ANNUAL REPORT 2008-09

সর্বশিক্ষা অভিযান
সবার শিক্ষা, সবার উন্নতি

SARVA SHIKSHA ABHIYAN

WEST BENGAL

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<u>ANNUAL REPORT 2008-09</u>

Contents

From the Desk of the State Project Director

Sarva shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of the Govt of India, to attain Universal Elementary Education (UEE) in the country in a mission mode with a view to Universalize Elementary Education (UEE) in West Bengal. It is implemented by Paschim Banga Sarva Shiksha Mission (PBSSM) under the guidance of School Education Department, Govt. of West Bengal. Sarva Shiksha Abhiyan has entered into its 9th year with wide coverage & commitments in all 20 educational districts of West Bengal. Many initiatives were taken during 2008-09 to achieve four major goals of 100% enrollment, 100% retention, equity and quality of Education. With the assistance and participation from all levels / sectors during Bharti Sunischit Karmasuchi, we could enroll 173689 lakh out of school children in formal, AIE institutions & EGS Centres. The NER for Primary & Upper Primary sectors reached to 99.05% & 76.05 % respectively at the end of the year. To ensure access at the upper primary level and maintain proper primary to upper primary school ratio, 3300 nos. of upper primary schools were sanctioned in AWP&B for 2008-09. The process of opening the new upper primary schools, is in process and 1388 nos. have been recommended by WBBSE till March, 2009

In addition to ensure access & enrolment, the West Bengal SSA has put a lot of thrust on quality of learning. For the said purpose, assistance of organization like WBBPE, WBBSE, WBBME, SCERT, WBCROS has been taken to carryout activities like text book renewal, need-based teacher training, evaluations etc. Gender disparity and other serial category gaps particularly for SC, ST and Minority Communities continue to be major concern. In order to improve access status of girls' education in Educationally Backward Blocks, the special programmes like National Programme of Education for Girls' at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV) have been taken up. Besides, education for the Children with Special Needs (CWSN) is one of the most specialized areas for addressing the children with different level/type of disability. Expertise of leading NGOs has been taken for effective outcome in long run.

The success of any project /programme also depends upon strong & proper setup of Management Information System (MIS) at all levels, for not only timely receipt of data/information but also its proper analysis & sharing at all levels for timely intervention. Keeping the same object in mind, efforts have been taken during 2008-09 to strengthen the MIS System at district and State level. Besides, an agreement has been made with Tally software 9.0, to develop a uniform Accounts & Finance Software, which will help all stake holder for proper financial control.

I hope that, this report would be helpful for the Educational Administrators, Practitioners, Planners, Research Workers and other agencies. We would welcome constructive criticism and comments from all concerned, to improve our performance under the programme.

Sd/-
Manish Jain, IAS
(State Project Director)
PBSSM

General Information

Universalisation of Elementary Education is one of the millennium objectives embodied with the Directive Principle of National Policy in the Constitution of India.

The Government of West Bengal has taken up efforts for Universalisation of Elementary Education (UEE) as part of a national policy for development of human resources. As part of the Universalisation of Elementary Education (UEE) the nation wide support services towards Elementary Education like Sarva Shiksha Abhiyan (SSA) have been carried out under the rubrics of Paschim Banga Sarva Shiksha Mission (PBSSM) in West Bengal in collaboration with School Education Department of West Bengal to cater the needs of all sections of the society.

School Education Directorate, West Bengal Board of Primary Education (WBBPE), West Bengal Board of Secondary Education (WBBSE), West Bengal Board of Madrasah Education (WBBME), West Bengal Council of Rabindra Open Schooling (WBCROS) and State Council of Educational Research & Training (SCERT) have also been playing the positive role in implementing the Sarva Shiksha Abhiyan (SSA) since it is integrated and coordinated effort for UEE.

The SSA Programme completed its eighth year in all Educational Districts of West Bengal. Some basic information for planning, implementation and monitoring of SSA/NPEGEL/KGBV activities in West Bengal are given below:-

Following table shows the population of West Bengal based on the 2001 census. The SC/ST population figures are shown on the basis of the proportion of these categories of population against the total population of the district as per the 2001 census. Kooch Behar has a high concentration of SC population and Purulia has a high concentration of ST population. Murshidabad, Uttar Dinajpur and Malda are characterized by high presence of Muslim (minority) population.

Demographic information

Sl. No.	District	Total Population	Male Population	Female Population	% SC Population	% ST Population	% of religious communities (minorities) to total population	Total Literacy Rate %	Male Literacy Rate %	Female Literacy Rate %
1	Bankura	3191822	1634561	1557261	31.38	10.41	7.60	63.44	63.40	49.43
2	Bardhaman	6919698	3602675	3317023	26.94	6.40	21.08	70.18	78.63	60.95
3	Birbhum	3012546	1545765	1466781	29.64	6.76	35.23	61.48	70.89	51.55
4	Darjeeling	1605900	826334	779566	16.14	13.77	9.37	71.79	80.05	62.94
5	Dk. Dinajpur	1502647	770443	732204	28.80	16.06	35.03	63.59	72.43	54.28
6	Howrah	4274010	2242395	2031615	15.71	0.27	19.53	77.01	83.22	70.11
7	Hugli	5040047	2588322	2451725	22.98	4.16	16.41	75.11	82.59	67.21
8	Jalpaiguri	3403204	1753278	1649926	34.63	18.77	10.92	62.85	72.83	52.21
9	KochBehar	2478280	1271715	1206565	50.32	0.58	23.16	66.30	75.93	56.12
10	Kolkata	4580544	2506029	2074515	6.36	0.48	25.64	80.86	83.79	77.30
11	Malda	3290160	1689409	1600751	16.97	6.94	46.80	50.28	58.80	41.25
12	Murshidabad	5863717	3004385	2859332	15.87	1.83	68.00	54.35	60.71	47.63
13	Nadia	4603756	2365054	2238702	25.61	2.93	22.61	66.14	72.31	59.58

14	North 24-Prgs	8930295	4635262	4295033	31.48	3.41	35.09	78.07	83.92	71.72
15	Medinipur (Purba + Paschim)	9638473	4929000	4709473	20.59	18.56	22.64	60.69	70.13	50.80
16	Purulia	2535233	1298079	1237154	17.99	19.43	6.05	55.57	73.72	36.50
17	South 24 Pgns	6909015	3564241	3344774	29.89	1.14	28.83	69.45	79.19	59.01
18	Uttar Dinajpur	2441824	1260747	1181077	18.78	3.84	48.45	47.89	58.48	36.51
	Grand Total / Overall	80221171	41487694	38733477	22.39	5.66	25.18	68.64	77.02	59.61

Source : Census , 2001

Administrative Set-up

SI No.	District	No. of Sub Divisions	No. of Blocks/Panchayat Samity's	No. of Municipality	No. of Gram Panchayat	No. of Gram Samsads	No. of Municipal Wards	No. of Primary Education Circles
1	Bankura	3	22	3	190	1,896	57	45
2	Bardhaman	6	31	11	277	3172	288	59
3	Birbhum	3	19	6	167	1610	100	32
4	DGHC	3	8	4	112	406	25	12
5	Dk. Dinajpur	2	8	2	65	782	41	18
6	Howrah	2	14	3	157	1797	107	34
7	Hugli	4	18	12	210	2364	273	47
8	Jalpaiguri	3	13	4	146	1691	96	30
9	KochBehar	5	12	6	128	1712	79	26
10	Kolkata	0	0	1	0	0	141	19
11	Malda	2	15	2	146	1641	42	31
12	Murshidabad	5	26	7	254	3056	128	41
13	Nadia	4	17	10	187	2142	192	37
14	North 24- Prgs	5	22	28	200	2603	680	57
15	Paschim Medinipur	4	29	8	290	11736	85	70
16	Purba Medinipur	4	25	5	223		93	46
17	Purulia	3	20	3	170	2683	47	45
18	Siliguri	1	4	1	22	331	47	7
19	South 24 Pgns	5	29	7	312	3979	150	56
20	Uttar Dinajpur	2	9	4	97	948	71	17
	Grand Total / Overall	66	341	127	3353	44,549	2742	729

Source: District report.

(i)   Enrolment, OOSC & Infrastructure Facility
(a)   Enrolment:-

Universal enrolment is one of the major objectives for achieving the goal of Universalisation of Elementary Education (UEE). The said objective is being addressed across all ages (5+ to 8+ for primary level and 9+ to 13+ for upper primary level) and sexes, all social categories such as SC/ST/Minorities etc. Overaged and dropped out children are also the target groups for achieving universal enrolment. On the other hand, Children With Special Needs are also the eligible beneficiaries of SSA.
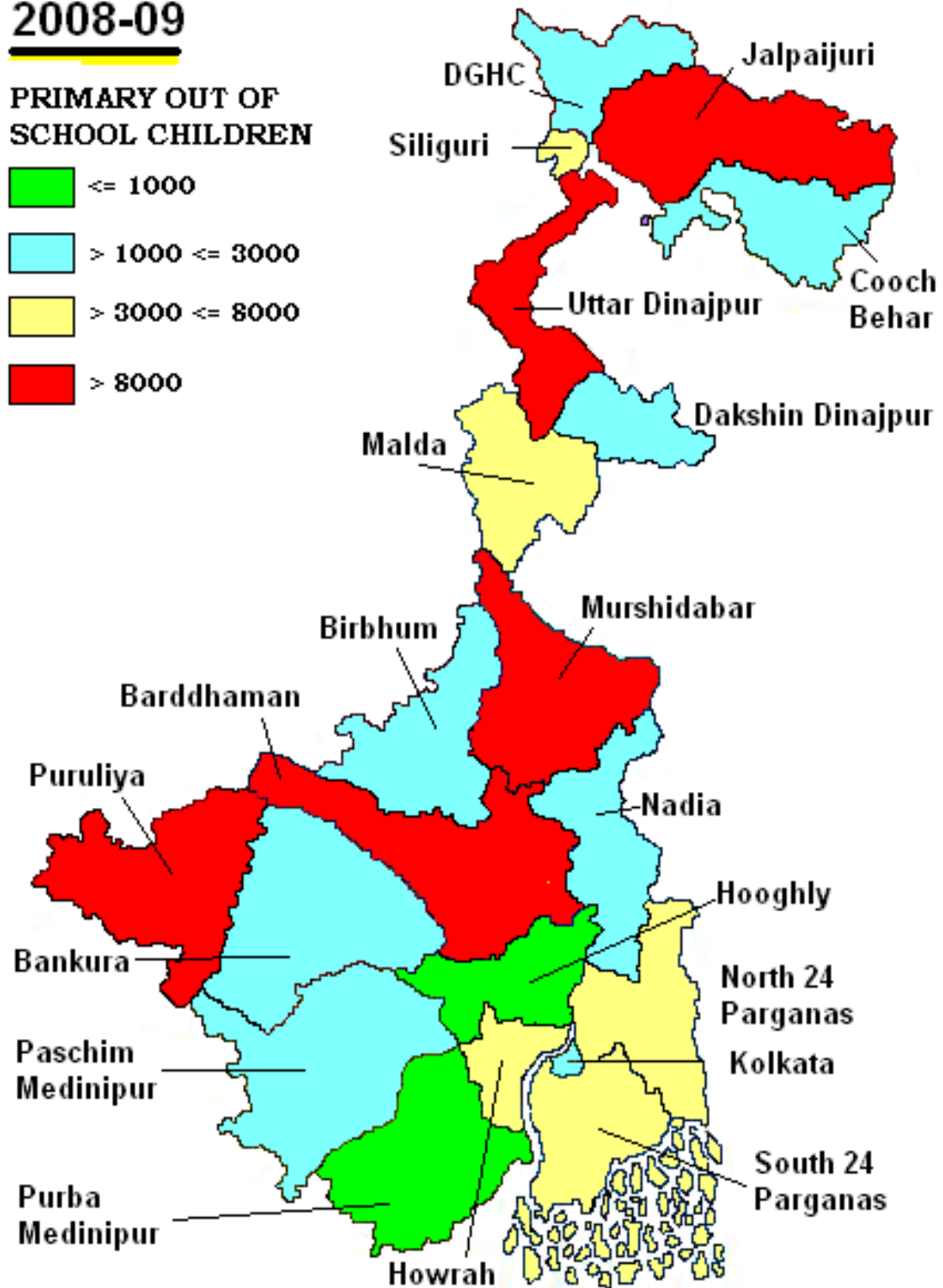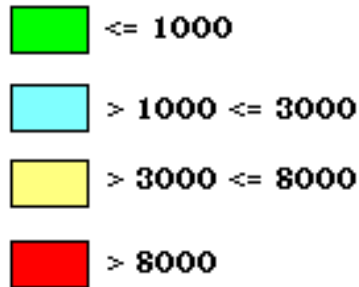
Basic Information on Primary Education

SI No.	District	Estimated 5+ to 8+ Population	Enrolment in Govt. schools	Total Enrolment (Overall)	Net Enrolment (Overall)	Out of School Children (5+ to 8+)	GER (Overall)	NER (Overall)
1	Bankura	308809	299948	324945	307003	1806	105.23	99.42
2	Bardhaman	669481	513902	698772	663614	5867	104.38	99.12
3	Birbhum	291464	281535	377486	289785	1679	129.51	99.42
4	DGHC	94755	54365	115704	92297	2458	122.11	97.41
5	Dk. Dinajpur	145381	146947	188557	143683	1698	129.70	98.83
6	Howrah	344713	301869	416215	340122	4591	120.74	98.67
7	Hugli	332236	362376	435119	331870	366	130.97	99.89
8	Jalpaiguri	329260	303259	467114	322533	6727	141.87	97.96
9	KochBehar	296122	243068	356409	293678	2444	120.36	99.17
10	Kolkata	443168	182614	519284	441996	1172	117.18	99.74
11	Malda	410419	375956	562847	406483	3936	137.14	99.04
12	Murshidabad	649743	605847	864878	636834	12909	133.11	98.01
13	Nadia	445413	381226	467069	444164	1249	104.86	99.72
14	North 24- Pgs	864006	512847	979202	859682	4324	113.33	99.50
15	Paschim Medinipur	502463	395008	574676	500249	2214	114.37	99.56
16	Purba Medinipur	430060	333676	475611	429240	820	110.59	99.81
17	Purulia	245284	285755	340132	239760	5524	138.67	97.75
18	Siliguri	146313	70000	175153	142316	3997	119.71	97.27
19	South 24 Pgs	668447	588781	813287	664743	3704	121.67	99.45
20	Uttar Dinajpur	315710	298426	462696	307805	7905	146.56	97.50
Grand / Total Overall		**7933247**	**6537405**	**9615156**	**7857857**	**75390**	**121.20**	**99.05**

Source: - DISE, 2008 and other reports,

N.B.:- 1) Population estimated based on census, 2001

2008-09

PRIMARY OUT OF
SCHOOL CHILDREN

- <= 1000
- > 1000 <= 3000
- > 3000 <= 8000
- > 8000

DGHC
Jalpaijuri
Siliguri
Uttar Dinajpur
Cooch Behar
Dakshin Dinajpur
Malda
Birbhum
Murshidabar
Barddhaman
Puruliya
Nadia
Hooghly
Bankura
North 24 Parganas
Kolkata
Paschim Medinipur
South 24 Parganas
Purba Medinipur
Howrah

2008-09

PRIMARY GROSS
ENROLLMENT RATIO

🟩	> 100 <= 110
🟨	> 110 <= 120
🟥	>120 <=142

DGHC

Jalpaijuri

Siliguri

Cooch Behar

Uttar Dinajpur

Dakshin Dinajpur

Malda

Murshidabar

Birbhum

Barddhaman

Puruliya

Nadia

Hooghly

Bankura

North 24 Parganas

Paschim Medinipur

Kolkata

South 24 Parganas

Purba Medinipur

Howrah
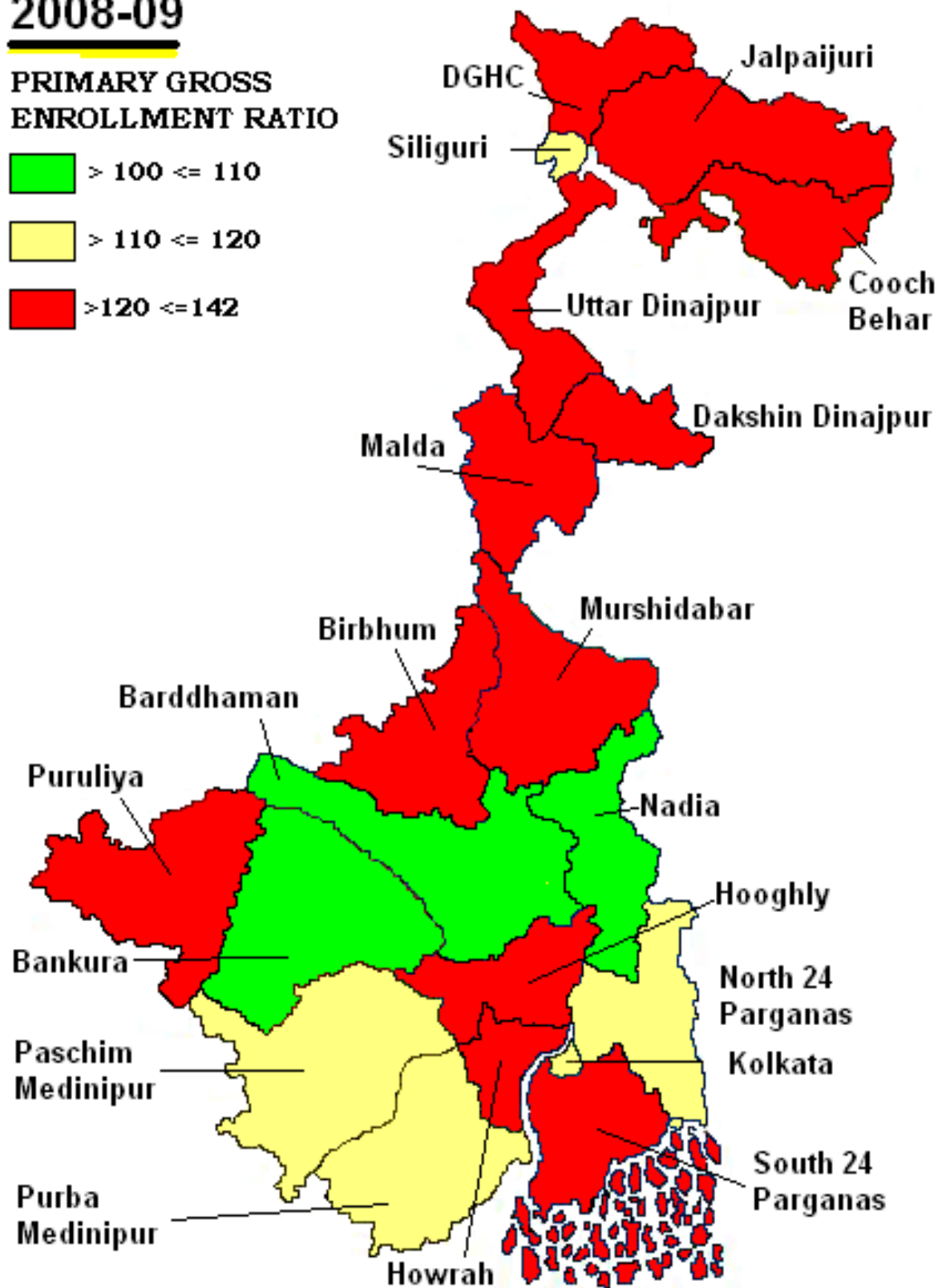
2008-09

PRIMARY NET ENROLLMENT RATIO

- 🟩 > 99
- 🟨 > 98 <= 99
- 🟥 > 97 <= 98

DGHC

Jalpaijuri

Siliguri

Uttar Dinajpur

Cooch Behar

Dakshin Dinajpur

Malda

Murshidabar

Birbhum

Barddhaman

Puruliya

Nadia

Bankura

Hooghly

North 24 Parganas

Paschim Medinipur

Kolkata

Purba Medinipur

South 24 Parganas

Howrah
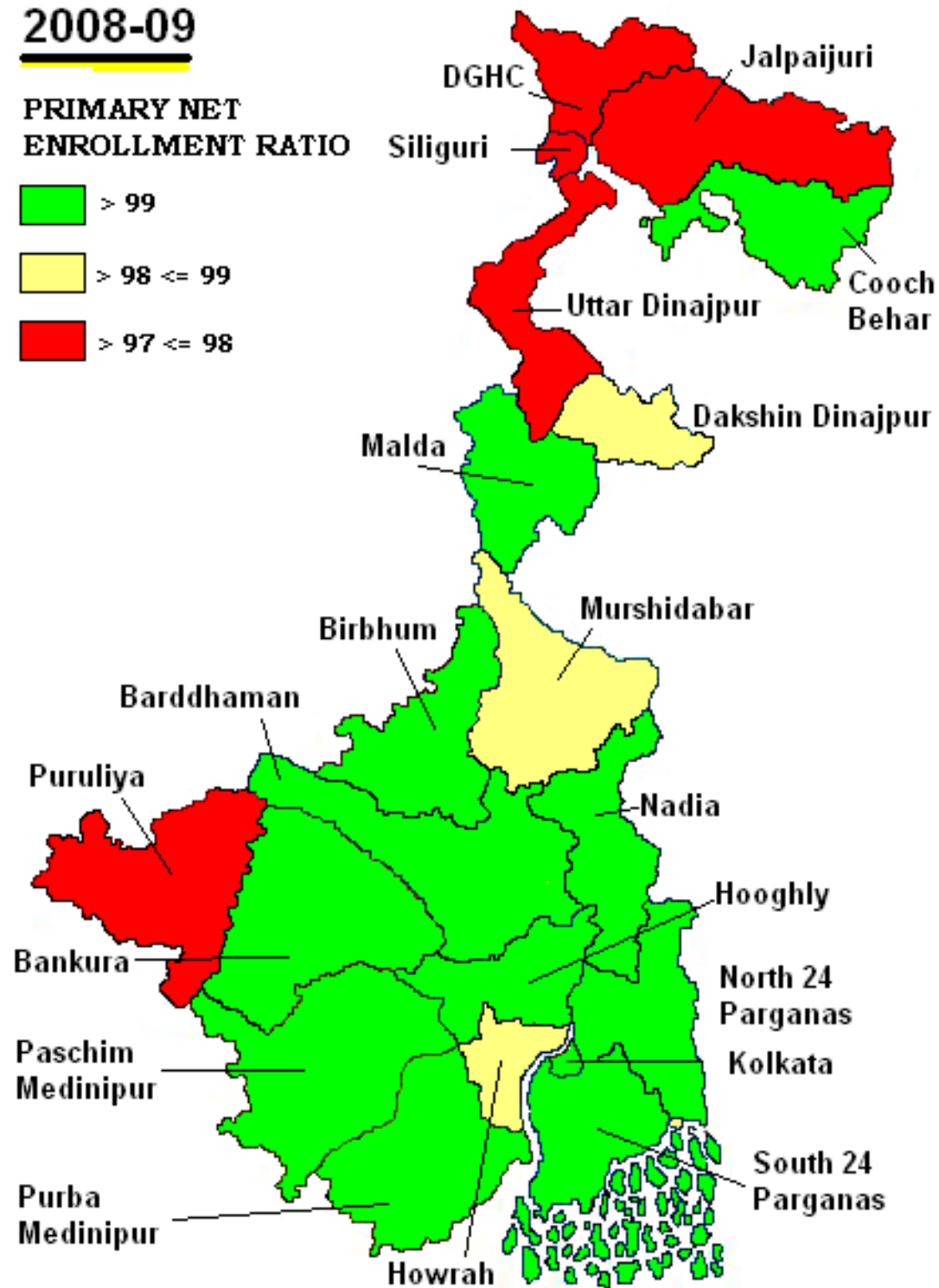
Basic Information on Upper Primary Education

Sl. No.	District	Population in the age group 9+ to 13+	Total Enrolment (Overall)	Total Enrolment (Govt/Govt. aided)	Net Enrolment (Overall)	No. of overaged Enrolment in primary	Out of School Children in the age group of 9+ to 13+	GER (Overall)	NER (Overall)
1	Bankura	271245	257305	236818	244773	17942	8530	94.86	90.24
2	Bardhaman	619248	609854	458774	570344	35158	13746	98.48	92.10
3	Birbhum	324849	260746	234133	227462	87701	9685	80.27	70.02
4	DGHC	115704	96222	43043	89435	23407	2862	83.16	77.30
5	Dk. Dinajpur	162033	138646	124945	110865	44874	6294	85.57	68.42
6	Howrah	351476	317322	287964	264272	76093	11111	90.28	75.19
7	Hugli	443478	369277	350848	334031	103249	6198	83.27	75.32
8	Jalpaiguri	366974	316208	273338	204701	144581	17692	86.17	55.78
9	KochBehar	267238	251940	220174	201171	62731	3336	94.28	75.28
10	Kolkata	493929	438192	183888	407166	77288	9474	88.72	82.43
11	Malda	354784	309460	268023	193320	156364	5100	87.22	54.49
12	Murshidabad	632296	550859	488840	380933	228044	23319	87.12	60.25
13	Nadia	425432	425561	387107	401266	22905	1261	100.03	94.32
14	North 24- Prgs	962971	952262	561377	828834	119520	14617	98.89	86.07
15	Paschim Medinipur	515015	439513	388768	434267	74427	6321	85.34	84.32
16	Purba Medinipur	436319	407533	369890	385802	46371	4146	93.40	88.42
17	Purulia	273379	200167	176281	150130	100372	22877	73.22	54.92
18	Siliguri	119681	91904	68485	81634	32837	5210	76.79	68.21
19	South 24 Pgns	745012	635623	505729	583211	148544	13257	85.32	78.28
20	Uttar Dinajpur	321130	202085	160128	144139	154891	22100	62.93	44.88
Grand Total / Overall		**8202192**	**7270679**	**5788553**	**6237757**	**1757299**	**207136**	**88.64**	**76.05**

Source: - DISE, 2008 and other reports,

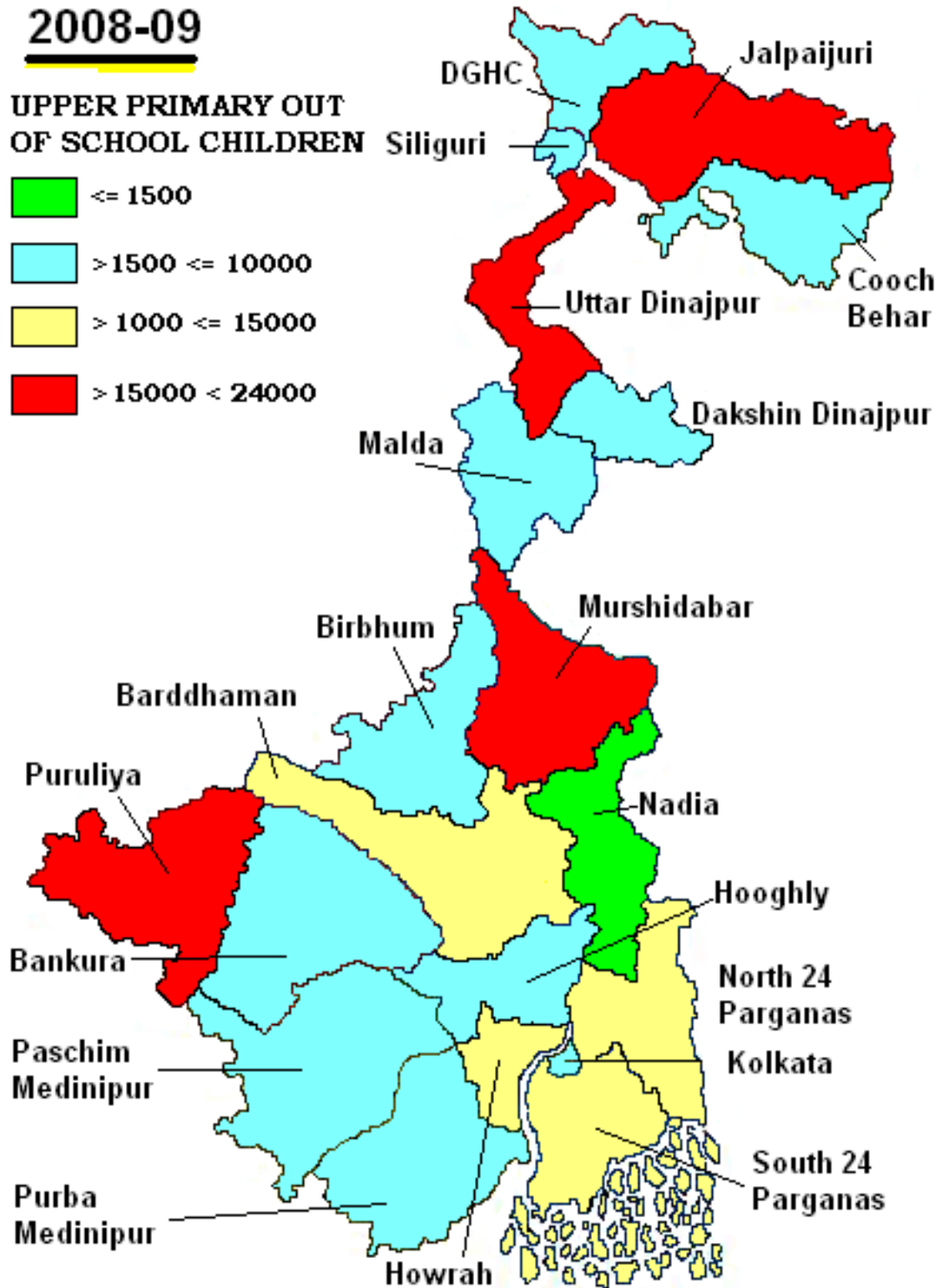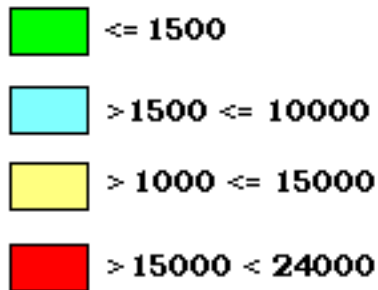N.B.:- 1) Population estimated based on census, 2001

2008-09

UPPER PRIMARY OUT OF SCHOOL CHILDREN

- <= 1500
- >1500 <= 10000
- > 1000 <= 15000
- > 15000 < 24000

DGHC

Jalpaijuri

Siliguri

Cooch Behar

Uttar Dinajpur

Dakshin Dinajpur

Malda

Birbhum

Murshidabar

Barddhaman

Puruliya

Nadia

Bankura

Hooghly

Paschim Medinipur

North 24 Parganas

Kolkata

Purba Medinipur

South 24 Parganas

Howrah

2008-09

UPPER PRIMARY
GROSS ENROLLMENT
RATIO

>= 95

>= 85 < 95

> 60 < 85

DGHC

Jalpaijuri

Siliguri

Cooch
Behar

Uttar Dinajpur

Dakshin Dinajpur

Malda

Murshidabar

Birbhum

Barddhaman

Nadia

Puruliya

Hooghly

Bankura

North 24
Parganas

Paschim
Medinipur

Kolkata

South 24
Parganas

Purba
Medinipur

Howrah
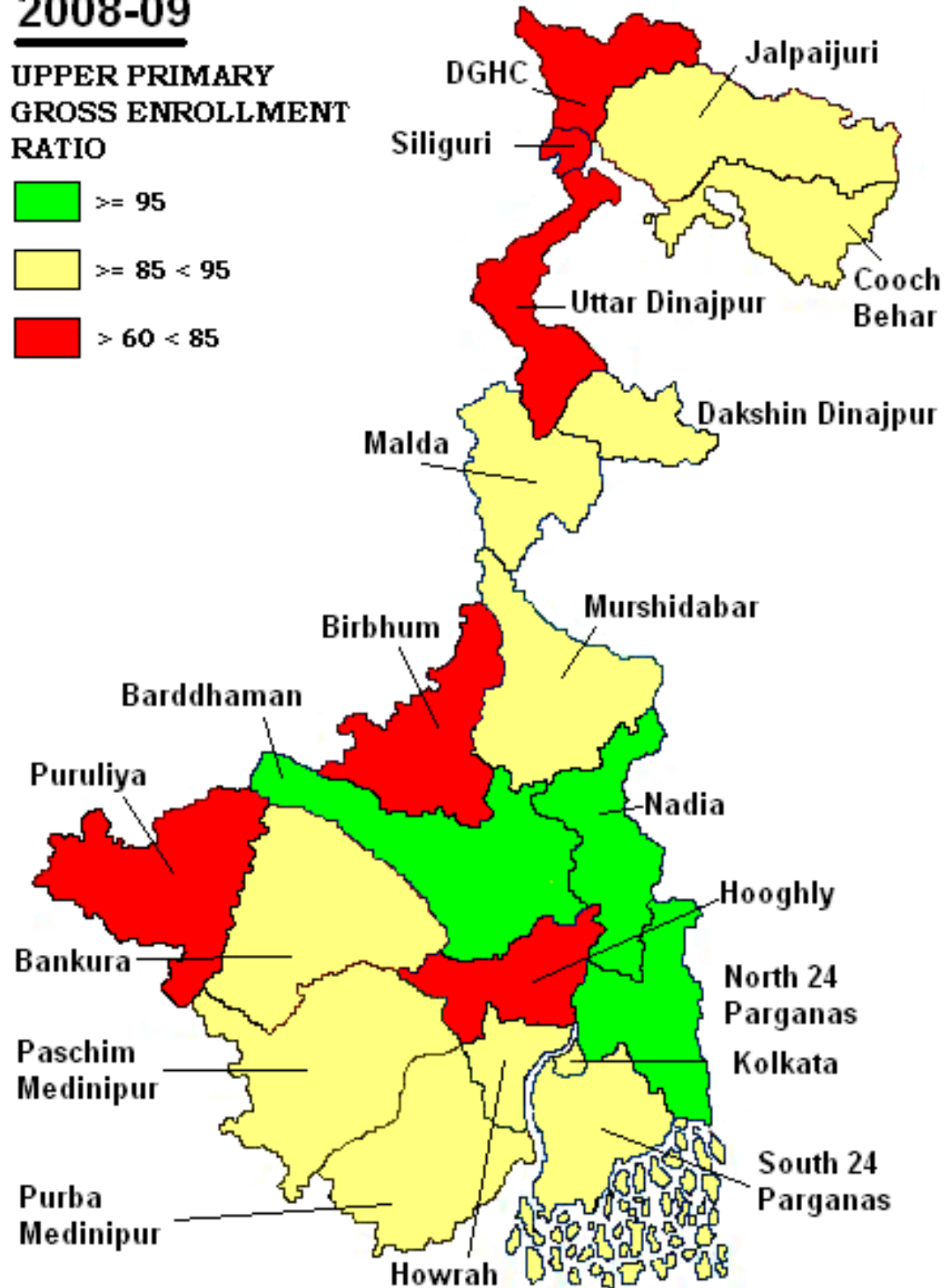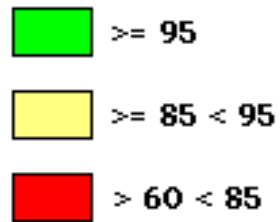
2008-09

UPPER PRIMARY NET
ENROLLMENT RATIO

>= 90

>= 70 < 90

>= 50 < 70

> 40 < 50

DGHC

Jalpaijuri

Siliguri

Uttar Dinajpur

Cooch
Behar

Dakshin Dinajpur

Malda

Murshidabar

Birbhum

Barddhaman

Puruliya

Nadia

Hooghly

Bankura

North 24
Parganas

Paschim
Medinipur

Kolkata

South 24
Parganas

Purba
Medinipur

Howrah
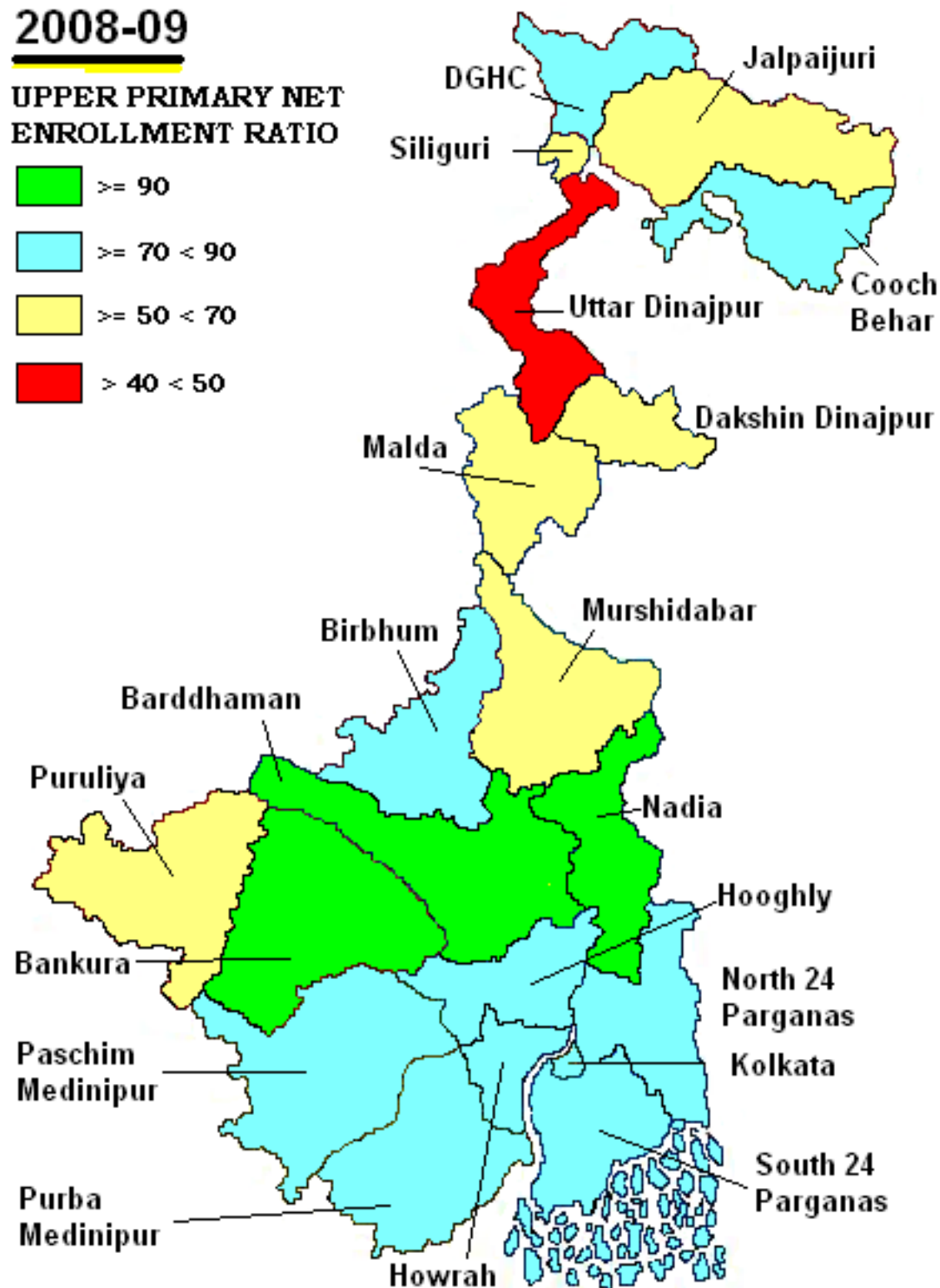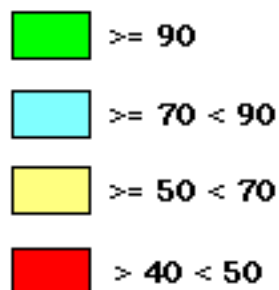
Feeder programme of SSA: - ECCE

The caring of children at pre- primary stage is very much important for making Sarva Shiksha Abhiyan, a grand success. For the said purpose ECCE is the major intervention under SSA particulary for orientation of Anganwadi workers on SSA towards enrolling the children in primary schools at their appropriate ages

Early childhood care and education has been envisaged as a major component to achieve the objective of UEE. State Level Convergence has been established involving officials from Department of Woman & Child Development and social welfare and school education Department. ECCE addressed children between 3 - 5 years of age and prepares the little children to get acquainted and accustomed with the school environment and time.

The scenario of Anganwadi Centers (AWCs):-
- No. of AWCs centers functioning in the State:- 54547
- No. of Anganwadi workers received training on pre- schooling :- 52140
- No. of learners covered by AWCs - 1641765

BHARTIKARAN KARMASUCHI - 2008

During the year 2008, like previous years, a special Enrollment Drive Programme- Bhartikaran Karmasuchi-2008 was undertaken throughout the state to cover the huge number of Out Of School Children (OOSC). The key to the enrolment drive was the name wise tracking of Out Of School Children and assigning duty for each 15 to 25 number of Out Of School Children to a VEC / MTA member or other officials of GP, teachers or Para teachers for specific tracking by name. Each VEC / WEC had to prepare a list of Out Of School Children in OOSC Roll format which was regularly updated with new additions of OOSC and also deletions of names of Out Of School Children admitted to school.

During enrollment drive, special attention was given to enrollment of girl child, minorities and SC & ST. The enrollment status of primitive tribal groups was also specially monitored and studied.

This drive programme continued up to September-08 and date of admission of children in school was extended beyond the scheduled date up to 30th September 2008 vide special G.O. from the SE Dept., Govt. of West Bengal.

ACHIEVEMENT DURING 2008-09:

CATEGORY	TOTAL OOSC **	TOTAL ENROLMENT	REMAINING OOSC
PRIMARY	124394	49004	75390
UPPER PRIMARY	331821	124685	207136
TOTAL	456215	173689	282526

School Chalo Karmosuchi (Enrolment Drive Programme)

OTHER CAMPAIGNING ACTIVITIES:

Folk media based awareness campaign on educating children among disadvantaged communities, supported by PBSSM, was carried out by Eastern Zonal Cultural Centre (EZCC) in four backward blocks namely, Onda in Bankura, Para in Purulia, Nakashipara in Nadia and Dhulian in Murshidabad between March'08 – April'08.

(b)   Community Mobilization

Community is the ultimate stakeholder of all activities under SSA. Under the purview of SSA, the community involved includes Village Education Committee (VEC) in rural areas, Ward Education Committee (WEC) in urban areas, School Development Committee (SDC) for Kolkata only, a functional working committee formed at school level, namely School Level Monitoring Committee (SLMC) and Mother Teacher Association (MTA).

STATUS OF VEC & WEC				
TOTAL VEC	TOTAL WEC	GRAND TOTAL	TOAL VEC & WEC FORMED	TOTAL MEMBERS TRAINED
38254	3034	41288	41288	133792

(c) Alternative & Innovative Education

INTERVENTION FOR OUT OF SCHOOL CHILDREN

The intervention for out of school children is one of the major interventions under SSA, catering to the educational needs of those children who are out of school for various reasons. As the trend reveals, the out of school children fall under two major categories: the *drop-outs*, i.e. those who have been to school but left mid-way and the *never enrolled*, i.e. those who have never been to school at any point of time. The out of school children are over-aged and hence require special attention and follow-up after being enrolled in school / alternative schooling centres.

Options Available:

The target of universal access and enrolment under SSA demands access to school and effective retention so that they do not drop-out again. The schooling options available before the out of school children include the following:

1. **Bridge Course- Residential and Non-residential**
   Bridge Course (Non-residential) caters to those children above the age of 7, who are either never enrolled or drop outs and cannot be merged within the formal system without special support. This specific time bound and condensed course is provided to these children so that they achieve a desired level of competency, after which they are mainstreamed in the next eligible class.

   It is marked that there are handful of children scattered over in different places, who have been left out of the coverage for manifold reasons. The minimal number of these children in their habitation, which are mostly school-less, does not fulfill the requirements for opening an alternative schooling centre. In some cases, it is also noticed that the socio-economic as well as topographical reasons account for increasing the non-school going trend. The nature of their problem is very specific and hence need careful consideration. There is no scope for any other academic arrangements for these children. Residential Bridge Course Centres (both Primary and Upper Primary) target to cover these children.

   STATUS OF BRIDGE COURSE

NATURE	CENTRE	ENROLMENT
NON-RESIDENTIAL BRIDGE COURSE	6344	131672
RESIDENTIAL BRIDGE COURSE	45	1471

2. **Alternative Innovative Education Centres**

   The Alternative Innovative Education (AIE) Centres, as the name suggests, aims to provide alternative support to the drop-outs and the never enrolled children, who cannot otherwise be enrolled in formal schools. These children are nurtured in the AIE centres for a certain period of time, after which they are mainstreamed in the nearest formal school.
   In West Bengal, under SSA, **76** NGOs have **1252** operational AIE centers both in rural and urban areas of **8** districts respectively.

City Level Programme of Action (CLPOA) is a networking body, which with the help of 65 NGOs coordinates the program of Sikshalaya Prakalpa operational in 141 KMC wards within Kolkata and covers a huge number of deprived urban children. A large number of these children are mainstreamed to the formal schools every year. Health check up of children enrolled in the centres of CLPOA is carried out regularly through CLPOA's mobile health van. The Project Management Unit receives funds from SSA & released it to all 65 partner NGOs as per number of centre & children covered. Besides CLPOA, 5 other NGOs, namely BSPS, Parivaar, Mahila Kala Shiksha aur Seva Kendra, Indian Mime Theatre and Kolkata Institute Of Social Research & Development have operational AIE centres in Kolkata to cover the huge number of urban out of school children.

AIE Centres for Oriya Speaking Children in convergence with Orissa Primary Education Programme Authority (OPEPA)- An innovative step funded by SSM, West Bengal, has been initiated primarily in five districts namely Howrah, Hooghly, North 24 Parganas, Kolkata & Paschim Medinipur with 1687 Oriya speaking learners enrolled in 15 AIE centres. Orissa Primary Education Programme Authority has offered the help for supply of Oriya books & capacity building of Resource Persons. This has covered a large number of Oriya- speaking children who are facing the language problem in formal schools. All such AIE centres are operational under the common banner- Utkaliya Milita Mancha.

STATUS OF AIE

NATURE	CENTRE	ENROLMENT
NGO RUN AIE / DUC	1252	54003

3. **AIE in Unrecognized Maktabs / Madrasa**

The minority out of school children are covered through AIE centres in Unrecognized Madrasa / Maktab in Uttar Dinajpur district.

NATURE	CENTRE	ENROLMENT
AIE IN UNRECOGNIZED MAKTAB / MADRASA	98	2450

4. **Rabindra Mukta Vidyalay Study Centres**

Rabindra Mukta Vidyalay aims to provide alternative upper primary academic support (from Class-VI to VIII) to those children who are not included within the formal education system. It also targets the children who cannot attend the formal schools as they are engaged in different jobs to earn their livelihood. The children are between the age-group 10 to 13 years (up to 18 years for children with disability).

NATURE	CENTRE	ENROLMENT
RABINDRA MUKTA VIDYALAY	788	51873

5. **AIE FOR THE HARDEST TO REACH- PILOT PROJECT FOR THE OVER-AGED & NEVER ENROLLED CHILDREN**

The scheme of a pilot project has been launched for AIE- innovative centres targeting the out of school children of the age group 11 to 14 years with an objective to achieve the minimum level of learning for these children. The project has been launched in 5 blocks (Sitai, Kushmundi, Jhalda-II, Canning-II, Rajnagar) in 5 districts, namely Cooch Behar, Dakshin Dinajpur, Purulia, South 24 Parganas, Birbhum and in 1 ward (Ward No: 135, KMC) of Kolkata.

An Integrated Curriculum from Literacy to Primary Education (upto Class-V) has been developed to fulfill the urgent need of the remaining never enrolled / drop-out of age group 10 to 14 years. In preparing this curriculum, the total period of 2 years has been divided into 3 phases:

- i.   "O" level (6 months duration), equivalent to class-II
- ii.   "A" level (9 months duration), equivalent to class-III +
- iii.   "B" level (9 months duration), equivalent to class-V of formal education

This curriculum has two parts. First part deals with the learning competencies of the subjects to be taught at different levels. Second part discusses the contents to be studied at different levels along with guided exercises, non-guided assignments and self-evaluations. Life related practical activities are included in the curriculum. Materials have been developed in two languages, Bengali and Urdu. Urdu materials are used by the minority children in Ward No- 135, KMC, Kolkata.

NATURE	CENTRE	ENROLMENT
AIE FOR THE HARDEST TO REACH	46	1368

STATUS OF MAINSTREAMING DURING 2008-09:

NATURE	NO. OF LEARNERS MAINSTREAMED
NRBC	32510
RBC	85
AIE- DUC	5273
AIE IN UNRECOGNIZED MADRASA / MAKTAB	200
RMV	2606
GRAND TOTAL	**40674**

Children at AIE Centers

(d) Access

For ensuring access and enrolment, assessment of physical infrastructure facility at school level is major area of consideration under SSA. Civil Works is one of the major interventions under SSA for which one-third of the total fund is earmarked for construction of New School Building, Additional classroom, providing Drinking Water & Toilet facilities.

For addressing the adverse ratio of Upper Primary and Primary Schools in the districts there is a requirement of setting up of new Upper Primary Schools in each district for ensuring universal access for all children with a favorable ratio of about 1 Upper Primary School against 3 Primary Schools in the catchment area.

During 2008-09, there was the approval for constriction of 3300 units of New Upper Primary Schools in 19 education district of West Bengal except Kolkata under SSA from MHRD GoI. Up to March , 2009 there are 1388 units have been recommended from School Education Department so far for setting up New Upper Primary Schools. The distribution of recommendation of new upper primary schools so far received is given below:-

Status Report of New Set up Upper Primary Schools under SSA, West Bengal

Name of District	Sanction of New Upper Primary School during 2007-08	Sanction of New Upper Primary School during 2008-09	Total Sanction of New UPS during 2007-08 & 2008-09	Recommended by SE Deptt up to March, 2008	Recommended by SE Deptt till March, 2009	Total U/P Schools recommended by SE Deptt. till March, 2009 (2007-08 and 2008-09)
Bankura	200	290	490	44	117	161
Birbhum	0	230	230	1	94	95
KochBehar	200	80	280	72	0	72
Murshidabad	200	205	405	101	0	101
South 24 Pgns	0	250	250	0	15	15

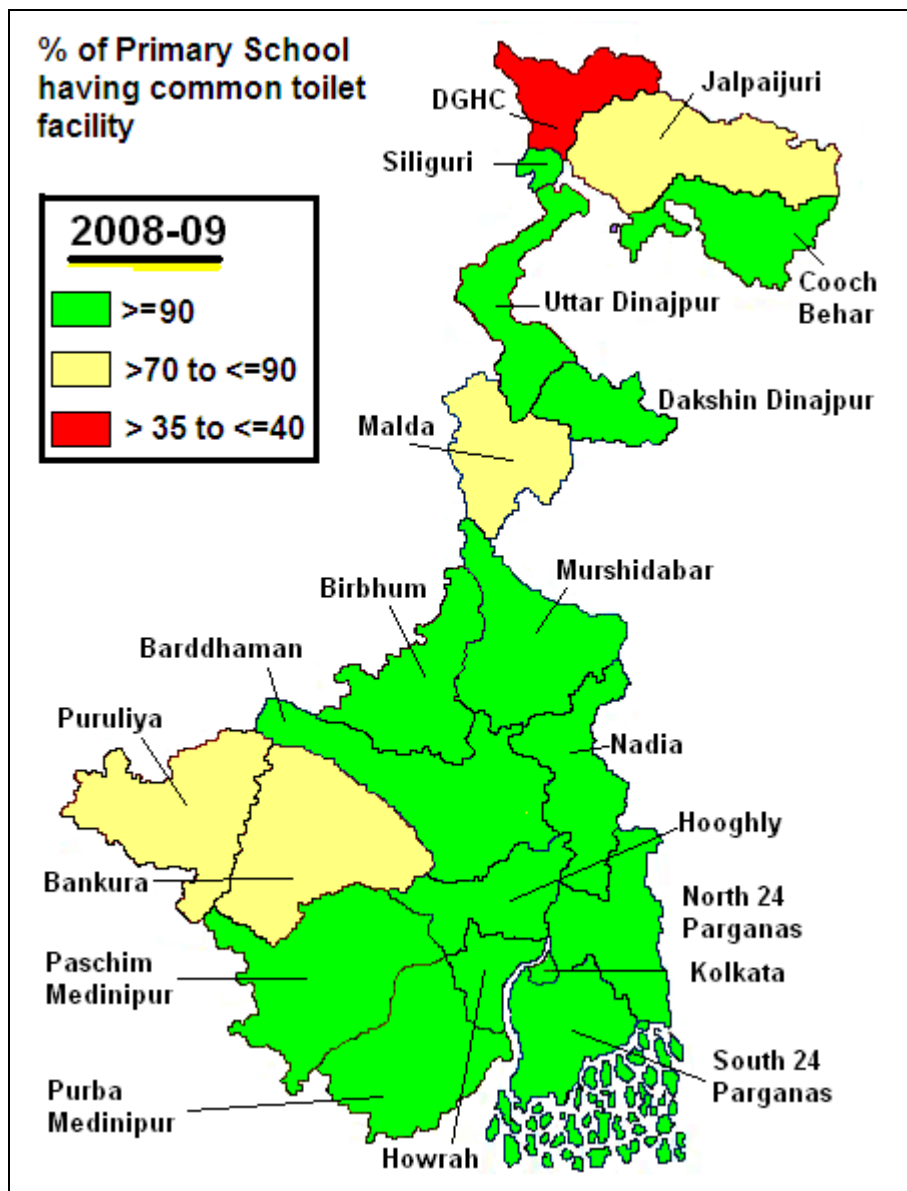| District						
Dk. Dinajpur	200	20	220	35	33	68
Jalpaiguri	200	105	305	55	3	58
Malda	0	180	180	2	1	3
Purulia	200	260	460	55	95	150
Uttar Dinajpur	200	60	260	73	0	73
Bardhaman	0	310	310	0	66	66
DGAHC	0	0	0	0	0	0
Siliguri	0	18	18	0	6	6
Howrah	0	106	106	2	81	83
Hugli	0	212	212	0	38	38
Nadia	0	231	231	0	117	117
North 24- Prgs	0	153	153	0	40	40
Paschim Medinipur	200	350	550	66	174	240
Purba Medinipur	0	240	240	0	0	0
Kolkata	0	0	0	0	2	2
Total	**1600**	**3300**	**4900**	**506**	**882**	**1388**

For increasing the accessibility of the eligible learners at the Elementary Level, the assessment of existing classroom vis-à-vis the provision of save drinking water and toilet facility are the essential component under civil works, SSA. For assessment of existing classroom and future plan of action for construction of ACR at primary & upper primary level, the priority areas are given to 1) the distance of one and three km. Between the habitations and the existing schools (primary & upper primary) in the locality respectively, 2) the favourable student classroom (both primary & upper primary) and 3) primary schools having single classroom. The facility of drinking water and provision of toilet are very much necessary for retaining the enrolled children. Therefore, the details relating to toilet & drinking water facility are given below:-

Status of Toilet and Drinking Water Facility (Primary)

Sl. No.	District	No. of Schools (Govt.)	No. of Schools having DW facility (Govt.)	No. of Schools having common toilet facility (Govt.)	No. of Schools having separate Girls toilet facility (Govt.)
1	Bankura	3463	3351	2986	1359
2	Bardhaman	4001	4001	3955	3236
3	Birbhum	2373	2288	2281	318
4	DGHC	774	241	307	94
5	Dk. Dinajpur	1171	1146	1128	402
6	Howrah	2117	1967	1972	1003
7	Hugli	3005	2792	2801	1440
8	Jalpaiguri	2038	1899	1782	836
9	KochBehar	1822	1822	1822	771
10	Kolkata	1439	1318	1296	442
11	Malda	1887	1755	1405	280

12	Murshidabad	3165	3165	2956	1093
13	Nadia	2598	2511	2451	1235
14	North 24- Prgs	3635	3179	3322	2289
15	Paschim Medinipur	4673	4302	4241	617
16	Purba Medinipur	3245	2959	3100	398
17	Purulia	2986	2707	2292	1862
18	Siliguri	397	373	371	216
19	South 24 Pgns	3674	3497	3360	1357
20	Uttar Dinajpur	1430	1426	1426	848
	Grand Total / Overall	**49893**	**46699**	**45254**	**20096**

Source: DISE, 2008 & District Reports

% of Primary School having separate girls toilet facility

2008-09

- >=80
- >50 to <=80
- >20 to <=50
- > 10 to <=20

DGHC

Jalpaijuri

Siliguri

Uttar Dinajpur

Cooch Behar

Dakshin Dinajpur

Malda

Murshidabar

Birbhum

Barddhaman

Puruliya

Nadia

Bankura

Hooghly

North 24 Parganas

Paschim Medinipur

Kolkata

Purba Medinipur

South 24 Parganas

Howrah

% of Primary Schools having DW facility

2008-09

- > 99
- > 90 to <=99
- >80 to < =90
- > 30 to <=80

DGHC
Jalpaijuri
Siliguri
Cooch Behar
Uttar Dinajpur
Dakshin Dinajpur
Malda
Murshidabar
Birbhum
Barddhaman
Puruliya
Nadia
Hooghly
Bankura
North 24 Parganas
Paschim Medinipur
Kolkata
South 24 Parganas
Purba Medinipur
Howrah

Status of Toilet and Drinking Water Facility (Upper Primary)

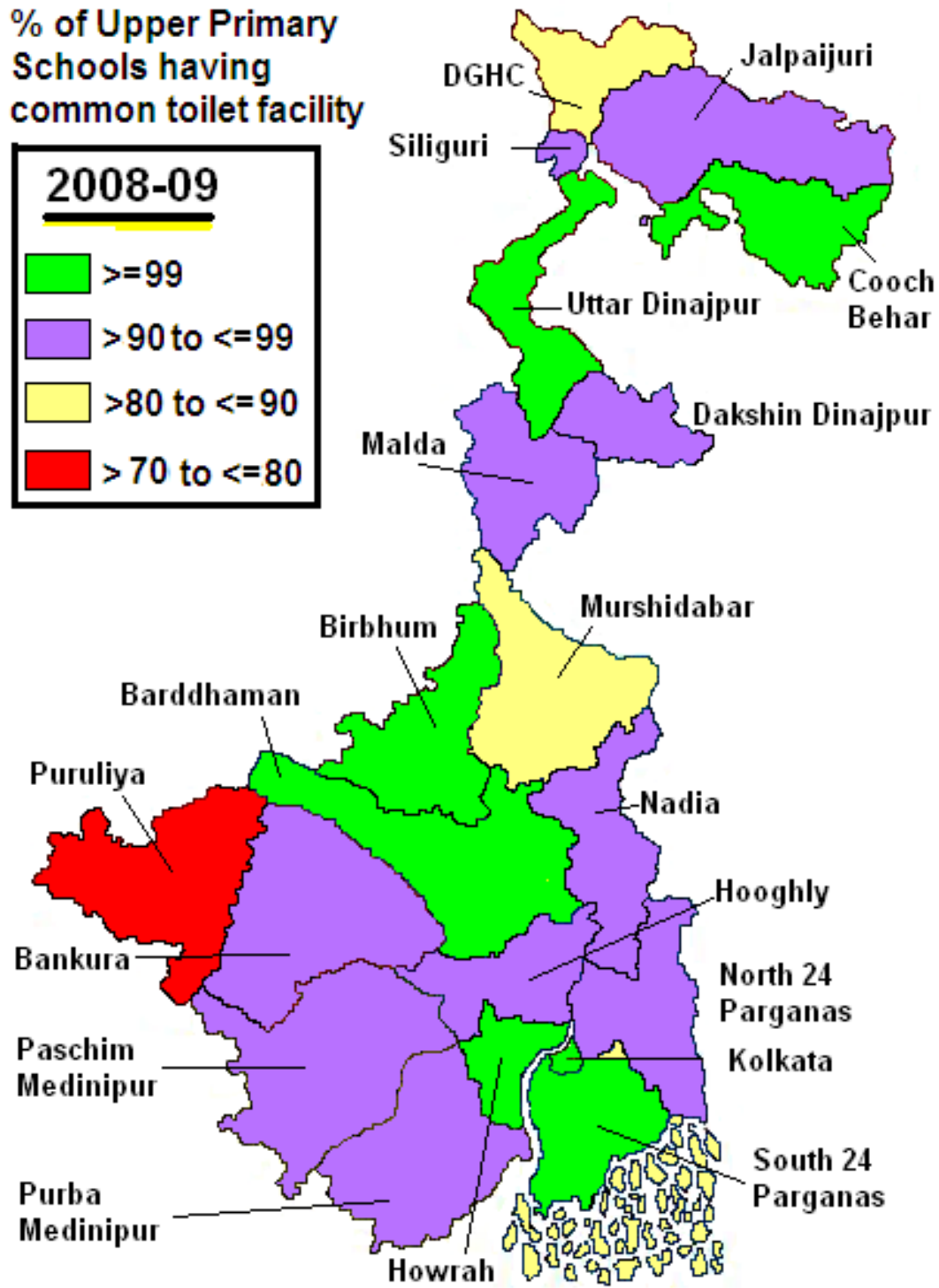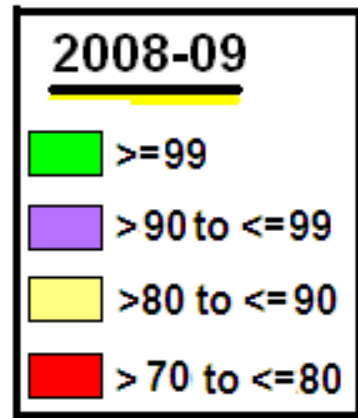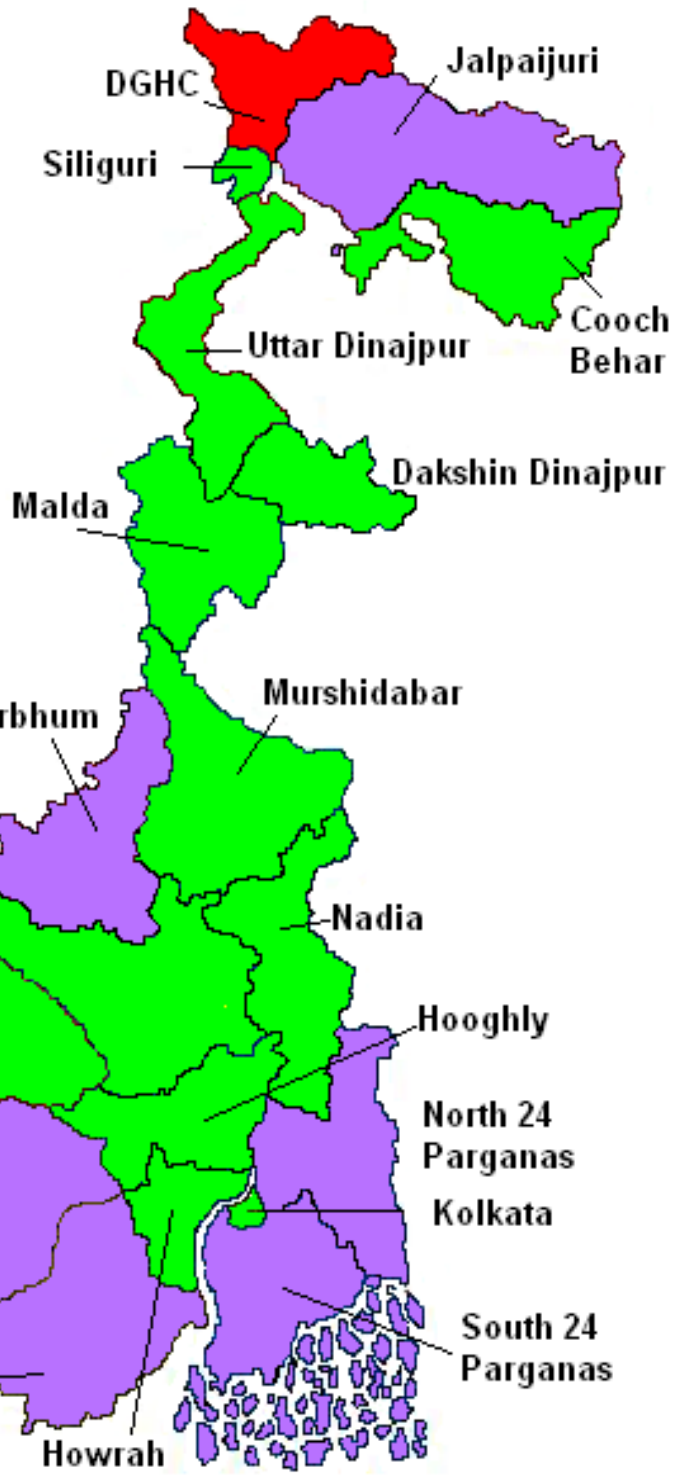| Sl. No.	District	No. of Schools (Govt/Govt Aided)	No. of Schools having DW facility (Govt./ Govt. aided)	No. of Schools having Common Toilet facility (Govt./ Govt. aided)	No. of Schools having Separate Girls Toilet facility (Govt./ Govt. aided)
1	Bankura	456	456	445	380
2	Bardhaman	818	818	818	717
3	Birbhum	406	401	406	209
4	DGHC	137	101	113	90
5	Dk. Dinajpur	167	167	165	151
6	Howrah	513	511	513	420
7	Hugli	646	642	626	522
8	Jalpaiguri	300	297	290	249
9	KochBehar	268	268	268	248
10	Kolkata	588	588	587	367
11	Malda	333	330	327	291
12	Murshidabad	607	607	516	436
13	Nadia	457	457	452	354
14	North 24- Prgs	965	931	944	715
15	Paschim Medinipur	750	727	731	690
16	Purba Medinipur	665	620	644	566
17	Purulia	390	358	295	240
18	Siliguri	76	76	75	67
19	South 24 Pgns	793	782	793	699
20	Uttar Dinajpur	193	193	193	184
Grand Total / Overall		**9528**	**9330**	**9201**	**7595**

Source: DISE, 2008 & District Reports

% of Upper Primary Schools having common toilet facility

2008-09

- **■ (green)** >=99
- **■ (purple)** >90 to <=99
- **■ (yellow)** >80 to <=90
- **■ (red)** >70 to <=80

DGHC

Jalpaijuri

Siliguri

Uttar Dinajpur

Cooch Behar

Dakshin Dinajpur

Malda

Murshidabar

Birbhum

Barddhaman

Puruliya

Nadia

Hooghly

Bankura

North 24 Parganas

Paschim Medinipur

Kolkata

Purba Medinipur

South 24 Parganas

Howrah

% of Upper Primary Schools having dw facility

2008-09

- ■ (green) >= 99
- ■ (purple) >90 to <=99
- ■ (yellow) >80 to <=90
- ■ (red) >70 to <=80

DGHC
Jalpaijuri
Siliguri
Cooch Behar
Uttar Dinajpur
Dakshin Dinajpur
Malda
Birbhum
Murshidabar
Barddhaman
Puruliya
Nadia
Bankura
Hooghly
Paschim Medinipur
North 24 Parganas
Kolkata
Purba Medinipur
South 24 Parganas
Howrah

% of Upper Primary Schools having separate girls toilet facility

2008-09

- >= 90
- >70 to <=90
- >=50 to <= 70

DGHC
Jalpaijuri
Siliguri
Uttar Dinajpur
Cooch Behar
Dakshin Dinajpur
Malda
Murshidabar
Birbhum
Barddhaman
Nadia
Puruliya
Hooghly
Bankura
North 24 Parganas
Kolkata
Paschim Medinipur
South 24 Parganas
Purba Medinipur
Howrah

Civil Works of SSA:-

Identification of institution is both the responsibility and prerogative of the districts adhering to the general policy guidelines of the project. In all the cases of need assessment and identification of institutions, SPO has advocated the utilization of DISE database.

Mechanism for Implementation:

Involvement of the community is the unique feature of our Civil Woks. The Village Education Committee (VEC) / Ward Education Committee (WEC) and the Managing Committee (MC) is the implementing body for this in Primary and Upper Primary sectors, respectively. The Construction Committee formed under VEC/WEC/MC gets the work done at site with the technical and other guidance of our field level engineers. This mechanism not only reduces the cost of work but also generates a sense of ownership among the community towards the assets being constructed. The involvement of the community that gets generated by the process is also the base for implementation of the community-based asset-maintenance. As maintenance is a recurring incident, the owner of the asset can manage the best. Hence the sense of ownership developed by this mechanism is of a great significance.

Convergence in Civil Works:-
- Convergence is the basic approach in connection with the available sources of finance to rationalize the school infrastructure within the target time period.
- For New School Buildings and Additional Class Rooms, funs have been pooled up from the following sources:
  - Loan from NABARD and RIDF scheme, XI th Finance Commission, Zilla Parishad, MPLADS and MLALADS etc.
- For drinking water facilities, funds from the following sources have been utilized:
  - PHE Dept.
  - UNICE
- For sanitation and toilet facilities:
  - School Sanitation Programme under Total Sanitation Campaign (TSC)
  - UNICEF
- At boarder areas, fund from BADP was utilized.
- For areas inhabited by the SC/ST and Other Backward Classes, fund from Backward Classes Welfare Dept. was utilized for this purpose.

STATUS OF CIVIL WORKS UNDER SSA AS ON MARCH 2009 (Cumulative)

Sl. No.	Item	AWP&B Approved Target	Works Taken Up	Completed	In Progress	Not Taken Up
1.	NSB (P)	1,124	958	920	38	166
2.	NSB (UP)	3,300	446	0	446	2854
3.	ACR	1,19,772	1,11,511	79,936	31,575	8261
4.	CLRC	248	286	244	42	-
5.	CRC	2,734	2,519	1,741	728	215
6.	DW	9,252	8,297	8,127	170	955
7.	Toilet	8,918	8,895	8,274	621	23
8.	B. Wall	1,753	1,791	464	1,327	-
9.	Girls' Toilet	7,801	6,992	3,214	3,778	809
10.	Major Repair	4,595	4,231	740	3,491	364

Another constructional activity in this year has taken into consideration under the Civil Works of SSA is the Major Repair guided by the norms and regulations of MHRD, GoI MHRD under the circle of AWP&B. In this connection, 0the necessary steps and documents within the proper guideline have been collected from all the districts of the state and submitted in proper manner to the concerning authority in time. The action is under process. Moreover, the fund required for Major Repair is being extracted presumably in short duration and will be distributed properly to meet the demand of the issue (Major Repair). Relevantly, as per instruction, a manual is made in Bengali version depicting all the factors in details for the solution of this activity.

New School Building (Birbhum)

New School Building with ramp facility

(ii) Gender & Social Gap

(a)   Special Focus Group & Inclusive Education

In almost all the societies, the female folk and backward social groups are relatively weaker section in all respects as compared to the male counterparts and the social groups placed in the higher stratum. As a result, the female folks and the people from backward social groups are usually neglected in any development programme particularly for development of Human Resources like Sarva Shiksha Abhijan. Therefore, an independent and major intervention for Girls and the children from each backward social group (SC/ST/Minority etc) has been formulated under innovation which is tagged with the Major Framework of SSA Implementation.

Children with Special Needs is also the major area of attention under SSA for achieving the objective of Universalisation of Elementary Education. Therefore inclusion of Children with Special Needs is being done in the process of formal schooling / alternative schooling system as far as practicable under SSA in West Bengal.

Girls' Education

Born into indifference and reared on neglect, the girl child is caught in a web of cultural practices and prejudices that hamper her development, both physically and mentally. Gender discrimination replicates itself from generation to generation, violate the rights of the girl child and choke her further development. Access to right to education was denied to her for long.

Reaching out to the girl child is central to the efforts to universalize elementary education. Sarva Shiksha Abhiyan recognizes that ensuring girl's education requires changes not only in the education system but also in societal norms and attitudes. A two-pronged gender strategy has therefore been adopted, to make the education system responsive to the needs of the girls through targeted interventions which serve as a pull factor to enhance access and retention of girls in schools and on the other hand, to generate a community demand for girls' education through training and mobilization.

In fact achievement of Gender equity rather than Gender equality is the major goal of Sarva Siksha Mission. Girls' Education component under Innovative head makes provision for several activities to promote girls education. Following are the activities undertaken in this year:

➢ Organization of Ma-O-Meye Mela in 359GPs / 4CLRCs / 17 Wards
➢ Mothers' meetings on a mass scale during World Womens' Day (8th March) and Matri Sachetanata Diavs (26th September) at CLRC & School level of all districts.
➢ Formation of Mother-Teacher Associations (MTA) 94.8% in Primary Schools
➢ Monitoring, supervision & strengthening of Primary MTA & award to 11239 MTA for better performance
➢ Formation of MTA in 7178 Upper Primary schools & sensitization of 4071 members about their role & responsibilities.
➢ Orientation of 10355 female Panchayets members on gender issues
➢ Health check up facilities provided to 206981 girls students of SC/ST/ Minority dominated blocks
➢ Orientation of 19559 SHG members on girls education.
➢ Development of 51152 posters & materials etc.
➢ Teachers training at both primary & upper Primary level on girls education issues
▪ Educational excursion of the girls students of backward area
        Coverage: 4300 students, 21 schools & 2 subdivisions

Number of Workshop held:

- Two state level workshops held in the month of May & June 2008 on Girls Education for Upper Primary Teachers on girls education
- Two days residential workshop on Girls Education by SPO in collaboration with DEP-SSA, IGNOU at Hooghly DIET in the month of September, 08.
- In every month a review meeting was held in SPO with District Gender Coordinators.

A Statistical View

A review of girls' enrolment status over the last five years focuses on consistent increase in the share of girls enrolment to total enrolment in both Primary and Upper Primary section. In case of SC & ST girls students the position is also satisfactory. In fact through Community mobilization, Gender sensitization of teachers & other community stakeholders and active involvement of MTA members, girls are getting more access to education.

Table: 1 Gender Parity Index:

Year	GPI Primary	GPI Upper Primary
2004-05	0.983	0.946
2005-06	0.984	0.964
2006-07	0.986	0.988
2007-08	0.99	1.01
2008-09	0.983	1.028
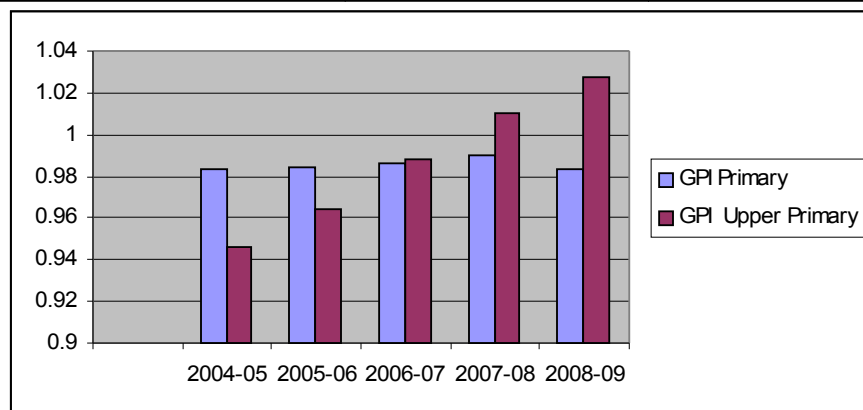
Table: 2   Gender Parity Index - SC

Year	GPI Primary	GPI Upper Primary
2006-07	0.975	0.906
2007-08	0.971	0.926
2008-09	0.970	0.953
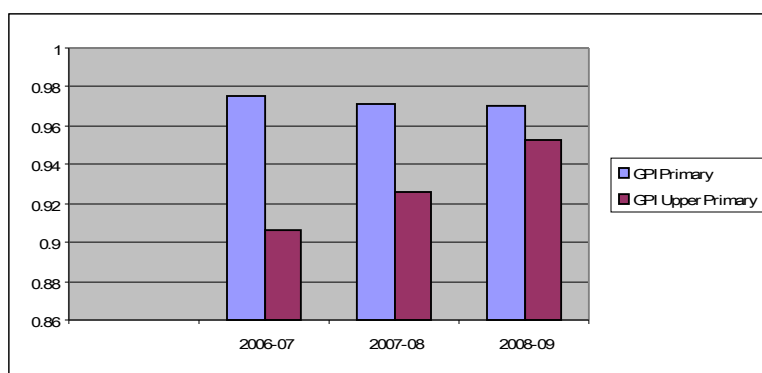
Table: 3   Gender Parity Index - ST

Year	GPI Primary	GPI Upper Primary
2006-07	0.964	0.821
2007-08	0.969	0.856
2008-09	0.969	0.899
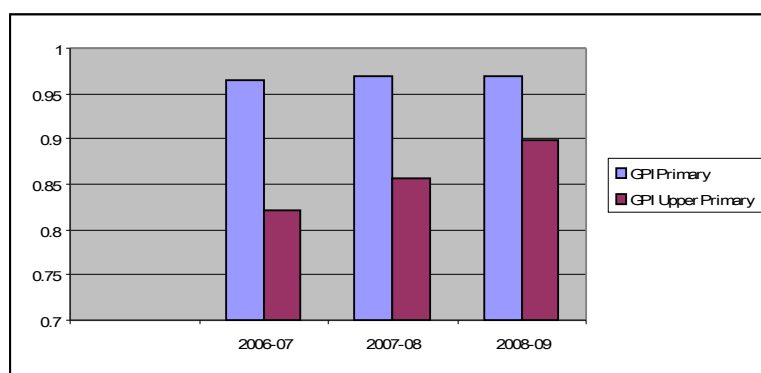
Girls education among Minority community is also getting importance. DISE data on Gender Parity Index (GPI) of previous two years at least conforms their significant participation in educational arena.

Table: 4   Gender Parity Index - Minority

Year	GPI Primary	GPI Upper Primary
2007-08	0.992	1.224
2008-09	0.987	1.251

(Source: DISE)
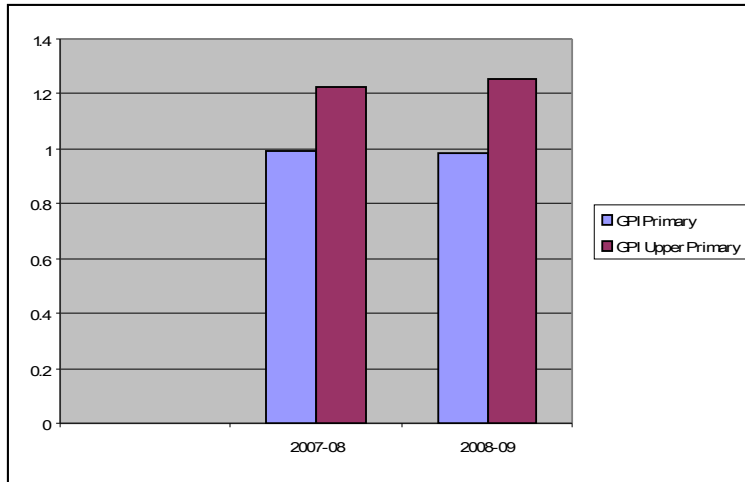
Celebration on International Woman's Day

Training workshop of Mother Teacher Association

In addition to Innovative head, to target pockets where girls education is lagging behind, the Government of India has launched two focused interventions for girls – the National Programme for Education of Girls at Elementary Level (NPEGEL) and the Kasturba Gandhi Balika Vidyalaya (KGBV) to reach out to girls from

marginalized social groups over 59 educationally backward blocks in the State of West Bengal where the female rural literacy is below the national average (46.13%) and the gender gap in literacy is above the national average (21.59%).

The NPEGEL, launched in September 2003, is an integral but distinct component of the Sarva Shiksha Abhiyan. It provides additional provisions for enhancing the education of underprivileged/disadvantaged girls at elementary level through more intense community mobilization, the development of model schools in clusters, formation of circle and cluster level core committee for girls education and empowerment, gender sensitization of teachers, development of gender sensitive learning materials, remedial teaching for girls with low achievement, training of girls on life skill development, early child care and education facilities and provision of need-based incentives like escorts, stationery, work books and uniforms etc. for girls.

(b) National Programme for Education of Girls at Elementary Level (NPEGEL)

Coverage of NPEGEL in West Bengal:

- Total Educationally Backward Block (EBB) is 59.
- Total Clusters covered sanctioned is 1064
- Out of 1064 Model Cluster Schools for NPEGEL (up to 2008-09), construction of 857 units has already been completed with other facility like girls' toilet, drinking water & electricity.
- 727 Clusters coordinator engaged for better implementation of NPEGEL
- Module developed for life skill education and training for Cluster coordinators has already been developed and distributed.
- 8839 Head Masters / Assistant Teachers of Cluster Resource Schools of all the Cluster Resource School for Girls (CRSGs) have been trained
- Remedial teaching support to the slow learners of 58067 girls of Bankura & other districts
- Vocational training of 17223 Primary & Upper Primary girl students
- Student Evaluation has been done for 48895 girls

NPEGEL (SSA) activities in collaboration with UNICEF at Purulia:

- 4 days residential workshop with Cluster Coordinator of NPEGEL & Siksha Bandhus on Interpersonal Communication and Child Cabinet
- Life Skill Education for the Girls of KGBV Hostel on Saturday & Sunday.
- Formation of Meena Cabinet in Cluster Resource School for Girls (CRSGs) through which girls students can get their rights

Activity based Learning at UDITA (NPEGEL)

Remedial Teaching in Upper Primary under NPEGEL

(c) <u>Kasturba Gandhi Balika Vidyalaya (KGBV)</u>

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched in July 2004,for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average (46.13%) and gender gap in literacy is above the national average (21.59%). Girls in KGBV hostels are those who without these facilities were at a risk to drop out from our education system. This scheme provides them with secure accommodation facility; educational assistance through stationeries, teaching learning material, vocational training, life skill training for empowerment & self-confidence. The Kasturba Gandhi Balika Vidyalaya scheme is merged with Sarva Shiksha Abhiyan in the XIth Plan with effect from 1st April, 2007

Construction & Operational status of KGBV in West Bengal:

No. of Districts covered	Sanctioned	Operational	Construction completed	Construction in progress	Construction not started	Total
10	64	60	50	11	3	64

Enrolment status of Girls in KGBVs with 50 girls capacity in 2008-09:

SC	ST	OBC	BPL	Minority	Total
917	784	284	265	283	2533

Sal Leaves making by tribal girls under NPEGEL

Vocational Training of Minority Girls in KGBV Hostel

(d)   Education Of The Children With Special Needs (CWSN)

Inclusive Education is currently being discussed all over the world because it is considered that education for special needs children is a part of the larger educational system and should not be treated as separate entity. Salamanca statement on principles, policy and practice in special needs education proclaims that every child has a fundamental right to receive education and must be given an opportunity to achieve and maintain an acceptable level of learning. Every child has unique characteristics, interests, abilities and learning needs. Educational system should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs. Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving the goal of "Education For All ".

Approach and options for cwsn in SSA:

SSA, in the line of Persons With Disabilities (Equal Opportunities, Protection frights & Full Participation) Act, 1995, mentions that a child with special needs should be taught in an environment, which is best, suited to his /her learning needs. SSA also offers each district, flexibility to plan for Inclusive Education activities depending on the number of children identified and the resources available to effectively implement the IE programme.

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                          ┌──────────────────────────┐
                          │  Zero rejection policy   │
                          └──────────────────────────┘
   ╭─────────╮
   │ Three   │            ┌──────────────────────────┐
   │ aspects │ ────────▶  │  Education to cwsn in    │
   │ of      │            │  an environment most     │
   │ IE in   │            └──────────────────────────┘
   │ SSA     │
   ╰─────────╯            ┌──────────────────────────┐
                          │  Flexibility for         │
                          │  planning                │
                          └──────────────────────────┘
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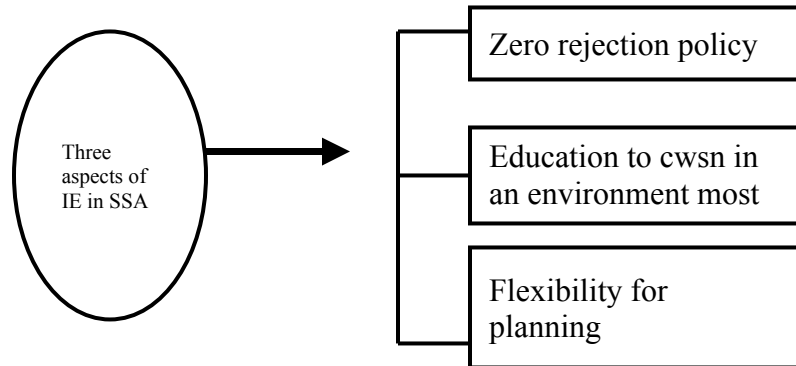
Implementation of activities for cwsn under IED intervention:

Collection of data:

The data of special need children are collected through DISE who are in formal school system. The data of out of school children collected through door-to-door survey by involving Anganwadi worker, teachers and got validities through special educators. Basing on the data analysis, strategies are evolved under inclusive education for children with special needs.

Identification cum Assessment camps:

Children who are identified in survey are subjected to functional assessment for further identification under formal assessment. Formal assessment follows functional assessment by team of doctors and specialists attend from the District. At this stage expert from different fields examine the child and determine her/his levels of disabilities and recommended type of external support /aid to be given. So far **224434** numbers of children with special needs have been identified through assessment camps.

<u>Process of organizing screening and assessment camp of cwsn :</u>

To collaborate and establish contact with resources available with the existing Health, Education and Welfare Dept. in the Districts (including NGOs service) the following activities will be conducted:

1) The District IED Coordinator will interact with the officials of Health, Education and Welfare for human and material resource identification at the Block level and decentralization of responsibilities to the identified resources for conducting screening and assessment camps.

2) The District IED Coordinator will interact with the officials of DDRC /ALIMCO/AYJNIHH and other organizations for assessing children for procurement of aids and appliances.

3) Poster informing the date of screening and assessment camps will be pasted in all important public places in the village at least before ten days .In addition to date of the camp the poster will also have a message on education for special needs children.

4) Since each block consist of approximately 10-12 gram panchayet , camps will be organized by the team in 2-3 different location with all facilitate accessibility.

5) Every child who will come to the camp will first screened by the Medical Doctor and Educational Psychologist. They will then refer the child to appropriate resource persons/ special educators. Comprehensive assessment will be done with the help of family member and other professionals. An Individualised Education Programme (IEP) will be developed by the team. These children will be placed into the general schools. Initially the following inclusion /exclusion criteria will be used to select children with disabilities for placement in Primary/Upper primary education settings.

- **Attendance of Doctors and specialists :**

Medical office from District Hospital,Sub Division or Block Hospital,Medical college or engaged on contract.

Mainly Orthopedics, Ophthalmologists, Clinical Psychologists, ENT specialists, Audiologists.

Availability of Clinical Psychologist is a problem due to their non availability at District Hospitals.

- Number of camps organized since the beginning of SSA : **1309**
- The IED Coordinators and special educators are main organizers of the camps and have to remain present in all days. Resource teachers wherever available also attend the camps.

Home based education: SSA adopts zero rejection policy. The children with special needs who come under the category of severely disabled are considered not exceptional to cover under Inclusive Education programme. For the children with severe and profound special needs, who cannot attend the school due to severity of the condition, the school comes to the child at home. Such children as well as who are enrolled in formal school but need special remedial support to cope up with the classroom situation are provided with home based education in an itinerant model by providing required services like physiotherapy, speech therapy, writing and reading in braille.

Deployment of Special educators under DLROs:

In west Bengal the Resource support service is being provided by renowned selected NGOs (named as DLROs) experienced in disability field. Special educators are involved under DLROs and they are compulsorily holding either Diploma/Degree (RCI recognized) in special education. The role of special educator is very crucial to carry out the activities under Inclusive Education programme. Special educators are deployed @ 4 per DLRO unit.

Supply of aids and appliances :

During formal assessment camp,medical experts prescribe the kind of assistive device to be used by the child.Basing on expert's prescription, aids and appliances are procured and provided to the children.

As far as possible aids and appliances are being supplied through convergence with other Departments and Institutes like **DDRC, NIHH, NIOH, NIVH and ALIMCO.**

Distribution of Audio aids to a child with blind ness

Teachers training programme :

To attain the goal that in service teacher to become a full fledged resource person and the school to be looked upon as a referral center in the few years in phased manner to take care of cwsn, training on IED are made a continuous feature every year .

Training in cascade mode **:**

Details of training in the selected catchments to disability covering following points

Number of general teachers - training on IED -237093

Duration of training of general teachers - 2 days

Training material used – Module, Selected Reading

Themes covered – sensitization on different types of disability and classroom management.

Training programmes are being organized by State as well as by Districts and CLRCs also. Trained Master trainers, RCI trained special educators etc are involved with teachers training programme.

Orientation of teachers

Individualized Education Plan :

Individualized Education Plan (IEP) is a written programme with steps to be taken to enable cwsn to achieve specified targets. It is a tool in the hands of teacher to address the educational needs through teaching and learning process. It enables the teacher to plan strategies for progression and to measure the teacher's effectiveness of teaching.

Barrier free access to schools for cwsn :

     To ease access by children with special needs, barrier free modifications made at school premises level. Due to uneven conditions of ground levels, the proportion of height and slope is not matching the cost sanctioned for construction of ramps properly. Ramp with handrail is being provided to hose existing old schools as well as all newly constructed schools.

নাজমা নিয়মিত বিদ্যালয়ে যায়।

Photograph related to mainstreaming of a girl child (Najma) with visual impairment.

     Initiatives have been taken to provide barrier free toilets to the schools. In west Bengal there is a good convergence with IEDC Scheme. Here covering all 20 educational districts few schools have been taken up to extend this barrier free toilet support service. At the same time initiatives have been taken to provide schools with special furniture.

Teaching learning materials : State has taken initiative for chapter wise TLM preparation for Inclusive Classroom setting. In this respect subsequent few sittings have been organized by the SPO,PBSSM with the members of Expert Committee constituted for chapter wise TLM preparation for cwsn.

Status report on implementation on IE related activities in 2008-09:

Total CWSN identified	Coverage of identified cwsn			Total teachers trained on IED issues.	Aids and appliances distribution status	
	Total CWSN enrolled in formal school	CWSN covered other than formal schools	Total coverage		Required	Provided
205385	129264	44650	173914	237093	63453	40261

Extension of support services:

Status of braille book distribution	DLRO DETAILS		Ramp with handrail constructed	Orientation of Manpower other than teachers on several IED related issues				
Provided	Functioning DLRO units	No. of special educators involved.	Covering both pry. & Upper Pry. schools.	KRPF	Parents	ICDS	VEC	WEC
3341	**273**	**1023**	**40906**	**9179**	**28181**	**51168**	**95756**	**10920**

(e) Education for the Minority Children in West Bengal

Towards promoting UEE in the State all categories of formal schools under WBBPE, WBBSE and Alternative Schooling System like SSKs, MSKs, SSPs are offering equal opportunity for access and enrollment for all children including minority children.

In West Bengal there are a number of linguistic and religious minorities throughout the State, but special focus is being given to the children belonging to Muslim minority as second largest population in West Bengal (25.18% of the total population).

❑ **Scenario of Enrolment:**

Level	Total Enrolment	Muslim Minority Enrolment			% of Muslim Minority out of total Enrolment
		Boys	**Girls**	**Total**	
Primary	65,37,405	9,88,023	9,75,658	19,63,681	30.04
U.Primary	57,88,553	604186	7,55,754	13,59,940	23.50
Elementary	1,23,25,958	15,92,209	17,31,412	33,23,621	26.96

Source – DISE: 2008-09

❑ **Scenario of Madrasah Education in West Bengal**

West Bengal was the first state to offer recognition to Madrasahs and to convert the Board into statutory body. Recognizing the importance of Madrasah education in the state a new Department namely **Minority Affairs and Madrasah Education** along with a new **Directorate of Madrasah Education** has been created and is now functional. A separate teaching staff recruitment commission namely **West Bengal Madrasah Service Commission** has also been established.

At Present there are 558 recognized Madrasahs in our state. 102 Madrasahs are running under Senior Madrasah Education system and rest 456 Madrasahs are under High Madrasah system. Out of 456 Madrasahas (under High Madrasah system) 120 are Higher Secondary (10 + 2), 384 are Secondary

(upto class X) and rest 72 are Junior High Madrasahs (upto class VIII). 32 Senior Madrasahs have also been upgraded to Fazil (10+2) Madrasahs. 509 Madrasahs are co-educational, 44 Madrasahs are for girls only and 5 Madrasahas are for boys only.

❖ **Caste wise Enrolment in all types of Madrasah upto Class VIII –**

Category	Primary			Upper Primary			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Muslim	10151	10954	21105	108966	166268	275234	119117	177222	296339
Hindu	0	0	0	1441	1480	2921	1441	1480	2921
SC	0	0	0	4158	4421	8579	4158	4421	8579
ST	0	0	0	1309	1266	2575	1309	1266	2575
Others	186	198	384	1889	1470	3359	2075	1668	3743
Total	**10337**	**11152**	**21489**	**117763**	**174905**	**292668**	**128100**	**186057**	**314157**

Source – WBBME

❑ Over view of Prime Ministers' New 15 Point Programme in 12 Minority Concentrated Districts

The Hon'ble Prime Minister of India has launched a New 15 Point Programme for the welfare of the Minorities in India. The districts where the percentage of Muslim population is 20 and above as per census 2001 are selected as Minority Concentrated Districts (MCD) throughout India

In West Bengal, out of 20 Educational Districts, following are the Minority Concentrated Districts: Birbhum, Burdwan, Coochbehar, Dakshin Dinajpur, Howrah, Kolkata, Malda, Murshidabad, Nadia, North 24 Parganas, South 24 Parganas and Uttar Dinajpur.
 The Education Programme in connection with the Hon'ble PMs' New 15 point
Programme Includes the flagship programme like SSA along with KGBV, NPEGEL   and others.

Some key indicators have been considered to assess the present status of Elementary Education in the localities concentrated by the Minorities. Tables on those indicators are given below:

❖ **Number of Schools per 10,000 population (Census – 2001) -**

State / District	Population (2001)	No. of Schools			Schools per 10,000 Population		
		Primary	Upper Primary	Total	Primary	Upper Primary	Total
West Bengal (State)	**80221171**	**49893**	**9528**	**59421**	**6.22**	**1.19**	**7.41**
Birbhum	3012546	2373	406	2779	7.88	1.35	9.22
Burdwan	6919698	4001	818	4819	5.78	1.18	6.96
Coochbehar	2478280	1822	268	2090	7.35	1.08	8.43
Dakshin Dinajpur	1502647	1171	167	1338	7.79	1.11	8.90
Howrah	4274010	2117	513	2630	4.95	1.20	6.15
Kolkata	4580544	1439	588	2027	3.14	1.28	4.43

Malda	3290160	1887	333	2220	5.74	1.01	6.75
Murshidabad	5863717	3165	607	3772	5.40	1.04	6.43
Nadia	4603756	2598	457	3055	5.64	0.99	6.64
North 24 Parganas	8930295	3635	965	4600	4.07	1.08	5.15
South 24 Parganas	6909015	3674	793	4467	5.32	1.15	6.47
Uttar Dinajpur	2441824	1430	193	1623	5.86	0.79	6.65

Source – DISE: 2008-09 and Census 2001

Number of Schools per 10,000 population (Census – 2001)
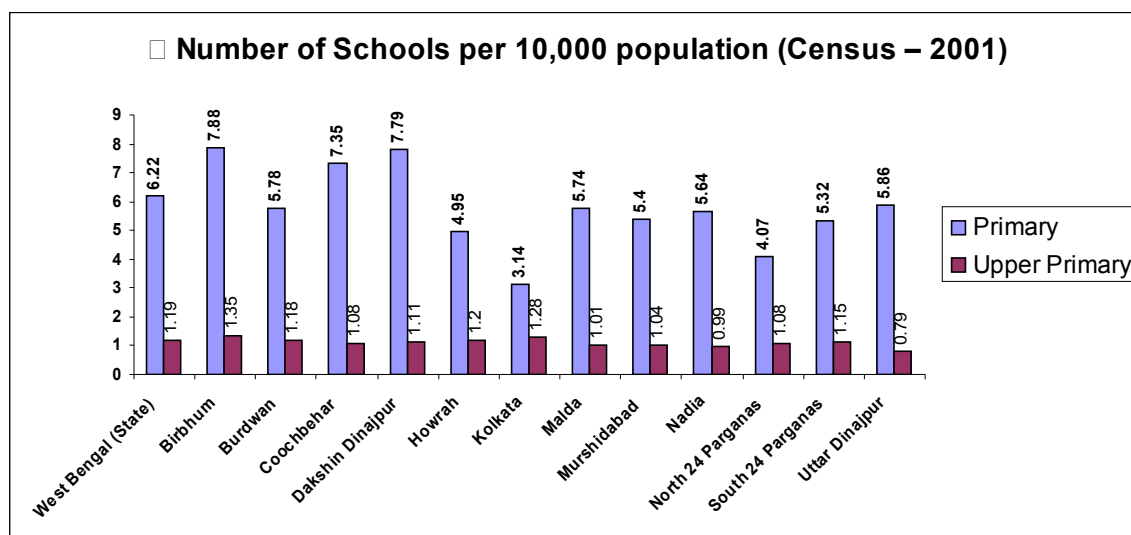
❖ **Scenario of Regular Teachers & PTR (including Para Teacher) -**

State / District	Regular Teachers			PTR		
	All Teachers	Muslim Teachers	% of Muslim Teachers	Primary	Upper Primary	Elementary
West Bengal (State)	**224224**	**22960**	**10.24**	**39.68**	**55.12**	**45.69**
Birbhum	10367	1682	16.22	36.66	57.84	43.97
Burdwan	19002	2115	11.13	39.58	47.32	42.89
Coochbehar	8184	632	7.72	43.11	70.7	52.93
Dakshin Dinajpur	5446	656	12.05	39.64	53.1	44.87
Howrah	11467	766	6.68	38.26	52.4	44.07
Kolkata	9521	916	9.62	33.62	34.99	34.29
Malda	8099	2642	32.62	47.55	73.07	55.64
Murshidabad	14503	4367	30.11	45.51	64.38	52.36
Nadia	12434	1088	8.75	39.16	48.39	43.33
North 24 Parganas	18477	2165	11.72	40.73	55.63	47.36
South 24 Parganas	17360	1800	10.37	47.71	63.2	53.8
Uttar Dinajpur	6739	1477	21.92	52.69	49.01	51.34

Source – DISE: 2008-09

Scenario of N.S.B (U.P), A.C.R and Teachers -Construction of New School Building at Upper Primary level and provision of Additional Class Rooms and appointment of Teachers in existing Primary & Upper primary School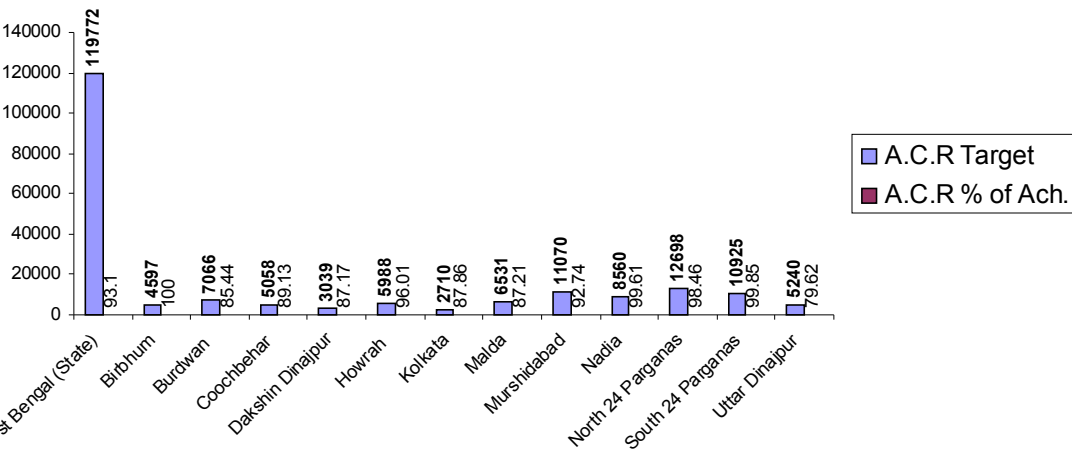s and recognized Madrasahas are taken into account to extend opportunity to cover the students for effective retention during their Elementary Education cycle.

State / District	N.S.B. (U.P)		A.C.R		Teachers Regular		Teachers Para	
	Target	% of Ach.	Target	% of Ach.	Target	% of Ach.	Target	% of Ach.
West Bengal (State)	**3300**	**13.52**	**119772**	**93.10**	**28901**	**37.76**	**62791**	**87.24**
Birbhum	230	40.87	4597	100.00	1059	30.22	1592	89.13
Burdwan	310	21.29	7066	85.44	2202	44.46	4282	93.09
Coochbehar	80	0.00	5058	89.13	1464	33.33	1457	103.23
Dakshin Dinajpur	20	0.00	3039	87.17	990	25.76	976	94.77
Howrah	106	65.09	5988	96.01	1086	50.18	2704	97.71
Kolkata	███	███	2710	87.86	███	███	2054	70.89
Malda	180	1.11	6531	87.21	1324	35.05	3929	93.51
Murshidabad	205	0.00	11070	92.74	2957	34.80	7902	72.01
Nadia	231	50.65	8560	99.61	1611	48.17	6038	88.84
North 24 Parganas	153	26.14	12698	98.46	1716	58.10	6656	75.05
South 24 Parganas	250	0.00	10925	99.85	2208	36.32	4005	92.76
Uttar Dinajpur	60	0.00	5240	79.62	970	15.26	2556	94.84

███ No Target

Achievement of New School Building UP under SSA
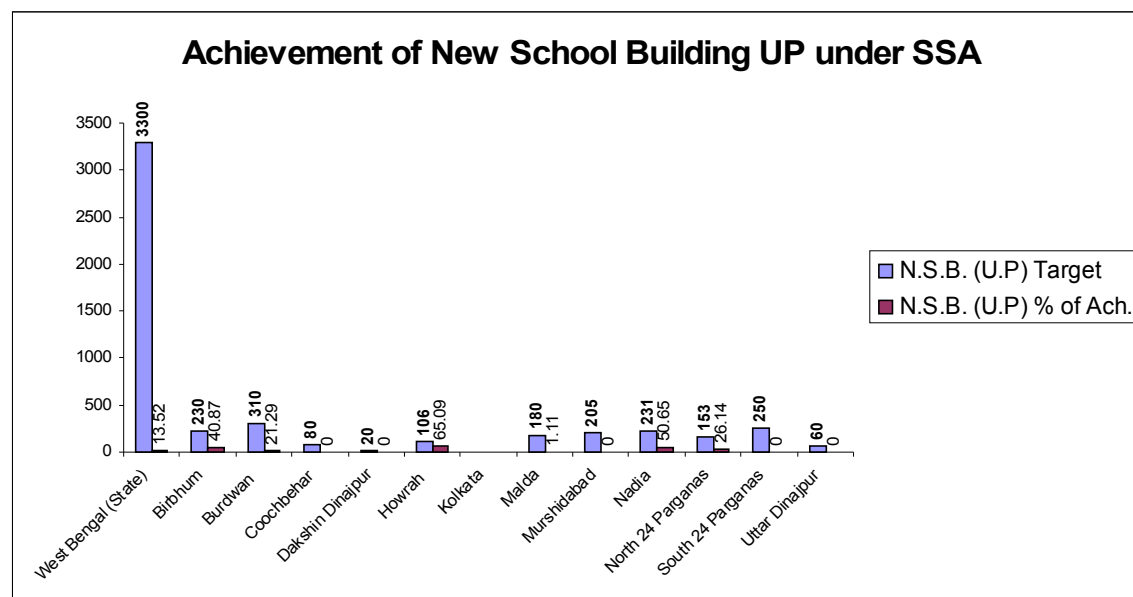
Performance of achievement of ACR

West Bengal (State): 119772, 93.1
Birbhum: 4597, 100
Burdwan: 7066, 85.44
Coochbehar: 5058, 89.13
Dakshin Dinajpur: 3039, 87.17
Howrah: 5988, 96.01
Kolkata: 2710, 87.86
Malda: 6531, 87.21
Murshidabad: 11070, 92.74
Nadia: 8560, 99.61
North 24 Parganas: 12698, 98.46
South 24 Parganas: 10925, 99.85
Uttar Dinajpur: 5240, 79.62

Legend:
- A.C.R Target
- A.C.R % of Ach.

Engagement of regular teacher

West Bengal (State): 28901, 37.76
Birbhum: 1059, 30.22
Burdwan: 2202, 44.46
Coochbehar: 1464, 33.33
Dakshin Dinajpur: 990, 25.76
Howrah: 1086, 50.18
Kolkata:
Malda: 1324, 35.05
Murshidabad: 2957, 34.8
Nadia: 1611, 48.17
North 24 Parganas: 1716, 58.1
South 24 Parganas: 2208, 36.32
Uttar Dinajpur: 970, 15.26

Legend:
- Teachers Regular Target
- Teachers Regular % of Ach.

Engagement of Para teacher

Legend:
- Teachers Para Target
- Teachers Para % of Ach.

Bar chart values (Target / % of Achievement):
- West Bengal (State): 62791 / 87.24
- Birbhum: 1592 / 89.13
- Burdwan: 4282 / 93.09
- Coochbehar: 1457 / 103.23
- Dakshin Dinajpur: 976 / 94.77
- Howrah: 2704 / 97.71
- Kolkata: 2054 / 70.89
- Malda: 3929 / 93.51
- Murshidabad: 7902 / 72.01
- Nadia: 6038 / 88.84
- North 24 Parganas: 6656 / 75.05
- South 24 Parganas: 4005 / 92.76
- Uttar Dinajpur: 2556 / 94.84

❖

❖ **Scenario of KGBV –** For reaching the unreached / deprived Minority children, hostel accommodation through KGBV scheme has been offered to Minority Girls' in Educationally Backward Block or so.

State / District	Sanctioned	Operational	Construction Completed	In Progress	SC	ST	OBC	BPL	Minority	Total
West Bengal (State)	**64**	**60**	**50**	**11**	**917**	**784**	**284**	**265**	**283**	**2533**
Birbhum	2	2	2	0	40	33	10	8	9	100
Burdwan *	0	0	0	0	0	0	0	0	0	0
Coochbehar	2	1	2	0	42	0	0	4	4	50
Dakshin Dinajpur *	0	0	0	0	0	0	0	0	0	0
Howrah *	0	0	0	0	0	0	0	0	0	0
Kolkata *	0	0	0	0	0	0	0	0	0	0
Malda	4	3	3	0	67	47	17	13	6	150
Murshidabad	3	2	0	2	8	0	0	0	22	30
Nadia *	0	0	0	0	0	0	0	0	0	0
North 24 Parganas *	0	0	0	0	0	0	0	0	0	0
South 24 Parganas	4	4	4	0	88	15	1	9	87	200
Uttar Dinajpur	8	8	6	1	105	35	23	49	76	288

Note: The "Enrolment in hostel" header spans the SC, ST, OBC, BPL, Minority, Total columns.

- There is no eligible block for KGBV hostel as per GoI norms.

❖ Scenario of NPEGEL –

For promoting the Girls' education at elementary level among the Minorities, the Educationally Backward Blocks distributed in the following districts having Minority concentration have been focused in addition to the activities for Girls' education under SSA.

State / District	No. of EBB Bolcks	No. of Cluster sanctioned for construction	Construction Status	
			Completed	In progress
West Bengal (State)	59	1064	857	163
Birbhum	2	30	30	0
Burdwan **	0	0	0	0
Coochbehar	2	26	23	3
Dakshin Dinajpur **	0	0	0	0
Howrah **	0	0	0	0
Kolkata **	0	0	0	0
Malda	3	56	46	6
Murshidabad **	0	0	0	0
North 24 Parganas	1	16	9	0
South 24 Parganas	4	82	82	0
Uttar Dinajpur	6	142	136	6

** There are no E.B.Bs as per GoI norms for NPEGEL.

❑ **Some Innovative Activities undertaken in different districts:**

The following activities were undertaken for addressing the Minority groups:

➢ Remedial Teaching / Coaching for Children was conducted in Burdwan, Murshidabad, Nadia, Siliguri & Uttar Dinajpur.

➢ Health Check up programme was organized for Students in Madrasah and Minority dominated schools in Bankura & Burdwan, .

➢ Vocational Training was organized in Bankura & Hooghly.

➢ Awards were given to the students for better attendance, academic achievements & discipline in Bankura.

➢ Initiative had been taken for effective utilization of Folk Media / Muslim Fakiri Lokgaan in Minority dominated areas towards the objective of SSA in Birbhum & Hooghly

➢ Sensitizing members of Women Self Help Group in Howrah.

➢ Construction of Child Friendly Element in Madrasah in Paschim Medinipur.

- ➢ Geometry Box and School Bag was given to the upper primary learners in Minority dominated schools and providing Bi-cycles to Girls students in Madrasah in Siliguri district.
- ➢ Provision of Girls' Toilet in 16 schools in Jalpaiguri.
- ➢ Orientation Programme for Religious Leaders in Nadia & periodic Counseling of Parents in Uttar Dinajpur towards UEE.

(f) Status of School Education of SCs & STs.

The Educational Policy of India as revised in 1992 has acknowledged the need for quality education that has been reiterated in section 4.1 of the document. It states that policy will lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far. Since the Scheduled Caste (SC) and Scheduled Tribes (ST) groups are recognized disadvantaged groups of the society, special planning and efforts have been made to achieve equality in education for them.

In West Bengal SC population is 22.39% and ST population is 5.66% as per census 2001.

❑ **Scenario of SC and ST Enrolment in 2008-09.**

Level	Total Enrolment	Enrolment of SC	Enrolment of ST	% of SC Enrolment	% of ST Enrolment
Primary	65,37,405	18,55,817	4,75,137	28.39	7.27
U.Primary	57,88,553	15,96,140	3,08,712	27.57	5.33
Total Elementary	1,23,25,958	34,51,957	7,83,849	28.01	6.36

Source – DISE 2008-09

The share of SC enrolment both in Primary & Upper Primary level is higher than SC population share (22.39%) as per census 2001. Share of ST enrolment in Primary level is 7.27%, which is higher than the population share (5.66%). But share of ST enrolment at Upper Primary level is 5.33%, which is lower than the population share. So effects need to be focused for enrolment and retention of ST children at Upper primary level.

Further the time line data of SC/ST enrolment in the following table gives us a better understanding about the improvement in participation of the said social category children: -

- **Primary Enrolment (Time Series): -**

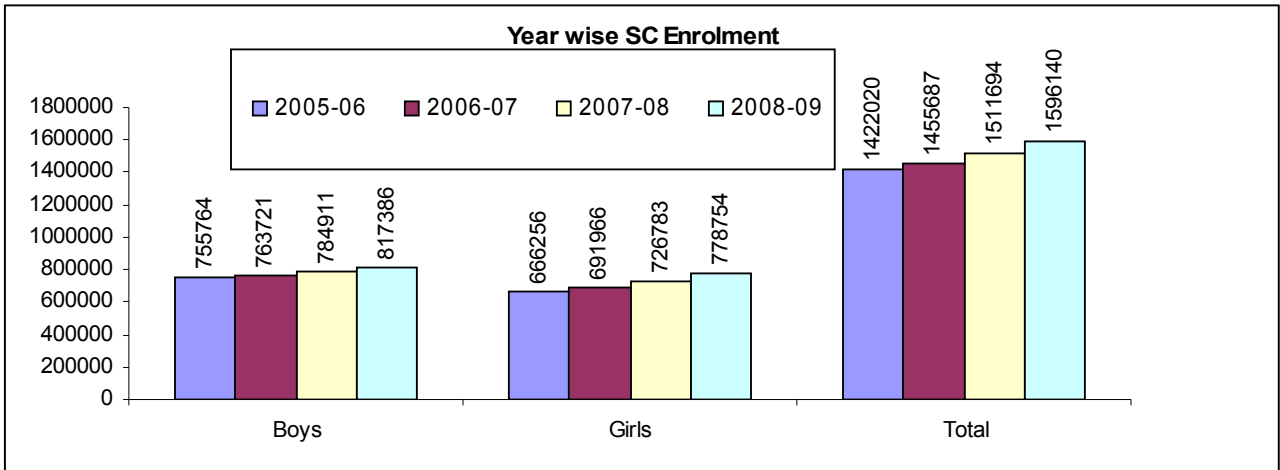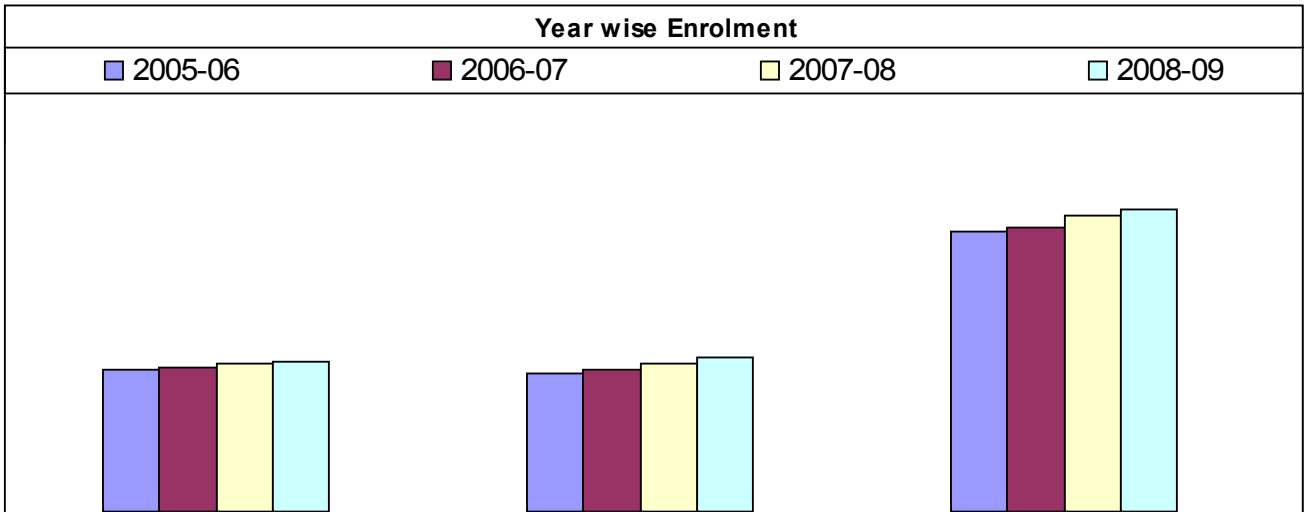| Year	All Enrolment			SC Enrolment				ST Enrolment			
	Boys	Girls	Total	Boys	Girls	Total	%	Boys	Girls	Total	%
2005-06	3639451	3581082	7220533	1066307 (50.7%)	1035620 (49.2%)	2101927	29.11	265113 (51.1%)	253315 (48.8%)	518428	7.18
2006-07	3516743	3468607	6985350	1020789 (50.6%)	995329 (49.3%)	2016118	28.86	258736 (50.9%)	249486 (49%)	508222	7.28
2007-08	3428638	3377666	6806304	978221 (50.7%)	950446 (49.2%)	1928667	28.34	253720 (50.7%)	245982 (49.2%)	499702	7.34
2008-09	3295965	3241440	6537405	941958 (50.7%)	913859 (49.2%)	1855817	28.39	241211 (50.7%)	233926 (49.2%)	475137	7.27

Source – DISE: 2005-06 to 2008-09

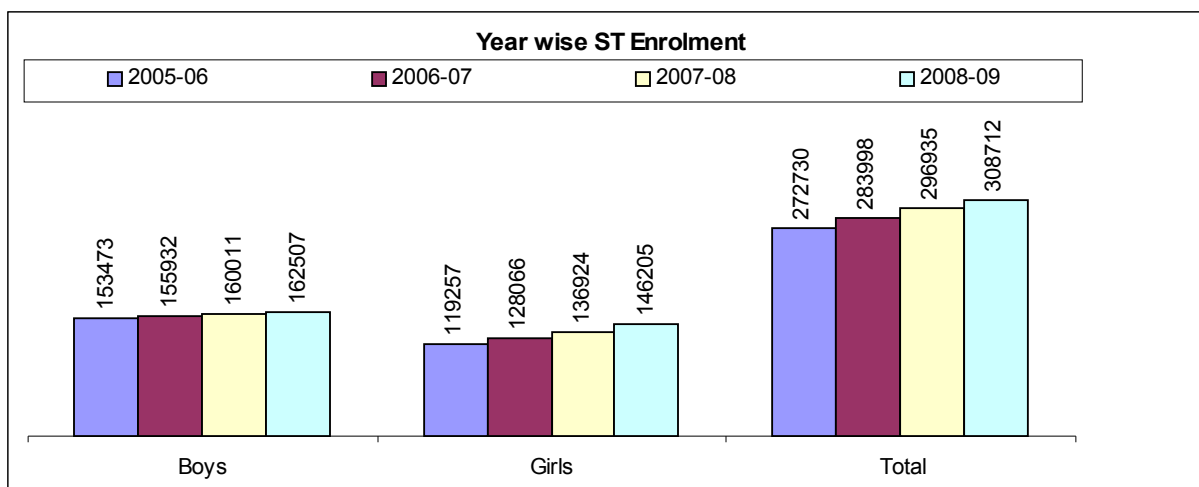If we critically go through the figures available in the table we find some interesting results:

- In Primary level, enrolment of SC students is reduced by 11.7%from 2005-06 to 2008-09. Similarly SC Boys & Girls separately reveals reduction of 11.6% & 11.7% respectively over the same period from 2005-06 to 2008-09.
- Share of SC girls in enrolment in respect to the total SC enrolment is almost unchanged over the period from 2005-06 to 2008-09.In case of Boys it is in 50.7% and for the Girls it is 49.2%.
- ST students' enrolment in Primary level is reduced by 8.3% where as Total no of ST Boys and ST Girls separately reveals reduction of 9% and 7.6%respectively over the periods from 2005-06 to 2008-09.
- In respect to the total ST enrolment, ST boys enrolment is reduced by 0.4% from the period of 2005-06 to 2008-09 and ST Girls it has increased by 0.4% over the same period. For boys it is from 51.1% to 50.7% and for Girls it is 48.8% to 49.2%. However, though there is reduction in total number of ST children during this period there is increase in share of ST children enrolment.

Upper Primary Enrolment (Time series): -

Year	All Enrolment			SC Enrolment				ST Enrolment			
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**%**	**Boys**	**Girls**	**Total**	**%**
2005-06	2732576	2636274	5368850	755764 (53.1%)	666256 (46.8%)	1422020	26.49	153473 (56.2%)	119257 (43.7%)	272730	5.08
2006-07	2742035	2708295	5450330	763721 (52.4%)	691966 (47.5%)	1455687	26.71	155932 (54.9%)	128066 (45 %)	283998	5.21
2007-08	2821249	2843068	5664317	784911 (51.9%)	726783 (48%)	1511694	26.69	160011 (53.8%)	136924 (46.1%)	296935	5.24
2008-09	2853626	2934927	5788553	817386 (51.2%)	778754 (48.7%)	1596140	27.57	162507 (52.6%)	146205 (47.3%)	308712	5.33

Source- DISE: 2005-06 to 2008-09

Year wise Enrolment

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 |

Year wise SC Enrolment

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 |

Boys: 755764, 763721, 784911, 817386

Girls: 666256, 691966, 726783, 778754

Total: 1422020, 1455687, 1511694, 1596140

Year wise ST Enrolment

| 2005-06 | 2006-07 | 2007-08 | 2008-09 |

Boys: 153473, 155932, 160011, 162507
Girls: 119257, 128066, 136924, 146205
Total: 272730, 283998, 296935, 308712

- In Upper Primary level, total no of SC student's enrolment is increased by 12.2% where as total no SC boys and SC Girls separately reveals increase of 8.1% and 16.8% respectively over the period.

- In respect of SC girls enrolment it is increased by 1.9% (from 46.8% to 48.7%) over the same period.

- ST student's enrolment is increased by 13.1% where as total no of ST Boys and ST Girls separately reveals increase of 5.8% and 22.5% respectively over the periods.

- In respect of total ST Girl's enrolment, it is increased of 3.6% (43.7% to 47.3%) over the periods 2005-06 to 2008-09.

It is evident that, enrolment of both SCs & STs are steadfastly increasing at the Upper primary level, and this increase is more prominent & sharp in case of SC and ST girls .So it can be said that the efforts of the nation as a whole and of SSA in particular have been able to move towards equity in respect of socially disadvantaged categories like the SCs & Sts and especially the girls of these categories.

❑ **Scenario of SC and ST Teachers:**

Level	Total Teacher			SC Teacher				ST Teacher			
	Male	Female	Total	Male	Female	Total	SC %	Male	Female	Total	ST %
Primary	117953	41998	159951	24377	5917	30294	18.94	5602	1864	7466	4.67
Upper Primary	60582	25906	86488	11073	4977	16050	18.56	2916	1145	4061	4.70

❑ **Activities under Innovation in different districts:**

➢ Remedial Coaching for SC / ST children in Birbhum, Murshidabad, Nadia, Siliguri and Uttar Dinajpur.

➢ Providing study materials like khata, pen, pencil etc. to the students belongs to SC & ST in Bankura.

➢ Educational tours for SC / ST children in Bankura & Hooghly.

➢ Vocational Training for Girls' students in Burdwan, Kolkata

➢ Orientation of Mothers, Female Panchayet Members and Anganwadi Workers on early detection of disability in Burdwan.

➢ Construction of Child Friendly Element in SC / ST dominated Primary schools in Paschim Medinipur.

➢ Providing Bi-cycles to Girls students and Musical Instruments in SC /ST dominated Upper Primary schools in Siliguri.

➢ A five days Educational Summer Camp was organized for SC / ST Girls' of classes VI, VII & VIII covering 33 Upper primary Schools in Uttar Dinajpur.

(iii) Universal Retention

(a) Retention rate at primary level and upper primary level: 93.15% & 93.42 % respectively.

(b) Repetition rate at primary and upper primary level: 8.24 % & 14.45 % respectively.

(c) Drop out rate at primary and upper primary level: 6.85 % & 6.58 % respectively.
Source: DISE 2008-09

(iv) Quality of Learning:-

The issue of learning achievement in quality education of the learners has assigned equal importance by the Govt. of West Bengal as the issue of access, enrolment and retention. Several attempts have been made to improve the quality of the teaching learning process, such as development and renewal of text books; teachers' training, academic resource support through SCERT, DIETs, CLRCs and CRCs; community participation and such other activities. We stress upon the need to make learning joyful, interesting and meaningful so that children develop a desire to go to school.

In order to make learning joyful CAL (Computer Aided Learning) programme has been introduced in selected Upper Primary Schools and BALA (Building As Learning Aid) as an innovative step to improve the learning environment to the learners. We have also developed performance standard of teacher educators and teachers through ADEPTS (Advancement of Educational Performance through Teacher Support) according to the

applicability in the State. We are encouraging the community to participate in various developmental activities.
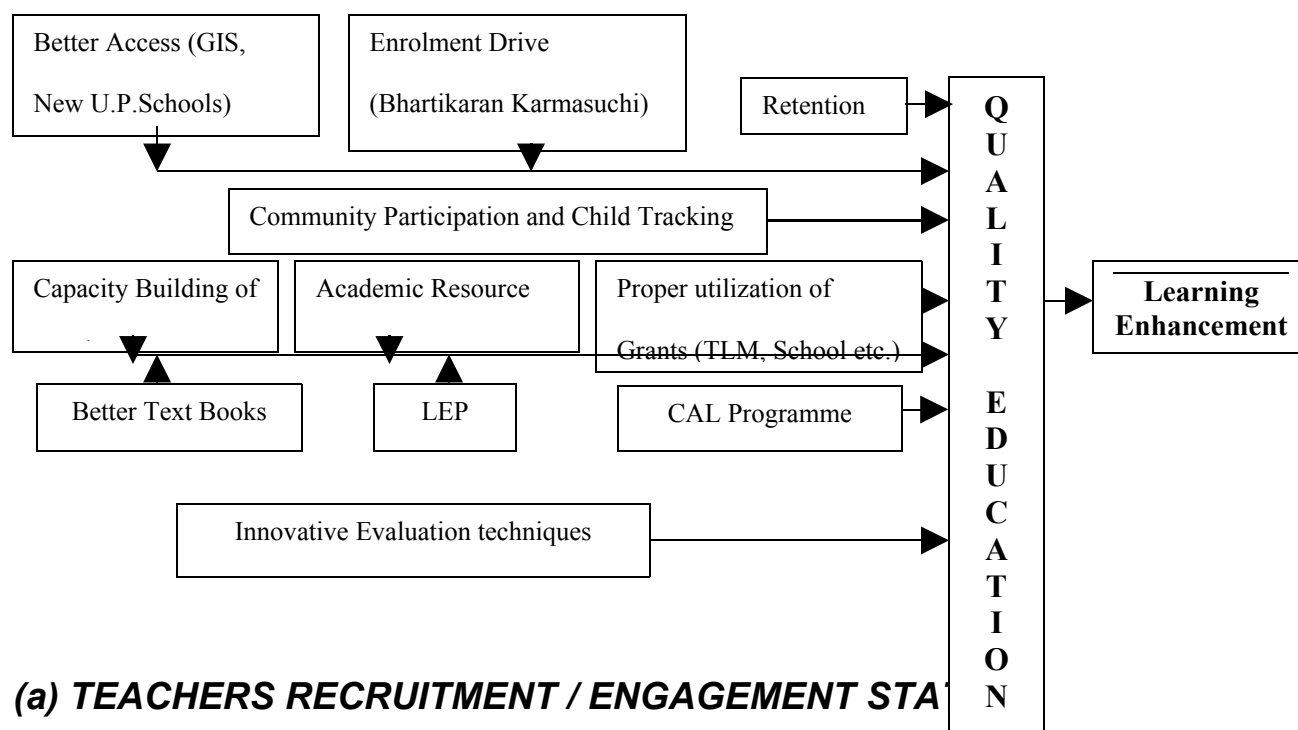
(a) TEACHERS RECRUITMENT / ENGAGEMENT STATUS

- The main role is played by the teachers in constructing an activity based classroom. The schools where PTRs were reasonable (1: 40), the teacher could give individual attention to the learning of each child and engage them in meaningful activities.
- To address this crucial issue, the following category of teachers was engaged under the financial assistance of SSA.

Status of Recruitment / Engagement				
Sl. No.	Category	Teachers Sanctioned	Recruited / Engaged	Progress in %
1	Primary Para Teacher	25,781	22,065	85.59
2	Upper Primary Para Teacher	37,010	32,717	88.40
3	Upper Primary Regular Teacher	14,201	10,914	76.85
5	Regular Teachers for Newly set up U. Pry. Schools	14,700	0	0.00
	Total	**91,692**	**65,696**	**71.65**

- The understanding and assumptions of the teachers' about the learning process appear to be the key to improvements in the classroom. The teachers should be made competent both in teaching academic subjects as well as in developing a balanced personality and positive outlook of the learners.

- Within work, the teachers have to acquaint with the latest pedagogical changes or to know the latest development or studies or researches in the fields of education, especially about the advancement in their subjects. For such qualitative improvements of the teachers, and, above all, to bring about an attitudinal change, the teachers require periodical trainings.

- In Teachers Training following initiatives had been undertaken -

  ➤ Development of Training modules in all interventions.

  ➤ Formation of competent Resource Persons.

  ➤ Proper implementation of cascade mode of training which is followed from the state level down to the CLRCs / URCs and CRCs.

  ➤ Preparation of Educational CDs, Module and Action Research Programme.

  ➤ DIETs are also utilized as Resource Centers for grass-root level Teachers' Training in few districts.

| 1 "**Group Activity in English Training at DIET, Murshidabad**" | 2. "**Group work on Activity based Science Teaching at Siliguri**" | 3. "**Activity based Group Learning by the Students**" |

- **Progress Overview For Teacher Training Under SSA –**

Type	Stage	In No. of Teachers			In No. of Trainee Days		
		Target	**Achievement**	**% of Ach.**	**Target**	**Achievement**	**% of Ach.**
17 Days Regular Teacher Training	Primary	152503	143345	**93.99**	2592551	1340607	**51.71**
	U. Primary	79620	60752	**76.30**	1353540	471336	**34.82**
	Total	**232123**	**204097**	**87.93**	**3946091**	**1811943**	**45.92**
17Days Para Teacher Training	Primary	20527	19797	**96.44**	348959	214424	**61.45**
	U. Primary	33825	28865	**85.34**	575025	249797	**43.44**
	Total	**54352**	**48662**	**89.53**	**923984**	**464221**	**50.24**

- **Focus areas of Training Modules (for Trainers and Teachers) developed in 2008-09:**
  - ➢ In Primary the subjects of trainings are – English (Primer I), SSUU, Teaching Maxims, TLM, Paribesh Parichiti and Reading.
  - ➢ In Upper Primary - Kajer Majhe Bigyan, Kajer Madhyame Ganit, Mathematics Laboratory, Extended Module for Quality Management and Quality Education for addressing the Head of Institutions (Revised), The Foundation Paper of Orientation programme for Quality Development of Teachers (specially for Newly Appointed Teachers), Physical Science, Life Science, History, Geography, Revised CCE and Grading
  - ➢ Both in Primary and Upper Primary - IED, Girls' Education, ADEPTS (Identified performance standard of teacher educators and teachers) and BALA [An innovative concept towards qualitative improvement in education through intervention in school building infrastructure and incorporates the ideas of activity based learning, child friendliness and inclusive education for children with special needs (CWSN)].

(c) SUPPORT IN CLASSROOM CONTEXT:

Text Books -

- ➢ The textbooks have always played an important role in determining the nature of classroom transaction. Necessary changes have brought about in the contents of textbooks with the change of time and thinking.
- ➢ State Govt. with the help of different Boards (WBBPE, WBBSE and WBBME) and Directorate of School Education has developed and revised the textbooks creating space for children, giving freedom to teachers to innovate and experiment.
- ➢ In Primary, free distribution of textbooks in different languages was extended to all school going children throughout the State of classes I to V from State exchequer.
- ➢ In Upper Primary, free textbooks grant had been provided to all children (**42,49,934** in number) of classes VI to VIII from SSA.
- ➢ In recognized Madrasah, at Primary the Govt. textbooks from State exchequer had been distributed like other Primary Schools. In Upper primary Madrasahs free textbooks grant had been provided to all children like other Upper Primary schools.

- **Outside the Text Books**
  - ❖ **Teaching Learning Materials** (TLMs): -
    - ➢ Though the textbooks still plays the key role, TLMs have been developed to supplement it. These can be used creatively for the learning process. TLMs are used as an effective tool by the teachers to handle the multigrade situation, wherein she/ he is engaged in managing more than one class.
    - ➢ Through extensive use of TLMs, teachers have felt the need to bring about changes in classroom organization also, particularly the concept of working in groups.
    - ➢ TLMs are organized in the form of a ladder, so that the children move from one level to another and they can learn on their own or in groups.
    - ➢ The grant of Rs.500/- per teacher per year from SSA has been a great help in developing TLMs. During 2008-09, all **2,86,475** teachers were provided teachers' grant for developing TLMs from SSA.

  - ❖ **Use of School and Maintenance Grants**: -
    - ➢ Activity corners – in one part of the room for display of TLMs or provision for proper storage of these materials is important.
    - ➢ Circles may be drawn in different parts of the classroom for different groups (Choto Dal) to sit on.
    - ➢ Provision of low blackboards for the children to work together and cheers up the classroom.
    - ➢ Floor mats may be arranged for the learners.
    - ➢ For above all issues both school and maintenance grants were used by the schools.
    - ➢ During 2008-09; **59,416** schools (Primary and upper primary) were covered both in school and maintenance grants under SSA.

  (d) **DISTRICT & SUB-DISTRICT LEVEL RESOURCE CENTRES & RESOURCES**:

- **Nature of academic support extended by DIETs -**
  - ➢ Resource Persons (RPs) orientation
  - ➢ Training and orientation for Head of Institutions
  - ➢ Preparation of RPs of ADEPTS (Advancement of Educational Performance through Teacher Support) at Nadia and Jalpaiguri

- Orientation of RPs of Teachers Training including IED and Girls Education at Hooghly
- Preparation of RPs on Maxims of Teaching at Hooghly.
- Preparation of Educational CDs, Module and Action Research Programme
- DIETs are also utilized as Resource Centers for grassroot level Teachers' Training in few districts

- **Nature of activities and academic contributions of CLRCs/ URCs -**
  - To extend the academic support to the Upper Primary Schools / Teachers in West Bengal we have Sub-Divisional Working Group at Sub-Divisional level. Under the supervision of Additional District Inspector (Assistant Inspector in absence of ADI) of Schools and few other eminent education professionals and overall Chairmanship of Sub-Divisional Officer (SDO).
  - This Sub-Divisional Working Group is functional and in close co-ordination with Circle Project Coordinator (CPC) of CLRC, this group is making a liaison with the help of engaged Shiksha Bandhus for Upper Primary Level.
  - Towards better academic input with the effective involvement of renound academic several modules have been developed and few are being developed to impart the present Pedagogical input towards the effective classroom transaction.
  - All academic activities i.e. to be inculcated on behalf of SSA is transmitted through Shiksha Bandhus. Shiksha Bandhus are close co-ordination with CRC co-ordinator and CLRC co-ordinator performs the pre schedule activities as to be completed earlier for immediate monitoring at grass root level for all intervention.

- **Nature of activities and academic contributions of CRCs –**
  - To extend the academic support to the Upper Primary Schools / Teachers in West Bengal we have Sub-Divisional Working Group at Sub-Divisional level. Under the supervision of Additional District Inspector (Assistant Inspector in absence of ADI) of Schools and few other eminent education professionals and overall Chairmanship of Sub-Divisional Officer (SDO).
  - This Sub-Divisional Working Group is functional and in close co-ordination with Circle Project Coordinator (CPC) of CLRC, this group is making a liaison with the help of engaged Shiksha Bandhus for Upper Primary Level.
  - CRC coordinator is the Head Master of the Institution where the CRC had been established. She / he is also looking after the academic aspect of Upper Primary Schools in association with Shiksha Bandhus.

- **Progress Overview For Engagement of Shiksha Bandhus Under SSA in 2008-09** -

Target	In Position	% of Achievement
5478	4025	73.48

(e) LEARNING ENHANCEMENT PROGRAMME (LEP):

- **Primary** - The State Project Office has decided to share the experience of "*Samanwita Sikhan Unnayane Uttaran"* programme to all the existing Primary Schools and Madrasahs in a large scale.

Coverage at a glance:

No. of Educational District	No. of Primary Schools (DISE 2008-09)	Enrolment in Primary Schools (DISE 2008-09)	No. of working Teachers in Primary Schools (DISE 2008-09)	No. of Para Teachers in Primary Schools (districts report)	No. of VRPs (districts report)
20	**49893**	**6537405**	**145164**	**22065**	**3000**

> ➢ The LEP programme aims to bring quality and equity in child's learning from the foundational stage of class-I. This is the outcome of several innovations within the classroom and also within the system under operation.
> ➢ The core strategy for this programme is empowerment and capacity building of the teachers to move away from the monologue style of imparting education prevalent in most Government schools and make them realize that all children can progress within a stipulated time, children learn among themselves and the role of a teacher had to be that of a facilitator.
> ➢ A few set of workbooks based on the existing textbooks and the curriculum of the WBBPE were developed to help the teachers in changing their classroom practices. Based on the competencies to be achieved by the children as per the textbooks, these learning tasks, as per the textbooks these learning tasks, as they were called, allowed the teacher the flexibility to match the current learning level and learning speed of the child with the final objectives of the worksheets were also used to help to develop a working approach of proper time management in the child and the teacher.
> ➢ The programme also envisaged an increased awareness in the community so it would make a greater demand for quality education. Another strategy of the programme is that a systematic and continuous profile of each child maintenance. Both the behavioral and academic achievements of the child are noted which helps the teachers in time of planning of remedial attention.
> ➢ Learning packages i.e. worksheets were provided to **41,73,723** learners from SSA.

- **Upper Primary** - Major initiatives under SSA to promote Science Education and Mathematics Education in West Bengal are as follows -
  > ➢ **In Science**: Workbooks / Worksheets – *Kajer Majhe Bigyan* (developed by SCERT) comprises of Kajer Pata / Work Leaf distributed to all children from Class VI to VIII.
  > ➢ A DVD has also developed explaining the concepts with demonstration.
  > ➢ Development of Educational CDs on Science subjects. Educational CDs material developed by CDAC in collaboration with SCERT.

- Workbooks / Worksheets were provided to **25,90,902** learners from SSA.
- **In Mathematics**: Workbooks / Worksheets – *Kajer Madhyame Ganit* (developed by SCERT) comprises of Kajer Pata/ Work Leaf distributed to all children from Class VI to VIII.
- In addition to that West Bengal Board of Secondary Education had worked out a plan to set up Mathematics Laboratory in every school.
- Workbooks / Worksheets were provided to **25,90,902** learners from SSA

(f) Teachers & Their Status

For quality inputs and the enhancement of the achievement level of the learners, teachers are having a critical role under SSA in continuing child centric, joyful, activity based classroom transaction along with the behavioral attitudes towards stakeholders, guardians, parents, community members and all eligible children. Therefore, the existing teachers strength and their status are the major focus of SSA for other on going activities related to UEE

District wise Trained , Untrained and Overall Teacher at Primary & Upper Primary Level																				
SI No	District	Trained									Un - Trained									
		Primary			Upper Primary			Overall			Primary			Upper Primary			Overall			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Bankura	6396	1517	7913	2238	663	2901	8634	2180	10814	518	236	754	523	165	688	1041	401	1442	
2	Burdwan	7039	2408	9447	3507	1587	5094	10546	3995	14541	2113	530	2643	1217	601	1818	3330	1131	4461	
3	Birbhum	6050	1391	7441	2261	665	2926	8311	2056	10367	0	0	0	0	0	0	0	0	0	
4	Dakshin Dinajpur	2301	673	2974	1099	293	1392	3400	966	4366	605	128	733	279	68	347	884	196	1080	
5	DGHC	1061	849	1910	444	270	714	1505	1119	2624	414	222	636	284	121	405	698	343	1041	
6	Howrah	2728	1930	4658	2026	1520	3546	4754	3450	8204	1713	672	2385	544	334	878	2257	1006	3263	
7	Hooghly	5243	2412	7655	2850	1527	4377	8093	3939	12032	1404	359	1763	527	381	908	1931	740	2671	
8	Jalpaiguri	3467	1562	5029	1418	798	2216	4885	2360	7245	1106	370	1476	569	320	889	1675	690	2365	
9	Koch Behar	4181	1132	5313	1738	615	2353	5919	1747	7666	230	55	285	161	72	233	391	127	518	
10	Kolkata	973	2410	3383	1745	2221	3966	2718	4631	7349	941	581	1522	333	317	650	1274	898	2172	
11	Malda	3223	650	3873	1426	365	1791	4649	1015	5664	1400	396	1796	512	127	639	1912	523	2435	
12	Murshidabad	5211	1496	6707	2700	641	3341	7911	2137	10048	2799	524	3323	920	212	1132	3719	736	4455	
13	Nadia	4508	2529	7037	2268	1305	3573	6776	3834	10610	858	103	961	537	326	863	1395	429	1824	
14	North 24 Pgs	3679	3117	6796	3921	2400	6321	7600	5517	13117	2785	1201	3986	803	572	1375	3588	1773	5361	
15	Paschim Mednipur	5916	1925	7841	3535	1109	4644	9451	3034	12485	3450	599	4049	904	556	1460	4354	1155	5509	
16	Purba Mednipur	4808	2476	7284	2700	1098	3798	7508	3574	11082	1568	326	1894	556	248	804	2124	574	2698	
17	Purulia	3073	849	3922	1702	421	2123	4775	1270	6045	1710	241	1951	491	151	642	2201	392	2593	
18	Siliguri	446	301	747	350	242	592	796	543	1339	298	134	432	137	71	208	435	205	640	
19	South 24 Pgs	3091	2205	5296	3348	1589	4937	6439	3794	10233	4746	924	5670	931	526	1457	5677	1450	7127	
20	Uttar Dinajpur	2102	704	2806	1333	413	1746	3435	1117	4552	1211	233	1444	538	205	743	1749	438	2187	
	Total	75496	32536	108032	42609	19742	62351	118105	52278	170383	29869	7834	37703	10766	5373	16139	40635	13207	53842	

A Teachers Training Workshop

Activity Based Classroom Transaction

Activity Based Teachers Training Workshop

(g) Distance Education Programme (DEP)

Sarva Shiksha Abhiyan (SSA) is a comprehensive effort of Govt of India with the objectives to universalize elementary education by improving human capabilities to all children through extending community owned quality education in a mission mode. It strives to secure the quality basic education for all children in the group of 6-14.It gives emphasis not only building capacity of individual &institutes at districts state & national levels, but also emphasises them to bring reforms to improve efficiency of the delivery system.

We have completed some activities in our state West Bengal in Distance Education Programme. Besides this we have also initiated some other activities mostly targeted to empower teacher, implementing various teaching / training materials etc.

At state project office one Distance Education Coordinators works as a link between the National Project team & the State Project Office. A state Resource Group (SRG) for DEP provides academic support in the formulation of proposal

Progress Overview of Distance Education Programme in 2008-09

SRG Meeting:

- A SRG Meeting was held at the Conference Hall of SPO, PBSSM on 13th August,'08. The meeting was chaired by SPD, PBSSM. Fifteen members were present including SRG members from WBBPE, WBBSE, SCERT, Regional Director, IGNOU, State Level Officials and Coordinators of different Cells. The objectives of the meeting were to :
    i)   Review the progress of Distance Education Activities by Programme Officer from DEP-SSA, IGNOU, New Delhi.
    ii)   Discuss varies interventions and implementation of Distance Education Activities.
    iii)   Initiate discussion on orientation programme of DRPs from 18(Eighteen) districts by DEP-SSA, IGNOU.
    iv)   Initiate discussion on a study on transition pattern of children from Upper Primary to Secondary level in collaboration with DEP-SSA, IGNOU.
    v)   SRG members shared their views on different activities of Distance Education Programme.

Dissemination of developed Materials:

- The developed Booklets, Posters and FLIP Books for all the four activities have been delivered to IGNOU in the form of CDs.

- The developed Booklet and a Poster for Gender related issues have been delivered to all the districts for printing and dissemination at the grass root level.

Training Module:

- DEP – SSA in collaboration with PBSSM developed to In-service Teacher's Training Module namely; 'In-service Teacher Education on Inclusive Education' and 'In-service Teacher Education on Girls Education'

- Translation of these modules into Bengali is under process with the help of DEP-SSA, IGNOU.

- Now these two modules will be incorporated in our 20 days In-service teachers' training programme at elementary level for 2009-10

Training:

- In associate with DEP-SSA IGNOU a Orientation of DRPs towards In-service Teachers Training Programme on IED and Gender issue has been completed in 2007-08 with the participants of Jalpaiguri & Coochbehar districts.

- A four days Orientation Programme from 23rd to 26th September '08 at DIET Hooghly (Two days on Inclusive Education and Two days on Gender Issues) has been completed.

- Orientation of 54 DRPs from 18 Districts has been completed. Oriented to each area for the effective use these modules during In-service Teachers Training Programme on 2008-09

- To orient the District Level Coordinators, Trainers and Master Trainers and varies aspects of the training modules 4 days orientation programme (2 days for IED and 2 days for Girls Education) was conducted at DIET, Hooghly. Programme Officer, from DEP-SSA, IGNOU attendance the 4 days orientation programme and Resource Person from NCERT, IGNOU, SCERT, Bhubaneshwar, Orrisa and State Level Coordinators of IED, Gender, DEC, PBSSM were present at that training.

Research and study:

- A study on transitions patterns of children from Upper Primary to Secondary Level is going on in collaboration with DEP-SSA, IGNOU by using distance mode.

- A pro forma for the collection of data on transition patterns was developed and supplied from DEP-SSA, IGNOU to all the districts of West Bengal.

Organizing National Level DEC Meeting:

- DEP-SSA, IGNOU was requested to host the National Level DEC Meeting at Kolkata.

- A National Level DEC Meeting was held on 12th & 13th December 2008 at ICMARD, Kolkata.

- Project Director of DEP-SSA, Programme Office of DEP-SSA and 13 DEC from different state and state level officials alongwith State Project Director and coordinator of PBSSM were present at that meeting.
- The objectives of this meeting were :
  i)   Review Distance Education Activities.
  ii)   Need based Planning and Designing of Interventions under DEC Unit for the capacity building of Teachers and functionaries.
  iii) Planning of activities for the financial year 2009-10 in AWP&B

Teleconference:

- Distance Education Mode through teleconference is being effectively utilized for each intervention under SSA.

Innovative Activities for quality improvement

(h) Computer Aided Learning

The Computer Aided Learning Programme under SSA is running in the selected Upper Primary Schools. The Status of the programme (2008-09) since inception is:

Total No of District Covered	Total No of Schools covered	Total No of Students covered	Total no of Teacher covered
20	429	299825	675

Other Interventions under SSA

(v) Research and Studies

The following Research Studies were under taken at State and District Level:

A). Studies completed during the year 2008-09 (State Level):-

1. To find out the Learning achievement of Students at Primary and upper Primary level vis-à-vis attendance of Teachers and students –a sample study.

<u>Coverage and sample size</u> :   18 Districts are selected for this study. From 18 Districts Kolkata is taken as Urban –1 area. In Kolkata 13 Primary schools & 3 Upper Primary schools are selected as sample schools. 20 Rural Blocks are selected from 17 remaining Districts, from which 13 Primary schools & 3 Upper primary Schools in each block are taken as sample schools .Fro Urban –2 (other then Kolkata) area 40 Primary & 13 Upper Primary schools are selected as sample schools. Stratified systematic sampling does whole sample procedure. The study will cover a total of 400 Primary and Upper Primary Schools.

SCERT is the selected agency for conducting the said study.

<u>Objectives :</u>

- To assess the number and percentage of teacher –days lost due to teachers remaining absent from school.

- To find out the average number of teachers present on a typical working day in relation to the number of teachers posted in school and number of teachers required according to the norms.

- To find out the difference between absence rate of male and female teachers, regular teachers and Para teachers, Primary and Upper primary stage teachers.

- To find out the reasons of absence of teachers from school.

- To find out the co-relation, if any between students' achievement and students' attendance / teachers' absence.

Major findings :-

- The two major strategies that are adopted in Primary schools when a is absent on a particular day are requesting another teacher to look after the class in addition to his/her own class (55%)and assignment of the class to same other teacher (35%) in that order of preference.

- In Upper primary, assignment of the class to some other teacher (75%) and requesting another teacher to look after the class in addition to his/her own class (22%) in that order of preference.

- In Rural Primary schools the percentage of teachers present on the days of visit, varies from 78% (second visit) to 85% (first visit). For Urban Primary schools the percentage of present teachers decreases over the three visits (83%, 82%, 78%)

- In Upper Primary Schools , the percentage rate of teachers on the days of visit in rural area (74%-77%) is higher than urban area (67% , 69%)

- Achievement of Class III students from rural areas is comparatively better in Language and Mathematics than that of students from urban areas

- Urban students of Class VIII have performed better in Language , mathematics , Science, and social science than students of same class from rural areas.

2. Elementary Education In West Bengal: Analytical Report, 2008

Coverage: All Primary and Upper Primary schools (From Class I to VIII) of all the 20 Districts in West Bengal covered under DISE.

Major Findings: This report present current status of Elementary Education into focus , including data on teachers in terms of their age, academic and professional qualifications, experience and type of in service training received by them. It also incorporate data on children with disabilities, examination result, medium of instruction ,students , flow including transition and retention rates , utilization of school development and TLM grants in West Bengal based on DISE 2007.

3. Transition Pattern of Children from Upper Primary level to Secondary Level

Coverage : The sample of the study constitute 10 Blocks from each district of West Bengal (20districts x10 Blocks =200 Blocks) .From each block , 2 schools will be selected as sample school (200Blocks x 2 schools = 400 schools)

Objectives :   The objectives of the study have been formulated as follows :-

- The transition rate of children from Upper Primary to Secondary level

- The transition rate of children from Upper Primary to Secondary level with regard to gender, location, cast and other different factors.

- Compare the transition rate of Children from Upper Primary to Secondary level with regard to gender, location cast and other different factors.

- Develop the strategic intervention for improving the transition pattern of children from Upper Primary to Secondary level and improving quality of education at Elementary level.

Major Findings : This study report presents a scenario of Promotion rate of Student

B). Studies Completed during the year 2008-09 (District level)

1. Impact Study of Mid –Day meal scheme at Primary schools in the district of North 24pgs.

Coverage: The Study is undertaken by the DIET, Banipur on the basis of the sample of 210 Primary Schools selected by SSM. Covered 65.24% schools of Rural & 34.76% schools of urban area.

Major Findings :

- Mid day meal is in operation in 192 (93.33%) & 18 (3.33%) schools .It was started in 2003, 2004, 2005 & 2006 among 8.10%, 43.33%, 27.14% & 7.62 % of schools successively.

- Separate kitchen exist in 83.81% of schools amongst which in 40.95% cases it is located near the classroom. In case of 59.52% & 20.95% of schools 30-40minutes and 41-50 minutes are spent respectively. And in 32.38% of schools classroom is used for taking mid day meal.

- A good hygiene practice is developed as 94.29% of Head Teachers informed that students washed their hands before taking Midday meal.

- 21.90% Students do not take this meal due to poor quality of rice, respective menu or of good economic condition of their families.

- Students attendance in school daily is 97.24%

- 93.16% of students attend & continue classes and 5.20% not attend classes after taking the mid day meal.

2. Educational condition of the Minority Girls' students at Burdwan District.

Coverage: A random sample survey has been taken at least hundred Primary and Upper primary schools in the District. This selection is stratified into several blocks according to the predominance of minority community identified in macro level.

Major Findings :

   a) **Familial background of the minority girl students**: -

- The average gender ratio of the district is 1060. It is highest in urban area 1137. The child gender ratio of the district is1366.

- Overall family literacy rate is 73.66% in the district and it is highest in Burdwan Rural area i.e. 76.44%

   b) **Performance of the minority girls in the schools; -**

- Average retention rate in the district is 73%. It is highest in the rural area (81%) than urban (66%) .

- According to the minority girls' last examination result (grade) is 51.44%students are 'Best' performer and only 20.78% are 'Poor' performer. Performances of the urban students (53.49%) are slightly better than rural students (49.28%).

   c) **Minority Girls' personal view about the school education system**:

- 86.20% of girls students having private tutor in the district .The rate is higher in urban area than rural.

- 56.56% minority girl students prefer Mother tongue than other subject.

- 87.01%family's attitude is positive to send their girl child to school .9.79% families have negative attitude to send their girl child to school

- The rate of regularity of Minority girls at school is 80.97%

- More then 75% students said that the teacher's cooperation is good .

- Overall 94.93% minority girl child in the District wish to continue their education.

3. A Study on impact of Additional classroom in selected Primary and Upper Primary schools in Kolkata District.

Coverage : More than 811 schools between 2002-06 were supported with the ACR grant in response to the need of accommodating more children in the schools. 17.74% of all the sampled schools the same infrastructure (school buildings) is being used by two different schools(Primary &Upper Primary) with 12.90% upper primary schools and 4.84% primary schools .

Major Findings :

- 61 Upper Primary (49.19%) schools and 47 primary schools (37.9%) have received one ACR grants at a time which totals up to 87% of the schools who have received one additional classroom at a time. 12.10% of the schools have been provided two ACRs considering the enrollment , area and scope of more enrollments. Together 3 ACR has also been sanctioned.

- The increase in the percentage of class rooms has been mostly in the primary schools with an increase of 35.34% and 33.76% consecutively in the year 2003-04 and 2004-05 . Upper Primary schools were already in a better situation than the primary schools.

- Student classroom ratio has balanced out over the years since 2002-03to 2006-07with average 62.16 to 38.58 children in a class in the primary schools and from 29.50 to 24.37 children in upper primary schools.

- In Upper Primary schools the enrollment has increased marginally from 328.49 to 395.84 average children and therefore SCR also improves little with 29.50 to 24.37 averages per schools.

  C. Studies in progress (State Level)

- Study on School Efficiency: Cohort Study 2008 at Primary level

(vi) Programme Implementation

Media and Documentation

The state unit is utilized for supervision and monitoring the SSA activities in different districts through documentation of success stories on different interventions like Civil Works, Girls Education, and

Education for Children with special needs, the activities like class room transaction under Sammanwita Shikhan Unnayan Uttaran Programme (SSUU).

SPO, PBSSM arranged a stall last year in Vidyasagar Mela, the fair organized by Bangiya Shaksharata Prasar Samity for wide campaigning on SSA and literacy amongst the people at grass root level.

This year it has been decided to propagate the messages of SSA through effective use of electronic media of AIR and Doordarsan. In addition to wide campaigning through electronic media, message of SSA particularly on the issues of universal access and enrolment have already been released in leading Kolkata based daily meanly The Ananda Bazar Patrika and The Ganashakti. Tele conferencing between the concerned personnel of SSA and different stake holders at different level by hiring different channels of AIR and Doordarsan was another device for exchange of information etc.

A number of books and booklets on the success of SSA activities throughout the state along with good practices were published from State & District level to disseminate message of SSA among the communities / teachers and stake holders.

The Annual Report on SSA for 2007-08 has already published.

Management Information System (MIS)

District Information System for Education (DISE)

- The EMIS Data (DISE) for 2008-09 were collected from the districts covering all primary & upper primary schools, private schools up to XII th standard and updated through 5% sample checking for ensuring the quality of the DISE data base. The said database for 2008-09 was shared with MHRD, GoI and others.

- A ranking system has been introduced on the basis of Educational Development Index (EDI) relating to the components like access, infrastructure, teacher and outcome for all educational districts in order to assess the needs and requirements, strengths and weaknesses of the concerned districts.

- EDI presentation developed by MIS cell shared with the School Education department & Block level to assist with the future plan.

Training

- Computer training of District MIS personnel on Oracle database administration to strengthen the MIS reporting system at the district level.

- Regular training of MIS personnel on latest technologies and IT practices, in order to cope-up with increasing demand of managerial information in terms of volume and quality.

GIS Mapping

- An initiative had been made for the plotting of village level primary, upper primary, SSK, MSK geographically in map. Software named Decentralized School Information Management System (DSIMS) through Riddhi Management Software had been developed. Required technical support has been given from MIS for the development of the GIS map.

Website, SSA West Bengal

- The official website of SSA, West Bengal (www.wb.ssa.nic.in) was launched on 07.09.2006. The site is being continually updated for the purpose of interaction with the districts. Different software update had been uploaded after any modification of the software.

Development and Modification of Software

- Development and regular updation of need based software viz. Transition, Out of School Children (Bhartikaran), Cohort (for upper primary) is regularly going on based on the feedback from the districts.

Other Activities

- Analysis of data from different angle was performed at SPO on key indicators like enrollment, teacher, repeater, dropout school infrastructure (e.g. building status, drinking water, classroom area etc.) and the report was shared at various level of educational hierarchy.

  MIS cell extended continuous uninterrupted support towards implementation and maintenance of DISE database and other database at district level and also offered support for installation and implementation of the software developed at state level.

Supervision and Monitoring Set up for Elementary Education in West Bengal

The apex body in the organizational set-up is the School Education Department. This is the principal policy-making body and by virtue of having authority over all the arrangements and institutions (related to school education) it coordinates all developmental efforts in school education.

At state level, the nodal body for carrying out and implementing the policies / the activities related to School Education is the Directorate of School Education under School Education Department in collaboration with autonomous bodies like WBBPE, WBBSE,WBBME & SCERT.

For SSA, West Bengal the entire responsibility is entrusted on the institution Paschim Banga Sarva Shiksha Mission under the supervision of Hon'ble Chief Minister to Government of West Bengal as Chairman General Council, PBSSM and Chief Secretary to the Government of West Bengal as Chairman Executive Committee, PBSSM and other office bearers.

Organizational Arrangement at the District Level:

At district level, the pivotal role for implementing and carrying out the policies / activities is being played by the offices of District Inspector of Schools (Pry) and District Inspector of Schools (Sec) of the

concerned districts in collaboration with autonomous bodies like DPSCs and other local administration like Zilla Parishad / Municipalities etc.

For implementation of Sarva Shiksha Abhijan at district level there is an additional set up in the name of District Project Office of Sarva Shiksha Mission of the concerned districts under the direct supervision of Zilla Sabhadhipati as Chairman SSM, District Magistrate as District Project Director, SSM of the concerned districts in their ex-officio capacities and other office bearers.

There are two institutional set up – sub-divisional working group at sub-divisional level and Circle Resource Centre (CLRC) at circle level for looking after the upper primary education sector and primary education sector under SSA in their concerned jurisdiction.

Organizational Arrangements at the sub-district level:

At the sub-district level, Circle Resource Centre (CLRC) has been functioning as the model implementation agency since inception. Another new arrangement has come up at the GP level. One Cluster Resource Center (CRC) is formed for every 10 to 15 schools and is set up in one of the Primary or Upper Primary Schools situated in the GP. Each CLRC has the Sub Inspector of Schools (SI/s), Primary as the Circle Project Coordinator and it has 2 Resource Teachers (Shiksha Bandhu) to assist the Circle Project Coordinator in Academic, Supervision and Monitoring aspects. Each Cluster Resource Center has one Coordinator and one Resource Teacher (Shiksha Bandhu) for coordinating the activities of the school within the concerned CRC. Apart from CLRC & CRC there is sub divisional working group which is looking after the activities of upper primary education sector.

Organization Arrangement at the School Level:

Since the beginning of SSA, VECs/WECs have been formed and members have been trained for the active involvement in the activities of primary education and schooling in the vicinity. VECs are almost coterminous with the areas of Gram Sansad and WECs coterminous with the Municipal Ward constituting Politico-Administrative constituencies for the village/urban areas respectively.

During 2008-09, another School Level Monitoring Committee has been set up for each school particularly for civil works and other activities under SSA. Apart from those activities the monthly review meeting at state , district and sub district level followed by intervention wise review meeting are the key arrangements for the monitoring and assessment of the progress on SSA intervention at regular interval. Field level supervision and monitoring is regularly organized by the state, district and sub district level personnel along with the information taken from other available sources.

Software devices have been developed at state MIS cell to monitor the activities of SSA. In some cases the available software (for example tally software) has also been utilized for physical and financial progress , the status of advance and etc.

Third Party has also been carried out for civil work under SSA particularly for assessment of quality construction etc.

Statutory audit has also been carried out at all levels of the state to assess the physical & financial performance of SSA.

Supervision and Monitoring Set-up under Directorate of School Education
(Primary & Secondary)

Sl No	District	District Inspectorate of Primary Education				District Inspectorate of Secondary Education			
		DI/S	ADI/S	AI/S	SI/S	DI/S	ADI/S	AI/S	SI/S
1	Bankura	1	1	7	46	1	1	16	10
2	Barrackpore	0	0	0	0	1	0	12	8
3	Birbhum	1	0	6	33	1	1	15	11
4	Burdwan	1	1	8	60	1	4	23	19
5	Kolkata	1	1	4	19	1	1	19	14
6	Cooch Behar	1	1	6	27	1	0	13	17
7	Dakshin Dinajpur	1	1	4	18	1	0	8	7
8	Darjeeling (Hill)	1	0	4	12	1	0	6	10
9	Hooghly	1	1	7	47	1	4	19	15
10	Howrah	1	1	6	35	1	2	16	9
11	Jalpaiguri	1	1	6	31	1	1	10	10
12	Malda	1	0	6	32	1	0	8	6
13	Paschim Mednipur	1	1	8	71	1	4	29	19
14	Murshidabad	1	1	6	42	1	2	17	16
15	Nadia	1	1	6	38	1	2	15	13
16	North 24 Pgs	1	1	5	58	1	2	18	11
17	Purulia	1	0	7	46	1	0	9	5
18	Siliguri	1	0	3	7	1	0	3	4
19	South 24 Pgs	1	1	4	57	1	2	25	15
20	Purba Mednipur	1	1	0	46	1	2	10	3
21	Uttar Dinajpur	1	1	3	17	1	1	5	8
	Total	20	15	106	742	21	29	296	230

NB: - Apart from district level and sub district level inspectors , there is a number of Inspectorate staff at State head quarter under the control of Director of School Education , Govt of West Bengal.

(vii) Extract from Aide Memoire of 9th Joint Review Mission of SSA held during 18th January – 24th January, 2009

Overview and key issues: -
- The members of 9th JRM of SSA observed that West Bengal continues to exhibit steady progress in achieving universal primary education, equity retention and quality education in SSA implementation. Since the 7th JRM (Jan, 2008), there have been significant improvements in enrolments, completion of civil works, interventions on equity and initiatives on quality.

Goal 1: All children in school

- The State has made commendable progress in reducing OOSC during the last 12 months. OOSC have reduced from 12,92,735 (Dec , 2006) to 4,56,215 (Mar , 2008) . The State no longer has any district where OOSC exceed 50,000.
- At primary level, GER is 116.56% and NER is 98.53%. NER for upper primary at 77.52% represents remarkable improvement over earlier years.

Goal 2: Bridging gender and social gaps

- The State has consistently scored high on gender parity. Girls are 49.623% at PS and 50.2% at UPS. In recognized Madrasasa (506 in number) girls make up for 67% of students.
- Identification of CWSNs has been carried out by all districts and centers have been set up at district and sub district levels. Parents of CWSN expressed their happiness with the efforts made and the progress made by their children.

Goal 3: All children retained in elementary education

- Retention rates at primary level are 91.44%. The Transition rates from primary to upper primary are currently at 92.06%.

Goal 4: Education of satisfactory quality

- The WBBPE and the WBBSE have been engaged in an ongoing exercise of curriculum revision. Activity based learning textbooks and LEP are being progressively introduced at primary level. Text books for all are being distributed in time in early May.
- VECs / PRIs / SMCs are provided training under SSA. The Mission members noticed that the primary role of the members of VECs / PRIs / SMCs are in terms of civil works, mobilizing children, beautification of the school and so on.

Financial Management and Procurement

- The Mission members noticed that the accounting at district offices is on double entry systems and is manual. The SPO has decided to roll out Tally software for Financial Accounting System.

Conclusion

- The Mission Members noticed that the progress of SSA in West Bengal has been steady.

(viii) Audited Annual Accounts for SSA, DPEP, NPEGEL & KGBV, 2008-09