

SARVA SIKSHA ABHIJAN,
BURDWAN
Perspective Plan (UPE)

C O N T E N T S

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CHAPTER - I

BURDWAN : A PROFILE

The district of Burdwan, one of the western districts of the Burdwan Division, is situated between 22 56' and 23 53' North Latitude and between 86 48' and 88 25' East Longitude. The name Bardhamana in the vernacular is corruption of the Sanskrit Vardhamana and implies 'increasing' or 'prosperous'.

The district lies mainly between the rivers, Ajoy, the Bhagirathi or Hooghly and the Damodar. It is bounded on the North by the Santhal Parganas, Birbhum and Murshidabad, on the East by Nadia, on the South by Hooghly, Midnapore & Bankura, and on the West by Purulia.

From the regional point of view, the Burdwan district with its varied ten tonic elements and revere features, is a transitional zone between the Bihar plateau which institutes a position of peninsula shield in the west and the Ganga-Brahmaputra alluvial plain in the north and east.

The district is covered with alluvium soil except in the western part of the district where Gondwana rocks are exposed. As a result, a marked distinction is noticed in the habits of livelihood of the population. Whereas the western part is rich with coal mines and different industrial houses, other parts are green with intensive cultivation.

By the reasons of its position and natural advantages, Burdwan from the earliest times has been the seat of a settled cultivation.

No doubt, Burdwan is one of the rich districts in our country, but its problems are also enormous. The district has abundant natural resources, but on the other hand, it is a child our district also and burdened with a sizeable number of temporary migratory people in all the seasons throughout the year.

The district passed through different kings and rulers who have left behind some of their arts and culture. The city & the district of Burdwan have in store several historic relics dating back to the Mughal era and previous periods. The architecture of the old Temples & Mosques is also significant. Additionally of considerable attraction are the district's flora & fauna along with its rivers. There are places in the district which boast of links to stalwarts in the fields of Art, Literature & History like Kaji Nazrul Islam, Kashiram Das, Rashbehari Ghosh and others.

Burdwan is a district which is unique in its variety. Linguistic heterogeneity is one of the mark_w features of the district. Burdwan, a miniature form of the great India, with its unity in diversity, is progressing towards a bright tomorrow.

GENERAL SCENARIO OF THE DISTRICT

Sub-Div	Area (sq kms)	No. of Panchayet Samities	No. of Municipalities	No. of Villages	No. of Towns	No. of Educational Circles	No. of Gram Sansads	No. of GPs	No. of Wards
Asansol	8395	04	01 (Corp) 03 (MP)	284	32	08	413	35	128
Durgapur	988	05	01 (Corp)	232	12	05	744	36	43
Burdwan 1	1701	06	02 (MP)	515	02	13	862	56	51
Burdwan 2	1429	06	01 (MP)	640	01	12	939	58	16
Kalna	997	05	01 (MP)	530	01	09	808	47	18
Katwa	1060	05	02 (MP)	368	03	08	682	46	33
	7024	31	11	2569	51	55	4448	277	289

Farming Land	:- 792744 hecets
Agricultural land	:- 464494 hecets
Forest Land	:- 31000 hecets
Temperature	:- (Max-36 degree, Min-5 degree)
Average Rainfall	:- 1400 MM
Total Irrigation :-	:- Kharif –3.5 lakh hecets; :- Rabi summer – 3.29 lakh hecets)

Population (Census 2001, Primary Report) :- Male – 3599624; Female – 3317021; Total-6916645

Zilla Parishad Charitable Dispensary –22, ZP Dak & Inspection Bungalow – 09

- Other (under ZP) :-
- i) Samannaya Prokalpa (Orgram) –01,
 - ii) Vocational Training Centre for disabled persons (Orgram) –01,
 - iii) Kalna Destitute Childrens' Home – 01,
 - iv) 'Sanskriti' – Auditorium with community centre, Burdwan – 01

Social Welfare Homes (Govt. Aided)

- i) Santiniketan Welfare Homes for boys (I/C-175)
- ii) Hindu Mission Boys Welfare for boys (I/C-275)
- iii) Rajbandh Boys Home for boys - (I/C-275)

Others (Education & Culture)

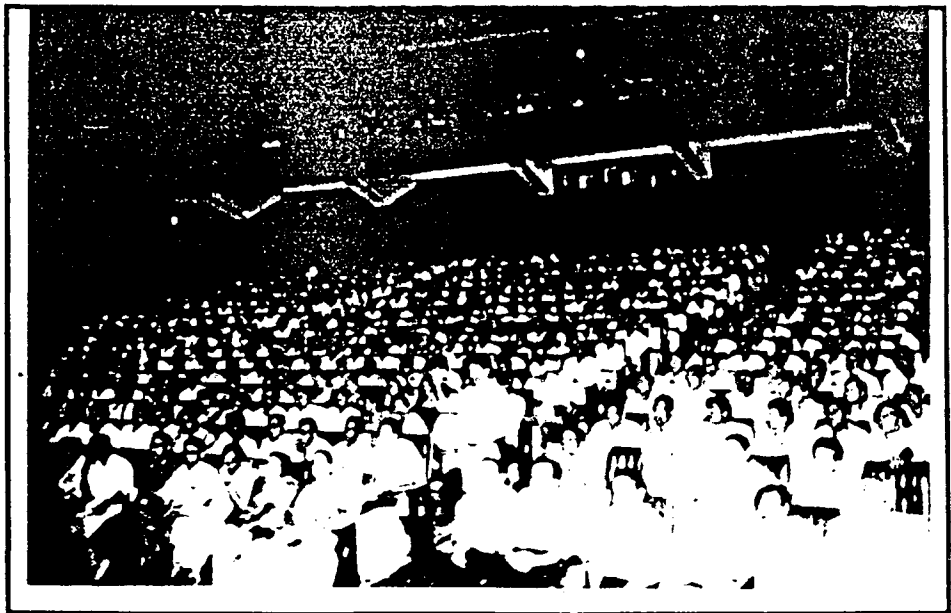
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|------|-------------------------------------|------|
| i. | University | -01 |
| ii. | Degree Colleges | - 28 |
| iii. | Medical College | - 01 |
| iv. | Science Museum | - 01 |
| v. | Planetarium | - 01 |
| vi. | Engineering College | - 05 |
| vii. | Primary teachers Training Institute | - 06 |

Welfare Centres for the handicapped

- i) Dr. S.N. Mukherjee school for children – (I/C-100)
- ii) Institute for the hearing handicapped – (I/C – 79)
- iii) Baidyapur Bikash Bharati, Academic recognised (I/C-45)
welfare centre for the hjanidapped
- iv) Burdwan Blind Academy - (I/C-36), Baranilpur
- v) 'Swayambhar' School for the Mentally Aided - (I/C-40)
Retarded children, Gargarhat



Sri Nirupam Sen, Hon'ble MIS, Industry, Public Undertakings, Industrial Reconstruction, Planning and Development, Govt. of West Bengal addressing the people at Sanskriti Loko-Mancha, Burdwan. Hon'ble Savadhipati, Z.P. Burirdwar President, WBBPE, Chairman, DPSC, Burdwan and other dignitaries are : at the dias.



Sensitization programme of Panchayet/Municipal functionaries and Govt. officials on SSA



Group activities on Planning and orientation.



Sensatization of the Head Teachers for Institutional Planning.
Chairman, DPSC is addressing the gathering.



Orientation of guardians/parents of the children of special focus groups :



Assembly of PTA, MTA, NGOs and other organisations.

CHAPTER-II

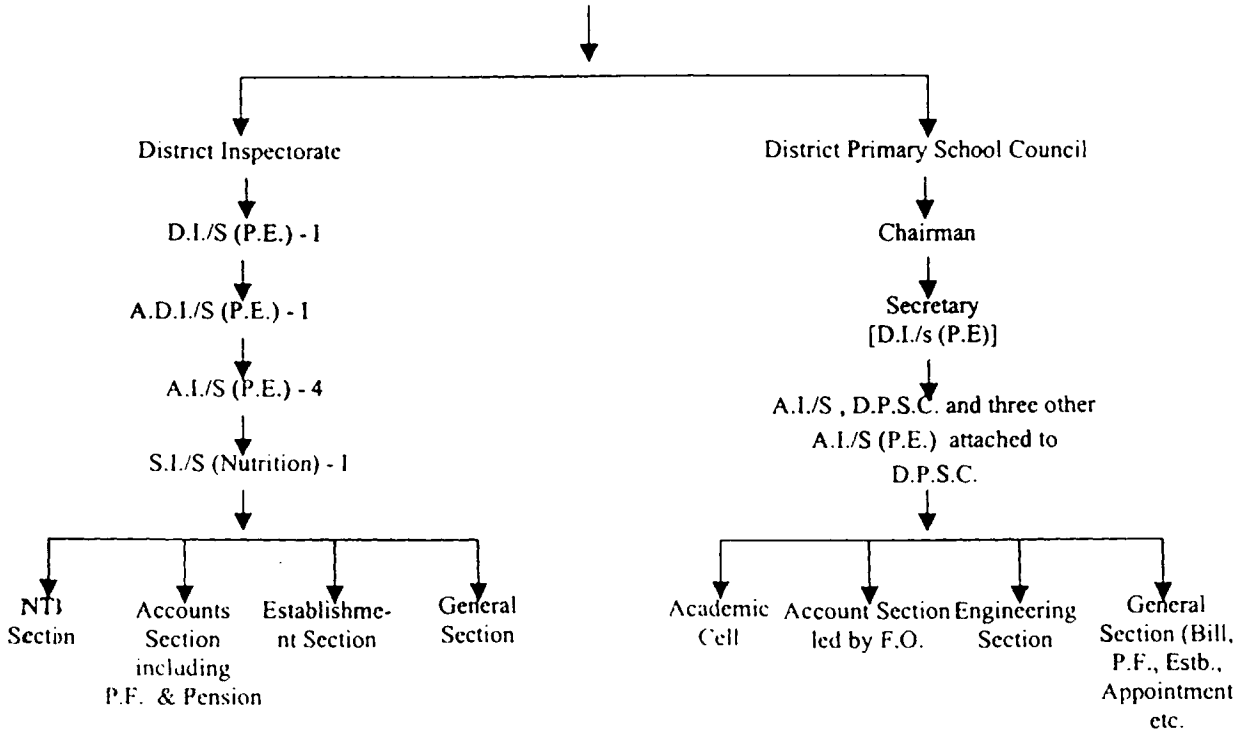
EDUCATIONAL SCENARIO

THERE ARE TWO SEPARATE AGENCIES IN THE EXISTING PRIMARY EDUCATION MANAGEMENT AT THE DISTRICT LEVEL

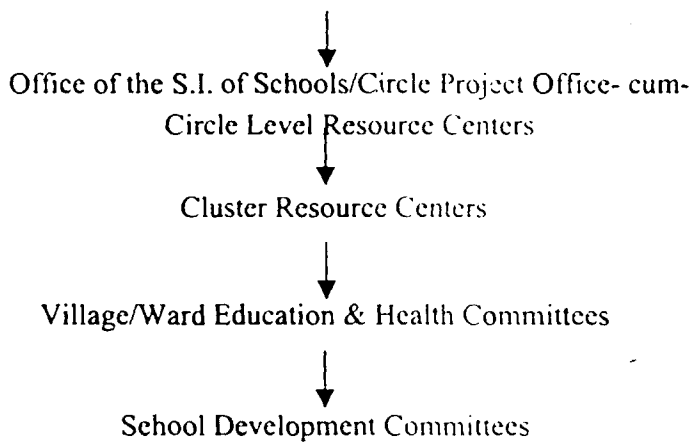
- A) District Inspectorate under Directorate of School Education, WB and Department of School Education, Govt. of West Bengal. District Inspector of Schools (P.E.) is the overall in charge of this District Inspectorate. Asstt. Inspectors of Schools at the District Level (four are attached to the office of the D. I. Of Schools and four others, attached to D.P.S.C. Burdwan). 55 Sub-Inspector of Schools in 55 Circles have been working in the field of primary education both in academic and administration areas.
- B) District Primary School Council – D.P.S.C., Burdwan has been recently constituted and it has taken over charges in the month Feb. 2001. The council is an autonomous body with a Chairman being appointed by the Government to look after the entire gamut of primary education in the district. There are four Asstt. Inspectors Schools (one especially for DPSC being deputed by the Directorate against a newly created post) attached to DPSC for assisting all types of works of the Council. To look after the financial matters, there is a Finance Officer, being deputed by the department of Finance, Govt. of West Bengal.

PRIMARY EDUCATION IN THE DISTRICT

(Formal Management)



BLOCK / CIRCLE LEVEL



Circle Information (CLRC/CPO)

Sl. No.	Circle	HQ.	Schools				Teachers			Enrolment			Single Teacher school	Block/Municipality	Remarks
			B	H	U	Total	M	F	Total	B	G	Total			
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]	
1	Asansol	Mupl. Market Complex	66	19	14	99	236	220	456	10006	10086	20092		Asansol Municipal Corporation	
2	Barabani	Domohari Bazar	76	3		79	193	60	253	5249	4616	9865	1	Barabani Block	
3	Chittaranjan	St. No. 32, Qr. No. 26/C	59	8		67	93	185	278	5843	5165	11008		Salanpur Block	
4	Kulti	Sitarampur	55	13	11	79	181	170	351	4908	8480	13388		Kulti Municipal + Kulti Block	
5	Raniganj	Girapara	55	16	9	80	276	96	372	4092	8434	12526		Raniganj Municipality + Panchayet Samity	
6	Hirapur	Mupl. Market Complex	61	25	8	94	247	221	468	9393	9489	18882		Asansol Corporation	
7	Jamuria-I	Jamuriahat	55	7	4	66	232	46	278	6916	6157	13073		Jamurian Municipality	
8	Jamuria-II	Bahaderpur	40	2	1	43	133	39	172	3697	3407	7104	1	Jamuria Block	1 school Oriya Need
9	Ukhra	Ukhra	79	6	3	88	323	90	413	11066	9335	20401		Andal Block	
10	Durgapur	Sidhu-Kanu Stadium	87	11	2	100	266	363	629	13775	12752	26527		Durgapur Municipal Corporation	
11	Durgapur(N)	Landotha	59	3	1	63	206	37	243	5363	4849	10212	1	Durgapur Faridpur Panchayet Samity	
12	Kanksa	Panagarh Bazar	106	3		109	298	89	387	7967	7068	15035	2	Kanksa Block	
13	Budbud	Budbud	49	4		53	155	44	199	3834	3570	7404		Galsi-I Block	
14	Katwa East	Katwa	84			84	265	42	307	6822	6324	13146		Katwa-II Block	
15	Katwa West	Katwa	76			76	237	79	316	6669	6373	13042	1	Katwa Municipality + Katwa-I Block	
16	Ketugram	Gangatikuri	84			84	234	42	276	6506	5869	12375		Ketugram II Block	
17	Ketugram(N)	Kandra	97			97	329	15	344	6727	9046	15773		Ketugram-I Block	
18	Dainhat	Dainhat	73			73	220	33	253	5617	5257	10874		Dainhat Block	
19	Mongolkote-I	Kasemnagar	65			65	170	9	179	3220	2970	6190		Mongolkote Block	
20	Mongolkote-II	Kaichar	54			54	199	16	215	4593	4380	8973		Mongolkote Block	
21	Mongolkote-III	Natunhat	56			56	220	8	228	5232	4920	10152	1	Mongolkote Block	
22	Kalna East	Kalna	79			79	240	116	356	9719	8772	18491		Kalna Municipality+Kalna-I Block	
23	Kalna North	Khalispur	65			65	225	31	256	5820	5569	11389	1	Kalna II Block	
			107			107	332	55	387	10828	9858	20686		Kalna II Block	

Scheduled Caste Students as on 30/9/2000 of the District

Block	Circle	Class-I			Class-II			Class-III			Class-IV			Class-V			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Barabani	Barabani	454	484	938	495	525	1020	382	324	706	440	327	767	92	61	153	1663	1721	3384
Jamuria	Jamuria-I	165	145	310	133	178	311	139	139	278	125	104	229	35	13	48	597	579	1176
	Jamuria-II	362	366	728	481	604	1085	292	247	539	326	245	571	50	34	84	1511	1496	3007
Raniganj	Raniganj	521	457	978	566	533	1099	468	406	874	397	348	745	111	69	180	2063	1813	3876
Salanpur	Chittaranjan	541	474	1015	464	481	945	400	393	793	498	436	934	266	252	518	2169	2036	4205
Ausgram-I	Aus-I	447	425	872	303	292	595	289	228	517	259	201	460	45	27	72	1343	1173	2516
	Aus-II	422	449	871	307	272	579	235	183	418	219	161	380	39	25	64	1222	1090	2312
Ausgram-II	Gush-I	362	310	672	513	500	1013	282	208	490	369	335	704	2		2	1528	1353	2881
	Gush-II	478	398	876	486	469	955	389	324	713	405	372	777	9	7	16	1767	1570	3337
Bhatar	Bhatar	1075	1077	2152	589	537	1126	533	408	941	455	359	814	12	14	26	2664	2395	5059
	Burdwan(W)	661	643	1304	615	578	1193	372	357	729	434	284	718	51	45	96	2133	1907	4040
Burdwan-I	Sadar(N)	321	334	655	209	195	404	232	189	421	240	175	415	13	13	26	1015	906	1921
	Sadar(W)	767	701	1468	644	621	1265	630	619	1249	680	652	1332	14	12	26	2735	2605	5340
Burdwan-II	Sadar(E)	645	658	1303	564	575	1139	453	496	949	570	457	1027	283	276	559	2515	2462	4977
	Sadar(N)	191	185	376	137	120	257	134	99	233	152	136	288			0	614	540	1154
	Satga(W)	190	178	368	142	144	286	134	132	266	158	107	265	38	18	56	662	608	1270
Galsi-II	Galsi	878	920	1798	723	717	1440	544	425	969	544	363	907	11	3	14	2700	2172	4872
	Galsi(W)	195	216	411	315	270	585	160	123	283	149	95	244	114	71	185	933	1043	1976
Jamalpur	Jamalpur	896	924	1820	426	728	1154	592	539	1131	618	515	1133	62	56	118	2594	2342	4936
	Jamal(E)	708	677	1385	754	760	1514	665	556	1221	548	495	1043	50	22	72	2725	2530	5255
Khandoghosh	Khanda-I	752	676	1428	531	478	1009	441	393	834	377	328	705	22	8	30	2123	2050	4173
	Khanda-II	807	648	1455	521	762	1283	359	281	640	335	240	575	5	2	7	2027	2021	4048
Memari-I	Kalanaba	743	659	1402	778	735	1513	614	564	1178	772	623	1395	115	67	182	3022	2265	5287
	Memari	594	535	1129	440	452	892	422	378	800	393	346	739	20	17	37	1869	2005	3874
Memari-II	Satgachia	200	101	301	180	85	265	170	70	240	150	45	195	5	4	9	705	606	1311
	Satga(W)	269	303	572	313	277	590	252	159	411	327	256	583	20	16	36	1181	800	1981
Raina-I	Raina-I	679	594	1273	496	510	1006	405	352	757	351	325	676	21	25	46	1952	1737	3689
	Raina-II	394	384	778	401	407	808	398	378	776	235	355	590	23	7	30	1451	1501	2952
Raina-II	Raina-III	394	381	775	607	555	1162	420	362	782	439	420	859			0	1860	1653	3513
	Raina-IV	360	362	722	380	313	693	330	261	591	245	246	491			0	1315	1356	2671
Andal	Ukhra	429	339	768	457	368	825	409	342	751	331	322	653			0	1626	1295	2921
Dur-Faridpur	Durga(N)	623	632	1255	598	585	1183	522	493	1015	494	408	902	50	34	84	2287	2066	4353
Galsi-I	Galsi(W)	492	456	948	934	808	1742	470	369	839	448	296	744	342	211	553	2686	2252	4938
	Budbud	501	481	982	492	444	936	397	367	764	455	434	889	74	59	133	1919	1647	3566
Kanksa	Kanksa	1114	1134	2248	1190	1120	2310	729	655	1384	878	636	1514	240	231	471	4151	3574	7725
Pandaveswar	Ukhra	338	281	619	328	279	607	392	263	655	311	278	589			0	1369	1459	2828
Kalna-I	Kalna(E)	667	616	1283	700	655	1355	498	453	951	475	482	957	68	87	155	2408	2089	4497
	Kalna(N)	628	712	1340	516	509	1025	366	297	663	352	284	636	12	9	21	1874	1811	3685
Kalna-II	Kalna(S)	1037	937	1974	1375	1275	2650	748	691	1439	764	565	1329	643	566	1209	4567	4034	8601
Monteswar	Mont-I	524	524	1048	300	288	588	245	211	456	192	134	326			0	1261	1157	2418

Scheduled Tribe Students as on 30/9/2000 of the District

Block	Circle	Class-I			Class-II			Class-III			Class-IV			Class-V			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Barabani	Barabani	223	199	422	215	177	392	147	130	277	227	156	383	26	23	49	838	685	1523
Jamuria	Jamuria-I	76	61	137	56	41	97	38	20	58	42	23	65			0	212	145	357
	Jamuria-II	83	76	159	124	117	241	84	68	152	88	48	136	19	3	22	398	312	710
Ranigarj	Ranigarj	176	194	370	172	190	362	143	98	241	111	76	187	11	9	20	613	567	1180
Salanpur	Chittaranjan	258	273	531	225	210	435	197	142	339	233	190	423	116	115	231	1029	930	1959
Ausgram-I	Aus-I	198	171	369	146	119	265	128	90	218	105	84	189	6	2	8	583	466	1049
	Aus-II	144	144	288	149	94	243	71	44	115	70	37	107	9	1	10	443	320	763
Ausgram-II	Gush-I	246	217	463	257	227	484	156	123	279	173	106	279	9	8	17	841	681	1522
	Gush-II	139	137	276	190	162	352	105	70	175	95	57	152			0	529	426	955
Bhatar	Bhatar	170	221	391	87	65	152	48	32	80	34	30	64	1	4	5	340	352	692
	Burdwan(W)	380	390	770	338	252	590	210	158	368	194	109	303	21	3	24	1143	912	2055
Burdwan-I	Sadar(N)	74	74	148	49	37	86	52	33	85	39	28	67			0	214	172	386
	Sadar(W)	225	214	439	141	119	260	121	110	231	112	114	226	5		5	604	557	1161
Burdwan-II	Sadar(E)	233	252	485	203	188	391	127	138	265	165	130	295	89	54	143	817	762	1579
	Sadar(N)	26	22	48	27	13	40	18	8	26	22	9	31			0	93	52	145
	Satga(W)	58	46	104	71	62	133	48	49	97	81	45	126	22	8	30	280	174	454
Galsi-II	Galsi	197	232	429	185	151	336	109	70	179	87	43	130			0	578	498	1076
	Galsi(W)	18	20	38	34	42	76	20	16	36	14	12	26	9	8	17	95	129	224
Jamalpur	Jamalpur	423	468	891	324	347	671	296	227	523	267	216	483	50	32	82	1360	1086	2446
	Jamal(E)	282	241	523	331	334	665	281	295	576	259	200	459	39	17	56	1192	1103	2295
Khandoghosh	Khanda-I	30	32	62	45	44	89	37	39	76	23	16	39			0	135	315	450
	Khanda-II	55	56	111	39	40	79	64	38	102	20	12	32	4	3	7	182	153	335
Memari-I	Kalanaba	231	198	429	293	303	596	229	200	429	265	217	482	59	23	82	1077	736	1813
	Memari	325	314	639	234	214	448	210	194	404	214	155	369	8	6	14	991	945	1936
Memari-II	Satgachia	80	100	180	60	50	110	50	40	90	30	15	45	5		5	225	345	570
	Satga(W)	206	178	384	177	161	338	141	147	288	230	171	401	16	6	22	770	507	1277
Raina-I	Raina-I	99	94	193	85	87	172	62	68	130	43	39	82	4	3	7	293	423	716
	Raina-II	63	82	145	98	94	192	75	52	127	84	65	149			0	320	267	587
Raina-II	Raina-III	43	14	57	51	52	103	18	14	32	30	20	50			0	142	145	287
	Raina-IV	55	53	108	70	61	131	43	53	96	54	43	97			0	222	187	409
Andal	Ukhra	346	260	606	358	292	650	388	298	686	270	233	503			0	1362	893	2255
Dur-Fandpur	Durga(N)	136	122	258	151	130	281	111	63	174	83	68	151	8	8	16	489	556	1045
Galsi-I	Galsi(W)	115	122	237	101	125	226	58	50	108	42	36	78	26	25	51	342	390	732
	Budbud	36	25	61	38	26	64	26	20	46	28	16	44			0	128	107	235
Kanksa	Kanksa	362	310	672	330	255	585	182	128	310	167	92	259	18	12	30	1059	721	1780
Pandaveswar	Ukhra	283	241	524	289	243	532	227	189	416	167	141	308			0	967	765	1732
Kalna-I	Kalna(E)	107	151	258	203	17	220	106	90	196	110	38	148	1	2	3	534	401	935
	Kalna(N)	387	354	741	270	239	509	210	181	391	145	146	291	8	4	12	1316	924	2240
Kalna-II	Kalna(S)	568	531	1099	819	756	1575	419	376	795	383	349	732	304	254	558	2189	2266	4455
				67	18	15	33	10	10	20	8	4	12			0	74	58	132

	Mont-II	24	33	57	13	9	22	9	4	13	6	1	7			0	53	47	100
	Mont-III	99	81	180	86	53	139	49	39	88	53	23	76	1	1	2	288	197	485
Purbasthali-I	Purbas	34	33	67	28	28	56	9	15	24	14	13	27	1	1	2	85	90	175
	Purbas(S)	147	126	273	68	76	144	66	35	101	74	47	121			0	356	284	640
Purbasthali II	Purbas	63	68	131	44	39	83	31	37	68	21	24	45	1	1	2	159	169	328
	Purbas(N)	81	70	151	17	9	26	8	1	9	23	6	29			0	129	86	215
Katwa-I	Katea(W)	43	47	90	27	33	60	13	20	33	19	10	29			0	102	110	212
	Dainhat			0			0			0			0			0	5	0	5
Katwa-II	Katwa(E)	26	26	52	3	2	5	9	4	13	2	2	4	5		5	43	34	77
Ketugram-I	Ket(W)	7	5	12	11	5	16	2	3	5	3	6	9	3	3	6	23	22	45
Ketugram-II	Ketug	6	6	12	10	9	19	9	8	17	6	5	11			0	31	28	59
Mongalkote	Mong-I	132	116	248	67	59	126	65	23	88	33	21	54			0	297	219	516
	Mong-II	16	24	40	14	21	35	11	7	18	7	9	16			0	48	61	109
	Mong-III	10	20	30	8	8	16	8	14	22	11	7	18			0	941	49	990
	Rural	7882	7573	15455	7449	6502	13951	5354	4381	9735	5086	3763	8849	904	639	1543	27579	22858	50437
Asansol-MC	Asansol	299	239	538	171	149	320	148	116	264	116	92	208	8	16	24	742	612	1354
	Hirapur	125	140	265	114	101	215	103	83	186	104	74	178	10		10	456	398	854
Jamuria-M	Jamuria-I	219	190	409	223	145	368	190	108	298	123	71	194	12	10	22	767	524	1291
Kulti-M	Kulti	239	216	455	140	127	267	111	75	186	77	89	166			0	567	507	1074
	Asansol	10	8	18	22	11	33	8	1	9	1	9	10			0	41	29	70
	Hirapur	18	19	37	27	17	44	20	17	37	13	13	26			0	78	66	144
Raniganj-M	Raniganj	58	47	105	70	73	143	51	39	90	27	10	37	3	3	6	209	172	381
Burdwan-M	Sadar-UR-I	33	20	53	34	35	69	12	12	24	30	29	59			0	109	96	205
	Sadar-UR-II	85	76	161	74	45	119	33	34	67	27	25	52			0	219	180	399
Guskara-M	Aus-I	49	43	92	12	21	33	14	9	23	19	7	26			0	94	80	174
Memari-M	Kalanaba	6	3	9	14	8	22	3	7	10	8	8	16			0	31	26	57
	Memari	25	18	43	22	23	45	15	10	25	14	4	18	3	5	8	79	60	139
Durgapur-MC	Durgapur	206	195	401	213	187	400	158	128	286	165	109	274	71	21	92	813	640	1453
Kalna-M	Kalna(E)	12	34	46	5	19	24	29	77	106	3	12	15			0	49	142	191
Katwa-M.	Katwa(W)	11	9	20	1	2	3	1	1	2	1		1			0	14	12	26
Dainhat-M	Dainhat			0			0			0			0			0	0	0	0
	Urban	1395	1257	2652	1142	963	2105	896	717	1613	728	552	1280	107	55	162	4268	3544	7812
Total		9277	8830	18107	8591	7465	16056	6250	5098	11348	5814	4315	10129	#REF!	694	1705	31847	26402	58249

Muslim Students as on 30/9/2000 of the District

Block	Circle	Class-I			Class-II			Class-III			Class-IV			Class-V			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Barabani	Barabani	131	116	247	144	163	307	154	143	297	156	174	330	41	33	74	626	629	1255
Jamuria	Jamuria-I	81	57	138	93	69	162	53	76	129	64	64	128			0	291	266	557
	Jamuria-II	90	120	210	115	90	205	81	95	176	72	63	135		2	2	358	370	728
Raniganj	Raniganj	67	48	115	76	62	138	52	58	110	65	43	108	10	9	19	270	220	490
Salanpur	Chittaranjan	88	58	146	72	64	136	83	48	131	62	58	120	43	34	77	348	262	610
Ausgram-I	Aus-I	180	149	329	105	86	191	78	88	166	88	112	200	21	25	46	472	460	932
	Aus-II	323	314	637	236	219	455	239	220	459	222	248	470	7	9	16	1027	1010	2037
Ausgram-II	Gush-I	125	108	233	225	217	442	130	145	275	144	136	280		4	4	624	610	1234
	Gush-II	259	240	499	290	236	526	216	221	437	234	228	462	11	15	26	1010	940	1950
Bhatar	Bhatar	1036	1038	2074	602	612	1214	563	566	1129	471	542	1013	65	39	104	2737	2797	5534
	Burdwan(W)	278	259	537	272	261	533	291	271	562	204	195	399	6	4	10	1051	990	2041
Burdwan-I	Sadar(N)	205	224	429	174	193	367	182	197	379	218	193	411			0	779	807	1586
	Sadar(W)	844	767	1611	601	512	1113	428	472	900	503	495	998	14	11	25	2390	2257	4647
Burdwan-II	Sadar(E)	214	168	382	159	154	313	171	142	313	151	166	317	113	94	207	808	724	1532
	Sadar(N)	2	4	6	5	4	9	8	8	16	9	10	19			0	24	26	50
	Satga(W)	11	9	20	16	11	27	9	8	17	7	18	25	5	1	6	48	39	87
Galsi-II	Galsi	587	513	1100	390	372	762	372	389	761	346	416	762	18	27	45	1713	1319	3032
	Galsi(W)	70	63	133	160	152	312	130	125	255	125	129	254	125	112	237	610	868	1478
Jamalpur	Jamalpur	357	325	682	303	317	620	299	263	562	315	268	583	22	30	52	1296	1064	2360
	Jamal(E)	273	245	518	337	289	626	239	209	448	240	212	452	23	17	40	1112	1028	2140
Khandoghosh	Khanda-I	452	420	872	332	335	667	346	330	676	316	322	638			0	1446	1297	2743
	Khanda-II	616	558	1174	479	508	987	441	442	883	385	407	792			0	1921	1830	3751
Memari-I	Kalanaba	236	207	443	266	219	485	213	265	478	244	235	479	23	27	50	982	1125	2107
	Memari	219	205	424	199	223	422	179	182	361	191	200	391	5	10	15	793	855	1648
Memari-II	Satgachia	300	150	450	260	140	400	240	125	365	230	115	345	30		30	1060	615	1675
	Satga(W)	143	128	271	128	125	253	124	109	233	130	144	274			0	525	477	1002
Raina-I	Raina-I	601	514	1115	501	476	977	399	404	803	392	435	827	33	29	62	1926	1567	3493
	Raina-II	178	146	324	178	184	362	181	192	373	167	156	323	26	15	41	730	972	1702
Raina-II	Raina-III	175	180	355	223	210	433	169	196	365	186	189	375			0	753	742	1495
	Raina-IV	132	125	257	141	125	266	122	121	243	109	128	237			0	504	560	1064
Andal	Ukhra	197	118	315	87	80	167	65	47	112	83	58	141			0	432	373	805
Dur-Faridpur	Durga(N)	329	305	634	261	227	488	220	229	449	211	202	413	4	2	6	1025	821	1846
Galsi-I	Galsi(W)	486	448	934	481	459	940	390	377	767	377	382	759	373	330	703	2107	1816	3923
	Budbud	111	101	212	115	105	220	93	87	180	115	106	221	30	15	45	464	690	1154
Kanksa	Kanksa	240	193	433	230	166	396	156	158	314	149	134	283	21	5	26	796	628	1424
Pandaveswar	Ukhra	113	97	210	131	103	234	98	81	179	72	61	133			0	414	415	829
Kalna-I	Kalna(E)	612	582	1194	712	634	1346	453	410	863	425	270	695			0	2202	1687	3889
	Kalna(N)	616	574	1190	456	443	899	434	388	822	356	350	706	21	23	44	1883	1778	3661
Kalna-II	Kalna(S)	422	421	843	540	460	1000	346	342	688	297	310	607	290	268	558	1895	1801	3696
Monteswar	Mont-I	544	564	1108	416	416	832	394	410	804	294	320	614			0	1648	1710	3358

	Mont-II	692	689	1381	522	565	1087	478	507	985	376	343	719			0	2068	2104	4172
	Mont-III	595	532	1127	494	505	999	409	468	877	350	355	705	7	14	21	1855	1874	3729
Purbasthali-I	Purbas	104	85	189	89	95	184	81	99	180	86	47	133	27	20	47	387	346	733
	Purbas(S)	1214	1294	2508	554	492	1046	493	447	940	423	433	856			0	2684	2666	5350
Purbasthali II	Purbas	904	912	1816	389	385	774	317	277	594	295	302	597	4	2	6	1909	1878	3787
	Purbas(N)	1266	1210	2476	582	539	1121	456	443	899	390	325	715			0	2694	2517	5211
Katwa-I	Katea(W)	502	451	953	371	323	694	346	325	671	276	246	522	2	11	13	1497	1356	2853
	Dainhat	384	361	745	366	308	674	359	287	646	253	230	483	28	44	72	1390	1230	2620
Katwa-II	Katwa(E)	729	690	1419	430	426	856	346	426	772	284	349	633			0	1789	1891	3680
Ketugram-I	Ket(W)	1861	2592	4453	2629	1583	4212	1526	1490	3016	1293	1290	2583	48	48	96	7357	7003	14360
Ketugram-II	Ketug	418	393	811	459	448	907	308	299	607	163	118	281			0	1348	1258	2606
Mongalkote	Mong-I	215	232	447	197	189	386	188	215	403	175	167	342	3	13	16	778	816	1594
	Mong-II	663	654	1317	418	342	760	333	356	689	278	315	593			0	1692	1667	3359
	Mong-III	1092	1025	2117	667	665	1332	692	763	1455	531	546	1077			0	2982	2999	5981
	Rural	22582	21981	44563	18678	16586	35264	15173	15041	30214	13598	13360	26958	1499	1342	2841	71530	68310	139840
Asansol-MC	Asansol	729	806	1535	693	805	1498	534	604	1138	428	512	940	37	47	84	2421	2774	5195
	Hirapur	311	454	765	327	382	709	283	328	611	263	302	565	53	40	93	1237	1506	2743
Jamuria-M	Jamuria-I	296	256	552	415	349	764	344	369	713	223	207	430	71	82	153	1349	1283	2612
Kulti-M	Kulti	522	642	1164	683	765	1448	456	537	993	396	394	790			0	2057	2338	4395
	Asansol	1		1	2	1	3	3		3	1		1			0	7	1	8
	Hirapur	1	1	2			0		1	1			0			0	1	2	3
Raniganj-M	Raniganj	308	384	692	342	404	746	233	408	641	197	238	435	19	5	24	1099	1439	2538
Burdwan-M	Sadar-UR-I	315	284	599	265	276	541	224	315	539	210	195	405	15	2	17	1029	1072	2101
	Sadar-UR-II	183	202	385	175	167	342	142	165	307	123	164	287		10	10	623	708	1331
Guskara-M	Aus-I	75	73	148	44	55	99	40	47	87	50	57	107			0	209	232	441
Memari-M	Kalanaba	4	1	5	2	6	8	4	2	6	6	1	7			0	16	10	26
	Memari	187	163	350	126	116	242	102	83	185	95	75	170	29	27	56	539	464	1003
Durgapur-MC	Durgapur	363	370	733	461	418	879	304	317	621	219	201	420	59	48	107	1406	1354	2760
Kalna-M	Kalna(E)	89	71	160	33	26	59	18	11	29	44	22	66			0	184	130	314
Katwa-M.	Katwa(W)	161	198	359	199	192	391	178	187	365	138	153	291			0	676	730	1406
Dainhat-M	Dainhat	40	32	72	33	40	73	36	40	76	31	18	49	4	4	8	144	134	278
	Urban	3585	3937	7522	3800	4002	7802	2901	3414	6315	2424	2539	4963	287	265	552	12997	14157	27154
Total		26167	25918	52085	22478	20588	43066	18074	18455	36529	16022	15899	31921	1786	1607	3393	84527	82467	166994

Teachers as on 30-09-2000

Block	Circle	General				Sch. Caste				Sch. Tribe				OBC				Muslim				Christian				Total			
		M	UN	F	UN	M	UN	F	UN	M	UN	F	UN	M	UN	F	UN	M	UN	F	UN	M	UN	F	UN	M	UN	F	UN
		T	UN	T	UN	T	UN	T	UN	T	UN	T	UN	T	UN	T	UN	T	UN	T	UN	T	UN	T	UN	T	UN	T	UN
Barabani	Barabani	41	70	18	20	23	26	3	16	5	2		3	7	12			2	5							78	115	21	39
Jamuria	Jamuria-I	18	19	3	4		9				1			2	1			5	2							25	32	3	4
	Jamuria-II	69	34	9	12	10	3		14	1	2		1		2		2	9	3					1		89	44	10	29
Raniganj	Raniganj	56	52	23	9	6	11	2	11	3	3		1		1			2	5							67	72	25	21
Salanpur	Chittaranjan	59	23	161	10	7	2	10	2		2	1	1													66	27	172	13
Ausgram-I	Aus-I	94	28	6	2	5	1			4	3							2	5							105	37	6	2
	Aus-II	63	33	6	3	5	15		1	1	3							25	9	1	1					94	60	7	5
Ausgram-II	Gush-I	100	54	5	11	8	3	2	1	11	1	2						11	4							130	62	9	12
	Gush-II	86	26	5	2	11	5	4		2	1							21	4	1						120	36	10	2
Bhatar	Bhatar	159	39	16	4	21	11	1		3	6		6	1				33	12	1						222	69	18	4
	Bhatar(W)	145	33	21	3	18	15	3		1	3							13	4	2						177	55	26	3
Burdwan-I	Sadar(N)	74	23	15	5	3												17	2	1						94	25	16	5
	Sadar(W)	104	36	65	9	13	5	6	2		3	1	1					40	7	5	5					157	51	77	17
Burdwan-II	Sadar(E)	84	38	68	17	10	4	7	3	3	3				1	2		8	2	1	1					105	47	77	23
	Sadar(N)	31	6	5	1	1	1			1	1							1								34	8	5	1
	Satga(W)	34	4	8	4	2					3															36	7	8	4
Galsi-II	Galsi	126	52	8	7	7	11		1	2	1		1	1	2			36	11		1					172	77	8	10
	Galsi(W)	36	7	5		1	10				1				3			4								41	21	5	0
Jamalpur	Jamalpur	208	1	32		19	9	1		2	14				2			20	4	2						249	30	35	0
	Jamal(E)	101	27	35		8	31	5	1	5	14			6	8			9	4							129	84	40	1
Khandoghosh	Khanda-I	137	17	14	4	16	5	1		2				2				31	6							188	28	15	4
	Khanda-II	87	22	7	4	7	12	1		2	8	1						61	6	1	1					157	48	10	5
Memari-I	Kalanaba	93	26	37	3	29	26	7	1	5	8	2	1	1	1			9	3							137	64	46	5
	Memari	79	31	25	3	1	4			1	3			10	12	1	2	12	3	4						103	53	30	5
Memari-II	Satgachia	101	5	6		40	3	4		7	2			16	5	2		30	2	1						194	17	13	0
	Satga(W)	72	31	15	2	6				3	5							5	1		1					86	37	15	3
Raina-I	Raina-I	100	30	19	3	22	5	2	1	1	1		1	2	8			45	6		1					170	49	22	5
	Raina-II	110	14	8	1	19	4	2	3	2		1		1				21	2	1						153	20	12	4
Raina-II	Raina-III	105	35	20	1	15	4	2		3								7	2	1	1					130	41	23	2
	Raina-IV	119	10	10	1	12	2	2		1								9	1							141	13	12	1
Andal	Ukhra	79	52	29	10	5	18	2	7	2	1	1	2	9	4	3	3	9	11							104	86	35	22
Dur-Faridpur	Durga(N)	107	42	30	1	20	8	5	1		1							22	6							149	57	35	2
Galsi-I	Galsi(W)	54	39	8	2	15	13	2	1	2	1			5	12			40	15	2						116	80	12	3
	Buribud	51	35	22	14	40	20	4	3	1								8			1					100	55	26	18
Kanksa	Kanksa	165	84	44	13	9	16	3	6	2	3	3	5	3		11		11	5	2	2					190	108	63	26
Pandjaveawar	Ukhra	54	48	11	7	3	15	3	10	4			2	2	3			3	1	1						66	67	15	19
Kalna-I	Kalna(E)	49	29	35	11	10	45	2	2	1	9	3	1	4	2	1	1	8	5	1	2					72	90	42	17
	Kalna(N)	104	54	18	6	7	18	4		2	7				2		1	23	8							136	89	22	7
Kalna-II	Kalna(S)	151	42	25	8	35	33	5	9	9	16		1	21	2	6		17	6	3						233	99	39	18
Monteswar	Mont-I	103	17	11	1	13	33		2		6			1	3			24		2	3					141	59	13	6
	Mont-II	60	42	6	3	6	24	1	1		2			2	3				29	3	1	1				97	74	8	5

Purbasthali-I	Purbas	55	25	4	10	4	4										3			7	2	1	3					66	34	5	13
	Purbas(S)	182	33	45	12	20	11	10	4	4	1	2								28	8							234	53	57	16
Purbasthali II	Purbas	78	49	16	5	13	36	3	5	1	2		1	1	4				17	14							110	105	19	11	
	Purbas(N)	75	80	13	9	20	43	4	5		3			2					11	6	2						108	132	19	14	
Katwa-I	Katea(W)	82	17	33	6	24	3	5	6					1		1			7	1							114	21	39	12	
	Dainhat	100	32	16	3	8	11	1	2							2			16	2	1						124	47	18	5	
Katwa-II	Katwa(E)	158	47	29	7	10	27	3	2					1					17	5	2	1					185	80	34	10	
Ketugram-I	Ket(W)	147	69	6	3	31	15	1	2	2	1								43	21							223	106	7	5	
Ketugram-II	Ketug	136	36	26	8	16	12	5	3						3	9			16	6							171	63	31	11	
Mongalkote	Mong-I	95	35	7	1	12	12		1		4				1				6	2							113	54	7	2	
	Mong-II	120	38	5	4	5	21	1	4					1	1		2	1	1	9	2						136	63	8	8	
	Mong-III	86	54	2	3	9	14		1					5		12	3		21	16	2						128	92	4	4	
	Rural	5049	1874	1128	297	684	696	130	134	101	159	19	21	122	112	27	11	901	271	42	25	0	0	1	0	6857	3112	1347	488		
Asansol-MC	Asansol	38	65	83	98	15	9		2	2	8		3	11	13	4	4	13	51	4	4		2	16		79	148	107	111		
	Hirapur	46	61	95	45	10	19	3	5		1	1		5	2	1		15	31	10	1		1	20	7	76	115	130	58		
Jamuraia-M	Jamuraia-I	60	53	27	4	13	9	4	2	3	4		1		1			14	17					1	1	90	85	32	7		
Kulti-M	Kulti	72	74	40	46	11	1	12	3		2	4						17	3	61	1		1	1	2	100	81	118	52		
	Asansol	8	1	1	1																						8	1	1	1	
	Hirapur	9	4	2		2	3		1		1			2	2												13	10	2	1	
Raniganj-M	Raniganj	40	40	24	14	7	9	2	3		1		2		1			9	30		5					56	81	26	24		
Burdwan-M	Sadar-UR-I	77	45	57	30	1	2	1	1	1								5	1	3						84	48	61	31		
	Sadar-UR-II	101	27	93	35	1	2	1		1				1				12	2	1	1					115	32	96	36		
Guskara-M	Aus-I	30	17	21	5													2								32	17	21	5		
Memari-M	Kalanaba	5		4				1										1								6	0	5	0		
	Memari	26	11	16	2	2											1	5		1						33	11	17	3		
Durgapur-MC	Durgapur	144	89	298	49	5	5	3	4	4	4	4	2					7	6	1	1		2		1	160	106	306	57		
Kalna-M	Kalna(E)	47	16	40	13	1	8	1	2				1	2	3	1	1		1							50	28	42	17		
Katwa-M	Katwa(W)	53	29	19	5	6	5	2			1							5	3							64	38	21	5		
Dainhat-M	Dainhat	21	25	8	3	2												1								24	25	8	3		
	Urban	777	557	828	350	76	72	30	23	11	22	10	9	20	23	6	6	106	145	81	13	0	7	38	10	990	826	993	411		
Total																															

Informations related to Jr. High (upper Primary), High & Higher Secondary Education-2000-2001, District Burdwan including Madrasahs (Jr. High)

INSTITUTIONS

JR High (Upper Primary) upto VIII				HIGH (X-Class)				H.S. (10+2)				Total			
Boys	Girls	Co-ed	Total	Boys	Girls	Co-ed	Total	Boys	girls	Co-ed	Total	Boys	girls	Co-ed	Total
3	13	72	88	62	95	341	498	30	24	124	178	95	134	569	798

STUDENTS

Class V			Class VI			Class VII			Class VIII			Class IX			Class X			Class XI			Class XII		
B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	Total
94936	46962	141898	79562	37617	117179	68603	32275	100878	52202	30515	82717	27675	13491	41166	27063	11800	38863	14602	7039	21641	14354	6846	21200

BOYS					GIRLS					TOTAL STUDENTS				
S/C	S/T	Minorities	Others	Total	S/C	S/T	Minorities	Others	Total	S/C	S/T	Minorities	Others	Total
77691	13933	117489	169884	378997	39960	6489	52236	87860	186545	117651	20422	169725	257744	565542

TEACHERS

MALE			FEMALE			Total No. Teachers	Total Sanctioned Posts		
Trained	Untrained	Total	Trained	Untrained	Total		Secondary	H.S. (10+2)	Total
6817	1919	8736	1672	544	2216	10952	10952	7804	18756

**BLOCK-WISE PRIMARY SCHOOLS/INSTITUTIONS (INCLUDING S.S.K.) OF
THE DISTRICT**

Name of the Block	No. of Existing Primary Institution (I to IV)			
	Govt. Schools	SSKs	Private & other Institutions	Total
ASANSOL SUB- DIVISION				
SALANPUR	67	18	38	123
BARABANI	80	26	9	115
RANIGANJ	42	15	8	65
JAMURIA	62	15	4	81
DURGAPUR SUB- DIVISION				
ANDAL	49	21	28	98
PANDEBESWAR	39	22	21	82
KANKSA	109	30	14	153
DURGAPUR-FARIDPUR	63	16	9	88
GALSI-I	114	16	8	138
BURDWAN SADAR				
GALSI-II	105	25	6	136
AUSHGRAM-I	92	14	4	110
AUSHGRAM-II	131	12	8	151
BHATAR	167	28	9	204
BURDWAN-I	112	21	18	151
BURDWAN-II	79	9	21	109
RAINA-I	125	9	2	136
RAINA-II	112	20	3	135
KHANDGHOSH	141	18		159
MEMARI-I	107	18	8	133
MEMARI-II	115	9	8	132
JAMALPUR	165	16	7	188
KALNA SUB-DIVISION				
KALNA-I	111	17	4	132
KALNA-II	107	10	5	122
PURBASTHALI-I	112	23	7	142
PURBASTHALI-II	116	21		137
MONTESWAR	175	28	2	205
KATWA SUB-DIVISION				
KATWA-I	96	19	4	119
KATWA-II	84	13	5	102
KETUGRAM-I	97	26		123
KETUGRAM-II	84			84
MONGALKOTE	175	30	4	209
TOTAL =	3233	565	264	4062

MUNICIPALITY - WISE PRIMARY SCHOOLS / INSTITUTIONS OF THE DISTRICT

Name of the Municipality	No. of Existing Primary Institution (I to IV)		
	Govt. Schools	Private & other Institutions	Total
ASANSOL SUB- DIVISION			
ASANSOL CORP.	181	106	287
KULTI	91	69	160
RANIGANJ	37	78	115
JAMURIA	47	16	63
DURGAPUR SUB- DIVISION			
DURGAPUR CORP.	100	98	198
BURDWAN SADAR			
GUSHKARA	16	8	24
BURDWAN	99	77	176
MEMARI	12	9	21
KALNA SUB-DIVISION			
KALNA	33	18	51
KATWA SUB-DIVISION			
KATWA	35	21	56
DAINHAT	18	7	25
TOTAL =	669 /	507 /	1176

Alternative Scholing

Block-wise particulars of Sisu Siksha Kendras in the district (under EGS)

Sl. No.	Name of the Block	No. of Centres running	No. of Sahayekas Serving	Students														
				Class-I			Class-II			Class-III			Class-IV			Enrolment		
				Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	SALANPUR	18	37	356	468	824	64	56	120							420	524	944
2	BARABANI	26	52	565	688	1253	70	57	127	7	17	24				642	762	1404
3	RANIGANJ	15	27	355	210	565	46	51	97							401	261	662
4	JAMURIA	15	20	201	303	504	19	32	51							220	335	555
5	ANDAL	21	36	637	401	1038	216	150	366							853	551	1404
6	PANDEBESWAR	22	44	865	877	1742	131	111	242							996	988	1984
7	KANKSA	30	58	715	612	1327	180	172	352							895	784	1679
8	DURGAPUR-FARIDPUR	16	30	424	500	924	63	99	162							487	599	1086
9	GALSI-I	16	32	367	325	692	185	153	338							552	478	1030
10	GALSI-II	25	49	723	608	1331	105	144	249							828	752	1580
11	AUSHGRAM-I	14	28	292	267	559	40	27	67							332	294	626
12	AUSHGRAM-II	12	23	317	310	627	94	119	213							411	429	840
13	BHATAR	28	56	711	708	1419	122	109	231	24	14	38				857	831	1688
14	BURDWAN-I	21	36	511	481	992	154	131	285							665	612	1277
15	BURDWAN-II	9	21	184	202	386	48	69	117	32	32	64				264	303	567
16	RAINA-I	9	17	234	181	415	51	38	89							285	219	504
17	RAINA-II	20	39	349	368	717	64	97	161	4	11	15				417	476	893
18	KHANDGHOSH	18	36	315	375	690	62	105	167							377	480	857
19	MEMARI-I	18	38	474	425	899	90	116	206	18	18	36				582	559	1141
20	MEMARI-II	9	16	190	223	413	56	61	117							246	284	530
21	JAMALPUR	16	35	342	380	722	141	155	296	45	43	88	23	34	57	551	612	1163
22	KALNA-I	17	39	640	520	1160	122	114	236	63	62	125				825	696	1521
23	KALNA-II	10	23	220	232	452	54	78	132	22	32	54				296	342	638
24	PURBASTHALI-I	23	47	780	828	1608	250	282	532							1030	1110	2140
25	PURBASTHALI-II	21	42	722	677	1399	113	101	214							835	778	1613
26	MONTESWAR	28	54	1163	1103	2266	113	116	229	8	6	14				1284	1225	2509
27	KATWA-I	19	36	473	442	915	151	180	331							624	622	1246
28	KATWA-II	13	25	273	306	579	39	41	80							312	347	659
29	KETUGRAM-I	26	51	1247	1066	2313	188	215	403							1435	1281	2716
30	KETUGRAM-II																	
31	MONGALKOTE	30	58	883	897	1780	251	330	581	5	7	12				1139	1234	2373
TOTAL =		565	1105	15528	14983	30511	3282	3509	6791	228	242	470	23	34	57	19061	18768	37829

**Block-wise pre-primary school education (3-5 years children)
2000-2001 under ICDS**

Name of the Block	No. of Enrolled children as per PSE register	No. of Children attending the centers for 15 days or more
ASANSOL SUB- DIVISION		
SALANPUR		
BARABANI	3561	2447
RANIGANJ		
JAMURIA	3789	2127
DURGAPUR SUB- DIVISION		
ANDAL	6833	2997
PANDEBESWAR		
KANKSA	4506	3372
DURGAPUR-FARIDPUR	4186	2717
GALSI-I	6256	4132
BURDWAN SADAR		
GALSI-II	4692	2917
AUSHGRAM-I	4897	3559
AUSHGRAM-II	4771	3838
BHATAR	10384	6634
BURDWAN-I		
BURDWAN-II	9515	7274
RAINA-I	7765	5408
RAINA-II	5095	4287
KHANDGHOSH	8330	4900
MEMARI-I	5744	4780
MEMARI-II		
JAMALPUR	7590	5996
KALNA SUB-DIVISION		
KALNA-I		
KALNA-II	4071	3006
PURBASTHALI-I		
PURBASTHALI-II		
MONTESWAR		
KATWA SUB-DIVISION		
KATWA-I	8308	4069
KATWA-II		
KETUGRAM-I	5990	4976
KETUGRAM-II	4409	2538
MONGALKOTE	7996	4955
TOTAL =	128688	86929

Municipality-wise Pre-Primary School Education (3-5 years children)
2000-2001 under ICDS

Name of the Municipality	No. of Enrolled children as per PSE register	No. of Children attending the centers for 15 days or more
ASANSOL SUB- DIVISION		
ASANSOL CORP.	4711	3572
KULTI		
RANIGANJ		
JAMURIA		
DURGAPUR SUB- DIVISION		
DURGAPUR CORP.		
BURDWAN SADAR		
GUSHKARA		
BURDWAN	3509	2207
MEMARI		
KALNA SUB-DIVISION		
KALNA		
KATWA SUB-DIVISION		
KATWA		
DAINHAT		
TOTAL =	8220	5779

Total	No. of Enrolled children as per PSE register	No. of Children attending the centers for 15 days or more
Blocks	128688	86929
Municipalities	8220	5779
Grand Total of the District	136908	92708

ICDS PROGRAMME IN THE DISTRICT (BLOCK-WISE)- 2000-2001

Name of the Block	No. of habitation	No. of ICDS Center/AWC functioning	No. of children served (0-5years)
ASANSOL SUB- DIVISION			
SALANPUR			
BARABANI	102927	100	12472
RANIGANJ			
JAMURIA	94447	79	11004
DURGAPUR SUB- DIVISION			
ANDAL	104974	140	14538
PANDEBESWAR			
KANKSA	117591	149	12356
DURGAPUR-FARIDPUR	87656	84	10254
GALSI-I	152625	138	15288
BURDWAN SADAR			
GALSI-II	125015	112	13337
AUSHGRAM-I	129376	118	13883
AUSHGRAM-II	113062	100	13850
BHATAR	236319	210	25912
BURDWAN-I			
BURDWAN-II	255669	233	29302
RAINA-I	158038	161	16532
RAINA-II	125963	136	12893
KHANDGHOSH	162436	148	17849
MEMARI-I	179721	156	17712
MEMARI-II			
JAMALPUR	219971	244	23341
KALNA SUB-DIVISION			
KALNA-I			
KALNA-II	145457	126	15414
PURBASTHALI-I			
PURBASTHALI-II			
MONTESWAR			
KATWA SUB-DIVISION			
KATWA-I	145532	129	17265
KATWA-II			
KETUGRAM-I	127027	100	16635
KETUGRAM-II	105120	100	11188
MONGALKOTE	218979	195	24160
Total =	3107905	2958	345185

ICDS PROGRAMME IN THE DISTRICT (MUNICIPALITY - WISE) 2000-2001

Name of the Municipality	No. of habitation	No. of ICDS Center/AWC functioning	No. of children served (0-5years)
ASANSOL SUB- DIVISION			
ASANSOL CORP.	157950	203	17287
KULTI			
RANIGANJ			
JAMURIA			
DURGAPUR SUB- DIVISION			
DURGAPUR CORP.			
BURDWAN SADAR			
GUSHKARA			
BURDWAN	91989	99	9555
MEMARI			
KALNA SUB-DIVISION			
KALNA			
KATWA SUB-DIVISION			
KATWA			
DAINHAT			
TOTAL =	249939	302	26842

Total	No. of habitation	No. of ICDS Center/AWC functioning	No. of children served (0-5years)
Blocks	3107905	2958	345185
Municipalities	249939	302	26842
Grand Total of the District	3357844	3260	372027

BURDWAN - A CHILD LABOUR DISTRICT **(PROTECTION OF CHILD RIGHTS)**

Throughout the world a large number of children are forced to take up hazardous occupations beyond their physical and mental strength to make both ends meet despite several United Nations Conventions since 1923 to protect childhood rights. The exploitation of children exists everywhere in the world and a large number of children still live in absolute servitude, sacrificing their childhood to hazardous work.

From different survey reports it is revealed in the recent times also (beginning of a new century a millennium) that the practice of employing and exploiting children has reached an alarming point in Asia, Africa and Latin America. It is also rapidly increasing in Europe and the industrially developed countries.

The civilised society should debate whether it would invest on children for development of human resources or on defence to destroy human resources, which directly affect children. It is seen from the Report by the 'UN Centre for Human Rights' and UNICEF that for the past few decades, 11 million children die, 6.0 million are handicapped, 5.0 million children are in camps and 12 million children have lost everything in wars.

It is demanded, including the protection of the girl child from sexual abuse, ensuring free and effective medical treatment and service (especially education and Health) to all children, guaranteed food and drinking water, a separate child court to deal with the matter of child exploitation and abuse, child specific budgetary allocation for all round development and ensuring a threat free natural, social, political and ethnic environment for them.

Neglected, destitute, orphaned, abandoned children living and working in especially difficult circumstances need protection and, at times even individualised care as they also strive to grow and develop at par with other children in the community. The district in accordance with the principles of the State Government is making an utmost effort for implementation of various developmental programmes for child labour with the involvement of Employers' organisations, Traders' Associations, NGOs and others. It has been emphasised to enforce uniform implementation of minimum wages, to extend facilities of their education, to focus on Social Welfare programmes for the families of working children, as well as to discourage employers from engaging children, especially in heavy and hazardous industries. Efforts from various corners are being made for their real protection from economic exploitation and from performing work that interferes with their education and stands in the way of their full development.

Burdwan is one of the 6 districts in West Bengal, which came under the 'National Child Labour Project'. The Burdwan Zilla Sishu Shramik Kalyan Parishad came into existence in September, 1980 with 38 special schools of Child Labour of 50 students each and one with 100 students to accommodate 2000 child labours out of 4362 identified then. Recently 7 more special schools (NCLP Centres) have been sanctioned and the no. of children have been increased to 2350 in 46 schools of the district at present.

The students of these schools are paid a monthly stipend of Rs.100 and a tiffin of Rs.2.50 per day. They are educated through books of Non Formal Education. Programmes are made for cultural

functions, excursions, 'sit and draw', competition etc. for widening their horizon and earning self-confidence.

Health check up of Child Labour of special schools is regularly done. Vocational Training will form a part of their education to enable them to establish themselves in future life.

The main thrust of this pilot project 'NCLP' is to reduce the incidence of Child Labourers in Project Areas and elimination of Child Labourers in hazardous occupations. Situated only 80 kms away from the state capital, the district has a high concentration of cottage and small industries ancillary to and down stream of, such basic industries as coal, steel, engineering, locomotive etc. As could only be expected, Child Labour is extensively used in such industries, specially in Urban and Semi urban areas.

Due to paucity of suitable accommodation and also to minimise expenditure, without prejudicing, the subject of the project, most of the special schools were arranged in the existing primary and High schools premises, in ICDS buildings or in local club houses. Some of the special schools were also arranged in hired premises.

Instructors have been selected from among the best 'Preraks' (V.Ts), having proven experience of TLC & PLC under Literacy Movement of the district. Each special school of 50 students has been provided with 2 instructors, while the ones with 100 students has been provided with 3 instructors.

Awareness Generation activities have been undertaken at various corners of the district to sensitise the parents of the Child Labourers, their employers and the people at large to the problem of Child Labour.

Further steps are being taken to organise effective campaigns against Child Labour at all levels. Meetings, seminars, group discussion are being held with people from all walks of life. Leaflets are circulated and rallies are conducted. These small rallies and congregations have helped the project to reach a larger target population than a large scale programme with lesser impact.

To impart a systematic and standard education and also with a view to mainstreaming the children, project society after discussion with D.I of schools (P.E) & Chairman, DPSC, Burdwan, has envisaged providing Formal School books to the children of these special schools.

In the context of SSA, most importantly, the campaign to eradicate Child Labour needs the active support from all sections of our society; it needs the involvement of each and every person of the community.

SCHOOL HEALTH PROGRAMME IN THE DISTRICT

Perhaps, Burdwan is the first district in West Bengal where a programme like ' School Health and Sanitation for the children of primary schools' has been undertaken jointly by Zilla Parishad, District Primary School Council & Department of Health & Family Welfare, Burdwan in collaboration with UNICEF. It is an integrated programme with Anandapath, which is being introduced gradually in all the Anandapath Schools of the district.

General objectives of the programme: - To improve the health and nutrition status of school children and to bring about desirable changes in knowledge and practices related to health and environmental sanitation among the primary school going children of the district.

Specific objectives: - To identify and implement selected interventions in areas of health and environmental sanitation;

- to prevent and manage common morbidities among school children.
- to develop and adopt suitable training and orientation package sanitation programme.
- to develop a system of referral support for children requiring special care on ensuring regular health checkup at the school level;
- to develop a continuous monitoring, supervision and evaluation system involving the teachers, health workers and community as a whole.

Main strategy of the programme is the developments of inter sectoral linkages with Education, Health, Rural Development, Panchayat-Municipal bodies, Public Health Engineering Department : on-going UNICEF assisted programmes namely Anandapath, intensive rural sanitation and school sanitation programmes.

Knowledge and skill are to be extended on Early childhood Development of children (0-3 group) through Integrated Child Development Services/Early Childhood Education (ICDS/ECE) other low-cost family and community based interventions, Mobilisation, Convergence and effective participation of the community are the basis of programme of action to achieve success in this regard

'ANANDAPATH' IN THE DISTRICT

Anandapath is not a new programme but a strategy. Keeping in view the national policies and interventions, the Govt. of West Bengal has also been initiating several steps to reach the prescribed ceiling of attainment target, in respect of Universalisation of Primary Education. Implementation of 'ANANDAPATH' strategy in collaboration with UNICEF, is one of such examples.

Anandapath, like other programmes, associated with Primary Education, also has the same ultimate goal of UPE with cent percent enrolment, retention and quality education for all within a stipulated period.

The strategies adopted in this connection to achieve the target are stated hereunder-

- 1) Convergence of existing schemes and services under UPE.
- 2) Joyful teaching/learning in the classroom to ensure cent percent enrolment and retention.
- 3) Teacher Empowerment.
- 4) Community participation with proper and effective mobilisation.

Burdwan was included in the map of Anandapath following a successful district level workshop held on 9-10-1996. In the first year, 54 primary schools under Burdwan 2 Block were taken under this programme. The teachers worked hard, community participated well and the district experienced satisfactory result.

TARGET SCHEDULE FOR THE DISTRICT

Year	Coverage under Anandapath
1997	54 schools under 1 Circle
1998	485 schools under 8 Circles
1999	1356 Schools under 19 Circles
2000	2762 schools under 39 Circles
2001-2002	All the schools of the district

Major activities under Anandapath Programme: -

- i) Beautification of classrooms.
- ii) Grants to cluster Resource Centers.
- iii) Workshops at different levels on different issues & aspects.
- iv) Training/orientation programmes for –
 - a) District Level/Circle Level Resource Persons.
 - b) Teachers.
 - c) Co-ordinators of the CRCs.
 - d) Panchayet/Municipal Functionaries, Govt. Official & others.
 - e) Re-orientation programmes etc.

Teachers are encouraged to devise their own strategies and plan to prevent drop-out and stagnation. The teachers, remaining at the central stage of activity, are taking their all possible steps (conventional or innovative) to see that the child once admitted in class-I moves upto class II and upwards to class IV achieving MLL in each grade.

We are still far from realising many of our aims through Anandapath but progress is being made and there is a feeling of determination among teachers, guardians, administrations, people representatives and other concerned persons that all children especially from the disadvantaged groups shall have the best opportunity for development that Anandapath/DPEP/Sarva Siksha Abhiyan can provide.

FUNCTIONING OF CLUSTER RESOURCE CENTERS.

CRCs in the Anandapath Areas of the district have been functioning as forums for the teachers for sharing experiences, solving problems relating to teaching learning in the cluster, developing TLMs and improving their learning skills within a comprehensive programme of teacher education on a regular basis.

The CRCs have been set up to serve as the nerve center at the lowest level for area planning, each cluster having 10-12 schools at the Gram Panchayet/Ward Level, so that the primary schools under each cluster can reinforce each other by exchanging resources, personnel, materials, teaching aids and using them on a sharing basis.

CRC as a community center for education counseling: -

- i) To raise general awareness of the community for Education in the school.
- ii) To encourage and ensure the support and participation of community in the school.
- iii) To collect and collate data to be used for analysing at the cluster level based on key indicators such as GER, NER, with break up category wise.
- iv) To organise meeting with the members of the school committees, VECs/WECs, elected Panchayet and Municipal representatives for dissemination of innovative information.
- v) To keep close liaison with parents, guardians and other to monitor potential drop-outs etc.

It is expected that experience gained through different activities on Anandapath will certainly help us a lot for implementation of 'Sarva Siksha Abhiyan' in our district.

OPPORTUNITY OF EDUCATION OF SC AND ST CHILDREN.

A. The term of "Equalisation of Educational Opportunity" was generally interpreted upto now in terms of opening of schools admission and retention of children and providing other facilities to children. But unfortunately such provisions have either not been fully utilized or not understood in the right perspective by the beneficiaries.

Economic poverty though a major reason, is not the only constraint in the educational development of the educationally backward sections of Indian Society. There are other factors, such as Social and Psychological restraints, lack of motivation, positive attitude of teachers etc. Active participation of the teachers in the process in general and individual attention to their children in particular, will definitely pave the way for their success.

We are habituated to notice forms of discrimination against SC/ST children in and outside the classrooms. We observe a number of other members of the community; unconsciously or inadvertently call students of some communities by caste names, thus humiliating them. This has to be stopped and replaced by building congenial social climate and educational environment in the institution.

B. Many children belonging to the SC/ST are first generation learners. They come from a comparatively poor environment. They are not neat or smart. Their usage of standard language may be poor and their vocabulary is underdeveloped as compared to their peers in other sections. Because of the lack of a congenial home environment and also because of the absence of any supervisory facility at home, these children may not be in a position to complete their home assignments.

There is a need to take some preparatory classes of children coming from poor home backgrounds, including the children of the SC and ST. These classes may be conducted two to three weeks in advance of the general admission, during the vacations if possible and also after final para of CEC (Evaluation). The objective of introducing preparatory classes (Summer-Camps, organised in this district are very good examples) is to raise the school entry ability levels of these children, so that the class, with a teacher, may be a homogeneous group.

These children require compensatory educational programmes including remedial programmes as they are also likely to be deficient in scholastic areas. Adoption of instructional strategies such as peer group learning, monitorial assistance, diagnostic testing and special tutoring / watching/ guidance can help to improve the educational levels of these children.

C. We may look again at the concept of equity in education enunciated in the documents like the NPE'86, POA, National Curriculum for elementary education, which are as follows :-

- 1) Providing for equal opportunity to all, and also providing condition for success.
- 2) Looking into the special requirements of first generation learners.
- 3) Equality between sexes and non-discrimination.
- 4) Excellence in educational opportunity.

Incentives to indigent families to send their children to school regularly, till they reach the age of 14 years.

- 5) Constant micro-planning and verification to ensure that enrolment, retention and achievement of quality education by SC and ST students do not fall short at any stage.

It is the teachers and Panchayet/Municipal functionaries who come in contact with the parent to discuss the needs of pupils and the contribution of education to their present and future life. In this connection, teachers role is that of a missionary, as agent of change and a facilitator. No one can be as convincing to a parent as a teacher.

D. The new concept of educational planning at the micro level has been accepted. Different authorities and agencies have been established to plan, organise, implement and evaluate the developmental activities in education. We hope, maximum advantage of micro level planning (especially through proper implementation of SSA activities) will go to educationally backward areas and educationally backward communities.

Few major strategies to be adopted for improvement of education of especially tribal children :-

- a) Conduct of Residential / Non-residential camps for back to school (Bridge course etc Scheme).
- b) Campaigns and mobilization in tribal habitations.
- c) Involvement of NGOs for providing alternative schooling facilities to the tribal groups.
- d) Development of TLM, which are bilingual in nature along with special training to the teachers working in tribal areas.
- e) Special orientation of VEC Members/Resource teachers/CRC Co-ordinators/CLRS personnel and others.
- f) Opening recognition of institutions/schools and training of capable teachers to use Santhali language in Alichiki Scripts as to make it a medium of instruction, as well as a language subject.
- g) Provision of special grant of the schools under tribal areas.
- h) Effective Academic monitoring and supervision along with on job support to teachers.
- i) Free Education Kits, Uniforms, TLM and other useful incentives.

D) INCENTIVES

- **Supply of free text books, particularly to students of primary school:** - In West Bengal, the Text Books are being distributed to all the students free of cost not in Bengali alone; a sizeable number of them are in Nepali, Hindi, Urdu, English etc. But this supply of free books has to be ensured at the very beginning of each academic year (practice of supplying new books to some children and old books to some others must be straightway discarded and this practice has been recently stopped). Directorate should have better co-ordination with District Inspectorate, DPSC and Panchayet/ Municipal bodies for effective implementation of the task. The well-knit apparatus of the Panchayet/Municipal bodies in the state should play a key role here. The printing of books and schedule of their distribution must be planned ahead, the difficulties encountered in the past must be pinpointed and solution should be thought out well in advance.
- **Free Mid-day Meals and free school dress:** - To help the cause of UPE, free and suitable mid-day meals and free school dress for a considerable number of children (likely to be 40% of the total enrolled children attending primary classes) should be ensured considering the present socio-economic condition of our state. The economic status of the families should be the key indicator for selection of the beneficiaries (if not 100% children are covered under the programme) irrespective of gender and castes. However, girl students belonging to SC, ST and other backward communities should invariably be given topmost priorities.

The mid-day meal programme or at least a tiffin of a substantive nature has to be kept going if we hope to reduce drastically the number of proportion of 'drop-outs'. We are not unaware of the huge financial implication of such a programme. The kind of outlay nonetheless has almost as much significance as the wages paid out to teachers. If arrangements are made to supply primary school children run under the auspices of the school committee, the cost may be significantly down. Tamil Nadu has perhaps the best mid-day meal scheme for school children, and the pattern adopted in that state may be studied with profit.

The programmes related to Mid-day meals (tiffin) and free school dress have been adversely affected because of severe resource constraint and poor unplanned management policies.

A commitment (free supply of apparel to needy children, especially girls) which is not fulfilled, or fulfilled only spasmodically, can cause a great deal of disappointment and do immense harm to the objectives, the authorities have set before themselves. There are hundreds of thousands of rural households (slum areas also), which are inhibited to send children, particularly girls, to schools because of the lack of minimum clothing. Given their proven ability to mobilize support for a cause which they hold dear, it should be possible for the state's Panchayet/Municipal network to organise with competence the task of supplying clothing to needy school children. Whatever state funds could be made available may be supplemented, once more, by local contributions. The task cannot however be approached in a casual frame of mind, but has to be organised systematically after due observance of rules and procedures.

- **Scholarship, Award, Certificates, recognition:** - There may be other types of incentives which can create enthusiasm and inspirations among the children or target people in the nature of scholarship, special award, Certificates, recognition for retention, achievement and other better performance in the field of education. But if we intend to achieve specific results with these activities, these should be well planned, well organised, well managed with an integrated approach in a concerted way.

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SCHOOL EDUCATION MANAGEMENT SYSTEM

The National policy on Education (1986) and the revised policy adopted in 1972 have called for a total overhauling of the school education management system. Efforts are needed to restructure and revitalize the system which is a major challenge facing all concerned with management of school education in our country.

In this connection, it has been realised that: -

- a) Blueprint solutions are not the answers for management of education of such a large population of our country.
- b) Different Approaches are needed to deal with the problems of the diverse populations.
- c) Various innovative efforts are to be made to deal with the everelusive problem of educating the growing population.
- d) The emphasis must also shift from excessive concentration on administrative details to academic concern of the institution.
- e) The system of inspection is to be transformed to a more participative system of supervision.
- f) Greater teacher autonomy is to be encouraged.
- g) Professionalisation of teaching through greater teacher involvement in decision-making is necessary.
- h) Enhancement of quality of student learning school-based management should involve a culture of sharing of common experience, homogeneity of thinking of members and mechanisms of establishing a balance between autonomy of individuals and collaboration for common goals.
- i) Political Decentralisation is the best strategy to pursue if the objective is to maximize community participation in decision making – leading towards community ownership.
- j) Democratic institution and capacity will be strengthened. The market strategy is best if the objective is to maximize variety and to develop centers of excellence.
- k) Serious efforts are to be made on the direction of designing a family wise and child plan of action for elementary education.
- l) There will be continuous search for viable local institutions and groups including industry groups, NGOs, cultural and philanthropic organizations etc.
- m) Teacher education programmes should be made liberating, empowering and enriching. Education should be made a way to develop values and learning by discovery.
- n) Each form of decentralisation has advantages and disadvantages. Expert Decentralisation is probably the best strategy to pursue if the objective is to simultaneously minimize variation in quality and maximize overall school effectiveness.
- o) New Cultural Revolution is required in order to make school education effective.
- p) School Education should be viewed in the context of the geo-cultural diversity and

NGOs should be encouraged in order to involve the community.

- q) Special focus should be on school as a unit of centralizations, mobilisation and utilization of resources and the role of school based management in the overall planning and management process.
- r) Resource management at micro and macro level, role of private and public sector, foreign funding agencies and household and education sector are to be ensured.
- s) It is to be seen 'how supervision is envisaged as a continuous and unobtrusive programme built into the normal system or as an annual visitation specially organised'.

Constrictive role of the local community in the supervision of the school is to be ensured and attitudinal changes of the supervisory staff are really needed in the present context.

OPERATION BLACKBOARD SCHEME (OB SCHEME)

Qualitative improvement depends on many factors and cannot be achieved overnight. Identification of each of the crucial factors is being done continuously. The strategic policies have been set and enunciated to overcome the negative factors and work on positive ones for improvement.

Creation of awareness amongst teachers about basic strategies and concerns has become absolutely essential. One of the major concerns was the non-availability of physical facilities in a primary school. To argue the physical facilities in a school situation 'OPERATION BLACKBOARD SCHEME' (OB) was launched by MHRD in collaboration with respective state governments. Under this scheme, it has been decided to provide a primary school with-

- i) Essential physical facilities (rooms, toilets facilities, blackboard etc.)
- ii) Sufficient number of teachers, and
- iii) Essential teaching-learning materials (Books for Libraries, Science & Mathematics Kits, Maps, Charts, Globe, Toys etc.)

To accelerate the pace in achieving the target for UEE, efforts are made to provide above mentioned physical facilities, adequate number of teachers and essential teaching-learning materials for teachers and children. OB scheme was initiated in 1987 as a part of implementation of NPE-1986. The word 'operation' signifies urgent attention for removal of difficulties in the qualitative improvement of primary education for universal enrolment and retention of children. The scheme is centrally sponsored so that every primary school in the country is being provided with the minimum essential facilities for its function. The scheme was to cover all the schools by the end of 7th five year plan, but targets could not be achieved due to financial constraints and administrative problems. So the scheme had been staggered over and continuing during the next plans.

Some other provision had been made like

- (i) Setting up of about 400 DIETs, (ii) Strengthening of about 250 teachers' training institutes for Advanced Study in Education (iii) Strengthening State Council of Educational Research & Training (SCERTs).

SAILIENT FEATURES OF THE SCHEME

With a view to achieving the above mentioned objectives, the following three minimum essential school facilities were proposed to be ensured through OB scheme:-

- i) Provision of at least two reasonably large rooms that are usable in all weather with deep verandah along with separate toilets facilities for boys and girls.
- ii) Provision of at least two teachers as far as possible one of them a woman in every primary school.
- iii) Provision of essential teaching and learning materials including games equipment (The responsibility for replenishment of materials will have to be borne by the State Govt. of local bodies).

We must realise that the scheme provides opportunities not only of equal access but also condition for equal participation and thus leading to comparable attainment levels. For effect

implementation of OB scheme under NPE-'86, Govt. of India and NCERT had undertaken a greater responsibility in relation to the training of teachers with the objective of qualitative improvement of education functionaries entitled Special Orientation of Primary School Teachers (SOPT) has been organised by NCERT. District Primary School Council, Burdwan has completed this programme in the years 1996, 1997,1998 for all the teachers of this district in collaboration with SCERT, West Bengal.

Teachers after being oriented (SOPT) are expected to create an atmosphere in which they would make proper use of the materials provided and also improvise instruction materials on their own initiative.

All concerned will also have to take steps for detailed micro planning for the universal enrolment and retention of the elementary stage, which is the basic objective of OB scheme. Measures should also need to be taken to involve teachers and the local community, not only in planning and implementation of OB, but also to create an upsurge for the universalisation of Elementary Education in our country.

CONTINUOUS COMPREHENSIVE EVALUATION AT PRIMARY LEVEL

Evaluation is an integral part of the total teaching-learning process and there is an imperative need to make testing comprehensive by taxing care of all three domains cognitive, affective and psychomotor for the all round development of the learner in both scholastic and non scholastic areas. The CEC aims at making up the deficiencies of traditional examination systems by placing adequate emphasis on the development on non scholastic areas. In CEC, unit tests are administered regularly to assess the progress made by the learners, their potential and weakness for taking necessary remedial steps to bring about the desired growth.

The objectives of CEC (Continuous Comprehensive Evaluation) would naturally encompass the total personality of the learner. Achievement in academic areas, and growth in personal and social qualities, interests attitudes and skills are all objectives in education. Evaluation will become the basis of continuous review and revision till the desired level of the competencies efficiency is reached.

The objective of the harmonious development of the personality of the learner remains unfulfilled in the traditional system of evaluation. It was in this context that the concept of comprehensive evaluation covering different aspects of pupils' growth was conceived.

Aspects and Areas of personality which are amenable to evaluation :-

- 1) Desirable attitudes towards several programmes, school property etc.
- 2) Personal and social qualities (habits of cleanliness, punctuality, regularity, co-operation, sense of responsibility, sense of social service, initiative etc).
- 3) Health Status (freedom from disease, height, weight, cleanliness etc).
- 4) Proficiency in Co-curriculum activities (both indoor & outdoor)
- 5) Interests (musical, artistic, literary etc)

Through continuous evaluation, it is possible regularly to obtain valuable data about strengths and weaknesses of the children which could not be obtained through End of year examinations and study at the eleventh hour. This is helpful in providing remedial and enriched instruction improving the level of achievement and proficiency among pupils.

CEC is not an end in itself, it provides opportunities for students, teachers and parents to make suitable changes in their efforts. Of late a number of innovative approaches have been evolved. This possibility should therefore be explored for experiment with this with a view to making them a part of our total evaluation strategy and progress.

As the focus of all education endeavors is the learner, feedback should be made available to the learner. Diagnostic evaluation thus becomes very important. Diagnostic is associated with weakness and remedy, but it needs to be extended to identification of talent. The talented may be helped by extra learning facilities and encouragements for optimum growth.

CHAPTER-III

UNIVERSALISATION OF PRIMARY EDUCATION

- A new Move

Both in terms of quantity and quality, several interventions have been made for universalisation of Elementary Education since independence in our country, but its objective is yet to be realized. A new intervention for UEE viz. – ‘a programme with clear time frame for UEE by 2010 AD a response to the demand for quality education’ is launched in the district for all children in the age group of 5-14 years.

Sarva Siksha Abhiyan would develop and implement in the district a replicable, sustainable and cost effective multipurpose programmes

- i) to provide access for all children according to national norms to primary education classes (I-IV/V) i.e. primary schooling wherever possible, or its equivalent non-formal education (especially Sisu Siksha Kendras in West Bengal).
- ii) to reduce difference in Enrolment, Dropout and Learning Achievement among gender and social groups to less than two percent.
- iii) to reduce overall primary dropout rates for all students to less than five percent.
- iv) to raise average achievement levels/competencies to a fully satisfactory standard over measured baseline levels (in saving achievement of basic literacy, numeracy and other competencies).
- v) to bridge social and gender gaps with active participation of the community in the management of our primary institutions.

SUPER OBJECTIVES :-

- All children in schools, Education Guarantee centers (sisu siksha Kendras), Alternative schools, ‘Back to School’ campus – by 2003.
- All children complete eight years of elementary education – by 2010.
- Elementary Education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social gaps, of primary stage by 2007, of elementary stage (up to class VIII) by 2010.
- Universal Retention by 2010.

GENERAL OBJECTIVES (UPE)

- i) Universalisation of Effective Access to Primary Education.
- ii) Universal Enrolment of all children (5-9, 9-14 yrs. Age group) by special enrolment drives and adopting other strategies.
- iii) Improvement of teaching learning activities for MLL (Quality Education) at the upper primary stage on large scale.
- iv) Universal Retention (Reduction in the drop-out rate to a not/negligible stage).
- v) Reduction in Disparities, with emphasis on Education for girls, SC, ST and other disadvantaged groups/section.
- vi) Special Measures including incentives for children who actually need it.
- vii) Cent percent Enrolment in NFE/EGS/AIE of out of school children under 15 yrs. of age.
- viii) Extend knowledge and skills on early childhood development of children (0-3 age groups) through Integrated Child Development Service/Early Childhood Education (ICDS/ECE) and other low-cost family and community based intervention.
- ix) Improve access to pre-school Education for children of three to five age groups.

The success of Literacy drive, increasing awareness among the people regarding advantages of education, rising economic levels, are all creating a growing demand for education. The existing numbers of primary schools are unable to keep up with the growing demand. The district needs more primary schools, alternative institution to accommodate a large out-of-school population and at the same time to retain a reasonable teacher-pupil ratio. Due to the lowering of the age of admission into primary level from six to five years, the extra numbers of children are being accommodated in the existing primary schools, raising the teacher-pupil ratio beyond 1:40. There will be need to augment the trained teaching staff, the number of classrooms and the teaching /learning materials.

SSA – A NEW HOPE, A NEW CHALLENGE

It is no denying the fact that 'Universalisation of Elementary Education' is synonymous with national progress, all round development of the people at large. But it is a matter of deep concern that we are yet to pave the way for universalizing elementary education though we are supposed to arrive at a desired goal much earlier in consonance with the pledges as envisaged in our constitution. At the beginning of 21st Century, it is high time for us to ponder over a specific plan of action so as to translate our long cherished dream into reality. Oblivious of our failures, dismay and despondency we are now to come forward on war footing basis, act in harmony, and in identical manner so that conflicting ideas and beliefs do not stand in the way of achieving our desired objective.

Good policies always cannot yield desired result. Relativistic programme, participation and involvement of all concerned, which are the key ways to achieve our goal, can only successfully implement good policies. The belief, that we shall ensure 'Universalisation of Elementary Education within a specific period', needs effective nourishment by way of Scientific, Pragmatic and Judicious mode of thinking. Axiomatically true indeed, any project or a venture remains an uphill tasks if it is not sufficiently backed by a well knit planning. At this critical juncture, it will be prudent and imperative for us to act in a concerted manner to inculcate the spirit of harmony and zest in all to achieve our much coveted objective 'Universalisation of Elementary Education' through successful implementation of this well-thought programme 'SARVA SIKSHA ABHIYAN'.

'SSA' might appear to be high sounding or lead one to the domain of obscurity but our judicious exercise of intellect and emotive facility & above all, a deep probe into core of this phenomenon vis-a-vis the socio economic fabric of the society will certainly enable us to reach the milestone of glory.

'Universalisation of Elementary Education' is a goal, a commitment which is to be reached and strictly abided by in order to keep the nation progressing to a significant culmination. Twisted and turned by a series of upsurges in the field of education through decades we are now passing through a crisis when poverty, illiteracy, moral and ethical turpitude pronouncedly persist. A phenomenal change in the social fabric of the nation is far to seek but the least, though it may be, is feasible if cohesion in thought and action is maintained and the dormant consciousness amongst all sections of the society can be awakened. This consciousness can alone give birth to a revolutionary ardour, which can at least, pave the way for ushering in millennium in the realm of education. The greater the consciousness is stirred, the larger the achievement is ensured.

Our challenging issues are –commitment, quality, access to education, gender equity and resource mobilization. We must ensure better use of existing resources and greater efficacy of existing programmes, though we know existing resources are inadequate to cater essential inputs to the quantity as well as quality required. Proper and effective support to the teachers, supervisors, community workers for improvement of their capability and skills to exercise authority and responsibility are pre-requisites for UEE. Though it is still a daunting task, we have taken up the challenges to ensure access to good quality learning environment for all children in the age group of 5-14 years.

Study of Gandhiji deeds & writings lead one to elicit two basic tenets; one: to reach the root of the problems & try to prevent them at origin rather than to apply palliatives; second, to involve all sections of people in any constructive work & thus work 'with' the people. This faith in Gandhian approach, is the rationale behind our programme 'SSA'.

The main object is to create an awareness in the backward areas on the need of education to make people understand that education and education alone can lead to the betterment in the standard of living, sanitation, cleanliness, vocational and professional achievement and last, not the least, education of women with other disadvantaged groups can go a long way in the improvement of our society as a whole.

We believe that life educates and education is an elixir to the child. Education is the sum total of learning which in turn is the result of our experience. It is concerned with fostering of natural growth of the child to develop full capacity of his body, mind & spirit; It is concerned with his growth towards 'good life of a complete man'.

Education cannot be a 'Unilinear catalyst' only to endow the society with vocational and employment capacity, but it is a multidimensional instrument to improve the quality of life in every sector of society. 'Education for all' or UEE cannot be just an upsurge but a sustainable search to ensure its effect and an enduring effort to correlate dream with reality.

We are still far from realising many of our aims, but progress is being made and there is a feeling of determination among teachers, guardians, administrators, people-representatives and other concerned persons that all children shall have the best opportunity for development that Sarva Siksha Abhiyan can provide.

We can achieve that what appeared to be an impossible dream if we can disengage ourselves from mental luggage, prejudices and pet solutions. The mission of 'SSA' seeks to accelerate that emergence of a higher level of civilization and the newly found enthusiasm would lead to reaching our target with regard to elementary education for every child of our society.

Burdwan district is unique in its variety. It is one of the largest districts of West Bengal with a plurality in culture and creed. Divergent crosscurrents of casteism and linguistic multiplicity characterise this district and its topographical variety too cannot be underrated. In retrospect, the literacy drive in this district and its glowing glory registers mass involvement, mass awakening which ultimately teaches the goal in utter disregard of the hurdles and hindrances on its way.

THE KEY STRATEGIES

Primary Education is the backbone of a society upon which sustainable growth of economic and other activities depend. In this field, success depends on the quality & the extent of community participation, in planning, implementation & monitoring of its various aspects. UEE cannot be realized in its true spirit unless & until community owns the educational aspects of the children.

Institutional Reforms: - For improvement of the delivery system of elementary education an assessment of the existing education system includes the following: -

- De-centralizations and community ownership.
- Educational Administration.
- Involvement of PRIs, Urban Local bodies, other government, non- govt. organization.
- Financial Issues.
- Education of girls, SC, ST and other disadvantaged groups (focus on special groups).
- Convergence with ECCE.
- Rationalization of teacher deployment and further recruitment of teachers if necessary.
- Thrust on quality improvement of achievement levels in schools.
- Institutional capacity building.
- Habitation as a unit of planning.
- Community based monitoring, supervision and evaluation with full transparency including accountability to community.
- Role of teachers.
- Mid-day meal and other incentives.
- Textbook distribution system.
- Policy regarding private institutions.

Based on the above broad strategy framework the District Elementary Education Plan for Burdwan district has been prepared reflecting all the investment being made in the elementary education sector (first stage UPE) with a holistic and convergent approach, in the greater interest of our future society.

CURRENT STRATEGIES / PRESENT INTERVENTIONS

- a) Provision for compulsory primary education.
- b) Special enrolment drives by teachers/Panchayet personnel and others in the schools.
- c) School readiness through services like ICDS/ECE and other innovative programmes run by local voluntary agencies.
- d) Provision for new schools/alternative system (SSK etc.), additional classrooms in existing schools under different programmes (JRY, OBB etc.)
- e) Provision of teaching-learning materials under OB or other schemes.
- f) Appointment of additional teachers.
- g) School-mapping to identify gaps/deficiencies.
- h) In service training/orientation of the teachers.
- i) Linking of primary with Secondary School for sports and other facilities.
- j) School Health Programme in certain areas of the district ('Anandapath' schools collaboration with UNICEF).
- k) Teachers' guidebooks for all scholastic and non-scholastic areas.
- l) Provision of incentives like merit scholarships, free textbooks, uniforms, mid-day meals etc.
- m) Constitution of school committee.
- n) Provision of incentives to girls, SC & ST children to encourage their enrolment and retention.
- o) Provision of additional classrooms/ new schools in areas predominantly inhabited by SC/S' population.
- p) Provision of services under ICDS/ECE etc.
- q) Postnatal health care network in the rural areas.
- r) Provision of pre-school facilities.
- s) ECE project in selected areas.

NEW STRATEGIES / INTERVENTIONS

- i. Rigorous implementation of the compulsory education programme mandated by the constitutional provision.
 - ii. Prioritising, targeting of girls, SC/ST children, working/street children and children of other disadvantaged groups and such other educationally backward sections.
 - ii. Analysing the outcome of, ongoing school mapping exercise for determining gaps/deficiencies.
 - v. Completion of new schools/additional classrooms as per norms with the active participation of communities, based on the above assessment & the estimated child population for each year, in order to ensure universal access.
 - v. Establish flexible system of shifts and school timings / hours to take care of increasing enrolment in existing schools.
 - ii. Repair/Renovation/Expansion of existing schools by mobilizing local community resources.
 - i. Provision of teaching-learning materials along with storage facilities to all schools.
 - i. Improve access to pre-school education for 3-5 age groups through ICDS.
 - x. Integration of ICDS with Primary Schools; new centers to be made adjacent to existing schools and ensuring enrolment of ICDS children in nearby primary schools.
 - x. Provision of further games, sports, Art & cultural facilities.
 - i. Provision of safe drinking water, sanitation facilities (ensuring separate toilet facilities for girls).
 - i. Maintain the ideal teacher-pupil ratio by filling up all vacant posts of teachers/redeploying surplus teachers within circle/district.
 - i. Training/orientation, both short and long term, strengthen/improve teachers' training faculty ensuring basic facilities and through a participatory process.
 - i. Adoption of child centered and activity oriented teaching learning method.
- Evolve a teaching-learning method particularly for the tribal students suited to their unique life style, culture, psychology, traditions etc. to the extent possible.
- Improved access to library services for children & teachers.
- Strengthening non-scholastic activities and School Health Programme for holistic development and to make our schools ' health promoting schools'.
- Remedial teaching learning, special coaching for slow learners in the school itself, but outside the school hours.
- Innovative schemes for the students to develop their creativity.
- Adoption of flexible system of shifts and school timings/hours/vacations suiting
- Establish/Operationalise Village/Ward Education & Health Committee is a better way.
- Provision of services, like Day Care Centre, to free girls from looking after their younger siblings.
- Incentives to needy/poor women and SC/ST families under IRDP, DWCRA etc. who send their

Wards i.e. girls SC/ST children to school and achieve at least 80% attendance.

- xxiv. Similar incentives to poor/needly women /SC & ST families living in Urban Areas for the same purpose.
- xxv. Adoption of EGS and AIE (alternative and flexible system of NFE) with a standard comparable to the formal education system for out of school children (below 15 years of age).
- xxvi. Provision of incentives to children joining EGS/AIE.
- xxvii. Strengthen the training component for functionaries of ICDS / ECE / Health Deptt. Of ECCE for children under 3 years.
- xxviii. Orientation of parents through Women's groups, Farmers' groups, Worker's groups etc. on ECCE with the health of functionaries as mentioned above.
- xxix. Increase the coverage of pre-school /ECE facilities.
- xxx. Training of Pre-School teachers on ECCE.
- xxxi. Strengthen play, recreation, music & other cultural activities in pre-school education, emphasizing activity-oriented teaching learning.

OUR OBJECTIVES – TASKS – COMMITMENT

- Universal Access, Universal Enrolment, Universal Retention, Achievement of Quality Education (at least Essential level of Learning).
- Reconstruction of Primary Education as a whole.
- Genuine Community Involvement – more and more active and effective community participation.
- Replicable, sustainable and cost effective programme.
- Convergence between Primary Education and related services.
- Multipronged efforts especially for poor, helpless and deprived children, stress on education for girls and socially disadvantaged groups.
- Decentralisation of Education Planning, Local area planning.
- To relate process of education with people's culture, their living, working conditions, abilities and environment.
- Proper and optimal use of existing Resources and Infrastructure.
- Teacher empowerment – Motivation and dedication of the teachers.
- Removal of social hindrances and superstitions.
- Primary Education for child labours.
- Women Empowerment.
- Improvement of school effectiveness.
- Flexibility in the school timing to suit the need of children, provision of opportunities and facilities for all-round development of the learners.
- Bringing about innovations in teaching and learning to ensure really joyful learning.
- Literacy and Post Literacy Campaign – continuous, comprehensive process and a total success.

CHAPTER-IV

PLANNING PROCESS

Since independence several interventions have been made for the Universalisation of Elementary Education both in terms of quantity and quality; yet the objective of UEE is not being achieved in a comprehensive way.

In this context, a new intervention for the UEE viz Sarva Siksha Abhiyan – a programme with clear time-frame for UEE is launched in the district. Now success of this SSA depends on how people plan for themselves and how much managerial capacity is built up for execution of this holistic plan.

The planning process for SSA for this district was initiated in a constructive way keeping in view the cardinal point in this regard.

At first, to start initial activity in the district, a district planning team was constituted with the following members.

1. Savadhipati, Zilla Parishad, Burdwan- Chairman.
2. District Magistrate
3. Chairman, DPSC.
4. Additional District Magistrate (General)
5. Karmadhyaksha, Siksha Sthayee Samity, Zilla Parishad.
6. District Planning Officer.
7. District Inspector of School (P.E.)
8. District Inspector of School (S.E.)
9. District Mass Education Officer.
10. Co-ordinator, DRU (Literacy Cell).
11. Asst. Inspector of School, DPSC, Burdwan.
12. Officer-in-charge, SSA- Member convener.

The planning team formed other teams/sub-committees/working groups for implementation of different pre-project activities.

A working group was formed with the following officials for day to day works and monitoring regarding planning process.:-

- 1) A.D.M. (General)
- 2) Officer-In-Charge, SSA
- 3) Karmadhyaksha, Siksha, Zilla Parishad.
- 4) District Planning Officer.
- 5) D.I./s (P.E.)
- 6) Co-ordinator, DRU
- 7) A.I./School, DPSC.

The achievement of UEE depends on the quality and the extent of community participation in planning, implementation and monitoring of its various aspects. Decentralization without participation i.e. involvement of PRIs and other local bodies/groups in the process of providing basic education to all the children will however remain an elusive goal.

Pre-project activities in the district was started with the promise that the community can plan and participate in the process of implementation of the plan for improvement of education in the habitation.

The planning team and other sub-committees/working groups met several times to discuss and plan for UEE and it was decided to develop habitation-wise plan with every details.

The above teams/working groups made consultancy with the following organizations, institutions, personnel, and individuals: -

- 1) Panchayet/Municipal functionaries.
- 2) General Administration of the district.
- 3) Chairman, DPSC, its members and other concerned persons.
- 4) District Inspectorate (Primary & Secondary)
- 5) Inspecting officers.
- 6) Parents/guardians of the children.
- 7) Different organizations of the teachers.
- 8) Different organizations of the students and other education related organizations.
- 9) NGOs.
- 10) Health Department.
- 11) Mahila Samitis.
- 12) Library Department.
- 13) Social Education/Mass Education Department.
- 14) Literacy Cell.
- 15) District Planning Cell.
- 16) ICDS Functionaries.

House to House Survey:-

The unit of House-to-House Survey was Gram Sansad/Ward. The survey was carried out to gather informations about number of school going children, out of school children, drop out children with age/sex/category –wise break up. The school teachers, MT and VT of TLC programme and others were identified and trained up in cascade made compilation process started from GP/Ward to District through Block/Municipality.

DISE (School Survey):-

School-survey was also conducted to collect the information about infrastructures, which focused on school building and other related facilities, teachers, TLM etc.

School photography programme: -

The District has also made School Photography survey for assessing the actual physical condition of the schools which helped the planners for civil work intervention under SSA.

OTHER ACTIVITIES

Awareness Generation :- Activities to generate general awareness about the programme were also carried out. Wall writing, posters, participation in fairs, melas, leaflets, organizing sensitization workshop in different areas are initiated.

Orientation /Sensitization:- A process of sensitization/orientation for functionaries of SSA was also initiated at different levels and the members of the DPT acted as Key Resource Persons.

Secondary Data Collection: - Secondary data from District Inspectorate, DPSC and other sources has been also collected simultaneously during the pre-project phase in order to generate a strong data base for making projections related to the patterns of drop out, transition rates, repetition rates and promotion rates which have been utilized as secondary data for UPE planning.

General sensitization of teachers:- Sub-division wise camps of the Head Teachers of all Primary Schools of the district were organised for their proper sensitization and involvement in the planning process.

The following activities were also undertaken for strengthening the planning process and to give it a final shape:-

- a) Capacity building of DPT.
- b) Visioning Workshops.
- c) Capacity building Workshops for the RPs.
- d) Consultative workshop.
- e) Workshop on Plan formulation.
- f) Appraisal of Draft Plan.
- g) Finalisation of the Plan.

Micro Planning :- In the area of planning and management, micro-planning is one of the major activities. It includes activities like knowing the habitation (village/Gram Sansad/Ward) and residents through collection of information and holding group meetings with them.

It also includes efforts for Maintenance of Education Register, School Map, Collecting & updating various data, making institutional plan for the schools and finally 'Village/Ward Education Plan'. This exercise has helped to prioritise the intervention areas and to strengthen demand generation. This will also enhance the planning capacity of the people at the grass root level for whom SSA has been launched including better utilization of own existing resources.

The District Planning team has gone through the entire process of planning starting from habitation level. The District Primary Education Plan represents the perspective plan that will give the frame work of activities over a long time-frame to achieve UPE.

Further it has also worked out an Annual Work Plan Budget showing the prioritized activities to be carried out for the year 2001-2002.

BROAD OUTCOMES (SURVEY -2000)

5-9 CHILDREN OUT OF SCHOOLS

Population 5-9	5-9 children population out of school					% out of school of total children of 5-9 years
	SC	ST	Minority	Other	Total	
782915	46191	15560	29880	26190	117821	15.04%

9-14 WHO CAN'T READ & WRITE

Population 9-14	Unable to read & write	Percentage
870869	101110	11.60%

15-45 WHO CAN'T READ & WRITE

Population 15 - 45	Unable to read & write	Percentage
4366837	925111	21.00%

The data was compiled block/urban body wise. As per the Survey 2000 (September 1999), the total out of school children (5-9 age group) in the district was 1.18 lakh and this figure was 2.54 lakh as per Survey 1999. This implied that the enrolment percentage for the district in the academic year 1999-2000 was 85%.

Survey reveals that Purbasihali-II Block had the maximum nos. of out of school children (5192 no.) and among the urban bodies Kulti Municipality had the highest number of out of school children (11652 No.). Other lagging blocks were Kanksa, Ketugram-I, Misraoketa and Monteswar with large no. of out of school children.

It had been observed in previous two surveys that there had been a very narrow gender difference among out of school (5-9) children. In fact, in Kalna-I Block, the out of school girl children were lesser in number than the boys though total girl children (5-9 years) in the block was more than boys in the same age group. Such disparity among male-female school children has been taken while preparing/renewing the education plans at Block level.

LITERACY STATUS AS PER SURVEY –2000

Literacy STATUS					
Age group		Area	% Literacy		
			Male	Female	Total
1	9-14	Rural	90.50	85.20	88.00
		Urban	91.00	88.50	89.50
2	15-45	Rural	80.80	71.00	75.80
		Urban	89.00	84.10	86.80

Literacy status is vital for formulation of any education plan. In fact adult literacy acts as a positive catalyst for higher demand of primary education. Literate parents are generally keen to send their children to schools, Similarly for achieving UEE, the literacy status for 9-14 age group is very important.

Literacy had been studied for two age groups (as shown above) (a) 9-14 years (a) 15-45 years. It may be seen (if the detailed figures are studied) that the areas, which are lagging behind in literacy, also perform poorly in primary education.

Here, we can draw an interesting result that % of out of school children in urban areas is more than Rural areas. Hence we draw an inference that there are certain factors which are responsible for such reverse drop out /out of school children, e.g.: -

- i) Certain Municipalities are lagging behind in Literacy due to various reasons.
- ii) Availability of infrastructure in our primary school in Rural/Urban Areas.
- iii) Teaching learning method (which should be joyful and child friendly) vis-a-vis sports and cultural activities in school, so that enrolled children are retained in their school till completion of their education.

From different tables as shown in the Survey Report 1999 & 2000, it would be clear that % of out of school children in Rural and Urban Areas are respectively 14.38 & 16.95 which though by standard is satisfactory, yet suggest a more intensive study in areas where such percentage is high, as an immediate step towards UPE & UEE.

It would be worth mentioning here that though House to House Survey and DISE conducted by deploying sufficient staff and school teachers, there may be a possibility of error to extent might have crept in during collection of data at field level or while entering the same in va computers for storage and analysis purpose Hence, for preparation of draft plan for UPE and UI in the context of SSA, following steps were taken : -

- a) Further discussion at various levels.
- b) Campaign, Rallies, Mass movement, visioning workshops, sensitization programme
- c) Proper functioning of Village/Ward Education and Health Committee, BLCCs, D & other committees.
- d) More interaction with parents, teachers, Panchayat/Municipal bodies, Govt. of organizations, Key persons, decision makers of the district to encourage involvement and participation.
- e) Basic institutional assuagement supporting plan formulation.
- f) Formation and functioning of District Planning Team to ensure appropriate planning
- g) Constitution of District Programme Cell and the District Planning Cell.
- h) Base Line Assessment Survey.

- i) Further School Survey (DISE-2001) as on September 2000.
- j) School Photography
- k) Secondary data collection.

School Photography: - During the pre-project period, school photography has been undertaken as a survey exercise to assess the physical infrastructure of schools. This would be an important exercise while ensuring school centric planning with school specific data on building status, toilet & drinking water facilities, link road to the schools and other miscellaneous information. Collected data from information sheet with photography are being computerized for further analysis and report generation.

Secondary data collection: - From District Inspectorate, District Primary School Council and from other sources Secondary data have also been collected simultaneously during the pre-project phase in order to generate a strong data base for projections related to the patterns of Enrolment, Drop out, transition rates, repetition rates etc. These data have been utilized as Secondary data for planning for UPE.

BASE LINE ASSESSMENT SURVEY

Background: - There are a number of problems with our Govt. Education System. Large amount of the State's Annual Revenue budget is spent on education. More than half of it is spent on elementary education.

The Head teachers and other teachers of the schools face a lot of problems. The Schools lack basic facilities as well as supervisor's support and guidance.

Due to economic, social and other constraint, a large number of parents do not send their children to school. Children get into work at an early age.

Specific problems: -

- a) Large number of students are not attending or are irregular. Among them, mostly are girls, Scheduled caste, Scheduled Tribe children and children with physical and mental impairments.
- b) Achievement is low
Reason may lie in – (i) Home (ii) School Environment (iii) Classrooms (iv) Community

Why this Survey?

This survey is a multipurpose one, which has been designed to help us understand –

- i) Up to what level children have learnt basic reading/numeracy skills.
- ii) The extent to which family background affects learning.
- iii) Factors in the schools that affect performance.
- iv) Whether attendance is a problem.

At the time of conducting the survey we have to look into the following (the major research questions).

- a) **Level of attainment:**
 - The extent of skills acquired in language & mathematics
 - Differences in attainment between different groups of children (boys and girls, SC, ST & others, Urban and Rural).
 - Factors that account for these differences in school, teachers, home, community.
- b) **School Effectiveness**
 - Which of the schools are more effective and what school factors account for greater effectiveness (analysis STLM)

The Instruments: - The following schedules/tests have been used to collect data required to answer above questions: -

- Student schedule.
- Teacher schedule.
- School Record schedule.
- Tests in Language and Maths for class I.
- Tests in Language and Maths for class III.

The size of the sample: - The survey as mentioned earlier have been conducted in the following of the district (selected randomly) –

Rural Area	Urban Area
Andal Block	Jamuria Municipality
Bhatar Block	Asansol Corporation
Galsi I Block	Dainhat Municipality
Aushgram II Block (tribal)	

The survey has covered-

- a) 50 schools in the above mentioned areas (selected randomly).
- b) Maximum 30 nos. of students in class III (selected randomly) have been administered the tests and interviewed.
- c) A maximum of 20 students in class I have been administered the tests.
- d) All the teachers who handle primary classes upto a maximum of 5 including the Head Teacher have been interviewed. In schools with more than 5 teachers, the teachers who have taught the sampled students in class I and III and the Head Teachers have been invariably interviewed. Other teachers have been selected randomly.

If the number of teachers including HT was upto 5, they have been all selected.

If the sample did not include a lady teacher, one lady teacher has been selected randomly from amongst the list of lady teachers. She has been included in the sample by dropping the last male teacher from the list.

Conduct of field staff training etc.: -

The principal investigator and ten supervisors took part in the training programme held in the premises of state Project Office, DPEP/SCA, Kolkata and training programme for ten field investigators was assigned in the Conf. Hall of DPSC, Bardwan.

Where each one of us has a specific role to play in the project, teamwork, learning from one another respecting the fact that each of us brought our experience with us and had something to contribute have been recognized and appreciated. Among other things it was stressed that respect and regard for individuals should be extended to the schools from where data were to be collected and that participatory and democratic methods of functioning should be an integral part of each and every activity of the project.

Major Observation on Base Line Assessment Survey (BAS)

Table 2.1 - Achievement of Class I Students in Language

	N	MEAN %	SD	N	MEAN %	SD	N	MEAN %	SD	CR VALUE
BOYS	343	75.83	21.92	89	65.65	31.88	432	73.32	24.31	3.4
GIRLS	295	74.75	22.55	102	55.2	30.33	397	69.72	26.09	5.36
TOTAL	638.00	75.33	22.22	191.00	59.14	33.21	829.00	71.60	25.18	6.33
CR VALUE	0.61			1.76			2.05			

Table 2.1 - Achievement of Class I Students in Mathematics

	N	MEAN %	SD	N	MEAN %	SD	N	MEAN %	SD	CR VALUE
BOYS	343	81.2	21.17	89	63.88	31.34	432	77.53	24.37	4.58
GIRLS	295	78.98	22.41	102	56.81	30.38	397	73.29	26.71	5.79
TOTAL	638.00	80.17	21.75	191.00	60.15	30.29	829.00	75.55	25.52	7.45
CR VALUE	1.28			1.39			2.44			

Major Observation on Base Line Assessment Survey (BAS)

Table 2.11 - Achievement of Class 2 Students in Language

	N	MEAN %	SD	N	MEAN %	SD	N	MEAN %	SD	N	MEAN %	SD	CR VALUE	CR VALUE
BOYS	175	71.54	23.53	49	71.02	21.88	208	75.24	25.47	432	73.32	24.31	-1.52	-1.56
GIRLS	130	68.58	24.65	53	62.08	29	214	72.31	26.19	397	69.72	26.09	-0.89	-1.87
TOTAL	305.00	70.28	24.02	102.00	66.37	25.83	422.00	73.82	25.84	829.00	71.60	25.18	-1.46	-2.52

Table 2.5 - Achievement of Class 2 Students in Mathematics

	N	MEAN %	SD	N	MEAN %	SD	N	MEAN %	SD	N	MEAN %	SD	CR VALUE	CR VALUE
BOYS	175	79.2	21.44	49	70.51	27.35	208	77.98	25.89	432	77.63	24.66	0.5	-2.43
GIRLS	130	69.58	25.7	53	67.64	25.69	214	76.94	27.55	397	73.29	25.91	-1.67	-1.76
TOTAL	305.00	75.10	23.35	102.00	69.02	26.50	422.00	77.45	26.74	829.00	75.55	35.76	-0.96	-2.76

Table 2.12 - Achievement of Class 1 Students in Language

	N	MEAN %	SD	N	MEAN %	SD	N	MEAN %	SD	N	MEAN %	SD	CR VALUE	CR VALUE
RURAL	241	72.45	23.58	58	70.26	20.77	339	78.24	21.45	638	75.33	22.22	-3.03	-2.69
URBAN	64	62.11	25.59	44	61.25	31.27	83	85.72	33.93	191	59.14	33.21	1.2	0.87
TOTAL	305.00	70.28	24.02	102.00	66.37	25.83	422.00	73.82	25.84	829.00	71.60	25.18	-1.9	-2.61

Table 2.12 - Achievement of Class 1 Students in Mathematics

	N	MEAN %	SD	N	MEAN %	SD	N	MEAN %	SD	N	MEAN %	SD	CR VALUE	CR VALUE
RURAL	241	75.95	22.58	58	74.91	23.72	339	84.07	20.78	638	80.17	21.75	-5.41	-2.76
URBAN	64	71.88	26.05	44	61.25	29.77	83	50.52	43.27	191	60.1	35.29	3.73	1.66
TOTAL	305.00	75.10	23.35	102.00	69.02	26.50	422.00	77.45	26.74	829.00	75.55	25.52	-1.26	-2.88

Table 5.1 : Number of teachers on roll

District	Area	No. of Sampled Schools	NUMBER OF TEACHERS ON ROLL				Total	Average Teachers per school	Sanctioned posts	Teacher pupil Ratio
			Male		Female					
			N	%	N	%				
BURDWAN	RURAL	40	111	82.22	24	17.78	135	3	17	55.16
	URBAN	10	26	63.41	15	36.59	41	4	14	40.00
	TOTAL	50	137	77.84	39	22.16	176	4	31	51.59

Table 5.2 : Percentage of schools with various facilities related to teaching learning process

Maps	96.00
Globes	80.00
Charts	80.00
Play Material And Toys	70.00
Primary Science Kit	72.00
Mini Tool Kit	52.00
Maths Kit	80.00
Reference Books, Dictionaries Encyclopaedia	86.00
Children's Book	82.00
Magazine, Journals Newspapers	50.00
Blackboard	88.00
Chalk And Duster	96.00

Table 5.3 : Percentage of schools with various infrastructural facilities related to teaching

School Bell	80.00
Mats & Furniture For Students	14.00
Chairs For Teachers	90.00
Tables For Teachers	78.00
Pin-Up Board/Notice Board	20.00
Water Pitcher, Ladle & Glasses	60.00
Dust Bin	0.00
Safe Drinking Water	56.00
Toilet Facilities	20.00
Separate Toilet Facilities For Girls	8.00
Electric Connection For The School	4.00
Annual Medical Checkup For Children	38.00
Immunization	32.00
FIRST AID KIT	30.00

Table 5.4 : Percentage of schools having facilities of games & other instruments

Playground facilities	38.00
Playground within the school premises	30.00
Playground exclusive for the children	34.00
Game equipment	72.00
Music equipment	0.00

Table 5.5 : Year wise number of schools having competency based Textbooks and Workbooks

CLASS	TEXTBOOKS				WORKBOOKS			
	1996	1997	1998	1999	1996	1997	1998	1999
I	0.00	1.00	0.00	1.00	0.00	0.00	0.00	0.00
II	0.00	0.00	0.00	2.00	0.00	0.00	1.00	0.00
III	0.00	0.00	0.00	2.00	0.00	0.00	0.00	0.00
IV	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00
V	0.00	0.00	0.00	1.00	0.00	0.00	1.00	1.00

Table 5.6 : Year wise number of schools having competency based Teacher's Handbooks and Teaching Aids

CLASS	TEXTBOOKS				WORKBOOKS			
	1996	1997	1998	1999	1996	1997	1998	1999
I	2.00	6.00	0.00	5.00	3.00	1.00	0.00	1.00
II	2.00	3.00	0.00	4.00	3.00	1.00	0.00	1.00
III	1.00	4.00	0.00	2.00	2.00	1.00	0.00	1.00
IV	1.00	4.00	0.00	2.00	2.00	1.00	0.00	1.00
V	0.00	0.00	0.00	1.00	0.00	0.00	1.00	1.00

Table 5.7 : Number of children receiving facilities under various incentive schemes

INCENTIVE SCHEMES	SC		ST		OBC		OTHERS	
	B	G	B	G	B	G	B	G
Free Text Books	1732	1525	396	302	127	121	1599	1515
Scholarship For Regular Attendance	0	0	0	0	0	0	0	0
Other Schemes	0	0	0	0	0	0	0	0
Mid Day Meal	1608	1673	139	132	483	480	1886	1982
Free Uniform	0	1487	0	93	0	70	0	130

Table 5.8 : Distributing of members of the community participating in Education Committees

MEMBERS	VEC		AEC		SMC		PTA	
	Male	Female	Male	Female	Male	Female	Male	Female
Teachers	37	8	12	4	12	7	5	5
Parent	37	26	12	6	14	5	5	5
Others	31	26	8	5	12	5	5	5
Total	105	60	32	15	38	21	15	15

Table 5.9 : No. of Sample teachers Area wise, Category wise & Gender wise

GENDER	TEXTBOOKS				WORKBOOKS				
	SC	ST	OBC	OTH	SC	ST	OBC	OTH	TOTAL
M	8	4	5	76	3	0	3	22	121
F	1	0	2	12	6	0	1	12	34
TOTAL	9	4	7	88	9	0	4	34	155

EXTERNAL EVALUATION AT THE END OF CLASS-II

During last three Academic years, under the guidance and supervision of WBBPE, External Evaluation at the end of class II in First Language and Arithmetic is being conducted in all the primary schools. The objectives of this evaluation is to assess the competencies of the students, identify the weaknesses and on the basis of these indicators to take remedial steps during next two years, so that they can achieve quality primary education after four years of schooling.

The Achievement of the students in respect of External Evaluation 2000 of this district has been analysed and the observation are as follows:

(District : Bardhaman (BURDHAN))

External Evaluation, 2006

Subject : First Language

(AT THE END OF CLASS - II)

Sl No	Circle	Schools	Enrolment	Attendance	Appeared	Number scored						
						<20%	20% to <40%	40% to <60%	60% to <80%	80% to <100%	100%	
			Medium : Bengali									
1	Guskara I	71	1359	1024	1042	94	162	246	332	208	0	
2	Guskara II	53	1600	1269	1164	210	239	298	244	111	2	
3	Ausgram I	55	1868	1659	1439	89	228	366	412	341	5	
4	Ausgram II	50	1284	1076	1004	101	173	284	305	136	0	
5	Galsi	81	2553	2200	1988	222	443	565	476	277	0	
6	Galsi West	81	2885	2508	2273	243	527	633	589	306	0	
7	Bhatar	86	3034	2647	2347	227	571	656	575	317	1	
8	Bhatar West	81	2401	1921	1839	170	257	479	461	344	3	
9	Sadar Urban I	45	2295	2000	1638	101	231	355	457	497	11	
10	Sadar Urban II	51	2627	2411	2168	175	108	471	536	470	106	
11	Sadar East	54	2004	1637	1487	116	237	329	419	381	5	
12	Sadar West	65	3286	2828	2482	272	439	697	638	378	8	
13	Sadar North	54	1770	1646	1390	43	195	315	439	388	22	
14	Raina I	67	2255	1987	1937	263	411	536	458	287	2	
15	Raina II	57	1819	1571	1429	140	295	388	381	242	0	
16	Raina III	57	1757	1481	1468	98	233	360	451	328	1	
17	Raina IV	53	1336	1192	1053	58	138	292	278	288	1	
18	Khandaghoss I	71	2123	1855	1668	111	263	460	510	327	0	
19	Khandaghoss II	66	2305	2007	1816	302	422	499	426	167	0	
20	Jamalpur	97	3222	2578	2540	231	328	613	744	555	9	
21	Jamalpur East	65	2783	2351	1926	298	468	477	404	272	7	
22	Memari	60	2506	2146	1937	261	463	470	481	253	9	
23	Kalanabagram	56	2822	2288	2036	221	359	507	475	428	6	
24	Satgachia	66	2330	1851	1801	373	433	424	384	187	3	
25	Satgachia West	54	1723	1374	1358	169	316	310	322	241	0	
26	Durgapur	94	6124	5286	4433	644	389	1070	1076	643	11	
27	Durgapur North	61	2327	1857	1654	218	432	448	377	179	0	
28	Kanksa	105	3092	2528	2197	197	433	598	618	348	2	
29	Budbud	52	1644	1310	1177	116	206	351	264	129	1	

Rank	Circle	% Attendance	% Appearance	Percentile Achievement			Success Rate Index / Mean Level of Knowledge
				Less than 40%	40% to 60%	60% and above	
Medium : Bengali							
30	Purbasthali North	88.33	84.18	31.06	30.29	38.65	53.90
31	Kalna South	86.71	80.41	33.37	25.82	40.81	53.72
32	Galsi West	88.93	78.79	32.78	27.85	39.38	53.30
33	Satgachia West	79.74	78.82	35.71	22.83	41.46	52.87
34	Kalna North	81.11	82.09	33.68	25.91	39.37	52.46
35	Galsi	80.17	77.87	33.70	28.42	37.88	52.09
36	Bhatar	87.24	77.36	34.00	27.96	38.05	52.02
37	Ketugram West	80.30	68.55	33.31	30.32	36.37	51.53
38	Raina I	88.12	85.90	34.80	27.67	37.53	51.37
39	Durgapur	88.32	72.39	36.84	21.14	39.03	51.09
40	Memari	85.63	77.29	37.38	24.26	38.26	50.40
41	Jamuna II	78.70	69.83	37.53	24.37	37.90	50.10
42	Kalna East	90.89	81.48	37.32	25.56	37.11	49.84
43	Ranigunj	84.58	71.87	37.57	26.68	36.75	49.54
44	Budbud	79.68	71.59	35.85	30.87	33.47	48.81
45	Jamalpur East	84.48	69.21	39.77	24.77	35.46	47.85
46	Baraboni	77.67	63.48	40.27	23.92	35.81	47.77
47	Durgapur North	79.80	71.08	39.30	27.04	33.62	47.16
48	Ketugram	88.29	77.39	40.39	24.98	34.63	47.12
49	Khandaghoss II	87.07	78.79	39.87	27.48	32.65	46.39
50	Purbasthali	85.35	81.60	41.26	24.88	33.85	46.30
51	Ukhra	68.24	56.72	42.76	24.07	33.17	45.21
52	Katowa East	84.54	78.38	42.92	26.05	31.03	44.06
53	Satgachia	79.44	77.30	44.59	23.54	31.87	43.64
54	Guskara II	79.31	72.75	43.73	25.60	30.67	43.47
55	Jamuria I	80.11	62.22	49.52	23.31	28.67	38.17
District Figure		83.97	75.36	31.91	25.14	42.31	56.20

District : Bardhaman

External Evaluation, 2000.

Subject : First Language

Rank	Circle	% Attendance	% Appearance	Percentile Achievement			Success Rate Index / Mean Level of Knowledge
				Less than 40%	40% to <60%	60% and above	
Medium : Bengal:							
1	Sadar North	92.99	78.53	16.40	22.66	60.94	72.27
2	Hirapur	87.00	75.91	18.71	22.01	59.27	70.28
3	Sadar Urban I	87.15	71.37	19.41	21.67	58.91	69.75
4	Chittaranjan	85.94	74.50	19.54	22.64	57.82	69.14
5	Raina IV	89.22	78.92	18.61	27.73	53.66	67.52
6	Raina III	84.29	83.55	22.34	24.52	53.13	65.40
7	Ausgram I	88.81	77.03	21.89	25.43	52.68	65.39
8	Sadar East	81.69	74.20	23.71	22.13	54.14	65.20
9	Manteswar III	87.26	82.82	23.35	24.38	52.27	64.46
10	Khandaghoss I	87.38	78.57	22.24	27.58	50.18	63.97
11	Guskara I	75.35	76.67	24.57	23.61	51.82	63.63
12	Jamalpur	80.01	78.83	24.37	24.13	51.50	63.56
13	Kulti	81.68	69.47	23.60	27.21	49.19	62.79
14	Asansol	89.11	79.36	24.53	28.42	49.05	62.26
15	Sadar Urban II	91.78	82.53	26.98	21.73	51.29	62.15
16	Manteswar I	80.11	82.19	25.00	27.59	47.41	61.21
17	Mongolkot II	85.84	74.09	25.65	27.91	46.44	60.40
18	Dainhat	83.07	75.67	28.94	24.25	46.81	58.94
19	Mongolkot III	82.64	67.96	29.11	24.51	46.38	58.63
20	Purbasthali South	85.43	83.37	28.78	26.31	44.94	58.09
21	Ausgram II	83.80	78.19	27.79	28.29	43.92	58.07
22	Kanksa	81.76	71.05	28.81	27.22	43.97	57.58
23	Kalanabagram	81.08	72.15	30.45	24.90	44.65	57.10
24	Bhatar West	80.01	76.59	30.02	28.05	43.94	56.96
25	Katowa West	82.39	75.85	31.10	24.75	44.15	56.52
26	Manteswar II	89.61	88.38	28.85	30.03	41.15	56.15
27	Raina II	88.37	78.56	30.65	27.15	42.20	55.77
28	Mongolkot I	81.59	76.29	28.68	31.65	39.67	55.50
29	Sadar West	88.06	75.53	30.65	26.08	41.26	55.30

SI No	Circle	Schools	Enrolment	Attendance	Appeared	<20%	Number scored					
							20% to <40%	40% to <60%	60% to <80%	80% to <100%	100%	
Medium : Bengali												
30	Ukhra	83	5904	4029	3349	636	796	806	717	390	4	
31	Asansol	99	4526	4033	3592	250	521	949	1014	732	16	
32	Barabani	77	2226	1729	1413	264	305	338	326	180	0	
33	Chittaranjan	67	1992	1712	1484	82	208	336	450	405	3	
34	Hirapur	85	4632	4030	3516	193	465	774	1080	962	33	
35	Raniganj	79	4437	3753	3189	440	758	819	728	428	16	
36	Jamura I	63	3706	2965	2306	577	565	549	415	199	1	
37	Jamura II	41	1568	1234	1095	175	236	269	287	127	1	
38	Kulti	77	4428	3617	3076	204	522	837	964	542	7	
39	Purbasthali	88	3837	3275	3131	501	791	779	715	343	2	
40	Purbasthali North	56	2926	2526	2463	199	563	746	633	315	4	
41	Purbasthali South	80	3529	3015	2942	240	606	774	833	488	1	
42	Manteswar I	62	1976	1583	1624	106	300	448	466	299	5	
43	Manteswar II	52	1867	1673	1650	161	315	495	455	222	2	
44	Manteswar III	58	1758	1534	1456	107	233	355	471	288	0	
45	Kalna East	78	4028	3661	3282	473	752	839	723	489	6	
46	Kalna North	62	2568	2163	2108	265	445	568	557	271	2	
47	Kalna South	104	3477	3015	2796	333	600	722	738	402	1	
48	Mongolkot I	65	1586	1294	1210	171	278	383	331	149	0	
49	Mongolkot III	56	2684	2218	1824	123	463	447	499	346	1	
50	Mongolkot II	54	2084	1789	1544	131	255	431	439	278	0	
51	Katugram	82	3228	2850	2498	435	574	624	558	307	0	
52	Katugram West	97	4436	3562	3041	266	747	922	766	339	1	
53	Katowa East	85	3027	2559	2372	379	439	618	490	246	0	
54	Katowa West	75	3425	2822	2598	349	469	643	668	474	5	
55	Dainhat	72	2758	2291	2087	203	401	506	586	379	12	
District Figure		3806	151747	127420	114337	12995	23486	29484	29432	18602	338	

Sl No	Circle	Schools	Enrolment	Attendance	Appeared	Number scored					
						<20%	20% to <40%	40% to <60%	60% to <80%	80% to <100%	100%
			Medium : Bengali								
1	Guskara I	71	1359	1024	1049	48	117	216	320	302	37
2	Guskara II	53	1600	1269	1191	111	220	309	300	229	22
3	Ausgram I	55	1868	1659	1459	46	143	292	432	483	63
4	Ausgram II	50	1284	1076	1001	63	116	225	337	245	15
5	Galsi	81	2553	2200	1998	107	310	525	593	441	28
6	Galsi West	81	2885	2508	2293	120	353	632	682	467	30
7	Bhatar	86	3034	2647	2363	127	339	610	739	504	44
8	Bhatar West	81	2401	1921	1852	94	273	390	491	559	40
9	Sadar Urban I	45	2295	2000	1655	75	162	310	497	522	86
10	Sadar Urban II	51	2627	2411	2129	182	355	484	491	551	50
11	Sadar East	54	2004	1637	1532	50	129	268	451	551	78
12	Sadar West	65	3286	2828	2506	223	350	566	700	596	71
13	Sadar North	54	1770	1646	1382	33	159	305	465	389	31
14	Raina I	67	2255	1987	1938	157	271	431	580	442	57
15	Raina II	57	1819	1571	1453	63	157	338	446	379	40
16	Raina III	57	1757	1481	1506	32	149	349	482	424	70
17	Raina IV	53	1336	1192	1063	23	66	194	290	430	60
18	Khandaghoss I	71	2123	1855	1697	44	151	359	568	518	57
19	Khandaghoss II	66	2305	2007	1852	154	285	438	537	412	28
20	Jamalpur	97	3222	2578	2540	111	281	474	721	832	121
21	Jamalpur East	65	2783	2351	1951	145	305	500	478	460	63
22	Memari	60	2506	2146	1918	97	277	510	557	429	48
23	Kalanabagram	56	2822	2288	2048	120	223	381	573	646	105
24	Satgachia	64	2330	1851	1409	175	323	479	80	313	26
25	Satgachia West	51	1723	1374	1350	77	192	348	370	328	29
26	Durgapur	94	6124	5286	4463	387	767	1131	1197	890	91
27	Durgapur North	61	2327	1857	1676	108	275	449	503	317	24
28	Kanksa	105	3092	2528	2229	87	283	579	712	524	44
29	Budbud	52	1644	1310	1176	64	190	371	329	202	20

Sl No	Circle	Schools	Enrolment	Attendance	Appeared	Number scored					
						<20%	20% to <40%	40% to <60%	60% to <80%	80% to <100%	100%
Medium : Bengali											
30	Ukhra	83	5904	4029	3374	370	692	797	800	628	87
31	Asansol	99	4526	4033	3635	148	411	737	1152	981	206
32	Barabani	77	2226	1729	1451	153	251	396	351	284	16
33	Chittaranjan	67	1992	1712	1505	79	155	273	418	500	80
34	Hirapur	85	4632	4030	3569	70	289	732	1101	1192	179
35	Raniganj	79	4437	3753	3171	236	537	775	917	687	66
36	Jamura I	63	3706	2965	2380	285	502	560	557	432	44
37	Jamura II	41	1568	1234	1105	59	163	284	250	206	23
38	Kulti	77	4428	3617	3104	107	317	687	1011	903	79
39	Purbasthali	88	3837	3275	3137	233	569	898	620	569	52
40	Purbasthali North	56	2926	2526	2465	127	350	673	773	506	41
41	Purbasthali South	80	3529	3015	2967	123	418	687	887	770	82
42	Manteswar I	62	1976	1583	1624	57	207	369	524	416	56
43	Manteswar II	52	1867	1673	1659	85	245	399	523	384	23
44	Manteswar III	58	1758	1534	1408	37	142	299	130	449	51
45	Kalna East	78	4028	3661	3359	355	660	865	832	591	52
46	Kalna North	62	2588	2163	2126	137	329	557	611	450	42
47	Kalna South	104	3477	3015	2825	164	454	772	1156	514	45
48	Mongolokot I	65	1586	1294	1176	30	129	340	398	254	16
49	Mongolokot III	56	2684	2218	1870	78	276	424	537	498	57
50	Mongolokot II	54	2084	1789	1587	73	199	342	489	452	32
51	Ketugram	82	3228	2850	2527	240	502	589	670	485	41
52	Ketugram West	97	4436	3562	3074	107	497	801	955	661	53
53	Kaldwa East	85	3027	2559	2459	175	459	672	650	457	48
54	Kaldwa West	75	3425	2822	2599	163	301	566	771	701	94
55	Dainhat	72	2758	2291	2080	118	254	448	595	610	55
District Figure		3806	151747	127420	114916	6959	16603	27406	32060	27968	3110

Rank	Circle	% Attendance	% Appearance	Percentile Achievement			Success Rate Index / Mean Level of Knowledge
				Less than 40%	40% to <60%	60% and above	
	Medium : Bengali						
1	Raina IV	89.22	79.57	2.37	18.25	73.38	82.50
2	Sadar East	81.69	76.45	1.68	17.49	70.82	79.57
3	Hirapur	87.00	77.05	10.23	20.51	69.26	79.52
4	Khordughoss I	87.38	79.93	11.49	21.15	67.35	77.93
5	Ausgram I	88.81	78.10	12.95	20.01	67.03	77.04
6	Manteswar III	87.28	80.09	2.71	21.24	68.05	76.67
7	Raina III	94.29	85.71	12.02	23.17	64.81	76.39
8	Sadar Urban I	87.15	72.11	14.32	18.73	66.95	76.31
9	Chittaranjan	85.94	75.55	15.55	18.14	66.31	75.38
10	Kulti	81.68	70.10	13.69	22.13	64.21	75.27
11	Jamnipur	80.01	78.83	15.41	18.66	65.91	75.24
12	Sadar North	92.99	78.08	13.89	22.07	64.04	75.07
13	Asansol	89.11	80.31	15.38	20.28	64.35	74.48
14	Guskara I	75.35	77.19	15.73	20.59	63.68	73.98
15	Kalanabagram	81.08	72.57	16.75	18.60	64.65	73.95
16	Manteswar I	80.11	82.19	15.35	22.72	61.33	72.69
17	Mongolkot II	85.84	76.15	17.14	21.55	61.31	72.09
18	Dainhat	83.07	75.42	17.80	21.54	60.58	71.35
19	Mongolkot I	81.59	74.15	14.25	28.91	58.80	71.26
20	Katowa West	82.39	75.88	17.85	21.78	60.37	71.26
21	Raina II	86.37	79.88	17.21	23.26	59.53	71.16
22	Ausgram II	83.80	77.96	17.98	22.48	59.64	70.88
23	Kanksa	81.78	72.09	16.60	25.98	57.42	70.41
24	Purbasthali South	85.43	84.07	18.23	23.15	58.61	70.19
25	Mongolkot III	82.64	69.67	18.93	22.67	58.40	69.73
26	Bhatari West	80.01	77.13	19.82	21.06	59.13	69.65

Rank	Circle	% Attendance	% Appearance	Percentile Achievement			Success Rate Index / Mean Level of Knowledge
				Less than 40%	40% to <60%	60% and above	
Medium : Bengali							
27	Manteswar II	89.61	88.86	19.89	24.05	56.06	68.08
28	Bhatar	87.24	77.88	19.72	25.81	54.46	67.37
29	Ketugram West	80.30	69.30	19.65	26.06	54.29	67.32
30	Marmal	85.63	76.54	19.50	26.59	53.91	67.21
31	Purbasthali North	86.33	84.24	19.15	27.30	53.55	67.20
32	Setgachin West	79.74	78.35	19.93	25.78	54.30	67.19
33	Ralna I	88.12	85.94	22.08	22.24	55.68	66.80
34	Galsi	86.17	78.26	20.57	26.28	53.15	66.29
35	Sadar West	86.06	76.26	22.37	22.59	54.55	65.84
36	Jamuria II	78.70	70.17	21.90	25.70	52.40	65.25
37	Galsi West	86.93	79.48	21.02	27.56	51.42	65.20
38	Kalna North	84.23	82.79	21.92	26.20	51.88	64.98
39	Khandajhoss II	87.07	80.35	23.60	23.65	52.75	64.58
40	Jamalpur East	84.48	70.10	23.07	25.63	51.31	64.12
41	Durgapur North	79.80	72.02	22.85	26.79	50.36	63.75
42	Kalna South	86.71	81.25	22.58	27.33	50.09	63.75
43	Sadar Urban II	91.78	81.04	25.22	22.73	52.04	63.41
44	Budbud	79.68	71.53	21.60	31.55	46.85	62.63
45	Raniganj	84.58	71.47	25.42	24.44	50.14	62.36
46	Durgapur	86.32	72.88	25.86	25.34	48.80	61.47
47	Katowa East	84.54	81.24	25.70	27.33	46.97	60.63
48	Purbasthali	85.35	81.76	25.44	28.63	45.94	60.25
49	Guskara II	79.31	74.44	27.75	25.94	46.26	59.24
50	Ketugram	88.29	78.28	29.35	23.31	47.33	58.98
51	Barabani	77.67	65.18	27.84	27.29	44.87	58.51
52	Kalna East	90.89	83.39	30.34	25.75	43.91	56.79
53	Ukhra	68.24	57.15	31.48	23.62	44.90	56.71
54	Jamuria I	80.01	64.22	33.07	23.53	43.40	55.17
55	Salgachia	79.44	60.47	35.53	34.00	30.38	47.37
District Figure		83.97	76.73	20.61	23.86	55.64	67.68

BACKGROUND AND PRE-PROJECT ACTIVITIES

From the beginning of 90s, Burdwan District Planning Committee assigned a high priority to achieve the objective of making Burdwan a literate district. With this objective in mind, the district took up the task of universalisation of Primary Education & covering other age group illiterates under non-formal Adult Education Programme & other initiatives.

With the State Government declaration of 'Education and Health for all', the District Planning Committee took all endeavour with renewed vigour, to improve the literacy status in the district, with special emphasis on primary education and health.

The District Planning Committee took up the challenge of 'Primary Education for every child' in the year 1999, identifying the following activities: -

- 1) To ensure accessibility for all the children in the existing primary schools and to establish (need based) new primary schools and/or Sisu Siksha Kendras.
- 2) To ensure satisfactory enrolment (with no/negligible left out) of the children in the age group 5-9 years.
- 3) To ensure universal retention (with no/negligible drop out) in the primary schools adopting the following strategies-
 - a) Make schools and SSKs attractive to children.
 - b) Develop infrastructural facilities and environment of the primary institution.
 - c) Train and motivate teachers for joyful teaching learning in the schools, child friendly and participatory approach through 'Anandapath' and other programmes.
 - d) Ensure Community participation through Village/Ward Education and Health Committees.
- 4) To ensure primary health to all children, efforts are made to achieve the following objectives:
 - a) Provision of toilets (including arrangement of separate toilets for girls) and safe drinking water to all the schools and SSKs.
 - b) Regular Health Checkup of all children in primary schools and SSKs and to strengthen referral system through 'School Health' and other programmes.
- 5) To cover all the illiterates and school dropouts in age group of 9-14 years, by opening center with the help of NGOs.
- 6) To ensure satisfactory functioning of Continuing Education Programme for the 15 + age population.

To achieve the above objectives, Education Survey was conducted during 1999, based on which total no of children in the age group 5-9 years, to be covered by primary schools/ SSKs, identified. Problems of accessibility to the primary schools could also be identified. During survey 'green cards' were issued in favour of eligible children to pursue the guardians of such children could not be admitted, in the first instance.

- Massive campaign was launched using different media like hoardings, puppetry, magic shows and arranging open meetings with people of different sectors including teachers, guardians, Panchayet & Municipal functionaries, govt. officials, NGOs and other key persons of the localities to generate awareness on education and Health. 'Summer Camps' were organized on experimental basis of the Green Card Holder children in order to introduce them to the learning process (school readiness).
- 'Nabin Baran Utsav' was held in all the primary schools so that children attending school for the first time, do not face any trauma.
- Panchayet Samities, Gram Panchayets, Municipal bodies were requested by Savadhipati and District Magistrate to give priorities for ensuring essential services (construction, renovation, toilets, safe drinking water etc.) by utilizing available resources.
- 2000 Continuing Education Centers including 250 Nodal Centers were opened to sustain the learning of the Neo-literates. Several target specific programmes were also undertaken under Burdwan Zilla Saksharata Samiti.

It would be clear from above that primary education and health was taken up in integrated manner and resources from various schemes were converged, to achieve the same objective.

Survey-2000 (House to House Survey and District Information System of Education – DISE)

Again to take the stock position & to devise further strategy for achieving the objectives as mentioned above, the DEC conducted House to House & School Survey (DISE) through out the district during February 2000 (information gathered as on Sept 1999) in collaboration with WBDPEP.

During Education Survey 1999, 254649 green cards were issued to the children in 5-9 age group of which 209050 children were admitted in class I as is evident from the Survey 2000. This reveals that 82% only got admission. Admission figures however did not include the admission in private schools of the district. It also reveals that Drop out percentage of school children in Urban Areas (16.95%) is more than in Rural Areas (14.38%).

It appears that –

- a) In Rural areas children drop out is greater number in class-I.
- b) In Urban areas, the percentage of children dropping out is greater in class –IV.

The House-to-House Survey covered all the households in Rural and Urban areas. The formats contain practically every parameter that was needed to formulate a plan. Gram Sansad is the basic unit of today's micro planning.

Accordingly, the household data were compiled on Gram Sansad basis. These data were collected to generate a pool of detailed database on the status of primary education.

COMMUNITY MOBILISATION AND PARTICIPATION IN THE PLANNING PROCESS & PRE-PROJECT ACTIVITIES

A programme like Sarva Siksha Abhiyan stresses upon sustainability, for which community participation is a crucial factor. The efforts under SSA are to establish a strong linkage between the school and community resulting in community ownership of schools & its process. Community Mobilisation is a process to stimulate demand generation for the services offered by the development programme. It is the process of generating awareness among the wider public in general and the primary stakeholders i.e. specific target groups in particular about primary education & SSA programme leading to a supportive environment for programme implementation. Social Mobilisation aims at transforming the passive recipient of the programme benefits implementation. We should, therefore, explore the ways to promote Community Mobilisation and participation by developing collective understanding and devising useful strategies.

In the wake of the 73rd and 74th constitutional amendments as well as the infusion of other disadvantaged sections into these bodies, an ample opportunity has been ensured to bring about effective devolution of powers and decentralization of authority for better planning and management of elementary education at the grassroots.

In this district, emphasis has always been given to improve efficiency and effectiveness through collective exercise among all concerned (Panchayet and Municipal bodies, General and Education-administration, several local bodies, different departments of state and central government, various types of associations, other govt. & non-govt. organizations etc.) to develop time based action plan for reaching the target, by expanding access, raising learning achievement, removing systematic deficiencies & reducing disparities in education on successful implementation of education programmes, schemes and activities.

A conscious and concerted participation of the community will effectively signify the global commitment – 'Education for all' – it is our belief. Fortunately we have a deep routed co-ordination in our district. Both macroscopic and microscopic participatory meetings are held at a regular interval to keep the thought –process in a right track. A steady effort is being exerted by persons, right from the helm of affairs down to the grassroot level to arouse consciousness, to give fuel to the positive thought-process of all segments of the society to become true to this belief. Moreover, more and more Mass awareness campaigns, continuous interactions among communities, giving momentum to the role and functions of DRC, CLRCs, CRCs will definitely boots up community participation in glorifying our social commitment.

We believe that a grand 'Education for all' alliance with the self-govt. bodies, supervisors, educators, learner beneficiaries, general administration, education-authorities, political parties, teachers' organization, Co-operatives, professional groups, NGOs, employers, Communication medias and the larger community as a whole for achieving the much needed social goal in respect of UEE will undoubtedly ensure effective community involvement which is the key-factor for success of a programme like 'SARVA SIKSHA ABHIYAN'

DECENTRALISATION OF SCHOOL EDUCATION ***(IN THE CONTEXT OF UEE)***

It has been recognized that Elementary Education is an area, which is amenable for decentralisation. Decentralisation involves sharing of power between the state and people and everybody will agree that without power and authority decentralisation is ineffective. At the same time, it should be borne in our mind that mere delegation of authority is not a substitute for decentralisation.

Decentralisation of School Education – is it decentralisation of administration, financial power or academic decision? In our country, maximum effort has been given to decentralize implementation process, by creating deconcentrated administrative structure. Now decentralisation of planning and decision-making processes is envisaged. With the support of local level capacity building efforts, academic decentralisation can also be an ideal goal. For this, local level capacities are to be developed; otherwise it can have an adverse impact.

The local level today needs more support for schools, teachers and learners than control. This support is not in terms of financial resources alone. Perhaps, it is more in terms of non-financial resources, which the community may be in a position to mobilize. The public system deals mostly at the macro-level and it caters rarely to problems and issues faced at the micro-level. This is undoubtedly one of the major failures of the public intervention policies.

The linkages between schools and community become very important. Making changes in the system in a decentralized mode necessitates transfer decision-making process to lowest levels of operation, which in the educational system is the school or any other type of primary institution. Education at the local level need not be seen as an isolated departmental activity; it should become an integral part of the social development process. What is happening inside the school, has a direct relationship with the social context in which schools operate; so, the linkages between schools and community become very important.

If schools are to be made effective, initiatives from teachers and support from community are essential. Initiatives cannot be successful if they are not supported by the community. Support from the community will not come forward unless teachers show initiative. The question of how far the existing teaching community can be accountable and responsible to the village community depends on the support that can be extended to teachers and schools by the community in the interest of education of our children.

Arrangements for school-community relationship: -

- i) Proper functioning of Village/Ward Education & Health Committees.
- ii) Effective participation of Panchayati Raj Institutions, Municipal and other local bodies.
- iii) Involvement of PTAs and MTAs.
- iv) Effective Role of Block/Municipal Level Co-ordination Committees.
- v) Setting up of Circle and Cluster Level Resource Centers – their effective functioning to deal with the issues and problems of member – schools.
- vi) Involvement of NGOs.

For Planning and implementation of the SSA activities in the district for universalisation of Elementary Education, the following committees for district and sub-district level have been formed

District Level Co-ordination Committee (DLCC)

Zilla Prathamik Siksha Unnayan Samity (ZPSUS)

- | | |
|---|-------------------|
| 1) Sabdhadhipati, Zilla Parishad, Burdwan | - Chairman |
| 2) District Magistrate, Burdwan | - Vice-Chairman |
| 3) Additional District Magistrate (General), Burdwan | - Member |
| 4) Chairman, District Pymiray School, Council, Burdwan | - Member |
| 5) Karmadhyaksha (Siksha Sathyee Samiti), Zilla Parishad, Burdwan | - Member |
| 6) District Inspector of Schools (P.E.), Burdwan | - Member |
| 7) District Inspector of Schools (S.E.), Burdwan | - Member |
| 8) District Social Education Officer (MEE Dept.) | - Member |
| 9) District Planning Officer, Burdwan | - Member |
| 10) District Panchyat & Rural Development Officer, Burdwan | - Member |
| 11) Chief Medical Officer of Health, Burdwan | - Member |
| 12) District Project Officer/Officer-in-Charge, SSA, Burdwan | - Member Convener |
| 13) Co-ordinator, D.R.U. & Literacy Cell, Burdwan | - Member |
| 14) Assistant Inspector of School, DPSC, Burdwan | - Member |

DUTIES AND RESPONSIBILITIES

- 1) Shall be the apex decision-making body for SSA in the district.
- 2) Shall review the implementation of SSA in the district.
- 3) Shall give overall policy guidance and direction for efficient functioning of the SSA in the district.
- 4) Shall constitute 'selection committee'(s) for engagement of officer/staff/consultants in district Project Office and other committee/committees as may be required.
- 5) Shall consider and approve the Annual Plan (AWP & B), Annual Report and Annual Account of the District Project Office.
- 6) Shall appoint the Auditor for the DPO on an Annual basis.
- 7) Shall Co-ordinate and liaison with different Departments/Agencies of the district level.
- 8) Shall ensure convergence of different scheme/programme/funds etc. towards primary education, development plan of the district.
- 9) Shall guide DPO in administrative and management matters.
- 10) Shall take up matters with different development Departments at the state level.
- 11) Shall committee DRG/other sub-committees on Pedagogy and other matters related to SSA.
- 12) Shall guide DPO in developing/setting up of Resource Centers.
- 13) Shall identify special needs of the district in the field of pedagogical renewal for addressing them through SSA interventions.
- 14) Shall meet at least once every quarter (three months).

Sub-District Set-up

Block Level Co-ordination Committee (BLCC)

- | | |
|---|----------------------------|
| 1) Savapati, Panchayet Samity | - Chairman |
| 2) Block Development Officer | - Vice-Chairman |
| 3) One nominee of the DI/schools (P.E.) from PTTI/DIET (not below the rank of Lecturer) | - Member |
| 4) & 5) Two members to be co-opted by the Block Level Co-ordination Committee from amongst NGOs, Women's Organization/TLC/PLC functionaries | - Member |
| 6) All CLRC Co-ordinators (S.I./Schools in the Block) | - Member |
| 7) Officer of the BDO office looking after SSK in the Block Area | - Member |
| 8) C.D.P.O. (ICDS) | - Member |
| 9) EOSE of the Block (MEE Deptt.) | - Member |
| 10) LEOSE of the Block (MEE Deptt.) | - Member |
| 11) Inspector, Backward classes Welfare | - Member |
| 12) Officer of the BDO office looking after Child Labour | - Member |
| 13) One SAE of the BDO office (nominated by Chairman, BDO) | - Member |
| 14) & 15) Two Head teachers of Primary Schools in the Block (nominated by Chairman, DPSC) | - Member |
| 16) & 17) Two Chairmen of VEHC (one should be a woman) (Nominated by the Chairman, BLCC) | - Member |
| 18) & 19) Two guardians of Primary School Children from the Locality (one should be a woman) (Nominated by the Chairman, DLCC) | - Member |
| 20) S.I. of Schools of HQ Circle | - Member Secretary |
| 21) District Project Officer, DPEP/SSA | - Permanent Invitee Member |

DUTIES AND RESPONSIBILITIES

- 1) Shall monitor and review the implementation of DPEP/SSA in the Block Area and report to EC on a monthly basis.
- 2) Shall ensure co-ordination amongst and convergence of various schemes/programmes of different govt. Duties/agencies and Panchayets in the Block area.
- 3) Shall monitor and oversee the functioning of VECs.
- 4) Shall act as a channelizing agency of fund to CLRC/VEC as and when required.
- 5) Shall guide and advise CLRC in organizing circle level, pedagogical and community mobilization activities.
- 6) Shall develop a common plan of primary education in the Block Area in crepitating components of DPEP, SSA, ICDS, NCLP etc.
- 7) Shall plan and take up awareness generation and environment building exercise on universal primary education with special focus, child labour etc.
- 8) Shall carry out assignments entrusted by DLCC.
- 9) Shall meet at least once a month.
- 10) Block Account Operation - The Bank Account of BLCC shall be jointly operated by the

Member Secretary and the BDO.

Municipality Level Co-ordination Committee (MLCC)

- | | | |
|---|---|--------------------------|
| 1) Chairman of the Municipality | - | Chairman |
| 2) Executive Officer of the Municipality | - | Vice-Chairman |
| 3) In Case there is more than one circle on the Municipality, the sub-Inspector of Schools, other than Member-Secretary | - | Member |
| 4) Two members to be co-opted by the MLCC from amongst the NGOs, Women's organization, Total literacy Campaign/Post literacy campaign functionaries. | - | Member |
| 5) Dy. Magistrate in charge of development matters from SDO Office | - | Member |
| 6) CDPO (ICDS) | - | Member |
| 7) & 8) Two Head Teachers of Primary Schools within the Municipality (nominated by Chairman, DPSC) | - | Member |
| 9) & 10) Two chairman, WEHC (One should preferably be a woman) (Nominated by the Chairman, MLCC) | - | Member |
| 11) & 12) Two guardians of primary school children from the locality (one should be a woman) (Nominated by the Chairman, DLCC) | - | Member |
| 13) The Sub-Inspector of School in the Municipality (In case there is more than one circle in the Municipality the Senior most Sub-Inspector of School. | - | Member |
| 14) District Project Officer, DPEP/SSA | - | Permanent Invitee Member |

DUTIES AND RESPONSIBILITIES

- 1) Shall monitor and review the implementation of DPEP/SSA in the Municipality Area and report to EC on a monthly basis.
- 2) Shall ensure co-ordination amongst and convergence of various schemes/programmes different Govt. deptss./agencies and Municipality in the Municipal area.
- 3) Shall monitor and oversee the functioning of WEHCs.
- 4) Shall act as a channelizing agency of fund to CLRC/WEHC as and when required.
- 5) Shall guide and advice CLRC in organizing Circle Level pedagogical and community mobilization activities.
- 6) Shall develop a common plan of primary education in the Municipal Area incorporating components of DPEP, SSK, ICDS, NCLP etc.
- 7) Shall plan and take up awareness generation and environment building, exercises on universal primary education with special focus on gender issues, disadvantaged groups, disabled children, Child labour etc.
- 8) Shall carry out assignments entrusted by DLCC.
- 9) Shall meet at least once a month.

Constitution of Village Education & Health Committee

- 1) Gram Panchayet member from the concerned Gram Sansad (in case of two members representing the same Gram Sansad, the one who is senior in terms of age will be the Chairman and the other will be a member) - Chairman
- 2) Head Teacher(s) of the Primary Schools located in the Gram Sansad Area - Member(s)
- 3) Member of the Panchayet Samiti & Member of the Zilla Parishad residing in the Gram Sansad Area. - Member(s)
- 4) Two women interested in education and residing in the gram Sansad Area, to be nominated by the – Gram Panchayet. - Member(s)
- 5) One member of each from SC, ST, OBC & Minority Community residing the Gram Sansad area to be nominated by the Gram Panchayet, if not represented in VEHC under any of the categories mentioned in the notification. - Member(s)
- 6) Two parents/guardians of the pupil of the school(s) in the Gram Sansad Area of whom one must be a woman, to be nominated by the gram Panchayet. - Member(s)
- 7) Parent/Guardian of a disabled child, if any, studying in the primary school of the area, to be nominated by the Gram Panchayet. - Member(s)
- 8) Two school teachers residing in the Gram Sansad Area (if not then from the Adjoining Gram Sansad Area) to be nominated by the Panchayet Samity. - Member(s)
- 9) Two members from amongst the TLC/PLC/Volunteers (RP/MT/VT/VI) residing in the Gram Sansad Area to be nominated by the Gram Panchayet. - Member(s)
- 10) Anganawari Worker residing/Working in the Gram Sansad Area - Member
- 11) Librarian of the recognized rural library, if any, in the Gram Sansad Area. - Member
- 12) Nominee of the Sub-Inspector of Schools of the concerned circle (may be a Govt. Employee, School teachers, PIE, Social Worker, NGO, etc.) - Member
- 13) Nominee of the Gram Panchayet from amongst the teachers (including Head Teachers) of Primary Schools located in the area and who reside in the Gram Sansad area (if not residing, then from amongst those who are working in the area) - Secretary
- 14) Any SAE/AE or engineer of any rank, retired on serving, residing in the Gram Sansad Area. - Permanent Invitee
- 15) Health Assistant of nearest Sub-Health Center - Member

DUTIES AND RESPONSIBILITIES

- ❖ The geographical jurisdiction of VEHC shall be the same as that for the relevant Gram Sansad which has been identified by the Govt. as the unit for decentralized planning.
- ❖ The term for VEHC will be for two years w.e.f. the date of its constitution and may not be co-terminus with the term of Panchayet Samity. The same members of Committee may continue as member of found active and involved, even in the subsequent terms of VEHC.
- ❖ The above committee will be constituted by the District Primary School Council, on the recommendation of the Panchayet Samity.
- ❖ Function of the VEHC will be as follows: -
 - i) Assessment of the Education needs of the village population at the Primary level through a

process of survey.

- ii) **Building of awareness and mobilisation for enrolment and retention of children of primary schools.**
- iii) **To maintain a register enlisting children of the primary level.**
- iv) **Ensuring participation of every child in the school alternative system of education.**
- v) **Reviewing performance of the schools (in the field of education and as Health promoting schools).**
- vi) **Making recommendation with suggestion for betterment of the performance of the school.**
- vii) **Ensuring proper utilization of the fund, if any, placed at the disposal of VEHC.**
- viii) **Mobilisation of Community support for school building and other required facilities of the school.**
- ix) **Projecting estimates for enrolment in each school for the next year.**
- x) **Arranging additional resource requirements for the next year.**
- xi) **Distribution of textbooks, teaching-learning materials and other incentives.**
- xii) **Ensuring Convergence of different rural service.**
- xiii) **Any other work as may be assigned by the gram Panchayet/Panchayet Samity/Z Parishad through the DPSC.**

The Secretary of the VEHC will convene meeting of the committee in consultation with chairman of the said committee at a place within the village at least once in every month. The resolution of the said meeting should be properly recorded by the secretary of the committee and submitted at next meeting for confirmation by the VEHC.

One-third of the total members will constitute the quorum of any meeting of the said committee. The District Primary School Council, being the body responsible for constitution of the committee, will monitor the performance of the VEHC.

Constitution of Ward Education & Health Committee

Ward Commissioner	-	Chairman
Head Teachers of the Schools Located in the Ward	-	Member
Two Women of the Ward, interested in Education (to be nominated by the Municipality of recommendation the Ward Commissioner)	-	Member
One member each from SC, ST, OBC and Minority Community residing in the Ward (to be recommended by the Municipality, if not represented in this committee under any of the categories mentioned in the notification)	-	Member
Two parents/guardians of the pupil of the school of the ward, of whom one must be a woman to be nominated by the Municipality	-	Member
Parent/Guardian of disabled child/student if any of the ward (to be nominated by the Ward Commissioner)	-	Member
Two School teachers of the Ward nominated by the Primary School Council of the District	-	Member
Two members from amongst the TLC/PLC volunteers (KP/MT/VT/VI) residing in the Ward to be nominated by the Ward Commissioner	-	Member
Anganwari Worker (s) residing /working in the Ward.	-	Member
Librarian of the recognized Govt. Library, if any of the Ward	-	Member
Nominee of the SI of Schools of the concerned circle (may be a Govt. employee, School teacher, person interested in Education, Social Worker, NGO etc.)	-	Member
Nominee of the Municipality from amongst the teachers, including the HTs of the Ward.	-	Secretary
Any SAE/AE or Engineer of any rank, retired or serving, residing in the Ward.	-	Permanent invitee
Health Assistant form nearest health Center.	-	Member

DUTIES AND RESPONSIBILITIES

The term of the committee will be for two years from the date it is constituted and may not be co-terminus with the term of the Municipality. The same member of the Committee may continue if found active and interested.

The above committee will be constituted by the DPSC, Burdwan on the recommendation of the Municipality/Corporation.

The Secretary of the WEHC will convene the meeting in consultation with chairman of the said committee at a place, within the ward at least once in every month. The resolution of such meeting should be properly recorded by the Secretary of the said committee and submitted before the committee at its next meeting for approval.

One third of the total number of members will constitute the quorum of any meeting of the said committee.

Functions of the Ward Education & Health Committee will be as follows: -

- i) Assessment of the educational requirements of the Ward.
- ii) Building of awareness and mobilisation for enrolment and retention of children in the schools.
- iii) To maintain proper register of the primary students.
- iv) Ensuring participation of every child in the school/A.I.E.

- v) Reviewing performance of the schools (in the field of education and as a Health promoting school).
 - vi) Making recommendation with suggestions for betterment of the performance of the schools.
 - vii) Ensuring proper utilization of fund, if any placed at the disposal of the committee.
 - viii) Utilization of Community support for school buildings and other required facilities of the Schools including regular Health check up etc.
 - ix) Projecting estimation for next year's enrolment of students.
 - x) Assigning addle resource requirement for the next year.
 - xi) Distribution at text book/TLM and other incentives.
 - xii) Ensuring convergence of different education and School Health related services.
 - xiii) Any other work (related to Primary Education) assigned by the Municipality/DPSC.
- The DPSC being the body responsible for constitution of WEHC shall have the powers to monitor and evaluate the overall performance of the committee.

CHAPTER-V

PROJECT CONCEPT, OBJECTIVES AND TARGET SETTING

NPE 1986, as updated in 1992 and the POA '92 reaffirm the national commitment to UEE. But India has a vast population of varying complexity having numerous, social, religions and linguistic groups. With the presence of acute poverty and illiteracy that scenario has become more complicated.

In this context, the need is to construct a balanced educational system, which will enable us to go into the root of the problem of Access, Enrolment and Retention of children of Primary Education with a special focus to disadvantaged groups of the community including girl children.

The district plan has been drawn up with intensive and extensive process of interactions, consultations and in-depth studies with wide range of cross section of rural and urban [people to address the problem of educational disparities. The District Plan, as envisaged for this project also adopt the holistic approach and management pattern.

UPE/UEE has three main objectives :-

- Universal Access and Enrolment.
- Universal retention of children till completion of his/her education.
- Improvement of quality of education enabling all children to achieve essential level of learning

The time-bound and quantifiable objectives under SSA may be explained with the help of educational indicators.

- a) GER (Gross enrolment ratio) indicating the proportion of children enrolled in the primary schools to the total population of age group 5 to 9 in a year should be kept under control to restrict the rate of increase to minimum.
- b) The NER (Net Enrolment ratio) which is more reliable indicator (age specific) indicating the proportion of enrolment in the age group of 5-9 years to the total population of that age group in a period have to be increased to reduce the enrolment of under age and over aged children.

Target Setting

In last 3-4 years, several efforts have been made to eliminate the children of pre-primary stage below 5 years of age) in the primary schools of the district encouraging them to enroll in the pre-primary institution (ICDS etc.). In this connection the district has achieved a significant result and now the gap between GER and NER has been minimized to a satisfactory level.

From information and data received through survey and secondary sources that GER and NER of ST students collectively and both boys and girls of ST category should be given much attention to enhance their enrolment pattern during the project period.

In general, difference of GER & NER in between boys and girls will also be minimized by providing opportunities of education to the girls children.

The following qualitative aspect will be looked after to achieve the target:-

- i) Improvement of physical infrastructure of primary education.
- ii) Community-Mobilization at different levels.
- iii) Rigorons training/orientation/Sensitization programmes at different levels.
- iv) Increase of enrolment and retention of the girls children.
- v) Special drive through researches, micro planning, workshops for assessment of needs for education of Special Focus Group.
- vi) Research & Evaluation Programme to assess the achievement.
- vii) Capacity building of functionaries of different level.
- viii) Formation of Nodal Institution at the grass root levels in the name of VEHC/WEHC.
- ix) Integration of primary education having low to moderate disability.
- x) Strengthening of ICDS Centres to act as launching pad.
- xi) Sound Project Management System for sustenance of SSA activities.
- xii) Convergence as supplementary to the main SSA efforts.

**DISTRICT - BURDWAN
TARGET**

Year	Population (5-9)	Enrolment Total	GER%	Net Enrolement	NER%	Out of school
2000-2001	830200	P.S. - 644046	87.61	695708	83.80	134492
		SSK - 37829				
		Pr. Inst. - 45500				
		Total - 727375				
2001-2002	840800	P.S. - 658085	88.40	737800	87.75	103000
		SSK - 39700				
		Pr. Inst. - 45500				
		Total - 743285				
2002-2003	851000	P.S. - 722900	95.44	810620	92.25	40380
		SSK - 43800				
		Pr. Inst. - 45500				
		Total - 812200				
2003-2004	862200	P.S. - 764800	99.98	861500	98.98	700
		SSK - 51200				
		Pr. Inst. - 45500				
		Total - 861500				
2004-2005	871800	P.S. -	100%	871800	100%	Nil
		SSK -				
		Pr. Inst. -				
		Total - 871800				
2005-2006	881600	P.S. -	100%	881600	100%	Nil
		SSK -				
		Pr. Inst. -				
		Total - 881600				

N.B.:- Fortunately, there is no major gap in between GER & NER of this district for rigorous effort initiated to eliminate pre-primary children from primary schools (children of age less than are not generally enrolled in the formal schools).

**DISTRICT - BURDWAN
TARGET-GIRLS**

Year	Population (5-9)	Enrolment Total	GER%	Net Enrolement	NER%	Out of school
2000-2001	406798	357140	87.79	341592	83.97	56206
2001-2002	411992	364953	88.55	362260	87.92	49732
2002-2003	416990	398790	95.63	397810	95.40	19180
2003-2004	422478	421968	99.87	421968	99.88	510
2004-2005	427182	427182	100.00	427182	100.00	-
2005-2006	431984	431984	100.00	431984	100.00	-

**DISTRICT - BURDWAN
TARGET-BOYS**

Year	Population (5-9)	Enrolment Total	GER%	Net Enrolement	NER%	Out of school
2000-2001	423402	370235	87.44	354116	83.64	69286
2001-2002	428808	378332	88.23	375540	87.58	53268
2002-2003	434010	413410	95.25	412810	95.12	21200
2003-2004	439722	439532	99.96	439532	99.96	190
2004-2005	444618	444618	100.00	444618	100.00	-
2005-2006	449616	449616	100.00	449616	100.00	-

DISE-1999

BLOCKWISE DISE REPORTS-BURDWAN

S.No	BLOCK NAME	GE GIRLS	GE o'ALL	% GIRLS NE	NE GIRLS	NE o'ALL	% GIRLS GE	No of SCHOOLS WITH GILR GE <= 45%
1	ANDAL	5584	11708	47.69%	4641	9600	48.34%	13
2	AUSGRAM-I	5079	10987	46.23%	4036	8662	46.59%	39
3	AUSGRAM-II	6859	14756	46.48%	5495	11831	46.45%	53
4	BARABNI	4859	10593	45.87%	4023	8695	46.27%	35
5	BHATAR	11984	25368	47.24%	10054	21216	47.39%	54
6	BURDWAN MUNICIPALITY	11313	22405	50.49%	8712	17415	50.03%	23
7	BURDWAN-I	9131	18792	48.59%	7098	14602	48.61%	22
8	BURDWAN-II	6279	13233	47.45%	4802	10058	47.74%	21
9	DAINHAT MUNICIPALITY	1118	2326	48.07%	882	1829	48.22%	5
10	DURGAPUR MC	11361	24095	47.15%	8697	18431	47.19%	27
11	DURGAPUR-FARIDPUR	4871	10467	46.54%	4245	9064	46.83%	21
12	GALSI-I	7994	17173	46.55%	6808	14569	46.73%	37
13	GALSI-II	6801	14495	46.92%	5439	11469	47.42%	32
14	GUSKARA MUNICIPALITY	1474	3200	46.06%	1138	2555	46.50%	7
15	JAMALPUR	6231	13195	47.22%	4944	10660	46.38%	21
16	JAMURIA	4591	9884	46.45%	3926	8352	47.01%	24
17	JAMURIA MUNICIPALITY	5193	11205	46.35%	4466	9627	46.39%	16
18	KALNA MUNICIPALITY	2886	5755	50.15%	2432	4800	50.67%	7
19	KALNA-I	10834	22190	48.82%	9052	18577	48.73%	16
20	KALNA-II	7427	15808	46.98%	5694	12062	47.21%	32
21	KANKSA	6921	14933	46.35%	5975	12840	46.53%	41
22	KATWA MUNICIPALITY	2678	5441	49.22%	2020	4190	48.21%	5
23	KATWA-I	8753	18033	48.54%	6880	14311	48.07%	27
24	KATWA-II	6352	13208	48.09%	5075	10449	48.57%	31
25	KETUGRAM-I	7877	16503	47.73%	6732	14042	47.94%	26
26	KETUGRAM-II	5844	12348	47.33%	5013	10512	47.69%	28
27	KHANDOGHOSH	8941	18726	47.75%	7667	16043	47.79%	44
28	KULTI MUNICIPALITY	8612	17752	48.51%	7325	14921	49.09%	29
29	MEMARI MUNICIPALITY	1568	3306	47.43%	1540	3241	47.52%	13
30	MEMARI-I	9686	20311	47.69%	7951	16386	48.52%	22
31	MEMARI-II	7226	15037	48.05%	6353	13275	47.86%	22
32	MONGALKOTE	12029	25416	47.33%	10067	21241	47.39%	51

BLOCK NAME	GE GIRLS	GE ALL	% GIRLS NE	NE GIRLS	NE ALL	% GIRLS GE	No of SCHOOLS WITH GIRLS GE < 45%
MONTESWAR	11933	24313	49.08%	10477	21312	49.16%	44
PANDABESWAR	4184	8806	47.51%	3434	7140	48.10%	11
PURBASTHALI-I	10070	20584	48.92%	7667	15634	49.04%	22
PURBASTHALI-II	11676	24367	47.92%	9832	20522	47.91%	21
RAINA-I	8438	17194	49.08%	6950	14116	49.23%	31
RAINA-II	6664	13583	49.06%	5584	11486	48.62%	32
RANIGANJ	2132	4786	44.55%	1869	4164	44.88%	8
RANIGANJ MUNICIPALITY	4718	9999	47.18%	3628	7652	47.41%	19
SALANPUR	5165	10898	47.39%	3694	7682	48.09%	22
TOTAL	283336	593179	47.77%	232367	485233	47.89%	1048

According to the information received from DISE-1999, thrusts were given to the blocks lagging behind viz Aushgram-I, Aushgram-II, Barabni, Durgapur-Faridpur, Galsi-I, Galsi-II, Kalna-II, Kanksa Blocks and Guskara and Jamuria Municipalities.

It is now observed for the available information in the month of April 2001, that situation regarding enrolment/ retention in these areas has been improved significantly.

TARGET SETTING

A)	Civil Works	
	1. Construction of new school building in existing building less school (most of them are newly set-up during last 3 years)	-85
	2. Construction of new school building in unserved habitations (to be constructed under convergent scheme)	- 62
	3. Construction of one addl room in existing single roomed schools	- 182
	4. Construction of CLRCs	- 55
	5.	
	6.	
	7. Construction of one-room in 2-roomed existing schools	- 225
	8. Construction of addl. Classrooms due to increase of enrolment by SSA activities	150
	9. Construction of toilets in existing schools (under convergent scheme)	825
	10. Construction of separate toilets for girls children (under convergent scheme)	1280
	11. Construction of toilets & drinking water facilities jointly (under convergent scheme)	625
	12. Major Repair of the existing school building	350
	13. Minor Repair of the existing school building	432
	14. Repair of Tube Wells (under convergent scheme)	370
	15. Construction of Tube Wells (under convergent scheme)	218
	16. Child friendly environment building	3902
	17. Maintenance of school building	3902
	18. Construction of CRCs	410
B)	Teachers Appointment in the schools	55
C)	No. of SSK required (existing – 565)	2055
D)	No. of Sahayikas to be engaged (existing – 1105)	5695
E)	No. of AIE centres required in the Rural areas (including Bridge Courses)	282
	a) Residential	117
	b) Non Residential	165
F)	No. of Bridge Course centres required (including Sikshalaya Prakaalpa)	207
	a) Residential	101
	b) Non Residential	106
G)	No. of out of school children to be covered	134492
H)	Teachers Training (including KRPS & RPS)	
	i) No. of Teachers	15364
	ii) No. of KRP, RPs	1620
	iii) No. of days & duration	54 days
I)	Training of Sahayikas/Instructors/volunteers etc	
	i) No. of Sahayikas etc	7180
	ii) Days & Duration	35 days
J)	Orientation of others (Panchayet/Municipal functionaries, members of VEHC/WEHC & others)	52500

INTERVENTION AND PRIORITIES (SUPPORTS WITH FLEXIBLE STRATEGIES)

- i) Sisu Siksha Kendra in unserved habitations where no primary school exists within radius of 1 KM. and at least 15 children in the age group of 5 to 9 years who are not going to schools are available.
- ii) Seasonal Hostels with condensed courses for migratory children.
- iii) Drop-in centers for street and slum children.
- iv) Back to school centers or camps (with Bridge Course) that aim at mainstreaming of 'out of school' children into formal schools.
- v) Remedial coaching for children enrolled in formal schools.
- vi) Short duration Summer Camps.
- vii) Long duration residential camps for elder out of school children.
- viii) Support to Maktabas / Madrasahs.
- ix) Special and flexible arrangement for child (working in shops, dhobis, as coolies, as domestic workers, in Jisvenile homes, children whose parents are in jails etc.), children of sex workers, children of Railway platforms and Bus stoppages etc.
- x) Ensuring Rnality in EGS & AIE –
 - a) Training and Academic support to the teachers, Sahayikas, Education Volunteers supervision and others.
 - b) Adequate monitoring, supervision, Evaluation etc.
 - c) Appropriate TLMs.
 - d) Suitable guide books, curriculum, Text Books etc. to suit the actual needs of the children.
 - e) Etc.
- xi) Testing, Certification and Mainstreaming.
- xii) Management and organizational aspects.

SARVA SIKSHA ABHIYAN

Major Interventions

- ✘ Project Management (PM)**
- ✘ Planning & Management (P&M)**
- ✘ Civil Works (CW)**
- ✘ Pedagogy (P)**
- ✘ Community Mobilization (CM)**
- ✘ Alternative Schooling (AS)**
- ✘ Early Childhood Care and Education (ECCE)**
- ✘ Girls Education (GE)**
- ✘ Research & Study (R&S)**
- ✘ Innovation (IN)**
- ✘ Distance Education Programme (DEP)**
- ✘ Integrated Education for disabled (IED)**
- ✘ Media and Documentation (M&D)**
- ✘ Management Information System (MIS)**

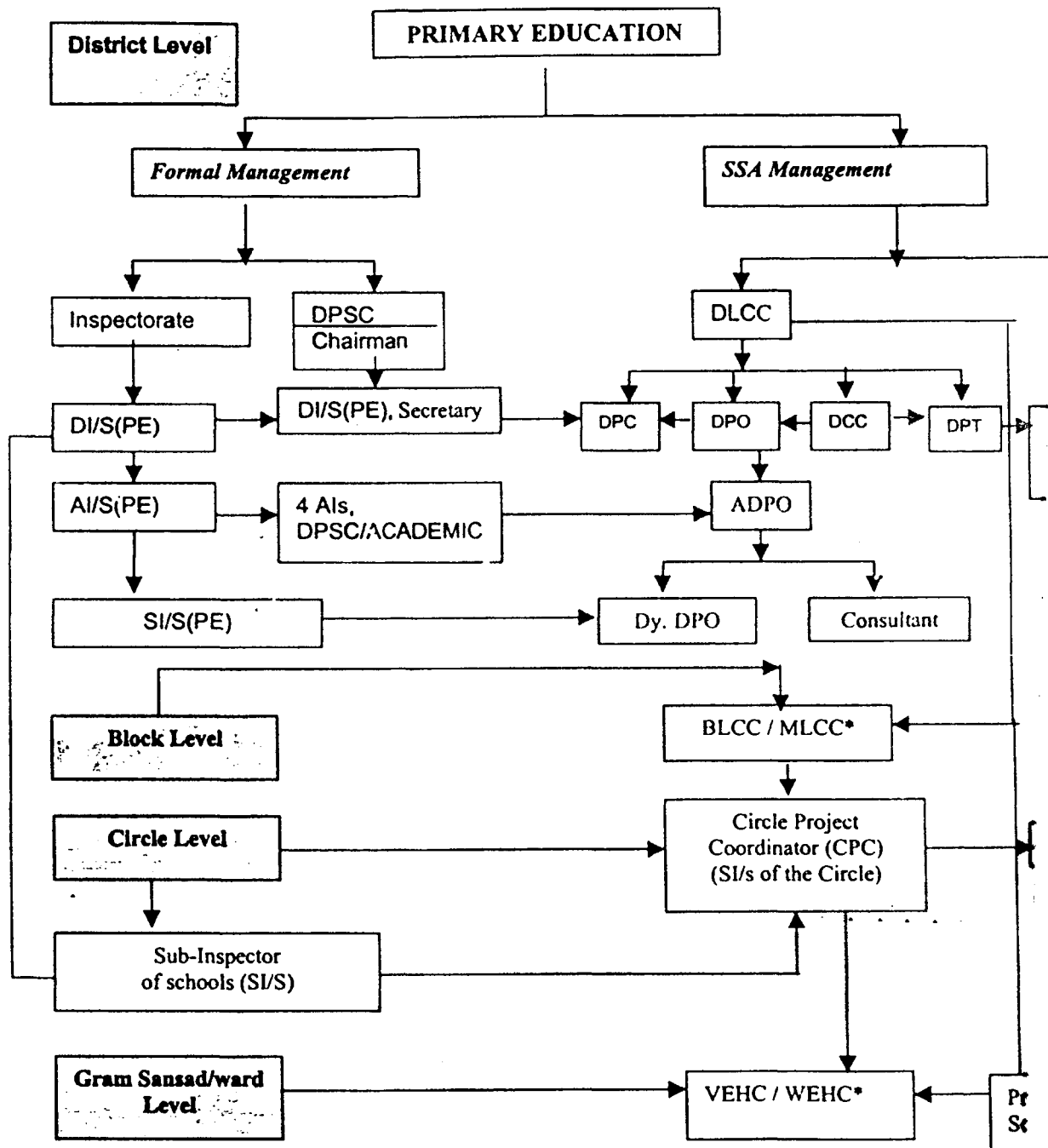
PROJECT MANAGEMENT

Primary Education builds up the core character of a nation. It is the backbone of a society upon which sustainable growth of economic activity depends. SSA is a multi-faceted programme, which seeks to accelerate the present primary education in the country. It aims to enlighten the present system of primary education to achieve the universal enrolment, retention and improvement of quality education by a projected approach. SSA also stresses upon the decentralised planning and grass root management. It calls for and invites sustainability of the programme beyond its time period of 10 years and therefore it entails capacity building so that assets and liabilities are taken over by the community.

The functions under this project management will bear the fresh look and will gear up the jobs in a mission mode and involving team work. SSA functionaries will captivate the whole community through their active participation and will ensure the community empowerment and achievement.

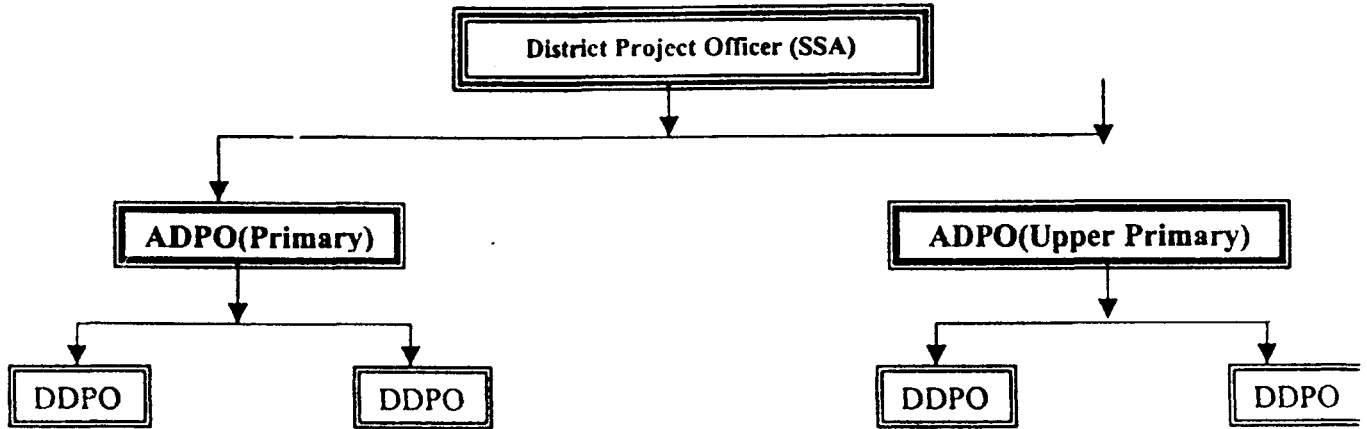
With the intervention of SSA, the whole educational management will take a new shape. The existing system is working on certain areas which are mainly routine works. The management system is also large and formal in nature. Now, SSA comes with certain additionality which can fill up the gaps of performance and management of the existing system. So, interface between the formal and SSA management is essentially required.

Considering the above proposition the following structure is thought out:



VEHC = Village Education and Health Committee
 WEHC = Ward Education and Health Committee
 (Health component has been incorporated in the above committees)

District Project Office (Staff patterns)



They will be engaged from existing Govt. Officials on deputation / Service Placement.

Intervention Area Co-ordinators.

- ☞ Teachers' Training :- 1+1 (Pry+UP)
- ☞ MIS :- 2+3 (SA/Programing+DEO)
- ☞ Gender Co-ordinator 1
- ☞ IED Co-ordinator 1
- ☞ R&S Co-ordinator 1
- ☞ Comm. Mobilisation Co-ordinator 1
- ☞ Alternative Schooling Co-ordinator 1
- ☞ Planning Co-ordinator 1
- ☞ ECE Co-ordinator

Other Staff:-

- ☞ Asstt Engineers :- 1
- ☞ Jr. Engineers :- 3
- ☞ FAO :- 1
- ☞ Clerical Staff :- 6
- ☞ Gr. D Staff :- 4
- ☞ Night Guard-cum-sweeper :- 1

At the district level, there are two separate agencies in the existing management systems.

1. ***The District Inspectorate under the Deptt. of School Education, Govt. of W.B :-***
The District Inspector of Schools (PE) is the overall in charge of the District Inspectorate. There are four no of Asstt. Inspector of schools and one Additional Dist. Inspector of Schools to assist the District Inspector of School in all administrative works. In this district there are 55 circles in which the Sub-Inspectors of schools have been working. They are the grass root workers in the field of primary education both in academic and administration areas.
2. ***The District Primary School Council :-*** It is an autonomous body to look after the entire gamut of primary education in the district. Chairman of the District Primary School Council is overall in charge of the primary education of the district. District Inspector of Schools (PE) is the Secy. of the School Council. There are four Asstt. Inspector of Schools to help all types of works of the DPSC. There is a Finance Officer to look after the financial matter.
3. ***Education Circle :-*** It is the office of the SI/s in-charge of the circle consisting of approx. 70 schools at present. Since it is the only institution at grass root level on behalf of Govt. which looks after all the works of the primary schools right from maintenance of service book to preparation of pension papers of the retired teachers. Lack of infrastructural facility, staff and other conditions make the whole effort of SIs futile in the long run.

NEW INSTITUTIONAL ARRANGEMENT UNDER SSA

With the SSA interventions in the district level the following institutional arrangement should be developed from the district level to the Gram Sansad level.

- a) ***DIET :-*** For orientation and capacity building of personnel involved in educational management and planning, DIET should be set up in the district. DIET is proposed to be set up for the purpose of Human Resource Development through training of teachers and pedagogical renewal activities. DIET will stress upon (i) induction training of the newly recruited teachers (ii) training of the teachers on effective and multi grade teaching (iii) sustenance of the

pedagogical renewal exercises initiated under SSA (iv) Developing expertise on preparation and handling of TLM and (v) need based district specific training of teachers. The proposal for establishing DIET was sanctioned and necessary arrangement is being made to start it immediately.

- b) **Circle Project Office (CPO)** :- CPO is meant to provide regular academic support to the teachers and to conduct supervision and monitoring on the school and VEHC. The SI/s of a respective circle will be the CPC (Circle Project Co-ordinator). As he is controlling the primary teachers he will plan and organise the primary education of his circle level. He will also work as interface between district project office and the VEC.
- c) **VEHC/WEHC** :- Village Education & Health Committee is the backbone of SSA project management. It will be constituted in every Gram Sansad area of the District and will act as grass root unit for planning, implementing and supervision of the project. VEHC will mobilise the entire community and prepare micro planning to arrest the problems. VEHC/WEHC will consist of 1720 members with Local Gram Panchayet members as its Chairman. The roll of VEHC will be
- i) Day to day interaction with the community
 - ii) To assess the educational need of the village at the primary level through Survey.
 - iii) Building of awareness and mobilisation for enrolment and retention of children in primary schools.
 - iv) Maintaining a Register enlisting children of the primary age group.
 - v) Ensuring participation of every child in the school/alternative system of education.
 - vi) Reviewing performance of the school(s) of the programme of the schools.
 - vii) Ensuring proper utilisation of community support for school building and other required facilities of the school
 - viii) Projecting estimates for enrolment in each school for the next year.
 - ix) Arranging remedial teaching and alternative education through community involvement
 - x) Learning materials and other incentives.
 - xi) Ensuring convergence of different rural services etc.

For the Municipalities Ward Education & Health Committee will be set up in the same line as the VEHC at the Gram Sansad Level. In this case, Ward Commissioner will be the member secretary. The VEHC will be constituted by the DLCC on the recommendation of the concerned municipality.

ADDITIONAL INPUTS FOR CAPACITY BUILDING

1. With the intervention of SSA the managerial gap developed till today due to lack of shortage of staff and furniture & equipment may be covered. Due to lack of staff and equipment SIs of Schols can not visit and supervise the primary schools under his/her jurisdiction properly. Now, under SSA all CLRC require to be equipped with computer facilities and inter connected with DPO and SPD through Internet system. This will help Circle Project Officer i.e. SI/s of schools to keep control over his work even if he can increase the supervision days in a month. As a result, the capacity of schools and VEHC will increase with this end in view the DPO will be provided with furniture & equipment. Lump sum estimate of equipment and furniture in DPO are given in the budget table.
2. Similarly, the capacity building of CPO is also an urgent need of the project. Normally CLRC will be provided with sufficient equipment and furniture the cost of which has been booked under pedagogical intervention. But the project management will also include necessary expenditure for smooth functioning of CPOs.
3. From the managerial point of view, all the project offices will be responsible for transmitting reports of progress to their superior offices and keep regular contact with them. Therefore report transmission policy will be developed in the first year so that from VEHC and school to DPO & SPO also all the institutions and committees can work in a systematic manner. In this process Management Information System will be developed. The VEHC will make contact with CLRC through Post Card Report System and CLRC will make contact with DPO & SPO through computers and telephone.
4. Field visit is one of the important areas which will help management system to be strengthened. The DRG members, the DPO, ADPO, DDPOs and area consultants/programme co-ordinator will visit regularly in different circles and villages and prepare monthly report accordingly.

5. Monthly meeting is one of the important method of report transmission. The system is being developed in MIS area.
6. Academic supervision is the last but not the least important area which can be done by SIs himself or a panel of supervisors consisting of retired PTTI Lecturers, retired Head Teachers of Primary Schools, persons expert in pedagogy. They will visit schools regularly at least 10 each month each circle and prepare and prepare the report of progress on a specific format to be developed uniformly at district level.
7. Books & Libraries :- One of the major activities in this area is books and library. It is proposed that in DPO, one Resource Library can have rich collection of books. The district authority will constitute a District Level Book Review Team which will select the books for the district project office as well as for CLRCs.
8. Training and supervision relating to civil work is one of the important areas where certain interventions are to be made. 31 JEs of the 31 Blocks and 2 Jes from DPOs and 5 from Municipality are to be trained for supervision and monitoring construction works of all the NSB /Addl. Class Rooms and CLRCs. The concerned cost is included in the table.

Vehicle :-

For supervision and monitoring of all the SSA activities in the district at least 4(four) no. of vehicles would be required. Besides 2 (two) vehicles may be hired in time of necessity and at CLRC Level. Cost of hire charges and fuel has been booked in the budget portion.

PLANNING & MANAGEMENT

In spite of several interventions made since independence the objectives of UEE has not been realised. A new intervention for the UEE viz Sarva Siksha Abhijan, a programme with clear time frame, a response to the demand for quality basic education is being launched in the district.

Until and unless community owns the educational aspects of the children, the UEE can not be realised in its true spirit. The pre project activities in the district have been started to ensure participation of the community for preparation of habitation based planning and for successful implementation of the same.

According to decision of the District Planning team House to House Survey and DISE have been conducted. Survey of different nature have been have been simultaneously conducted by different terms as constituted by the District Planning team.

In the process, the teams met different persons, association, organisation at different levels (from district to GP/Ward Level) to formulate the District Primary Education Plan. Discussions were made with –

- 1) Different department of the Govt.
- 2) Offices of Panchayet Samities/ Municipality
- 3) Teachers Associations
- 4) PTTDs
- 5) Youth group members
- 6) Anganwadi Workers.
- 7) Members of school committees
- 8) NGOs
- 9) Secondary Institutions
- 10) District/Sub-District level project officers/co-ordinators
- 11) Women & Child Welfare Officers/Workers
- 12) Parents, Guardians
- 13) ICDS Functionaries
- 14) Health, Library Department etc

The district level working groups were oriented of State Level by the State Level core team at State project Office (DPEP/SSA). As per cascade system, further steps were taken to orient the planning team members of Block/Municipality/GP/Ward Level.

There are 31 Blocks and 11 Municipalities in the district and the district is divided into two party – Industrial belt and Agricultural belt. There are resources but there are problems/barriers also in this district. Considering all the aspects, sincere efforts have been made by all concerned to prepare the habitation based plan through interaction at different levels.

For Planning, the following activities are undertaken –

- 1) House to House Survey
- 2) DISE (School Survey)
- 3) Consultation / Interaction
- 4) Orientation
- 5) Awareness Generation
- 6) School Photography Programme
- 7) Micro Planning
- 8) School Planning
- 9) Capacity Building etc

Micro Planning is undoubtedly one of the major activities in the area of Planning & Management. This exercise has helped the people to prioritise the intervention areas for the habitation (village/ward etc) as well as to strengthen the demand generation on behalf of the villagers/habitants. This has also ensured better utilisation of resources and several supports through community participation.

Activities to be undertaken-

- 1) Training of District Officials, CLRC/Block/Municipal Functionaries on Financial Management – One day programme at district level.
- 2) Training on Financial Management at Circle/Block Level taking two members of each VEHC/WEHC & other related persons. VEHC – 4448, WEHC - 289 in the district.
- 3) Workshop on consultative process of planning at district level (including school mapping, micro planning etc) with DRG, CLRC personnel.
- 4) Intensive Training & Workshop on preparation of AWP & B – Two days programme at district level with DRG & CLRC personnel.
- 5) Follow up workshop – one day programme
- 6) Workshop for plan for UEE
- 7) Grant/support to CLRC for planning in details
- 8) Support to VEHC/WEHC for planning at their level.
- 9) Other necessary and essential activities which may arise in the process of planning.

CIVIL WORKS

Development of physical infrastructure is one of the pre-requisite for universal Primary/Elementary Education. Several initiatives have been taken up for providing an atmosphere to the existing schools by way of providing minimum required building/additional classrooms/toilets/drinking water/compost wall/storage and other essential facilities. Schools and classrooms should be attractive to provide an interesting and stimulating climate to the learners.

EXECUTION OF CIVIL WORKS

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

Contribution of the community.

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

THE STORAGE FOR THE CIVIL WORKS

- Video access for school building & addl classrooms/ toilets etc are to be ensured.
- Optimum convergence with the existing schemes for greater benefit are to be ensured
- For greater effectiveness and cost minimization, innovative process in Civil Works is to be evolved.
- Though PMIS and other forms of reporting strong supervision and monitoring system are to be ensured
- Within the first 3 years of the project period, all Civil Works are to be completed

Implementation Stage :- The Construction works under SSA will be monitored by the Civil Cell and will be handed by an AE and assisted by JEs.

On the basis of infrastructure Survey Reports, reports from Secondary sources along with photography of Existing Primary Schools, we have identified that some of the Primary Schools require construction of new school building (including newly set up schools), where as some require construction of additional rooms or some sorts of repair works. Similarly it is also found that in s

cases repair of existing facility of drinking water source or toilet would be good enough instead of making provision for a new one.

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

- Construction of CLRCs :- CLRC building in 55 circles of the district with an approximate area of 1300 sqfts, unit cost – Rs.5.50 lakhs
- Construction of NSB :- NSB for building less schools as well as for new schools (set up or going to be set up sanctioned by the Govt.) with an approximate area of 1600 sq ft., unit cost – Rs. 3.85 lakhs
- Construction of Additional classrooms (AR) : - AR in existing schools of 400 to 500 sq ft, Unit cost – Rs.1.25 lakhs
- Major Repairing with Boundary Walls of the existing schools, Unit cost – Rs.1.00 lakh
- Minor Repairing of the existing schools, Unit cost Rs.50,000/- to be undertaken largely through non SSA sources.
- Construction of toilets (both for boys and girls and separate for girls) and arrangement of drinking water facilities – these will be undertaken largely through non SSA funds.
- Cost Effective Technology (CET) will be introduced in almost all the construction works.
- Construction of child friendly and Barrier free elements in schools and CLRCs will be undertaken.

Characteristics of cost effective Technology for NSB & CLRC

- Sub-foundation (foundation)
- Rat trap bond (Walls)
- Brick arches (Lintel Level)
- Filter Slab (Roof)

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

CHILD FRIENDLY ELEMENTS

Play Elements :- Play elements such as slides, swings, hanging bar, play walls, sandpit etc will be made at very low cost and make the school more attractive. Many other low cost play elements as rope swing with tyre, bamboo jungle gyms etc can be provided using locally available cheap waste materials slide with a crawl can be constructed for approximately Rs.3000/-.

Learning Aids :- Geometrical figures, patterns, educational games etc are items that would be used for teaching children. These learning aids included in the permanent physical infrastructure can contribute a great deal to teaching learning process. Thus these elements can be included into building components such as floors, walls, windows, grills etc. Floor elements should ideally be placed in group activity areas, such as in the centre of the classrooms, veranda etc/ This would help the teacher to use them effectively to facilitate classroom transaction regarding various geometrical sizes and shapes.

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

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

Outdoor Learning space :- In some cases due to shortage of classrooms, external spaces need to be utilised for conducting classroom activities. In such cases, low cost classrooms can be constructed which includes benches. The enclosure can be any form. A circle, rectangle, hexagon. External benches for 20 children cost Rs.1500/-.

Low cost benches :- There are almost no furniture in the rural schools. Hence permanent benches can be constructed along the classroom walls which will help the children to use those as sitting and also as worktops. The space under the benches can be utilised as storage and sometime those benches can be used to display models and other things cost of benches for 20 children is approximately Rs.500/-.

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

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

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

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

Fund available for civil works from convergent Schemes during the 5 Year Plan period of SSA in the district of Burdwan

Sl. No		Unit cost	Total PH	Total Amount (in Lakh)	Remarks
CW-1	Construction of toilets in existing school	.3	825	585.0	BMS/GSY/UNICEF funds etc.
CW-2	Construction of separate Toilets for Girls' children	.15	1280	192.0	Do
CW-3	Construction of toilets & drinking water facilities where there is no toilets & drinking water	.4	625	250	Do
CW-4	Repairs of tube well	.05	370	18.50	Local Panchayat , Zilla Parisad with the help of JSY/EAS/UNICEF funds etc.
CW-5	Construction of new tube wells' at new SSK Sikhalaya Ptokolpa	.15	218	32.7	Do
				1078.2	

PEDAGOGY : QUALITY ISSUES

Teacher Education:-

For essential qualitative improvement of our education system, the most vital area is teacher education. In our country, the role of the teacher is not only of an educator but also a guide. This role of the teacher has been more critical in the face of rapidly changing social, economic, political and technological phenomenon. Our district has always accorded special emphasis in this field of education to prepare thousands of teachers for their profession with proper upgradation of educational infrastructure.

Culture, poverty, rural deprivation, socio-economic and political factors are deeply rooted in success of training strategy of the teachers. Even if the teachers' interventions are identified, they may not be motivated to implement the same for these reasons. This is a peculiar Indian situation where there is lack of professionalism in formulation of in-service training designs for teachers and teacher-educators.

Existing training practices only focus cognitive competencies and consequence competencies of the teachers are neglected.

In the context of difficult school-situation, teacher training methodology should perform: Diagnostic Roles, Remedial Roles, Interventional Role and preventive Roles. Training methodology should highlight the following teacher competencies.

- i) Cognitive competencies (knowledge, intellectual skills and abilities).
- ii) Performance competencies (Demonstrative abilities of the teacher).
- iii) Consequence competencies (Attitudes, Values of the teacher).
- iv) Exploratory competencies (competencies of the teacher to form partnership with parents, community, teacher training institutions and other suitable agencies).

Efforts have been made during past few years to orient our teachers through certain programmes (SOPT, ANANDAPATH etc.) in adopting teaching-learning strategies that make learning a joyful experience. They have been also trained to some extent in developing teaching learning materials (TLMs) from locally available resources and waste materials).

No doubt a lot of interest and motivation has been created in all concerned with education of children at different levels, a lot still needs to be done to consolidate and sustain the movement. The areas that need attention are :

- The feedback received after such orientation programme necessitated the planning of further suitable and appropriate programmes for Head teachers, Asst. teachers and supervisory staff as a support to implementation of child-centred education at primary level. Residential orientation courses are to be organised to acquaint and orient them in child-centred teaching-learning strategies, modern trends in supervision and concepts of multi-level and multi-grade teaching.
- Continuous orientation/ guidance to teachers.
- Developing the capacity of blocks/circles.....
- Better co-orientation needs to be planned among the three agencies i.e., NGOs, Government and

the community.

- DIET in the district needs to be established and strengthened to take care of the need-based orientation.
- The main aim of formation and strengthening the Cluster Level Resource Centers is to decentralize the teachers training and make it participatory and for moving away from the cascade model of transmission of information down to the teachers.

Pedagogy of affection is the basic pedagogy, which can create ideal environment for learning of the children. Children should be treated with love, tenderness, affection and care which can motivate them for their full preparation in learning process and for their retention in the school.

Learners will be provided integrated experience in terms of physical, cultural and social environments, because isolation of any of these three cannot lead to effective learning.

A teacher should remember that any material prepared for them should be kept handy to make the child happy and facilitate the learning process.

ACTIVITY-BASED SUBJECTS (CLASSES I TO IV/V) OF THE CURRICULUM.

- a) Activities on Direct Experiences of the children.
- b) Creative & Productive Works.
- c) Health & Physical Education.

- i) It has been observed that, the above-mentioned subjects do not, in general, have adequate emphasis in the classes/school. The school life as a whole cannot become so much joyful and attractive to the children as if normally would have been. So the subjects should be cultivated moiré intensively in schools by the teachers through a well-executed Annual Plan.
- ii) The detailed syllabi of these three subjects are not heavy. These are rather appropriate and suited to the interests of the children. What it needs, is the judicious selection and practice of the activities relevant to the needs of the students, the expertise of teachers and environment of the school. Two many and two much of these are not recommended.
- iii) Teachers practicing these activities in schools are not acquainted with the process of activities. Sorepeatedly orientation of the concerned teachers is needed to infuse them with the attitude to realise the importance of these subjects for its better implementation.

1) Activities related to the Direct Experience of the children.

- a) The entire activities as recommended in the curriculum have been divided into two broad divisions.
 - i) Activities are to be practiced by all/most of the students collectively either during school hours or during holidays. Some of the days from the total of 28 days in a year recommended by the Primary Board spanning of three terms, may be utilized for this purpose. These are Nabin Baran Utsava (to welcome the new students), Tree Plantation, Autumn Function, Annual Sports, Exhibition, Drama, Recitation, and other cultural & sports activities.
 - ii) Some of the activities may be organised, if necessary and if it so happens, during holidays. These are Rabindra, Vidyasagar and Gandhi Jayanti etc. Teachers days, Republic Day

Independence days etc. Some of the activities may be organised/practiced in the class itself. These are Role Play, dramatization, class-beautification, discussion over 'My Book' individual or group discussions on activities etc.

- b) The syllabi of these subjects do not appear to be burden some as the teachers/schools have been given enough liberty to choose the activity item(s) on an optional basis. They can select any/ or some as these activities on the basis of their expertise the need and the capability of students and the environment of school.

2) Activities related to Creative & productive works.

- As in other work-oriented subjects as specified above, here also the principle is equally applicable in the selection, organization and teaching learning of this subject. The apparent heaviness for execution of all the activity items in different sub-groups does not arise. The burden or load of the subject is, therefore early overruled on the spirit of the curriculum.
- Teachers should pay attention to the socio economic capability of students in the collection and preparation of activity items.

3) Activities related to the Health and Physical Education.

- The detailed items of the syllabus may appear to be heavy and burden some from the casual reading and also from the view point of the back of infrastructural facilities in school but here also the principle of liberty and selective organization may hold true.
- It is expected that this liberty in the selection of activity/activities may lead to spontaneous joy and enthusiasm of students and this at long last, may help in making the classroom/school attractive and invigorate the students to learn the academic subjects joyfully.
- Primary schools either attached/not attached to secondary schools may take their helping report of play-ground, Physical Education etc. if occasion demands.

Child Centred, Child Friendly, Activity Based Approach

In the prevailing system of education, whatsoever happens, it is determined by an authority in its own right. The authority may be vested in government or delegated to the department of education or to some body else; but the teacher and the taught are the least authorized individuals to design the scheme of things in education. The teacher organises teaching as he is ordained from above. The student has but to learn what he is made to learn by the teacher through approved methods of teaching. This renders the present system of education by and large as an authority centred.

This authority centred approach has come to manifest the inability of the system of education to deliver its derived results; Education has failed to deliver the kind of manpower to the society for which it has been specifically instituted. The system of education of the day, cannot claim to supply from its institution, maximum number of students who can be responsible citizens, keen learners, sincere workers and fine persons.

In the programme of action related to NPE (1986), it has been emphasized that –

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

1. (i) Education is inherently a child centred process. It evolves itself as per the requirements of the growth and developmental needs of children.
1. (ii) Child centred/Child-friendly approach in education draws its sustenance from the needs, abilities, aptitudes and aspirations of children. In this system, teachers conduct themselves as group leaders and facilitators of learning for children. The entire spectrum of activities in child centred approach is so structured that it proves to be conducive for the all-round development of each and every child.
1. (iii) In this approach, Education becomes particularly a child activity child is the pivot around which the process of education revolves. In child centred education, child is not left at the disposal of education, rather it is the other way around the system of education itself is placed at the service of each and every child.
2. (i) Fundamentals of child-centred, child-friendly approach :-
 - a) Each and every child is a child who is couriered to be capable of developing his potentialities and overcoming his limitation on his own (Rogers);
 - b) Education means all-round drawing out of the best in child, body, mind and spirit (Gandhiji);
 - c) Each and every child is a unique and worthwhile child who should be respected for his intra individual differences;
 - d) Each and every child needs a guide to guide him, facilitate him to develop his all round personality in a healthy and desired direction;
 - e) Children as human being have an inherent desire and need for achieving self-realization & establish themselves as perfectly perfect, competent and useful individual members of the society in which they are born.

- (ii) In child centred, activity-based education, the child is welcomed, motivated and encouraged to play a participant-role with his teachers to build up his programme of learning. In this strategy, nothing is allowed to be imposed upon the child as passive listener. In popular parlance, education is considered to be the twin process of teaching and learning. For teaching, teachers are held accountable and for learning, learners are made responsible. But in child-centred approach in education. Teachers and pupils are considered equally answerable to the net results of teaching and learning.

Operational Condition:-

- a) Activity-based, child-centred approach in education operates under some presumed operational condition like the following ones: -

i) Teacher as facilitator of learning: -

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

The teacher as a group leader of students in child-centred practices is considered to be a professionally competent facilitator of their learning. They begin with their works with a through understanding of each and every child. The home condition of children, their parents' socio-economic status and educational qualifications are needed to be known by teachers. Teachers have to take note of students' physical health especially. Their being free from any disability in learning because of any deficiency in their seeing, talking, walking and understanding has to be taken very seriously. Students' intellectual development, their aptitudes and attitudes, habits and temperaments are needed to be known by the teachers teaching them through child-friendly approach. The maintenance of cumulative records of children goes a long way to help teachers in this direction. Actually, teachers with child-friendly attitude do maintain up-to-date cumulative records of their children. This records goes to profile the achievements and failures of students. It highlights their developmental requirements. It may be said that progressively maintained and insightfully interpreted cumulative records of children lay the foundations of a child-centred approach in education.

ii) Child plays: -

In child-centred/child-friendly approach, children are identified with the process of education. A programme of learning is arrived at with the perfect understanding of the developmental needs of children. A very natural educational setting is set. Teachers design a number of activities in which the learners learn while playing there childhood very joyfully. Children learn while learning to play the games they love to play. It makes learning a child-like activity for the children in their schools.

In this approach, the play tendency of children is allowed to display itself. It makes their learning a meaningful learning. They play to learn and learn to play to reinforce their learning still further.

iii) Appreciation of individual differences: -

In child-centred approach, what is needed most is an all out acknowledgement of individual differences that exist among children. They have to be appreciated for their inter-individual differences, which they inherit from parents individual differences, which they inherit from parents or acquire them from environments. Children need be accepted

with their strengths and weaknesses as such. They should be guided to develop their assets within the constraints of their limitations. There is nothing to be over ambitious; the approach should be to ensure an all-round development of each and every child within the maximum limits of his individual indifferences.

IV. Pupil-teacher Relation and Teachers' Freedom: -

- a) If the child-centred approach is to be effectively pursued, there is a need to keep pupil-teacher ratio at a reasonable level. A high pupil-teacher ratio does not permit the teacher to follow child-centred approach effectively.
- b) In this connection, teachers need be given a good amount of freedom to practice their own well-perceived styles of conducting themselves. However, for their guidance teachers need be duly oriented and provided with well-conceived guidelines. This should be left to the best of judgement of teachers themselves as to how they should enlist an active and willing participation of students in the process of their education. The Head teacher of the school is also expected to evolve teacher-pupil-centred administration in schools to add to the congenial atmosphere for child-centred approach in education.

v) Teaching Aids: -

Child-centred approach in education is an activity-based approach. This approach needs a good amount of teaching aids along with the space in which demonstration work can be done and educational activities can be taken. That way infrastructure of the school is required to be kept up to the mark.

vi) Improvising Teaching Learning Materials:-

'Improvised Aid' is a term, which refers to aids prepared with simple materials, costing very little, by involving the students and the local artisans. Improvised Aids with some inexpensive, waste and simple materials available in the immediate school environment are relevant to make learning effective. These aids include charts, models and other inexpensive aids, which can be prepared easily with little or no money to make learning effective, comprehensive, fascinating and joyful.

75% of our primary schools are situated in the rural areas. Especially these rural schools suffer badly for want of adequate funds to procure the equipment and teaching aids available commercially. Preparation and proper use of improvised teaching & learning materials are essential to ensure learning process joyful and relevant to these rural children.

It is important for teachers to know how to prepare, use and evaluate the improvised aids so that their classroom interaction becomes meaningful. First of all, teachers should realise whether there is a need for the aid, which depends on learners' need. Learning activities can be planned while considering their accessibility and relevance in a given situation. Learning activities for improvising aids involve identification of difficult concepts, inventory of material available in the environment, preparation of aids, conducting experiments and activities with the involvement of children, teachers, educators and the community, evaluating aids in terms of their effectiveness and modifying such aids from time to time in the context of changed situation.

The teacher is the key person in the entire preparation process of improvised materials. He has to take the initiative in procuring the materials, give an idea about the aid required and plan its preparation. He should conduct the experiment or activity in a scientific way ensuring active participation of the children and others.

It has been suggested here (under the plan of SSA) to organise training programme/workshop for orientation of the teachers in this regard accordingly.

vii) Dedicated teachers: -

Child-centred approach is an insightful approach on the part of teachers. That way teachers who are expected to follow the approach should be basically professionally trained cherishing no love for children or for the teaching profession can hardly be expected to pursue child-centred approach in their style of functioning as teachers. Teachers of commitment, dedication and of mission in teaching profession towards the children can only be seen coming forward to practice child-centred approach in education.

Child-centred approach is a painstaking approach in pedagogy. Teachers need be well motivated to pursue this approach. In school, men of sound mental health and professional competency can only pursue this child centred approach.

Child-centred approach few examples; Maintenance of school complex, organisation of co-curricular activities, creative study habits in and outside the classroom, Activates participation in educational exhibitions, educational field trips, making wall-charts, writing educational write-ups, debates and discussion on the matters of their educational interests etc.

Minimum (Expected/Essential) Level of Learning: -

'A lot is taught but little is learnt' because most of the learning is fragile. Concern regarding Academic Burden on students and voiced time and again in our country during the last three decades MHRD, Govt. of India setup a National Advisory committee on 1-3-92 with Prof Yash Pal as its chairman. The committee was 'to advice on the ways and means to reduce the load on school students at all levels particularly the young students, while improving quality of learning, including for life long self learning and skill formulation.'

It is evident from the Report of the Yash Pal committee, comments and suggestions of the Chaturvedi Group and the HRD and other working groups in this field that the load on the school students to be reduced by improving transactional methods in classroom situations. The growing tendency of over loading the syllabus by adding information and knowledge her to the younger children for development of their capacity and understanding. Even a balanced content load may be a burden to the children due to the pursuit of unattractive methodology. Care, therefore, should be taken both in framing and examining the curriculum and syllabus and for ensuring removal of short comings in the entire teaching learning process.

The quantitative growth of primary education is not accompanied by necessary qualitative growth during the post independence times in our country. The quality stands for below the quality we have achieved. Different education committees and NPE-1986 also emphasised the need for laying down Minimum Levels of Learning (MLL) for each stage of school education as performance goods for the teachers.

Two things are basic in formulating the MLLs.

- a) The cognitive capabilities of the children at different classes or grades corresponding to different stages of development; and
- b) The emirical reality in environmental conditions that characterises the primary education programmes.

Some Basic Features of MLL

- Apart from relevance and functionality, MLL must have a quality of achiveability, communicability and Evaluability.
- All learners should achieve the learning objectives. This is one of the basic characteristics of MLLs. In a country like ours in which achievement level vary widely with regions, districts even schools to schools and many other diverse factors, realistic and achievable minimum levels necessarily demands a great deal of flexibility in implementation. The high, the average and the low achievers shone be dealt with aiming at reducing disparities and equalising standards in the shortest possible time.
- MLL strategy is also a strategy understandable to all those concerned (teachers, parents & the community) with the academic growth of the children.
- MLL are to provide a well-defined goal of acquiring things at a mastery level. The treata must have a clarinet specialisation of expected learning outcomes, which the teachers can evaluate by continuous and comprehensive evaluation means.

- The strategy of MLL, as a matter of fact, refers to the process/method of enabling every child to achieve essential competencies at the mastery level, Universalisation of quality in the instant case means that at least 80% of the students at each level must achieve a minimum standard at the mastery level. Obviously it is a continuous process and cannot be achieved target is, therefore to help almost all pupils to reach a certain level of learning which is considered minimum. Since in a group of students, at the present context, there are high, low and average achievers. The MLL strategy aims at improvement of all these groups.

On the issue of laying down Minimum levels of learning, it should, however, be borne in mind carefully that although the syllabus of teaching learning process in any subject at any stage must stress the need for attainment of the MLL at the mastery level by all students, the syllabi and the teaching learning process, must not be confined only to the MLL, but must aim at providing more.

The syllabus, therefore, should be considered as the prescribed ceiling of attainment target and the MLL should be an indicator of the essential floor of learning outcomes to be achieved by all.

Multiple class teaching in the primary school: -

Multiple class teaching in primary level still becomes an inescapable reality in the educational scene of our country. It implies a teaching situation in which a teacher has to attend and handle simultaneously more than one class. The text books, curriculum etc. are the same as in other schools where one teachers teaches / attends one class. At first, we may try to identify the problems, resource constraints created by such a situation. The major problems are.....

- 1) Because of the pressure of work on the Teacher, he generally treats the teaching-learning of different subjects casually and to suit his convenience. As a result, prescribed courses can not be completed and the process is limited to the core subjects i.e. language and arithmetic.
- 2) The psychomotor and the affective domains of the learners personality remain, by and large, underdeveloped as there is less emphasis on other subjects including various co-curriculum activities (games, sports etc.).
- 3) The teacher do not find the time to attend to remedial teaching programmes. This leads to poor achievement of standards.
- 4) Many children studying in rural Primary Schools come from underprivileged, poverty stricken families. Such children suffer from malnutrition, poor vocabulary and a low self concept. These children need special attention in the form of special preparatory classes to learn healthy habits, hygienic living etc. The teachers can give attention neither to these weak nor to the advanced children.
- 5) Generally, classes I, II are left in charge of senior students/monitors. Where the monitor is one of the pupils of the same class, his assistance is inadequate in every respect.
- 6) The activities of the school suffer heavily when in a two teacher school either of the teachers proceeds on leave. In such a situation single teacher schools are closed for the day.
- 7) Students of different classes sit together. There can be odd age combinations for a singly teacher as 5 years old and 11 years old sit together. The teacher is not able to organise any collective instructional or play – way activity.
- 8) The teachers do not take the necessary interest in special enrolment drive. Moreover little attempt is made to retain such children who show tendencies to drop out. Thus, enrolment retention and achievement of the learners, all the major factors related to universal primary education are badly affected in such situation.

Thinking of the above problems and resource constraints existing in such schools, we may decide and suggest some activities to improve the existing conditions there which are as follows :-

A. Classroom management

- i) The teachers is expected to plan and organise the classroom so as to minimize distractions due to the seating of different classes in the same room. He has to create an atmosphere for learning. Classes should be combined on the principle of homogeneity keeping in view of the proximity of age groups so that there is also the sequential linkages of curriculum with him.

The classroom seating plan, in multiple class teaching situations, should be different from the one generally used. When the teacher is teaching one class, using the blackboard, the attention of the children of other classes is distracted. Classroom arrangement should be kept flexible so that it

suitable for the teaching – learning situation.

Children should be seated in groups facing different walls in the same room. To facilitate group works, self study, indoor group activities etc. the combination of bright, average and weak children should be done while making seating plans. The teacher has also to plan monitorial assistance in some situations.

B. Preparation of time schedules

As the teacher, in a multiple class-teaching situation, is always under pressure of time, it is important to plan a time-schedule to make the maximum use of time. He will have to depend on the assistance of some bright pupils (monitors) to a great extent. He should plan his activities so that while he is teaching one class, he keeps a supervisors eye on the other classes engaged in self-study or with the monitor.

Planning is required also for collective teaching. Some of the activities in this regard are classroom and single compound cleanliness, play-way activities, game & sports, story telling, dramatization etc.

C. Teaching – Learning strategies

Some themes, topics, issues, keeping in view the socio-economic background of the children, may be identified for developing learning situations. The teacher may demonstrate to the pupils how to engage in learning on their own in the same situation. The teacher will have to devise various situations to give learning experiences to children, in a coherent, consistent, and integrated manner. A democratic atmosphere should be developed in the class. If once a cordial atmosphere is created, the children will be curious to seek, to find, to know and to understand, taking his teacher as a guide, a wise friend and an enlightened parent substitute.

Encouragement and motivational incentives should be provided to the children in classes I & II. Their foremost need is to develop language and observational skills. At a later stage the children may be divided into small groups and encouraged to describe their observation and experiences.

Another approach has to be followed for classes III-IV. The children may be helped to measure things available in the classroom and outside. Social get together and group activities may be organised. Children may be given experiences to realise there is an element of diversity in living and non living things.

At this stage the children should be taught how to make notes of various type of observations as they have already learnt to read and write. Since children are energetic, active and interested in doing things by themselves, there should be an increasing emphasis on developing manipulate skills through work – experience and games.

D. Other organisational aspects including participation of the committee and Assistance from CRPs.

The situation in respect of multigrade teaching can be developed with the assistance from Cluster Resource Centre and the Community as a whole.

The CRC will co-ordinate the various activities, mobile resources both men and materials and assist the feeder schools as and when necessary.

The educated aged men and women, retired teachers can contribute a lot in this connection and participation and co-operation of the community should be ensured positively.

Education for equality and qualitative development: -

'SARVA SIKSHA ABHIYAN' shall lay special emphasis again on the removal of disparities and to equalize educational opportunities by attending to the specific needs of those who have been denied equality so far. In this connection, it will be necessary to provide for equal opportunity to all not only in access, but also in the condition for success. Awareness of the inherent equality of all will be created through the curriculum.

To enable the education system to play its role effectively in the process of national development, along democratic lines, it is essential that besides ensuring that all people get the benefit of education, it should also be arranged that the level of educational attainments among people would not be too disparate between sexes, among social groups and across geographical regions.

Through proper education, the achievement of economic and social development can be facilitated and expedited. If adequate measures are not taken for the spread of education the chasm of economic disabilities, regional imbalances and social injustice will widen further, resulting in the building up of disintegrative tensions. Human resource development has a multiplier effect on the utilization of all other resources. That is why the concept of education as an investment in development has been increasingly accepted, and that is why, in 1966, the Report of the Education Commission (1964-66) referred to education as the only instrument of peaceful social change. The report of the Education Commission (1964-66) laid stress on this aspect in the following words:

"Quantitatively, education can be organised to promote social justice or to retard it. History shows numerous instances where small social groups and elites have used education as a prerogative of their rule and as a tool for maintaining their hegemony and perpetuating the values upon which it rested. On the other hand there are cases in which a social and cultural revolution has been brought about in a system where equal educational opportunities are provided and education is deliberately used to develop more and more potential talent and to harness it to the solution of national problems. The same is even truer of the quality of education..... It is only the right type of education provided on an adequate scale that can lead to national development; when these conditions are not satisfied the opposite effect may result."

An education system does not operate in a vacuum. It is greatly influenced by the characteristics of the environment. Education cannot maintain its excellence or its democratic character unless policy makers, planners and administrators are willing and able to support its growth in these directions.

Education is a crucial input for future development. Educational planning can start in a meaningful fashion only when the decision makers in a society have spelt out its quantitative, qualitative, spatial and temporal objectives and also enunciated the manner in which the demands for equity and excellence would be met and the priority that would be accorded to them within the constraint of resources. Since education is concerned with the future, its organization has to be deliberately and purposefully forward looking. The consensus and the will for protecting education have to be created by opinion makers and leaders of public life.

We look forward now to a society in which our huge population will be committed to the principles enshrined in our constitution, with the goal of equality of status and of opportunity providing a major thrust for action.

Commitment and provision of Resources: -

In the changed context, considerably large resources will have to be allocated to education to facilitate the system to move away from the present state of drift and ad-holism. The question of resources for education has been mentioned a number of times. This is chiefly because neither qualitative nor quantitative improvements can be effected without provision of resources. In fact, the resource implications of qualitative changes in education would be far greater than that of mere quantitative expansion because in such an initiative additional per unit requirements for quality upgradation will be needed for new as well as all the existing institution.

It is noticed that nearly 95 percent expenditure incurred is on salaries of teachers and administration, leaving very little for socially useful work programmes. In they circumstances, even an inspired teacher, with the best of training would have no choice but to fall back on rote learning of texts in all our existing institutions.

Since non-plan expenditure represents only maintenance costs of the education system, its volume cannot be related to the developmental or expansion aspects of education. This is reflected only in plan outlays, considering the constitutional imperative regarding the UPE/UEE it is expected that the share of this sector would be protected from attrition. Facts, however, point in the opposite direction.

In the total expenditure on education, private donation and endowments accounted for nearly 25 percent at the beginning of 20th century which came down to 11.6 percent in 1950-51 and declined further to the level of 3 percent by 1980-81 and thereafter it is being declined further rapidly. Before accepting the proposition that private resources should be mobilized on a larger scale for educational development, it will be necessary to examine the reasons for such a tremendous decline in private initiative and decide deliberately as to whether this trend can be reversed.

In the light of the fundamental role assigned to education in national well-being and development, it is necessary to decide as to how resources will be allocated for education. It is essential that quantitative, qualitative and temporal objectives should be determined through an interactive process with reference to the availability of resources. Otherwise adoption of indisputably unimplementable targets result in disorientation, ad-holisms and lack of commitment.

Education is concerned essentially with the future. It has a holistic character. Therefore, everyone capable of contributing to it has a duty and responsibility to do so. If the new generation of the 21st century finds itself ill equipped, it will hold the present generation responsible for its inadequacies. It will not accept the alibi that the shortcomings in their education and training stemmed from the constraints of a particular framework of center state relations or departmental responsibilities. Education is a national responsibility.

Educational planners, managers and teachers will have to be encouraged to perform with a greater sense of purpose and confidence. The new programme SSA shall lay down the prerequisites and parameters of implementation so that all those involved in it would be reassured that their hard work and idealism would not be undermined by implacable resource constraints and the unyielding rigidity of the system. It must be recognized that every policy framework inevitably carries a price tag with it. If the cost of universalisation of education or the building of institutions of excellence has an expensive price tag, a much heavier price has also to be paid for the default option of "no change".

A. TEACHERS TRAINING :-

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

- KRPS will train up the RPs. The RPs will be provided with training and orientation at district level in 8 batches. 4 KRPs will be engaged in each training camps. They will be provided 6 days training at district level. RPs will train up the teachers in batches at CLRC Level. Each batch will include 50-60 teachers for completion of the training process. Each training course will be conducted by 4 RPs and 1 KRP.

The above training programme will include –

- a) General pedagogical concept and methodology
- b) Scope and methodology of multiple class teachers
- c) TLM preparation and use.

These courses will be of 5 days duration.

Training on Science and English :-

- To identify the need based teachers training, the district proposes to organise workshop of CRC with Resource teachers at district level. This workshop will have to be organised by SPO. After that on the basis of State guidance and strategies, the district will hold a workshop where modules and materials on need based teachers training will be proposed. On the basis of the guidelines, all the RPS and thereafter teachers will be trained in the cascade system.

B. CIRCLE LEVEL RESOURCE CENTRES (CLRC)

CLRC is an arrangement of institutionalisation of resource support to the existing system through building up capacity & adding infrastructure at sub-district level.

New Dimensions to be introduced and strengthened :-

- a) Planning & Management
- b) Resource Support
- c) Community Mobilisation.
- d) Monitoring, supervision Linkages.
- e) Evaluation & Documentation.

Institutional Arrangement:-

The sub-inspector of Schools of the circles the CLRC-in-charge in their capacity of being the officer circle project co-ordinators.

Each CLRC will have 3-resource teacher through a process from the practicing primary school teachers found to be best suited for the job,

CLRC will be provided with computer and other facilities gradually.

Other necessary support (building, pedagogical issue, resource materials etc.)

Area of Intervention:-

- a) Resource Centre for Resource Support.
- b) Circle Resource team for implementation of Education/Academic activities.
 - i) Organising Workshops etc.
 - ii) Orientation of RPs, Teachers.
 - iii) Monthly other activities.
 - iv) Teachers' participation at CLRC.
 - v) School visit, supervision (Comprehensive school visit).
 - vi) Resource Library.
 - vii) Organising Seminars, Exhibition.
 - viii) Link Library Programme etc.
- c) Planning & Management
 - i) School Mapping.
 - ii) Library mapping
 - iii) Convergence Plan
 - iv) Community Mobilization Related issues.
 - v) Monitoring, Linkage etc.
- d) Evaluation, Assessment & Documentation.
- e) Innovative Programmes:
 - i) Gradation of schools.
 - ii) Gradation of VEHSs/WEHSs
 - iii) Adopted schools.
 - iv) Recognition of better performing schools.
 - v) Remedial teaching & Measures in weak schools.
 - vi) TLM Exhibition
 - vii) CLRC performance Diary
 - viii) Lab School

West Bengal has designed this unique field level Resource Institution at sub district level to support, aid and facilitate the pedagogical renewal activities undertaken in and out of schools to improve teaching learning processes adding to quality of Primary Education and it is hoped that this initiative will certainly be successful for further improvement of our education scenario.

Formation & Functioning of Cluster Resource Centres (CRCs)

There will be 410 CRCs (GP/Ward Level) through out the districts under the supervision of CLRC.

Rs. 2.00 lakhs will be provided with construction of each CRC and equipment grant (one time) for each will be Rs.25000/-.

Uniqueness of CRC – System:-

The CRC is a unique feature of our strategy. It 'serves as the lowest viable unit of area planning and forms a cluster of 10-12 schools in which different schools can reinforce each other by exchanging resources, personnel material, teaching aids etc. and using them on a sharing basis'. It is an attempt to transform the in service teacher training programme for standardised centrally developed packages to making training a continuous process based in the classroom and school interaction. This can also serve as a community centre for educational counselling and can effectively ensure support and participations of community in the school.

The Resource Centre Co-Ordinator is a committed and imaginative teacher who co-ordinates Cluster level meetings periodically, suggests methods, discusses lesson plans and shares experiences (teacher to teacher sharing of experiences) through team teaching, demonstration and effective discussions on aids, ideas and planning.

The proper functioning of CRC really encourages development of no/low cost teaching learning materials at all levels with support from the local community and raises levels of awareness and to build up centres of innovation, documentation and dissemination. It acts as repository of valuable data and plays a vital role to facilitate better monitoring, supervision and effective mobilisation in the best interest of primary education.

CRC :- Basic Idea:-

The objectives of introducing the CRCs are to break the isolation of schools and help to function in small, face to face co-operative groups.

Informal and collaborative groups of teachers and community members can develop flexible planning models for an effective delivery system of education catering to local needs. This would be a major task of CRCs and it is this responsibility and independence that can make them dynamic. Each CRC, which engaged in the process of planning, monitoring and evaluating local education, can also contribute to the educational orientation of the community of one hand and professional development of teachers on the other.

For proper functioning of the CRCs, the different authorities, educational and general administration, local bodies etc would have to combine their forces for educational planning and development.

1. It is possible to provide certain facilities and equipment, which cannot be provided separately at each school, jointly for all the schools in a cluster.
2. They can be used for trying out and evaluating teachers' guide books, teaching aids effectively, mechanism etc, for betterment of the entire process.
3. A CRC may be used as a unit for the introduction of better methods of evaluation of children and the progress of education as a whole.
4. The CRC will co-ordinate the various activities mobilise resources, both man and materials from sources available, and distribute them to the feeder schools whenever possible and required.
5. Some sort of mutually agreed upon authority may be vested on the CRC for effective implementation of educational programmes.
6. The idea of CRC assigns a new role to teachers and community workers who work at grass

level. It would ensure the active participation of teachers in bringing about the desired educational transformation by Decentralisation, participation and Autonomy (it stands for freedom to innovate in teaching, developing linkages with concerned institutions as well as agencies in other sectors).

7. A CRC will be able to solve the day to day professional problems of individual school teachers and it will encourage teachers meetings, workshops, demonstration lessons, film shows, seminars, community participation to raise the quality of education.
8. It will be able to arrange for teachers from one school of the CRC to go to another in case of short leave, shortage of teachers, other deficiencies.
9. It will facilitate the formation of the norms of greater punctuality, regularity of teachers their greater involvement in teaching, academic leadership in teacher and an improved academic atmosphere.

CRC Committee:-

- 1) Co-Ordinator of the CRC – Convener
- 2) All the teachers of the concerned schools (including the Head Teachers) – Members
- 3) Sub-Inspector of Schools of the circle – Member
- 4) GP Member / Ward Councillor(s) or their representatives – Members
- 5) Persons of the locality interested in education (not exceeding five, two of them will be women – to be selected by the committee in its first meeting)
- 6) Local Health Officer / Worker / Assistant – Member

C. LINK LIBRARY PROGRAMME :-

It is planned to establish a network of several libraries for the primary schools in the district. It is decided that each rural / urban library will function as the link library for all the primary schools falling in its catchments area.

This strategy has two fold objectives :-

- i) To increase reading habit among the teacher and pupil.
- ii) To supply additional study materials for letter Teaching Learning.

Under the convergence plan of this programme each library will become the 'Link Library' for all the primary schools falling in its catchment area.

The arrangement will involve :-

- a) SPO has formed a 'Book Review Team' which would prepare two list, one for NBT and other for general publishers as reference and guidelines for the district. In the same way, the DPO would also form a Book Review Team consisting of experts in different areas and the team would finally select the books for the school at the district level.
- b) Each school would become the member of Readers club of NBT, which will provide free books and the quarterly journal (Nabadiganta) in Bengali (Articles in other languages will also be there) free of cost of each school and CLRC.
- c) The schools would take books from the link library in small numbers and return them back after

those having been gone through by the pupils. As contingent expenditure each library would be provided with Rs.500/- per annum.

CLRC Book Fair :-

CLRC Book Fair can be arranged in the district to popularise books amongst children, habitants and teachers and to convey the importance of inculcating reading habit since childhood (Life long Learning). It also exposes teachers to various ways in which library books can help to enrich the teaching learning process and also help for community mobilisation and awareness generation. The programme will be of local nature covering all GPs, Wards and Schools.

D. GAMES & SPORTS :-

The state will provide fund for sports to be arranged in schools both primary and SSKs. The Annual Sports will be conducted in five tiers as per existing pattern.

- a) At Schools / SSK Level
- b) At Anchal Level (Area based)
- c) At CLRC Level
- d) At Sub-Divisional Level
- e) At District Level
- f) At State Level

It will build up capacity of teachers in Ph : Education and CO-Curricular activities and it will highlight moral values and sense of discipline in life of the children.

E. TLM AND SCHOOL GRANT:-

- Each year Rs.500/- per teacher will be distributed for preparation of TLM and each VEHC/WEHC of the district will be given Rs.2500/- per year as school grant. For preparation and use of TLM, this amount will be spent by the teachers themselves for other minor work related to education.

F. ACADEMIC SUPERVISION :-

- Supervision, Inspection, Monitoring should be strengthened. It is very critical area since the role of SI/SS (now as CPC) has been changed with the intervention of SSA. They are required to visit the schools (10 schools month) and give necessary support to the school in regard to pedagogical needs. Hence the capacity of SI/Schools working as CPC of the project office as well as CLRC is to be build up for developing horizontal supervisory system within the CLRC. Horizontal supervision machinery will be developed with the help of MIS networking to spread up to CLRC level organising capacity building workshop and management training for all the staff working in D.I/S, DPSC office and CLRC. Moreover similar computer facilities will be provided to DI/S and DPSC office.

G. PUPILS EVALUATION :-

- Continuous Comprehensive Evaluation is being conducted in all the schools throughout the district with three pedagogical evaluations.

WBBPE has taken up the external evaluation activity at the end of class-II every year to assess the achievement of the pupils as well as to make assessment uniform in nature. In this work DPO will

spread out its hands in the form of technical input, MIS support, Financial Assistance as required.

H. SCHOOL BASED LEARNING IMPROVEMENT PROGRAMME (SLIP)

SSA should have structured arrangement for undertaking pedagogical renewal exercises on pedagogy . The training of teachers is one of the most important activities in this area. Now through different research and studies and recent field visit it is observed that there is hardly any change in the teaching technique of teachers. Rather Rote method continued to dominate that room transaction. There is almost no people driving activity and no or little use of T.L.M, Multi grade situation can not be addressed properly due to lack of capacity/understanding of teachers. This is also an experience of Joint Review Mission (J.R.M). There is also wide discrepancy in learning achievement of children belonging to disadvantage groups. Thus those students are lagging behind and eventually dropped out. Classroom situation in fact failed to reduce disparity in quality. There is a mechanical periodic evaluation. There is also no accountability to parents. Thus it can be said mass conviction and the effectiveness and productivity in Primary Education depends largely on effective and productive classroom processes. And time has come to understand that there should be an improved and diversified classroom practices to meet the learning needs of the majority leading to elimination of disparity in learning achievement encouraging the group of the co-operative learning. VEHC and WEHC has to be empowered towards the management of the quality of the school.

Under the circumstances a new strategy has to be evolved with following objectives :-

- To ensure elimination of gap in learning achievements existing between “advanced” and “disadvantaged” groups of children – social and gender gaps.
- To ensure elimination of social and gender gaps in enrolment and retention.
- To visibly reduce the gap in the performance of the top and bottom 20% students.
- To qualitatively improve students reading and independent writing competencies in all grades.
- To qualitatively improve students’ mental computing and systematic problem solving abilities.
- To develop students’ competencies at answer interpretative, application and open ended questions.
- To improve students oral articulation, team spirit and interpersonal, social and life skills.
- To systematically develop self learning and study skills and healthy reading habit among all.
- Specific quality improvement programme.

The said objectives can be achieved through intensified and integrated School Based Learning Improvement Programme.

Therefore, the following strategies of this programme will be as follows :-

Operational strategy

- To start with 10 Circles in each District and 10 schools in each Circle

- Once the SLIP approach is made fully operational in an school, it becomes a demo school [Lead School]
- The SLIP approach as adapted by different schools is documented for research and dissemination.
- SLIP circle and schools are initially selected on the basis of motivation of those involved.
- The demonstration effect of the first phase schools may create conditions for scaling up.

In order to achieve this programme there is a question of Science of Management. At the initial stage we aspire to select only 100 schools on experimental basis and institutional arrangement will be as follows :

- **District Level**

- District core team
- District Quality Management Team

- **CLRC Level**

- Constitution of CLRC Research Group
- Duties and responsibilities of CRG

- **School Level**

- PTA / MTA
- Students self Govt.

- **Community Level**

- In VEHC / WEHC with a group of person interested in education

Activities planned

Orientation

8. District Level

- One day seminar of the members of DLCC, DPIC & DPTC in the matter of the strategy of ST I
- 2 days workshop of District Core Team and Quality Management Team.
- 3 days Orientation Camp of CPCs and RTs and Resource Group of Circles.

9. CLRC Level

- 2 days Orientation meeting of all BLCC members and all GP Pradhans.

- 3 days training of teachers on SLIP (thrice in a year)
- Afternoon Workshop at CLRC Level twice a month i.e 20 times in a year
- 2 days Workshop with VEHC/WEHC members
- 1 day Workshop with person interested in education

10. School Level

- VEHC/WEHC meeting along with all guardians specially (mother of a child) once in a month i.e 12 times in a year
- Special meeting with all guardians (mother of a child) once in a month i.e 12 times in a year.
 - Visit of CRG / RTs to schools
 - Monitoring and supervision from District Level
 - Special assistance to SLIP schools / CLRCs
 - Books
 - Grants
 - Evaluation
 - Development of remedial teaching materials at District / CLRC Level
 - Material grant to the children of the schools under SLIP.

Pedagogy activities in details :-

- 1) Training of the RPs for capacity building on general concept of modern education – Residential – 6 days programme.
- 2) Capacity orientation of the RPs on English, Mathematics, Science & Language (especially Santhali).
- 3) Workshop for producing module for need based training district specific.
- 4) Training for capacity building on Monitoring, Supervision, Evaluation etc.
- 5) Workshop for development of TLM on unit basis (subject wise).
- 6) Teachers Training on English, Mathematics, Science & Language.
- 7) Teachers Training on Module 1,2 & 3.
- 8) Teachers Training on Evaluation, Monitoring.
- 9) Afternoon workshop at Cluster Resource Centres (CRC) – fortnightly for 410 CRCs.
- 10) Afternoon workshop at CLRC for CRC review meeting.

- 11) Book grant for DPO / CLRC / CRC / Rural and other libraries.
- 12) Training of CPCs and District / Block Functionaries.
- 13) Book Fair organisation at CLRC Level.
- 14) School grant – Rs. 2000/- per school
- 15) TLM grant for teachers - Rs 500 per year.
- 16) Remuneration to R.Ts, Gr C, Gr D at CLRC
- 17) Project Allowance to RTs & CPCs.
- 18) CLRC – one time grant – Rs.1.00 lakh/CLRC
- 19) Telephone for CLRCs
- 20) Consumable & Contingent expenses – Rs. 3000/- P.M/CLRC
- 21) Supervision cost of CLRC – Rs.250/- P.M
- 22) Support for External Evaluation
- 23) Support for distribution of Text Books and SSA publication, DPSC materials etc.
- 24) Grant to CLRC, Sub-division, District Level spots.
- 25) Grant for organising Coaching Camps.
- 26) Workshop for DCT & QMT members for SLIP
- 27) Workshop for CPCs & RTC for SLIP
- 28) Supply of education materials to schools under SLIP
- 29) Book grant for CLRCs and schools for SLIP
- 30) Book grant for CLRCs and schools for SLIP
- 31) Development of Evaluation Sheets/Worksheets/Study Materials etc for SLIP
- 32) Supervision/Monitoring by DCT/QMT/CRT etc and supervision cost at CLRC
- 33) Bi monthly meeting of DRG on Pedagogy (40 persons)
- 34) Meeting of BLCC/MLCC.
- 35) Capacity building of DPSC personnel.
- 36) Mobility support for Inspection, Supervision, Exposure & Visit
- 37) Printing of Mulyayan Panji, Pragari Patra, Kajerpata, Integrated Workbooks, Teacher Hand Book, Inspection Report form.

- 38) Material cost for children under SLIP – Rs.100/- per child/ per year
- 39) Honorarium to the Instructors – one for each schools – Rs.1000/- per month
- 40) Beautification of classrooms (one classroom per year) – Rs.1000 per school for each classroom. Wall of the classrooms will be painted with different themes of different subjects (for attractive classroom situation)
- 41) Existing School Health Programme is to be further improved and strengthened with Community Mobilization.

COMMUNITY MOBILISATION (SSA):

The 73rd 74th Amendment Act of the Indian Constitution empowered the local panchayet & municipal bodies to play a key role for the expansion of primary education yet, the main focus of panchayet & municipal bodies remain in the other developmental activities than on primary education. Besides, in many cases these bodies failed to involve the community in overall activities of primary education. In the present scenario it is a hard fact that the role of the community, panchayets, urban bodies have become vital and almost inseparable in the preview of UPE. In order to achieve UPE, SARBA SIKSHA ABHIJAN has thus stressed more on community mobilisation activities as means to generate awareness among the community and ensuring participation in implementation of UPE. It has been established that major impediments against universal access, enrolment, retention and quality of education is the ignorance of the community and their non-involvement in the entire process. Unfortunately community still believes that issues related to access, enrolment, retention and quality education depends largely on the Govt. machineries and the teachers and thus community has no role to play.

Keeping this in view the district has identified the following problems very categorically.

Problems :

1. Lack of involvement of the community in Infrastructure Development activities (building, toilet, drinking water etc.)
2. Lack of database at the Micro Level (Gram Sansad/Ward) to identify un-enrolled & dropout children.
3. Most of the guardians /parents are reluctant to take active part in observing classroom process and school environment.
4. Lack of convergence among panchayets Primary School Council, School Education Deptt. and Municipal bodies.
5. Lack of awareness of the community in planning exercise pertaining to access, enrolment and retention.
6. Lack of Networking among schools, NGOs, Youth Clubs, Library etc.
7. Lack of structural set up at Village/Gram Sansad and Ward Level.

8. Gram Sansads and Wards are not financially empowered (based on the philosophy of decentralised planning)
9. Lack of awareness of the community as a whole pertaining to access, enrolment retention and quality education.
10. Lack of ownership feeling of the community on school and other related issues
11. Lack of political will.

Strategies

In order to minimize the problem as stated the following strategies have been identified.

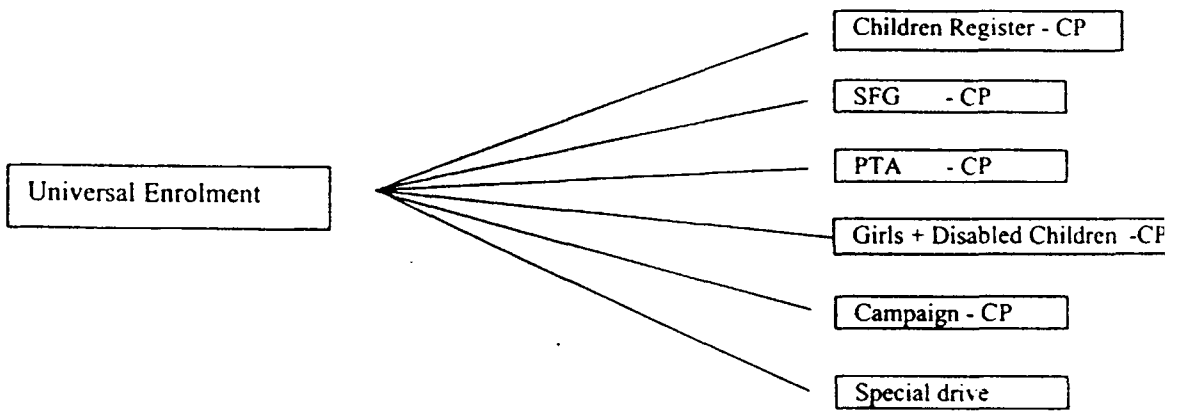
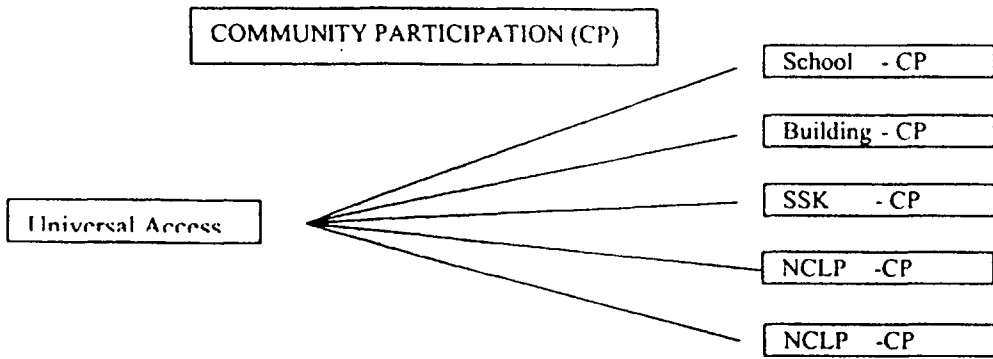
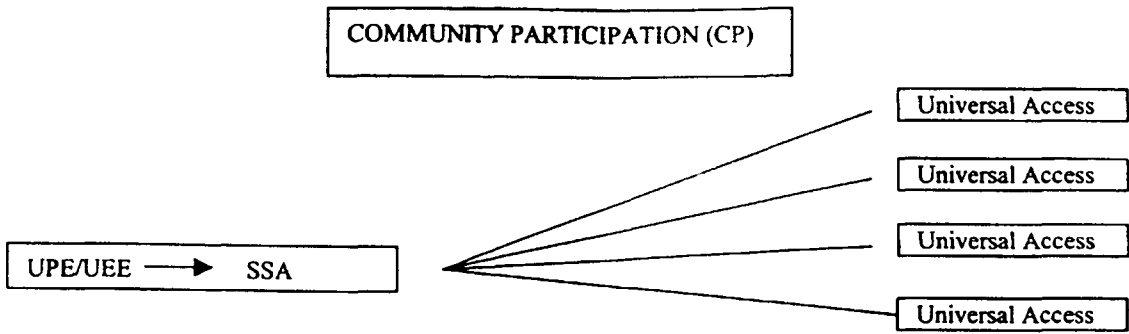
1. Structural base will be developed in every Gram Sansad and Ward areas by forming village Education & Health Committee (VEHC) and Ward Education & Health Committee (WEHC) respectively.
2. The VEHCs and WEHCs will be financially empowered by providing fund to their bank account. Fund pertaining to infrastructure development and enrolment drive and micro planning exercise etc will be given to VEHC and WEHC for ensuring their involvement.
3. Capacity of the VEHC/WEHC members will be built by organizing intensive training, as a result, gradual involvement of the community will be ensured. (these strategies no. 1,2, & 3 will help the district to tackle the problem no 1 as stated)
4. For ensuring access enrolment & retention at the micro level a data base at the Gram Sansad and Ward level will be maintained. For this, every VEHC and WEHC will maintain a register of age group of the children 1 to 12 years. (The children Register will help the VEHC/WEHC to solve the problem as stated in Sl. No. 2)
5. PTA/MTA will be organized under the leadership of VEHC/WEHC for sharing of classroom process and achievement of the children. (This strategy will help us to tackle the problem no. 3 as stated)
6. a) In order to ensure infrastructure development a convergence strategy among Panchayet, School, Primary School Council and Municipal bodies will be developed.
b) Sensitization workshops will be organised by involving Panchayet and Municipal bodies, Primary School Council and Education Deptt. etc for developing a convergence plan and network among the departments.

- c) Proposal which will be made through workshop as stated will send to concerned Deptt. for issuing G.O for ensuring convergence or joint effort to achieve UPE. (these strategies will help the district to solve the problem No-4 as stated)
7. a) Intensive capacity building exercise for the VEHC/WEHC members will be undertaken by the district. Necessary training, sensitization, large-scale campaign with the help of different medias etc. will be undertaken
- b) Issues based separate planning exercise will be undertaken at Gram Sansad & Ward Level by involving the community where VEHC/WEHC will take the leadership.
- c) Fund will be provided to VEHC/WEHC for making planning exercise on the specific issues access, enrolment, retention and quality education. (These strategies will help to minimize the problem No.5 as stated.)
- 8 a) In order to ensure 4 major issues of UPE a network among school, youth club, library and NGOs will be developed under the leadership of BLCC & Panchayet etc. Necessary instruction will be given to all concern from the district and effort will be made by the district to negotiate with concerned Deptts.
- b) Sensitization workshop will be made from district to Gram Sansad and Ward Level for developing network. (these strategies will help to tackle the problem No.6 as stated)
9. a) A dovetailing system will be developed for providing fund to VEHC/WEHC specially for infrastructure development.
- b) Planning meeting will be organised at district level by involving the funding agencies namely; Panchayet, Municipality, School Educaion Deptt., Primary school Council, Zilla Parishad etc. who will be providing fund for school infrastructure development
- c) All funds coming from different sources will go to VEHC/WEHC bank account. (these strategies will help to tackle the problem no. 8 as stated)
- 10 a) Sensitizing the stakeholder, political parties etc Panchayets, Municipal bodies etc time to time.
- b) Specific responsibility will be given to the concerned agency/bodies to achieve the goal.
11. Developing district level Resource Group for ensuring support to other functionaries associated with UPE.

ACTIVITIES

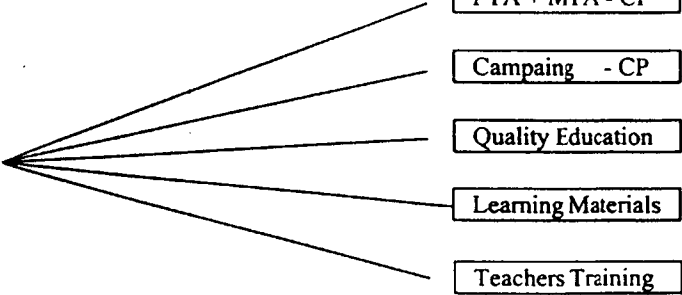
1. Sensitization Programme of the key persons (inter departmental) of the district – one day programme at district level with 60 heads.
2. Training of DRG, KRPs and other officials – 3 days District Level Residential Programme with 120 heads.
3. Training of R.Ts & CLRC co-ordinators – 3 days District Level Residential programme with 140 heads.
4. Training of VEHC/WEHC members, 5 members from each committee – 3 days non residential programme at CLRC Level/Block level.
5. Workshop at CLRC Level with VEHC/WEHC Secretary, Chairman, CPC & RTs – Twice a year on enrolment and retention drive .
6. Bi-monthly Meeting of the DRG members & other officials / functionaries – 5 times a year.
7. Meeting of MTA, PTA – 3 times a year.
8. Workshop on proper utilisation of school grant; maintenance of Accounts etc with Secretary & President of VEHC/WEHC & other concerned persons – 2 times a year.
9. Monthly meeting of Block/CLRC functionaries on the development of the issue – at Block /CLRC Level.
10. Meeting/Workshop with Panchayet/Municipal Functionaries.
11. Campaign from Block/Municipality Level to Village/Ward /Habitation Level throughout the district at every corners – twice a year with drams, songs, padayatra etc.
12. Workshop with folk artist – 3 days residential programme at District Level.
13. Video show at Block/Municipality Level – one time @ Rs.400 per show.
14. Sishu mela at GP/Ward Level – once a year – Rs.2000 (In many areas, the GPs & Wards will be clubbed together).
15. Campaign at all levels for retention – weeklong programme – Twice a year.
16. Inter district visit of DRG co-ordinators, VEHC/WEHC members, RTs, CPCs and others – once a year with 150 heads.
17. Printing of Children Register as per requirement.
18. Intensive Enrolment/Retention drive at VEHC/WEHC/Habitation Level – 3 times a year..
19. Printing of folders for VEHC/WEHC members.

20. School Mapping – Block/Municipality/CLRC wise including SSK & other institution.
21. Printing of Module-3, Posters, Leaflets, Wall writing
22. Training of KRPs on School Health Programme – 2 days pr. With 30 heads - residential.
23. Training of the RPs on School Health – residential 2 days programme.
24. Training of the teachers on School Health – 2 days non-residential programme.
25. Orientation of Panchayet/Municipal Functionaries/Govt. Officials/Members of VEHC, WEHC & others- one day non residential programme.
26. Orientation of Meeting of DRG(15) & KRPs(30) – one day programme at least thrice a year.
27. Intensive workshop for development of Health Curriculum, Guide Book for KRP/RPs/Teachers and other training materials – 5 days residential programe at district level with 60 heads.
28. Supply of First Aid Box to all the schools and (if possible to SSK also).
29. Supply of Weighing Machine (Adult Type) to all the CRCs – The machine will be used by all the schools under a CRC by rotation at the time of Health Check up.
30. Printing of Health & Referral Cards, with folders for all the children – 5 lakhs cards have already been printed by District (partly from NUICEF assistance) – 3 lakhs cards are to be printed at the first year. The cards will be replaced in the 4th year of the plan period if necessary.
31. Mobility support for Health check up for the personnel. The trained teachers will check up health regularly, but their health will be checked up by Health Personnel at least twice a year.
32. Organisation of Swastha melas, Exhibition on different items – once a year at CLRC Level.
33. Debate, Essay competition, Sit & draw competition etc at District Level – once a year
34. Reward to Health promoting to schools – one school per CLRC – once a year.
35. Health Awareness Campaign at various level throughout the year, whenever and wherever it is possible

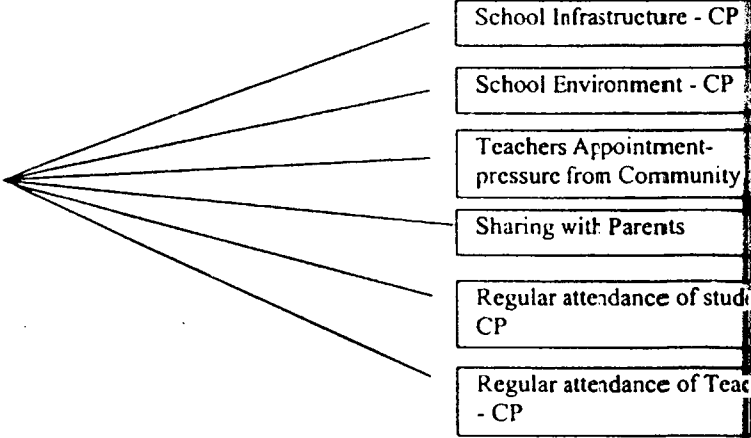


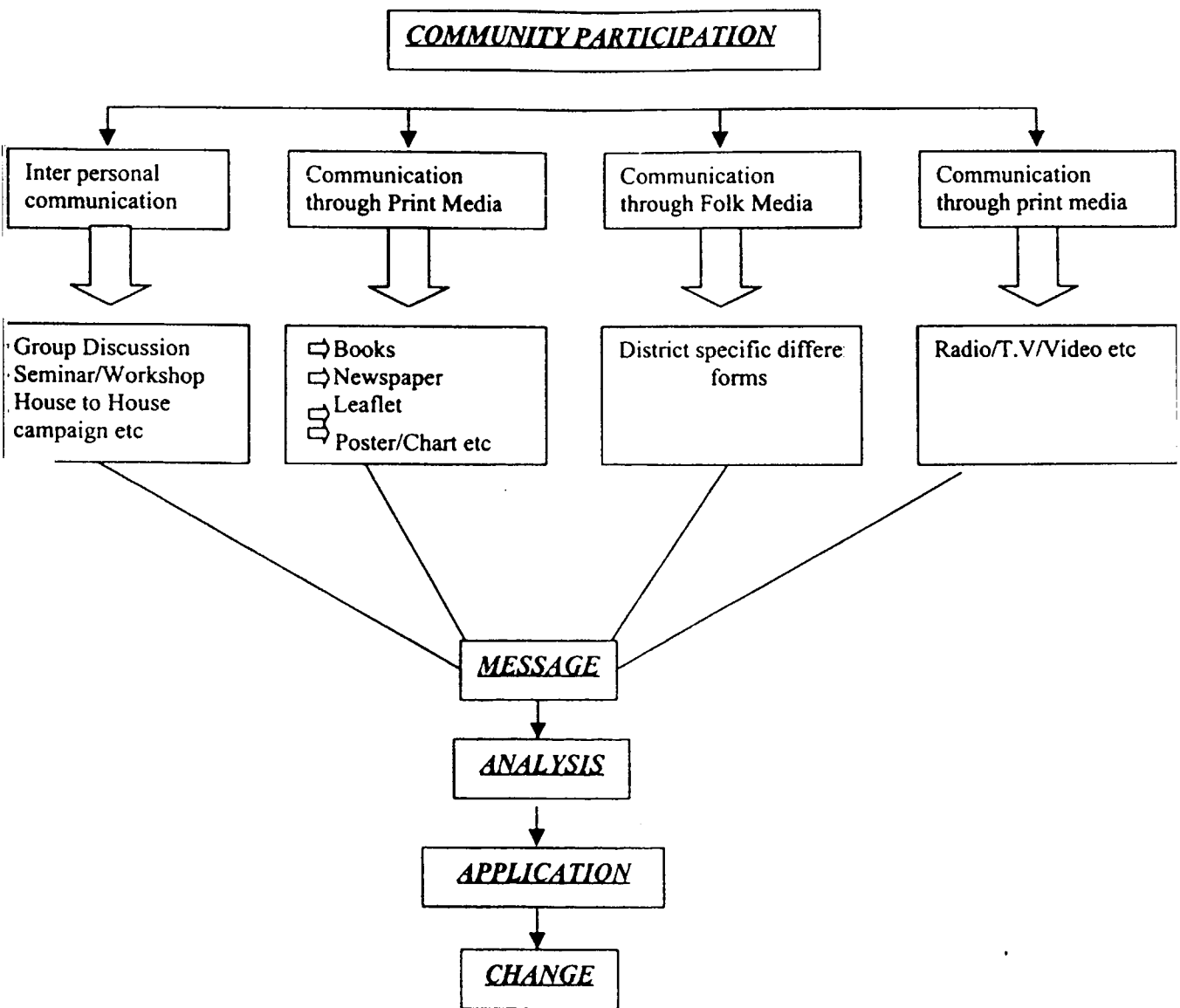
COMMUNITY PARTICIPATION(CP)

Universal Retention



Universal Enrolment





ALTERNATIVE SCHOOLING

The concept of Alternative School (AS) has emerged throughout the Country with view to ensuring universal access. Because, the only formal Primary School could not reach to every child due to its rigid norms and frame which was set by the State Govts. Alternative system of Education has to be treated as a complimentary system of education to formal Primary Education, specially in our uneven Socio-eco-geographic condition. However, the Alternative School Systems have always been questioned on several grounds and perhaps this ideological and conceptual debate will continue in future.

Moreover, the opportunity of AS has to be utilized in the context of UPE as because the opportunity speaks for the deprived children and the children of difficult circumstances to whom formal Primary School is not access in no. of reasons.

In WB, Panchyat or RD Deptt. has launched Sisu Sikisha Karmasuchi (SSK) which is meant for ensuring access in unserved habitations and out of school children. Burdwan district has established 565 nos. SSKs for ensuring access of the out of school children by this time.

In addition to the SSK another opportunity has come to the district for ensuring access of the children. The name of scheme is EGS/AIE. The objective of both the scheme is almost same.

SCOPE OF EGS/AIE

- **Children in remote, school less habitations:** - Opening of EGS with at least 20 children and an education volunteer.
- **Education of Children who migrate:-** Seasonal Community Hostels will be arranged for boarding, lodging, coaching and care of children.
 - ✓ Provision of a mobile teacher along with the migrating families & children.
 - ✓ Setting up of education centre at the site of migration.
 - ✓ Organizing condensed, bridge courses for children on their return to home to make up the schooling time lost during the period of migration.
- **Bridge course/Back to school camps:** - These strategies support mainstreaming of children into formal school through bridge courses of varying duration which bring 'out of school' children to age appropriate competency level through condensed courses followed by their admission into appropriate grades in the formal schools. The duration of the bridge course would depend on the age of the children and their prior education. The Bridge courses residential or non-residential, would be organised in the community or as part of the regular school itself.
- **Short duration summer camps:** - to motivate children in the age group of pre-primary and primary stages for enrolment in schools or even for remedial teaching prior to start of a new Academic Session. This district has conducted such summer camps successfully in different blocks in last two years.
- **Support to Maktabas/ Madrasas to provide NFE:-** In the institutions, where children are only receiving religious teaching or Taleem, arrangements would be made to provide an additional teacher/EV who would transact the formal school curriculum.
- **Strategies for adolescent girls:** - Short duration motivational centers, which are residential in nature (may be non-residential also) from where the girl, would go on to attend longer duration residential/non- residential camps. The focus of these motivational/preparatory centers apart from inducting the girls into the formal systems would impart life oriented and gender sensitive education. The learners apart from reading and writing would get informations regarding health Care, environment, Women Issues, legal aid etc.]
- **Very specific, flexible strategies for certain groups of children e.g. child labour, street children etc.:** - The strategies would be bridge courses, remedial teaching centers, residential camps, drop in centers, half way homes etc. Strategies for such groups would also include contact based activities e.g. out reach workers to establish rapport with the children, a counselor to provide emotional support and a physician (may be Health Asst.) to cater to their health need. The people who would be engaged to tackle the problems of these children should have proper sympathy, constructive attitude, strong determination and missionary zeal.
- **Remedial Teaching:** - Two kinds of interventions may be there –
 - a) Necessary Remedial Teaching for children in formal schools.
 - b) For children mainstreamed into formal schools from bridge course/camps/back to school strategies.

Through remedial teaching for children in formal schools situated in certain areas with high concentration of SC and ST population and minority communities is felt necessary

There is provision in the Plan for intervention (b)

- **Long duration residential camps for elder out of school children** – There would be of 12-14 months duration that help children of ages 12-14 years to complete primary/upper primary

education at the camp itself. A very few camps have been proposed to be organised in deserving cases only considering high per-child costs in this regard.

Keeping in mind universal access and enrolment and the opportunity as stated the District, by conducting H2H Survey has identified 134492 no. of out of school children in the age of 5-9 years. The children as identified in the age of 5 - 9 years are spread over in served habitations and also in unserved habitations. They are mostly heterogeneous in terms of age, sex, level of education (dropout) caste and geographical conditions. Considering the entire profile of the children and scope of the scheme the district has identified and categorized the children as follows: -

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

Strategies:-

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

1. a) Ensuring enrolment of out of school children in the age of 5 - 9 years in the enlisting primary school. b) Changing school timings.
2. Ensuring access to the out of school children (5 - 9 years) by providing SSK and EGS gradually.
3. Sensitizing the community for universal enrolment.
4. Introducing Bridge Course for the dropout children and mainstreaming them where these is no access problem.(with the help of NGOs)
5. Introducing summer camps/Ashrams for the migrating children in difficult areas specially in tribal areas.
6. Introducing Identity Card (IC) to the migratory children for getting admission or tagging in the schools where they migrate. Policy issues with regards to IC will be discussed in the Primary School Council Level.
7. Launching of AIE Centre for the upper aged children i.e. children for the age of 9 - 14 years.
8. Involving NGO in SSA for running EGS schools in difficult areas where the district administration will not be able to take up or monitor the matter directly.
9. NGOs will be invited to take up AIE entirely (Preferably ZSS).

ACTIVITY :-

1. Organizing a weeklong Intensive Campaign in those areas where in children are mostly out of school (in 400 units).
2. Establishing 655 no. SSKs in 655 no. unserved habitations. Entire fund will be provide by P & RD Deptt.
3. Establishing 900 no. EGS school in 900 no. unserved habitation and also in 500 no.served habitation where the children could not attend school due to socio-economic conditions.
4. Organizing bridge course in 100 nos. areas

50 residential	:	3-4 months
50 non-residential	:	3-6 months

Tentatively 2000 children will be covered in both the camps every year for 2 years (from 2nd year onwards)
5. Establishing 20 Ashram/Camps for the migratory children, in the rural migration prone areas. There camps will be organised by NGOs, specially in tribal areas. (Cost norms Rs. 50/- per children per day).
6. Intensive micro planning exercise will be undertaken in every Gram Sansad of 8 nos. migration prone Blocks.
7. Introducing Identity Cards (IC) to the children. Who by any means have to migrate.
8. Tentatively 300 nos. SIE School will be open in for the heterogeneous children. NGOs will be insisted for the schemes (Portably 2 SS) (from the 2nd year) cost @ Rs. 1200/- per child p.a.

EDUCATION FOR THE CHILDREN OF SFG

a specific problem of the district.

A large number of families every year mostly belonging to S.C, S.T and other backward communities come to eastern, south eastern, north eastern part of the district as agriculture labourers and many such families are brought specially to western part (Asansol, Durgapur Sub-Division) and seasoned labourers in the small scale industries like brick, transport, construction etc. Children of these families suffer a lot in every respect, specially in the field of their education and health.

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

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

No of such residential initiative / centers / Ashrams in the district will be 3,8,8 respectively in the year 2nd, 3rd, 4th year of plan period.

Special focussed group

- a) By conducting House to House Survey the district has identified the following special focus groups of children.
- b) Child Workers.
- c) Temporary migratory children
- d) Out of school adolescent girls
- e) Street children, children of the slum area
- f) Children of linguistic minorities (Hindi, Urdu, Oriya specially at Asansol & Durgapur sub-division).
- g) Tribal children (Santhli language in Alchiki script)
- h) Children of colliers belts.
- i) Keeping in mind the specific problems of the SFG the following strategies have been identified by in district.

Strategies for SFG:-

- i) Making convergence plan with Labour Deptt. for establishing more no. of child Lab. School. Where it will be required.
- ii) Survey and Micro Planning exercise will be done for identifying child Lab. (in 100 units) for the first year.
- iii) Opening of 50 nos. (approx) child Lab. School
- iv) Intensive campaign for sensitising the SFG people. (Flock, Print etc.)
- v) Opening of temporary camps in those areas where from the children migrates.

- vi) Identifying the migratory children by organising micro planning exercise in different areas.
- vii) Opening of SSK/EGS school with the help of Panchayet & RD Deptt. and NGOs. Specially for the children of linguistic minorities and tribal children.
- viii) Opening up residential/Asram for one/two year for the age old children.
- ix) Identification of NGOs for giving responsibility for running residential Camps/Ashram etc.
- x) Strengthening MIS on AS.
- xi) Capacity building of VEHC/WEHC and MC members.
- xii) Sensitisation of the community people by organising mass campaign/door to door campaign.
- xiii) Formation of special women group at VEHC/WEHC and MC for ensuring girls enrolment of the deprived families.

Activities for SFG

- 1) Organising micro planning exercise in 100 units of Asansol, Durgapur and Raniganj areas. For identifying the SFG children.
- 2) Opening of 100 nos. SSKs/EGS in the 2nd year and another 100 nos. from the 3rd year.
- 3) Opening of 50 nos. child Lab. Shools in co-operation with social Welfare and Lab. Deptt. (Approx. 1000 no. children will be covered under the scheme) From the 2nd year onward.
- 4) Opening of 101 no. residential camps in rural areas for ministering the children through Bridge Courses. NGOs will be involved in this activities (3-6 months duration of the camps) from the 2nd year onwards. (Approx. 5000 children will be brought under the scheme)
- 5) Opening 50 nos. AIE school for heterogeneors groups of children and ligustic minorities. Almost 1000 children will be covered by the scheme. NGOs will be invited to run the scheme (Rs. 1200/- per leans cost)
- 6) Workshop with DLCC, DPTC, DPRDO for making plan, monitoring the entire programme -- one day programme, twice a year.
- 7) Training of the Resource Persons associated to Alternative Schooling -- 3 days residential programme at the District Level for conducting MC training..
- 8) Orientation of CLRC Co-ordinators, Block/Municipal Functionaries and others -- 2 days residential programme at the District Level.
- 9) Training of the supervisors of the Kendras/Centres -- 2 days programme at the District Level.

- 10) Pedagogy training of Siksha Sahayikas/Sevikas/Instructors – 16 days intensive residential programme at the CLRC Level.
- 11) Meeting / Workshop of the District Resource Group – 6 times in a year with 20 members.
- 12) Orientation of the members of VEHC/WEHC/Panchayet/Municipal Personnel and Govt. Officials – One day programme at CLRC Level.
- 13) Rs.1000/- per SSK per year as SSK grant.
- 14) TLM grant to Siksha Sahayika – Rs. 250 per Sahayika
- 15) Reward to best SSK of each CLRC for better performance.(in kind)
- 16) Honorarium to Sahayikas / Sevikas / Instructors - @ Rs.1000/- P.M.
- 17) Honorarium to supervisors - @ Rs. 2000/-P.M

**Proposal for conduct of Bridge-Courses for mainstreaming of out of school children
(Block-wise Proposal on Pilot basis) Total for 5 years Plan period**

Sl. No.	Name of the Block	Non-residential Course				Residential Course				No. of GPs	No. of Gram Sansads	Remarks
		Boys	Girls	Co-ed	Total for 5 years	Boys	Girls	Co-ed	Total for 5 years			
ASANSOL SUB- DIVISION												
1	SALANPUR		1	3	4		1	3	4	11	100	In these camps, batch by batch grade by grade, child workers, aged out of school childrens /dropout childrens , migratory children will be included for their learnig
2	BARABANI			3	3		1	2	3	8	103	
3	RANIGANJ		1	1	2		1	2	3	6	96	
4	JAMURIA			2	2		1	2	3	10	114	
DURGAPUR SUB- DIVISION												
5	ANDAL			3	3			4	4	8	194	
6	PANDEBESWAR			3	3			4	4	6	159	
7	KANKSA			12	12		2	6	8	7	140	
8	DURGAPUR-FARIDPUR			4	4			3	3	6	100	
9	GALSI-I		2	4	6		3	3	6	9	151	
BURDWAN SADAR												
10	GALSI-II		2	3	5		3	3	6	9	128	
11	AUSHGRAM-I			11	11		4	5	9	7	103	
12	AUSHGRAM-II			9	9		2	4	6	7	123	
13	BHATAR			6	6		1	2	3	14	222	
14	BURDWAN-I			5	5		1	3	4	9	161	
15	BURDWAN-II			5	5		1	2	3	9	125	
16	RAINA-I			3	3			2	2	8	152	
17	RAINA-II			3	3			2	2	8	111	
18	KHANDGHOSH			4	4			2	2	10	152	
19	MEMARI-I		1	5	6		1	3	4	10	178	
20	MEMARI-II		1	5	6		1	3	4	9	128	
21	JAMALPUR		1	6	7		1	4	5	13	218	
KALNA SUB-DIVISION												
22	KALNA-I			5	5			3	3	9	168	
23	KALNA-II			5	5			3	3	8	131	
24	PURBASTHALI-I			6	6			4	4	7	155	
25	PURBASTHALI-II			5	5			4	4	10	156	
26	MONTESWAR			5	5			3	3	13	198	
KATWA SUB-DIVISION												
27	KATWA-I			5	5			2	2	9	138	
28	KATWA-II			5	5			2	2	7	108	
29	KETUGRAM-I			7	7			2	2	8	130	
30	KETUGRAM-II			6	6			3	3	7	95	
31	MONGALKOTE			7	7			3	3	15	211	
TOTAL =			9	156	165		24	93	117	277	4448	

Proposal for conduct of Bridge-Courses for mainstreaming of out of school children

(Municipality-wise Proposal on Pilot basis) Total for 5 years Plan period

Sl. No.	Name of the Municipality	Non-residential Course				Residential Course				No. of Wards	Remarks
		Boys	Girls	Co-ed	Total for 5 years	Boys	Girls	Co-ed	Total for 5 years		
ASANSOL SUB-DIVISION											
1	ASANSOL CORP.	2	3	19	24		8	10	18	50	Especially for linguistic minorities, child-workers, Migratory children, Brick worker, Agriculture workers etc. In these camps, batch by batch grade by grade, child workers, aged out of school children / dropout children, migratory children will be included for their learning/continuity of learning
2	KULTI		3	9	12		4	6	10	21	
3	RANIGANJ		3	6	9		3	9	12	35	
4	JAMURIA		2	6	8		1	6	7	22	
DURGAPUR SUB-DIVISION											
5	DURGAPUR CORP.	2	2	12	16	1	6	9	16	43	do
BURDWAN SADAR											
6	BURDWAN	2	2	10	14	2	4	10	16	35	Above with Agriculture child-labourers
7	GUSHKARA			5	5			3	3	16	do
8	MEMARI		1	6	7		1	6	7	16	do
KATWA SUB-DIVISION											
9	DAINHAT			3	3			3	3	14	do
10	KATWA		1	3	4		1	4	5	19	do
KALNA SUB-DIVISION											
11	KALNA		1	3	4		1	3	4	18	do
TOTAL =		6	18	82	106	3	29	69	101	289	

EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Early Childhood Care and Education is an effort especially for school readiness of the children in the age group of 3-5 years and a support service for working women of the disadvantaged sections of the society. It is an important initiative for achieving the UPE/UEE by reducing the gaps in enrolment, dropout and learning achievement between gender and social groups.

ECCE in this district is being undertaken through the Anganwadi Centres, which are the child care centres of the ICDS programme of Social Welfare Deptt. The pre-project activity is being carried out in the Anganwadi Centers and this assures great significance towards Elementary Education for the following factors: -

- 1) This activity acts as a launching pad of the children for their spontaneous enrolment in primary schools.
- 2) It generates a school going habit.
- 3) It ensures enrolment of the underaged children who are so far being enrolled in class-I of Primary Schools.
- 4) It facilitates primary education for girls and produce substitute care for younger.

Strategies proposed to be adopted for strengthening the pre-school activities and further expansion of the scheme with quality according to needs :

- a) Screening activities for bringing underage children back to ICDS Centre from primary schools.
- b) VEHCs to be strengthened for effective supervision and monitoring.
- c) Sensitization of the parents through VEHC, PTA, MTA and other associations and campaigning agencies for sending the target children to the centres.
- d) Training / orientation for ICDS workers/supervisors, local NGOs, Panchayet Functionaries and other for effective mobilization for the community for enrolment and retention of the children at the centres.
- e) Awareness and capacity building of the ICDS workers through training by experts for taking proper care of the children of this age group.
- f) Academic support in the shape of Tl Ms to the centres.
- g) For extension of working hours of the ICDS workers and helpers, the time schedule for running the centres will be adjusted according to the time schedule of primary schools.
- h) Management of the centres will have to come under the VEHC (through separate MIC under VEHC)
- i) Proper supervision and monitoring system are to be re-organised for pre-schooling activities at the Anganwadi Centers.
- j) Establishing linkage between CLRC and Anganwadi centre through noon and afternoon time workshops.

Specific Activities to be implemented

- 1) Sensitization & convergence workshops are to be taken up with District ICDS functionaries
- 2) 5 days training programmes of the Resource persons are to be organised at the district level every year beginning from 2nd year (excepting 4th year).
- 3) Formation of DRG for ECCE to be incorporated & monthly meetings to be conducted.
- 4) Three days training programmes every year starting from 2nd year are to be imparted to all the Anganwadi Workers and helpers excepting IVth year .
- 5) Three days training every year starting from 2nd year will be imparted to supervisors in II, III & V years.
- 6) The ECCE kits as a composite teaching learning materials have been proposed to be supplied to ICDS centres once a year - @ Rs. 500/- per year.
- 7) Training of women members of Panchayat/VEHC members (especially engaged for managing the Anganwadi Centers) will be organised on ECCE in I, II & V year of the project fund.
- 8) Sisu Melas and exhibitions are to be organised taking part in different district/sub-district level occasions.

Under the present circumstances, the following have been treated as the thrust areas during the years 2001-02 and 2002-03 in the district.;

- a) Creation of infrastructural facilities in a phased manner through convergence out of major developmental funds of the district.
- b) Instead of stressing on enrolment of the eligible but un-enrolled children , since enrolment does not constitute a big problem , more stress is put on the regular attendance of the enrolled children.
- c) Anganwadi Melas, Poster Exhibition, Campaign, Material Exhibition are to be arranged to build up community awareness on the services of the ICDS with special emphasis on PSE.
- d) Monitoring system is to be improved further.
- e) Conducting orientation /training in cascade mode on the following issues :-
 - i) Concepts of developments , growth and learning process of the pre-schoolers,
 - ii) Inter-relatedness of various developments and incidence of learning
 - iii) For development through appropriate activities (abounding examples of activities for sensory development, cognitive and conative developments, explanation in environment, pre-number concepts , organisation of ECE classroom inter-alia .
- f) Convergence between SSA and ICDS set-up in the district is to be ensured and strengthened.

GIRLS EDUCATION

It is relevant to remember that men and women are complementary to one another. It would be a different society if only both could lead a harmonious life. History tells us that throughout the Vedic period, women were given a place equal to men. But with the passage of time, their position deteriorated and their status declined.

Though Manu said, "where women are honoured, the gods are pleased; where they are not honoured, no sacred tires yield rewards", he also said "an woman is never fit for independence".

Women in this age do not need pity, they do not need to be treated as the 'Weaker' sex. For this reason, it is envisaged (NPE 1986) that provisions will be made for equal opportunities to women with a view to removing dispositions and attending to their specific needs. Why then should there be discrimination in society's approach towards them .

NEGATIVE ASPECTS

- 1) Discrimination and sex bias operate because of prejudices and negative perceptions in society regarding the role of woman at different levels. Such discrimination may be discernible of textual material in their thematic and linguistic content, as well as in presentation materials.
- 2) **Social Evils** :- Major social evils in our society today clearly reveal men's highly prejudicial attitude towards women. Social Evils like the bride price, dowry system , prostitution, child marriage etc are a curse for society and ~~an impediment in the progress~~ of the nation.
- 3) **Sex bias** :- In different walks of life, the role of woman has not been properly understood and appreciated by parents, other members of the family, in-laws, society in general and, surprisingly, by women themselves. The negative attitude is mainly responsible for undermining the significant role of women in social, economic, cultural, historical, religions and educational fields.
- 4) **Dependence of men** :- It is considered that women can not be independent and are not capable of taking their own decisions.
- 5) **Stigma attached to certain practices** :- A double set of norms is clearly revealed in the way a widow and windows, or spinster and bachelor are treated by our society. The stigma attached to childless women, working women, and in case of others needs to be uprooted.
- 6) **Incapacities and In capabilities** :- Women, by and large, are still considered incapable of competing with men in many ~~walks of life~~. It is held that they can not excel to management or leadership, though it may be true of both the sexes.
- 7) **Illustrations** :- It is essential for the illustrations to be relevant to the text and helpful in explaining , supplementing and enhancing the theme. The women characters should also be illustrated in a dignified way, and not as a sex symbol. These should be purposeful and realistic.

POSITIVE ASPECTS :

Women have proved themselves, both physically and intellectually, equal to men, if not better, especially in the following areas :-

Self reliance, Capabilities, Mutual Co-Operation, Emotional relationship, Removal of Social Stigma, Equality of opportunity and wages, Source of inspiration, Symbol of love and sacrifice, in improving their own status etc.

This is the time to look into our own heart and see whether we ourselves treat our students/children the same way, giving them opportunities to grow into self reliant personalities. It is to decide now, how we can improve upon the situation and what role can the teachers, administrators, community, and society as a whole play in achieving the aim of eliminating of sex bias.

At the present stage to enhance girl enrolment rate reduce and reduce dropouts, SSA interventions

may be helpful and the following strategies and activities may be taken into consideration :-

- *Community teachers and other stake holders are to be sensitized on importance of girls education.*
- *Proper community mobilization in undertaking certain effective steps on the promotion of girls enrolment & retention.*
- *Mothers to be motivated about the issue.*
- *Awareness campaign to be generated with the help of posters, leaflets, cultural activities, dramas etc.*
- *Micro planning for girls education by the VEHC/WEHC members. The female members will play a major role.*
- *Research & Evaluation on women studies.*
- *Motivational programmes for the religious leaders on gender issue.*

OBJECTIVES :-

The objective of Gender Intervention will be –

- To achieve 100% enrolment of 5-9 year old girls by 2003.
- To ensure their retention up to class IV
- To ensure quality education for the enrolled girl children by 2006.

STRATEGIES :-

- 1) Create a demand for Girls Education at the grassroots through intensive awareness generation programmes.
- 2) Sensitise Panchayet Functionaries, Village Education Committee members, Educational personnel and Primary School Teachers on gender issues, with special emphasis on Girls Education.
- 3) Bridge the communication gap between parents and teachers by formation of effective Mother-Teacher Associations.
- 4) Develop gender sensitive materials in print, audio and visual for capacity building of functionaries at different levels of interaction.
- 5) Collaborating with other Govt. Deptts and NGOs working with similar objectives
- 6) Undertake Research and studies on various aspects of Girl's Education.

PROPOSED ACTIVITIES

- i) To organize RP training at District Level for conduct of different Workshops at the Block, CLRC Level.
- ii) Workshops with women members of VEHC / WEHC at the CLRC Level.
- iii) Workshops with women members of Panchayets / Municipalities to identify their role in this respect. 5 members from each GP / Ward will participate in these Workshops in the yrs II & IV.
- iv) District Level and Block / CLRC Level meetings with key persons – 4 times a year on this issue.
- v) Meena Campaign, Video Show, Padayatra etc.
- vi) Organising Ma-O-Maye Mela to generate awareness realize importance of the role of mothers in educating girls.

- vii) Special prizes, Certificates, rewards for best school / CLRC who can show better result and performance in respect of girls education.
- viii) Health Awareness programmes for practicing good habits and to lead better life.
- ix) Formation and training of effective Mother-Teacher Associations.
- x) Develop gender sensitive resource materials in audio, video and print.

It has been experienced through TLC and PLC that a literate mother takes every care of her child to ensure his / her education so far as practicable. Notwithstanding the significant changes that have taken place in improving the status of girls children in the district, a need to further empowerment of women with information and knowledge on the ways and means of improving their health, nutrition, education and social status.

A major component of our Mass Awareness Campaign on SSA and other programmes are to create proper awareness on the importance of girls as assets to society.

BURDWAN

BLOCK NAME	% Girls Population	% GIRLS NE	IGE	Difference
RANIGANJ	47.94%	44.55%	92.92	7.08
BARABNI	47.94%	45.87%	95.68	4.32
GUSKARA MUNICIPALITY	47.94%	46.06%	96.08	3.92
AUSGRAM-I	47.94%	46.23%	96.43	3.57
JAMURIA MUNICIPALITY	47.94%	46.35%	96.67	3.33
KANKSA	47.94%	46.35%	96.68	3.32
JAMURIA	47.94%	46.45%	96.89	3.11
AUSGRAM-II	47.94%	46.48%	96.96	3.04
DURGAPUR-FARIDPUR	47.94%	46.54%	97.07	2.93
GALSI-I	47.94%	46.55%	97.10	2.90
GALSI-II	47.94%	46.92%	97.87	2.13
KALNA-II	47.94%	46.98%	98.00	2.00
DURGAPUR MC	47.94%	47.15%	98.35	1.65
RANIGANJ MUNICIPALITY	47.94%	47.18%	98.42	1.58
JAMALPUR	47.94%	47.22%	98.50	1.50
BHATAR	47.94%	47.24%	98.54	1.46
KETUGRAM-II	47.94%	47.33%	98.72	1.28
MONGALKOTE	47.94%	47.33%	98.72	1.28
SALANPUR	47.94%	47.39%	98.86	1.14
MEMARI MUNICIPALITY	47.94%	47.43%	98.93	1.07
BURDWAN-II	47.94%	47.45%	98.98	1.02
PANDABESWAR	47.94%	47.51%	99.11	0.89
MEMARI-I	47.94%	47.69%	99.48	0.52
ANDAL	47.94%	47.69%	99.49	0.51
KETUGRAM-I	47.94%	47.73%	99.56	0.44
KHANDOGHOSH	47.94%	47.75%	99.60	0.40
PURBASTHALI-II	47.94%	47.92%	99.95	0.05
MEMARI-II	47.94%	48.05%	100.24	-0.24
DAINHAT MUNICIPALITY	47.94%	48.07%	100.26	-0.26
KATWA-II	47.94%	48.09%	100.32	-0.32
KULTI MUNICIPALITY	47.94%	48.51%	101.19	-1.19
KATWA-I	47.94%	48.54%	101.25	-1.25
BURDWAN-I	47.94%	48.59%	101.36	-1.36
KALNA-I	47.94%	48.82%	101.84	-1.84
PURBASTHALI-I	47.94%	48.92%	102.05	-2.05
RAINA-II	47.94%	49.06%	102.34	-2.34
RAINA-I	47.94%	49.08%	102.37	-2.37
MONTESWAR	47.94%	49.08%	102.38	-2.38
KATWA MUNICIPALITY	47.94%	49.22%	102.67	-2.67
KALNA MUNICIPALITY	47.94%	50.15%	104.61	-4.61
BURDWAN MUNICIPALITY	47.94%	50.49%	105.33	-5.33
IGE -	INDEX FOR GENDER EQUITY			
NE -	NET ENROLMENT			
N.B. Population & Sex-ratio of the district in accordance with provisional Census Report -2001				

BLOCKWISE DISE REPORTS - BURDWAN

S.No	BLOCK NAME	GE GIRLS	GE S'ALL	% GIRLS NE	NE GIRLS	NE S'ALL	% GIRLS GE	No of SCHOOLS WITH GIRLS GE <= 45 %
1	ANDAL	5584	11708	47.69%	4641	9600	48.34%	13
2	AUSGRAM-I	5079	10987	46.23%	4036	8662	46.59%	39
3	AUSGRAM-II	6859	14756	46.48%	5495	11831	46.45%	53
4	BARABNI	4859	10593	45.87%	4023	8695	46.27%	35
5	BHATAR	11984	25368	47.24%	10054	21216	47.39%	54
6	BURDWAN MUNICIPALITY	11313	22405	50.49%	8712	17415	50.03%	23
7	BURDWAN-I	9131	18792	48.59%	7098	14602	48.61%	22
8	BURDWAN-II	6279	13233	47.45%	4802	10058	47.74%	21
9	DAINHAT MUNICIPALITY	1118	2326	48.07%	882	1829	48.22%	5
10	DURGAPUR MC	11361	24095	47.15%	8697	18431	47.19%	27
11	DURGAPUR-FARIDPUR	4871	10467	46.54%	4245	9064	46.83%	21
12	GALSI-I	7994	17173	46.55%	6808	14569	46.73%	37
13	GALSI-II	6801	14495	46.92%	5439	11469	47.42%	32
14	GUSKARA MUNICIPALITY	1474	3200	46.06%	1188	2555	46.50%	7
15	JAMALPUR	6231	13195	47.22%	4944	10660	46.38%	21
16	JAMURIA	4591	9884	46.45%	3926	8352	47.01%	24
17	JAMURIA MUNICIPALITY	5193	11205	46.35%	4466	9627	46.39%	16
18	KALNA MUNICIPALITY	2886	5755	50.15%	2432	4800	50.67%	7
19	KALNA-I	10834	22190	48.82%	9052	18577	48.73%	16
20	KALNA-II	7427	15808	46.98%	5694	12062	47.21%	32

BLOCKWISE DISE REPORTS - UJRDWAN

S.No	BLOCK NAME	GE GIRLS	GE o'ALL	% GIRLS NE	NE GIRLS	NE o'ALL	% GIRLS GE	No of SCHOOLS WITH GILRS GE <= 45 %
21	KANKSA	6921	14933	46.35%	5975	12840	46.53%	41
22	KATWA MUNICIPALITY	2678	5441	49.22%	2020	4190	48.21%	5
23	KATWA-I	8753	18033	48.54%	6880	14311	48.07%	27
24	KATWA-II	6352	13208	48.09%	5075	10449	48.57%	31
25	KETUGRAM-I	7877	16503	47.73%	6732	14042	47.94%	26
26	KETUGRAM-II	5844	12348	47.33%	5013	10512	47.69%	28
27	KHANDOGHOSH	8941	18726	47.75%	7667	16043	47.79%	42
28	KULTI MUNICIPALITY	8612	17752	48.51%	7325	14921	49.09%	20
29	MEMARI MUNICIPALITY	1568	3306	47.43%	1540	3241	47.52%	3
30	MEMARI-I	9686	20311	47.69%	7951	16386	48.52%	24
31	MEMARI-II	7226	15037	48.05%	6353	13275	47.86%	27
32	MONGALKOTE	12029	25416	47.33%	10067	21241	47.39%	59
33	MONTESWAR	11933	24313	49.08%	10477	21312	49.16%	44
34	PANDABESWAR	4184	8806	47.51%	3434	7140	48.10%	11
35	PURBASTHALI-I	10070	20584	48.92%	7667	15634	49.04%	22
36	PURBASTHALI-II	11676	24367	47.92%	9832	20522	47.91%	21
37	RAINA-I	8438	17194	49.08%	6950	14116	49.23%	31
38	RAINA-II	6664	13583	49.06%	5584	11486	48.62%	32
39	RANIGANJ	2132	4786	44.55%	1869	4164	44.88%	8
40	RANIGANJ MUNICIPALITY	4718	9999	47.18%	3628	7652	47.41%	19
41	SALANPUR	5165	10898	47.39%	3694	7682	48.09%	22
	TOTAL	283336	593179	47.77%	232367	485233	47.89%	1048

RESEARCH & STUDIES

It is expected that adequate studies will be sponsored on various issues and interventions to guide the activities of S.S.A. in future for UEE. Research under the project will be viewed as a guideline force for taking up of various new initiatives to face the challenge and to reach the goal. It is the main objective of S.S.A. to universalize quality elementary education to every child of the society.

From H2H survey and DISE, some specific problems have been identified with regard to enrolment, retention and achievement. Some of them are as follows:

1. A good number of guardians are not interested in sending their wards to schools for formal education instead of personal profit.
2. A large number of children in Burdwan are child labourers who remain engaged in other business at the time of the school hours.
3. A small portion of the Muslim community are interested in sending their wards in the maktabas which do not provide MLL.
4. A good number of children drop out of schools for present monotonous system of education and unattractive school-situation.
5. Some guardians are not interested to educate their female child.
6. Community participation / PTA / MTA involvement is not so satisfactory.

Undoubtedly there are so many socio-biological, socio-economic problems, which cause blockage of the formal education systems, but to overcome them DPO has proposed to undertake certain specific strategies and activities in this area, which are as follows:

- Qualitative development of teaching-learning process
- Better co-ordination as a grand alliance for UPE/UEE
- To bring all the children under the umbrella of primary education
- Assessment, monitoring, supervision, evaluation, follow up action.

To implement the strategies mentioned above, intensive and extensive studies must be undertaken, which may be identified under various research headings such as :-

1. Capacity Building

- i) Formation of the District Research & Studies Team (DRST) with a district co-ordinator, co-coordinating at the district level.

- Orientation to DRST and DARG.

- ii) Orientation programme to different studies undertaken.

2. In-depth Studies

Studies pertaining to the underlying reason on the existing status of the issues in concern. This study is mostly qualitative in nature.

3. Action Research :

Action Research concerns with more or less small scale studies which can be pertaining to issues like:-

- a. The study on assessing pre-primary activity in the plan yr. I & V
- b. The study on enrolment and drop-out in the year I & III
- c. The midterm assessment study (MAS) in the year II & IV
- d. the study on teacher-status and assessment in the year II & V
- e. the study on gender issues in the year II, III & IV
- f. the study on IED in the year II & IV
- g. the study on impact training of teachers, community personnel and others in the II, III, IV, V
- h. the study on assessing the impact of SSA on education in the year III & IV
- i. The study on community participation, involvement, mobilization and activity/role of the NGOs, PTA, MTA etc.
- j. Study on alternative schooling.

4. Impact Study :

Impact assessment of strategies with district specificities through :

- i) Quantitative studies in the different intervention areas i.e. Gender/IED/Community/Alternative Schooling /ECCE etc.
- ii) Qualitative studies in the form of cluster of case studies/individual case studies.

5. Dissemination

Dissemination workshop to be conducted after complete report documentation of each study in the areas covered in the study.

6. SLIP Studies (for 3rd Year)

School-specific assessment of students on achieved competency versus desired competency at different grades and different intervals of the academic session-in SLIP schools.

7. Special Studies

- a. **Cohort Study** : This study will be undertaken to study school efficiency through the number of pupil years required to complete elementary education.
- b. **Base line Assessment Survey**:- A baseline assessment survey will be conducted to assess the achievement levels at elementary schools among the students at the initial stage of the project. The study will be conducted in a sample of 50 schools randomly selected . The study will be commenced around April 2002.
- c. **Midterm Assessment Survey**: Midterm Assessment Survey will be conducted after 3 years of conducting the baseline assessment survey among the same sample schools to study the impact of the interventions made over the period of time. This survey will be conducted around April-2004.

INNOVATION

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

In the innovative areas, the district is preparing a plan in details with a realistic nature and executable manner. It is being decided by a team of experts on the basis of necessity for proper implementation during the project period of SSA. But at present stage, it has decided to allocate the required amount for the innovative work during the project period of SSA for UPE/UEE which has been displayed in the costing part of the area of innovation for the coming five years (Planning for UPE).

Specific efforts will be made to identify and implement the innovative activities during the planning process for UEE which is going to be initiated within a few months. A team has been formed to identify the innovative issues and to ascertain the process incorporating specific activities for improvement of the total scenario of primary education.

We hope, that one experience on exercising UPE will help to have better and useful strategies in this regard which will be reflected in the plan for UEE in the near future.

DISTANCE EDUCATION PROGRAMME

Perspective Plan for SSA

Considerable amount of research in the areas of teaching learning process and teachers training programme in the past few decades has made it evident that for the overall cognitive and affective development of children, it is important for teachers to be well equipped in terms of child psychology, appreciation of innate potential in children and understanding of the learning process in children. Teacher Training programmes emphasise capacity building of the teachers to this end.

But it should be kept in mind that teacher-training programme is not a one time effort rather an ongoing continuous process. There is a need to maintain a sustained interaction with the teachers even after the training programme is over. It is in this context Distance Education Programme plays a vital role. It has been envisaged as a major area of intervention under SSA's activities to strengthen the ongoing training programme for teachers and other personnel in one primary education sector.

It focuses on integration and use of distance learning (DL) materials and inputs through print, audio and visual media for the various training activities under SSA. The goal of DEP-SSA is to strengthen the concept of quality education by developing relevant resource material for teachers -

The objectives of DEP are as follows :-

1. to develop Distance learning (DL) inputs and materials for training the primary school teachers.
2. to assist in reducing transmission loss by suitable DL interventions, thereby increasing consistency and quality of training efforts.
3. to organise training of teachers and primary education personnel on use of these DL materials.

Strategy :-

1. Formation of District Resource Group which will be associated with the activity of DEP in the district. The DRG members for DEP to be part of the DRG Pedagogy.
2. Building capacity at different levels of district functionaries and primary education personnel on DEP. Identification of needs for development of resource material. Distribution of DL materials upto CLRC level.

The Activities to be undertaken for DEP in the district are as follows: -

- 1) Interaction with members of DRG for DEP and primary school teachers through meetings/workshops for need assessment for development of resource material for teachers.
- 2) Development of DL material both print and non-print based on need assessment of the teacher-training programme.
- 3) Organising workshops to train RTs & CPCs for the use of DL materials at the district level.
- 4) Organising training programme for primary school teachers on use of DL materials.
- 5) Organising Afternoon workshops for teachers at CLRC level to orient on use of DL material, its effectiveness in classroom transaction, identification of school specific needs in the teaching-learning process.

INTEGRATED EDUCATION FOR THE DISABLED

SSA envisages integrated education for both physically handicapped and mentally retarded children with mild and moderate disability.

In view of guidelines provided under SSA, following activities and strategies are to be implemented and adopted:

- 1) A District Level Co-Ordinator on IED will be engaged in the DPO
- 2) A District Resource Group (DRG) on IED will be formed. Resources from Health Department will also be utilized for this purpose
- 3) District Level Workshop on IED will be arranged in the 1st, 2nd & 4th year of the plan period with the NGOs, Panchayat / Municipal Functionaries, Govt. officials and others.
- 4) NGOs will be identified in every Block / Municipality, also have capabilities to undertake various sorts of activities.
- 5) Assessment of disability in all the areas of the Block / Municipalities through camps.
- 6) Mainstreaming of disabled children into special schools depending upon the type and extent of disability.
- 7) Efforts for integrating the disabled with the mainstreaming schools.
- 8) Orientation of SSA personnel at the district level.
- 9) Orientation of the parents and guardians of the disabled children on IED at the Block / Municipality Level.
- 10) IED Resource Centre will be set up at the Circle Level.
- 11) Resource supports will be provided to schools through Special Resource Teachers.
- 12) Convergence with other departments working for the disabled viz Health, Disabled Welfare, Social Welfare, Women & Child Welfare, Tribal Welfare etc.
- 13) Development of TLM and other training materials for the teachers and as well as pupils.
- 14) A barrier free environment (congenial) for the disabled children will be provided in each school so far as practicable.
- 15) All training/orientation programmes of the RPS/RTS/VEHC/WEHC members etc will include IED component in order to sensitize the functionaries.

16) Engagement of District Level Resource Organisation (DLRO) to meet the required needs of the integrated children.

17) Mass Awareness on IED in the community.

For implementation of the above activities and to achieve the above mentioned objectives, the following steps will be taken.

- A) Yearly Survey to collect and collate the datas.
- B) Assessment and Screening in a proper and planned way.
- C) Workshops, Meetings, Seminars at different Levels.
- D) DLRO's (NGO) involvement.
- E) Aids and Appliances.
- F) Evaluation (time-frame-wise).

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

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

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

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

Interventions (District)

- 1) Appointment of DRC and PC
- 2) Formation of DRG

- 3) Identification of Areas & Survey.
- 4) Screening Assessment and New Enrolment.
- 5) Community Sensitisation.
- 6) Pre-integration skills.
- 7) Distribution of Aids & Appliances.
- 8) Orientation of teachers.
- 9) Selection of District Level Resource Organisation (DLRO)

Plan:-

The main objective of the IED programme is to evolve, demonstrate, evaluate and document strategies that facilitate UPE/UEE for children with disabilities.

Specific Objectives:-

- a) Capacity building at the district level.
- b) Capacity building of school teachers to identify children with disabilities.
- c) Facilitating participation and involvement of teacher and non-disabled peers in accepting children with special needs in school and in community programme.
- d) Promote participation and involvement of family members in training their child with disabilities.
- e) Integrating the identified children in formal school.
- f) Providing required services to the disabled children who are already in school.

Strategy:-

- a) Capacity building at different levels
- b) Strategy related to enhance academic and social performance of children with disabilities (i) Survey (ii) Assessment for needs identification © Involvement of Resource Organisations for development of motor, cognitive and language ability of integrated children.

As an alternative to this system it has been decided to go for NGOs, who will be entrusted the job of special teachers and who will work as resource organisation for IED component of DPO. District Level NGOs will be called District Level Resource Organisation (DLRO)

Activities

- Engagement of duly qualified and competent IED Co-ordinator and programming Co-ordinator
- Formation of DRG with representatives from DSWO, CMOH, NGOs etc.
- Awareness Camps at GP/Ward Level
- Orientation / Sensitisation / Workshops / Meeting
 - 1) Sensitisation of District Functionaries
 - 2) Sensitisation of Block / Municipality Level

- 3) Orientation of all Primary School Teacher of the intervening areas
- 4) Meeting with guardians of disabled children of the intervening CLRCs

The following topics will be covered in the orientation and training programme:-

- i) What is IEDC
- ii) Facilities available under IEDC
- iii) Resource Room facilities
- iv) Common factors of SSA & IEDC
- v) How SSA & IEDC can work together
- vi) Needs of children with disabilities, teacher and parents
- vii) Structural / physical modification that promotes better integration
- viii) Modules of integration
- ix) Integration barriers like attitudinal issues and logistic issues and the accessibility issues and strategies to overcome this.
- x) Teacher and peer group strategies for facilitating interaction

Campaign

- Observance of World Disable Day
- Cultural Competition
- Cultural Competition among Disable Children
- Drama and Folk Songs on IED
- Leaflets, Postering, Printing etc

Survey & Identification.

- School survey by teachers to identify children spl. needs.
- House hold survey by VEC/WEC member.
- Compilation.

Screening and Assessment

- Forming multi disciplinary assessment team with expert form the field of Medical, Psychological and Special educated personnel.
- The above team will identify the special need of disable children.
- Wall Writing, Leaflet, Miking, Postering to be used extensively before assessment camp.
- The assessment programme may be organised in 3-4 at the intervening areas.

Aids & Appliances

- Aids & Appliances will be provided to the disabled children through convergence with

ALIMCO. 60% of the fund will be contributed by ALIMCO and the remaining 40% will be done by SSA.

- In case of non availability, the appliance, furniture will be procured from the market.

Engagement of DLRO

- DLRO will be engaged at the areas to look after the special needs of integrated disabled children. NGOs working in the field of disabilities will be contacted for the same. Each DLI should have three special educators from different field of disability viz Visual, Mental and Hearing.

Networking with National Institutes

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

Resource Library

Setting up a Resource Library on IED and apart from various references, a display board with different aids and appliances will be made.

Visit

- Visit of IED Co-Ordinator, Programming Officer and SRG members to State.
- Other SSA district visit of DRG members and IED Co-Ordinators.

Sustainability

For effective Sustainability (which is very crucial and difficult one) of the project of this nature following activities will commence. The activities of this objective are aimed at supporting the change in roles and Co-Ordinating the flow of information about change within the service systems of communities. Activities include under this would be

- a) Shaping collaborative relationships among public, private and community organisation.
- b) Shaping collaborative relationships among public, private and community organization.
- c) Establishing co-operative agreement with school districts, education services districts, health services, rural development service providers and other appropriate departments and local agencies.
- d) Shaping social service agencies and systems roles to respond to the needs of inclusive education in the community.
- e) Income Generation Programmes.

It is hoped, that the problems in this connection will be dealt with holistic and integrated approach and in the era of globalisation our country is also bound to be influenced by developments in this regard elsewhere in the world.

MEDIA & DOCUMENTATION

PERSPECTIVE PLANNING (2001 – 2006)

Media and Documentation is an integral part of any project which focuses on the issues of development. The main objective of framing a media strategy is to generate awareness about the issue to the right target audiences for successful implementation of the project.

Thus in case of Sarba Siksha Abhijan (SSA), the perspective plan for the next five years should reflect an attempt to achieve the Universalisation of Primary Education (UPE) along with UEE. Thus the media strategy will include activities related to dissemination of information on Access, Enrolment, Retention and Quality of Education by utilising different channels of communication viz Print, Audio-visual and Live Media.

In case of Burdwan district, it has Industrial & urbanised area along with a vast agricultural land. The population is heterogeneous because of its wide demographical range. This district has a problem of child labourers along with some migratory population. Considering the above mentioned features, the media strategy along with activities, for the next five years will be consisting of the followings :-

i) Campaign through Public Address System (PAS) and utilising print media should be designed keeping in mind the area specificity. For example, in the Santhal belt/area, the entire campaign activities should be done through miking in the melas, local programmes etc. For the urban areas, this campaign activities may focus on distribution of pamphlets, leaflets, posters etc. The messages to be disseminated in the campaign are to be designed considering the main objectives of UPE. Newspaper insertions, spots on local channels (channel B, Aakash, ETV) can also be undertaken in this regard. In case of people in rural areas campaign through audio channel (i.e. Radio) will also be able to create an impact..

The second phase of campaign activity may focus on in depth information on the issue of SSA to different sets of target audiences i.e. teachers, parents and community. For teachers, workshops and seminars will be organised by the district authority. The messages to be disseminated are a) What is SSA, b) Why SSA & C) What are your (teachers) responsibilities in achieving SSA in your district. In case of parents, mass media will be effective though interpersonal communication will also be needed for changing the attitude of parents towards elementary education.

For larger community wall writing, hoarding, postering etc will be effective. This activity needs to have a bottom up approach for maximum effectiveness.

ii) Mela, Exhibition :- The district as well as block, panchayet will put up stalls in Book Fairs, Sishu Mela, Kazi Nazrul Mela, Srabani Mela and Melas held at tribal areas on a regular basis for generating awareness among people.

iii) In Burdwan District, different forms of folk culture is predominant like Tusu, Bhadu, Letto etc. Folk Media or Live Media is an effective medium to mobilise people towards building up of a movement very easily. Time to time on a regular interval, folk media may be utilised specifically in the agricultural belt.

iv) Publications :- Material development is an important component of the Media Strategy. Print media will be utilised for generating awareness among larger community as well as among policy makers etc. A quarterly publication in this regard authority will serve the purpose. Books, Pamphlets, Brochures will also be developed keeping in mind the linguistic heterogeneity of the population.

iv) Special focus to be given to the child labourers residing at the various areas of the district. Special campaign at the interval of three months will be designed for them through audio & audio visual channels.

v) For Migratory Population also some special campaign will also be designed accordingly.

Documentation is an art of keeping records chronologically for future references. Documentation of the total project needs to be done professionally in order to monitor the progress of the project also. Different reports are to be prepared considering the different angles of the project from time to time. Still photography, video documentation and report writing are three main areas of documentation. Thus, from the very beginning of the project progress needs to be recorded by a group of project members at district, block and circle level simultaneously. Time to time, workshops on documentation to be organised at different levels.

For the Media & Documentation component, the existing departments handling publicity will be responsible here also. In Burdwan, DICO handles the entire publicity in the district. In the circle level, SI of schools and Panchayet/Municipalities will be responsible for handling publicity. Thus throughout the entire period DICO at the district level will be working closely with DPO, SSA and DI of Schools at the district level.

MANAGEMENT INFORMATION SYSTEM

For successful implementation of any project / programme, an information system is vitally important. Information flow through different levels of the project at the right time in a right manner will not only ensure the successful implementation of the scheme / programme / project, but will also help in taking corrective measure timely and effectively.

Management Information System has two fold system, one on School Information which is pulmonary called as Educational management Information System (EMIS) and the other is Project Information which is generally called as Project Management Information System (PMIS). This MIS is one of the important areas which can keep a good linkages with the Sub-Divisions, Blocks, Municipalities, Circles and Grassroots Level also.

Proposed Activities to be conducted in this field :

- A) ***Dist. Information System of Education (DISE)*** :- DISE is an important tool in the system of EMIS for collecting data from schools every year as on 30th September. After collection of data through trained personnel, the district makes them aggregated and comment upon it.
- B) ***Project Management Information System (PMIS)*** :- PMIS is an important tool for monitoring and evaluation of the project. This system also functions through a certain format, which the project personnel can use on their information tool. All the personnel right from the district to sub-district level will be trained to use it properly.
- C) ***Computer Cell at DPO*** :- This important activity will help the planners and those responsible for execution to preserve DISE data, PMIS data in an aggregated manner and send the report to the state for their intervention. Certain arrangements are to be made for installation of hardware in the office.
- D) ***Computer cell at CLRC***:- For circle level Data entry as ensuing report & information, one computer may be supplied to each 55 no of CLRC.
- E) ***Monthly Reporting System (MRS)*** :- From VEHC / WEHC to SPO through CLRC & DPO. This reporting system must be ensured.
- F) ***Training / Orientation*** :- Proper training will be imparted to them, who will be in the MIS at different levels.

Maintenance & Contingency :- MIS will be supported for its proper and effective functioning assuring Maintenance & Contingency expenditure on regular basis.

Major Intervention : PROJECT MANAGEMENT**Table-I/PM, Activity :- Staff-Salary (District Project Office): Activity Code - PM01**

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PM01/01	D.P.O.		1		1		1		1		1		5.00	0.00	Govt. Officers on deputation or placement of Service
PM01/02	A.D.P.O.		2		2		2		2		2		10.00	0.00	As above
PM01/03	DDPO		4		4		4		4		4		20.00	0.00	As above
PM01/04	F.A.O.	0.06/head/month	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	5.00	3.24	1st Year for 6 months
PM01/05	MIS-in-Charge	0.06/head/month	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	5.00	3.24	As above
PM01/06	DEO	0.045/head/month	3	1.08	3	1.62	3	1.62	3	1.62	3	1.62	15.00	7.56	As above
PM01/07	TO/C	0.06/head/month	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	5.00	3.24	As above
PM01/08	UDC (General)	0.045/head/month	2	0.54	2	1.08	2	1.08	2	1.08	2	1.08	10.00	4.86	As above
PM01/09	UDC (Cash & Account)	0.045/head/month	1	0.27	1	0.54	1	0.54	1	0.54	1	0.54	5.00	2.43	As above
PM01/10	LDC	0.04/head/month	3	0.72	3	1.44	3	1.44	3	1.44	3	1.44	15.00	6.48	As above
PM01/11	A.E.	0.06/head/month	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	5.00	3.24	As above
	J.E.	0.05/head/month	3	0.90	3	1.80	3	1.80	3	1.80	3	1.80	15.00	8.10	As above
PM01/12	Peon (Gr. D)	0.03/head/month	4	0.72	4	1.44	4	1.44	4	1.44	4	1.44	20.00	6.48	As above
PM01/13	Night Guard cum Darwan/Caretaker	0.03/head/month	1	0.18	1	0.36	1	0.36	1	0.36	1	0.36	5.00	1.62	As above
PM01/15	Gender Co-ordinator	0.06/head/month	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	5.00	3.24	As above
PM01/16	IED Co-ordinator	0.06/head/month	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	5.00	3.24	As above

PM01/18	Community Mobilization co-ordinator	0.06/head/month	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	5.00	3.24	As above
PM01/19	Alternative schooling Co-ordinator	0.06/head/month	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	5.00	3.24	As above
PM01/20	ECE Co-ordinator	0.06/head/month	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	5.00	3.24	As above
PM01/21	Planning co-ordinator	0.06/head/month	1	0.72	1	0.72	1	0.72	1	0.72	1	0.72	5.00	3.60	As above
PM01/22	As co-ordinator	0.006/hd/month	1	0.26	1	0.72	1	0.72	1	0.72	1	0.72	5.00	3.14	
Total				8.99		16.92		16.92		16.92		16.92		76.67	

36 **Table-2/PM. Activity :- Furniture : Activity Code - PM02** *36*

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PM02/01	Almirah, Chair, Table, rack etc.			1.25		1.00		0.50						2.75	
PM02/02	Maintenance cost			0.10		0.10		0.10		0.10		0.10		0.50	
Total				1.35		1.10		0.60		0.10		0.10		3.25	

Table-3/PM. Activity :- Capacity Building : Activity Code - PM03

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PM03/01	Workshop/Training of district functionaries for	0.0015/hd/day	50	0.150	150	0.450	100	0.300					300	0.900	1st Year for six months
PM03/02	Exposure visit			0.250		0.500		1.000		1.000		1.000	0	3.750	do
Total				0.400		0.950		1.300		1.000		1.000		4.650	

Table-4/PM Activity :- Equipment: Activity Code - PM 04

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PM04/01	Slide Projector	0.15	1	0.15										0.150	
PM04/02	Electronic Book binding	0.60	1	0.60										0.600	
PM04/03	Amplifier	0.12	1	0.12										0.120	
PM04/04	Electronic Data Capturing Machine	0.50	1	0.50										0.500	
PM04/05	Telephone	0.03	1	0.03										0.030	
PM04/06	Water filter	0.10	1	0.10										0.100	
PM04/07	Intercom System of DPO	0.03		0.36										0.360	12 lines
PM04/08	Glow Sign Board	0.25	1	0.25										0.250	do
PM04/09	Water filter	0.10		0.10										0.100	do
PM04/10	Intercom System of DPO	0.03		0.36										0.360	do
PM04/11	TV	0.25	1	0.25									1	0.250	
PM04/12	VCP	0.20	1	0.20									1	0.200	
PM04/13	Tape-recorder	0.10	1	0.10									1	0.100	
PM04/14	Camera	0.15	1	0.15									1	0.150	
PM04/15	Electronic Type writer	0.16	1	0.16									1	0.160	
PM04/16	Duplicating machine	0.25	1	0.25									1	0.250	
PM04/17	Pana board	1.30	1	1.30									1	1.300	
PM04/18	Other items including cousumable articles	0.25		1.00	1.00		1.00		1.00		1.00			5.000	
PM04/19	Maintenance cost	0.20		0.20	0.20		0.20		0.20		0.20			1.000	
Total				6.18	1.20		1.20		1.20		1.20			10.98	

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PM05/01	Office expenses			0.50		1.00		1.00		1.00		1.00		4.50	For 6 months in first year (LS)
PM05/02	Rent for building	0.10		0.50		1.20		1.20		1.20		1.20		5.30	As above
PM05/03	Office decoration/remonation			0.25		0.25		0.25		0.25		0.25		1.25	
PM05/04	Telephone Bill			0.50		1.20		1.20		1.20		1.20		5.30	
PM05/05	Electric Bill			0.38		0.90		0.90		0.90		0.90		3.98	
PM05/06	Audit fees													0.00	
PM05/07	Incidental charges					0.15		0.15		0.15		0.15		0.60	
PM05/08	House keeping					0.10		0.10		0.10		0.10		0.40	
PM05/09	TA, DA to officials			0.20		0.50		0.50		0.50		0.50		2.20	
PM05/10	Generater (hired)			0.90		1.80		1.80		1.80		1.80		8.10	
Total				3.23		7.10		7.10		7.10		7.10		31.63	

Table-6/PM, Activity :- Vehicle : Activity Code - PM 06

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PM06/01	For DPO regular basis	0.15/month/vehicle	4	3.60	4	7.20	4	7.20	4	7.20	4	7.20	4	32.40	1st year for six months
PM06/02	For DPO requirement	0.15/month/vehicle	2	1.80	4	3.60	4	3.60	4	3.60	4	3.60	4	16.20	1st year for three months & six months onwards
Total				5.40		10.80		10.80		10.80		10.80		48.60	

PROJECT MANAGEMENT AT A GLANCE – AT A GLANCE

1st year Total

Sl.No	Activity Code	Activity		Cost	Table
1	PM-01	Staff Salary (District Project Office)	8.99	76.67	1/PM
2.	PM-02	Furniture	1.35	3.25	2/PM
3.	PM-03	Capacity Building	0.400	4.65	3/PM
4.	PM-04	Equipment	6.18	10.98	4/PM
5.	PM-05	Accommodation	3.23	31.63	5/PM
6.	PM-06	Vehicle	5.40	48.6	6/PM
Total =			25.55	175.78	

25.55

Planning & Management

Table-1/P & M : Activity - Financial Management : Activity Code - P & M 01

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P&M 01/01	Training of RPs on F.M at District Level (one day non residential) with Dist. Officials CLRC/Block/MP Functionaries	0.0015	175	26.25			175	26.25					350	52.5	CPC, Dist/Block, Functionaries
P&M 02/01	Training on F.M at circle level/one day non residential taking two members of each VEHC/WEC & other related persons	0.0004	10800	4.32					10800	4.32			21600	8.64	VEC-4448 WEC-289
Total				26.25		4.32		26.25		4.32		0		61.14	

Table-2/P & M : Activity - Consultative process of Planning at district level : Activity Code - P & M 02

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P&M 02/01	Two days workshop on consultative process of planning at district level (including school mapping, micro planning)	0.0015	120	0.36			120	0.36					240	0.72	DRG,CLRC personnel
Total				0.36		0	120	0.36		0		0		0.72	

Planning & Management

Table-3/P & M : Activity - Preparation of AWP & B and Plan for UEE : Activity Code - P & M 03

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P&M 03/01	Intensive training & Workshop on preparation of AWP & B (Two days)	0.0015	75	0.225	75	0.225							150	0.45	2 days at district level
P&M 03/02	Follow up workshop (One day)	0.0015	75	0.1125	75								150	0.1125	1 days at district level
P&M 03/03	Workshop for plan for UEE	0.0015	75	0.09	75	0.09							150	0.18	
Total				0.4275		0.315		0		0		0		0.7425	

Table-4/P & M : Activity - Support to CLRC : Activity Code - P & M 04

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P&M 04/01	Grant to CLRC for planning in details.	0.005	25	0.125	55	0.275	55	0.275	55	0.275	55	1.1	245	2.05	
Total				0.125		0.275		0.275		0.275		1.1		2.05	

Table-5/P & M : Activity - Microplanning & School Mapping : Activity Code - P & M 05

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P&M 05/01	Support to VEHC/WEHC for planning	0.005	4737		4737		4737		4737		4737		23685	0	One term out
P&M 05/02	School Mapping Block/MP/CLRC Level with schools, SSKs & other institution	0.01			55	5.5				0.5			55	6	2nd yr 55 CLRC. 4th yr for revision and updating.
Total				0		5.5		0		0.5		0		6	

PLANNING & MANAGEMENT – AT A GLANCE

Sl.No	Activity Code	Activity	Cost	Table
1.	P&M-01	Financial management	61.14	1/P&M
2.	P&M-02	Training/ Workshop Consultant process of planning at district level	0.72	2/P&M
3.	P&M-3	Preparation of AWP & B & plan for UEE.	0.7425	3/P&M
4.	P&M-4	Support to CLRC	2.05	4/P&M
5.	P&M-5	Micro planning & school mapping	6	5/P&M
Total			70.6525	

Civil Works

Table-1/CM: Activity :-Construction, repairing etc. Activity -CW01

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CW01/01	Construction of new school building less schools (most of them are newly set up during last 3 yrs)	3.85	25	96.25	50	192.5	10	38.5					85	327.25	For mostly newly setup schools during last 3 yrs
CW01/02	Construction of one addl room in existing single roomed schools	1.25	50	62.5	80	100	52	65					182	227.50	
CW01/03	Construction of 55 CI RC's	5.5	25	137.5	30	165							55	302.50	
CW01/04	Construction of one room in 2 roomed existing schools	1.25	25	31.25	100	125	100	125					225	281.25	
CW01/05	Construction of Addl classrooms due to increase of enrolment of SSA and other activities	1.25			100	125	50	62.5					150	187.50	To be provided where there are more than 2 rooms.
CW01/06	Major repairing works of the existing school buildings including Boundary walls	100 1.00	50	50	200	200	100	100					350	350.00	Repairing including Boundary walls
CW01/07	Minor repair of works of the existing school buildings	0.5	100	50	250	125	82	41					432	216.00	

CW01/08	Child friendly environment/elements	0.1			3902	390.2							3902	390.20	One time @ Rs. 0.10 per school
CW01/09	Maintanance of building	0.05			3902	195.1							3902	195.10	One time @ Rs. 0.05 per school
CW01/10	Construction of Cluster Resource Centres	2	100	200	110	220	200	400					410	820.00	One time @ Rs. 0.05 per school
CW01/11	Salary/Honoraium of JE	0.05	25	7.5	36	21.6	36	21.6	36	21.6	36	21.6	169	93.90	
CW01/12	Training to VCC members	0.0075	475	3.5625	580	4.35	258	1.935					1313	9.85	
CW01/13	Drawing, printing, development etc.	Lump sum amount		0.4		0.9		0.2					0	1.50	
CW01/14	Exposer visit	Lump sum amount		0.5		0.5		0.5					0	1.50	
CW01/15	Workshop with engineers & others	Lump sum amount		0.5		1		1					0	2.50	
CW01/16	Meetings	Lump sum amount		0.1		0.25		0.25					0	0.60	
Total				640.0625		1866.4		857.485		0		0		3407.1475	

CIVIL WORKS – AT A GLANCE

Sl.No	Activity Code	Activity	Cost	Table
1.	CW01	Construction, repairing etc.	3407.1475	1/CW

Table-I/P, Activity :- Training /Orientation at DPO (District Level) : Activity code -PO1

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO1/01	Training of the RPs for capacity building on general concept modern education (especially in the context of SSA) module-1	0.0015	330	2.972			330	2.376					660	5.348	Residential 6 days Programme district level (1st module)
PO1/02	Training of the RPs on module 2	0.0015			330	2.970							330	2.970	do
PO1/03	Training of the Rps on module 3	0.0015					330	2.970					330	2.970	do
PO1/04	Capacity orientation of the RPs on English Teaching	0.0015	180	0.864	180	1.080							360	1.944	Residential 4 days Programme district level
PO1/05	Capacity orientation of the RPS on Maths Teaching	0.0015	180	1.080									180	1.080	Residential 4 days Programme district level
PO1/06	Orientation of the RPs for capacity building on science	0.0015	330	1.980									330	1.980	Residential 4 days Programme district level
PO1/07	Workshop for producing module for need-based training (Addl. Activity)	0.0014	60	0.144	8								68	0.144	Residential 4 days Programme district level
PO1/08	Training for capacity building for Monitoring, supervision, Education etc.	0.0015	330	1.485			330	1.455					660	2.940	Residential 3 days Programme district level
PO1/09	Training of capacity building for RPs on Santhali Language	0.0015	40	0.240	80	0.480	80	0.480					200	1.200	Residential 4 days Programme
PO1/10	Workshop for development of TLM on unit basis (Subject-wise)	0.0015			60	0.452			60	0.450			120	0.902	Residential 5 days Programme
PO1/11	Training on RPs on IED and Gender sensitization	0.0015			180	0.864							180	0.864	Residential 4 days Programme
Total				8.7650		5.8460		7.2810		0.4500		0.0000		21.1420	

Table-2/P, Activity :- Teachers' Training at CLRCs; Activity code -PO2

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO2/01	Training on English teaching (One teacher from each school) at a time	0.0007	15364	43.0190									15364	43.0190	4 days' Programme on collaboration with WBBPE at CLRC level
PO2/02	Training on Science Teaching (one Teacher from each school at a	0.0007	5000	14.0000	10364	29.0192							15364	43.0192	
PO2/03	Teacher's training on Math teaching	0.0007			15364	43.0190							15364	43.0190	
PO2/04	Teacher's training on Santali (Alchiki script)	0.0007	150	0.4200	250	0.7000	400	1.1200					800	2.2400	
PO2/05	Training of all teachers on Module-1	0.0007			15364	64.5288							15364	64.5288	6 days' programme
PO2/06	Training of all teachers on Module-2	0.0007					15364	64.5288					15364	64.5288	6 days' programme for new teacher
PO2/07	Training of the teachers on Module-3	0.0007					15364	64.5288					15364	64.5288	6 days' programme
PO2/08	Training on Evaluation and monitoring (11314 + 4050=15364)	0.0007			15364	32.2640							15364	32.2640	3 days' Programme
PO2/09	Training of teachers on IED & gender issues				15364	32.2640							15364	32.2640	3 days' Programme
Total				57.4390		201.7950		130.1776	0	0.0000	0	0.0000		389.4116	

Table-3/P, Activity :- Workshop at CLRC and CRC ; Activity code -PO3

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO3/01	After noon Workshop at Cluster Resource Centre (Per day one teacher from each member school with others) - fortnightly -410 CRCs	@ Rs 200 per W/S			9840	19.6800	9840	19.6800	9840	19.6800	9840	19.6800	39360	78.7200	Weekly Workshop @200/- per workshop (roughly 24 Workshop/year)-410 CRCs
PO3/02	After noon Workshop at CLRC for CRC review meeting @ Rs. 10/- per head	0.0001 hd/day			16000	1.6000	16000	1.6000	16000	1.6000	16000	1.6000	64000	6.4000	Quarterly Workshop. @10/- per head per time
Total				0.0000		21.2800		21.2800		21.2800		21.2800		85.1200	

Table-4/P. Activity :- Link Library Programme/Bookgrant ; Activity code -PO4

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO4/01	Book grant for DPO Library	0.030			1	0.030	1	0.030	1	0.030	1	0.030	4	0.120	
PO4/02	Book grant CLRC Libraries	0.075			25	1.275	55	4.125	55	4.125	55	4.125	190	13.650	
PO4/03	Book grant to School Libraries	0.005			3902	19.510	3902	19.510	3902	19.510	3902	19.510	15608	78.040	
PO4/04	Book grant to Rural Libraries/Urban Libraries (Preservation cost)	0.005			208	1.040	208	1.040	208	1.040	208	1.040	832	4.160	
PO4/05	Book grant to District Library/SD Library/City Library	0.020			15	0.300	15	0.300	15	0.300	15	0.300	60	1.200	
PO4/06	Cultural & Information Centres	0.005			31	0.155	31	0.155	31	0.155	31	0.155	124	0.620	
PO4/07	Book grant to CRCs	0.005			410	2.050	410	2.050	410	2.050	410	2.050	1640	8.200	
Total					0.000	24.360		27.210		27.210		27.210		105.990	

Table-5/P. Activity :- Link Library Programme/Training ; Activity code -PO5

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO5/01	Training for Circle Project CO-ordinators & Dist Functionaries (55 +10=65)	0.0015			65	0.0975			65	0.0975			130	0.1950	One day training at district level
PO5/02	Training for RTs, Librarians, Circle/Block functionaries (including Preservation of Books) [165(RT)+55(CPC) +223 (Librarian)+42(Block/Municipal functionaries +20 (DRG)=505	0.0007	505	0.8080	505	0.8080	505	0.8080					1515	2.4240	Two-days training non-residential
Total				0.8080		0.9955		0.8080		0.0975		0.0000		2.6190	

Table-6/P. Activity :- Link Library Programme/Book Fair ; Activity code -PO6

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO6/01	Book Fair to be organised by CLRC	0.1500			55	8.25	55	8.25	55	8.25	55	8.25	220	33.00	@ Rs. 15000/- per CLRC
Sub-Activity Code				0.00		8.25		8.25		8.25		8.25		33.00	

Table-7/P. Activity :- School Improvement Grant : Activity code -PO7

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO7/01	School Grant	0.020			3902	78.040	3902	78.040	3902	78.040	3902	78.040	15608	312.160	@Rs.2000/- per school per year
PO7/02	TLM Grant for the teachers	0.005			15364	76.820			15364	76.820			30728	153.640	@ Rs. 500/- per teacher every year
PO7/03	CRC Equipment Grant	0.100			200	20.000	110	11.000					310	31.000	
Total				0.000		174.8600		89.040		154.860		78.040		496.800	

Table-8/P. Activity :- CLRC Cost : Activity code -PO8

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO8/01	Remuneration to Resource teachers	0.0700			165	138.600	165	138.600	165	138.600	165	138.600	660	554.400	1st year 25 CLRC for 6 months
PO8/02	Remuneration to Gr. C Staff	0.0350			55	23.100	55	23.100	55	23.100	55	23.100	220	92.400	do
PO8/03	Remuneration to Gr. D Staff	0.0275			55	18.150	55	18.150	55	18.150	55	18.150	220	72.600	do
PO8/04	Project Allowance to RTs	0.0020			165	3.960	165	3.960	165	3.960	165	3.960	660	15.840	@ Rs. 200/- PM
PO8/05	Project Allowances to CRC co-ordinator	0.0020			410	9.840	410	9.840	410	9.840	410	9.840	1640	39.360	@ Rs. 200/- PM
PO8/06	Project Allowance to CPCs	0.0030			30	1.080	55	1.980	55	1.980	55	1.980	195	7.020	@ Rs. 300/- PM
PO8/07	CLRC Grant (Equipment, Furniture etc.)	1.0000			30	30.000							30	30.000	do
PO8/08	Telephone at CLRC	0.0300			55	1.650	55	1.650	55	1.650	55	1.650	220	6.600	do
PO8/09	Consumable & Contingent expenditure	@ 3000/month			55	13.750	55	13.750	55	13.750	55	13.750	220	55.000	do
PO8/10	Supervision cost of CLRC	0.0025			55	0.825	55	0.825	55	0.825	55	0.825	220	3.300	do
Total				0.0000		240.9550		211.8550		211.8550		211.8550		876.5200	@ Rs. 12000/- per year /CLRC

Table-9/P, Activity :- External Evaluation : Activity code -PO9

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Eis	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO9/01	External Evaluation (support to DPSC per year)	1.50			1	1.50	1	1.50	1	1.50	1	1.50	4	6.00	Support to DPSC for implementation of the activity
Total				0.00		1.50		1.50		1.50		1.50		6.00	

Table-10/P, Activity :- Distribution of Text Books : Activity code -P10

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Eis	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P10/01	Distribution of Text books through CLRC with better coordination	1.50			1	1.50	1	1.50	1	1.50	1	1.50	4	6.00	Distribution of NTB through CLRC
P10/02	Distribution of SSA publication to CLRC	1.50			1	1.50	1	1.50	1	1.50	1	1.50	4	6.00	Distribution of SSA Articles through CLRC
P10/03	Distribution of DPSC materials (Mulyayan Panji, Progress Report etc.)	0.50			1	0.50	1	0.50	1	0.50	1	0.50	4	2.00	Distribution of DPSC materials through CLRC
Total				0.00		3.50		3.50		3.50		3.50		14.00	

Table-11/P, Activity :- Sports & Games : Activity code -P11

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Eis	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P11/01	Grant to CLRC Sports	0.02	55	1.10	55	1.10	55	1.10	55	1.10	55	1.10	275	5.50	
P11/02	Grant to Sub-Division Level Sports	0.10	6	0.60	6	0.60	6	0.60	6	0.60	6	0.60	30	3.00	
P11/03	Grant to District Level sports	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	5	5.00	
P11/04	Grant to organise Coaching Camp for the participants (representatives of the district at the state Level sports) for 20 days programme	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	5	5.00	
Total				3.70		3.70		3.70		3.70		3.70		18.50	

Table-12/P. Activity :- SLIP ; Activity code -P12

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P12/01	Workshop/orientation for DCT & QMT members, district functionaries and other key person	0.0015			70	0.315	70	0.252	70	0.252			210	0.819	Three day district level programme
P12/02	Orientation, Workshop for CPC & RTs (55+165=220)	0.0015			220	0.330	220	0.264	220	0.264			660	0.858	One day district Level Programme
P12/03	Orientation, Workshop for teachers of CLRCs	0.0007			4000	8.400	9000	18.900	1364	2.864			14364	30.164	Three days CLRC Level + 2 days
P12/04	Education materials to schools under SLIP	0.0200			800	16.000	2000	40.000	3902	78.040	3902	78.040	10604	212.080	
P12/05	Book grant for CLRCs	0.0100			55	0.550	55	0.550	55	0.550	55	0.550	220	2.200	
P12/06	Book grant for schools	0.0050			800	10.000	1102	5.510					1902	15.510	
P12/07	Development of Evaluation Sheets/Worksheets/Study materials etc.	0.5000				0.500		0.500					0	1.000	
P12/08	Supervision /Monitoring by DCT/QMT/CRT etc.	0.5000				0.500		0.500		0.500		0.500	0	2.000	
P12/09	Supervision cost of CLRC	0.0020			800	1.600	2000	4.000	3902	7.804			6702	13.404	
Total				0.000		38.195		70.476		90.274		79.090		278.035	

School Based Learning Improvement Programme**Table-13/P; Activity:-Material Cost for Children ; Activity Code -P 13**

Sub-	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P 13/01	Material cost for children under SLIP	.001/yr/child			0.45	45	3.4	340	5.9	590	8.1	810	17.85	1785.00	** see notes under mentioned
P 13/02	Honorarium to the village volunteers for each school one primary school	0.01/month			3902	39.02	3902	39.02	3902	39.02	3902	39.02	15608.00	156.08	Women instructor
Total						84.02		379.02		629.02		849.02		1941.08	

** N.B. Distribution of Heads Year wise
Material cost for the children of SSK will be made by the NGOs

2nd Year :- 20% of the students reading in class I

3rd Year:- 80% of the students of class I and 20% of the students of Class II +III+IV

4th Year:- 100% students of Class I ; 80% students of class II and 20% students of Class III+V

5th Year :- 100% students of all Classes

6th Year:- Cent percent students of all classes (I to IV)

School Based Learning Improvement at a Glance

Table-14/P, Activity :- Meetings : Activity code -P14

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P14/01	Bi-monthly meeting of DRG on Pedagogy (40 persons)	0.0015	120	0.180	240	0.360	240	0.360	240	0.360	240	0.360	1080	1.620	30 times in 5 years span
Total				0.180		0.3600		0.3600		0.3600		0.3600		1.620	

Table-15/P, Activity :- Capacity Building of DPSC ; Activity code -P15

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P15/01	Capacity-building of DPSC Personnel	0.0015			2	0.500			2	0.500			4	1.000	Programme Twice a year (two days duration)
P15/02	Mobility support for Inspection, Supervision, Exposure visit	0.1000	6	0.600	12	1.200	12	1.200	12	1.200	12	1.200	54	5.400	
Total				0.600		1.700		1.200		1.700		1.200		6.400	

Table-16/P, Activity :- Materials Development ; Activity code -P16

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P16/01	Printing of Mulyayan Panji	0.00001	7.50	7.50	7.90	7.90	8.40	8.40	8.55	8.55	8.75	8.75	41.10	41.10	Addl. Grant
P16/02	Printing of Pragati Patra	0.00001	7.50	7.50	7.90	7.90	8.40	8.40	8.55	8.55	8.75	8.75	41.10	41.10	
P16/03	Printing of Kajerpata	0.00006	2.10	12.60	2.10	12.60	2.10	12.60	2.10	12.60	2.10	12.60	10.50	63.00	
P16/04	Printing of integrated Workbooks	0.00010	5000	0.50	5000	0.50	5000	0.50					15000	1.50	
P16/05	Printing of Teachers hand book	0.00010	12000	1.20			12000	1.20			12000	1.20	36000	3.60	

(Rs. in Lakh)

P16/06	Printing of Inspection Report Form	0.00001	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	2.50	2.50	
P16/07	1st module	0.00500	17000.00	8.50									17000.00	8.50	
P16/08	2nd module	0.00500			17000.00	8.50							17000.00	8.50	
P16/09	3rd module	0.00500			17000.00	8.50							17000.00	8.50	
P16/10	SC module	0.00200			17000.00	8.50							17000.00	8.50	
P16/11	Eng module	0.00200	17000.00	3.40									17000.00	3.40	
P16/12	Maths module	0.00200	17000.00	3.40									17000.00	3.40	
P16/13	Lang. module	0.00200	1200.00	3.40									1200.00	3.40	
P16/14	Other module & materials	0.00200		3.00			3.00						3.00	3.00	
Total				51.50		54.90		31.60		30.20		31.80		200.00	

Table-17/P. Activity :- Teacher Salary; Activity code -P17

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin			
P17/01	Salaries for the teachers to recruited in the existing primary school for developing the teachers pupil ratio	0.05 /hd/month			50	30.000	5	3.000					55	33.000	600 teachers have been proposed to be appointed according to present PTR 43:1. Requirement of teachers will be increased for enrollment of out of school, back to school campus (main streaming)
Total				0.000		30.000		3.000		0.000		0.000		33.000	

PEDAGOGY – AT A GLANCE

Sl.No	Activity Code	Activity	Cost	Table
1	P-01	Training/Orientation at DPO	23.342	1/P
2.	P-02	Teachers Training at CLRCs	389.4116	2/P
3.	P-03	Workshop at CLRC & CRC	85.12	3/P
4.	P-04	Link Library programme/Bookgrant	105.99	4/P
5.	P-05	Link Library programme/Training	2.619	5/P
6.	P-06	Link Library programme/book fair	33	6/P
7.	P-07	School Improvement Grant	496.8	7/P
8.	P-08	CLRC cost	876.52	8/P
9.	P-09	External Evaluation	6	9/P
10.	P-10	Distribution of Text Books	14	10/P
11.	P-11	Sports & Games	18.5	11/P
12.	P-12	SLIP	278.035	12/P
13.	P-16	Materials cost for children	1941.08	13/P
14.	P-13	Meetings	1.62	14/P
15.	P-14	Capacity building of DPSC	6.4	15/P
16.	P-15	Materials development	200	16/P
17.	P-17	Teachers Salary	33	17/P
Total =			4511.4376	

(Rs. in Lakh)

Community Mobilization

Table-1/CM:Activity /Training/Workshop/Orientation; Activity Code -CM01

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CM01/01	One day sensitization Programme with the Key-persons of the District.	0.0015/head/day	60	0.18			120	0.36					180	0.540	District level twice a year
CM01/02	Training of DRG & KRPs and other officials	0.0015/head/day			120	0.54			120	0.54			240	1.080	3-days District Level residential
CM01/03	Training of RTs and CLRC Co-ordinators(3 days Resi)	0.0015/head/day			140	0.63	140	0.63					280	1.260	3-days District Level residential
CM01/04	Training of VEHC /WEHC member, 5 member from each committee (for 3 Days non-residential)	0.0005/head/day	3000	4.5	20685	31.0275			23685	35.528			47370	71.055	CLRC Level (5 members from each VEHC/WEHC)
CM01/05	Workshop of CLRC level with VEHC/WEHC Secretary, Chairman CPC & RTs (One Day CLRC Level)	0.0007/head/day			9694	6.7858	9694	6.7858	9694	6.7858	9694	6.7858	38776	27.1432	Once a year on enrolment & retention
CM01/06	Noon time workshop for VEHC/WEHC members					0.25		0.25		0.25		0.25		1.0000	Once a year with all the members
Total				4.6800		39.2333		8.0258		43.1033		7.0358		102.0782	

(Rs. in Lakh)

Community Mobilization

Table-3/CM; Activity:- Campaign etc. ; Activity Code -CM03

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CM03/01	Campaign at District level for Enrolment (a weeklong programme)	0.5000			1	0.5000	1	0.5000	1	0.5000	1	0.5000	4	2.000	Once a year through various activities
CM03/02	Campaign from Block/Mpto Village /Ward level through out the district at every corners (a weeklong programme)	0.3000			42	12.6000	42	12.6000	42	12.6000	21	6.3000	147	44.100	Once a years with drama , songs, padayatra etc etc.
CM03/03	3 days workshop with folk artist	0.0015			150	0.6750			150	0.6750			300	1.350	3 days residential at District Level
CM03/04	Folk campaign & others at GP/Ward level	0.0100			566	5.6600			566	5.6600			1132	11.320	
CM03/05	Video show at Block/MC level	0.0050	10	0.0500	42	0.2100	42	0.2100	42	0.2100	42	0.2100	178	0.890	one time @500/- per show
CM03/06	Sisu Mela at GP /Ward level	0.0100	100	1.0000	250	2.5000	300	3.0000	216	2.1600	100	1.0000	966	9.660	@ Rs 1000/- per GP/Ward
CM03/07	Campaign at district for retention (a weeklong programme)	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	5	2.500	Once a year
CM03/08	Campaign at Block/Municipal level for retention (a weellong programme)	0.3000	1	0.3000	1	0.3000	1	0.3000	1	0.3000	1	0.3000	5	1.500	
CM03/09	Enrolment drive at VEHC/WEHC level	0.0025			4800	12.0000	4800	12.0000	4800	12.0000	4800	12.0000	19200	48.000	

CM03/10	Retention drive at VEHC/WEHC	0.0025	4800	12.0000	4800	12.0000	4800	12.0000	4800	12.0000	4800	12.0000	24000	60.000	
CM03/11	Distributuion of green card to the out of school children	0.000005			250000	1.2500	260000	1.3000	260000	1.3000			770000	3.850	
CM03/12	Organization of Sastha Mela, Exhibition with different items	0.0200	55	1.1000	55	1.1000	55	1.1000	55	1.1000	55	1.1000	275	5.500	
CM03/13	Debate, Essay, Competition on SSA	0.3000			3	0.3000	3	0.3000	3	0.3000	3	0.3000	12	1.200	
CM03/14	Rewards to health promoting schools/CLRC	0.0100	55	0.5500	55	0.5500	55	0.5500	55	0.5500	55	0.5500	275	2.750	
CM03/15	Health Awarness campagin	0.0100	55	0.5500	55	0.5500	55	0.5500	55	0.5500	55	0.5500	275	2.750	
Total				16.0500		50.6950		44.9100		50.4050		35.3100		197.3700	

(Rs. in Lakh)

Community Mobilization

Table-4/CM; Activity:- Visit; Mat Devtt & others; Activity Code -CM04

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CM04/01	Inter District Visit of DRG Co-ordinator, VEHC/WEHC members RTs, CPCs etc			0.1		0.5		0.5		0.5		0.5	0	2.100	
CM04/02	Printing of school registers	0.0003	4000	1.2									4000	1.200	
CM04/03	Printing of folders for VEHC/WEHC members	1.5		0.5		1.5		1.5		1.5		1.5	0	6.500	
CM04/04	Printing - Module 3, Posters, Leaflets, Wall writing.	3.00		1		2.00		3.00					0	6.000	
CM04/05	Printing of Health & Referral Cards with folder					12.00				10			0	22.000	3 lakh addl. Cards will be required in addition to the existing cards in the first year. The cards will be replaced in the 4th year, if required
Total				2.800		16.000		5.000		12.000		2.000		37.800	

Community Mobilization

Table-5/CM: Activity:-Training/Orientation/Workshop on school health: Activity Code -CM05

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CM05/01	Intensive workshop for development of curriculum guide books & training materials for the teachers	0.0015	100	0.75			100	0.75					200	1.500	Five day residential programme
CM05/02	Training of the RPs on School health at district level	0.0015	250	0.375			250	0.375					500	0.750	1-day programme (residential)
CM05/03	Training of the Teachers on School Health at Cercle Level	0.0007	3902	5.4628	7804	10.9256	3658	5.1212					15364	21.5096	2 days programme (non-residential) on teacher from each school
CM05/04	Orientation of the Panchayat / Municipal functionaries /Govt. Officials /Members of VEHC/WEHC (Taking one from each VEHC/WEHC)	0.0005	2400	1.2	4000	2	4000	2					10400	5.200	one day programme 4448 VEHC/ 289 WEHC
Total				7.7878		12.9256		8.2462		0		0		28.9596	

(Rs. in Lakh)

Community Mobilization

Table-6/CM; Activity:-Distribution of Health Materials; Activity Code -CM06

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CM06/01	First Aid Box to all the schools	.004/School	1000	4	2000	8	964	3.856					3964	15.856	For all the Schools
CM06/02	Weighing Machine (Adult Type) for CRCs	.03/CRC	100	3	200	6	110	3.3					410	12.300	Each CRC will have a weighing machine which will be used by the members school by
Total				7		14		7.156						28.156	

Community Mobilization

Table-7/CM; Activity:-Support to Health personnel; Activity Code -CM07

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CM07/01	Mobility support for Health Check-up for the health personnel	0.02	55	0.55	55	1.1	55	1.1	55	1.1	55	1.1	275	4.950	The Trained Teachers will check-up Health regularly but health of the children will also be checked up at least twice a year by health personnel
Total				0.55		1.1		1.1		1.1		1.1		4.95	

COMMUNITY MOBILIZATION – AT A GLANCE

Sl.No	Activity Code	Activity	Cost	Table
1.	CM01	Training/Workshop/Orientation	102.0782	1/CM
2.	CM02	Meetings	19.756	2/CM
3.	CM03	Campaign etc.	197.37	3/CM
4.	CM04	Visit, Mat Devtt. & others	37.8	4/CM
5.	CM05	Training/Orientation/Workshop for school Health Programme	28.9596	5/CM
6.	CM06	Materials, Aids	28.156	6/CM
7.	CM07	Health checkup & Referral Support	4.95	7/CM
Total =			419.0698	

Estimated Budget for Alternative Schooling under EGS
Table-1/AS; Activity:- Workshop, Training ; Activity Code -AS 01

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS01/01	Workshop with DLCC, DPRDO and others	0.0015/hd.d ay	80	0.24	80	0.24			80	0.24			240	0.720	One day programme twice a year 1st year one time
AS01/02	Training of the Resource Persons who will Train the Sahayikas/Sevilas for /SSK/AIE/Bridge course etc.	0.0015/hd.d ay	330	1.485			165	0.7425					495	2.228	3 day residential programme at the district level (integrated training)
AS01/03	Orientation of CLRC/Block/Municipal Personnel	0.0015/hd.d ay	262	0.628			262	0.628					524	1.256	2 day residential programme at the district level
AS01/04	Training of the Supervisor at District Level (for SSK, AIE,Bridge course etc)	0.0015/hd.d ay	55	0.165	165	0.495			165	0.495			385	1.155	2-days residential programme at district level in 1st 2nd & 4th year (integrated training)
AS01/05	Pedagogy training of Siksha Sahayiks for SSK	0.0007			1105	4.641	1540	6.468	3480	14.616			6125	25.725	Six day non-residential programme at CLRC level
AS01/06	Workshop meeting of DRG	0.0004	60	0.024	120	0.048	120	0.048	120	0.048	120	0.048	540	0.216	40 members for 6 times in a year
AS01/07	Orientation of the members of WEHC/VEHC/Panchayat/Govt Personnel etc one day at block /CLRC level	0.0005			11800	5.9			11800	5.9			23600	11.800	Non-residential programme at Block /CLRC level one day programme
Total				2.542		11.324		7.8865		21.299		0.048		43.100	

Table-2/AS: Activity:- Grant; Activity Code -AS 02

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS02/01	Centre Grant for SSK	0.01	565	5.85	885	8.85	2050	20.5	2620	26.2	2620	26.2	8740	87.4	C. Rs 1000/ per SSK/Per Year
AS02/02	TLM Grants to Siksha Sahayiks of SSKs	0.0025	1105	2.7625	1780	4.45	3320	8.3	6800	17	6800	17	19805	49.5125	C. Rs 250/ per SS/Per Year
Total				8.4125		13.3		28.8		43.2		43.2		136.9125	

Table-3/AS: Activity:-Visit Rewards ; Activity Code -AS 03

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS03/01	Exposure visit (inter district) for 3 days	0.01	55	0.55	55	0.55	55	0.55	55	0.55	55	0.55	275	2.75	
AS03/02	Dissemination ,Validation,checking and overall evaluation of the PH target and achievement level at CLRC & finally District Level (evaluation)	0.05	55	2.75	55	2.75	55	2.75	55	2.75	55	2.75	275	13.75	Rs. 5000/per CLRC/per year
Total				3.3		3.3		3.3		3.3		3.3		16.5	

Table-4/AS:Activity:- Honorarium; Activity Code -AS 04

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS04/01	Honararium to Sahayikas for SSKs (proposed)	0.01			675	6.75	2215	22.15	6695	66.95	6695	66.95	16280	162.8	C Rs 1000/- PM for each Sahayikas (excluding the running SSK)
AS04/02	Honararium to Supervisor related to SSKs	0.02			55	1.1	55	101	55	101	55	1.1	220	204.2	C Rs 2000/- PM for each Supervisor
Total						7.85		123.15		167.95		68.05		367	

Integrated Education for children of deprived groups (Child workers, street children, deprived urban children, children of other backward communities or linguistic minorities) through Bridge courses (back to school campus, condensed courses for aged children) and other specific Initialitics

Table-5/AS : Activity - Workshop training, Meeting etc. * To be run by NGOs.: Activity Code- AS05

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS05/01	One day workshops with Dist, Block, CLRC functionaries	0.0012	160	0.192	160	0.192	160	0.192	160	0.192	0.192	0.192	640.192	0.96	One day at Dist Level
AS05/02	Workshop for developing suitable TLMs for implementation of these specific activities	0.0012	100	0.12	100	0.12	100	0.12			0.12	0.12	300.12	0.48	4 days residential programme
AS05/03	Meeting of the DPG members on this issue thrice a year	0.0014	120	0.144	120	0.144	120	0.144	120	0.144	120	0.144	600	0.72	One day Programme
AS05/04	Training of the Sevikas/Teachers/instructor s/volunteers	0.0007			1680	5.88			1680	5.88			3360	11.76	5 days programme at CLRC Level
AS05/05	Orientation of the VEHS/WEHS (one from each) and Panchayet/Municipal personnel on this issue at CLRC level	0.0007			6250	0.4375	6250	0.4375	6250	0.4375	6250	0.4375	25000	1.75	1 day programme at CLRC Level
Total				0.456		6.7735		0.8935		6.6535		0.8935		15.67	

Integrated Education for children of deprived groups (Child workers, street children, deprived urban children, children of other backward communities or linguistic minorities) through Bridge courses (back to school campus, condensed courses for aged children) and other specific initialities)

Table-6/AS: Activity - Honorarium: Activity Code - AS06

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS06/01	Honorarium to Supervisor related to AIE, Bridge course etc.	0.02			55	1.1	55	1.1	55	1.1	55	1.1	220	4.4	@ Rs. 1000/- per month per sevika
Total						1.1		1.1		1.1		1.1		4.4	

N.B. Honorarium to the Sivikas under AIE , Bridge Course etc. will be met by the organising agencies (NGOs)

Table-7/AS : Activity - Management/Organisation of the camp; Activity Code: AS07

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS07/01	Org-Expenditure for the residential camp including all costs (Accommodation, honorarium etc) per year	0.3			80	24	120	32	71	21.3			271	77.3	Condensed course for 100 days per batch of students-residential.
AS07/02	Org-Expenditure for the non-residential camps including all costs (Accommodation, honorarium etc)	0.15			80	12	100	15	38	5.7			218	32.7	Condensed course for 100 days per batch of students-non-residential.
AS07/03	Monitoring, Supervision, Evaluation, Certification etc	.01/hd/day				1		1		1			0	3	
Total						37		48		28				113	

Integrated Education for children of deprived groups (Child workers, street children, deprived urban children, children of other backward communities or linguistic minorities) through Bridge courses (back to school campus, condensed courses for aged children) and other specific initialities)

Table-8/AS: Activity - Development & Materials and Supply; Activity Code- AS08

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS08/01	Printing & supply of learning materials(according to condensed course) to the children of the camps	0.0003			39120	11.736	39120	11.736	39120	11.736	39120	11.736	156480	46.944	
AS08/02	Printing of Modules	0.3000				0.300			0.300				0	0.600	Printing cost of the Modules in this connection
AS08/03	Supply of Education kits (bag, copies, pencil, cutter etc)	0.0004			39120	15.648	39120	15.648	39120	15.648	39120	15.648	156480	62.592	
AS08/04	Exposure visit	0.2000				0.200			0.200				0	0.400	
Total						27.884		27.884		27.884		27.384		110.536	

Education for migratory children on a Pilot Basis**Table-9/AS: Activity :- Education for Migratory Children ; Activity Code - AS09**

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS09/01	Actual cost of running the Centres/Ashrams.	0.1000			3	0.300	8	0.800	8	0.800			19	1.900	Centres/Ashrams types
AS09/02	Accommodation Cost/Rent of the building including Sanitation, Drinking Water etc.	0.1000			3	0.300	8	0.800	8	0.800			19	1.900	The accommodation may be used for other activities if necessary.
AS09/03	T.L.M. to the Centres/Ashrams.	0.0500			3	0.150	8	0.400	8	0.400			19	0.950	
AS09/04	Learning kits to the needy children (Books, Copies, Pencils etc.)	0.0040			1200	0.480	3200	1.280	3200	1.280			7600	3.040	Stay of a child at the centre may be 3 months and so four batches of children (from different category) may take entry in a year (Considering 330 working days in a year)
AS09/05	Cost of food etc to the children during their stay at the centre														To be provided by community
Total				0.00	1.230	3.280	3.280	3.280					7.790		

ALTERNATIVE SCHOOLING – AT A GLANCE

Sl.No	Activity Code	Activity	Cost	Table
1.	AS-01	Workshop/Training	43.1	1/AS
2.	AS-02	Grant	136.9125	2/AS
3.	AS-03	Visit Rewards	16.5	3/AS
4.	AS-04	Honorarium	367	4/AS
5.	AS-05	Work-shop training meeting etc.	15.67	5/AS
6.	AS-06	Honorarium	4.4	6/AS
7.	AS-07	Management/Organization	113	7/AS
8.	AS-08	Development & Materials and supply	110.536	8/AS
9.	AS-09	Education of Migratory children	7.79	9/AS
Total			814.9085	

Early Childhood Care and Education (ECCE)

Table-I/ECCE Workshop & Training : Activity Code - ECCE01

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
ECCE01/01	Sensitization / Convergence Workshop with ICDS at the Dist. Level	0.0015	80	0.96	80	0.112	80	0.112	80	0.112	80	0.112	400	1.408	One day programme
ECCE01/02	Meeting of DRG members	0.005/per/meeting	2	0.010	12	0.060	12	0.060	12	0.060	12	0.060	50	0.250	District Level (One day) monthly meeting
ECCE01/03	2 days training programme to be imparted to supervisors	0.0015	55	0.165			55	0.165					110	0.330	2-days Programme at District Level
ECCE01/04	Training of women members of Panchayets/VEHCs (especially engaged for managing the centres)	0.0004	6520	2.608	16200	6.480							22720	9.088	CLRC Level 1 day programme
ECCE01/05	Training of CRC, RTs of CLRC & Block functionaries at the Dist. Level (2 days programme, residential)	0.0015			260	0.780			260	0.780			520	1.560	District Level Residential. 2 days programme
ECCE01/06	Training of AWW & AWH	0.0007/hd/day			2000	4.200	1500	3.150					3500	7.350	At district level 3 days
ECCE01/07	Workshop for ICDS survey	0.0015/hd/day			100	0.300							100	0.300	2 days
ECCE01/08	Survey					1.000							0	1.000	
Total				3.743		12.932		3.487		0.952		0.172		21.286	

Table-2/ECCE : Centre grants for supply of kits (TLM)

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
ECCE02/01	TLM grants to ICDS centre	0.005	3260	16.30	3800	19.00	5200	19.00	6100	30.50	6100	30.50	24460	115.30	
Total				16.30		19.00		19.00		30.50		30.50		115.30	

Table-3/ECCE : Material Development

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
ECCE03/01	Development of Leaflets & Posters			0.2				0.1				0.1		0.400	
ECCE03/02	Printing of survey forms			0.5										0.500	
Total				0.7		0		0.1		0		0.1		0.9	

Table-4/ECCE : Anganwari Mela

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
ECCE04/01	Anganwari Mela at Block/Municipality Level	0.0030			42	1.26	42	1.26	42	1.26	42	1.26	168	5.040	Other expenditure will be met by local resources
Total						1.26		1.26		1.26		1.26		5.040	

EARLY CHILDHOOD – AT A GLANCE

Sl.No	Activity Code	Activity	Cost	Table
1.	ECCE01	Training/Workshop	21.286	1/ECCE
2.	ECCE02	Centre grants for supply of kits (TLM)	115.3	2/ECCE
3.	ECCE03	Material development	.9	3/ECCE
4.	ECCE04	Anganwari Mela	5.04	4/ECCE
Total =			142.526	

Estimated Budget for Girls' Education

Table-I/GE : Activity - Training /Workshop/Meeting

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
GE 01/01	Workshop with women members of VEHC/WEHC on enrolment & retention of girls children. With block/Municipal personal	0.0007	7000	0.49	14000	0.98			21000	1.47			42000	2.94	One day district level programme
GE 01/02	Training of the Resource Person for conducting the activities	0.0012	165	0.198			165	0.198					330	0.396	One day programme at the Block/Municipality Level
GE 01/03	Composite training of women-members of panchayats/municipalities on girls education/ECE	0.0007	1000	0.14	2800	0.392			2800	0.392			6600	0.924	Two days residential programme at the District Level
GE 01/04	District Level Sensitization on girls education (2 times a year) with CPCs, DRG etc.	0.0012	65	0.156	130	0.312	130	0.312			130	0.312	455	1.092	Two days residential programme at the District Level
GE 01/05	Formation of MTAs	0.001					3902	3.902					3902	3.902	
GE 01/06	Orientation of the members of MTAs	0.0002							46824	9.3648			46824	9.3648	MTA consists with average 12 members
GE 01/07	Meeting of MTAs	0.0001							46824	9.3648	46824	9.3648	93648	18.7296	Twice a year. 1st year one time
GE 01/08	Orientation of district functionaries	0.0015	50	0.15			100	0.3					150	0.45	2 days
GE 01/09	Meeting of DRG members	Lump sum Amount		0.05		0.1		0.1		0.1		0.1	0	0.45	
Total				1.184		1.784		4.812		20.6916		9.7768		38.2484	

Estimated Budget for Girls' Education

Table-2/GE : Activity - other Activity

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Eis	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
OE 02/01	Block/Municipality/CLRC Level meeting on girls education (4 times a year)	0.0004	500	3.500	2100	6.720	2100	6.720	2100	6.720			6800	23.660	50 participants in each Block/Municipality
GE 02/02	Ma-a-Meye Mela (2 days in a year) (2GP at a time, Municipality Programme-30)	0.05			170	8.500	170	8.500	170	8.500	170	8.500	680	34.000	Two days programme GP/Municipality @ Rs. 5000/- for 2 days
GE 02/03	Meena Show/Video Show (GP/Ward Level)	0.002			1150	2.300	1150	2.300	1150	2.300	1150	2.300	4600	9.200	Two show in a day each GP/Ward
GE 02/04	a) Reward to Best School of the CLRC (not in cash)	0.010	55	0.550	55	0.550	55	0.550	55	0.550	55	0.550	275	2.750	
	b) Reward to best CRC of the CLRCs (not in cash)	0.020	55	1.100	55	1.100	55	1.100	55	1.100	55	1.100	275	5.500	
GE 02/05	Observance of World Women day a) District level-1	0.250	1	0.250	1	0.250	1	0.250	1	0.250	1	0.250	5	1.250	
	b) CLRC Level -55	0.050	55	2.750	55	2.750	5	2.750	5.000	2.750	5.000	2.750	125	13.750	
GE 02/07	Data Collection & Processing on Balika Samridhhi Yojama	3.000				3.000		3.000		3.000		3.000	0	12.000	Two days residential programme at the District Level
GE 02/08	Inter District visit of Gender Co-ordinator and DRG Members.	0.050	5	0.250	5	0.250	5	0.250	5	0.250	5	0.250	25	1.250	Two days residential programme at the District
GE 02/09	Printing Material	Lump sum Amount		0.250		0.250		0.250					0	0.750	
Total				8.650		25.670		25.670		25.420		18.700		104.110	

GIRLS EDUCATION – AT A GLANCE

Sl.No	Activity Code	Activity	Cost	Table
1.	GE-01	Others/Meeting/Reward/visit	38.2484	1/GE
2.	GE-02	Training/ Workshop	104.11	2/GE
Total			142.3584	

Research & Study**Table-I/RS; Activity-Research & Study; Activity Code- RS/1**

Sub activity code	Sub activity code	Time frame	Unit cost	1 st year		2 nd year		3 rd year		4 th year		5 th year		Total		Remarks
				Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
RS01/01	Different studies	No of schools 3902	0.015			1000	15.00	1100	16.50	950	14.25	852	12.78	3902	58.53	
TOTAL							15		16.5		14.25		12.78		58.53	

NB – Research & Study activities on assessing pre-primary activity, enrolment and drop-out, mid term assessment (MAS) in class II & IV, Gender, IED, Training of teachers, community personnel and other the impact of SSA on education, community participation, involvement of NGOs, PTA, MTA etc. will be conducted right from the 2nd, 3rd, 4th & 5th year plan periods.

Innovation**Table-I/IN; Activity - Innovation**

Sub-Activity Code	Sub-Activity details	Ph Target	Unit Cost	1 st Year		2 nd Year		3 rd Year		4 th Year		5 th Year		Total		Remarks
				Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
IN I/01	Innovation Projects	1	15			1	45	1	45	1	45			4	#####	

Estimated Budget for Distance Education Programme

Table-I/DEP : Activity - Distance Education Programme; Activity code-DEP/I

Sub-Activity Code	Sub-Activity details	Unit Cost/hd.day	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
DEP I/01	Workshop with the experts and field functionaries on SSA	0.0015	60	0.090	60	0.090			60	0.090			180	0.270	One day district level programme
DEP I/02	Orientation of CPC/CLRC, Recource teachers & other fonctionries of Block.Municipality level	0.0007			840	0.588			840	0.588			1680	1.176	One day programme at the Block/Municipality Level
DEP I/03	Workshop for developing the audio-Video materials at District Level	0.0015			40	0.120	40	0.120	40	0.120			120	0.360	Two days residential programme at the District Level
DEP I/04	Workshop for development of printing materials, booklets and other child friendly, activity based techniques and issues at district level.	0.0015			40	0.120	40	0.120	40	0.120			120	0.360	Two days residential programme at the District Level
DEP I/05	Training for the DRG/CLRC person for use of DL materials	0.0015			205	0.615			205	0.615			410	1.230	Two days residential programme at the District Level
DEP I/06	Maintenance of TVs, VCPs etc. at CLRC	0.0500			55	0.275	55	0.275	55	0.275	55	0.275	220	1.100	Yearly Exp.
DEP I/07	Procurement of Cassetts etc. at CLRC	0.0500			55	0.275	55	0.275	55	0.275	55	0.275	220	1.100	Yearly Exp.
DEP I/08	VIDEO Library at CLPC	0.1000			55	5.500					55	5.500	110	11.000	Yearly Exp.
DEP I/09	Cost of Maintenance of TV, VCP etc., procurement of Cassetts, functioning of VIDEO Library at D.P.O.	0.5000			1	0.500	1	0.500	1	0.500	1	0.500	4	2.000	Yearly Exp.
DEP I/10	Meeting on DRG Members	Lump Sum				0.025		0.025		0.025		0.025	0	0.100	
Total					0.090	8.108		1.315	2.608		6.575		18.696		

DISTANCE EDUCATION PROGRAMME – AT A GLANCE

Sl.No	Activity Code	Activity	Amount	Table
1.	Dep/1	Different types of Distance Education Programme	18.696	I/DEP

**Estimated cost for Integrated Education for the disabled
Table-1/IED : Activity - IED**

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
IED/1/01	Extensive special Survey in Blocks/Municipalities	0.3000			20	6	22	6.6					42	12.600	@ 30000/- PER Block/Municipality, 15 Blocks + 5 Municipalities
IED/1/02	Screening & Assessment	0.4000			20	8	22	8.8					42	16.800	@ 40000/- PER Block/Municipality
IED/1/03	Resource Centre at D.P.O	0.5000			1	0.500							1	0.500	@ 50000/- PER Block/Municipality
IED/1/04	Resource Centre at CLRCs	0.1000			55	5.500							55	5.500	@ 10000/- PER Block/Municipality
IED/1/05	Engagement of Resource organisation (One NGO may cover 3/4 Blocks) (DLRO)	0.0500			10	21.600	21	45.360	21	45.360	21	45.360	21	157.680	@ 0.18/DLRO/month, 2 Blocks covered by DLRO
IED/1/06	Observance of World Disability District	0.1000	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	5	0.500	Dist Level 0.10 per year
	b) CLRC	0.5000			55	2.750	55	2.750	55	2.750	55	2.750	220	11.000	CLRC 0.05 per year
IED/1/07	Intensive orientation/rc orientation/training for re organisation/DPG and RTG of CLRCs	0.0015/head/day			255	1.1475	255	1.1475					510	2.295	Three days residential Dist Level, 5 from each NGO, 20 DPG, 3 RTS from each CLRC
IED/1/08	Training/orientation/sensitization camp for panchayet/Municipal functionaries/Parents & Guardians/School Teachers/VEHC & WEHC members/representatives from NGOs etc	0.0007/head/day	560	0.392	4100	2.870	14500	10.150					19160	13.412	One day at GP/Ward Level, each GP/Muni will represents with 40 participants
IED/1/09	Training of AWN on early detection and parent counselling	0.0007/head/day			3120	2.184	6200	4.340	12200	8.540			21520	15.064	One day CLRC Level
IED/1/10	General orientation of the school teachers on IED	0.0007/head/day			1350	0.945	4200	2.940					5550	3.885	One day CLRC Level
IED/1/11	DRG Meeting		20	0.100	20	0.100	20	0.100	20	0.100	20	0.100	80	0.500	Monthly meeting on 20 DPG members
IED/1/12	Orientation of district functionaries	0.0015/hd/day	50	0.150			50	0.150					100	0.300	for 2 days
Total				0.742		51.6965		82.4375		56.85		48.31		240.036	

INTEGRATED EDUCATION FOR THE DISABLED – AT A GLANCE

Sl.No	Activity Code	Activity	Cost	Table
1.	IED-01	Integrated Education for the disabled	240.036	1/IED
Total			240.036	

Media Documentation

Table-1/MD: Major Intervention:-Pablicity (Banner, Posters etc.): Activity-MD01

Sub-Activity	Sub-Activity details	Ph Target	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
				Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
MD01/01	Hoarding		0.02	90	1.80	90	1.80			90	1.80			270	5.4	For special intervention on different activity at district, block & GP level
MD01/02	Banner		0.002	100	0.20	200	0.40	200	0.40					500	1	
MD01/03	Poster				0.50		1.00		1.00			1.00		0	3.5	For wide publicity of the message and
MD01/04	Leaflets				0.60		0.60		0.60		0.60		0.60	0	3	
MD01/05	Wall-Writing		0.0015	500	0.75	2000	3.00	1000	1.50	500	0.75	1000	1.50	5000	7.5	
MD01/06	Miking				0.20		0.50		0.10		0.10		0.05	0	0.95	
MD01/07	Stalls				1.00		3.00		1.00		1.00		1.00	0	7	
MD01/08	Special Drive for Child labour				1.00		0.50		0.30		0.20		0.10	0	2.1	
MD01/09	Special Drive for migratory families				1.00		0.50		0.30		0.20		0.10	0	2.1	
Total					7.05		11.3		5.2		4.65		4.35		32.55	

Media Documentation

Table-2/MD: Activity :- Workshop: Activity Code-MD02

Sub-Activity	Sub-Activity details	Ph Target	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
				Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
MD02/01	One day workshop on documentation techniques with CLRC functionaries, RTs and others at the district level	240	0.0014			240	0.336	240	0.336	240	0.336	240	0.336	960	1.344	
MD02/02	Meeting for publication of the Newsletter (Only 'Naba Diganta') with eminent personalities of the district	100	0.0015			20	0.03	20	0.03	20	0.03	20	0.03	80	0.12	Meeting for 10 days in a year (1st year 5 meetings)
Total					0		0.366		0.366		0.366		0.366		1.464	

Media & Documentation

Table-3/MD; Activity:- Documentation; Activity Code -MD03

Sub-Activity	Sub-Activity details	Ph Target	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
				Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
MD03/01	Still Photography		0.5		0.25	1	0.5	1	0.5	1	0.5	1	0.5	4	2.25	Various activities in District & CLRC levels
MD03/02	Videography		0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	5	2.5	For Special events
MD03/03	Report Writing, Printing & Publication		0.2	1	0.1	1	0.2	1	0.2	1	0.2	1	0.2	5	0.9	
MD03/04	Multiplication of modules on documentation		0.5		0.25	1	0.5	1	0.5	1	0.5	1	0.5	4	2.25	Documentation
MD03/05	School information with photography for updation						0.5		0.5		0.5		0.5		2	
Total		0			1.1		2.2		2.2		2.2		2.2		9.9	

Table-4/MD; Activity:- Other Activity; Activity Code -MD04

Sub-Activity	Sub-Activity details	Ph Target	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
				Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
MD04/01	Quarterly Bulletin "Naba Diganta" to be published from DPO	10000	0.00005	40000	2	40000	2	40000	2	40000	2	40000	2	200000	10	Various activities in District & CLRC levels
MD04/02	Other publications	10000			0.5		1		1		1		1	0	4.5	Pamphlets, booklets, Books etc.
Total			0.00005		2.5		3		3		3		3		14.5	

MEDIA AND DOCUMENTATION – AT A GLANCE

Ssl.No	Activity Code	Activity	Cost	Table
1.	MD-01	Media & Documentation	32.55	1/MD
2.	MD-02	Workshop	1.464	2/MD
3.	MD-03	Documentation	9.9	3/MD
4.	MD-04	Other Activity	14.5	4/MD
Total			58.414	

Estimated cost of MIS

Sub-Activity	Sub-Activity details	Ph Target	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
				Ph	Fls	Ph	Fls	Ph	Fls	Ph	Fls	Ph	Fls	Ph	Fls	
MIS/1/01	District Level Workshop on MIS		0.0015	90	0.27	90	0.27	90	0.27					270	0.810	One day programme 2 times a year
MIS/1/02	Training on initial data entry		0.025			55	8.25							55	8.250	For S.I/of CLRCs for 6 months. @ 2500/- PM
MIS/1/03	Training of HTS on MIS (DISE)		0.007/hd/day	850	2.29	3052	4.2728	3052	4.88	850	2.29	850	2.29	8654	16.023	Circle Level 2-days non-residential.
MIS/1/04	Equipment upgradation of MIS Cell at DPO													0	0.000	
	i) Scanner-1		0.2	1	0.2									1	0.200	
	ii) LAPTOP		1.25	1	1.25									1	1.250	
	iii) RWCD+ WRITABLE CD- 5+10=15		0.003	1	0.03									1	0.030	
			0.0015											0	0.000	
	iv) Computer Key Board (Multimedia) 2		0.0075	2	0.015									2	0.015	
	v) UPS		0.045	2	0.09									2	0.090	
	vi) Annual Maintenance of Computers & Printer-4+2		0.2	6	0.2									6	0.200	
	vii) Computer Antiglare Screen-4		0.003	4	0.012									4	0.012	
	viii) Intrenet Account -1		0.035	1	0.035									1	0.035	
	ix) HP Laser Jet Printer-1		0.4	1	0.4									1	0.400	
	x) One dedicated telephone (with tone dialing facility)-1		0.03	1	0.03									1	0.030	
MIS/1/05	Software	Lump Sum					1		1		1			0	3.000	
MIS/1/06	Computerisation of CLRC	1.0/CLRC				55	55							55	55.000	
MIS/1/07	Training of CPC & RTs	0.0015/hd/day				220	2.31							220	2.310	
MIS/1/08	Contingency & maintenance	Lump Sum			0.25		0.5		0.5		0.5		0.5	0	2.250	
MIS/1/09	Monthly reporting system	Lump Sum			0.1		0.25		0.25		0.25		0.25	0	1.100	
	Total				5.172		71.853		6.9		4.04		3.04		91.0048	