Bankura	3370	45	442336	7780	56.85	131.25	2.30
Birbhum	2281	32	413015	6300	65.55	181.06	2.76
Cooch Behar	1706	23	358053	5405	66.24	209.87	3.16
Murshidabad	2978	41	702529	9568	73.42	235.90	3.21
South-24 Parganas	3732	55	810838	10504	77.19	217.26	2.81
Total	14067	196	2726771	39557			

School Infrastructure

District	Building less school	One Room School	Two Room School	Three Room or more school	Total
Bankura	260	1279	1068	763	3370
Birbhum	276	405	705	895	2281
Cooch Behar	16	699	469	522	1706
Murshidabad	296	441	892	1349	2978
South-24 Parganas	86	1416	691	1539	3732
Total	934	4240	3825	5068	14067

Status of Toilet and Drinking Water

District	No. of School	Having D/W facility	Having Toilet facility
Bankura	3370	1752	59
Birbhum	2281	771	67
Cooch Behar	1706	996	107
Murshidabad	2978	1529	152
South-24 Parganas	3732	1660	502
Total	14067	6708	887

Enrolment Status

District	Boys	Girls	Total
Bankura	229755	212581	442336
Birbhum	223057	189958	413015
Cooch Behar	200510	157543	358053
Murshidabad	400442	302087	702529
S-24 Pgn.	445961	364877	810838
Total	1499725	1227046	2726771

Status of Teachers

District	Trained			Untrained			Total for the District
	Male	Female	Total	Male	Female	Total	
Bankura	6015	385	6400	1204	176	180	7780
Birbhum	4448	914	5262	725	213	938	6300
Cooch Behar	3085	287	3372	1093	940	2033	5405
Murshidabad	4919	826	5745	3058	765	3823	9568
S-24 Pgn.	3525	929	4454	4935	1115	6050	10504
Total	21992	3341	25233	11015	3209	13024	39557

Supervision and Monitoring Set-up under Primary Education

Monitoring & supervision is mainly entrusted upon the Inspectorate at district level where one DI (PE), one ADI & a few AI & SI/S at work . At sub-district level the Sub Inspector of schools looks after this activity. But due to over burden of para-academic & non-academic activities, they can hardly perform their duties.

District	S.I's	AI's	ADI's	DI's
Bankura	46	7	1	1
Birbhum	33	7	1	1
Cooch Behar	24	6	1	1
Murshidabad	42	6	1	1
South-24 Parganas	57	4	1	1
Total	202	30	5	5

INSTITUTIONAL ARRANGEMENT & MANAGEMENT

For implementation of DPEP in West Bengal a registered society has been set up viz. **Paschim Banga Rajya Prathamik Siksha Unnayan Sanstha (PBRPSUS)**, which is commonly referred to as the Sanstha. The Sanstha has a **Governing Council** with Hon'ble Chief Minister as its President & Hon'ble MIC, School Education as its Working President. It has representation from all the development departments of State Govt., West Bengal Board of PE, SCERT, Directorate of School Education, Zilla Parishads, DPSCs NGOs, academicians & also of Govt. of India. The **State Project Director (SPD)** is the Member – Secretary of the G.C. There is an **Executive Committee** under the Sanstha, which is headed by the Secretary, School Education Deptt. The EC too has representation of the concerned agencies /organizations. SPD is the Member –Secretary of EC also. All the powers of the Sanstha are vested in its EC.

For implementation of the programme in the State, a **State Project Office (SPO)** has been set – up at Calcutta, which is located on the 2nd Floor of Bikash Bhawan, Salt Lake. SPD heads the SPO. The SPO's office set-up consists of various cells, which include Planning & Admn. Cell, Finance & Accounts cell, Civil works cell, Teacher's Training cell, MIS cell, Community Mobilization cell, Alternative Schooling cell, Integrated Education for Disabled (IED) cell, Women Development & Gender cell, Distance Education cell, Media & Documentation cell, Expansion cell.

The SPO has some resource groups constituted at the State level for specific functional areas. Termed as **State Resource Groups (SRGs)**, these include SRG for Pedagogy, SRG for IED, SRG for Gender Issues, SRG for Community Mobilization & Alternative Schooling, SRG for Distance Education etc. These Resource Groups consist of academicians, practicing teachers, representatives of WB Board of PE, SCERT, NGOs, experts, free-lancers etc. These Groups deliberate, discuss, examine, evaluate the issues concerned and also undertake field activities to advice and counsel the SPO plan and initiate necessary interventions pertaining to their areas. There exists a Core Advisory Group for civil works which consists of senior retired engineers and consultants. A Research Advisory Group (RAG) has also been constituted at the state level. There is a **Monitoring Committee** at the State level to monitor and coordinate DPEP activities in the State. It is headed by the Secretary, School Education.

A **District Project Office** has been set-up in each DPEP district, headed by the District Project Officer (DPO). DPOs are officers of the WB Education Service in the rank of D.I. of Schools or Addl. D.I. of Schools. He has one Addl. DPO (in the rank of A.I. of Schools) and three Dy. DPOs (in the rank of S.I. of Schools) under him. The D.I. of Schools (Pry. Edn.) of the district is the ex-officio District Project Coordinator. District Project Office has an almost similar set-up as SPO, having various functional cells including that for Civil works, Teachers' Training, MIS, Community Mobilization, Alternative Schooling, IED, Woman Development etc. On the lines of SRGs, districts have District Resource Groups (DRGs). DRGs for Community Mobilization, Alternative Schooling, IED, Women Devl., Pedagogy etc. are in operation in districts.

There are **three** Committees at the district level for performing different functions under WBDPEP and to ensure strong convergence of activities and proper coordination between different agencies concerned as part of strategy to achieve the goal of universalisation of primary education.

1. **District Level Coordination Committee (DLCC)** is an apex decision-making body with Sabhadhipati as its Chairman and District Magistrate as its Vice-Chairman. District Project Officer (DPO) of DPEP is its Member-Secretary. Besides, there are several members, such as, ADM, Chairman DPSC, Chairman of a Municipality, Karmadhyaksha, SSS, ZP, Principal of PTTI, one representative of Paridarshak Samity, two women activists, two NGOs, representatives of recognised teachers' associations, DI (SE), DI (PE), 2 Panchayat Sabhapatis, 2 GP Pradhans, 2 BDOs, 2 Guardians of primary children. State Project Director and representative of WB Board of Primary Education are permanent invitee members.
2. **District Project Implementation Committee (DPIC)** is a Committee to liaison and coordinate with different departments/agencies at district level and to monitor the project implementation on a regular basis. District Magistrate is its Chairman, Chairman DPSC is its Vice-Chairman, DPO, DPEP is its Member-Secretary. Other members of this Committee include the district level officers of various development departments directly and indirectly connected with primary education.
3. **District Pedagogy & Training Committee (DPTC)** is composed of Chairman of DPSC as Chairman, DPO, DPEP as Member-Secretary and other members to chalk-out strategy and activities through DPEP interventions in the field of pedagogical renewal and capacity building of primary school teachers etc. This is the apex committee in the district regarding policy decisions, selection matters and monitoring of all pedagogical and training interventions.

Besides the above district-level committees, there are sub-district level set-ups like **Block Level Coordination Committee (BLCC)** with Sabhapati, Panchayat Samity as its Chairman, BDO as its Vice Chairman, SI of schools of HQ Circle as its Member-Secretary to monitor and guide the implementation of DPEP in the Block area.

Similarly **Municipality Level Coordination Committee (MLCC)** is there in urban areas, consisting of the Chairman of the Municipality as Chairman and Executive Officer of the Municipality as Vice Chairman to monitor and review the implementation of DPEP in the Municipality area.

To provide regular academic support to teachers and primary schools there exists an arrangement of setting up Resource Centres at the circle level. These are known as **Circle Resource Centres (CLRC)**. CLRCs are supposed to have their own buildings, with a library, a documentation centre, training infrastructure etc. 3 Primary school teachers are appointed as **Resource Teachers** of CLRC on deputation from DPSC. These resource centres provide a platform to the local primary school teachers for regular

formal and informal interaction on various pedagogic and management issues. The concerned SI of School in-charge of the Circle acts as the **Circle Project Coordinator (CPC)**. The CLRC building houses the office of SI of Schools also. This set up thus acts as the **Circle Project Office (CPO)** - being an interface between district office & VECs.

For community participation in primary education system at the grass-root level, **Village Education Committees (VECs)** have been set up in each Gram Sansad of the DPEP districts. Their urban counterparts are **Ward Education Committees (WECs)**. VECs have representation of different sections of the local community including primary school teachers, guardians, women, disadvantaged groups like SC/ST etc., neo-literates, volunteers of TLC, people interested in education, NGOs, Govt. officials of Education, Health, Social Welfare Deptts. etc. A teacher of the local primary school is the Secretary of VEC while the local Panchayat representative is the Chairperson.

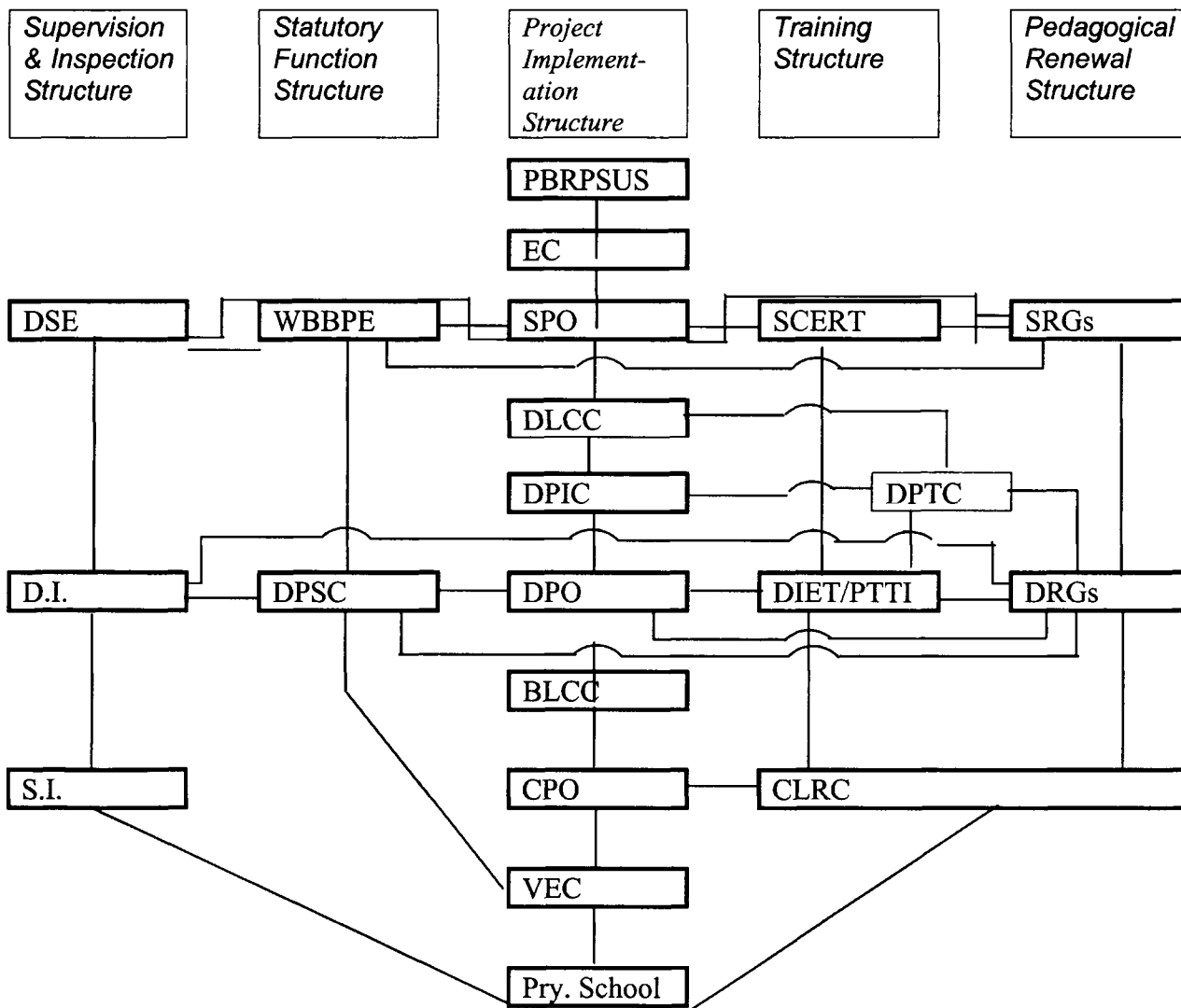
All the civil works interventions under WBDPEP for primary schools are implemented by VECs/WECs. These include construction of new school building or additional room, repair of school building, construction of toilet, providing drinking water facility to the school etc. For this purpose a sub committee under VEC called **Village Construction Committee (VCC)** is constituted which is trained on basics of civil works by the District Project Office. Besides this, VEC is supposed to plan and undertake need based activities required for universalizing primary education at the village / gram –Sansad level. Each VEC is given an annual contingency fund of **Rs. 2,000/- as school grant** for meeting up minor requirements of the school for its smooth functioning. The annual TLM grant of **Rs. 500/- per teacher** (for developing low-cost teaching-learning materials) is also placed with the VEC. VECs maintain Village Education Register to closely monitor enrolment of out of school children and their retention in schools.

Implementation of DPEP takes place according to district plans which are developed under the leadership of the Sabhadhipati ZP, DM, Chairman DPSC, D.I. of Schools, Siksha Karmadhyaksha of ZP and local experts on primary education. State Project Office provides the required inputs, which are mainly in the form of DPEP and Govt guidelines/ policies on various issues related to primary education and support systems. Capacity building of district planners and other functionaries through training, orientation etc. is also the responsibility of SPO. Each district develops its own **Perspective Plan** (7 years) identifying interventions required to achieve the targets of UPE through DPEP in term of strategies, activities and fund allocation. On approval of this plan by Govt. and funding agency (DFID), DPEP activities formally start in the district. Within the framework of the perspective plan, **Annual Work Plan and Budget (AWP&B)** is prepared for each year and actual implementation of the plan is done through AWP&B only. This arrangement provides the required flexibility to the districts to enable it to address to the variations, deviations and modifications required as the programme progresses. The SPO also has its own perspective plan and AWP&B for the activities it undertakes directly.

The primary education set-up in West Bengal consists of various agencies/organisations besides the School Education Deptt. These include West Bengal Board of Primary Education (WBBPE), SCERT and the Directorate of School Education

at the State level and District Primary School Council (DPSC) and Inspectorate of School Education (D.I. of Schools, A.I., S.I. etc.) at the district level. For smooth and systematic implementation of DPEP in the State the following functional arrangement of different institutions has been worked out and notified by the Govt.: -

Institutional Arrangement



Abbreviations Used

PBRPSUS	: Paschim Banga Rajya Prathamik Siksha Unnayan Sanstha
EC	: Executive Committee (of the Sanstha)
DSE	: Directorate of School Education
WBBPE	: West Bengal Board of Primary Education
DLCC	: District Level Coordination Committee
DPIC	: District Project Implementation Committee
DPTC	: District Pedagogy & Training Committee
D.I.	: District Inspector of Schools (Pry. Edn.)
DPSC	: District Primary School Council
BLCC	: Block Level Coordination Committee (MLCC or Municipal Level Coordination Committee is its equivalent in urban areas)
DIET	: District Institute of Education & Training
PTTI	: Primary Teachers' Training Institute
SRG	: State Resource Group
DRG	: District Resource Group
CLRC	: Circle Resource Centre
CPO	: Circle Project Office
VEC	: Village Education Committee (WEC or Ward Education Committee is its equivalent in urban areas)

ROLE & FUNCTIONS OF DIFFERENT INSTITUTIONS

AGENCIES / INSTITUTIONS

ROLES / FUNCTIONS

- | | | |
|---------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1) DIRECTORATE OF SCHOOL EDUCATION | i)
ii)

iii)

iv) | Coordination of the Project at the State level.
Providing man-power resource support to DPEP through deputation of its personnel to DPEP set-up or through arrangement of specific additional charge, as advised by the Department of School Education.
Providing necessary support and guidance to State Project Office (SPO) and District Project Offices (DPOs) under PBRPSUS as required for proper implementation of the Project.
Having a functional arrangement with SCERT on utilization of Primary Teachers' Training Institutions (PTTIs) / District Institutes of Education & Training (DIETs) for training purposes for DPEP. |
| (2) WEST BENGAL BOARD OF PRIMARY EDUCATION | i)
ii)
iii) | Development of curriculum and syllabus as required for DPEP.
Selection / Preparation / Renewal / Revision of text books as required for DPEP
Preparation of Workbook for students and guidebooks for teachers. |
| (3) STATE COUNCIL FOR EDUCATIONAL RESEARCH AND TRAINING | i)
ii)

iii)

iv) | Training of teachers / other functionaries of DPEP.
Development of training modules on the draft prepared by State Resource Group in consultation with West Bengal Board of Primary Education on its conformity-aspect
Undertaking research related to DPEP following DPEP norms.
Exercising functional control over PTTI / DIET for organizing the above academic / training activities. |
| (4) DISTRICT PRIMARY SCHOOL COUNCILS (DPSC) | | It will discharge all statutory functions as per relevant Act & Rules including its role in establishment of new schools under the scheme of DPEP and appointment of teachers under the scheme. It will have the same role for DPEP at district-level as the Board of Primary Education has at State-level. |
| (5) DISTRICT INSPECTOR OF SCHOOLS (PRIMARY EDUCATION) | i)
ii) | Coordination of the project at the District level.
Providing necessary resource support and guidance to District Project Office (DPO). |

MAJOR FUNCTIONAL AREAS

- Pedagogical Renewal
- Civil Work
- Alternative Schooling
- Community Mobilisation
- Integrated Education For Disabled
- Girls' Education
- Early Childhood Education
- Distance Education Programme
- Research & Studies
- Management Information System
- Deprived Urban Children

PEDAGOGICAL RENEWAL

Teachers' training programme and pedagogical renewal exercises could not be organised in a planned way in 1997-98. However, a few workshops and training activities were organised in 1997-98. Error Patterns in learners achievement, Visioning, School Management for head teachers and development of TLM and its use were the main focus of these activities.

➤ Formation of Resource Groups

A SRG on Pedagogy was formed to monitor and guide the activities at State level like -

- Identification of areas of teachers' training
- Formulation of principles and contents of teachers' training
- Organising workshops at the State level
- Giving inputs to the DRGs at district level
- Principles to be adopted for renewal of text books
- Strategies to undertake for pedagogical interventions of immediate need
- Formulation of long term teachers' training
- Strategies for training of untrained in-service teachers, strategies etc.

➤ Formation of DRG at the district level

Similarly DRGs were formed at the district level for each district to look into the activities, like -

- Organising training of teachers
- Monitoring the functioning of CLRCs
- Giving inputs to KRPs
- Giving inputs to training/workshops at the district level as well as at the sub-district level, when required
- Identification of district specific needs of teachers
- Formulation of strategies for teachers' training on district specific needs of teachers
- Giving pedagogical support to KRPs, RPs and teachers

➤ **Training Strategy:**

A 3-year integrated teachers' training package has been developed which involves a training module for every year containing pre-determined inputs. These three training programmes would form a whole in which issues discussed in one will be carried forward in the others. In the second and third year there is a scope of revision for enriching the module based on feedback from the previous training which makes the teachers' training an on-going process.

The process of developing the module for the first year with the supplementary materials started during the year with focus on:

- Child centred activity based teaching-learning
- How the teacher can facilitate child's learning
- How do children learn
- How do children fail
- How activity can be designed to facilitate the above keeping in view the competency based learning with the aid of Textbooks, learning materials and TLM.

This training on pedagogy will be imparted in 6 days in the 1st year on orientation basis, 10 days in the 2nd year and 12 days in the 3rd year both on conceptual issues and classroom transactions. Considering the need of interventions generated through training programme the training period for the future modules is extended by 4 days in the second year and another 2 days in the third year. A plan of action for a three-phase training is being developed by WBDPEP in collaboration with WBBPE. The training involves the cascade of KRP → RP → Teachers.

➤ Training of KRPs & RPs

Training of KRPs was undertaken during the year. 4 Workshops of 7/8 days duration each were organised between August'98 and Feb.'99 through which 134 KRPs were trained up who will train the RPs and teachers next year in the following manner: -

District	Bankura			Birbhum			Cooch Behar		
	KRP	RP	Teachers	KRP	RP	Teachers	KRP	RP	Teachers
	22	264	8034	28	300	7419	26	250	6585
Training status	✓	✗	✗	✓	✗	✗	✓	✗	✗

District	Murshidabad			South 24 Parganas		
	KRP	RP	Teachers	KRP	RP	Teachers
	28	340	11877	30	278	13275
Training status	✓	✗	✗	✓	✗	✗

➤ Reading Material

A reading material comprising of 229 pages has been developed through the pedagogy workshops with the title "Selected Readings". It is a comprehensive reading material to develop pedagogical concepts and knowledge of teachers containing extracts from different Books/Journals of national and international repute.

➤ TLM Guide Book

A guide book "Haate Kalamey Shekha" on development and use of TLM has been developed by WBDPEP. Hints on development of some 75 TLMs have been given on 15 different activities on Mathematics, Language and EVS. Some of the TLMs could be used for all purposes and in all the areas which are indicated in the guide book. For preparation of guide book workshops were held during Feb-March 99 in which experts from KRPs on pedagogy, representatives on NGOs like Loreto Day School, Sealdah,

Share House Charitable Foundation, Teachers Resource and Communication Centre, WBBPE participated and contributed.

➤ Video Film

A video film on pedagogy of child -centred activity based teaching learning process has been developed by the SPO to strengthen the pedagogy training. This film 'Boi Halkaa Bag Bhaari' was developed during the second and third pedagogical workshop of KRPs. Through this film practice of activity based child centred teaching learning process will be transmitted in the teachers' training programme.

INSTITUTIONAL SUPPORT THROUGH CLRC (Circle Resource Centre)

The primary education set-up in West Bengal exists at two levels in the districts. The district-level set-up includes District Primary School Council (DPSC) and District Inspector of Schools (DI). The sub-district level set-up is called Primary Education Circle having one Sub-Inspector of Schools (SI) as its in-charge. Each Block has about 2 circles and each circle has about 50 to 70 schools within its jurisdiction. There is no primary education set-up at Block-level in the State. Because of this institutional arrangement, WBDPEP decided to set-up Resource Centres at Circle level rather than at Block level. This arrangement is not only in conformity with the existing set-up, it also has greater potential of sustainability as the Resource Centre is being grafted on the existing set-up. Thus, WBDPEP will have Circle Resource Centres (CLRC) in place of Block Resource Centres (BRC) with the same functional arrangements. The CLRC is supposed to double up as CRC (Cluster Resource Centre – as it exists in other DPEP States) to start with. However, with CLRCs maturing into a full-fledged functioning institutions, CRC may be considered at a later stage.

The salient features of CLRC arrangement include: -

➤ Institutional Arrangement

- SIs of the concerned Circles is the Circle Project Coordinator (CPC).
- Three Resource Teachers.
- Computer facility.
- Workshop-cum-Training Hall, Resource Room and Office Accommodation.
- Resource Materials.

➤ Areas of Interventions

❖ Resource Support

- To provide inputs in the form of training, material, management support etc.
- To mobilize resources available in the area.
- To act as source of inputs for all sectors of educational areas.
- Activities –
 - Teachers' training.

- Material development
- Circle Resource Team (CRT)
- Resource Library
- Support visit to school by CPC, RT and observation of classroom transactions for support to teachers.

❖ Planning & Management

❖ Community Mobilisation

❖ Monitoring, supervision & linkage

❖ Evaluation, Assessment & Documentation

❖ Some innovative programmes

- Gradation of schools
- Gradation of VECs
- Adopted schools
- Recognition of better performing schools
- Micro-planning and school mapping
- Remedial teaching and measures in weak school
- TLM exhibition
- CLRC performance diary
- Lab school

❖ Circle Education Plan & Convergence Plan

INNOVATION: Libraries in Primary Schools & Link Library Programme

In collaboration with the National Book Trust (NBT) and Deptts. of Library Services and Mass Education Extn., Govt. of West Bengal, WBDPEP took up an innovative programme of mobile book exhibition of children books combining the exercise with some concurrent activities like awareness generation, community mobilization through folk media, demonstration on preparation and use of TLM for activity based teaching, classroom science experiments for Class III & IV etc.

Objectives:

The objectives of the programme were:

- i) **To popularize books** amongst children, teachers and villagers.
- ii) To disseminate the importance of **inculcating reading habits since childhood.**
- iii) To expose teachers to various ways in which **library books can help enrich the teaching learning processes.**

- iv) To communicate the message that the teaching learning process in schools should be enjoyable and interesting for children through the **use of TLM and activity based teaching.**
- v) **Community Mobilization** and awareness generation for universal primary education.

Coverage : Bankura, Birbhum, Murshidabad and South 24-Parganas

Period : 45 days from 15th February to 15th March, 1999

Bankura	:	15 th Feb. – 23 rd Feb. '99
Birbhum	:	24 th Feb. – 5 th Mar. '99
Murshidabad	:	6 th Mar. – 16 th Mar. '99
South 24-Parganas	:	19 th Mar. – 31 st Mar. '99

Programme : 3 spots covered each day - 2 primary schools during day time and 1 rural library in the evening.

While NBT put up its book exhibition of 300 – 400 titles (mostly children books) at a pre-determined venue near a primary school, the team of Resource Persons moving with the van undertook the concurrent activities of demonstration on preparation and use of TLM, activity based teaching etc. Another team of Resource Persons undertake simple and easy – to – conduct classroom science experiments. Local teachers, Panchayat functionaries, VEC members etc. made small speeches on DPEP and UPE aimed at community mobilization and awareness generation.

At the third spot of the day the demonstrative pedagogical activities were replaced by a cultural programme put up by a team of local folk artistes moving with the van demonstrating DPEP and UPE messages.

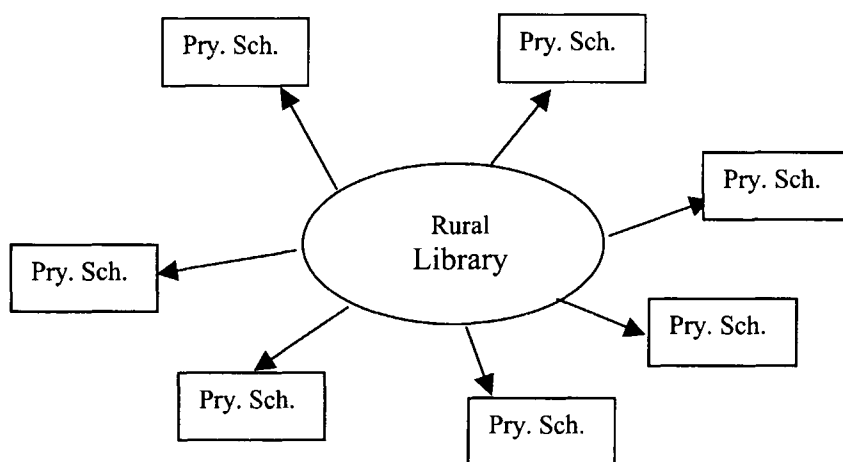
Add on Programme:

A static book exhibition with a separate set of books was put up in the district HQ by the District Project Office for 3 to 5 days after the mobile exhibition was over in the district. Concurrently a 2 to 3 days workshop was also organised with teachers, librarians, Panchayat/VEC functionaries etc. on popularization of library activities and promoting reading habits among children and teachers.

Goal:

The experience of the mobile book exhibition encouraged WBDPEP to take up a programme to establish a network of rural libraries and primary schools in the district. Each rural library will function as the link (nodal) library for all the primary schools falling in its catchment area. WBDPEP funds will be provided to schools for setting up small libraries from 99- 2000 onwards. Since many schools do not have the capacity / facility of having a library at present, this gap will be filled up by the link library through a network under a convergence plan worked out with the Department of Library Services. The arrangement would involve taking of books from the link library by the school in

small numbers and returning them back after having gone through them. This arrangement would also include the library books which are not purchased out of DPEP funds.



BOOK REVIEW TEAM (BRT)

Book Review Team of the State as well as 5 DPEP district has been constituted to select books for school library and link libraries.

- Functions of BRT

- BRT will select library books for children and prepare a list. This list will be sent to the district and district will purchase books in turn out of the list as per the choice of the district BRT.
- National Book Trust will provide books worth Rs. 600/- out of which Rs. 300/- will be paid to them. Each library will be provided with a sum of Rs. 500/- and from this amount they will pay Rs. 300/- to NBT and district will purchase books from outside other than NBT by rest Rs. 200/-.

TEXT BOOK REVISION

The process for renewal of textbook has been started. It is being undertaken by WBBPE. The manuscript of revised textbook for Language (Bengali & Hindi) and Mathematics for class I are ready. Sample printing of these have been done and the same will be put to field-testing from September, 1999. The final copy will be printed during Feb.-April, 2000. The process of revision for Urdu & Nepali textbook is going on. The final version of revised textbook would be introduced in class I from the academic year 2000-2001. From March, 1999 the process of renewal of class II textbook has been initiated. Class II textbooks are planned to be introduced from academic year 2000-2001.

CIVIL WORKS

Civil works under WBDPEP involve: -

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <ul style="list-style-type: none">• construction of CLRC building• construction of New School Building (NSB)• construction of additional room (AR) in existing schools | Through DPEP funds |
| <ul style="list-style-type: none">• repair of existing school building and• provision of toilets and drinking water facilities in schools | Through convergence |

Civil work cell:

A civil work cell has been set up at SPO. It includes one Executive Engineer and one Assistant Engineer with two Civil Work advisors – a retired Engineer-in-Chief PWD, GoWB & a retired Chief Govt. Architect, GoWB. The cell meets regularly for developing different designs/drawings and for monitoring.

Similarly, all districts have formed civil work cell in the district project offices with one AE & one JE. In addition, JEs have been appointed one each per block. They monitor and supervise the work at sub-district level and provide feed back to the district cell at a regular interval.

Drawing & Design:

Capacity building for evolving common and uniform models and designs was stressed upon during the year. Five designs of NSB and 3 of CLRC were finalised and approved during the year. The districts were provided with these different drawings & designs. Average cost of a new school building has been worked out at Rs. 3.25 lakhs, for AR Rs. 1.25 lakhs and for CLRC building Rs. 4.5 lakhs.

Training:

Training was provided to both beneficiaries and the project personnel. On one hand VCC members (five from each VEC) of all districts were trained and on the other, all JEs were also given extensive training on technical, pedagogical and social aspect of civil works with resource support from Ed. CIL (TSG).

Material Development:

A community construction manual was prepared and published by SPO for the VCC trainees.

Execution:

Construction works related to school building (NSB, Addl. Room, Renovation, DW or Toilet) were executed through VECs and WECs. Construction of CLRC building was taken up through Panchayat Samities (Block level PRI) under the provision of Force Account.

SCERT building:

Issue of SCERT building support from WBDPEP was finalized with SE Deptt. & PWD. Since provision of Rs. 100 lakhs from WBDPEP was not be sufficient another Rs. 100 lakhs was incorporated in the State Component Plan of the expansion districts. Work is expected to start during the middle of next year.

Regarding BRC and CRC building there has been a set-back owing to change in policy on having Circle Resource Centre (CLRC) and for want of adequate land for CLRC building.

Progress of Civil works at a glance:

Target

District	Overall physical target			Physical target 1998-99			Financial target 1998-99 (Rs. in lakhs)		
	NSB	AR	CLRC	NSB	AR	CLRC	NSB	AR	CLRC
Bankura	136	60	45	66	60	22	231	75	99
Birbhum	115	43	32	19	43	19	66.5	53.75	85.5
Cooch Behar	43	168	23	20	168	18	70	210	81
Murshidabad	84	76	41	64	76	26	224	95	117
South 24 Parganas	66	142	55	0	142	29	0	177.5	130.5

Achievement

District	Physical achievement (work in progress)			Financial achievement
	NSB	AR	CLRC	
Bankura	61	44	22	209.83
Birbhum	10	16	7	156.76
Cooch Behar	18	107	10	301.16
Murshidabad	54	74	21	201.92
South 24 Parganas	0	8	22	159.42

ALTERNATIVE SCHOOLING

Sishu Siksha Karmasuchi is the model of Alternative Schooling (AS) being followed in West Bengal. The programme is being administered by the Department of Panchayat and Rural Department. It has been decided that the SSK model of P&RD Deptt. will be followed under WBDPEP also. SSK envisages setting up of SS Kendra in areas not covered by formal pry. schools with 2 teachers (female; above 40; matriculate). SS Kendra is run by a Managing Committee consisting of 9 members of which 5 should be guardians/parents of children studying in the SS Kendra. Space for running the Kendra is to be provided by the community/Panchayat. Incentives like Textbook and MDM are available to SSK students also. For ensuring equivalence with formal education the text books and curriculum of SSK are same as that of formal primary school. The two teachers at SSK are paid Rs. 1000 p.m. respectively.

It has been decided that WBDPEP will have the following responsibilities towards SSK from 1999-2000: -

- i) Training/orientation of Siksha Sahayika's (SSK teachers).
- ii) WBDPEP provides Rs. 2,000/- per primary school as school grant for meeting small contingencies and Rs. 500/- per teacher for developing low cost TLM for activity based teaching. This grant is provided annually. For SSK also WBDPEP will fund similarly.
- iii) Textbooks are provided by the School Education Deptt. and the same arrangements shall continue.
- iv) WBDPEP will also take on the responsibility of all the capacity building exercises needed for concerned/support organisations in terms of training/orientation, providing material support, arranging for exposure visit of functionaries to different districts and/or States etc.

However, in absence of a proper House to House Survey the quantification of AS target is yet to be done. It has therefore, been planed to have a House to House Survey conducted during April-May, 1999 in the DPEP districts. Based on the survey findings a plan for 5 years will be developed. For the time being existing quota of SS Kendras is being utilised for providing AS to out of school children.

The AS coordinators at the State level as well as in the District Project Office are in place. The DRG on AS have been formed in all the districts. The SRG on AS is in the process of being constituted.

The number of SS Kendras running in the DPEP districts is as follows: -

Bankura
Birbhum
Cooch Behar
Murshidabad
South 24 Parganas

COMMUNITY MOBILIZATION

Community mobilization is an important component of DPEP. The objective is to mobilize community for participation in primary school activities with the ultimate aim of community ownership of primary education. The platform provided under DPEP for community participation in primary education is Village Education Committee (VEC) in rural areas and Ward Education Committee (WEC) in urban areas. Various environment building and awareness campaigns are taken up in structured as well as unstructured manner. Training / orientation of VEC member on their roles and responsibilities and working out strategies and activities aiming at community participation with regard to civil work interventions for school building, seeking community contribution towards better building support and improved school environment, supervision, bringing back dropped out children to school, ensuring enrolment of out of school children, better school management, community monitoring of academic progress of school children etc. are the objectives of community mobilization intervention of WBDPEP.

VECs have been reconstituted in October, 1998 after the expiry of the term of earlier VECs. Under the new arrangement the jurisdiction of VECs has been redefined as Gram Sansad (area of a polling station). This change has been made in order to bring about convergence with the provisions of West Bengal Panchayat Act. Because of this change, the reconstitution of VECs took about 3-4 months time.

Administrative Arrangements

- ❖ State and district coordinators in place.
- ❖ DRG formed in the districts.
- ❖ One Dy. DPO, as in-charge, looking after CM activities in districts.

Material Developed

- ❖ Training module for VEC training developed.
- ❖ Construction Manual for VCC training developed.

Campaign and other mobilisational activities

- ❖ Wall writings in schools.
- ❖ Poster & hoardings.
- ❖ Rallies and meetings, pada jattras, cultural competitions with the help of teachers, VEC members, Panchayats, Mahila Samity etc.
- ❖ Mobile book exhibition taken up by SPO in collaboration with NBT. District folk team attached with the exhibition for wider campaign.

Community Organisations

- ❖ In 5 DPEP districts 9553 VECs out of 12526 and 340 WECs out of 467 have been formed.
- ❖ VCC formed for civil works under every VEC/WEC.

Empowering Community Organization (VEC, MTA, PTA, Panchayat etc.) & Orientation/Training/Workshops for Community

- ❖ State level workshop organized with the DRG members for conducting VEC training at the district level. Panchayat representatives, MLAs also participated in the programme.
- ❖ Initially 5 to 7 members of each VEC trained up.

Orientation/Training/Workshops provided for Staff/Master Trainers

- ❖ State level Workshop on development of VEC training module.
- ❖ Districts organized similar workshops as follow up activities.

Areas and instance of participation

- ❖ Rs. 2000/- school improvement grant utilised by VEC.
- ❖ Community contribution towards building support to school.
- ❖ Community mobilization for enrolment of out of school children.

Networking

- ❖ NGOs, Youth Clubs and other groups involved in the community mobilisation programme; the network developed during TLC & PLC being revived and activated

INTEGRATED EDUCATION FOR THE DISABLED

Though DPEP was launched in West Bengal during the year 1997-98, no substantial work on IED could be done during the first year. From middle of the year 1998-99, following activities under WBDPEP were taken up:

- Engagement of Coordinators both at State and District level
- Constitution of State Resource Group (SRG) on IED with professionals from Central and State Govt. organizations viz. NIMH, NIOH, NIHH, NIVH, SCERT and various State level NGOs working in the field of disability
- Constitution of District Resource Group (DRG) with representatives from concerned development departments, Panchayat functionaries, school teachers and district level NGOs.

State Level Activity

- a) A State level seminar/workshops was conducted at SPO from 15-17 Oct.'98 to evolve an appropriate and situation specific strategy and action plan related to IED activities. Participants from different NGOs working for disabled children, representative from SRG, DRG, Sri. Lal Advani President, ICMAR and Anupriya Chadha TSG consultant joined the workshop.
- b) A two days long State level workshops was conducted at SPO on 16-17 February 1999 participated by DPOs, DPEP staff, teachers, local NGOs and members of SRG to formulate plans for next years, prioritize activities; allocate budgetary resources for different programmes.
- c) Planned activities were conducted on 3rd December 1999 to observe World Disabled Day.
- d) A module for sensitization of teachers was prepared with the assistance of SCERT.
- e) An illustrated booklet of 47 pages "Prashikshan Nirdeshika" on identification and management of mild and moderate disability was developed.

District Level Activities

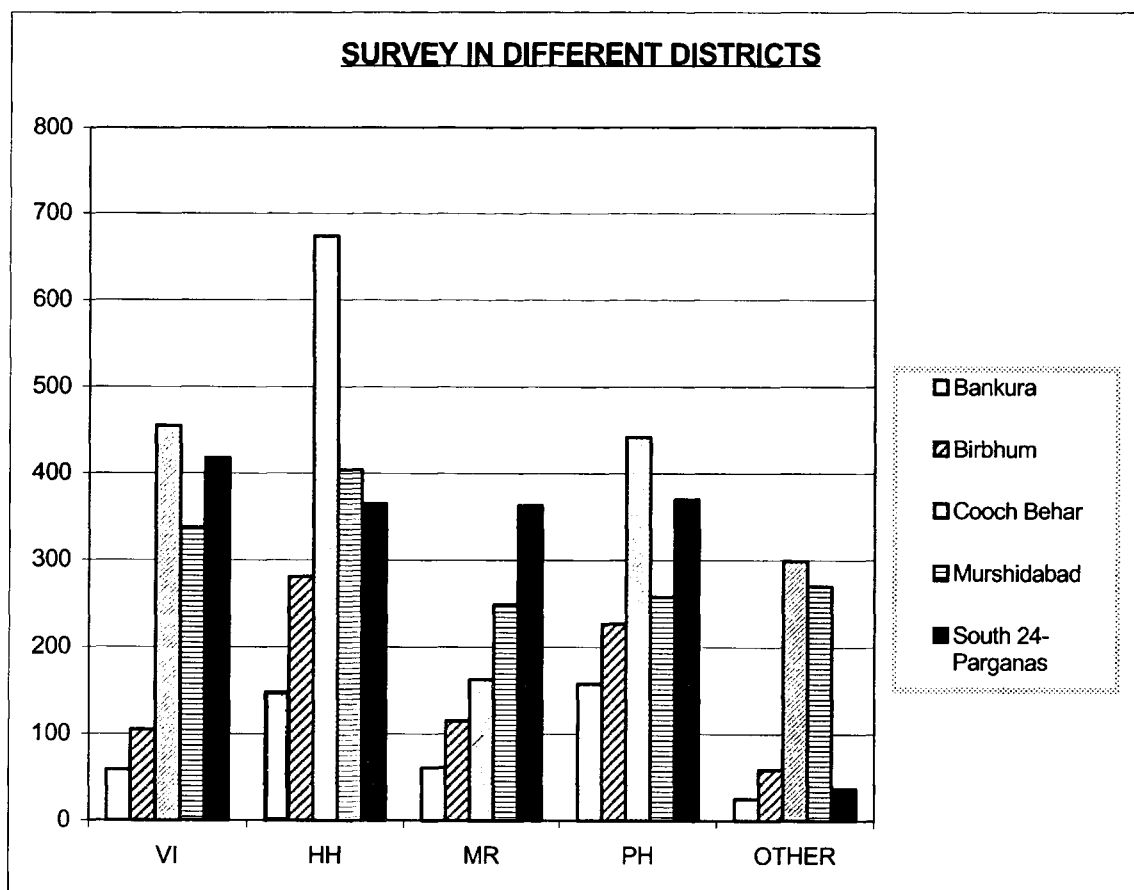
- a) Selection of one block in each existing district for initiating of IED activities. These blocks are:

District	Block
Bankura	Bankura-I
Birbhum	Nalhati-II
Cooch Behar	Cooch Behar-II

Murshidabad	Murshidabad-Jianganj
South 24-Parganas	Falta

b) House to House Survey and School Survey were conducted for ascertaining the number of disabled children in and outside schools. These surveys revealed the following :-

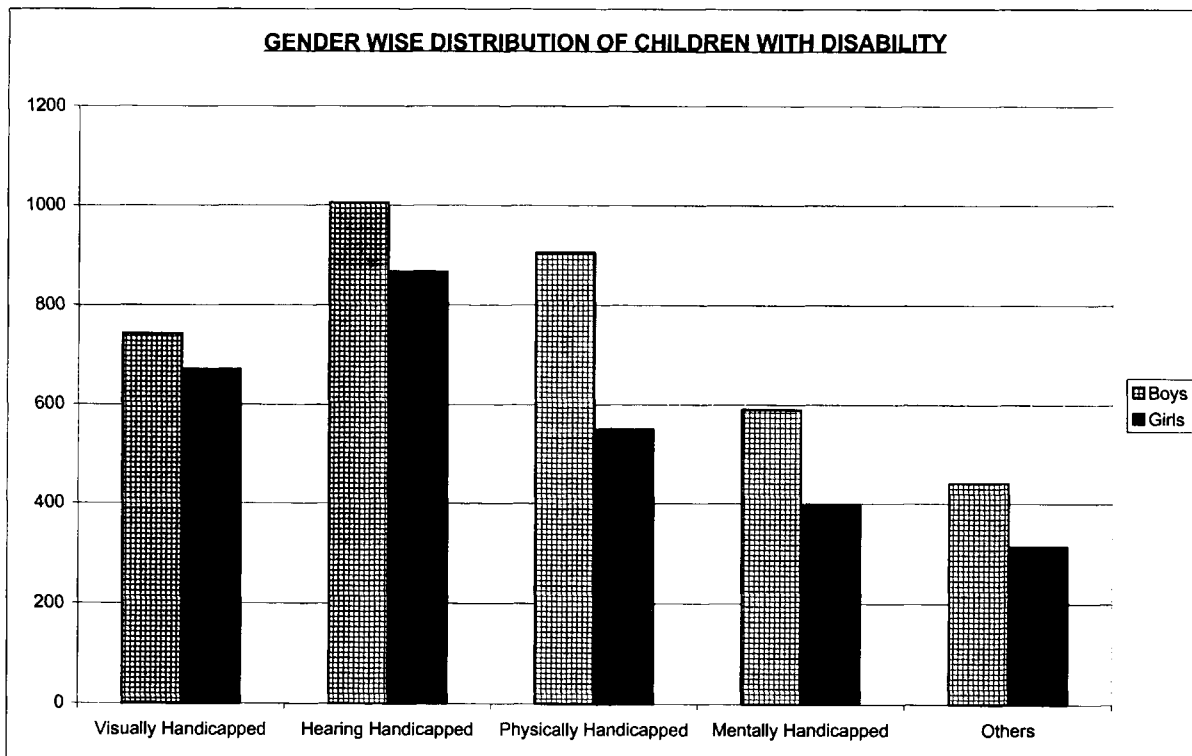
Block	No. of GP	Identified through survey					TOTAL
		VI	HH	MR	PH	OTHR	
Bankura-I	6	59	148	61	158	25	451
Nalhati-II	6	105	281	115	227	59	787
Cooch Behar-II	13	455	674	163	442	299	2033
Murshidabad-Jianganj	10	337	404	249	258	270	1518
Falta	13	418	365	363	370	37	1553
							6342



Gender-wise distribution of children with disabilities in selected blocks:

Nature of Disability	Boys	Girls	Total
Visually Handicapped	743	671	1414
Hearing Handicapped	1005	867	1872
Physically Handicapped	905	550	1455
Mentally Handicapped	590	398	988
Others	441	314	755
Total	3684	2800	6484

- c) For screening of identified children and to assess the nature and extent of the disability screening team was formed in two districts, whereas in other two districts it is in the process of being formed.



- d) As part of awareness campaign - all identified blocks observed World disabled Day.
- e) For sensitization of Panchayat Members, DPEP personnel, teachers, Anganwadi workers through one-day workshop - All the 5 districts conducted several workshops.
- f) A 24-page booklet on the management of disability meant for Anganwadi workers and primary school teachers was developed by the Murshidabad district.

- g) Pre-Integration Skills - WBDPEP is already helping the children with disabilities at home, to learn pre-integration skills.

Special Teachers vis-à-vis NGOs.

As per the general guideline of IED, 3 special teachers are to be appointed in each Block to look after the physical and educational needs of the integrated children (i.e., those admitted into primary schools). Because of certain administrative problems and strategic reasons it was decided to have arrangement with NGOs to provide the same services against remuneration from WBDPE.

This arrangement will also be required for providing aids & appliances to the identified disabled children, as under the ADIP scheme aids & appliances are provided to the disabled children (free of cost) through competent NGOs. For availing of this facility the Sanstha can act as the channelizing and coordinating agency for the network of NGOs at the State level and in the districts.

GIRLS' EDUCATION

Capacity Building of SPO:

State Gender Coordinator was appointed and State Resource Group (SRG) on Girl's Education was also constituted with members from following organisations:

- State Council for Educational Research and Training (SCERT)
- Child in Need Institute (CINI)
- KHONJ (NGO)
- UDBHAS (NGO)
- School of Women's Studies, Jadavpur University
- West Bengal Board of Primary Education (WBBPE)
- Socio-Legal Aid Research and Training Centre (NGO)

SRG meetings were held regularly at SPO for the identification of district specific problems of girls' education. Discussion on review of textbooks and curriculum pertaining to gender issue was also held during the SRG meetings.

Capacity Building of DPO:

Similarly, District Gender Coordinators were appointed and District Resource Group (DRG) on Girls' Education was constituted in all 5 districts with the members represented from –

- Women members from Zilla Parishad/Panchayat Samities
- Women Activists
- NGOs
- PTTI lecturers
- Representatives from Social Welfare Deptt.
- Representatives from local Municipality etc.

State Level Activity

Workshops were conducted at SPO with the participation of SRG members & DRG members on gender issues and their ability to carry out result oriented work. There areas covered in these workshops include :-

1. Participants' understanding of the gender concept.
2. Making the educational system more supportive to the needs of the girls and woman.
3. Creating a suitable environment which would encourage girls children to demand education for themselves
4. Ensuring that girls received an equal and equitable access to educational opportunities.
5. Interventional strategies in districts and the state.
6. Use of different Media.
7. Strengthening supervision & monitoring.

8. Survey & planning at District and the State.

District	Blocks identified
Bankura	i) Ranibandh, ii) Kotulpur
Birbhum	i) Murarai I, ii) Murarai II
Murshidabad	i) Samserganj, ii) Suti II
South 24-Parganas	i) Budge Budge I, ii) Magrahat I
Cooch Behar	i) Toofanganj I, ii) Toofanganj II

District Level Activities

- ◆ Through workshops held in districts with the participation of gender coordinators of the districts and DRG members two blocks in each district were identified where intervention for girls' education could be started.
- ◆ All existing districts of DPEP conducted awareness generation campaigns during February and March 1999.
- ◆ Pavilions of DPEP in various district level fair/exhibitions were stalled highlighting the importance of Girls' Education.
- ◆ World Women Day was observed on the 8th March 1999 at the districts and in some blocks of the districts.

EARLY CHILDHOOD EDUCATION

Early childhood education is an important functional area of DPEP. A strong intervention in this sector ensures provision of a launching pad for enrolling young children in the primary schools. It is meant for providing education to children of age group 3-5 years. This programme is supposed to make the child develop a school going habit so as to ensure continuance of education in formal primary schools on attaining the appropriate age of 5 years. ECE also prepares the child for taking up the learning process from class I with speed and quality. This programme also ensures reduction of under age enrollment in primary schools avoiding over crowding in Class –I.

As per the strategy adopted in WBDPEP no separate ECE Centre will be set up. ECE will continue to be arranged through the pre-schooling component of ICDS programme of Social Welfare Department. WBDPEP will provide the necessary intervention for strengthening the pre-schooling component through academic and pedagogical inputs. This would include training and orientation of Anganwadi workers and helpers; training and orientation of the supervisory staff of ICDS, sensitization/orientation of Panchayat and VEC functionaries, teaching learning materials and resource support to Anganwadi centers, organizing mass mobilization and awareness generation campaigns etc.

DISTANCE EDUCATION PROGRAMME

Distance Education Programme (DEP) is an important component of DPEP for supporting training of primary school teachers and developing support system. Keeping this in view State Resource Group on DEP has been constituted with the members from KRPs on pedagogical renewal, representatives of SCERT and WBBPE and other experts on distance education. The Distance Education Coordinator (DEC) is in position at SPO. DEP has taken up certain activities mainly on pedagogy in collaboration with the personnel working on teachers' training and pedagogical renewal activity.

Development of DL Materials (SIM)

As a part of the capacity building and evolving strategy towards the development of DL Materials the State initiated a number of workshops. The DL Materials have undergone a number of workshops and the content briefs 12 in number have been developed in through these workshops. They have reached the final stage of field testing. Field testing of these content briefs would help us evaluate the efficacy of the materials. The self Instructional Manuals (SIM) were finalised in different workshops held during Nov. - Dec. 1998 at the State Project Office. During January 1998 another workshop was held for preparation of tools for field-testing.

The tools / questionnaire on field members of content briefs have been developed . The content briefs and the members of tools / questionnaire have been developed as per the following break up:-

Language	2
Maths	3
EVS	2
Geography	1
History	1
Health & Physical Edn.	2
Creative & Productive Work	1

Poster on School Readiness

With regard to awareness building poster on school readiness was printed and circulated to the districts. The poster outlines the aims and objections of DPEP. It also emphasizes the role of VEC members, role of a good teacher and a happy school environment.

Future Plan

Through a workshop organised with regard to activities to be taken up under DEP in the field of teacher education and other components of IED, Gender AS, Community Mobilisation etc., the following areas of DEP intervention have been identified to be pursued next year: -

- i) Development of materials for awareness creation for improvement in respect of enrollment, retention, school mapping etc. in primary education.
- ii) Development of materials for upgradation of content knowledge as well as transactional expertise of primary school teachers.
- iii) Collection of teacher training and teacher orientation materials already developed in the state.
- iv) Preparation of teaching – learning materials including audio, video modules for teacher training.
- v) Identification and training of suitable persons for preparation of print materials, video and audio modules for training programme.
- vi) Identification of district specific needs and preparation of DEP materials.
- vii) Development of Resource Centre and a library of DPEP at the State Level.

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National Institute of Educational
Technology and Administration.
17-B, 4th Aurobindo Marg,
New Delhi-110016
DOC, No. D-12311
Date 05/04-2024.

RESEARCH AND STUDIES

A **Research Advisory Group (RAG)** was formed at the SPO during the year. The Districts are developing similar groups at the district level. At SPO, the Research Advisory Group (RAG) meets regularly to identify area of studies. The areas identified by RAG include :

- Study on quantitative aspect of primary education in the State in terms of enrolment, retention and other important indicators to identify the gaps and work out interventions at different levels.

- Study on qualitative aspect of primary education with reference to:
 - Capacity of teachers and their performance in classroom transaction
 - Learners' achievement

- Study on status of primary teachers in terms of their educational qualification, professional expertise, social involvement etc.
- Study on role and function of Panchayati Raj Institution with regard to primary education.
- Study on scope and effectiveness of alternative schooling in the State through SSK.
- Study on the role of early childhood education as foundation of primary education in terms of quality and quantity.
- A comparative study on good schools and bad schools to look at the factors affecting school effectiveness.
- Study on community participation in primary education through VEC.

Studies undertaken

A. Study on Gender issue: - Achievement & attendance of girl students

ISI conducted a Gender Study for DPEP in three districts viz. Murshidabad, Cooch Behar and Birbhum with a view of to investigate the difference in learning achievement between boys and girls, to finding out the variables if any, among minority girls etc. It was a study with holistic approach to assess the affecting variables like enrolment, attendance, dropouts, parents' attitude, teacher's attitude, Panchayat works, community members etc. towards girls' education.

The findings of the study identified the following:

- ❶ No significant difference in achievement of students as seen from community cross-section.

Only exception was found in Cooch Behar where there was a difference in achievement in vocabulary (language) between General Category and Muslim category.

- ❷ No significant gender difference in achievements in vocabulary and arithmetic.
- ❸ The Muslim girls in Murshidabad showed significant difference in achievements.
- ❹ In Murshidabad and Cooch Behar, Muslim girls were forced to learn Arithmetic.
- ❺ School timings stood in the way of attendance of girls in Birbhum.

B. Baseline Survey

In 1996, Baseline assessment Survey was conducted in 5 DPEP districts. Achievement test were administered on selected students of Class –II and Class- IV on Language and Mathematics. The survey design along with the test sets was developed by NCERT, New Delhi. The questionnaires and test sets were translated by West Bengal Board of Primary Education and SCERT. ISI conducted the survey with these test sets and questionnaires and followed the survey procedure designed by NCERT. The full part was submitted by ISI during 98-99. The tests were administered in May i.e. just after the students completed 1st year and 3rd year of schooling respectively.

Major Findings: -

1. In Cooch Behar, the First Generation learners lagged behind in vocabulary. Urban students were trailing in arithmetic
2. In all districts students could not do well in comprehension tests.
3. In Murshidabad, urban and Muslim girl students were lagging behind other students.
4. In Birbhum urban students did better in Language, but in Arithmetic the rural students fared well.
5. Girls could not do well in general in Language and Arithmetic.
6. Muslim students were seen to perform badly.
7. Bankura showed the peculiarity that urban students and students from non-cultivating families showed disparaging performance.
8. In South 24 Parganas rural students and rural girls scored below mark in Language. General and Hindu students did worse in all tests.

C. Midterm Assessment Survey & Baseline Assessment Survey

Two assessment surveys one as Midterm Assessment Survey in the existing districts and other as Baseline Assessment Survey in expansion districts were taken up by SPO this year. Survey designs, test sets and questionnaires as developed by NCERT will be used in these surveys. Necessary academic support has been available from NCERT. MAS have been taken up to assess the progress of learners in existing DPEP districts during first two years of DPEP intervention. For both the studies, 10 percent of total schools in each district, subject to a maximum of 50 schools were selected for the survey by multistage random sampling method. In addition 10 schools from 3 municipal areas and 40 schools from 4 Tribal blocks were selected. The blocks and municipalities were selected on random sampling method. Total number of schools thus stood 250 for existing district and 250 for expansion districts.

It was designed that 30 students of class-III and 20 students of class-I would be selected randomly from the students present in each school.

In February 99, Principal Investigators and Master trainers of 10 districts were trained by experts of NCERT, New Delhi. The Principal Investigators and Master trainers completed training of Field Investigators within March 99.

As per the schedule the scrutinized forms and test sets would be submitted to the State Project Office by June 99, when examination of answer scripts, scrutiny of other questionnaires etc. would start. Data entry and data analysis would start after this at the State Level.

At the State level, a team of 4 members was formed with one Principal Investigator to conduct, monitor and develop the reports.

MANAGEMENT INFORMATION SYSTEM (MIS)

With a view to strengthen the planning, management, monitoring areas of DPEP, the Management Information System (MIS) component of the programme is being fully operationalized to provide support in the implementation of the project. The effort initially focussed on setting up the MIS infrastructure with deployment of qualified manpower, procurement of suitable hardware and software and their installation.

MIS set-up

As the first step towards setting up MIS under WBDPEP, computers were installed in the State Project Office and the District Project Offices with the required softwares and accessories. This was followed by appointment of personnel. One Programmer and one Data Entry Operator were appointed in each district to constitute the MIS Cell of the DPO. At the State level a System Analyst was appointed and instead of appointing Programmer and Data Entry Operator the job was entrusted to a consultancy Firm. The Consultancy Firm provided the required number of Programmers and Data Entry Operators and also provided the supervision and maintenance services. A programme of training of the DPO & SPO staff was also taken up through the same consultancy firm. However, due to appointment of personnel at the district level taking place towards the end of the year the training of these people could not be undertaken during the year. The Coordinators and Consultants and other support staff of SPO were imparted training on computer operation during the year. An Expert Committee to look after the MIS activities at the SPO level was constituted having Experts from the Computer Deptt. of Jadavpur University, Bengal Engineering College and a representative from NIC.

Educational Management Information System (EMIS)

DISE has been in operation in DPEP districts since 1996-97. However, the data collected during 1996-97 and 1997-98 were lying with a Govt. agency at State level for computerisation. To clear the backlog, the SPO got the data back and gave it to another agency for computer feeding. However, since the data for 2 years for more than 14000 schools changed so many hands, a lot of data got misplaced and in spite of completing the job of computerisation, the output could not be utilised.

DISE was conducted during 1998-99 also. However, because of the back log, the data entry into computers could not be completed during the year.

Project Management Information System (PMIS)

To monitor the functioning of the project both in terms of financial and physical performance vis-à-vis the target, the PMIS tool as developed by Ed.CIL was put to operation at the SPO. However, the software was found to be a bit complicated for the MIS personnel at the SPO and hence it was decided to go for a custom made software which would be able to be handled by the MIS personnel of WBDPEP effectively. The PMIS thus, could not be operationalized during the year. However, a monthly reporting system was put into operation for receiving reports from the districts in a format

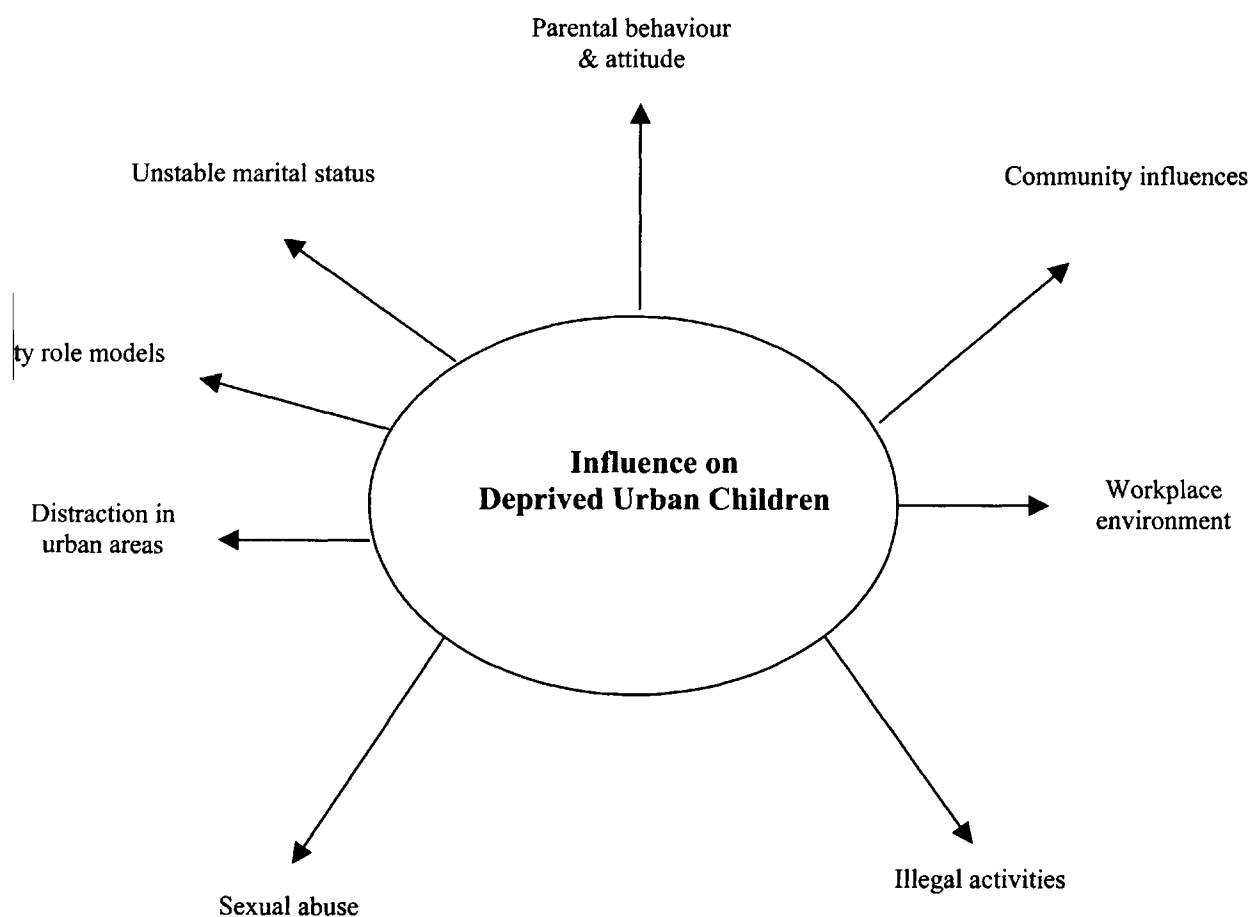
developed by SPO. The quarterly PMIS report required to be sent to GoI was developed manually through the information collected on a monthly basis as above.

DEPRIVED URBAN CHILDREN

Education for deprived urban children is a new appendage to the WBDPEP activities, which is another step forward towards the goal of universalisation of primary education. These deprived urban children include: -

1. Street Children
2. Children from slums & squatter colonies
3. Children of sex workers etc.

Like any other group of children, these children are also a product of their environment but unfortunately the environment in which they are brought up is not child friendly. They are subjected to several negative factors in the community.



National Workshop '97 organised in Jaipur jointly by Govt., UNICEF & Bodh Siksha Samity was followed by formation of a National Core Group (NCG) which identified the need of bringing to focus the problem of DUC so that necessary interventions can be chalked out under various programs and schemes.

A follow of Work Shop on DUC was organised by WBDPEP at Calcutta in January'99 with help and support from the National Core Group, Loreto Day School, Sealdah. A SRG on DUC was constituted with all the concerned Departmental Secretaries as members along with some NGOs, individuals and institutions working in the field. A detail survey has been planned for April-May'99 in the major towns of DPEP districts and Calcutta. Strategies and activities will be worked out on the survey outcome. Survey has been planned to start from 29.4.99, covering all 141 wards of Calcutta.

EXTRACTS FROM AIDE MEMOIRES

DFID/GOI APPRAISAL MISSION TO WEST BENGAL FOR THE EXPANSION OF DPEP : MARCH 7-13th 1999

“There has been significant improvement since September, 1998. This is evidenced in the fact that there is a new shared vision of DPEP at the State level. DPEP is now seen as a significant additionality but also as an integral part of planning for whole education system improvement. It is this new definition which seems to have unlocked some of the earlier institutional constraints against progress.

The Appraisal Team was impressed by the change in atmosphere and energy levels at the State level in West Bengal. A sense of excitement and purpose has now been generated and the Appraisal Team applaud the work which has gone into transforming the State Project Office into a conducive working environment where a team of people are evidently working long hours on policy, planning and implementation.

Other critical features of change since the September Review include the emphasis placed on convergence, the range of discussions taking place with other departments and organisations, the increasing involvement of NGOs, the new holistic planning for infrastructure and the way communities are now actively involved in construction activities.”

“ ***** In order to develop a holistic plan and its successful implementation, the key functionaries of developmental activities at the district level i.e. the Chairman, Zilla Parishad and the District Magistrate need to play key role in the DPEP system. It is, therefore suggested by the Appraisal Team that it is desirable for the District Magistrate to hate the implementation machinery at the district level and the Chairman, Zilla Parishad to hate the planning and coordination machinery. *****

***** Despite slow initial progress in the existing five districts, the Appraisal Team have concluded that there is sufficient evidence that planning & implementation in those districts has been realigned and is now beginning to gain impetus. *****

***** There is quite clearly a marked difference between the districts preparing to be part of the expansion and those which appear to have been struggling with implementation to date. *****

***** These districts (existing) are now getting re-energized and aligned with a fully staffed DPO and some activities and processes are now underway. *****

***** There is now a degree of clarity about DPEP and the roles and functions of various institutions in developing the DPEP agenda within the whole framework for education at the State level. The Appraisal Team were given a helpful document outlining a new simplified organogram with clear roles and functions. *****

***** A teacher-training strategy is emerging which envisaged each teachers receiving 70 days training during the life of the project. *****

***** The West Bengal Board of Primary Education has been very actively renewing textbooks. *****

***** From the visits to expansion districts the Appraisal Team concluded that in-depth study of the problems of education have been attempted and the needs of special focus groups identified. *****

***** It is encouraging that West Bengal has put forth an initiative in setting up a State Resource Group on the Deprived Urban Child with support from the National Core Group. *****

***** The Mobile Book Exhibition in collaboration with NBT and the Deptt. of Library Services was taken recently to four of the DPEP districts combining the exercise with awareness generation, community mobilisation through folk media with a view to encouraging reading and demonstrating how libraries can enrich the learning process with a view to setting up a network of rural libraries and primary schools. *****

***** Reconstitution (of VECs) took 3-4 months and has created an unsatisfactory hiatus for the DPEP programmes but it is clear that this is another encouraging example of the integration of DPEP with existing West Bengal structures which can only have beneficial effects in the long-term for sustainability.”

**Extracts from West Bengal State Report of
8th Joint Review Mission (JRM)**

“ ***** Conditions have changed very much for the better within the last two months and the prognosis for a healthy institutional arrangement is now good *****

***** However, there is now a complete set of operational, time-bound plans for every functional aspect of DPEP *****

***** Recent re-definitions of functional roles and responsibilities of key agencies and units has clarified institutional arrangements *****

***** The slow progress in West Bengal in implementing DPEP interventions and achieving discernible benefits does suggest a previous lack of capacity in planning and management *****

***** There is such clear potential for decentralisation to the community level in West Bengal that once the blockages to implementation are overcome this State could well provide a model of assimilation and lead the way for others to follow *****

***** When teachers were asked about the training they had most referred immediately to the TLM training and it became clear that this teaching is seen as the most obvious and visible form of support. TLM is seen by teachers as the vehicle which has helped them change and improve their training and it was evident in some schools, that more materials are being used in teaching and learning *****

***** There is potential now for some interesting developments in distance education at State level and this initiative has been described as an extra resource to teachers to augment their training through self-paced learning materials *****

***** The redefinition of institutional roles and responsibilities will greatly assist in achieving a shared vision of DPEP and, thus, in sustaining efforts and achievements *****

***** There is strong potential for and a strong likelihood of community involvement through PRIs and VECs *****

***** Significant improvements have been achieved and there is reason for believing that progress will now be accelerated ***** ”

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