

Sarva Shiksha Abhiyan

West Bengal

Report on Appraisal of
Annual work plans & budget for the year 2006-07

Major Issues

A. Project management

1. Coordination between the SPO and the SE Department is rare if not non-existent.
2. Although co-implementers, coordination between SPO and the P&RD Department is rather infrequent.
3. The district level officials hardly have any idea of the Project Approval Board's decisions taken on the AWP&Bs submitted by them excepting the fund flow pattern.
4. Although there is structured monitoring system at the state or, even at the district level to follow-up progress of the project in totality and of any intervention in particular, compliance is an issue.
5. The Chairmen of the DPSCs alleged that since last two years, the quarterly meetings with them at the state level did not take place.
6. Compliance of the monitoring system, specifically the fund management system, is not followed up as closely as prescribed by the national level. This often resulted into non-availability of the fund flow scenario/availability at the project level.
7. Of the sanctioned posts, 21% were vacant at the project levels – more at the SPO level.
8. A large number of DPOs are not on the role of the SSA thereby role clarity is not prevalent.

B. Teachers' rationalisation

1. DISE 05-06 data suggest that at the state level, on an average 305 teachers were in place per 100 primary schools. Despite, 6% of these schools had only one teacher in place. In Darjeeling, Kolkata, Purulia and South 24 Paraganas, 20%, 10%, 21% and 12% primary schools had only one teacher in place.
2. In Malda, South 24 Paraganas and Uttar Dinajpur, respectively 44%, 47% and 40% of the primary schools had PTR above 70. The state average of such schools was 16%.

C. Students' performance

1. As per the latest DISE data, only 43% of the examinees of primary cycle's exit class pass with marks above 60%. At upper primary level, it was 15% only. Moreover, although 95% of those appearing at the exit class of primary cycle passed, for upper primary, it was 78% only.
2. As per ASER 2005, in the 7-14 years' age group, 22.1% of the children can not read level I texts and 48.5% children can not read level 2 text. 21.8% children can not do simple subtractions or division and 51.3% can not do higher levels of division. This reflects an alarming situation regarding learning of children.
2. Dropout rate for primary cycle in the state was 13%. For Darjeeling, however, it was 59%. Other districts with very high dropout rates were Uttar Dinajpur (35%), malda (22%) and Purulia (20%).

D. Civil works

1. Although State achieved more than 94% targets in matter of expenditure but the completion rate is as low as 36% in case of AWP&B 2005-06 & 46% in case of cumulative components. There are mismatch in respect of expenditure incurred up to 3rd quarter & then at the end of financial year.
2. State has only one stereotype design for classroom and school building. State should prepare sufficient nos. of designs suiting to different districts so that community has a choice in selecting school design. The design should cater for earthquake resistance loads to make it safe particularly for Kolkata & surrounding areas, which fall under seismic zone – III.
3. State had increased physical target of 43 CLRC, 39 NSB & 2687 classrooms without prior approval from PAB. In addition 3000 upgraded SSK buildings sanctioned already are not being accounted for.

E. Out of school children

1. The SRI-IMRB study report suggest that there were 12.13 lakh out of school children. The state estimates this as 6.64 lakh. The gap calls for a reconciliation.
2. Even with the assumption that there were 6.64 lakh out of school children as on 1.4.06, number of such children as on 1.4.07 has been projected as 4.16 lakh. The universalisation of elementary education with so many out of school children even in 2007 may jeopardize achievement of the ultimate goals of the SSA.
3. Since a large number of out of school children are in the older age group, the prevailing intervention of bridge courses of six months' duration is not adequate for preparing these children for mainstreaming.
4. Specific drives are needed to identify hard to reach children such as migrating children, children as domestic servants and children working in various places including brick kilns.

F. Expansion of ILIP

The state has decided to expand the number of ILIP schools from around 5000 schools to around 50000 schools. This seems to be a stiff challenge.

FACT SHEET : West Bengal

Enrolment I-IV			Enrolment V-VIII			Enrolment I-VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3640	3582	7222	2734	2637	5371	6374	6219	12593

Note : Enrolment figs in '000s

Stages	GER			NER			Drop-out		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	NA	NA	117	NA	NA	98	13	13	13
Upper Primary	NA	NA	84	NA	NA	79	NA		

Note : GER/NER as per State and dropout rates are based on DISE 04-05 and 05-06 data

Attendance Rate			Completion Rate			Transition Rate (Class IV to V)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NA	NA	NA	62	64	63	108	105	107

Note : Completion rate as per State and transition rates are based on DISE 04-05 and 05-06 data

Out of School Children								
5+ to 8+ Years			9+ to 12+ Years			5+ to 12+ Years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NA	NA	185949	NA	NA	478499	NA	NA	664448

Note : SPO, West Bengal

Target for 2006-07		
	Present Status	Target
Out of school children	664448	416557 @
Dropout rate (Upper Primary) Boys	13	10
Girls	13	10
Attendance Rate	NA	NA
Achievement level +	Pry : 43%	NA
UPE Index ++	U. Pry : 15%	NA
No. of single teacher schools - Pry	4065	NA
No. of schools with PTR>70	8180	NA
No. of building less schools	1051	
No. of disabled children to be enrolled		

@ : Projected by the State

+ : Pass % age : 95%

++ : Pass % age : 78%

Proposal for 2006-07		
New Schools		
Sanctioned till 2005-06	Opened till date	Sanctioned 2006-07
		2093 \$

\$: MSKs only

Up gradation of PS to UPS		
Sanctioned till 2005-06	Opened till date	Sanctioned 2006-07

EGS

Approved in 2005-06		Centres continuing as on March 2006		Centres to be upgraded to PS	Centres approved for 2006-07	
Centres	Children	Centres	Children		Fresh	Continuing
N.A.	N.A.	13079 SSK	1094606	Nil	150617**	N.A.
		3000 Upgraded SSK	331353			
		1066 SSP	73537			
		NGO run EGS	35932			
		1593 MSK	209360			
Total		18738*	1744788			

* Excluding the centres run by NGOs

** Only primary level

Out-of-school children interventions

Strategy	No. of Centres	No. of Children
Mainstreaming at primary level	N.A.	97060
Mainstreaming at upper primary level	N.A.	81344
Bridge courses (primary level)	N.A.	70266
Bridge courses (upper primary level)	N.A.	30762
Ravindra Mukta Vidyalaya	N.A.	34632
Total	N.A.	232720

Teachers			
Sanctioned till 2005-06		Sanctioned in 2006-07	
Sanctioned	Achievement	Against new schools	Additional teachers
73536	30333		70970 @

@ : Teachers (both regular and para) for SSKs, MSKs, Pry/U. Pry schools and Voluntary Resource Persons

Teacher Training during 2005-06		
Type of training	No. of Teachers	No. of Days
a. In service Training	100994	10
b. Induction Training	0	
c. Training of Untrained trs.	0	

Innovation		
ECCE	No of Centers	No of Children

CAL	No. of schools covered

REMS (Research): Major activities to be undertaken
<ul style="list-style-type: none"> • Cohort study in SSKs • Survey to assess the extent of private school enrolment at primary level. • To conduct study on transition pattern in between Primary and Upper Primary level at Upper Primary Level. • Study on Alternative Schools at Upper Primary Level (Evaluation of MSKs). • Learners Achievement at Upper Primary level over all the twenty educational districts. • Causes of high-grade repetition/ drop-outs (Both at Pry and U. Pry Level).

IED	
No. of Children Identified	147280 (97570 enrolled)

Community Mobilisation	
Community leaders' training - Pry	244088
Community leaders' training - U. Pry	22880
Community leaders' training - SSK	12000
Community leaders' training - MSK	4186
No. of community members to be trained	283154

Civil Works in 2006-07	
Proposal	Number
CRC	1960
New School Building - Pry	288
Additional Classroom	31683
Construction of Upgraded SSKs	3000
Construction of MSKs	500

Sub-District Structures	
No. of CLRCs	707
No. of CRCs	2063

Note : Whereas all the 707 CLRCs approved are functional, 2063 of the 4217 approved CRCs are functional.

EXECUTIVE SUMMARY

Major Head	Outlay (in Rs. Lakh)		Remarks
	Proposed	Recommended	
Circle Resource Centre	657.72	633.36	<i>Salary of the Resource Teachers both at the CLRCs and CRCs have been recommended for 9 months only.</i>
Cluster Resource Center	1267.44	1102.26	
Civil Works	80617.89	71213.43	<i>No. of school buildings have been recommended for 288 instead of 320 proposed. Besides, no fresh outlay for toilets, drinking water and boundary walls has been recommended.</i>
Intervention for Out of School children	18648.74	15966.07	<i>NGO run EGS for U. Pry. Classes have not been recommended. Besides, remedial teaching has been recommended for a reduced number of children.</i>
Free Text Book	5618.51	5618.51	<i>As proposed</i>
Innovative Activities	975.00	975.00	
Intervention for disabled children	1688.39	1688.39	
Maintenance Grant	2933.65	2933.65	
Project Management	6043.94	6043.94	<i>Recommended as proposed. Although, details regarding manpower in place has been received, the same regarding activities to be carried out at different levels like state/district, etc. are awaited.</i>
Research and Evaluation	872.30	872.30	<i>As proposed</i>
School Grant	1207.52	1207.52	
Teachers Grant	1731.24	1731.24	

Major Head	Outlay (in Rs. Lakh)		Remarks
	Proposed	Recommended	
Teachers Salary			
Existing/Earlier approved		12496.86	<i>Number of teachers have been recommended as proposed. However, for fresh teachers, salary has been recommended for 9 months excepting for regular teacher in u. pry. Classes for whom the recommendation is for 3 months' salaries.</i>
Fresh Proposal		17418.29	
Total Teachers Salary (incl. SSA/MSK)	34279.97	29915.15	
Teaching Learning Equipment	2841.50	2523.00	<i>No spilled over funds recommended.</i>
Teachers' Training	3320.11	3320.11	<i>As proposed</i>
Community Mobilisation	170.44	169.89	<i>As admissible</i>
Total for SSA	162874.36	145913.82	
NPEGEL	2433.09	2416.99	<i>Recommended for 58 blocks instead of 59 proposed</i>
DPEP II	9476.91	6298.52	<i>Expenditure on CW exceeded 33% even by March 2005.</i>

CHAPTER I

Introduction

A team consisting of Binay Pattanayak, M. K. Talukdar, Satish Girotra, Ritwik Patra & Gayatri Singh (all from TSG), Dr. Subhash Chandra Panda (external resource person from RIE, Bhubaneswar), and Dr. Rafiqul Islam (external resource person from the relevant monitoring institution viz. Vishwabharati, Shantiniketan, West Bengal) was constituted to appraise the Annual Work Plan & Budget for DPEP, SSA and NPEGEL in West Bengal in the State Component Plan. The Team shared its observations with the West Bengal authorities. The State authorities revised the Plans and provided the required information to the Appraisal Team. The Appraisal Team visited the State from 2nd to 6th April 2006 to discuss with the State and district authorities on different areas of interventions and collect additional information regarding the progress of SSA in the State. During the State visit the Team interacted with the State SSA authorities, Department of Panchayati Raj and Rural Development, State Boards for Primary and Secondary Education, District Programme Coordinators, DPSCs etc. to explore the overall progress of SSA at different levels. Basing on the feedback from the State and the experience of the visiting team the final report was prepared by the Team. The Team owes its thanks to the State authorities for their cooperation and to Mr. Dhir Jhingran, Director, EE Bureau in particular, for facilitating the discussions between the Team and State authorities.

West Bengal is one of the 28 states in India with an area of 88752sq. km. and with a population of 8,02,21,171 according to 2001 census. At present there are three Divisions. Jalpaiguri Division comprises of the northern districts of Darjeeling, Jalpaiguri, Koch Behar, Uttar Dinajpur, Dakshin Dinajpur and Malda with its headquarter at Jalpaiguri. The Presidency and Burdwan Divisions were reconstituted. Presidency Division comprises of the Districts of Murshidabad, Nadia, North 24 Parganas, South 24 Parganas, Kolkata, and Howrah with its head quarters at Kolkata, while Burdwan Division comprises of Hooghly, Bardhaman, Birbhum, Purba Medinipur, Paschim Medinipur, Bankura and Puruliya with its head quarters at Chinsurah.

Siliguri being a separate educational district, the number of educational districts is 20. These districts are divided into 65 Sub-divisions. The number of Panchayat Samitis is 341. 3355 Gram Panchayats have been constituted with 44846 Gram Sansads. There are altogether 127 municipal bodies, i.e., statutory towns in the state to look after the civic administration of the concerned urban areas. The 127 municipal bodies have 2836 wards of the 127 statutory towns there are 6 Municipal Corporations, viz, Kolkata, Howrah, Chandannagar, Durgapur, Asansol and Siliguri; 3 Notified Areas, viz, Taherpur, Kooper's Camp and Gayeshpur, 1 cantonment i.e. Barackpur Cantonment Board and the remaining 117 statutory towns are functionaries as Municipalities throughout.

Some Basic Information at a Glance

Demographic Information	
Total Population as on 01.04.2006	88491387
Male Population (Projected as on 1.4.2006)	45817830
Female Population (Projected as on 1.4.2006)	42667376
% of SC Population	23.96
% of ST Population	5.65
Total Literacy Rate (%)	69.22
Male Literacy Rate (%)	77.58
Female Literacy Rate (%)	60.22
Administrative Set up	
Number of Sub divisions	65
Number of Blocks/Panchayat Samity	341
Number of Gram Panchayats	3354
Number of Sansads	44955
Number of Municipalities	127
Number of Municipal Wards	2837
Educational Scenario (Primary)	
Number of Educational Circles	730
Number of Schools (run by Govt./DPSC)	50255
Number of teaching posts sanctioned (Govt./DPSC)	183255
Number of teachers in position (Govt./DPSC)	158001
Number of Untrained Teachers (Govt./DPSC)	47130
Number of para teachers engaged	7511
5+ to 8+ population (As on 01-04-2006)	9441656
Total Enrolment (overall i.e. including private and all types of schools)	11021585
Net enrolment (overall i.e. including private and all types of schools)	9255707
Out of school children in the age group of 5+ to 8+	185949
GER (overall)	116.73
NER (overall)	98.03
One Teacher School (Govt./DPSC)	3023
Two Teachers Schools (do)	17255
School Student Ratio (do)	142.09
School Teacher Ratio (do)	3.29
Pupil Teacher Ratio (do) (Govt.)	45.20
Pupil Teacher Ratio (including para teacher)	43.14
Alternative Schooling (Primary)	
Number of SSKs (being run by P& RD Dept.)	13079

Number of Sahayikas	32458
Enrolment in SSKs	1094606
No. of upgraded SSKs (Regular)	3000
No. of Sahayikas	9435
Enrolment in upgraded SSKs	331353
No. of SSP (being run by Municipal Affairs Deptt.)	1066
No. of sahayikas	2132
Enrolment in SSPs	73536
Educational Scenario (Upper Primary)	
Total No. of children in 9+ to 13+ age group (As on 01-04-2006)	9165181
Number of Upper Primary Schools (Govt.)	11440
Number of Sanction post of teacher (Govt.)	90281
Number of Teachers for Upper Primary sector (Govt. & Govt. aided)	86041
Number of Untrained Teachers (Govt. & Govt. aided)	20512
Total Enrolment (overall i.e. including private and all types of schools)	7669418
Net Enrolment (overall i.e. including private and all types of schools)	7216608
Out of school children in the age group of 9+ to 13 +	478499
GER (overall)	83.68
NER (overall)	78.74
School Student Ratio (Govt.)	461.87
School Teacher Ratio (Govt.)	9.52
Pupil Teacher Ratio (Govt.)	61.41
Pupil Teacher Ratio (including para teacher)	48.54
Alternative schooling (Upper Primary)	
Number of MSKs	1593
No. of <i>samprasarak / samprasarikas</i>	6198
Enrolment in those MSKs	209360
Information on Pre-schooling	
No. of ICDS centers	55190
Number of Children covered (3+ to 4+)	2328545
New Institutional Arrangement	
Number of CLRC	707
Number of CRCs (to be set-up)	4212
Number of VECs	44955
Number of WECs	2696
NPEGEL	
No. of Educationally Backward Blocks	57
No. of Model Cluster Resource School under NPEGEL	570
KGBV	
No. of schools under KGBV scheme	54

CHAPTER II

Planning Process

As per the Plans, like the previous years, State Project Office depended on the region specific or area based needs and requirements for developing the plan documents and budget for 2006-07 for each district keeping in view the said objectives. For the said purpose, the school based data base through DISE has been checked and verified with the information collected from other sources such as the updation of data base through child register, the data base collected during *School Chalo Karmasuchi*, the pre-school data base, the information collected from ILIP schools and its comparison with non-ILIP schools.

In case of DISE data, the school teachers and school management committees were actively involved in close cooperation with local residents. Similarly, during the updating of child register and filling up village schedules community leaders, the members of Village / Ward Education Committee members were actively involved. The programme like *School Chalo Karmasuchi* encourages particularly the mothers' participation through the platform of Mother Teacher Association. There they exchanged their opinion about access, enrolment, retention and quality education of the children. In such a manner, the micro level intervention for ensuring active community participation has been continuing to highlight the issues relating to basic education in the locality.

Considering their views, some of the issues as highlighted during discussion have been endorsed at CLRC and sub-division levels and those are proposed in the plan documents and budget for 2006-07. Some of those issues were *School Chalo Karmasuchi* a special enrolment drive, School Readiness Programme in un-served areas, the proposal for civil construction, the horizontal / vertical expansion of schools under Integrated Learning Improvement Programme the recruitment of teachers etc. The entire grant of activities as emerged out during discussion at different levels and as proposed by the District Planning Team members has been duly approved by the district DPEP / SSA committee in presence of concerned persons and sent the same to SPO for state level appraisal.

After thorough discussion on 8 different facts of the Plan documents and budget for each district presence of district / state level personnel, an appraisal note was developed and shared with district personnel. The district personnel revised the Plan documents and budget accordingly and submitted to State Project Office. On the basis of revised Plan documents of each district in the light of appraisal notes, the State Component Plan document and budget for 2004-05 has been developed covering the needs and requirements of the concerned districts.

Observations:

A look at the district specific features of the districts related to elementary education reveals that the districts have ample diversities in their geography, culture and educational challenges. Different strategies are needed in the planning and implementation process to attend the needs and the challenges of different districts meticulously. But on the whole the plans do not seem to have designed need and challenge specific strategies for the districts. Most activities in the different districts seem to be more or less the same in all the districts. But the districts need to look at their local problems more critically and plan for them more

contextually. The SSA framework encourages ample scope for the districts to develop contextual plans. Hence the State should encourage all its districts to analyse the district specific data more meticulously and conceptualize need-based activities for pertaining to the needs of the children in different situations. The State also needs to work on strategies for multi grade classrooms, tribal children etc. as most of the rural schools and the interior areas in the State have been facing problems in these areas. Similarly the State also needs to strive for developing its strategies for minimizing high dropouts, repetition rates etc. in Koch Behar and other districts. Also more scrupulous planning is needed for children of urban areas like Kolkata, Asansole etc.

CHAPTER III

Educational Indicators

West Bengal									
S. No.	Name of District	Net Enrolment Ratio							
		Primary				Upper Primary			
		1/4/04	1/4/05	1/4/06	1/4/07	1/4/04	1/4/05	1/4/06	1/4/07
1	Bankura	90.53	94.65	97.09	97.04	76.77	81.02	80.50	94.91
2	Birbhum	95.06	97.21	97.81	98.45	74.01	78.23	78.69	91.64
3	KochBehar	94.25	96.73	96.88	98.17	54.29	61.70	55.85	72.28
4	Murshidabad	96.08	97.82	97.32	98.84	74.62	78.70	78.42	92.20
5	South 24 Prgns	99.05	99.47	97.62	99.71	48.38	61.53	76.61	72.09
6	Dk. Dinajpur	96.31	97.97	97.51	98.93	54.08	63.93	68.94	74.89
7	Jalpaiguri	96.16	97.82	98.30	98.78	63.56	66.74	68.90	78.19
8	Malda	93.07	96.06	96.86	97.80	71.38	71.54	73.82	83.81
9	Purulia	86.87	92.59	90.51	95.91	69.15	72.50	67.97	84.94
10	Uttar Dinajpur	91.42	95.13	94.43	97.28	25.50	42.20	45.40	49.44
11	Bardhaman	98.19	98.97	99.08	99.42	75.05	79.28	81.87	92.87
12	DGAHC	97.14	98.37	98.84	99.09	86.06	43.88	69.91	51.40
13	Siliguri	98.03	98.89	99.16	99.39	90.97	75.14	94.79	88.03
14	Howrah	94.14	96.70	99.61	98.18	62.61	66.96	75.16	78.45
15	Hugli	98.81	99.33	99.60	99.62	90.73	89.29	89.26	99.85
16	Nadia	97.37	98.52	99.17	99.20	72.05	75.34	71.14	88.26
17	North 24- Prgs	98.13	98.94	98.85	99.41	81.78	83.17	83.67	97.44
18	Paschim Medinipur	96.93	98.26	98.52	99.03	71.91	72.63	77.86	85.09
19	Purba Medinipur	98.84	99.34	99.37	99.63	83.88	80.11	93.57	93.85
20	Kolkata	98.72	99.27	99.04	99.59	86.20	87.48	92.20	97.82
Total		96.46	98.00	98.03	98.89	71.63	74.60	78.74	87.39

S. No.	Name of District	Gross Enrolment Ratio							
		Primary				Upper Primary			
		1/4/04	1/4/05	1/4/06	1/4/07	1/4/04	1/4/05	1/4/06	1/4/07
1	Bankura	97.30	110.67	113.53	106.88	77.64	82.27	81.75	95.54
2	Birbhum	119.45	126.98	127.76	116.67	75.05	73.68	84.18	94.37
3	KochBehar	121.51	147.40	147.62	136.56	62.53	76.17	68.96	79.52
4	Murshidabad	132.22	132.05	131.37	118.93	75.33	79.76	79.47	92.72
5	South 24 Prgns	105.77	119.11	116.90	122.51	51.43	67.11	83.55	74.88
6	Dk. Dinajpur	111.27	125.39	124.90	124.25	59.75	87.05	93.87	86.45
7	Jalpaiguri	134.41	143.31	144.01	131.56	65.82	67.25	69.43	78.44
8	Malda	146.00	149.17	150.40	131.68	72.36	75.45	77.88	85.77
9	Purulia	95.63	105.13	102.77	109.10	69.94	75.04	80.35	86.20
10	Uttar Dinajpur	140.18	160.77	159.60	154.67	36.09	46.00	49.49	51.34
11	Bardhaman	98.80	105.43	105.55	105.28	76.66	80.93	83.58	93.70
12	DGAHC	105.96	148.18	148.88	147.39	89.24	97.88	155.94	78.40
13	Siliguri	98.79	106.95	107.24	108.46	93.49	85.99	108.47	93.45
14	Howrah	114.21	130.00	133.92	124.78	80.78	88.01	98.78	88.97
15	Hugli	101.01	107.32	107.61	102.73	91.34	90.07	90.40	95.88
16	Nadia	113.91	118.57	119.34	114.15	73.40	76.73	72.46	88.95
17	North 24-Prgs	98.47	107.89	107.79	104.23	82.84	88.10	88.63	99.90
18	Paschim Medinipur	115.21	123.51	123.84	118.21	76.73	74.03	79.36	85.79
19	Purba Medinipur	101.35	104.11	104.15	104.13	83.90	80.20	93.68	93.89
20	Kolkata	100.26	122.06	121.77	111.12	87.29	90.66	95.55	99.41
Total		111.09	116.70	116.73	113.65	74.37	79.28	83.68	89.73

West Bengal

S. No.	Name of District	Number of Out of School Children									
		5+ to 8+ years					9+ to 13+ years				
		1/4/04	1/4/05	1/4/06	1/4/07	1/4/08	1/4/04	1/4/05	1/4/06	1/4/07	1/4/08
1	Bankura	33850	19633	11370	7390	0	42635	27713	31564	20517	0
2	Birbhum	16918	9812	7849	5691	0	36324	23611	31959	20773	0
3	KochBehar	16588	9621	8121	5580	0	34880	22672	14575	9474	0
4	Murshidabad	26997	15658	19645	9081	0	38360	24935	31318	20357	0
5	South 24 Pdns	7672	4450	19896	2581	0	239886	155926	48063	31241	0
6	Dk. Dinajpur	7398	4291	5266	2489	0	35372	22992	18285	11885	0
7	Jalpaiguri	15026	8715	6805	5055	0	25604	16643	24649	16022	0
8	Malda	26238	15218	12279	8826	0	28392	18455	15135	9838	0
9	Purulia	39827	23100	29612	13398	0	45313	29453	48242	31357	0
10	Uttar Dinajpur	24364	14131	17647	8196	0	155979	101386	85179	55366	0
11	Bardhaman	15600	9048	7466	5248	0	72500	47125	20787	13512	0
12	DGAHC	2602	1509	1106	875	0	13582	8828	10000	6500	0
13	Siliguri	2499	1449	1096	840	0	10388	6752	4568	2969	0
14	Howrah	19859	11518	1335	6680	0	40319	26207	4158	2703	0
15	Hugli	6962	4038	2392	2342	0	17246	11210	4424	2876	0
16	Nadia	12857	7457	4316	4325	0	23339	15170	10379	6746	0
17	North 24- Prgs	19159	11112	12167	6445	0	44704	29058	35925	23351	0
18	Paschim Medinipur	18618	10798	9173	6263	0	123575	80324	29479	19161	0
19	Purba Medinipur	5975	3465	3292	2009	0	27100	17615	7205	4683	0
20	Kolkata	6597	3826	5116	2219	0	33855	22006	2605	1693	0
Total		325606	188849	185949	105533	0	1E+06	708081	478499	311024	0

West Bengal : Primary Level : Completion Rate											
S. No.	Name of District	2003-04		Projected							
				2004-05		2005-06		2006-07		2007-08	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Bankura	70.64	67.93	73.64	70.93	78.64	75.93	85.64	82.93	90.64	87.93
2	Bardhaman	57.59	58.87	60.59	61.87	65.59	66.87	72.59	73.87	79.59	80.87
3	Birbhum	53.06	53.21	56.06	56.21	61.06	61.21	68.06	68.21	75.06	75.21
4	Dakshin Dinajpur	34.11	36.00	39.11	41.00	44.11	46.00	54.11	56.00	61.11	63.00
5	Darjeeling	31.67	36.27	34.67	39.27	39.67	44.27	46.67	51.27	56.67	61.27
6	Howrah	62.20	67.36	65.20	70.36	70.20	75.36	77.20	82.36	84.20	89.36
7	Hugli	57.99	60.82	60.99	63.82	65.99	68.82	72.99	75.82	79.99	82.82
8	Jalpaiguri	36.25	36.81	41.25	41.81	46.25	46.81	51.25	51.81	61.25	61.81
9	KochBehar	40.70	42.20	43.70	45.20	48.70	50.20	55.70	57.20	62.70	64.20
10	Kolkata	37.32	42.29	40.32	45.29	45.32	50.29	52.32	57.29	59.32	64.29
11	Malda	42.80	44.97	45.80	47.97	50.80	52.97	57.80	59.97	64.80	66.97
12	Murshidabad	60.55	64.97	63.55	67.97	68.55	72.97	75.55	79.97	82.55	86.97
13	Nadia	65.13	66.28	68.13	69.28	73.13	74.28	80.13	81.28	87.13	88.28
14	North 24- Prgs	57.82	62.02	60.82	65.02	65.82	70.02	72.82	77.02	79.82	84.02
15	Paschim Medinipur	68.15	68.19	71.15	71.19	76.15	76.19	83.15	83.19	90.15	90.19
16	Purba Medinipur	68.57	69.88	71.57	72.88	76.57	77.88	83.57	84.88	90.57	91.88
17	Purulia	35.24	31.17	40.24	36.17	45.24	41.17	52.24	48.17	62.26	58.17
18	Siliguri	52.91	51.55	55.91	54.55	60.91	59.55	67.91	66.55	74.91	73.55
19	South 24 Pgns	49.57	52.63	52.57	55.63	57.57	60.63	64.57	67.63	71.57	74.63
20	Uttar Dinajpur	33.66	32.18	38.66	37.18	45.66	44.18	52.66	54.18	62.66	64.18
	Overall	54.11	56.13	57.11	59.13	62.11	64.13	69.11	71.13	73.85	75.48

West Bengal : Primary Level : Drop-out Rate											
S. No.	Name of District	2003-04		Projected							
				2004-05		2005-06		2006-07		2007-08	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Bankura	9.92	11.19	4.92	6.19	3.92	5.19	2.92	4.19	1.92	3.19
2	Bardhaman	18.77	18.30	13.77	13.30	8.77	8.30	5.77	3.30	3.77	2.33
3	Birbhum	14.49	14.73	9.49	9.73	6.49	6.73	5.49	5.73	3.49	3.73
4	Dakshin Dinajpur	23.82	22.87	18.82	17.87	13.82	13.87	8.82	8.87	3.82	3.87
5	Darjeeling	30.92	29.44	25.92	24.44	20.92	19.44	15.92	14.44	5.92	5.44
6	Howrah	20.86	16.73	15.86	11.73	12.86	10.73	9.86	8.73	5.86	5.73
7	Hugli	15.18	13.21	10.18	8.21	8.18	7.21	6.18	5.21	4.18	4.21
8	Jalpaiguri	18.70	16.70	13.70	11.70	11.70	10.70	8.70	9.70	5.70	6.50
9	KochBehar	14.49	13.13	9.49	8.13	7.49	6.13	5.49	5.13	3.49	3.13
10	Kolkata	51.33	45.53	46.33	40.53	37.33	33.53	30.33	26.53	10.33	8.53
11	Malda	37.94	35.25	32.94	30.25	25.94	25.25	19.94	19.25	7.94	7.25
12	Murshidabad	16.59	13.34	11.59	8.34	9.59	6.34	7.59	5.34	4.59	4.34
13	Nadia	20.37	19.18	15.37	14.18	10.37	10.18	7.37	7.18	3.37	3.18
14	North 24- Prgs	19.75	16.90	14.75	11.90	12.75	9.90	10.75	8.90	7.75	6.90
15	Paschim Medinipur	17.47	17.83	12.47	12.83	8.47	8.83	5.47	5.83	2.47	2.83
16	Purba Medinipur	8.51	7.84	3.51	2.84	3.00	2.00	2.50	2.00	1.50	1.50
17	Purulia	27.65	31.23	22.65	26.23	17.65	21.23	12.65	16.23	5.65	7.65
18	Siliguri	23.96	25.90	18.96	20.90	13.96	15.90	9.96	11.90	4.46	5.90
19	South 24 Pgns	21.61	19.24	16.61	14.24	12.61	12.24	9.61	9.24	4.61	4.24
20	Uttar Dinajpur	42.01	42.70	37.01	37.70	27.01	27.70	17.01	17.70	7.01	7.70
	Overall	20.67	19.13	17.72	16.56	13.64	13.07	10.12	9.77	4.89	4.91

CHAPTER IV

Progress Overview

Action taken on the commitments made during the PAB meeting of 2005-06:

Sl. No.	Commitments	Action taken	Appraisal team Observations
1	Development of teachers' training modules for the induction training for newly recruited teachers and also for untrained teachers. It indicated that it would undertaken in service training of 148158 teachers, 30 days induction training of 85682 newly recruited teachers and training for 70745 untrained teachers during 2005-06	<ul style="list-style-type: none"> ③ This matter has been taken up with the West Bengal Board of Primary Education (WBBPE) and West Bengal Board of Secondary Education (WBBSE). ③ The Pedagogical Modules on different subjects like English, IED, ILIP, School Health etc. for Primary and TLM, Life Style etc. for Upper Primary Level have already been developed for Teachers training. ③ During 2005-06, 71561 in-service Primary and Upper Primary Teachers, 16291 newly recruited teachers at Primary and Upper Primary Level, 2490 untrained teachers have already been trained (around 10 days) and the training of the remaining teachers is being continued. 	Training modules for 30 days' induction training have not yet been developed.
2.	Enhancement of learning achievement of children at both primary and upper primary exit class level by a margin of 20% during 2005-06	<p>Following actions have been taken up:</p> <ul style="list-style-type: none"> ③ Training modules have been prepared for primary and upper primary level. ③ All kinds of Training are in progress. ③ Continuous and Comprehensive Evaluation & feedback system has already been developed supplemented by remedial teaching. ③ Giving more stress on monitoring mechanism through providing monitoring format of NCERT to all levels of concerned districts. ③ Improvement of teaching learning process through competency-based learning as already developed through ILIP programme. 	In fact, DISE data of 2005-06 does not suggest any improvement over 2004-05. This is because, compared to 42.8% children's passing primary exam with above 60% marks in 2004-05, it changed to 43% in 2005-06. With respect to upper primary exams, it changed from 15.6% in 2004-05 to 15% in 2005-06.

3.	Expedite the progress of civil works and strive to complete the civil works activities by March, 2006	<p>③ The concerned District Project Officers have been instructed to take necessary steps in this matter and the fund already placed at the users end for construction.</p> <p>③ The target for construction of NSB, ACR, CLRC etc has been achieved and the detailed report has been achieved and the detailed report has been submitted to Sri. S.C Girhotra of Ed. CIL.</p>	Although the financial utilization was nearly 95% of the approved outlay, physical completion was quite low. This is because, the state and district level functionaries just pass on the instructions down the line. They ,however, do not form a part of the implementation team and thereby, can not be held liable either.
4.	Expedite the process of assessing the level of disabilities of these CWSN children and cover them under the programme as per their needs. The State agreed for the same and indicated that the required Resource Teachers would be recruited by the end of 2005-06	<p>③ Strategies have already been taken up to provide IED interventional facilities to all blocks.</p> <p>③ Fund sub-allotted to all districts for IED Intervention and as a result 231 blocks and 77 municipalities have already been covered under IED. Moreover, 147280 children have already been identified as children with special needs.</p> <p>③ For increasing the number of RCI trained resource professionals towards the facilitation of entire interventional process and several sub activities, the intensive involvements of DLROs with special educators have been engaged.</p> <p>③ During 2005-06, 18873 children provided with Aids & Appliances, 10738 schools provided with ramps, 20143 children covered through home based education and about 90000 teachers oriented on IED Interventions.</p>	
5.	Recruitment of backlog of SSA teachers (56518) and 42000 on the State rolls by March 2006	<p>③ All initiatives have been taken up at all levels for the recruitment of the Para Teachers at Primary & Upper Primary Levels based on the strength of the order to Hon'ble High Court, Kolkata issued on 12-09-2005.</p> <p>③ 30333 Para Teachers (7511 at Primary and 22822 Upper Primary) have already been engaged. The remaining Para Teachers are to be recruited soon.</p> <p>③ Government notification for recruitment 10344 and 14201</p>	

		<p>(1/3rd of the sanctioned) Additional Regular Teachers has already been issued.</p> <p>③ Primary Teachers will be recruited through concerned DPSC and the Upper Primary Teachers will be recruited by School service Commission.</p> <p>③ The recruitment of permanent teachers against vacant post is dealt by SE Deptt. 15363 and 8596 Primary and Upper Primary Teachers have already been recruited in 2005-06 as learned from Education Deptt. or Directorate.</p>	
6.	Improvement of strengthening and restructuring the Elementary Teacher Education Institutions in the State	SE Deptt. has already been taken necessary steps. 6 DIETs out of 19 are functional.	
7.	Steady implementation of NPEGEL activities	<p>Necessary instruction already given to the concerned District Project Officers in the Monthly Review Meeting (MRM) and the substantial progress has been observed which are as follows:-</p> <p>③ Construction of 204 Model Cluster School completed.</p> <p>③ 12777 out of 19036 Primary Teachers oriented.</p> <p>③ 154 RMV Centers running in NPEGEL blocks.</p> <p>③ 12400 out of 32690 Upper Primary Girls covered under Health Check up programme.</p>	
8.	Expedite and monitoring of 55 KGBV schools.	Construction of Girls hostel is in progress and will be functional very soon.	

Source: PAB Minutes of PAB (05-06)
Feedback from State authorities

CHAPTER V

Interventions for UEE

(a) Programme Management:

The Paschim Banga Rajya Prarambhik Shiksha Unnyan Sanstha (PBRPSUS) is the state level registered autonomous society in-charge of implementation of both DPEP and SSA in West Bengal. The society is mandated to function in convergence with other relevant state/district/sub-district level government departments, local bodies, institutions created by the state's Act, registered autonomous societies as well as with non-government organisations.

The appraisal team had several discussions with representatives of Panchayat and Rural development Department of state government and also with statutory institutions like State Primary/Secondary Board and representative of UNICEF. Besides, discussions were also held with the district level functionaries like the District Project Officers (DPOs) and Chairmen of three District Primary School Councils (DPSCs).

The relevance of discussions with the above was primarily because of the following:

- a. The issue of out of school children due to non-availability of access facilities is primarily addressed by the Shishu Shiksha Mission under the aegis of P&RD Department.
- b. The quality and training issues are addressed jointly by the SPO/DPOs implementing SSA and the West Bengal Board of Primary Education(WBBPE), West Bengal Board of Secondary Education(WBBSE), West Bengal Board of Madrasa Education(WBBME) and the DPSCs.

At the grassroot level, supervision and monitoring is coordinated by the Circle Level Resource Persons (CLRPs) who are the Sub-Inspectors of schools under the School Education (SE) department of the state. Although expected, no representative of the SE department was present in the meeting.

At the state level, the State Project Director (SPD) has the overall responsibility and accountability for implementation of SSA in the state. At the district level, the scenario is not very clear. This is because, the overall accountability is stated to be with the Chairman, DPSC (which emerged while discussing the issue with the three DPSC chairmen on 6.4.2006 may, however, need a confirmation). The responsibility and the authority, however, is with the SPO appointed/identified DPOs.

The DPOs are either from the state's Education Service or from the West Bengal Civil Service. Both report to the district Collector. One half of the DPOs in the state are not on the pay roll of the SSA as this job is an additionality to the primary responsibility s/he is to carry out. This often affects smooth and seamless decision process at the district level.

The other important issue is non-availability of any clear structure that follows up the progress of upper primary component of the SSA. This is because, although at the sub-divisional level there is one sub-divisional working group to cater to such needs, its effectiveness is still an issue. The

reason assigned is that, as per usual service conditionalities, the officials at the sub-division level are to report to the District Inspector of Schools (Secondary Education) whereas, for SSA related activities they are to report to the DPOs. Hence the conflict of reporting system ultimately making the arrangement less effective than expected.

The above discussion is to flag an important management issue that calls for an immediate redressal and absolute role clarity at all the levels.

The major issues that emerged were the following:

1. **Coordination between the SPO and the SE Department is rare if not non-existent.**
2. **Although co-implementers, coordination between SPO and the P&RD Department is rather infrequent.**
3. **The district level officials hardly have any idea of the Project Approval Board's decisions taken on the AWP&Bs submitted by them excepting the fund flow pattern.**
4. **Although there is structured monitoring system at the state or, even at the district level to follow-up progress of the project in totality and of any intervention in particular, compliance is an issue.**
5. **The Chairmen of the DPSCs alleged that since last two years, the quarterly meetings with them at the state level did not take place.**
6. **Compliance of the monitoring system, specifically the fund management system, is not followed up as closely as prescribed by the national level. This often resulted into non-availability of the fund flow scenario/availability at the project level.**

Staff Position & Capacity building: As per the data provided by the state project office, the following table shows the status of staff positioning at SPO and DPO

Table: *Staff position under SSA*

Level	Sanctioned Posts	Filled Posts	Vacant Posts
SPO	98	72	26
DPO	560	445	115
Grand Total	658	517	141

Source: SSA, West Bengal 2006-07

Approximately 21% of posts are vacant in SPO & DPO. Other than regular staff, which is on deputation/transfer basis, technical consultants are taken for specific fields. There is no stipulation about any specific number from any specific category – NGOs, University etc.

An initiative has already been taken up to construct the SIEMAT cell for the planned activities on education, training and management, administration, supervision and monitoring at the state level. At present SIEMAT cell is functioning with the existing staff of Planning and Monitoring Cell, CM and AS and the Administrative Cell of PBRPSUS. The expected structure and organizational set up of SIEMAT would include 45 personnel.

Regarding the capacity building of the staff at different levels the plans indicate that apart from general orientation on SSA, programmes pertaining to primary and upper primary education sector, intervention wise training and workshops were organized at state level by involving functionaries from different Government sectors, autonomous agencies, Corporate

sectors, NGO's particularly in the specialized area like Girls Education, Integrated Education for Disabled, Early Childhood Care & Education and Urban Deprived children. In addition to training /workshop, a number of meetings in different areas were held at SPO with dignitaries from different areas of interest focusing on the development of Elementary Education. The monthly review meeting with all concerned with SSA is being held at SPO and ideas and views are exchanged on different issues amongst the state personnel vis-à-vis the district personnel. The meeting highlights the results of overall progress of SSA.

Recommendation:

The staffing status shows that 21% of the posts are still vacant at DPO and SPO. The appraisal team recommends that these posts may be filled at the earliest for effective implementation. Also in metros and in urban areas there should be an urban cell with at least two persons in place.

Financial Progress against PAB approval 2005-06:

		<i>Rs. crore</i>
PAB approval in 2005-06	Expenditure	Percentage of expenditure
995.53	464.72	47%

Source: PBRPSUS, West Bengal

(b) Community Mobilization:

Status & Progress

The platform for community participation in Universalisation of Elementary Education is the Village Education Committee in rural areas and the Ward Education Committee in urban areas. Teachers, Para teachers of SSKs, ICDS workers and members of Panchayat bodies are the members of VEC. The State has indicated that it has formed 44955 VECs and 2696 WECs. In case of Kolkata, instead of WEC 990 School Development Committees have already been formed. 205027 numbers of VECs/ WECs members were trained last year. 707 key resource persons (KRPs) have been trained to train the VECs & WECs.

Last year, the School Chalo Karmasuchi, a special enrolment drive was taken up for keeping the commitment of Universal Enrolment. In this activity, the people from all sections of the society had taken active part under the leadership of VECs & WECs. The updation of child register was the regular process to ensure active involvement of the local community and encouraged them to undertake micro level intervention for improving the scenario of basic education of the locality. Besides the maintenance of the child register, the members of VECs/WECs maintained the exhaustive list containing the details of the profile of every out of school child.

Major activities undertaken during 2005-06 were:

- ③ Capacity building of KRPs for VEC/WEC formation based on new GO.
- ③ Capacity building of KRPs for activating CLRCs and for imparting training to RPs.
- ③ Developing and printing of materials for capacity building of VEC/WEC members.
- ③ Updating child register.
- ③ Helping districts for ensuring community contribution for civil construction.
- ③ Different activities for enrollment and retention like:

School Chalo Karmasuchi, a programme for enrollment.
Folk campaign
Issuing of Green cards
Wall writing and hoarding

During the visit to the state it has been revealed that the state has undertaken training of the community members in 2005-06 using the training module and also activities were planned in activity calendar. Quarterly meetings of the State Resource Groups (SRGs) & Block Resource Groups (BRGs) have happened to discuss the status of implementation.

Proposal for 2006-07:

Activities Proposed for 2006-07 are:

- ③ Extending support to the districts for organizing RP training, for VEC/WEC training (based on PLA mode).
- ③ Organizing KRP training on the process of VEC/WEC formation (based on new Govt. order) (one day).
- ③ Organizing KRP training on the role of Panchayat in SSA (2 days).
- ③ Organizing meeting with the Community Mobilisation coordinators (bi-monthly).
- ③ Organizing one day workshop with the Savadhipatis /DPOs / DPSC etc. regarding the sustainability of SSA efforts. (1 day).
- ③ Organizing workshop with the DPOs/ DPSC etc. for ensuring the sharing of the result of Parbik Mulyan with the parents.
- ③ Workshop with the Savapatis of Panchayat Samity, BDOs and CPC of the concerned blocks / CLRC for ensuring community participation on quality aspects in 2 selected blocks of each district (Quarterly basis).
- ③ Organizing KRP training at the state level (KRP group will be formed comprising of members of sub-division level committee, CPC, Panchayat bodies) for upper primary level. These KRPs will impart training to the sub-district level functionaries in turn.
- ③ Developing of training kits for these KRPs for ensuring MC-VCC-MSK meet.

Recommendations:

The activities as proposed for this year are recommended for approval.

(c) Civil Works:

The PAB in its 71st meeting on 13.05.2005 and further in 76 meeting on 22.02.2006 approved budget for civil works for 2005-06 for Rs. 29188.55 lakhs including spill over. Against this, State is showing AWP&B of Rs. 29129.05 lakhs and expenditure of Rs. 27408.22 lakhs. Which is 94.09% of the allocation. The physical component completion rate for 2005-06 it is only 36.7%.

Similarly regarding cumulative financial & physical achievements, against the total allocation of Rs. 75013.17 lakhs shown, State has incurred expenditure of Rs. 73292.34 lakhs, which works out to 97.71%, with physical completion rate of only 46%.

The detail of outlay sanctioned & expenditure incurred are as under:

School Infrastructure

Civil Works

Financial Performance of State for 2005-06 (Reported and Projected Expenditure)

(Rs. in Lakh)

Total Outlay Sanctioned in 2005-06 including Spill-over	Expenditure	Percentage	Spill-over
1	2	3	4
29129.05	27408.22	94.09	1720.83
* 29188.55			1780.55

* Figures taken from minutes of 76th meeting of PAB held on 22.02.2006.

Source:- State report

The spill over on above bases is Rs. 1780.55 lakhs and not 1720.83 lakhs as indicated by State. The State may reconcile the discrepancies.

Achievement for 2005-06

The cumulative physical, financial progress of civil works, ending March, 2006 and physical progress against AWP&B 2005-06 (fresh works) are given as under:

Cumulative physical & financial Progress of Civil Works as on March, 2006 (Provisional):-

Physical Status:-

Sl. No.	Activities	Targets (Units)	Till Date	Completed (Units) Cumulative	In Progress (Units) Cumulative	Completion Rate
1	2	3		4	5	6 = (4/3) x 100
1	BRCs (CLRC)	217		171	89	78.80
2	CRC/URC s	0		-	-	-
3	Primary School (NSB)	836/3836		474	401	56.70

4	Upper Primary School	0	-	-	-
5	Additional Class Rooms	38507/36945	19386	21808	50.34
6	Toilets	8486	3074	4744	36.22
7	Drinking Water	9252	3665	3910	39.61
	Total	57298	26770	30952	46.72

N.B. 43, 39 and 2687 nos. of works in cases of CLRC, NSB and ACR respectively have been taken up in excess beyond PAB approval in public interest, keeping the overall ceiling limit within 33% of the total budgetary approval.

The italic figures under column 3 are figures of approved target by PAB.

Financial Status (Provisional): -

(Rs. in Lakh)

Cumulative Approved Outlay for Civil Works Till Date	Cumulative Expenditure in Civil Works Till Date	Percentage of Expenditure (%)	Spill-over
1	2	3	4
75013.17	73292.34	97.71	1720.83

Source:- State report

Physical progress against AWP&B 2005-06 (fresh works) given at Kolkata in April 2006.

Sl. No.	ITEM	AWP & B Approved Target for 2005-2006	Completed	In Progress	Not Taken Up (as sanction has been accorded recently)	Percentage of completion rate
1	2	3	4	5	6	7
1	NSB (P)	215	48	75	92	22.33
2	ACR	13650	5049	8199	402	36.99
3	CLRC	12	0	12	0	0.00
4	DW	2990	972	1994	24	32.51
5	Toilet	2196	824	1274	98	37.52
6	Boundary wall	416	266	87	63	63.94
7	Total	19479	7159	11641	679	36.75

Source:- State report

The physical completion rate achieved at the end of March 2006 for AWP&B 2005-06 is 36%. However completion rate achieved at the end of January 2006 was only 3%. The substantial jump in completion rates in two months is not understandable.

Comparison of cumulative physical & financial progress for 3rd & 4th quarters (some analysis)

Comparison of different progress reports	Total allocation (cumulative)	Expenditure (cumulative)	Financial % age	Total (cumulative components)	Components (cumulative completed)	Physical completion rate (%)
31 st Dec. 2005	71902.48	33259.00	46.26 %	58762	17883	30.43 %
31 st March, 2006	* 75013.17	73292.34	97.71 %	57298	26770	46.72 %

* The increase in allocation over 3rd quarter is due to approval of supplementary AWP&B on 22nd Feb.2006.

From the tables above it is apparent that expenditure ending Dec.2005 appears to mismatch with the expenditure figure given at the end of the financial years. The expenditure incurred between Dec.2005 to March 2006 is (73292.24- 33259.00) = Rs 40033.34 lakhs. The expenditure shown during the period is even more than the total allocation including spill over for 2005-06. The Appraisal team feel that State may review these figures and sets its house in order.

Bottlenecks:-

State although has adequate supervision structure but it is learnt from discussions and deductions (for the low completion rate) that every thing is left to the community and block level engineers. State & district level technical guidance, technical support is almost missing. State and district people need to go to field, supervise, provide technical guidance, resource support, solve, problem in the field and certainly the completion rate will jump to desired level. State also needs some senior and experienced engineers at State level who can control, provide technical guidance to district, block & field level. State has only one stereotype design for classroom and school building for all districts. They need more designs so that VEC has some choice for adopting particular design. All designs need to be checked & certified for earthquake resistance.

Requirement of infrastructure gaps

While projecting infrastructure gaps, the State has calculated classrooms based on 4 classrooms norms for each primary school. State has identified one room, two rooms, three rooms schools and worked out classrooms requirement on norms of 4 rooms for each primary school irrespective of enrolment. However in case of upper primary schools, the State has worked out classrooms based on enrolment, but considering on an average that each upper primary school has 5 classrooms, rather than actual classroom available. Total requirement of classrooms has been projected as 91945. If we go through requirement of classroom already assessed on the bases of analysis of school data of DISE 2004-05, the requirement works out to 71259 classrooms. This is much less as it has been worked out scientifically, on school wise analysis based on school wise enrolment rather than working out empirically 4 classrooms for each primary school and every upper primary school has minimum 5 classrooms. State has shown no such norm available with them.

The requirement of additional classrooms for primary, upper primary as worked out by State are as under:-

Primary school requirement

District	Building less School	Dilapidated Buildings (Schools with kuccha Building Blocks)	One-room Schools		Two-room Schools		Three-room Schools		Total ACR Needed	Number of Classrooms	
			Present Number	ACR Needed	Present Number	ACR Needed	Present Number	ACR Needed		Sanctioned so far	ACR Required
B	C	D	E	F = E x 3	G	H = G x 2	I	J = I x 1	L = F+H+J	M	N = L - M
1 Bankura	10	166	1174	3522	1266	2532	538	538	6592	1144	5448
2 Birbhum	10	22	424	1272	913	1826	523	523	3621	1298	2323
3 Cooch Behar	6	32	287	861	448	896	328	328	2085	1436	649
4 Murshidabad	22	7	363	1089	894	1788	812	812	3689	1820	1869
5 South 24 Parganas	38	26	1058	3174	712	1424	563	563	5161	1611	3550
6 Dakshin Dinajpur	0	18	267	801	401	802	235	235	1838	1166	672
7 Jalpaiguri	14	50	438	1314	557	1114	398	398	2826	1596	1230
8 Malda	45	32	327	981	461	922	404	404	2307	2393	-86
9 Purulia	40	9	718	2154	1296	2592	423	423	5169	1824	3345
0 Uttar Dinajpur	0	1	320	960	619	1238	277	277	2475	1300	1175
1 Bardhaman	8	18	269	807	832	1664	929	929	3400	2267	1133
2 Darjeeling	14	267	108	324	59	118	122	122	564	294	270
3 Siliguri	0	1	49	147	87	174	90	90	411	498	0
4 Howrah	0	10	346	1038	576	1152	394	394	2584	1699	885
5 Hooghly	10	59	342	1026	669	1338	618	618	2982	1954	1028
6 Nadia	21	13	379	1137	764	1528	623	623	3288	2147	1141
7 North 24 Parganas	22	23	723	2169	870	1740	650	650	4559	2895	1664
8 Paschim Medinipur	26	375	1024	3072	1509	3018	985	985	7075	1252	5823
9 Purba Medinipur	2	156	139	417	512	1024	1038	1038	2479	2171	308
0 Kolkata	0	16	116	348	171	342	162	162	852	998	0
Grand Total/Overall	288	1301	8871	26613	13616	27232	10112	10112	63957	31763	32427

B. All Primary Schools are provided with 4 classrooms.

Similarly summary of classrooms for primary, upper primary and requirement of classrooms based on DISE detail 2004-05 are appended below:-

Requirement of ACR for UPS, Primary and DISE 2004-05

Working out ACR for UPS							Requirement PS	Total UPS+ PS	As per DISE 2004-05	
Sl. No.	District	No. of Schools	Total Enrolment	No. of ACR Needed	No. of Existing Classrooms	No. of ACR Sanctioned so far	No. of ACR Required UPS	No. of ACR required PS	Total	No. of ACR as per DISE 2004-05
A	B	C	D	E = D/40	F = C x 5	G	H = E - (F+G)			
1	Bankura	518	219425	5486	2590	761	2135	5448	7583	3263
2	Birbhum	605	208743	5219	3025	731	1463	2323	3786	4750
3	Cooch Behar	330	209521	5238	1650	804	2784	649	3433	1767
4	Murshidabad	587	406775	10169	2935	1522	5712	1869	7581	6599
5	South 24 Parganas	812	455399	11385	4060	1325	6000	3550	9550	7372
6	Dakshin Dinajpur	185	105322	2633	925	445	1263	672	1935	2557
7	Jalpaiguri	352	239427	5986	1760	820	3406	1230	4636	5990
8	Malda	383	194465	4862	1915	856	2091	-86	2005	6157
9	Purulia	355	153240	3831	1775	565	1491	3345	4836	1888
10	Uttar Dinajpur	219	124707	3118	1095	591	1432	1175	2607	4686
11	Bardhaman	1038	448059	11201	5190	879	5132	1133	6265	2421
12	Darjeeling	151	44414	1110	755	180	175	270	445	1056
13	Siliguri	79	54814	1370	395	225	750	0	750	1058
14	Howrah	638	273385	6835	3190	666	2979	885	3864	2056
15	Hooghly	825	323442	8086	4125	750	3211	1028	4239	3096
16	Nadia	536	348840	8721	2680	620	5421	1141	6562	5737
17	North 24 Parganas	1362	550106	13753	6810	1698	5245	1664	6909	8480
18	Paschim Medinipur	816	366811	9170	4080	855	4235	5823	10058	2326
19	Purba Medinipur	731	366862	9172	3655	923	4594	308	4902	0
20	Kolkata	918	153752	3844	4590	1043	0	0	0	0
	Grand Total/Overall	11440	5247509	131188	57200	16259	59518	32427	91945	71259

B. i) For ACR requirement, one classroom is considered per 40 students.

ii) All Upper Primary Schools are considered to have 5 classrooms on average.

Appraisal team feel that State may project the infrastructure gaps based on scientific calculation rather than assuming existing infrastructure of five classrooms for upper primary school and 4 rooms norms of primary school. The data so worked out should be verified on the ground by technical personal to arrive at actual requirement.

Recommendation of civil works & 2006-07

Summary of infrastructure requirement, proposal by the State for 2006-07, recommendation by appraisal team is appended below. State has clubbed building less schools with dilapidated buildings, under one component of building less school, proposed additional classrooms, boundary walls, CLRC, CRC, major repairs, minor repairs, construction of upgraded SSK, MSK. The appraisal team feel that focus during 2006-07 shall be in accordance with guidelines issued by MHRD vide letter dated 7th December, 2005 and has recommended only those components.

Summary of infrastructure gaps, proposal and recommendation for 2006-07

(Rs. in Lakhs)

I. o.	Component	Unit Cost	Present Requirement		Proposed by State for 2006-07		Appraisal Team Recommendation		Balance	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical (4-8)	Financial
1	2	3	4	5	6	7	8	9	10	11
1	Buildingless Primary School*	4.00	1589	6356.00	320	1280.00	288	1152	1301	5204.00
2	Buildingless Upper Primary School	-	-	-	-	-	-	-	-	-
3	Additional Class Room (Based on Assessment)	1.70	91945	156306.50	31683	53861.10	31683	53861.10	60262	102445.40
4	New Primary Schools	-	-	-	-	-	-	-	-	-
5	New Upper Primary Schools	-	-	-	-	-	-	-	-	-
6	Toilets in Urban Areas	-	-	-	-	-	-	-	-	-
7	Drinking Water in Urban Areas	-	-	-	-	-	-	-	-	-
8	Any other component	-	-	-	-	-	-	-	-	-
a)	Boundary Wall	0.50	8748	4374.00	8748	6930.46	-	-	8748	4374.00
b)	CLRC	6.00	163	378.00	40	240.00	-	-	-	-
c)	CRC	2.00	4212	8424.00	1960	3899.00	1960	3920	2252	4504.00
d)	Major Repair	0.50	26416	13208.00	2325	1525.00	-	-	26416	13208.00
e)	Minor Repair	0.25	24639	6159.75	1598	602.00	-	-	24639	6159.75
f)	Construction of Upgraded SSK	3.00	3000	9000.00	3000	9000.00	3000	9000	-	-
g)	Construction of MSK	3.00	500	1500.00	500	1500.00	500	1500	-	-
				206306.25		78837.56	37431	69433.10		135895.15

The number includes 288 building less schools and about 1301 schools in dilapidated condition (i.e., Schools with Kuccha Building Blocks).

- (i) ACR gaps have not been worked out scientifically. These should be worked out on bases of existing norms.
- (ii) PAB has already approved CLRC target of 217 under SSA and 135 CLRC under DPEP, totaling to 352, against 341 revenue blocks in the State. Hence appraisal team does not recommend any more CLRC.

- (iii) CRC also to be worked out realistically.
- (iv) Bases of major & minor repairs have to be worked out on technical survey.
- (v) ACR gaps have not been worked out scientifically. Gaps should be worked out on existing norms and on the bases of enrollment.
- (vi) Classrooms will be constructed only on the bases of enrollment and existing norms

Process of prioritization of selection of sites have been done in case of components of building less school, upgraded SSK, MSK, additional classrooms for which district wise details have been provided below:

The list of existing and upgraded SSK

District	No. of existing upgraded SSKs	No. of additional upgraded SSKs proposed for construction	Total No. of Upgraded SSKs	Construction cost of new upgraded SSKs @ Rs. 3 Lakh per centre
A	B	C	D = B+C	E = C*3
Bankura	113	10	123	30.00
Birbhum	185	180	365	540.00
KochBehar	54	200	254	600.00
Murshidabad	360	80	440	240.00
South 24 Pgns	293	280	573	840.00
Total of DPEP Phase I	1005	750	1755	2250.00
Dk. Dinajpur	130	130	260	390.00
Jalpaiguri	112	30	142	90.00
Malda	105	105	210	315.00
Furulia	15	305	320	915.00
Uttar Dinajpur	105	180	285	540.00
Total of DPEP Phase II	467	750	1217	2250.00
Total of DPEP Districts	1472	1500	2972	4500.00
Bardhaman	137	134	271	402.00
DGAHC	105	5	110	15.00
Siliguri	76	105	181	315.00
Howrah	56	30	86	90.00
Hugli	40	80	120	240.00
Nadia	34	216	250	648.00
North 24- Prgs	118	150	268	450.00
Paschim Medinipur	890	130	1020	390.00
Purba Medinipur	72	650	722	1950.00
Kolkata	0	0	0	0.00
Total of Non DPEP Districts	1528	1500	3028	4500.00
Grand Total / Overall	3000	3000	6000	9000.00

District wise detail of additional classrooms and MSK

District	No. of Additional Classrooms Proposed	No. of MSKs Proposed for construction
A	B	C
Bankura	1800	15
Birbhum	1130	30
KochBehar	850	41
Murshidabad	3097	35
South 24 Pgns	3350	35
Dk. Dinajpur	635	8
Jalpaiguri	1150	20
Malda	1452	30
Purulia	434	40
Uttar Dinajpur	1818	30
Bardhaman	3402	25
Darjeeling	425	15
Siliguri	240	4
Howrah	1768	8
Hugli	1953	4
Nadia	3059	15
North 24- Prgs	1900	20
Paschim Medinipur	1600	80
Purba Medinipur	1250	45
Kolkata	370	0
Grand Total / Overall	31683	500

State had adequate engineers at block, district level, i.e. one JE per block, one A.E. per district, barring some vacant places for civil works during 2005-06. State level engineering cell need to be reinforced with, experienced and competent engineers, who are competent to manage funds & increase completion rate in accordance with fund flow. State has promised to increase one J.E. per block, and have resource team of 4-5 engineers at district and State level to monitor the civil works.

Issues:-

① **Achievements of 2005-06:-**

Although State achieved more than 94% targets in matter of expenditure but the completion rate is as low as 36% in case of AWP&B 2005-06 & 46% in case of cumulative components. There are mismatch in respect of expenditure incurred up to 3rd quarter & then at the end of financial year. Appraisal team feel that State may set the house in order to supply correct financial figures while reporting quarterly progress reports and achieve better rate of completion in 2006-07.

State has only one stereotype design for classroom and school building. State should prepare sufficient nos. of designs suiting to different districts so that community has choice in selecting school design. The design should cater for earthquake resistance loads to make it safe particularly for Kolkata & surrounding areas, which fall under seismic zone – III.

State had increased physical target of 43 CLRC, 39 NSB & 2687 classrooms without prior approval from PAB. In addition 3000 upgraded SSK buildings sanctioned already are not being accounted for. Appraisal team feel that State may take suitable measures for regularizing these matters. State may be advised not to change physical & financial target without prior approval from PAB.

② Proposals for 2006-07:

Supervision structure:- The proposed allocation for civil works for 2006-07 is more than 712 crres which is about 2.5 times the allocation made in 2005-06. State has proposed to augment the supervision structure by 1 more block engineer at block level and 4-5 technical resource personals at district, and State levels. Appraisal team feels that one more district engineer is placed at each district (Each district will be having on an average 34 block engineers) along with couples of experienced & competent engineers at State level. State may have some architects & structural engineer on roll for preparing more designs for classrooms & school buildings. The additional supervision structure should be in place by June 2006 for achieving targets.

② Quality in civil works:

Quality is hallmark for execution of civil works. State in order to execute huge civil works may procure quality control equipment for testing of building material & building technologies. Appraisal team feel that engineers are given quality control training in engineering colleges or test houses to revive their skill in quality control system, what they learnt in engineering colleges. State may impart & reorient at the State & district engineers to make them achievers, accountable for the achieving targets & plan, fund flow, rather than only monitoring the system.

(d) Availability of Schooling Facilities:

All Children in Schools:

Access to schooling:

S. No.	District	Total No. of habitations	Habitations without primary schools / Egs	Habitations eligible for EGS	Habitations eligible for P.S.	Habitations eligible for UPS
1	Bankura	6175	326	326		72
2	Birbhum	4476	144	144		51
3	KochBehar	3561	74	74		23
4	Murshidabad	7494	295	295		62
5	South 24 Pdns	8930	649	649		145
6	Dk. Dinajpur	5991	273	273		11
7	Jalpaiguri	4406	167	167		34
8	Malda	3701	286	286		77
9	Purulia	4930	41	41		32
10	Uttar Dinajpur	6537	636	636		7
11	Bardhaman	8258	794	794		290
12	DGAHC	2254	72	72		23
13	Siliguri	913	12	12		4
14	Howrah	6975	178	178		61
15	Hugli	15851	159	159		49
16	Nadia	8258	304	304		42
17	North 24- Prgs	10809	504	504		171
18	Paschim Medinipur	7581	1438	1438		21
19	Purba Medinipur	10720	361	361		131
20	Kolkata	2420	0	0		43
Total		130270	6713	6713		1349

As per the state SSA the school-less habitations are at present served by the nearest formal school/ EGS centres smoothly, so no habitation is eligible for primary school. On the other hand the state SSA has proposed for NGO run EGS centres for more than 60000 children. The number of habitations eligible for EGS centres and no of habitations access less to primary schools or EGS centres are same which needs further clarification. Data provided above is collected during the appraisal process and need clarifications which were not available. No survey or identification process is conducted to identify the access less habitations. It is recommended that state initiates the process of identification of access less habitations immediately.

Progress on out of school children:

AGE GROUP	2004-05			2005-06		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
5+ TO 8+	93245	95604	188849	93208	92741	185949
9+ TO 13+	337849	370232	708081	246434	232065	478499
GRAND TOTAL	431094	465836	896930	339642	324806	664448

**source: Child Registers, data provided by State SSA*

As per the data provided the state SSA has been able to reduce the number of out of school children by 232482 and 229582 of them were in the upper primary age group of 9-14 years and only 2900 in the age group of 5+ - 8+ years.

Household survey not conducted since 2001: The state SSA has not conducted any household survey since the year 2001. Detailed child registers are maintained at every VEC members and the data is collected by VEC members are consolidated at CLRC level. No of out of school children quoted in State Plan 2006-07 is on the basis of the child registers which were updated in September 2005 during post EFA exercise. The state has proposed for a conducting a household survey in the plan for 2006-07.

No of out of school children as per IMRB survey: A national survey by MHRD was conducted through IMRB (July-October 2005). This survey report indicates that **1213205** children are out of school in the state of West Bengal. The report also indicates that among these 1213205 out of school children 642603 are in the upper age group (6-14 years) and 563289 are girls.

Out of school children as per ASER Study: The ASER study of 2005 was conducted in rural areas of 14 districts of West Bengal. According to this study there are 1.5% children who were never enrolled in any school and 2.9% children who were dropped out in the age group of 6-14 years. **This estimate is increased to 2.5 and 7.0 respectively for the children in age group of 11-14 years.** The high dropout rate in the upper age group indicates that there is a severe problem of access in the upper primary level.

Progress in Minority concentrated districts:

PROGRESS IN MINORITY CONCENTRATED DISTRICTS (6 - 14)								
DISTRICT	2004-05			2005-06			Progress	
	5+ TO 8+	9+ TO 13+	TOTAL	5+ TO 8+	9+ TO 13+	TOTAL	5+ TO 8+	9+ TO 13+
BURDWAN	9048	47125	56173	7466	20787	28253	1582	26338
BIRBHUM	9812	23611	33423	7849	31959	39808	1963	-8348
HOWRAH	11518	26207	37725	1335	4158	5493	10183	22049
HOOGLY	4038	11210	15248	2392	4424	6816	1646	6786
COOCHBEH AR	9621	22672	32293	8121	14575	22696	1500	8097
MALDA	15218	18455	33673	12279	15135	27414	2939	3320
MEDINIPUR (P+P)	14263	97939	112202	12465	36684	49149	1798	61255
NADIA	7457	15170	22627	4316	10379	14695	3141	4791
NORTH 24 PGNS	11112	29058	40170	12167	35925	48092	-1055	-6867
SOUTH 24 PGNS	4450	155926	160376	19896	48063	67959	-15446	107863
U. DINAJPUR	14131	101386	115517	17647	85179	102826	-3516	16207
TOTAL	110668	548759	659427	105933	307268	413201	4735	241491

**source: Child Registers, data provided by State SSA*

It is to be noted here that in South 24th Parganas district no of out of school children has increased by 15446 in the 5+ to 8+ age group, increase in the number of out of school children in the same age group has also happened in Uttar Dinajpur and in the 9+ to 13+ age group in North 24th Parganas & Birbhum. The appraisal team did not get satisfactory explanation on this unusual increase in the number of out of school children in 5+ to 8+ age group other than inadequacy in the updation process of child registers in the year 2004-05.

Progress in more than 25% SC population:

PROGRESS IN MINORITY CONCENTRATED DISTRICTS (6 - 14)								
DISTRICT	2004-05			2005-06			Progress	
	5+ TO 8+	9+ TO 13+	TOTAL	5+ TO 8+	9+ TO 13+	TOTAL	5+ TO 8+	9+ TO 13+
BANKURA	19633	27713	47346	11370	31564	42934	8263	-3851
BURDWAN	9048	47125	56173	7466	20787	28253	1582	26338
BIRBHUM	9812	23611	33423	7849	31959	39808	1963	-8348
D.DINAJPU R	4291	22992	27283	5266	18285	23551	-975	4707
JALPAIGU RI	8715	16643	25358	6805	24649	31454	1910	-8006
COOCHBE HAR	9621	22672	32293	8121	14575	22696	1500	8097
NADIA	7457	15170	22627	4316	10379	14695	3141	4791
SOUTH 24 PGNS	4450	155926	160376	19896	48063	67959	-15446	107863
U. DINAJPUR	14131	101386	115517	17647	85179	102826	-3516	16207
TOTAL	87158	433238	520396	88736	200261	288997	-1578	147798

*source: Child Registers, data provided by State SSA

Progress in districts with more than 50000 out of school children:

PROGRESS IN DISTRICTS WITH MORE THAN 50000 CHILDREN								
DISTRICT	2004-05			2005-06			Progress	
	5+ TO 8+	9+ TO 13+	TOTAL	5+ TO 8+	9+ TO 13+	TOTAL	5+ TO 8+	9+ TO 13+
BURDWAN	9048	47125	56173	7466	20787	28253	1582	26338
P. MEDINIPUR	14263	97939	112202	12465	36684	49149	1798	61255
SOUTH 24 PGNS	4450	155926	160376	19896	48063	67959	-15446	107863
U. DINAJPUR	14131	101386	115517	17647	85179	102826	-3516	16207
TOTAL	41892	402376	444268	17647	85179	102826	-15582	211663

*source: Child Registers, data provided by State SSA

It is again to be noted here that, in districts with more than 50000 children, over all number of out of school children has increased in the age group of 5+ to 8+. In the districts of South 24th Parganas & Uttar Dinajpur no. of out of school children in the younger age group has increased, which is very unusual.

Non availability of data on NCLP Centres in the state: It is a known that NCLP centres are run in some districts of the state. Surprisingly, the state team could not provide any data on number of centres run by NCLP or no of working children covered through these centres. It appeared that no effort was made by SSA West Bengal to coordinate with NCLP.

Intervention proposed for identification of ‘difficult to reach’ children: During the appraisal process the state SSA has agreed for initiating special drives to identify the most difficult to reach’ children. **Specific drives for identification will be completed by July 2007 for the following groups of children:**

- ξ Children who are migrating with or without their families (inter district and inter state)
- ξ Street children
- ξ Children working in small shops/dhabas
- ξ Children in Brick Kilns & Rice Mills
- ξ Children of Sex Workers &
- ξ Children working in small scale industries

Interventions for enrolling and mainstreaming out of school children:

Coverage of specific deprived groups: It was a commitment given by the state SSA that it would prepare concept notes on strategies and coverage of following groups of children:

- ξ **Children in tea gardens**
- ξ **Children from forest areas**
- ξ **Children who are migrating with or without their families and**
- ξ **Urban deprived children.**

Unfortunately none of the concept note has been prepared by the state SSA. Through interactions with district SSA officials the appraisal team came to know that few initiatives towards addressing the problems of above mentioned deprived groups of children, have been taken at the district level. Though, the state SSA plan or the district plans do not reflect the same.

Coverage of out school children – Primary level:

No. of Children covered under different strategies in 2005-06						
Mainstreaming	Upgraded SSK	EGS (SSK)	EGS (SSP)	NGO-run EGS	Bridge Courses	Others
97060	331353	1094606	73536	35932	70266	0

Apart from SSKs there are EGS being run by the NGOs. A total of 35932 children are covered under NGO run EGS in the state, in which 26276 children are covered by CLPOA in Kolakata (Shikshalaya Prakalpa, 63 NGOs). Other other children are being covered in South 24th Parganas (3000 children, 2 NGOs), Dakshin Dinajpur (42 children, 1 NGO), Purulia

(3132 children, 2 NGOs), Bardhaman (722 children, 3 NGOs) and North 24th Parganas (66 children, 1 NGO). In Kolkata 4 more NGOs are covering 2694 children apart from the ones by CLPOA.

Coverage of out school children – Upper Primary level:

No. of Children covered under different strategies in 2005-06						
Mainstreaming	MSK	NRBC	RBC	Madrasa / Makhtab	Innovation (RMV)	Others
52270	209360	30762	0		34632	0

The state has only provision for 6 months NRBC for both primary & upper primary level. It is difficult to understand how children are prepared through NRBCs in the upper primary level where the state has a large number of never enrolled children.

Coverage through School Chalo Abhiyan: The state SSA launched School Chalo Abhiyan in all districts between 24th April to 30th April 2005 and as per the state large number of children were enrolled in both formal schools and alternative schools through this abhiyan. But no data on total or district wise enrollment through this abhiyan was provided to the appraisal team.

Interventions proposed for the year 2006-07:

Proposal for Primary level (fresh children):

2006-07							
Mainstreaming	Upgraded SSK	EGS (SSK)	EGS (SSP)	NGO-run EGS	Bridge Courses	DUC	Others
22315	9298	37187	9298	44628	50206	13016	0

As mentioned above the state SSA is presently covering 35932 fresh children through NGO run EGSs. The same recommended. At present the state invite proposals from NGOs and then scrutinize whether the NGO proposal is addressing the need of difficult to reach children. This process should be reversed. The state should identify the specific groups of children and areas for intervention and then invite NGO proposals for the same.

Proposal for Upper Primary level:

No. of Children covered under different strategies in the preceeding year					
Mainstreaming	MSK	EGS (NGO run)	Bridge Courses	RMV	Others
81344	105270	52636	138763	100486	0

The state SSA has, for the first time, proposed for coverage of upper primary level children through NGO run EGS centres. It is recommended that same proposal be considered only after a detailed plan though household survey data and mapping of access less habitation is provided.

Detailed Proposal for SSKs(Shishu Shiksha Kendras):

Sl No.	Item	Scale	Unit	Entitlement (in lakh)
1	Hon. of Sahayika	Rs. 12000/- per Sahayika per annum	25781 Sahayikas in 10079 SSKs	3093.72
2	Hon. of A.S.	Rs. 24000/- per AS per annum	805 Academic Supervisors	193.20
3	TLM for learners	Rs. 100/- per learner	984146 learners	984.15
4	TLE for SSKs	Rs. 1100/- per SSK	10079 SSKs	110.86*
5	Contingency	Rs. 468/- per SSK	10079 SSKs	47.16
6	Block Management cost	Rs. 150000/- per Block	341 Blocks	511.50
7	Trg. of Sahayikas	Rs. 1500/- per Sahayika per annum	25781 Sahayikas	386.72
8	Special intervention for improvement in learners outcome	Rs. 10000/- per SSK / annum	7000 SSKs	700.00
Total project cost				6027.31
9	Dist. & State adm. cost @ 5%			301.37
Grand total				6328.68

*TLE of upgraded (6000) SSKs has been excluded

Detailed proposal for Upgraded SSKs:

Sl.No.	Items	Scale	Amount (Lakh Rs.)
1	Honorarium of 19112 Sahayikas @ Rs. 12000/- per year/ Sahayikas.	19112 X Rs.12000	2293.44
2	Cost of construction of 3000 SSK buildings (CIVIL WORKS) for proposed 3000 SSKs for upgradation	3000 SSKs x Rs.3.00 lakh –	9000.00
3	School grant @ Rs. 2000/- per SSK	6000 x 2000	120.00
4	Teacher grant @ 500/- per Sahayikas	19112 x 500	95.56
5	Teacher Training: a) 20 days' in-service course. @ Rs. 70 per teacher/day.	19112 x 70 x 20	267.57
6	Training of community leaders @ Rs. 30/- per day for 2 days' (Maximum 5 leaders/SSK).	30 x 2 x 5x 6000	18.00
7	Research, evaluation, supervision & monitoring @ Rs.1500/- per SSK in 1000 SSKs	1000 x 1500	15.00
<i>Total cost</i>			<i>11809.57</i>
	Management cost @ 5% of total cost. (Except on civil works)		140.48
Total project cost			11950.05

*No. of upgraded SSKs – 6000

*No. of Sahayikas in those SSKs - 19112

Detailed proposal for MSKs (Madhyamik Shiksha Kendras):

A. Pedagogical Intervention

Activity Code No	Activity	Unit Cost (in lakh)	Physical target	Total cost (in lakh)	Remarks
6/8	Organising a 20 day in-service training of Samprasarak	0.0007	7198	100.72	20 days
6/2	Teacher (Samprasarak) grant	0.005	7198	35.99	
6/2	MSK Grant	0.02	2093	41.86	2093 No MSKs (existing+new) 1593+500
6/2	Honorarium to Samprasarak (Mukhya)	0.03	2093	753.48	For 12 months
6/2	Honorarium to Samprasarak	0.025	5105	1531.50	For 12 months
6/2	TLE Grant	0.012	2093	25.11	For all MSKs
6/2	TLM Grant	0.0010	258680	258.68	For all learners
6/2	Contingency	0.005	2093	10.46	For all MSKs
	Total			2757.80	

B. Supervision, Monitoring at the district level

Activity code	Activity	Unit cost (in lakh)	Physical target	Total Cost (in lakh)	Remarks
7/1	Academic Supervisors	0.025	100	30.00	1 per 15 MSKs
7/2	Travel cost of AS for monitoring the MSKs.	0.003 per month per head	100	3.60	
	Total			33.60	

C. Monitoring / Supervision at the State Level

Activity Code	Activities	Unit Cost (In Lakh)	Physical Target	Total Cost (In Lakh)	Remarks
All Activities	Honorarium to the Community Mobilizers	0.075	2	1.80	
	Travel Cost	0.005	2	0.12	
	Total			1.92	

D. Civil Works

Activity Code	Activities	Unit Cost (In Lakh)	Physical Target	Total Cost (In Lakh)	Remarks
6/16	Construction of MSK buildings	3.00	500	1500.00	
	Total			1500.00	

**Proposal on civil works & pedagogical interventions are also covered under different sections of this report.*

Coverage of specific groups of derived children: During the appraisal process, it was decided, through discussions that the state SSA need to propose interventions for coverage of following groups of children:

- ξ Children who are migrating with or without their families
- ξ Children working in small shops and dhabas
- ξ Children working in Brick Kilns and Rice Mills
- ξ Children of sex workers
- ξ Children in conflict with law and living in juvenile homes
- ξ Children working in small scale industries
- ξ Street children

Accordingly the state has proposed for coverage of the above mentions groups of deprived children under AIE interventions:

Category	Proposed coverage	Intervention	Costing
Migrating children	10000	AIE	@2000/child
Children in shops & dhabas	5000	AIE	@2000/child
Children in Brick Kilns & Rice Mills	7000	AIE	@2000/child
Children of Sex Workers	1000	AIE	@2000/child
Children in juvenile homes	500	AIE	@2000/child
Children working in small scale industries	8000	AIE	@2000/child
Street children	6000	AIE	@2000/child

It is to be noted here that the interventions mentioned above will be started on a pilot basis in selected districts. The state SSA is yet to provide a detailed strategy for the above mentioned interventions, hence it is suggested that further details are prepared & provided as soon as possible. The state SSA is also suggested to work towards upscaling the coverage of these groups of children in near future.

Recommendations:

- ξ It is recommended that the state take initiative to complete the household survey and conduct a detailed mapping exercise to identify the access less habitations.
- ξ The state SSA should take initiative to coordinate with NCLP at the state and district level so as to address the issues of coverage of working children effectively.
- ξ The state SSA should keep district and intervention wise data on enrolment/mainstreaming of out of school children through School Chalo Abhiyan.
- ξ It is recommended that identification of 'difficult to reach' children to be completed before July 2007.
- ξ Proposed interventions for 'difficult to reach' reach children should be started on pilot basis and detailed strategy paper on the interventions should be submitted by July 2007.
- ξ It is recommended that presently NGO run EGS centres at the primary level are to be continued and for the fresh proposals the scrutinizing process to be strengthened.
- ξ Proposal for NGO run upper primary level EGS is to be considered only after a detailed plan through household survey data and mapping of access less habitation is provided.
- ξ All other interventions as proposed by SSA West Bengal & Shishu Shiksha Mission for coverage of out of school children including SSKs, upgraded SSKs and MSKs are recommended for approval.
- ξ It is also strongly recommended that state SSA should start need based bridge courses. The presently run 6 months course would not address the need for never enrolled or long time drop out children, specially in the upper age group (9+ to 13+ years).

Urban Planning:

The state has not provided any planning on covering the deprived urban children (DUCs) except a one and half page note on Urban Planning and proposal for coverage of 13016 children in the year 2006-07. The district plans only mentions about DUCs in one lines as a challenge area. It was reported that UNICEF, along with district SSAs and NGOs prepared a plan on strategies to cover the DUCs but the reflection of the same has not been found either in state or district plans.

(f) Quality Improvement:

This section attempts to look at the different parameters related to quality improvement.

Curriculum Renewal:

The following table throws light on some basic information about curriculum renewal at both Primary and Upper primary level.

Information about Curriculum

Stage	Curriculum developed by	Year of Renewal	Whether Published	Available with Tr. Trainers	Available with Schools/ Trs	Based on Base (MLL /NCF /Independent)	Plans for further Renewal	To be renewed in
Primary	W.B.B.P.E	2003-04	Yes	Yes	Yes	CBTL based	Yes	Once in 4 yrs
Upper Primary	W.B.B.S.E	2004	Yes	Yes	Yes	CBTL based	Yet to be fixed	-

Source: PBRPSUS, West-Bengal 2006-07

It is observed that curricula both at primary and upper primary level were renewed recently and the curriculum documents are available with all teachers and teacher trainers.

The following table looks at the relevance of the curricula to different groups of children including CWSNs, tribals, etc.

Relevance of Curriculum

For Socially Disadvantaged Groups	For CWSN	For Tribals	For language Disadvantages	For minorities	For Girls	For Multigrade Situation	For UEE
a	b	a	b	a	a	b	b

Note: a - Fully relevant, b- Partially relevant

Source: PBRPSUS, West Bengal, 2006-07

It is observed that the curriculum documents pertain to the needs of socially disadvantaged groups, tribals, minorities and girls. But they struggle to fulfill the needs of children with special needs, children with language disadvantages, in multi-grade situations and challenges of UEE. The State may have to think for alternative strategies for devise suitable curriculum and textbooks for all groups of children.

Presently the State does not have any immediate plan for curriculum renewal both at Primary and Upper Primary level. It is good to note that the West Bengal Board of Madrasa Education follow the same curriculum. They have developed textbooks for teaching of Arabic language at the upper primary level.

Regarding the financial implications the State has intimated that the Board of Primary Education takes care of printing of textbooks from classes 1 to 5 with assistance from the Directorate of School Education. For the Upper Primary Curriculum renewal The Board of Secondary Education takes the responsibility with financial assistance from SSA. Other than the curriculum and textbooks the State also has developed a good number of workbooks, teachers' guides and other support materials which have been developed and printed by the SSA authorities.

Textbooks:

Textbooks play a crucial role in shaping the classroom practices and learning outcomes of children. The following table provides basic information about the textbooks for elementary level.

Information about Textbooks

Class	Textbooks developed by	Year of Renewal	Year of publication	Languages published in	No. of books	Colour - cover	Colour - inner	Base (MLL/NCF/...)	Plans For Renewal
Class I	W.B.B.P.E	2000		**	4	Yes	Yes	Yes	to be shortly started again
Class II	W.B.B.P.E	2001	2004	**	4	Yes	Yes	Yes	
Class III	W.B.B.P.E	2002	2004	**	5	Yes	Yes	Yes	
Class IV	W.B.B.P.E	2003	2004	**	5	Yes	Yes	Yes	
Class V	W.B.B.P.E	2004-05	2004	**	6	Yes	Yes	Yes	
Class VI	W.B.B.S.E	2004-05	2004	***	7	No	No	Yes	
Class VII	W.B.B.S.E	2004-05	2004	***	8	No	No	Yes	
Class VIII	W.B.B.S.E	2004-05	2004	***	8	No	No	Yes	

Source : W.B.B.P.E , W.B.B.S.E

* DLL = Desired Level of Learning

** = Bengali , Hindi , Nepali, Urdu, Santhali

*** = Bengali , English , Hindi , urdu, Nepali

It is observed that the State has revised all its textbooks in 2004 other than the Class I ones which were revised in 2000.

Along with the publication in time, textbooks as per the norms need to be distributed among children in the beginning of the academic session across the State so that children really benefit from them. It is good to note that the State distributes free textbooks to all its primary school children. The textbooks of both Primary and Upper Primary level were published by March and are distributed among children both in urban and rural areas by the end of May. This is a commendable achievement of the State as it distributes textbooks in the beginning of the academic session in May. Even the evaluation materials developed at the State level are circulated well in advance through district level centers (DPSC). It is good to note that the State is planning to improve the quality of printing of textbooks.

Distribution of textbooks

Textbooks published by	TBs published in the month of	Time of free distribution	Availability in Market		Textbook distribution	
			Urban	Rural	Date of initiation	Date of Completion
a) Director of School Education (Pry.)	By March	Textbook Day (10 th May)	Up to V free T.B supplied	Up to V free T.B supplied	10th May	Within May
b) W.B.B.P.E and Private Publishers	March	May	VI - VII available in the market in the controlled rate		1st May	Within May

Source: Annual Report, SED

For 2006-07, 10th May has been declared as the Textbook Day. The following steps have been taken to ensure distribution of textbooks properly on 10th May.

- 1) Distribution of books has been entrusted to CPCs of each CLRC who in turn call the head teachers at his/her office to receive the required number of books for distribution on 10th May.
- 2) The teachers would arrange a cultural programme at the school level along with parents, mothers, and Panchayat members to ensure distribution of books to all children enrolled in the school.
- 3) In the meantime enrolment drive has been taken at the grass root level and this will ensure 100% involvement of the out of school children of the concerned area. Keeping this in view the CPC will take stock of these children by 8th May, 2006 and provide extra number of books to the schools in time.

Other than the textbook, the State has published several other publications, which are elaborated in the following table.

Information about other publications

Stage	Materials for tribals	Materials for CWSN	Supplementary Readers	News-letter	Self Learning Materials	Guide books	Pre-Primary	Any Other
Primary	2	11	4	1	12	10	1	
Up. Primary		2	5	1	8	4		

Source: DPEP / SSA report

The State has developed a variety of teaching learning materials for different categories of children. This must be useful in improving the teaching learning practices in schools

Recommendation: In absence of information on actual unit costs of textbooks funds have been recommended @Rs. 150 per child. However, the State is advised to provide the actual cost of textbooks class wise.

Status of Schools:

In West Bengal the primary stage consists of classes I to IV (up to class V for J. Basic Schools) and the upper primary stage consists of class V to VIII. The following table indicates the number of schools in different categories.

Information About Schools

Stages	Govt.	Aided	Private	Total
Pre - Primary (ICDS)	53242	-	-	53242
Primary	49543	675	37	50255
Up. Primary	42	11230	168	11440

Source: PBRPSUS, West Bengal

In comparison to 53242 pre-primary schools and 50255 primary schools the State has a good number of upper primary schools whose number is 11440. Regarding the upper primary schools it has been observed that children after passing out from the class IV (end of the primary stage) struggle to get universal admission to the upper primary stage. Hence many children are reported to be continuing in the primary stage or they are forced to discontinue their studies. Other than this another implication is the status of classrooms in upper primary become over crowded in some pockets.

Status of Teachers:

The number of teachers in different categories is highlighted in the following table

Information about Number of Teachers

Stage	Regular	Para teachers	No. of trained teachers	% of trained teachers	% of untrained teachers
(ICDS) Pre-Primary	26026	0	26026	100%	0%
Primary	158001	1864	107222	70.17%	29.83%
Up. Primary	86041	15154	61233	77.05%	22.95%

Source: PBRPSUS, West Bengal

At the pre-primary stage all the teachers are trained. But at the primary and upper primary level a high number of teachers are professionally untrained. Nearly 30% (107222) teachers at the primary level and 23% (61233) teachers at the upper primary level need to be trained. This is a serious problem for the State. This is affecting the nature and process of the classroom practice at both primary and upper primary stages. The State needs to undertake training of these untrained teachers at an early date. The 60-day training programme under SSA is meant for these teachers and the State should strive to clear the backlog of untrained teachers on war footing.

Teacher Recruitment:

Progress: Keeping in view the high PTR in the State PABs had sanctioned 73,536 teachers for the State. The following table reflects the progress of teacher recruitment against the sanctions in PAB.

Recruitment of Teachers

Stage	Sanctioned in PAB 04-05		Recruited up to 2005-06		Honorarium		Selected By	Qualification /Professional trg
	Reg.	Para	Reg.	Para	Reg.	Para	State / Distt. / Community	
Primary	0	31032	0	7511	NA	1000	VEC/ Community	S.F or its equivalent
Up. Primary	0	42604	0	22822	NA	2000	School Managing Committee / Community	Graduate with relevant subject. B.Ed desirable
Total	0	73,536	0	30,333	NA	1000-2000		

Source: SSA, West Bengal 2006-07

Against the sanction of 31,032 primary school teachers only 7,511 teachers are recruited. Similarly at the upper primary level only 22,822 teachers out of the 42,504 teachers have been recruited. The overall progress in teacher recruitment has improved over the year with the High Court ban lifted in the State. However there still remains a gap. On this issue the State has indicated that it has planned to recruit a part of the sanctioned teachers as regular teachers. Till now the State has selected 10,344 primary teachers (nearly Rs. 6000 per month) and 14,201 upper primary teachers (nearly Rs. 9,500 per month). As per

the State, recruitment letter had already gone to these candidates and majority of these teachers had joined. The rest are expected to join right after the election.

Break up of regular teachers freshly recruited in the State

Sl No.	District	Additional Posts Sanctioned	
		Primary	Upper Primary
1.	Bankura	324	313
2.	Birbhum	500	369
3.	Cooch Behar	477	624
4.	Murshidabad	1000	1742
5.	South 24 Parganas	1024	1458
DPEP Phase-I Districts		3325	4506
6.	Dakshin Dinajpur	440	330
7.	Jalpaiguri	280	586
8.	Malda	950	784
9.	Purulia	400	504
10.	Uttar Dinajpur	1000	190
DPEP Phase-II Districts		3070	2394
Total of DPEP Districts		6395	6900
11.	Bardhaman	700	1272
12.	Hooghly	682	721
13.	Howrah	200	268
14.	Nadia	811	918
15.	North 24 Parganas	350	1257
16.	Paschim Medinipur	500	1257
17.	Purba Medinipur	300	939
18.	Siliguri	406	169
Total of Non-DPEP Districts		3949	7301
Grand Total / Overall		10344	14201

Source: SSA, West Bengal 2006-07

Regarding the rest of the teacher appointment the State has indicated that it would require around **16,000** teachers more for bringing the PTR down in tune to the SSA norms.

Pupil Teacher Ratio (PTR) of the State for both Primary and Upper Primary level has remained a point of discussion over several years. The following table reflects PTR at primary and upper primary level.

Pupil Teacher Ratio

Primary			Upper Primary		
Enrolment in Govt. School	Permanent teacher in Govt. school	PTR (Govt.)	Enrolment in Govt. School	Permanent teacher in Govt. school	PTR (Govt.)
7140683	158001	45.20%	5283775	86041	61.41%

Source: SSA, West Bengal 2006-07

The State is in the process of recruiting both regular and para teachers. The Election process has delayed the process a bit. Once these teachers will be in position the PTR will improve in a good way as indicated below.

Improvement in PTR after new teacher recruitment

Primary				Upper primary			
Enrolment in Govt. school	Permanent teacher in Govt. school	Para teacher engaged	PTR including Para teacher	Enrolment in Govt. school	Permanent teacher in Govt. school	Para teacher engaged	PTR including Para teacher
7140683	158001	7511	43.14	5283775	86041	22822	48.54

* After completion of recruitment of additional (10344 for primary & 14201 for Upper primary) regular teacher the PTR ratio will be 40.60 in case primary and 42.93 in upper primary

Source: SSA, West Bengal 2006-07

Teacher Education Institutions:

The State has a good number of private Teacher Education Institution for providing professional training to the Elementary Teachers. The following table indicates the overall profile of TEIs in the State.

Status of Teacher Education Institutions

Existing Institutions related to TE	Govt.	Aided	Pvt.	Total
DIETS/ETTLs	16	-	-	16
CTEs/eqvi pvt. structure	7(State), 1(Central)	6	16	30
IASEs	2	-	-	2
SCERT	1	-	-	1
Total	27	6	16	49

Source: SCERT, West Bengal, Kolkata.

A major problem lies with the Govt. TEIs. As per the data related to Teacher Education Scheme from the MHRD, 16 DIETs have already been sanctioned to the State in four phases. 5 DIETs (all through up gradation) were sanctioned in 1993, 8 DIETs (6 through up gradation and 2 as new ones) in 1997 and 3 DIETs (2 as upgraded ones and 1 as new ones) in 2000. Out of these 16 DIETs, 11 DIETs who would have played a pivotal role in teacher training (both in-service and pre-service) are yet to be functional. This has not improved over the year. The only development in this regard is the State's plan to change its 1 year JBT course into a 2 year course as per NCTE norms.

The State has been reporting consistently for several years that they would be functional soon. Extremely slow progress has hampered the progress of teacher training in the State. Similarly the poor status of the SCERT and absence of SIEMAT have been the other stumbling blocks to the academic planning and management in the State. PAB may like to discuss about this.

Teacher Training:

The overall progress of teacher training (both pre-service and in-service) in the State has been quite slow.

***20 days Teacher Training:**

The following table reflects some basic information about the teacher training in the State.

Plans for Training in 05 -06

Stage	Module for Teacher Trainers			Module for teachers			Duration of Trg. 05 -06			Whether published	Provided to Tr. Trainers/ Trs.	Touches Upon
	20d	30 d	60 d	20d	30d	60d	20d	30d	60d			
Primary	Yes	Being Prepared	Not Planned	Yes	Being Prepared	Not Planned	20 days	30 days	Not yet Planned	Yes	K.R.P training going on	Scholastic & non-scholastic
Up. Primary	Yes	Being Prepared	Not Planned	Yes	Being Prepared	Not Planned	20 days	30 days	Not yet Planned	Yes		

Source: SSA Report

The table indicates that the State has developed modules for in-service teacher training. But it has been observed that the State is yet to develop modules for the 30-days induction training and 60-days training for untrained teachers. This table reflects the progress of 20-days teacher training in the State.

Training of Primary Teachers

Subject	No. of teachers	Days of training	Trainee days
English	72263	4	289052
ILIP	7723	3	23169
School Health	51508	4	206032
Pedagogy	6263	5	31315
Syllabus	12639	2	25278
TLM	11497	3	34491
Extensive training on IED	10404	6	62424
Foundation course on IED issue	494	90	44460
Training on IED issues	70258	2	140516
Others	290	2	580
Grand Total of Trainee days			857317

Source: SSA, West Bengal 2006-07

Along with these certain districts have undertaken special training programmes on different themes of varying duration. They include: Murshidabad undertaking 2 days training on quality management mode for 120 teachers, Bardhaman training for 5 days on *Alchiki* scripts on Santhali language for 70 teachers, Howrah for 3 days on *Samanwita Shikshan Unnayane Uttaran*.

The following table reflects the types of training for upper primary level.

Training of Upper Primary Teachers

Subject	No. of teachers	Days of training	Trainee days
General sensitization	22165	3	66495
Orientation of Head Masters	12971	1	12971
Pedagogy	2498	3	7494
TLM	1312	3	3936
Role of Teachers in management committees	4120	3	12360
Life skill	3095	3	9285
Content areas	5628	4	22512
IED related issues	7470	2	14940
Grand total of training days			149993

Source: SSA, West Bengal 2006-07

Also the State trains the teachers of the Senior Madrasas for ILIP training. This is indicated in the following table.

Training of teachers of Senior Madrasas

Subject	No. of teachers	Days of training	Trainee days
ILIP	136	3	408

Source: SSA, West Bengal 2006-07

Similarly the State has indicated the training of persons for education of special children

Training of IED educators

No. of special educators	Days of training	Person days
404	4	1616
100	6	600
Grand total of person days		2216

Source: SSA, West Bengal 2006-07

On the whole the State has managed to achieve 68% of targeted training programmes. This is reflected in the following table.

Overall progress of in-service teacher training

Target as per PAB 05-06		Achievement		% of achievement	
Physical	Financial	Physical	Financial	Physical	Financial
148158x10 days= 1481580 person days	1037.10 lakhs	1009934 person days	706.91 lakhs	68.17	68.16

Note: 1009734 person days= 857317 Primary person days + 149993 Upper Primary person days + 408 Sr. Madrasa person days + 2216 Special educators

For 2006-07 the State has planned for 10-days refresher training for both primary and upper primary level. This year's proposals are narrated below.

In-service training for Primary Teachers

Sl. No.	Period	Themes	Training Days
1	June – August 2006	All teachers' trg. on <i>Samanwita Shikshan Unnayane Uttaran</i>	3
2	Sept – Oct 2006	IED	2
3	Nov. – December 2006	Development of TLM	2
4	Jan – February 2007	Physical Education	3
Total days			10
5	June – Aug 2006 (Residual trg. Of 2005-06)	English and Health	4

Source: SSA, West Bengal 2006-07

Similarly for the Upper Primary teachers the State has proposed the following break up.

In-service training for Upper Primary Teachers

Sl. No.	Period	Themes	Training Days
1	July – September 2006	Bengali, English, Math	3
2	July – September 2006	Physical Sc., Life Sc., History, Geog.	(for subject specific teachers)
3	Oct 2006	Development of TLM and its use	2
4	November 2006	Evaluation	2
5	December 2006	IED	2
6	January 2007	Gender issues	1
Total days			10

Source: SSA, West Bengal 2006-07

*30-days Teacher Training:

For the induction training of newly recruited teachers the State was supported for 85682 teachers for 30 days training. **But the State has not undertaken any induction training programme for such teachers although it has recruited some teachers, who are mostly para teachers.** The following table reflects this picture.

Progress of 30 Days Teacher Training (2004 - 05)

Stage	Teachers recruited		Duration of trg. (break up)	Content / Themes	Process	Trs. Trained	Percentage
	Regular	Para					
Primary	Not achieved						

Up. Primary	Not achieved
Total	Not achieved

Source: PBRPSUS, West Bengal

For 2006-07 the State has proposed to undertake induction training of 20 days duration. Details of the training programme are provided by the State in the following way.

Induction training of Primary Teachers

Sl. No.	Period	Themes	Training days
1	June –August 2006	All teachers' trg. on <i>Samanwita Shikshan Unnayane Uttaran</i>	3
2	June to August 2006	English	4
3	September 2006	Gender issues	2
4	Sept – October 2006	IED	2
5	Nov. – Dec 2006	Development of TLMs and use	2
6	Dec 06 – Jan 07	Evaluation	4
7	Jan – Feb 2007	Physical Education	3
Total days of training			20

Source: PBRPSUS, West Bengal 2006-07

Induction training of Upper Primary Teachers

Sl. No.	Period	Themes	Training days
1	June – July 2006	General awareness about SSA	4
2	July – Sept 2006	Bengali/ English/ Math	3
3	July – Sept 2006	Physical Science/ Life sc./ Hist/ Geog	
4	October 2006	Dev. Of TLMs and use	2
5	November 2006	Evaluation	2
6	December 2006	IED	2
7	January 2007	Gender issues	1
8	Aug 06 – Jan 07	Area specific & need based trg.	6 (3 + 3)
Total days of training			20

Source: PBRPSUS, West Bengal 2006-07

Along with this the State has planned for extensive training on co-scholastic areas like health and physical education (4 days), works based on direct experience (creative and productive work – 3 days), integrated scholastic subjects. This comes to a total of 12 days.

*60-days teacher training:

As discussed earlier West Bengal has a large number of untrained teachers at the primary and upper primary stages. 32.8% of the primary teachers and 18.3% of the upper primary teachers in the State are professionally untrained. But it is surprising to note that the State

has not undertaken any initiatives to clear the backlog of these untrained teachers. The following table is a reflection of this poor initiative.

Progress of 60 Days Teacher Training (2005 - 06)

Stages	Total untrained Teachers	Targeted for 2004-05	Duration of Training	Trained by	Break up	Teachers Trained
Primary			Not achieved			
Up. Primary			Not achieved			

Source: SSA report

Discussions with the State representatives revealed that the State is not prepared to undertake any serious intervention for clearing this backlog. The State has clarified that a good number of these untrained teachers are on the verge of retirement. Each year some of them retire and the number of untrained teachers keeps on reducing. But this is not a satisfactory answer to the large number of untrained elementary teachers. The State must strengthen its DIETs as soon as possible and undertake 60 days training programmes for the untrained teachers. Further untrained upper primary teachers may encouraged to join correspondence B.Ed course revised by IGNOU.

Majority of the Plans have not proposed any activity for training of the untrained teachers. It is mandatory to provide induction level training to the newly recruited para teachers before placing into them in service. This issue may be discussed with the state to get their view on the induction level training of 30 days to the newly recruited para teacher and its time frame.

Recommendation: The proposal of Rs. 3320.11 lakhs for teacher training recommended restricting the outlay for in-service training to 10 days.

Academic Resource Centres:

The academic resource groups at education circle/block (CLRC-in West Bengal) and cluster (CRC) level have a major role to play in quality improvement in own area.

***Circle Resource Centres (CLRC);**

The State has planned for its CLRCs in a different manner. It has established these Circle level academic resource centers in each of its Education Circles. The following table indicates the status of these Circle Level Resource Centres (CLRC).

Information about Circle Level Resource Centres

Total no. of circles	BRC/CLRC Sanctioned	CLRC functional	Building Attached / Independent	CLRCC recruited/ deputed	Background of CLRCCs	RTs at CLRC	CLRC mtgs. In 2005- 06	CLRCC School Visits in 2005 -06
707	707	707	Independent	Deputed	Govt. Officials	628	707x12 months	707x9months x5schools

Source: SSA report, 2006-07

Training Status of CLRC Resource Teachers

Functional CLRC	RTs at CLRC	CLRCs trained	Newly recruited RTs	To be trained after full recruitment during 2006-07
707	628	455	786	173+786=959 (628-455)

As per the data provided in some basic information (as on 1.4.2005) the State has 730 primary education circles. A look at the districts reveals that in each circle CLRCs have been established except in the Kolkata district that has 23 educational circles. No CLRCs have been established in Kolkata. Hence on the whole the State has 707 CLRCs against the 730 educational circles. It is good to note that all the CLRCs are functional. The coordinators at the CLRCs are deputed officials. Regarding the staffing structure at CLRC level it is reported that there are:

- 1 Coordinator (Sub-Inspector of Schools),
- 2 Resource Teachers (1-primary and 1-upper primary teacher),
- 15-17 teachers as part of Circle Resource Team of following combination
 - o (1 Working Headmaster and 1 Retd. Headmaster of upper primary school,
 - o 1 Working Headmaster and 1 Retd. Headmaster of primary school,.
 - o 2 working or Retired Teachers (one each from upper primary and primary as resource teacher)
 - o 4 from interested community members including guardian (50% female)
 - o Other experts from different subject background
- 1 KRP in community mobilization
- 2 Group 'C' staff (one permanent govt. employee, one from SSA)
- 2 Group 'D' staff (one permanent govt. employee, one from SSA)

However at the cluster level problems arise as only 1 coordinator is expected to monitor the schools with support from one member from VEC and all headmasters of primary and upper primary schools in the cluster. The headmaster or his representative-teacher from the upper primary school where the CRC is located acts as Coordinator of the CRC. Mostly the monitoring activities are taken care of by the CRC. For each CLRC and CRC there is calendar of activities to be followed. The Team feels that the shortage of personnel at the cluster level might be creating problems while extending regular support to the concerned schools and also in monitoring.

Role and functions of CLRCs:

The following roles and functions have been defined for the resource teachers of CLRC & CRC:

- 1) Intensive monitoring keeping in view the gradual development / change of school in the line of Total Quality Management.
- 2) Formation of Resource Group at the CLRC level and providing support to Cluster Resource Centre.
- 3) Capacity building of members of Village Education Committee and Ward Education Committee in the field of habitation planning, resource support to formal schools, quality monitoring both primary schools and alternative schooling centres etc.
- 4) Sharing workshop for beneficiaries and stakeholders mainly teachers and community leaders.
- 5) Holding of common activities like sports and games, evaluation, cultural programme, campaign, *Ma-o-Meye Mela* or *Sishu Mela*.

Training of CLRC/CRC personnel

No. of days training given to RTs of CLRC / CRC in 2005-06 (in addition to training as master trainers for teacher training)	No. of days training given RTs of CLRC / CRC in 2006-07
4 days	4 days

Source: W.B.B.P.E, West Bengal

As per the SSA norms each BRC can have 15-20 Resource Teachers (RTs) depending on the number of schools to undertake teacher training, school visits, and provide continuous academic support the concerned schools. **But in West Bengal the number of RTs at each CLRC seems to be very insignificant as only 628 RTs are reported to be working in 707 functional CLRCs. This might be creating a big gap while extending academic support to the schools in each area. The State might plan for enhancing the number of Resource Teachers at the CLRCs to enable them in extending continuous academic support to the schools in their area.**

***Cluster Resource Centers:**

Information about Cluster Resource Centres

Total No. of CLRCs	CRCs Sanctioned	CRCs functional	Building Attached / Independent	CRCCs recruited	Background of CRCs	RTs at CRC	CRC mtgs. In 2005-06	School Visits in 2005-06
707	4217	2063	Attached to high school building working independently	2063	Teachers	2063	Once a month	7 -8 times a year

Source: PBRPSUS, West Bengal

Training Status of Resource Teachers at CRC Level

Total No. of CRCs	Functional CRCs	RTs Trained	RTs to be trained during 2006-07	CRC to be made functional	RTs to be trained during 2006-07
4217	2063	1210	853	2154	853+2154=3007

It indicates that only 2063 (48.9%) CRCs are functional in the State. In the absence of 51.1% CRCs the links with schools on one hand and CLRCs and DIETs on the other hand seem to be very weak. This seems to be very weak. This seems to be a big problem at the school level. How can they be academically supported on a continuous basis in the absence of sufficient CRCs? The State must undertake immediate action to establish the rest of the CRCs and create better links with schools. Time frame of the appointment of all resource teachers and their placement at work should be indicated by the state during which all the CRC should be made functional.

Roles and functions of CRCs:

- a) Cluster Resource Schools are to be identified in each pilot cluster for initiating the activities of the Cluster Resource Centers. Wherever required, grants for construction of Additional Classroom are to be released to these identified schools for formation of the Cluster Resource Centers. Existing CRC, if at all developed, will be taken into consideration.
- b) Resource Teachers or Cluster Coordinators for these pilot CRCs are to be engaged on priority basis.
- c) Active members of the Circle Resource Team (CRT) are to be tagged with these CRCs for providing support to the CRC Coordinator and maintaining liaison with the CLRCs.
- d) All personnel attached to the pilot clusters are to be trained exhaustively on different components of SSA in the light of Total Quality Management, with special attention to education for the special focus group of children.

Recommendation: The State's proposal of funding the RPs of CLRCs and CRCs of DPEP I districts under SSA has not been recommended. Other grants are recommended as per norms restricting the amounts for DPEP II districts to be funded under DPEP. Hence total outlay recommended is Rs. 657.72 lakhs and Rs.1267.44 lakhs for CLRCs and CRCs respectively as proposed.

Academic Resource Groups:

The academic resource groups at different levels are expected to play crucial role in the planning and implementation of academic activities. The following table indicates the no. of members in the academic resource groups at different levels.

Status of Academic Resource Groups

Res. Groups	No. of Persons	Located at SCERT/SPO	Reps from	No. of mtgs held in 05-06	Focus in 2005-06	Major activities for 2006-07
SRG	35	SPO	List enclosed	4	Module prepared	Module preparation & Quality Monitoring
DRG	20	District	District level organisations & teachers	8	Training plan Monitoring / Resource development	Training, Plan, monitoring & Resource Development
CRT	15	CLRC	CPC literary works Teachers RT Inspectors	8	Sharing Workshop material development	Sharing Workshop, T.L.M development School visit, C.R.C support

CRCC & RT	12	Cluster	RT, CRC & HTs	12	Sharing Workshop material development	School Visit Sharing, School support
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Source: SSA Report

It is good to note that experienced people of good number from the different sources are part of the academic resource groups. Each district has DRGs for Pedagogy, Gender Intervention, Community Mobilisation and IED. These groups consist of nearly 40-50 personal hailing from teaching community, literacy volunteer, NGO personnel, social activists, parents and panchayat members. Each district has been instructed by the State to form District Quality Management Team (DQMT). For intensive monitoring and support system. Other than this each circle has Circle Resource Team (CRT) who are expected to perform their duties in the line of DQMT at the circle level. At the State level there are five State Resource Groups, namely, Pedagogy, Gender, Community Mobilisation, and Alternative Schooling, IED and Research. The State and district plans have explained the roles and functions of these resource groups at different levels. The number of meetings held at different levels and the type of activities planned and undertaken seems to be good.

Teachers in schools:

The following table indicates the status of schools basing on the number of teachers available in the schools.

Teachers in Primary Schools

Sl. No.	District	1 tr. School	2 tr. school	3 tr. School	4 tr. school
1	BANKURA	317	1563	942	408
2	BIRBHUM	91	732	638	490
3	KOCH BIHAR	11	126	871	596
4	MURSHIDABAD	13	437	1074	1142
5	SOUTH 24 PARGAN	678	1328	1039	483
6	DAKSHIN DINAJPUR	51	300	381	233
7	JALPAIGURI	66	366	702	462
8	MALDAH	15	521	762	358
9	PURULIYA	573	1774	424	159
10	UTTAR DINAJPUR	34	349	597	264
11	BARDHAMAN	57	1376	1080	757
12	DARJILING	152	232	143	106
13	HOWRAH	41	336	747	499
14	HOOGLI	124	917	941	589
15	KOLKATA	112	442	389	285
16	NADIA	59	467	792	668
17	NORTH 24 PARGANA	180	1038	1257	857
18	PASCHIM MEDINIPUR	392	2647	981	471
19	PURBA MEDINIPUR	45	2102	1214	467
20	SILIGURI	14	107	118	91
Total		3026	17162	15055	9389

Source: SSA, West Bengal 2006-07

It is a matter of concern that in spite of the SSA intervention the State has not managed to rationalize the teachers across districts. The above table indicates that still there are 3026 single teacher schools, 17162 two teacher schools, 15055 three teacher schools and only 9389 four teacher schools. As per the SSA norms the States are expected to undertake rationalization initiatives so that no schools remained single teacher school beyond September 2005. During interaction with the state and district authorities it was repeatedly seen as a major problem before the State. **The Appraisal Team would like to request the PAB to discuss about this issue and urge the State to recruit and rationalise teachers for improving the classroom situation in rural and interior areas. With out this basic preparation quality in learning seems to be a distant dream for the state.**

Status of classrooms:

The following table reflects the overall classrooms situation in the State. It is observed that a majority of schools in the State both a rural and urban areas have blackboards, TLMs for use and library books. But it is surprising to note that the State has no provision for children's blackboard, well depictions and mats in the classrooms.

Average Classroom Situation

Schools	Blackboard	Children's bb	Wall depictions	TLMs for use	Mats	Library Books	Any Other
Rural							
Primary	42456	N.A.	N.A.	42679	N.A.	23869	N.A.
Up. Primary	7096	N.A.	N.A.	7141	N.A.	5081	N.A.
Urban							
Primary	6611	N.A.	N.A.	6655	N.A.	2241	N.A.
Up. Primary	2291	N.A.	N.A.	2304	N.A.	1645	N.A.
Total	58454	N.A.	N.A.	58779	N.A.	32836	N.A.

Source: SSA Report & DISE

On the whole, it is observed that the State needs to try for improvement of classroom situation across the State.

Learners' Evaluation:

Learners Evaluation plays a crucial role in giving a direction to the learning environment, classroom practices and learning achievement of the children. The following table indicates the ongoing practices in the State with respect to learners' evaluation.

Learners' Evaluation

Non detention policy up to	Board exams at which class	Who Conducts	Exams in a year	How many time shared with Parents
Class IV	1) At the end of class II	W.B.B.P.E	Once	Sharing with parents both the time
	2) At the end of class IV	W.B.B.P.E	Once	

Source: PBRPSUS, West Bengal

Every child is formally evaluated externally at the end of Class II and IV. The whole school staff is shifted to another nearby school and the staff of the first school is shifted to

another school to conduct examination, scoring the papers and publishing the result in Language and Mathematics. After completion of the system the teachers come back to their respective school. Besides the external evaluation there exists the process of two tier internal evaluation. In the process all the learners are evaluated in each subject at the end of each unit instantly without any prior schedule (*tatkshnat*) and at the end of each term (*samayeek*) three times in a year and assigned a grade ranging from A to E recorded in a register. All the time the evaluated answer scripts are shared with parents.

At the end of a year the results are reported to parents in the form of a progress report which carries remarks in the form of 'grade' in scholastic subjects. In case of the co-scholastic subjects, though the grading of learners are not done very scientifically still the progress report carries 'grade' in favour of each learner. Annual summary information is reported to the district in the prescribed evaluation register. The results are evidently used to identify children who require remedial support which is offered through extra classes out of school hours and through the provision of an additional workbook, providing the child with the opportunity to go over missed ground. This system of evaluation needs more careful monitoring for the benefit of learners and parents. The analysis of the external test results at the end of Class II and IV need careful analysis which has not yet been done at the state level. It is most essential for planning remedial measures at the primary level. 33% of the cost of external evaluation is met by SSA office. Rest of the amount is taken care of by the department.

The results of the external evaluation exercise do not seem well publicized or used and clearly much more could be made of this in planning. It might be better for the State to record the learning progress of children not only with the scholastic subjects but also with co-scholastic components along with social & personal qualities more scientifically in real situations. It is better to report on the report card and also it might be shared with parents more frequently.

District level innovation: Through interaction the Team came to know that couple of districts like Nadia and Bardhaman (partially) are trying on their own to improve the use of learning achievement results. The State has state wide examinations at classes II and IV in language and mathematics. Results are available at the State office. But the results have not been analysed. On the other hand, Nadia has gone a step ahead. At the district level they analyse the examination results of classes II and IV and identify the weaknesses related to children's learning in language and mathematics. The result of each child is shared with the concerned parents, VECs and MTAs. Resource Teachers at the CLRC level develop remedial packages in the needed areas. Then they go for remedial teaching in the schools through several measures. It includes residential summer camps, in-class remediation, additional periods for children's learning enhancement in weak areas, etc. These remedial activities are promoted mostly in the end of the academic sessions and beginning of sessions. Bardhaman district authorities also have indicated that they are gearing up of similar initiatives for remedial support to the needing children.

The Team is certainly impressed by such district level initiative and would like to request the State authorities to look at such initiatives as examples. One major concern before the state is that the results of the classes II and IV examinations have not been analysed and

have not been shared with the district, block, cluster and school level authorities for 2 long years. Even if it is brought out now it may not have much value as the children of those days must have left the same classes long before. Hence the results can not be used for identifying the issues related to their learning and remediation. Hence the Team recommends that the State must look forward to Nadia like examples and try to promote similar initiatives in all districts for identifying learning issues and designing contextual remedial measures.

Learning Achievement:

The Team has referred to three major sources (DISE data, NCERT study at end of class V and ASER) for exploring the learning achievement of children in the state.

(a) *DISE data:* The following table reflects the findings of the DISE data for 3 years.

Learning Achievement as per DISE data

DISE reference Year	Class IV		Class VIII	
	Passed	Passed with >60%	Passed	Passed with >60%
2002-03	93%	37%	71%	15%
2003-04	94%	39%	73%	14%
2004-05	95%	41%	78%	16%
2005-06	NA	43.29%	NA	15.44%

Source: DISE 2002-03 and DISE 2003-04, 2005-06

In 2002-03 at the primary level 93% children passed out of class V. Out of these 37% children could manage to score more than 60% marks. In the subsequent year 39% children out of the 94% pass outs managed to score to satisfactory levels. At the upper primary level the situation seems to be very grim. In 2002-03, 71% children passed out, out of which only 15% children could manage to score more than 60% marks. In the subsequent year the performance of children has further gone down with only 14% children out of the 73% pass outs scoring more than 60% marks. This is a poor performance.

As per DISE 2004-05, at primary level 41% of the 95% pass outs scored more than 60% marks where as at the upper primary level only 16% of the children out of the 78% pass outs could score more than 60% marks. **This was point of discussion during the PAB 2005-06 when the State was asked to work on the issue of teacher recruitment, teacher rationalization, better classroom practices and improvement in the learning achievement to improve it further at least by a margin of 15% more. But the improvement is insignificant. This is a matter of serious concern and the PAB may like to discuss this again.** The State needs to undertake holistic pedagogical renewal initiatives to enhance the learning achievement of children both at primary and upper primary exit class level.

(b) *NCERT study:* The NCERT study on learning achievement of students at the end of class V reveals the following picture.

Findings of NCERT study on learning achievement

EVS	Difference	Mathematics	Difference	Language	Difference in
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M%	SD	in mean with national average	M%	SD	in mean with national average	M%	SD	mean with national average
58.65	20.68	8.35	60.11	21.94	13.60	70.67	15.31	12.10

Source: NCERT study

This table reflects a better picture. In all the subject areas the average score of the 4739 students of Jalpaiguri, Kolkata, Purulia and North 24 Parganas is above the national average for each subject. This is a good performance from the State's point of view.

(c) *ASER findings*: Other than the DISE data and NCERT study findings the Annual Status of Education Report (ASER) findings also have thrown light on the learning achievement of students in West Bengal. The following table indicates the performance of students in West Bengal.

Reflections from ASER study

Children	% Children who Cannot read ...		% Children who Cannot solve numerical written sums of ...	
	Level I*	Level **	Subtraction or Division	Division
Age : 7-14 All	22.1	48.5	21.8	51.3
Age : 7-10 All	29.5	62.9	29.0	67.5
Age : 11-14 All	8.7	22.4	9.0	22.1
Govt. : Std II-V	24.8	57.3	24.4	61.6
Pvt. : Std II-V	28.2	47.9	35.1	60.5
Govt. : Std VI-VIII	1.9	12.8	2.9	12.2
Pvt. : Std VI-VIII	2.4	27.6	8.0	41.7

* Level -1 : Ability to read a small paragraph with short sentences of std I level difficulty

** Level -2 : Ability to read a 'story' text with some long sentences of std 2 level difficulty

Subtraction : 2 digit subtraction with borrowing
Division : 3 digit divided by 1 digit

This table indicates that at the elementary level there are still 22% children who can not read even small paragraphs with short sentences of standard I level and 49% of children who can not read a 'story' text with some long sentences of standard II level. Similarly, in arithmetic 22% students were not able to do 2 digit subtraction with borrowing and 51% of the students were not able to divide 3 digit number by 1 digit. This is a matter of serious concern and the State needs to work on learning improvement strategies to ensure quality learning at class I and II so that the students manage to learn to satisfactory levels at these levels.

Support to Slow Learners:

We have already discussed about the low performance of the learners in the primary and upper primary exit classes. The following table attempts to look at the remedial mechanism of the State to support the slow learners in the State.

Support for Low Performers

Diagnosis mechanism	Remedial measures
Evaluation at the end of Class II	Activity based learning introduced
Midterm Assessment Survey (MAS)	Development of learning material other than T.B
Cohort study	Formation of MTA

Monitoring format used	Community campaign started
	Sharing of result
	Free text book mid- day meal

Source: PBRPSUS, West Bengal

It is observed that the State has undertaken several initiatives to promote remedial teaching for slow learners. The State's strategy for 10 days hands on training aims to train the teachers for identifying the slow learners in the classrooms develop, teaching learning materials and provide remedial support in different areas to the slow learners thereby improving their learning achievement to satisfactory levels. Other than this the ILIP also attempts to enrich the classroom practices in about 8 % of the schools of the State successfully. Presently it aims to increase the number and impact of ILIP.

Integrated Learning Improvement Programme (ILIP)

This programme was taken up during 2001-02 in DPEP districts. As reported by SSA it has been extended to all the districts of the State in 5005 primary schools including 102 senior madrasas under 499 circles. Altogether 1066189 students including 1058399 primary students and 7790 students from senior madrasas are covered under the ILIP programme. In ILIP programme 2731 VRPs (Volunteer Resource Person) have been engaged in single or double teacher schools. There are also several ILIP schools which have not been provided with VRPs. Altogether 7859 number of teachers including head of the institutions have been trained by 2005-06. The VRPs are supposed to act as facilitators of group based and self learning activities especially while identifying and taking care of slow learners. They also extend support to the teachers in maintaining discipline in classroom activities, liaison between school and community for reducing learners' absenteeism, assist both in scholastic and co-scholastic areas of teaching. They are mostly having the educational qualification of matriculation and are in-charge of learners of Class I. All the VRPs have been trained in two phases each of three days duration. The ILIP intervention has increased learners' attendance in language mathematics and environmental studies to the tune of 6.26%, 7.30% and 6.38% respectively over the non ILIP schools.

The philosophy of the ILIP as provided by SSA has been given below:

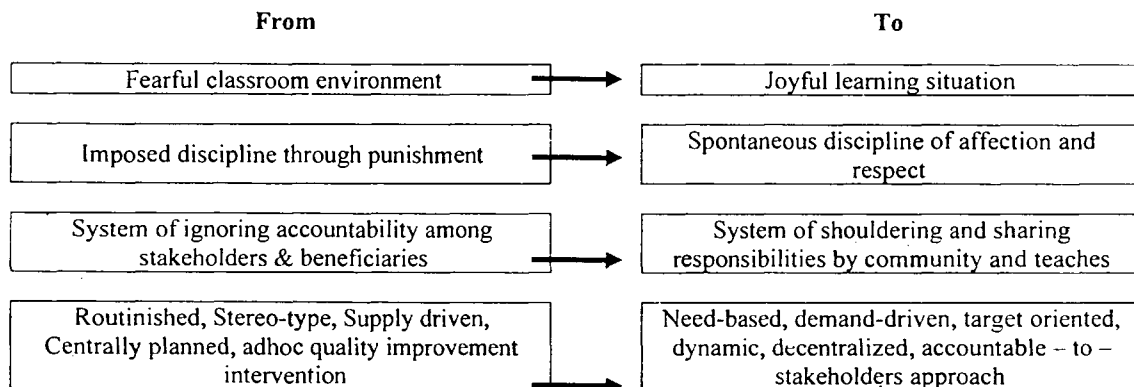
Philosophy

- ⊖ Facilitating Methods
 - ⊖ Small Group Learning (among learners)
 - ξ Peer learning
 - ξ Self learning
 - ⊖ Teacher facilitated activity based learning
 - ξ By use of graded TLMs
 - ⊖ Identification of slow learners and providing remedial measures
 - ξ Extra time
 - ξ Additional innovative TLM

Major shifts in ILIP Schools over the Non-ILIP Schools

All external teams visiting the State during JRMs and other studies have been impressed by the overall quality of the ILIP schools. PAB 2005-06 had indicated that there should be some

external evaluation of the ILIP programme before it is being considered for expansion. It is not clear if the State has promoted any external study of the same. However the State has highlighted the major shifts in learning process in the ILIP schools from the regular schools in the following manner.



The following table reflects the overall genesis of the ILIP schools since its beginning in the DPEP days. This shows that there has been a consistent enhancement in the number of schools under the programme from the FLIP to the ILIP.

Genesis of ILIP

Academic year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Name of the programme	FLIP	SLIP	ILIP	ILIP	ILIP	ILIP
No. of districts covered	01	06	13	16	20	20
No. of CLRC covered	02	57	423	434	487	499
No. of schools covered	25	435	3044	3852	4671	5005 *
Grades involved	II, & IV	I	I&II	I, II & III	I-IV	I-IV
No. of students	1250	26000	215329	301107	1058399	1066189
No. of teachers trained including Head of the institution	25	435	3479	7311	7532	7859

* last year the experience of ILIP programme extended to 102 SR. Madrasas

Present Plan beyond ILIP: This year the State has planned to expand the reach of the ILIP across the state in the name of *Samanwita Shikshan Unnayane Uttaran*. Through this the State plans to improve the quality of all the 50,000 odd primary schools of the state by providing the self-learning materials effectively used in the ILIP schools and also by providing just 3 days training to all concerned teachers on ILIP pedagogy. For the publication of the learning materials in large scale the State proposes to utilize the finances available through remedial teaching. Similarly a part of the in-service teacher training is aimed to be utilized for ILIP related pedagogical orientation of teachers. Through this the State aims to enhance the quality of classroom processes and thereby learning achievement.

The Appraisal Team although recommends for such an intervention, still finds such a plan to be ambitious as it feels that only 3 days orientation for the cause and

provision of some self learning worksheets may not be sufficient to change the classroom processes of all the primary schools in the state. Along with this the State needs to ensure the contextuality of the teaching learning materials, teacher readiness, regular academic support of CLRCs/ CRCs, learners' evaluation, analysis of examination results, remedial learning measures and learning assurance strategies simultaneously. With out such holistic preparations and multi-pronged interventions the targets may remain unfulfilled. The State needs to prepare for all these measures on priority basis before expanding the number of schools from 5000 odd to 50000 odd. PAB may like to discuss about his and guide the State.

Distribution of TLM Grant:

The following table indicates the mode of distribution of the TLM grant in the State.

Distribution of TLM Grant

Month of release of Grant	Any Trg. Given	Grants released after / before trg.	Mode of Payment	Who disbursed to teachers	Month of release	Follow up
Normally at the beginning of the financial year	Initially	Not related with any specific training	Through VEC / WEC	VEC / WEC	At the beginning of the financial year	Supervised by CPC & RT

Source: SSA report

It is good to note that the TLM grants are released at the beginning of the academic session itself and teachers have been trained for development and effective use of the TLM grants. As per the Plans recently the teachers have not been trained for the same. It is not clear whether the teachers have been trained for effective use of the TLM grant both at primary and upper primary level. The plans have indicated that the CPCs and RTs visit the schools and supervise the development and use of TLMs.

Quality Monitoring:

The following table indicates the monitoring mechanism of the State to assess the initiatives at different levels for quality improvement.

Monitoring Activities

Stages	Monitoring Body	Capacity building	What tools used	Feed Back
State	Pedagogy Cell	Pedagogy Cell	Work book /Worksheet	Ample Number of TLM developed
District	DQMT / DRG (Also DRFs for ILIP)	DQMT / DRG	Different Charts / Cards	Ample Number of TLM developed
Block / CLRC	RT /CRT /CPC	RT /CRT /CPC	Different Charts / Cards	Ample Number of TLM developed
Cluster / CRC	At the CRC level it needs further improvement			

Source: School visit reports

Except at the cluster level the State seems to have made planned interventions for quality monitoring at different levels. Similar preparations are needed at cluster level also. Presently the State has planned to use the Quality Monitoring tools propagated by NCERT.

Observations on Quality Improvement:

- ① The State's present plan to expand the Quality Improvement Programme across the State from 5000 odd ILIP schools to the *Samanwita Shikshan Unnayane Uttaran* programme in 50,000 primary schools seems to be a ambitious plan. The State needs to prepare for such a large scale programme in a holistic manner through systemic restructuring and strengthening, capacity building of teachers, and functionalisation of CLRCs/ CRCs to full potential.
- ② Quality Improvement in West Bengal has been a point of discussion in the PABs for some time. Some of the key parameters include high PTR both at primary and upper primary level, shortage of teachers, high percentage of untrained teachers both at primary and upper primary level, progress of teacher training under SSA, background of CRCCs, status of elementary teacher education institutions, DIET & SIEMAT, and poor learning achievement of the children. This year the State has reported to bring about a dramatic change in the PTRs both at primary and upper primary level. Promise for recruitment of teachers (both regular and para) in all vacant posts and teacher rationalization has been shown as the significant steps towards this improvement. But the appraisal team is not fully convinced and requests the PAB to explore this further. Hence it is expected that situation will improve further once the rest of the teachers are recruited in the State with proper rationalization.
- ③ The status of backlog of high number of untrained teachers still continuous as a problem with the State. But it is surprising to note that the State has not undertaken any training programme for clearing this backlog. The PAB may urge the State to initiate action in this regard and help it in improving the professional capability of the teachers both at primary and upper primary level.
- ④ The background of CLRCs has been a point of concern as it is reported that most of them are retired teachers. Of course it is questionable in a limited way whether these senior teachers are able to make frequent visits to their respective schools and extend them academic support to schools/teachers from time to time. It is also seen that the academic strength available at the cluster level is insufficient due to the shortage of resource persons. The number of resource teachers and school visits needs to be enhanced.
- ⑤ A good number of elementary Teacher Education Institutions (16 DIETs) have been sanctioned to the State in the 90s and early 2000. PABs have been discussing about the establishment and strengthening of these DIETs and the SCERT. But till now these DIETs and the SCERT are yet to be full fledged and operational up to expectation. For the teacher training the State has been relying on the State Board. The quality, range and impact of training have been major issues before the State for several years. This year the State has reported about the progress of teacher training in a manner that appears bit questionable. Till mid March 2005 the State kept on reporting that it had undertaken 6-10 days of refresher training both at primary and upper primary level for in-service teachers. Even in the State Plan the State had indicated a similar break up. But as a clarification to the Appraisal Team's observation the State has mentioned that it has undertaken 20-days of training for primary and upper primary regular teachers and 15-days of training for the

para teachers at both levels. This is highly contradictory and needs to be further explored. The PAB may like to discuss this.

- ② The learning achievement especially at the upper primary existing classes has been a point of concern for several years as it fluctuates between 14 and 16 percent. This is far away from the goals of SSA. The PAB may like to discuss this matter and urge the State like in the previous years to work on this in a more focused manner.

(h) Integrated Education for the Disabled Children:

Sl. NO.	Major subactivities	Performed in 2005- 06		Proposed for 2006- 07
		Target	Achievement	Target
1)	Identification through assessment and screening camps	To complete for all 341blocks	231 blocks	To Cover the rest 110 blocks & need based mopping up camps .
2)	Enrolment out of total assessed	To enroll all identified CWSN	Out of identified 66.25 % have been enrolled	To enroll the all cwsn those are identified but still not enrolled and would be identified .
3)	Aids and appliances distributed	30000 cwsn	18873	Rest 11127 of the pre identified cwsn and those would be identified in the current financial year.
4)	DLRO engagement	160 units	136 units	230 units.
5)	Teachers training on IED issues	84080	70258	135575
6)	Provision for ramp and handrail	20000 schools	10738 schools	25000 schools
7)	Multicategory orientation of Special educators on cross disability	500 RCI trained special educators (SE)	404 (SE)	600 Special Educators
8)	Ear mould laboratory and audiometry related orientation to the RCI trained rehab professionals	150 rehab professionals	95 rehab professionals	100 rehab professionals
9)	Training of inservice teacher on IED through foundation course	800 inservice teachers	431 inservice teachers	800 inservice teachers
10)	Promotion of Home based education	20000 CWSN	8143 CWSN	20000 CWSN
11)	Involvement of KRPF	3000 KRPF	2541 KRPF	4000 KRPF

12)	Training of ICDS workers	15000 Anganwadi		15000 Anganadi
13)	Text book in braille format	Was not included		Planned for this year for the all cwsn those who require this.

Recommendations:

- ξ There are 110 blocks in which the state has not done any identification for the disabled. It is recommended that the same to be completed within 1st quarter of 2006-07.
- ξ The enrollment process of identified CWSN has been up to 66.25%. It is recommended that all identified children be mainstreamed in formal schools are else they are to be served through home based interventions.
- ξ Only 50% teachers are covered under in service training of teachers on IED interventions. It is recommended that the same to be completed within 1st quarter of 2006-07.
- ξ All other interventions proposed are recommended as proposed.

(g) Innovation

i. **ECCE** : The state has proposed for 3-day workshop with KRPs and key district functionaries regarding the improvement of existing non formal pre school structure. It has also been proposed to arrange 2 days workshop with the concerned officials and functionaries in the state to develop a common monitoring system shared by the CPCs and ICDS supervisors with the purpose of strengthening pre school components of ICDS. Also one day workshop with district KRPs and ICDS functionaries on preparation of low/no cost TLM, organizing workshop on pre school data base, developing learning materials for the mothers of the pre school children are proposed.

ii) **Girls, SC/ST & Minority Education**: Apart from specific activities under NPEGEL scheme, the state has only proposed for taking a cluster specific approach to provide pedagogical inputs and starting common initiatives related to schools.

iii) **Computer Aided Learning**: As per the state proposal all districts will be covered under the continuing CAL programme which has been already launched in 7 districts in the previous year. The target for this year is to provide computers to at least 200 schools and orient at least 800 teachers towards smooth implementation of the programme at the district level.

Recommendations: All proposals under innovative schemes, as mentioned above, are recommended.

(h) Monitoring, Supervision Research and Evaluation:

Monitoring and Supervision

Implementation of DISE

The states plan have indicated that the implementation of DISE in primary and upper primary is done as per the procedure. Besides, the information related to SSKs and MSKs data are being collected in revised DISE format and use separately at the district and state level.

House Hold Survey and Child Tracking

The state proposed to conduct house hold survey during 2006-07. Besides, the child register which was initiated in the state in 2003 for all the habitation will continue upto 2010 by updating every year in a regular basis for tracking the out of school children in the state.

Analysis and dissemination of information and monitoring and capacity building

The above activities are conducted in a regular way involving the personnel of the district Inspectors (primary and secondary) in addition to the different groups at district, sub-district, CLRC and CRC level. The capacity building at the district level for the different functionaries like inspectors (AI&SI) ICDS personnel, self government functionaries were done in a regular basis on different issues.

Observation and Suggestion

In regard to the above particularly for survey work in West Bengal it is imperative that the state should have data base both at district and state level in order to have proper formulation of plans at the grass-root level mainly for the out of school children.

Progress overview:

The State Plans have indicated that district research cells have been established in all the districts with District Research & Study Coordinators in position. During the visit to the State the Team tried to take stock of the personnel in position. It has revealed that in some districts (6 out of 20 districts) there is no Research Coordinator in position. Hence, they have not been able to take up any research activity during the year. Few districts out of their own initiative have taken up district specific studies and have prepared reports. At the State level some specific research studies have been taken up and some of the districts have been asked to collect the required information for such research studies.

At the district level research has been undertaken in the following areas.

1. Study on school efficiency (Cohort study – 2005 - ongoing)
2. Assessment of learning achievement in SSKs
3. Micro level school based action research for educational development
4. School based action research on migratory children
5. School and community level action research
6. Study on achievement level of ILIP and non-ILIP schools -Birbhum
7. Study on achievement level of ILIP & non-ILIP schools –S. 24 Pargana

8. Evaluation of infrastructure of Primary schools
9. Socio economic status of people in Tea Garden areas
10. Critical analysis of result of diagnostic assessment tests
11. Study on the status of education in economically backward villages
12. Impact of utilization and development of TLM in quality improvement

Similarly at the state level the following research studies have been undertaken;

1. Study on school efficiency (Cohort – 2005 - ongoing)
2. Educational status of minority girls (ongoing)
3. Status of Madhyamik Shiksha Kendra
4. Cohort study on School efficiency at U P level (ongoing)

Also external agency such as Institute of Development Studies, Kolkata have conducted an assessment of in-service teacher training programme in 5 districts of West Bengal.

Action Research

Each district was requested to conduct action research study (at least two) at district level. Many of the districts initiated the study and submitted the report to the SPO. But only some of them could complete the assignment.

In regard to the conduct of the action research a hand book was prepared for the district coordinators at the state level through workshops. Accordingly, the training was conducted at the district and CLRC level by involving resourceful personnel

Capacity Building on Research

SCERT, West Bengal provided special emphasis on programme of capacity building for action research at the state and district level. Besides a capacity building on research methodology workshop was conducted at the state level involving Indian Statistical Institute, Kolkata and this was attended by all district coordinators, state coordinator and others those who are connected with the research programme. Besides some orientation programme was also organized at the state and district level as per the requirement of the districts.

Documentation and Dissemination

Every quarter there is a special meeting at state level for documentation and dissemination which was being attended by the coordinators both at district and state for sharing the experiences on research studies and major findings of research studies.

The State should try to consolidate the research findings of all the studies undertaken under SSA and try to analyse and plan for the future course of action. In West Bengal it is not clear if the State has attempted to analyse and consolidate the major findings of all the studies.

Proposals:

Although the broad areas of research studies will be finalised at the meeting of the state level research board with the involvement of eminent research scholar and in-charge of

monitoring institutes however the in view of the present implementation of SSA the state proposed to conduct the following studies:

- ξ Cohort study in SSKs (The alternative school at primary level)
- ξ Survey to assess the extent of private school enrolment at primary level.
- ξ To conduct study on transition pattern in between Primary and Upper Primary level at Upper Primary Level.
- ξ Study on Alternative Schools and West Bengal at Upper Primary Level (Evaluation of MSKs).
- ξ Learners Achievement at Upper Primary level over all the twenty educational districts.
- ξ Causes of high-grade repetition/ drop-outs (Both at Primary and Upper Primary Level).

Recommendation: The PAB approved for REMS in 2005-06 was Rs. 4.65 crore of which Rs. 2.13 crore had been utilized. Although a few research studies were taken up by the SPO/ DPOs, in 2005-06 a series of such studies specifically in this area of drop out, high repetition rate, low completion rate, contextually of material, quality of classroom transaction and poor learning achievement especially at the upper primary level is strongly recommended. To support the above studies, it would be recommended that the entire amount of Rs. 8.72 crore as proposed in the AWP&B 2006-07 be approved. To facilitate such activities it would be also suggested that the State Research Advisory Group be strengthened to play a more proactive role.

(i) For Urban deprived children:

It is good to note that the urban areas have been properly demarcated. But areas in habitat by urban poor have not been identified. Lack of identification of a nodal agency has been raised as a crucial issue but no majors have been suggested to address the same. School wise enrolment data is not complete. For upper primary enrolment of school other than Government and aided has not been given at all. (Holistic lack of accumulative and desegregated data on management wise schools and respective enrolment's makes it difficult to form a complete picture). No data on various categories of deprived urban children such as Child labourers, Migrant children, Children of construction workers, etc. has been given. Only estimates are provided. There is no mention of the inputs and processes in the planning process at habitation level, CRC & SDC.

Need for convergence has been highlighted. However no strategy has been proposed to achieve the same even though city level planning for SSA is being done in Kolkata for the last three years. Large number of issues with regard to access enrolment, community participation etc. have been raised. However the same have not been analysed adequately and have also not been linked with appropriate strategies. For example, it has been mentioned that large number of schools of Kolkata Municipal Corporation are run in rented buildings and the same are being closed because of the very high demand of rent by the landlords which KMC is unable to meet. However it has not been specified how the SSA authorities are handling this issue.

Progress:

395 *Sishu Sikshalaya Prakalpa* (SSP) were functioning in Kolkata covering 23426 deprived urban children who mostly belong to child labour/ street children. These centers were run through NGOs.

Proposals:

The State has not proposed for new SSPs for 2005-06. All existing centers will continue this year.

Status of upgraded MSKs has not been mentioned in the Plan documents. As per information received from the State out of 2122 approved MSKs 1260 were opened in two phases (2003-04 & 2004-05). In fact these centres were functioning as Upper primary EGS centers not like a regular school as planned by the State.

Recommendations:

On the whole, it is felt that the State needs to study the urban related issues more critically and explore appropriate strategies for pertaining to the educational needs of urban children, especially in the cities of Asansol and Kolkata.

(j) NPEGEL:**Status and Progress:**

An intensive intervention on Girls' Education as subcomponent of SSA has been launched in 57 Educationally Backward Blocks of the state. This programme has provisions for forming a Model Cluster School for Girls, life skills training, remedial coaching camps etc. to supplement the usual mode of activities on Girls' Education. It is functional at present in 11 districts. Namely – Bankura, Birbhum, Cooch Behar, South 24 Parganas, Jalpaiguri, Malda, Purulia, Uttar Dinajpur, North 24 Parganas, Paschim Medinipur, Siliguri.

In 2005-06, 996 clusters were sanctioned in 57 EBBs of 11 districts out of these 570 MCS and 426 other cluster were sanctioned. Out of 570 MCS sanctioned, funds have been placed in 547 MCS, construction of 204 MCS is completed, 285 are in progress & 58 are yet to start.

The state has indicated the following progress in 2005-06.

- ③723095 girl children of 9-14 yr. age group and 494357 girl children of 5-9 yr. of age group were enrolled in the NPEGEL blocks.
- ③337134 upper primary SC/ST and 235033 primary SC/ST girls were enrolled.
- ③570 clusters have received sports materials, library books and TLM grants during 2004-05 and 2005-06.
- ③Girls have been provided with joyful learning materials like books, sports equipments etc.
- ③Life Skill training module for girls has already been developed by State Project Office and distributed to all NPEGEL districts.
- ③Cluster Coordinator training module has also been developed by State Project Office and training process is also running at district/sub district level.
- ③154 RMV centers are running under NPEGEL blocks.

- ③ Bridge Course Centres will open very soon, data collection and compilation for out of school girls are going on at district level.
- ③ Only the baseline survey has been conducted to identify the area specific needs for different vocational trends and instructors for giving the training have been identified. Vocational training will start now in 2006-07.
- ③ 12777 primary teachers out of 19036 have been trained on gender sensitization.
- ③ Pilot basis Health check up programme for 32690 numbers of upper primary girls has already been initiated in 11 blocks of 9 districts. This programme is completed in 6 blocks with 12400 numbers of children covered.

Proposal for 2006-07:

The NPEGEL activities have been proposed for 59 Educational Backward Blocks covering 1064 clusters in 11 districts namely Bankura, Birbhum, Cooch Behar, South 24 Parganas, Jalpaiguri, Malda, Purulia, Uttar Dinajpur, North 24 Parganas, Paschim Medinipur and Siliguri.

The activities proposed for 2006-07 are:

- ③ Infrastructure facility in the cluster resource school to be given the first priority therefore, the phase wise selection of cluster and cluster resource school in 59 educationally backward blocks for construction is to be done.
- ③ The VEC/WEC and MTA at each primary school and MC and MTA at each upper primary school to be motivated towards their active participation in pursuing the excess, enrolment, retention and quality education of the girls' children belonging to SC/ST, minorities in these backward blocks.
- ③ Keeping the commitment of universal enrolment – School Chalo Karmasuchi will be taken up more than once a year with intensive screening and monitoring of child register as well as schools even in the selected backward clusters of these backward blocks. Retention also to be taken up besides enrolment drive.
- ③ Simultaneously the quality education to be emphasized by conducting special teachers training, intensification of remedial teaching learning process, continuous monitoring of performance graph of the school as well as the children enrolled etc.
- ③ Special teachers training on gender sensitization/cluster coordinators training to be organized.
- ③ Special package to be developed for over aged and never enrolled girls.
- ③ Uniforms and text books / library books may be provided free of cost.
- ③ Health check up programme to be strengthened at each primary and upper primary school twice a year in these clusters.

Recommendation:

According to 2001 census 58 EBBs are eligible under NPEGEL in 10 District namely Bankura, Birbhum, Cooch Behar, South 24 Parganas, Jalpaiguri, Malda, Purulia, Uttar Dinajpur, Paschim Medinipur and Siliguri. One EBB in North 24 Pargana district does not qualify according to 2001 census. The recurring grants of all the 1064 clusters proposed in AWP& B 2006-07 (including 16 clusters of one EBB in North 24 Pargana which was approved last year) is recommended. The state has proposed MCS for 535 clusters. But 7 clusters in North 24 Pargana district are not eligible for NPEGEL, so 528 MCS are recommended during the current year. Appraisal team strongly recommends

that recruitment of cluster coordinators for NPEGEL blocks must be completed soon to expedite the activities under NPEGEL.

(k) Kasturba Gandhi Balika Vidyalaya:

As reported by the state officials, 53 KGBVs were sanctioned in 2004-05 and 4 were sanctioned in 2005-06. But out of these 4 sanctioned last year, 3 were included in the prior sanctions of 53 and hence the total KGBVs approved stands at 54.

One vidyalaya was taken up by the State for KGBV in the district of Paschim Medinipur, in addition to the above GOI approved 54 KGBVs considering the need of the area for ST girls. Proposal for the same has been sent to GOI and the approval is awaited. This is the only KGBV which has been opened benefiting 206 girls.

(l) Involvement of NGOs

The state has involved number of NGOs at different levels for planning and implementation activities related to Inclusive Education, EGS/AIE, Urban deprived children and community participation.

In 2005-06, one GIAC meeting has taken place where 6 NGOs were approved for running EGS programme. All the six have started working in their area. Total number of GIAC approved NGOs in the state are 12, working in the area of EGS, AIE and Inclusive Education. Other NGOs are also involved in the activities, their area of assistance and number is given in the following table.

Table: Break up of NGOs in different areas

Area of Assistance	No. of NGOs
Inclusive Education	75
EGS centres (only in Kolkata under CLPOA)	63
EGS centres (12 GoI approved + 2 SPO approved)	14
EGS & AIE (For Deprived Urban Children)	2

Source: SSA, West Bengal 2006-07

Most of the NGO's are involved in alternative education system for the hardest to reach children. At present 743 EGS centres are run by NGOs in the state covering 33357 learners.

For Inclusive education at the State level, NGOs collaborate with the State (as State level Resource Organisation, i.e., SLRO) in planning & advise. At district and sub-district level they collaborate in the implementation of different activities as District level Resource organization (DLRO). DLROs provide resources support to CWSN at school as well as at

home. They also work in coordination with Key Resource Persons from the family (KRPF).

(m) Overall direction towards UEE:

A look at the activities undertaken by the State gives an indication that the State with its rich DPEP and SSA experience is moving ahead smoothly towards UEE. But in reality there are several problems which question the achievements and overall direction of the activities. Some of the key issues include the following.

1. The Plan documents have remained more or less the same in the last 3-4 years. They have been mostly norm driven. This implies that the State would not be able to address its serious problems related quality education, teacher orientation, school support mechanism, and enhancement of learning achievement at primary and upper primary exit classes. For addressing these critical issues the State needs to identify its issues through rigorous debates and discussions at different levels. Then only the State would be able to address the issues realistically. Presently most of the inputs seem to be given in pieces. There needs to be better holistic envisioning, preparedness and ownership at different levels for children's quality education.
2. The poor structure of the key academic institutions like SCERT, DIETs, SIEMAT etc. in spite of the Central support for their strengthening indicates that the State is yet to internalize the importance of these crucial bodies. Without these strong institutions the State might struggle to achieve the targets.
3. Learning achievement of the State has remained significantly low. PABs have repeatedly urged the State to work for qualitative improvement in classroom practices. But there has been no visible change in this. Rather there is a downfall in the learning achievement of children (a mere 16% pass outs with more than 60% marks at upper primary level).
4. Crowded classrooms with shortage of teachers have contributed significantly to the poor learning achievements. But the State is yet to take up suitable drives for teacher rationalization.
5. The poor status of academic resource centers have been consistently criticized by various missions and discussions. But the State is yet to strengthen its CLRCs and CRCs as per the requirement. It is bound to affect the school support mechanism in the State.
6. The progress of civil works activities has been slow and needs improvement.
7. The out of school children, their enrolment, quality education and mainstreaming strategies need to be better organized and have remained points of discussion.
8. Large number of CWSN remains to be covered through suitable mechanism.

Repeated discussions on these matters have not led to satisfactory progress yet. This implies that somewhere or other the State lacks a clarity regarding how to go about these or there is poor collaboration among the different bodies accountable for the programme or there is a shortage of initiatives in the right direction. This is a serious matter and proves that the State is yet to find the spirit and efforts to achieve the goals in time.

Observations: It is felt that there is a need for serious discussion between the State authorities and experienced people from Centre and other States to analyse the overall progress and find suitable mechanisms to revamp the initiatives so that the

State gears up in a desired manner and is enabled to expedite the progress. This seems to be high time for such preparations.

(n) Financial Outlay Recommended for Consideration of the PAB

Based on the detailed discussions made in the earlier chapters of the report and on the clarifications provided, the following outlay (in Rs Lakh) would be recommended for consideration of the Project Approval Board (PAB).

Figs. In Rs Lakh

Major Head	Proposed	Recommended
Total for SSA	162874.36	145913.82
NPEGEL	2433.09	2416.99
DPEP II	9476.91	6298.52
Grand Total	174784.36	154629.33

AWP & B for SSA and NPEGEL 2006-07

STATE : WEST BENGAL

Rs. in lakhs

Sl. No.	Activities	Unit Cost	Approved AWP & B 2005-06 including spill over		Achievement of 2005-06*		Spill Over for 2006-07*		Unit Cost	Proposed		Total AWP & B 2006-07		Spill Over for 2006-07*		Recommended		Total AWP & B 2006-07		Remarks						
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		Phy.	Fin.				
																							15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1 Circle Resource Centre																										
1.01	Remuneration of RTs	0.02000	1057	253.68	858	181.45		0.00	0.02000	1264	303.36	1264	303.36		0.00	1264	279.00	1264	279.00					9 mths for fresh RTs		
1.04	Furniture for CLRCs	1.00000	33	33.00	12	12.00		21.00	1.00000	282	201.05	282	222.05		21.00	282	201.05	282	222.05							
1.05	Contingency Grant to CLRC	0.12500	276	34.50	178	21.10		0.00	0.12500	563	70.38	563	70.38		0.00	563	70.38	563	70.38							
1.06	Meeting/ TA for CLRC	0.00500	276	16.56	129	6.57		0.00	0.00500	563	33.78	563	33.78		0.00	563	33.78	563	33.78							
1.07	TLM grant for CLRC	0.05000	276	13.80	129	6.25		0.00	0.05000	563	28.15	563	28.15		0.00	563	28.15	563	28.15							
	Sub Total			351.54		227.37		0	21.00			636.72			657.72			21.00			612.36			633.36		
2 Cluster Resource Center																										
2.01	Remuneration of RTs	0.02000	2725	654.00	938	158.73		0.00	0.02000	3691	885.84	3691	885.84			3691	720.36	3691	720.66						9 mths for fresh RTs	
2.03	Furniture for CRCs	0.10000	0	0.00	0	0.00		0.00	0.10000	1741	174.10	1741	174.10			1741	174.10	1741	174.10							
2.04	Contingency Grant to CRC	0.02500	3499	87.48	1455	30.04		0.00	0.02500	3517	87.93	3517	87.93			3517	87.93	3517	87.93							
2.05	Meeting/ TA for CRC	0.00200	3499	83.98	1048	19.93		0.00	0.00200	3517	84.41	3517	84.41			3517	84.41	3517	84.41							
2.06	TLM grant for CRC	0.01000	3499	34.99	777	13.85		0.00	0.01000	3517	35.17	3517	35.17			3517	35.17	3517	35.17							
	Sub Total			860.44		222.55		0	0.00			1267.44			1267.44						1102.26			1102.26		
3 Civil Works																										
3.01	CLRC	6.00000	12	72.00	10	16.00		56.00	6.00000	40	240.00	40	296.00		56.00	0	0.00	0	56.00							
3.02	CRC	2.00000	0	0.00	0	0.00		0.00	2.00000	1960	3899.00	1960	3899.00		0.00	1960	3920.00	1960	3920.00							
3.02	CLRC	2.00000	715	860.00	123	504.51		355.49	4.00000	320	1280.00	320	1635.49		355.49	288	1152.00	288	1507.49						Build less schis	
3.05	New School Building (Primary)	4.00000	215	860.00	123	504.51		355.49	4.00000	320	1280.00	320	1635.49		355.49	288	1152.00	288	1507.49						Build less schis	
3.09	Additional classroom	1.70000	13652	26453.85	13248	25395.57		1058.28	1.70000	31683	53861.10	31683	54919.38		1058.28	31683	53861.10	31683	54919.38							
3.10	Drinking Water	0.25000	2990	490.90	2966	349.54		141.36	0.16000	0	0.00	0	141.36		141.36	0	0.00	0	141.36							
3.11	Toilet facilities	0.35000	2196	953.30	2098	918.60		34.70	0.35000	0	0.00	0	34.70		34.70	0	0.00	0	34.70							
3.12	Boundary wall	0.50000	416	299.00	266	224.00		75.00	1.00000	8748	6930.46	8748	7005.46		75.00	0	0.00	0	75.00							
3.13	Minor Repair	0.25000	0	0.00	0	0.00		0.00	0.25000	1598	602.00	1598	602.00		0.00	0	0.00	0	0.00						Not as per norms	
3.14	Major repair	0.50000	0	0.00	0	0.00		0.00	0.50000	2325	1525.00	2325	1525.00		0.00	0	0.00	0	0.00						Not as per norms	
3.15	Construction of upgraded SSKs	3.00000	0	0.00	0	0.00		0.00	3.00000	3000	9000.00	3000	9000.00		0.00	3000	9000.00	3000	9000.00							
3.16	Construction of MSKs	3.00000	0	0.00	0	0.00		0.00	3.00000	500	1500.00	500	1500.00		0.00	500	1500.00	500	1500.00							
	Sub Total			29188.55		27408.22		1780.33				78837.56			80617.89			1780.33			69433.10			71213.43	Sum of 05-06 item-wise appvl does not add to PAB appvl	
4 Intervention for Out of School children																										
4.01/1	EGS (SSK)	0.00845	678012	5729.20	664043	2348.97		0.00	0.00845	805588	6807.22	805588	6807.22			805588	6807.22	805588	6807.22							
4.01/2	EGS (SSP)	0.00845	30545	258.11	29135	105.82		0.00	0.00845	55423	468.32	55423	468.32			55423	468.32	55423	468.32							
4.01/3	NGO run EGS (P)	0.00845	64983	549.11	23701	55.00		0.00	0.00845	65862	556.3	65862	556.53			65862	556.53	65862	556.53							
4.02	NGO run EGS (UP)	0.01200	50302	603.62	0	0.00		0.00	0.01200	93528	1122.34	93528	1122.34			0	0.00	0	0.00							
4.04	NR Bridge Course (P)	0.00845	129904	1097.69	59625	194.53		0.00	0.00845	132547	1120.02	132547	1120.02			132547	1120.02	132547	1120.02							
4.05	Remedial Teaching (P) *	0.00100	973507	973.51	586394	218.19		0.00	0.00100	3060332	3060.33	3060332	3060.33			500000	1500.00	500000	1500.00						@Rs 300 per child	
4.07	Rabindra Mukta Vidyalaya (RMV)	0.01200	91492	1097.90	24151	103.12		0.00	0.01200	120683	1448.20	120683	1448.20			120683	1448.20	120683	1448.20							
4.08	NR Bridge Course (UP)	0.01200	329189	3950.27	33256	83.21		0.00	0.01200	274123	3289.48	274123	3289.48			274123	3289.48	274123	3289.48							
4.09	Residential Bridge Courses	0.06800	0	0.00	0	0.00		0.00	0.06800	350	23.80	350	23.80			350	23.80	350	23.80						As a pilot	
4.1	Remedial Teaching (UP)	0.00100	2000	2.00	0	0.00		0.00	0.00100	2500	2.50	2500	2.50			2500	2.50	2500	2.50							
4.11	AIE intervention for difficult to reach chldrn	0.02000							0.02000	37500	750.00	37500	750.00			37500	750.00	37500	750.00							
	Sub Total			14261.40		3108.85		0	0.00			18648.74			18648.74						15966.07			15966.07		
5 Free Text Book																										
5.01	Free Text Book (P)	0.00150		0.00		0.00		0.00	0.00150		0.00		0.00				0.00		0.00							
5.02/1	Text Book Bank	0.10000	11440	1144.00	5063	635.44		0.00	0.10000	9518	951.80	9518	951.80			9518	951.80	9518	951.80							
5.02/2	Free Text Book (UP)	0.00150	2929772	4394.66	1713988	3032.08		0.00	0.00150	3111140	4666.71	3111140	4666.71			3111140	4666.71	3111140	4666.71							
	Sub Total			5538.66		3667.52		0	0.00			5618.51			5618.51						5618.51			5618.51		

AWP & B for SSA and NPEGEL 2006-07

STATE : WEST BENGAL

Rs. in lakhs

Sl. No.	Activities	Unit Cost	Approved AWP & B 2005-06 including spill over		Achievement of 2005-06*		Spill Over for 2006-07*		Proposed				Recommended				Remarks			
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Fresh Proposal 2006-07		Total AWP & B 2006-07		Spill Over for 2006-07*		Fresh Proposal 2006-07		Total AWP & B 2006-07		
										Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.		Fin.	Phy.	Fin.
1	2	3	4	5	6	7	13	14	12	15	16	17	18	19	20	21	22	23	24	25
6 Innovative Activities																				
6.01	Early Childhood Care and Education (ECCE)			154.00		78.80		0.00			125.24		125.24				125.24		125.24	
6.02	Girls' Education			213.70		104.19		0.00			299.21		299.21				299.21		299.21	
6.03	SC/ST			144.08		49.33		0.00			250.55		250.55				250.55		250.55	
6.04	Computer -Aided Learning			281.23		153.08		0.00			300.00		300.00				300.00		300.00	
	Sub Total			793.00		385.40		0.00			975.00		975.00				975.00		975.00	
7	Intervention for disabled children	0.00600	213747	1282.48	9617	625.97		0.00	0.01200	140699	1688.39	140699	1688.39			140699	1688.39	140699	1688.39	
8	Maintenance Grant	0.05000	40462	2023.10	36866	1826.84		0.00	0.05000	58673	2933.65	58673	2933.65			58673	2933.65	58673	2933.65	
9	Project Management			3793.41		1740.21		0.00			6043.94		6043.94				6043.94		6043.94	Item-wise details ?
10 Research and Evaluation																				
10.01	Research and Evaluation (P & UP)	0.00800	62652	448.60		206.48		0.00	0.01300	52283	767.09	52283	767.09				767.09		767.09	
10.02	Research & Evaluation (upgraded SSK)	0.00800	2038	16.30		6.68		0.00	0.01300	6000	78.00	6000	78.00				78.00		78.00	In line with the
10.03	Research & Evaluation (MSK)	0.00800	0	0.00		0.00		0.00	0.01300	2093	27.21	2093	27.21				27.21		27.21	suggestions made in
	Sub Total			464.90		213.16		0.00			872.30		872.30				872.30		872.30	the Appraisal Report
11 School Grant																				
11.01/1	School Grant (P)	0.02000	40720	814.40	39194	770.99		0.00	0.02000	40843	816.86	40843	816.86			40843	816.86	40843	816.86	
11.01/2	School Grant (Upgraded SSK)	0.02000	2606	52.12	2606	21.37		0.00	0.02000	6000	120.00	6000	120.00			6000	120.00	6000	120.00	
11.02/1	School Grant (UP)	0.02000	11440	228.80	9173	183.31		0.00	0.02000	11440	228.80	11440	228.80			11440	228.80	11440	228.80	
11.02/2	School Grant (MSK)	0.02000	2147	42.94	2147	17.61		0.00	0.02000	2093	41.86	2093	41.86			2093	41.86	2093	41.86	
11.02/2	School Grant (MSK)	0.02000	2147	42.94	2147	17.61		0.00	0.02000	2093	41.86	2093	41.86			2093	41.86	2093	41.86	
	Sub Total			56913		1138.26		53119			1207.52		1207.52				1207.52		1207.52	
12 Teachers Grant																				
12.01/1	Teachers' Grant (P)	0.00500	169809	849.05	113747	549.75		0.00	0.00500	178446	892.23	178446	892.23			178446	892.23	178446	892.23	
12.01/2	Teachers Grant (Upgraded SSK)	0.00500	8516	42.58	8516	17.46		0.00	0.00500	19112	95.56	19112	95.56			19112	95.56	19112	95.56	
12.02/1	Teachers Grant (UP)	0.00500	144519	722.60	52307	332.45		0.00	0.00500	141492	707.46	141492	707.46			141492	707.46	141492	707.46	
12.02/2	Teachers Grant (MSK)	0.00500	6790	33.95	6790	13.92		0.00	0.00500	7198	35.99	7198	35.99			7198	35.99	7198	35.99	
	Sub Total			329634		1648.17		181360			1731.24		1731.24				1731.24		1731.24	
13 & 14 Teachers Salary																				
Existing/Earlier approved																				
14.01	Salary of sahayikas of upgraded SSKs	0.01000	6000	720.00	10088	906.16		0.00	0.01	9435	1132.20	9435	1132.20			10088	1210.56	10088	1210.56	for 12 months
13.02/2	Salary of Samprasarak of MSKs	0.02500	6366	1909.80	4920	718.49		0.00	0.03	5105	1531.50	5105	1531.50			4920	1476.00	4920	1476.00	for 12 months
14.06	Salary of Primary teachers (para)	0.02000	1215	218.70	7511	465.45		0.00	0.02	25781	4640.58	25781	4640.58			7511	1351.98	7511	1351.98	for 12 months
14.05	Salary of Upper Primary teachers (para)	0.02000	15587	2805.66	22822	2853.98		0.00	0.03	37010	13323.60	37010	13323.60			22822	8215.92	22822	8215.92	for 12 months
13.07	VRP salary (new)		180	17.28	144	9.32		0.00	0.01	0	0.00	0	0.00			1868	179.33	1868	179.33	for 12 months
14.07	VRP salary (existing)	0.00800	1527	146.59	657	35.38		0.00	0.01	2525	242.40	2525	242.40			657	63.07	657	63.07	for 12 months
	Sub Total			35138.68		4988.78		0.00			34279.97		34279.97			47866	12496.86	47866	12496.86	
Fresh Proposal																				
13.01	Salary of sahayikas of upgraded SSKs	0.01000	0	0.00	0	0.00		0.00	0.01000	9677	1161.24	9677	1161.24			9677	870.93	9677	870.93	for 9 months
13.02/1	Salary of Mukhya Samprasarak of MSKs	0.15000	0	0.00	0	0.00		0.00	0.03000	2093	753.48	2093	753.48			2093	565.11	2093	565.11	for 9 months
13.02/2	Salary of Samprasarak of MSKs	0.02500	6366	1909.80	4920	718.49		0.00	0.02500	5105	1531.50	5105	1531.50			185	41.63	185	41.63	for 9 months
13.06	Salary of Primary teachers (regular)	0.08000	1086	731.79	0	0.00		0.00	0.06000	10344	7447.68	10344	7447.68			10344	5585.76	10344	5585.76	for 9 months
14.06	Salary of Primary teachers (para)	0.02000	1215	218.70	7511	465.45		0.00	0.01000	25781	4640.58	25781	4640.58			7511	1351.98	7511	1351.98	for 9 months
13.05	Salary of Upper Primary teachers (regular)	0.09	32006	25924.86	0	0.00		0.00	0.09500	14201	4047.29	14201	4047.29			14201	4047.29	14201	4047.29	for 3 months
14.03	Salary of Upper Primary teachers (para)	0.02000	15587	2805.66	22822	2853.98		0.00	0.03000	37010	13323.60	37010	13323.60			14188	3830.76	14188	3830.76	for 9 months
14.07	VRP salary (existing)	0.00800	1527	146.59	657	35.38		0.00	0.00800	2525	242.40	2525	242.40			144	10.37	144	10.37	for 9 months
	Sub Total			31737.40		4073.30		0.00			33147.77		33147.77			69102	17418.29	69102	17418.29	
	Total Teachers Salary (incl. SSA/MSK)										34279.97		34279.97			29915.15		29915.15		

AWP & B for SSA and NPEGEL 2006-07

STATE : WEST BENGAL

Rs. in lakhs

Sl. No.	Activities	Unit Cost	Approved AWP & B 2005-06 including spill over		Achievement of 2005-06*		Spill Over for 2006-07*		Unit Cost	Proposed				Recommended				Remarks		
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		2006-07		07		2006-07		07				
										Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.			
1	2	3	4	5	6	7	13	14	12	15	16	17	18	19	20	21	22	23	24	25
15	Teaching Learning Equipment																			
15.01	TLE (new primary)	0.10000		0.00		0.00		0.00	0.10000		0.00	0	0.00				0.00	0	0.00	
15.02	TLE (MSK)	0.50000	0	0.00	0	0.00		0.00	0.50000	2093	1046.50	2093	1046.50			2093	1046.50	2093	1046.50	
15.03	TLE (u. pry schls not covered under OBB)	0.50000	997	498.50	360	180.00		318.50	0.50000	2953	1476.50	2953	1795.00			2953	1476.50	2953	1476.50	
	Sub Total			498.50		180.00		318.50			2523.00		2841.50				2523.00		2523.00	
16	Teachers' Training																			
16.01	In-service tchrs' trg (P)	0.00700	84080	588.56	37105	143.59		0.00	0.00700	123663	865.64	123663	865.64			123663	865.64	123663	865.64	for 10 days
16.02	Newly recruited tchrs' trg (P)	0.02100	54399	1142.38	14577	211.70		0.00	0.01400	54783	766.96	54783	766.96			54783	766.96	54783	766.96	for 20 days
16.03	Refresher courses for untrnd tchrs (P)	0.04200	36276	1523.59	2490	20.37		0.00		0	0.00	0	0.00			0	0.00	0	0.00	
16.04	In-service tchrs' trg (UP)	0.00700	64078	448.55	34456	105.44		0.00	0.00700	82697	578.88	82697	578.88			82697	578.88	82697	578.88	for 10 days
16.05	Newly recruited tchrs' trg (UP)	0.02100	29241	614.06	1714	12.00		0.00	0.01400	52878	740.29	52878	740.29			52878	740.29	52878	740.29	for 20 days
16.06	Refresher courses for untrnd tchrs (UP)	0.04200	19591	822.82	0	0.00		0.00		0	0.00	0	0.00			0	0.00	0	0.00	
16.07	In-service tchrs' trg (upgraded SSK)	0.01400	0	0.00	0	0.00		0.00	0.01400	19112	267.57	19112	267.57			19112	267.57	19112	267.57	
16.08	Newly recruited tchrs' trg (Upgraded SSK)	0.02100	1912	40.15	1912	16.46		0.00		0	0.00	0	0.00			0	0.00	0	0.00	
16.09	Refresher courses for untrnd tchrs (Upgraded SSK)	0.04200	10088	423.70	10088	173.72		0.00		0	0.00	0	0.00			0	0.00	0	0.00	
16.10	In-service tchrs' trg (MSK)	0.01400	0	0.00	0	0.00		0.00	0.01400	7198	100.77	7198	100.77			7198	100.77	7198	100.77	
16.11	Newly recruited tchrs' trg (MSK)	0.02100	130	2.73	130	1.12		0.00		0	0.00	0	0.00			0	0.00	0	0.00	
16.12	Refresher courses for untrnd tchrs (MSK)	0.04200	4790	201.18	4790	82.48		0.00		0	0.00	0	0.00			0	0.00	0	0.00	
	Sub Total			5807.72		766.88		0.00			3320.11		3320.11				3320.11	0	3320.11	
	Sub Total			5807.72		766.88		0.00			3320.11		3320.11				3320.11	0	3320.11	
17	Community Mobilisation																			
17.01	Community leaders training (P)	0.00060	243094	145.86	179735	107.84		0.00	0.00060	245206	147.12	245206	147.12			244088	146.45	244088	146.45	Calculation error
17.02	Community leaders training (UP)	0.00060	22788	13.67	14651	8.78		0.00	0.00060	22880	13.73	22880	13.73			22880	13.73	22880	13.73	
17.03	Community leaders trg (Upgraded SSK)	0.00060	5941	3.56	5941	1.46		0.00	0.00060	11790	7.07	11790	7.07			12000	7.20	12000	7.20	
17.04	Community leaders training (MSK)	0.00060	4700	2.82	4700	1.16		0.00	0.00060	4186	2.51	4186	2.51			4186	2.51	4186	2.51	
	Sub Total			165.91		119.24		0.00			170.44		170.44				169.89		169.89	
	Grand Total			99553.45		46472.36		2119.83			160754.53		162874.36				144112.49		145913.82	
	NPEGEL																			
1	Provision of an additional classroom	2.0000	0	604.29	0	296.00		308.29	2.0000	535	1070.00		1378.29		308.29	528	1056.00	528	1364.29	-1 blk of N. 24 Pgs
2	Teaching Learning Equipment, Library, Sports, Vocational Training etc.	0.3000	0	171.00	0	74.70		96.30	0.3000	535	160.50		256.80		96.30	528	158.40	528	254.70	
3	Grant to resource school for maintenance / training engagement of part time instruction	0.1000	996	99.60	0	38.82		0.00	0.2000	1064	212.80		212.80		0.00	1064	212.80	1064	212.80	
4	Teachers' training for gender sensitisation.	0.0200	996	19.92	0	6.61		0.00	0.0400	1064	42.56		42.56		0.00	1064	42.56	1064	42.56	
5	Student evaluation, remedial teaching, bridge course, alternative schools etc.	0.1000	996	99.60	0	42.37		0.00	0.2000	1064	212.80		212.80		0.00	1064	212.80	1064	212.80	
6	Short term training for the children through open school.	0.0200	996	19.92	0	4.30		0.00	0.1100	1064	117.04		117.04		0.00	1064	117.04	1064	117.04	
7	Setting up ECCE Centre	0.0500	996	49.80	0	12.50		0.00	0.0000		0.00		0.00		0.00	0.00	0	0.00		
8	Awards to schools / teachers in kind.	0.0500	996	49.80	0	17.61		0.00	0.0500	1064	53.20		53.20		0.00	1064	53.20	1064	53.20	
	Sub- Total			1113.93		492.91		404.59			1868.90		2273.49		404.59		1868.90		2257.39	
9	Community mobilisation at cluster level	0.0200	996	19.92	0	9.49		0.00	0.1500	1064	159.60		159.60		0.00	1064	159.60		159.60	
	Sub Total			19.92		9.49		0.00			159.60		159.60				159.60		159.60	
	Grand Total			1133.85		502.40		404.59			2028.50		2433.09		404.59		2028.50		2416.99	

STATE SUMMARY : WEST BENGAL : DPEP PHASE - II

Rs. in lakhs

Sl. No.	Activities	Approved AWP & B 2005-06 including spill over	Expenditure during 2005-06*	Balance	Proposed			Recommended			Remarks
					Spill Over for 2006-07	Fresh Proposal 2006-07	Total AWP & B 2006-07	Spill Over for 2006-07	Fresh Proposal 2006-07	Total AWP & B 2006-07	
1	2	3	4	5	6	7	8	9	10	11	12
1	Project Management	341.27	181.56	159.71	0.00	285.80	285.80		233.87	233.87	For Puru, avg of othr distts
2	Community Mobilisation	299.29	66.22	233.07	0.00	439.74	439.74		439.74	439.74	
3	Civil Works	106.00	0.00	106.00	106.00	3020.45	3126.46	0.00	0.00	0.00	33% exhausted by 2005
4	Alternative Schooling	2705.77	1850.44	855.33	0.00	2139.77	2139.77		2139.77	2139.77	
5	Pedagogy	1816.65	1280.77	535.88	0.00	2438.52	2438.52		2438.52	2438.52	
6	Early Childhood Care and Education (ECCE)	1027.84	45.89	981.95	0.00	109.96	109.96		109.96	109.96	
7	Girls' Education	87.63	32.85	54.78	0.00	168.62	168.62		168.62	168.62	
8	Integrated Education for the disabled	391.30	202.26	189.04	0.00	478.10	478.10		478.10	478.10	
9	Evaluation, Monitoring and Management Information System	260.53	98.42	162.11	0.00	264.94	264.94		264.94	264.94	
10	Innovation	25.00	0.00	25.00	0.00	25.01	25.01		25.01	25.01	
	Total	7061.29	3758.41	3302.88	106.00	9370.91	9476.91		6298.52	6298.52	