



सत्यमेव जयते

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# **Annual Report 2007–2008**

Department of School Education  
Government of West Bengal  
Bikash Bhawan, Bidhan Nagar  
Kolkata – 700 091

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## Partha De

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Dated, Kolkata, 5th February, 2009

### FOREWORD

*I am happy that the Annual Report of the Department of School Education for 2007-2008 is being published. The Department of School Education has undertaken the task of Universalisation of Elementary Education and is getting ready to reach out to Universalisation of Secondary Education. We are happy to reduce the out of school children in Upper Primary level. We have been successful in bringing almost all children to Primary School through effective mobilisation by the Village/Ward Education Committee and participation of mothers in particular.*

*Besides reduction in the number of Out of School Children and Drop Out rates at the Primary level, increase in the capacities including improved access to Elementary Education could be seen around the State. Steps have also been initiated for a significant expansion at the Secondary and Higher Secondary level. About 3800 new set up Upper Primary Schools are coming up to cater to the needs of these huge number of students. Both Pre-service & In-service Training of Inspecting Officers/Teachers at different level were scaled up for qualitative improvement at every level of School Education.*

*The activities map of all sectors of this Department have been incorporated in this current issue of the Annual Report. No area will be left out without a Primary, Upper Primary, High or Higher Secondary School as the case may be, and subjects taught will be equitably distributed in all the C. D. Blocks.*

*Special drives are on to encourage Girls' Education, Education of the Minority, S.C., S.T. and O.B.C. youth. Children with Special needs will be provided with quality Education. New and effective approach to English and Mathematics teaching is taken up. First Language will be subsequently taken up.*

*School Education Department has proposed to evaluate their work within the Class-room to the top most level and so tries to reorient the entire human resource.*

*I hope this Annual Report will be utilized by all concerned in Management of education and they will find this Report useful. Their suggestions and comments will also help us for further improvement of the report in future.*

*I convey my thankfulness to those who prepared this report and now publish the same in an appropriate manner.*

Partha Dey  
Minister-in-Charge





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**Dr. N. Chatterjee, Ias**  
**Principal Secretary**

***Dated, Kolkata the 20<sup>th</sup> January, 2009.***

*The 12<sup>th</sup> issue of the Annual Report of the School Education Department is being published for the year 2007-08.*

*The main objectives of this Department are to enroll all children in schools by reducing out of school children, mainstream dropped-out-children in formal education, to converge all alternative systems of Education with the formal system and above all, to provide quality education.*

*This is to place on record sincere gratitude to the Minister-in-Charge, School Education for his advice and guidance towards enrichment of this document. Special appreciation is recorded towards all colleagues of this Department especially the Director of School Education and his colleagues, State Project Director of Paschim Banga Sarba Shiksha Mission and his colleagues, Chairperson, West Bengal Central School Service Commission, the President of the Boards and Councils and Rabindra Mukta Vidyalaya, the Director, State council of Education Research & Training. West Bengal and all others involved in preparing this document.*

*Constructive suggestions and comments in this regard will be greatly appreciated.*

**Principal Secretary**



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## **FOREWORD**

It gives me immense pleasure to see the Annual Report of School education Deptt. for the academic year 2007-2008 is being published. We have tried our best to update and enrich this 12th issue of the Annual Report significantly. Most of the activities of all sectors under the aegis of this Deptt. probably have been highlighted in this Report.

The area of universalisation of Elementary education has been broadly emphasised and the various interventions of "Sarba Siksha Mission" have been ventilated in the report. Besides this, necessary statistical Study & Research Reports, Projected Population of the state, examination Results in detail etc. have also been incorporated in this volume which may be helpful to the Educational Administrator, Educational Planner, Research worker, Educational Managers at different level etc. in the field of school education.

Yet I do believe that there may be some gaps and lacunae in the publication. We also invite constructive criticism from the readers, users of this volume in regard to desired improvement in the next issue of this report. Their feedback and valuable suggestion will help us to make it more comprehensive in the years to come.

I am really grateful to our Honourable Minister-in-charge, school Edn. Prof. Partha Dey and Dr. Nandita Chatterjee, the Principal Secretary, school edn. Deptt. for their continuous advice, guidance in preparation of the report towards publication of this report.

*D. Mukherjee)*  
*Director of School Education &*  
*Ex-officio Joint Secretary,*  
*Deptt. of School Education West Bengal.*





सत्यमेव जयते

## THE CONSTITUTION OF INDIA

### Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN, SOCIALIST, SECULAR, DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;

LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ;

and to promote among them all—

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUTION ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

## ভারতীয় সংবিধান

### প্রস্তাবনা

“আমরা, ভারতের জনগণ, ভারতকে সার্বভৌম, সমাজতান্ত্রিক, ধর্মনিরপেক্ষ, গণতান্ত্রিক, সাধারণতন্ত্র রূপে গড়ে তুলতে এবং তার সকল নাগরিকই যাতে সামাজিক, অর্থনৈতিক ও রাজনৈতিক, ন্যায়বিচার, চিন্তা, মতপ্রকাশ, বিশ্বাস, ধর্ম এবং উপাসনার স্বাধীনতা, সামাজিক প্রতিষ্ঠা অর্জন ও সুযোগের সমতা প্রতিষ্ঠা এবং তাদের সকলের মধ্যে ব্যক্তির মর্যাদা এবং জাতীয় ঐক্য ও সংহতি সুনিশ্চিতকরণের মাধ্যমে তাদের মধ্যে যাতে ভ্রাতৃত্বের ভাব গড়ে ওঠে তার জন্য সত্যনিষ্ঠার সঙ্গে শপথ গ্রহণ করে, আমাদের গণ-পরিষদে আজ, ১৯৪৯ সালের ২৬শে নভেম্বর, এতদ্বারা এই সংবিধান গ্রহণ, বিধিবদ্ধ এবং নিজেদের অর্পণ করছি।”



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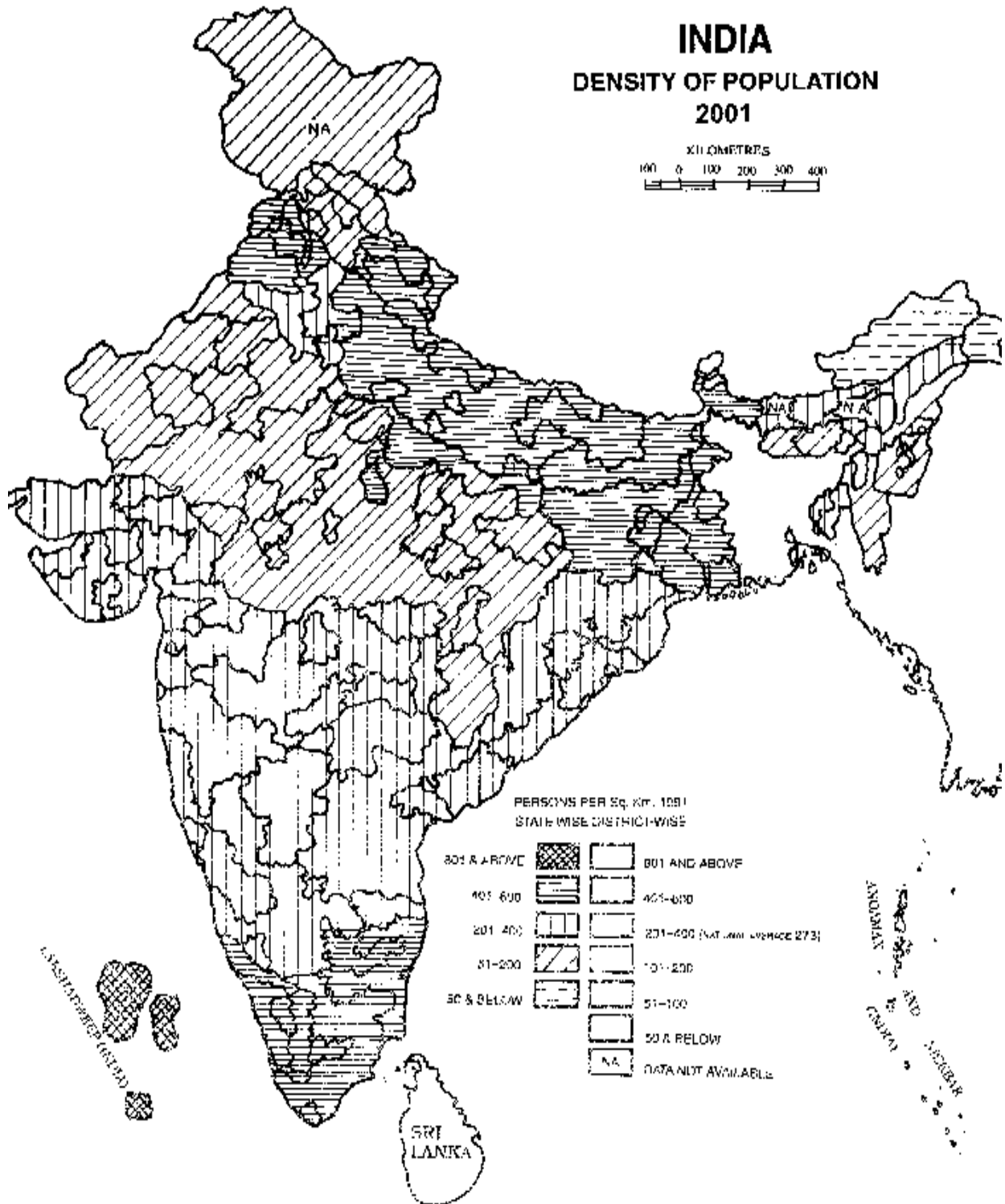
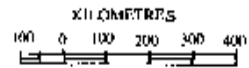
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*“The secret of religion  
lies not in theories  
but in Practice.  
To be good and to do good –  
that is the  
whole of religion”*

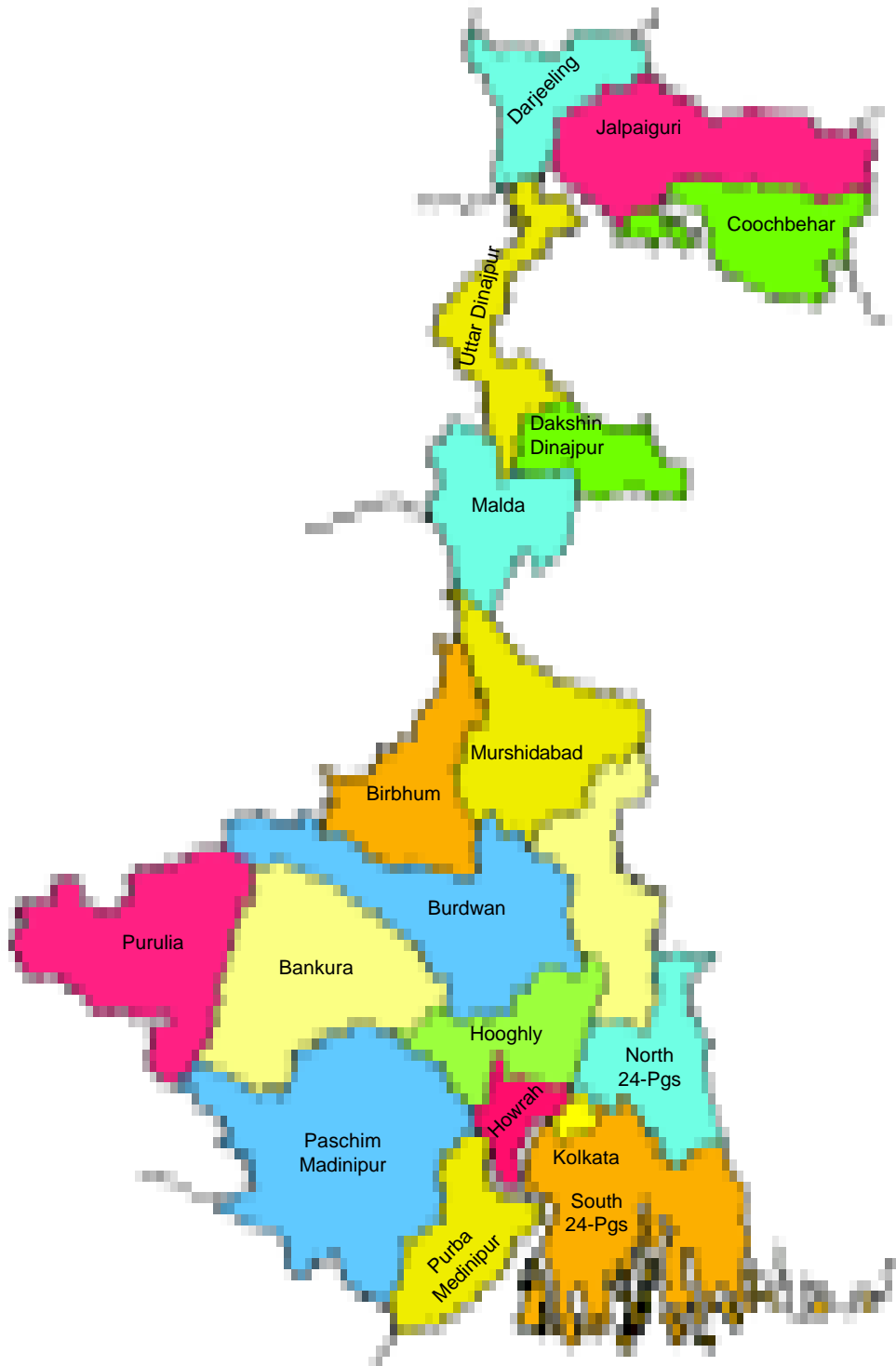
*– Swami Vivekananda*

# India Density of Population Map

## INDIA DENSITY OF POPULATION 2001



## Map of West Bengal Showing The Districts



## CHAPTER - I

### Demographic Profile of West Bengal

*West Bengal is the most densely populated State in the country.*

A fundamental feature of West Bengal is the very high population density, which is nearly 3 times that of the Indian average. There has been a great concentration of population over the centuries in the alluvial lands of the Gangetic plains of West Bengal. Historical and socio-economic factors have determined the present very high density of population in the State. Apart from the internal migration from the neighbouring States such as Bihar, Orissa and Uttar Pradesh to Kolkata, Haora and other industrial areas of the State, partition led to an almost continuous stream of migrants into the State from across the Indo-Bangladesh borders. The phenomenal growth of population in some of the Northern districts such as Koch Behar and West Dinajpur and also in the Southern districts of Nadia and 24 Parganas in the first forty years after Independence gives an indication of the enormity of migration. The density of population consequently increased sharply in a number of areas of the State. With a population density of 904 persons per sq. km. in 2001, West Bengal is currently the most densely populated State in the country.

Greater population pressure inevitably puts more pressure on basic infrastructure as well as on the provision of health and education services. The extremely high population density obviously affects per capita resource allocation, so whatever West Bengal has achieved has been in spite of this critical negative factor of having the highest population density in the entire nation. The variation across districts in this regard also needs to be borne in mind when considering inter-district differences in human development indicators.

**Table 1.1 Districtwise population density (persons per square km)**

	1991	2001	Annual population growth rate 1991-2001, per cent
Darjeeling	413	510	2.4
Jalpaiguri	450	547	2.2
Cooch Behar	641	732	1.4
Uttar Dinajpur	604	778	2.2
Dakshin Dinajpur	555	677	2.9
Malda	706	881	2.5
Murshidabad	890	1101	2.4
Birbhum	562	663	1.8
Bardhaman	861	985	1.4
Nadia	981	1172	2.0
Kolkata	23783	24760	0.4
North 24 Parganas	1779	2181	2.3
Hugli	1383	1601	1.6
Bankura	408	464	1.4
Purulia	355	405	1.4
Medinipur	592	685	1.6
Haora	2542	2913	1.5
South 24 Parganas	574	694	2.1
<b>West Bengal</b>	<b>767</b>	<b>904</b>	<b>1.8</b>

Source : Guha Roy (2003) using Census of India.



As Table 1.1 indicates, there is substantial variation across districts even with respect to density of population, even if we exclude those districts which are dominantly urban (Kolkata) and suburban (Haora). Nor is there any clear pattern with respect to growth of population.

*Birth and death rates have declined more quickly in West Bengal than in India as a whole.*

Contrary to some popular perceptions, it is not very likely that recent increases in population density have resulted dominantly from im-migrations from neighbouring countries. Out of the nineteen districts (Medinipur has recently been bifurcated) of the State, nine have international borders with Bangladesh. Two such districts— Jalpaiguri and Koch Bihar— show uniformly declining rate of growth over the decades from 1961-71 to 1991-2001. Nadia another border district, also experienced a sharp decline in growth rate from 3.3 per cent in 1971-81 to only 2.0 per cent in 1991-2001. In the cases of 24 Parganas and Dinajpur, the increase in growth rates from 1971-81 to 1981-91 was followed by a sharp decline in 1991-2001. The other two border districts Malda and Murshidabad contributed a tittle over 12 per cent to the decadal (1981-91) growth of population of West Bengal.

All the border districts together account for 44.5 per cent of the 13.4 million population that were added to 1981 census aggregate to make the State population size stands at 68 million in 1991. On consideration of the contribution of natural growth (that is, excess of births over deaths), which is not insignificant, a major concentration of recent migrants in the border districts does not seem to have occurred. Non-border districts accounted for 55.5 per cent of the total population growth of West Bengal in 1981-91. Given the moderate levels of vital rates, this implies that the reported increase in immigration over the decade was not confined to a few border districts, but has possibly undergone a spatial diffusion to other parts of the State.

West Bengal has been successful in bringing down both birth rates and death rates, with one of the most rapid decline in birth rate in India. As Table 1.2 indicates, the decline in the birth rate has been nearly double that of the all-India average over the period 1991-2001, while the decline in the death rate has been one and a half times that of the national average. Infant mortality had also declined at a marginally more rapid rate than all of India.

**Table 1.2 Vital Rates of India and West Bengal (per thousand)**

Year	Birth Rate		Death Rate		Infant Mortality Rate	
	India	West Bengal	India	West Bengal	India	West Bengal
1990	30.20	28.2	9.7	8.4	80	63
1996	27.5	22.8	9.0	7.8	72	55
2000	25.8	20.7	8.5	7.0	68	51
2001	25.4	20.5	8.4	6.8	66	51

Source : Sample Registration System, Register General of India.

Life expectancy in West Bengal is well above the national average, and the State in one of the better performing State in this regard, even in terms of increases overtime. However, there are certain districts with life expectancy well below average, which require special attention, such as Malda, Koch Behar, Birbhum and Murshidabad, all of which have average life expectancy of below 60 years.

**Table 1.3 Life expectancy at birth (estimated for 2001)**

	Female	Male		Female	Male
Darjeeling	71	67	North 24 Parganas	71	66
Jalpaiguri	63	61	Hugli	73	69

	Female	Male		Female	Male
Cooch Behar	57	53	Bankura	68	62
Dinajpur	63	61	Purulia	63	60
Malda	55	54	Medinipur	67	65
Murshidabad	60	58	Haora	73	70
Birbhum	58	56	South 24 Pgs.	70	65
Bardhaman	71	68			
Nadia	65	63	<b>West Bengal</b>	<b>69</b>	<b>65</b>
Kolkata	75	74	<b>India</b>	<b>65</b>	<b>64</b>

Source : Guha Roy (2003)

**Table 1.4 Sex Ratios by district**

	1991	2001	Per cent change
Darjeeling	914	943	3.2
Jalpaiguri	927	941	1.5
Cooch Behar	935	949	1.5
Uttar Dinajpur	921	937	1.7
Dakshin Dinajpur	944	950	0.6
Malda	938	948	1.1
Murshidabad	943	952	0.9
Birbhum	946	949	0.3
Bardhaman	899	921	1.4
Nadia	936	947	1.2
Kolkata	799	828	3.6
North 24 Parganas	907	927	2.2
Hugli	917	947	3.3
Bankura	951	953	0.2
Purulia	947	953	0.6
Medinipur	944	955	1.2
Haora	881	906	2.8
South 24 Parganas	929	928	1
<b>West Bengal</b>	<b>917</b>	<b>934</b>	<b>1.8</b>
<b>India</b>	<b>927</b>	<b>933</b>	<b>0.6</b>

Source : Census of India, 2001.

Sex ratios shown faster improvement in West Bengal than in most other States.

The sex ratio in West Bengal has historically been worse for women than the national average, but it has shown greater improvement in the recent period, so that it is now just above the national average. Further, the sex ratio for the age group 0-6 years, which has recently shown rapid deterioration at the all-India level, does not indicate such a decline in West Bengal, where it was 963 in 2001 compared to 927 for all India. This is higher than the sex ratio for all age-groups, which is a very positive sign.

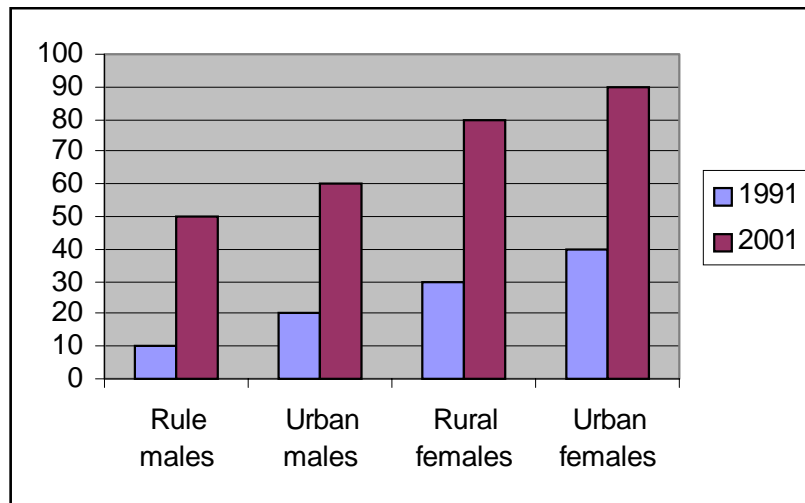
## Literacy and Education

This Chapter will examine the important features of the State with respect to literacy and primary education. While higher education, including scientific education and technical training, is obviously of great significance, this will not be covered in this report, although subsequent reports may take this up in more detail. The literacy rate is generally considered as one of the important indicators of the development of a population, and the educational level of a population is seen as an important determinant of its quality of life. In addition, of course, education interacts with other human development variables in crucial ways. For example, universal education and special attention to the education of women are critical in improving the health practices of a community. Universal education is also likely to be necessary for meaningful and effective decentralisation, especially in the coming phase when panchayats are being given greater responsibility for a very wide range of activities.

The literacy rate in West Bengal has always been higher than the all-india average, and West Bengal ranks sixth among the major States in this regard. But until the last decade, the improvement in literacy has been relatively slow in the State, especially for women. However, in the past decade, the State Government has been making concentrated efforts through various special schemes such as 'total literacy campaigns', 'non formal education', etc. apart from formal schooling for children to achieve the goal of education for all' as soon as possible. As a result, according to the Census, the literacy rate in West Bengal has increased from 48.6 per cent in 1981 to 57.7 per cent in 1991 and 69.2 per cent in 2001. While rural literacy is predictably lower than urban areas, it has improved more rapidly in the recent past. Furthermore, as can be seen from *Figure 7.1*, while literacy among rural females is still low compared to other groups, it has increased most rapidly in the recent past, going up nearly 16 percentage points in the last decade.

**Figure : 7.1**

**Change in Literacy in West Bengal**



### Some pockets of illiteracy required special attention

It is encouraging that the largest improvements in literacy in the past decade have been in some of what were the most "backward" districts and especially among females. Table 7.1 provides evidence of the changing profile of literacy rates across districts, according to the Census. Increases in the female literacy rate have been in excess of 20 percentage points in Dakshin Dinajpur and Koch Behar, and more than 15 percentage points in Jalpaiguri, Murshidabad, Malda, Darjeeling, Nadia and Birbhum, in the period between 1991 and 2001. So there is substantial improvement in literacy—and especially female literacy—in the recent period.

**Table 7.1 Literacy**

	Aggregate literacy rate				Female literacy rate		
	Rank in per capita income	2001	Rank	% point change over decade	2001	Rank	% point over decade
Darjeeling	2	72.9	6	14.9	63.9	6	16.1
Jalpaiguri	4	63.6	13	18.5	52.9	12	19.7
Cooch Behar	13	67.2	9	21.4	56	10	23.7
Uttar Dinajpur	18	48.6	18	9.3	37.2	17	9.3
Dakshin Dinajpur	12	64.5	11	25.2	55.1	11	27.2
Malda	10	50.7	17	15.1	41.7	16	16.8
Murshidabad	15	55	16	16.8	48.3	15	18.7
Birbhum	17	62.2	14	13.6	52.2	13	15.1
Bardhaman	3	71	7	9.1	61.9	7	10.4
Kolkata	1	81.3	1	3.7	77.9	1	5.8
Nadia	6	66.6	10	14.1	60.1	8	15.7
North 24 Parganas	11	78.5	2	11.7	72.1	2	14.1
Hugli	5	75.6	4	8.8	67.7	4	10.8
Bankura	7	63.8	12	11.8	49.8	14	13.2
Purulia	16	56.1	15	12.8	37.2	18	13.9
Medinipur	9	75.2	5	5.9	64.6	5	8
Haora	8	77.6	3	10	70.9	3	13.1
South 24 Parganas	14	70.2	8	15.1	59.7	9	19.1
<b>West Bengal</b>		<b>68.2</b>		<b>11.5</b>	<b>60.2</b>		<b>13.6</b>

Source : BAES and Census of India, 2001.

Nevertheless, despite these improvements there still remains a lot to be done in terms of improvement, and certain pockets of illiteracy in particular need to be addressed. According to the NSS, in 1999-2000, 27 per cent of household in rural areas and 12 per cent of all households in urban areas did not have any literate adult (15 years and above). The proportion of households without any female adult literate was substantially higher, at 51 per cent and 31 per cent in the rural and urban areas of West Bengal respectively (the corresponding figures for the best State, Kerala, were 9 and 10 per cent respectively). Further, the literacy status of Scheduled Castes, Scheduled Tribes and minority community households is significantly worse than for the other households, especially in rural West Bengal.

#### **In literacy, agricultural labourers constitute the most deprived occupational group**

Even among the literate population, a sizeable proportion (around 17 per cent in 1998-99 according to the NFHS-2) is only literate at "below primary" level. However there is clear evidence of progress even in terms of level of education of the population. By 1998-99, 48 per cent of rural males and 27 per cent of rural females in the age groups of 15 years and above were estimated to have completed at least primary education, and around one-third of these had completed secondary education or above. In the urban areas, 79 per cent of adult males and 62 per cent of adult females are found by the NFHS-2 to be literate at least up to primary level or above.

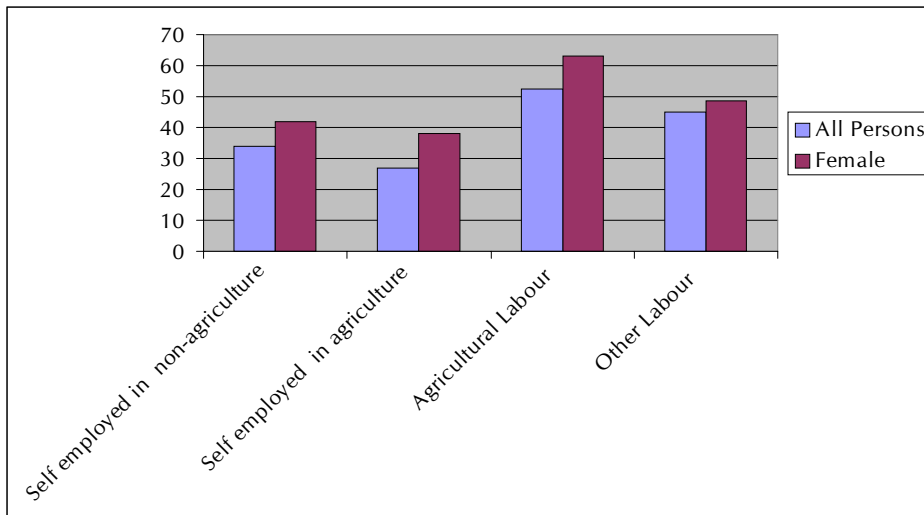
### Literacy by socio-economic categories

While there has been overall improvement in literacy in the State, there are clearly significant differences across socio-economic groups, which persists and suggest that access to literacy and education is still differentiated and may need to be addressed with targeted interventions. *Figure 7.2* describes the variations in literacy rates across occupational groups in rural West Bengal for all the population above 7 years, and separately for females above 7 years. The relatively most deprived occupation group appears to be that of agricultural labour households, of whom more than half of all such population and nearly two-thirds of the females, are non-literate. Households consisting of the self-employed in agriculture show the highest rates of literacy for men and women in rural parts of the State. Gender gaps remain substantial, and women of rural labour household (both in agriculture and non-agriculture) are the worst of among the rural population in terms of illiteracy.

Interestingly, gender gaps in literacy appear to be slightly less marked in urban parts of the State. Here, as *Figure 7.3* indicates, casual labour households are the worst off and nearly half the women in such households are illiterate. In urban areas, those households where the main source of income is from regular wages, as well as “other” households, show the lowest rates of illiteracy.

**Figure 7.2**

**Non-literacy by occupation in rural West Bengal**



**Figure 7.3**

**Non-literacy by occupation in urban West Bengal**



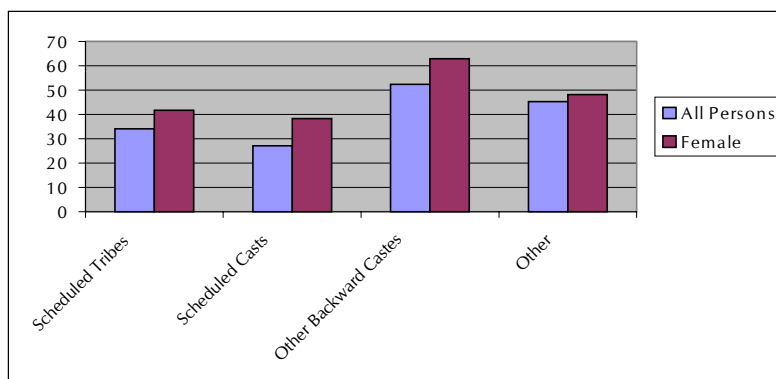
As could be expected from this, income categories are also relevant in determining access to education. People from the bottom 20 per cent of households according to income are more than twice as likely to be illiterate as those from households in the top 20 per cent income category. At the other end of the spectrum, those from the top quintile income are more than 12 times as likely to have completed education up to higher secondary and above, than those in the bottom quintile. About 66 per cent of rural females of age 7 years and above are non-literate in the lowest quintile as compared to 30 per cent in the richest quintile. Further the percent of non-literate rural females decreases with increase in the quintile group. However, it should be noted that while these differences appear to be sharp, they are less so than in other parts of the country as a whole, and the apparent occupational discrimination in education is less in West Bengal (especially in rural parts of the State) than in India as a whole and in most States. Furthermore, the income gaps in access to education have narrowed in the past two decades.

In terms of social and caste categories, the level of literacy among persons of age 7 years and above in the ST households is uniformly lower as compared to all other social categories. The problem of illiteracy is particularly acute among rural women from ST households, with 70 per cent of them being non-literate. Quite obviously, females in the ST households in the rural areas of West Bengal need special attention to improve the education levels in the rural West Bengal. Next come SC households where more than half of the women are illiterate. The gender gap seems to be approximately equal across caste category, indicating that gender discrimination is not more marked among any particular castes but is shared across all castes. In the rural areas interestingly, Other Backward Castes have the highest rates of literacy, better than "others", which includes not just Hindus of other castes but also other religious communities.

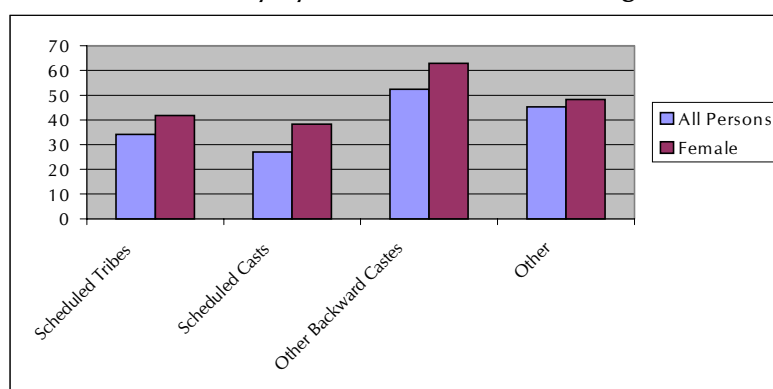
The low levels of literacy among ST households indicate that the problem also has a spatial or regional dimension, since ST households tend to be concentrated in certain regions/districts/blocks, and poor physical infrastructure in such areas makes communication and the provision of basic public services including education much more difficult. These have also been the groups less directly affected by Total Literacy and other such campaigns. Districts with higher proportion of ST population, and especially those with more remote and inaccessible blocks also tend to have lower rates of literacy in general because of this problem. The problem of intervention therefore has to address the need to rectify this regional imbalance, which then expresses itself also as an imbalance of social category.

However, it should be recognised that there has already been some progress towards rectifying this regional imbalance. It used to be observed that literacy rates in West Bengal were highest in Kolkata and deteriorated in concentric circles around that metropolis, with the more distant districts showing lower rates of literacy. The only exception was Darjeeling because of the impact of Siliguri. That was certainly true up to even as late as 1991. But in the last decade, as *Table 7.1* indicates, while the top and bottom ranks have remained broadly the same (in terms of literacy rates) there has been much greater movement in the middle ranks of districts. While they can still broadly be classified in terms of distance from Kolkata, the literacy gap has reduced across different districts, especially for women.

**Non-literacy by caste in rural West Bengal**



**Non-literacy by caste in urban West Bengal**



From figure it is clear that even in urban areas, the literacy situation of STs and SCs is the worst. However, the absolute levels are not as bad as they are for rural West Bengal. Once again, for a given social category, there are disparities in the education levels among males and females. The most deprived category—female members of ST households would— require special attention to improve literacy levels. In this case, since remoteness, absence of physical infrastructure and communication facilities are less evident, the required targeted intervention may be simpler to achieve.

There also appears to be some inequality in access to literacy and education across religious groups, although once again, this is not as marked as it is elsewhere in India. The important religious communities in the rural areas of West Bengal are Hindus (66 per cent of the population) and Muslims (32 per cent). The level of illiteracy among persons of age 7 years and above in the Muslim households (at 46 per cent) is uniformly higher as compared to the Hindu households (35 per cent). However, Muslims as a group are not more educationally deprived than either STs or SCs, both of which show higher rates of illiteracy in rural West Bengal. Nor is the gender gap among Hindus, indicating that the general perception that Muslim women are less likely to be educated than their Hindu counterparts, is not borne out by the data. In urban parts of the State, however, the differentials according to religious community are more marked than they are in rural areas, so Muslims in urban areas tend to be relatively more excluded from literacy/ education than Muslims in rural areas. This may reflect the fact that land reform ( in terms of tenancy registration and redistribution) disproportionately benefited rural Muslims from landless households, many of whom in consequence have experienced a general improvement in social conditions including in the access to education.

ANNEXURE

**DISTRICT- WISE EBBs (Educationally Backward Blocks) as per Census 2001 where Rural Female Literacy is below 46.13% and the Gender gap is above 21.59%**

Sl. No.	District	NO. OF EBB	NAME OF EBB
1	MURSHIDABAD	10	1. Farakka 2. Samserganj 3. Suti -I 4. Suti - II 5. Raghunathganj - I 6. Raghunathganj - II 7. Bhagawangola - II 8. Khargram 9. Kandi 10. Bharatpur - I
2	BARDHAMAN		0
3	HOOGHLY	0	
4	BANKURA	11	1. Saltora 2. Mejhia 3. Gangajalghati 4. Chhatra 5. Indpur 6. Sonamukhi 7. Patrasayer 8. Vishnupur 9. Onda 10. Hirabandh 11. Ranibandh
5	BIRBHUM	5	1. Rajnagar 2. Dubrajpur 3. Murarai - I 4. Murarai - II 5. Mohammad bazar
6	PURBA MEDINIPUR	0	
7	PASCHIM MEDINIPUR	2	Gopiballavpur - I Nayagram



<b>Sl. No.</b>	<b>District</b>	<b>NO. OF EBB</b>	<b>NAME OF EBB</b>
8	PURULIA	20	<ol style="list-style-type: none"> <li>1. Jaipur</li> <li>2. Purulia - II</li> <li>3. Para</li> <li>4. Raghunathpur - II</li> <li>5. Raghunathpur - I</li> <li>6. Neturia</li> <li>7. Santuria</li> <li>8. Kashipur</li> <li>9. Hura</li> <li>10. Purulia - I</li> <li>11. Puncha</li> <li>12. Ashra</li> <li>13. Jhalda - I</li> <li>14. Jhalda - II</li> <li>15. Bagmundi</li> <li>16. Balarampur</li> <li>17. Barabazar</li> <li>18. Manbazar - I</li> <li>19. Manbazar - II</li> <li>20. Bundwan</li> </ol>
9	MALDA	13	<ol style="list-style-type: none"> <li>1. Bamangola</li> <li>2. Habibpur</li> <li>3. Manikchak</li> <li>4. Harishchandrapur-I</li> <li>5. Harishchandrapur-I</li> <li>6. Chanchal - II</li> <li>7. Ratua - I</li> <li>8. Ratua - II</li> <li>9. Gazole</li> <li>10. Maldah (Old)</li> <li>11. English Bazar</li> <li>12. Kaliachak - II</li> <li>13. Kaliachak - III</li> </ol>

Sl. No.	District	NO. OF EBB	NAME OF EBB
10	DAKSHIN DINAJPUR	2	1. Kushmundi 2. Harirampur
11	UTTAR DINAJPUR	8	1. Chopra 2. Islampur 3. Goalpokhar - I 4. Karandighi 5. Raiganj 6. Kaliaganj 7. Goalpokhar - II 8. Itahar
12	JALPAIGURI	6	1. Mal 2. Matiali 3. Nagrakata 4. Madarihat 5. Kalchini 6. Dhupguri
13	COOCH BEHAR	2	1. Sitai 2. Sitalkuchi
14	DARJEELING	2	1. Phansidewa 2. Kharibari
15	KOLKATA	0	
16	SOUTH 24 PARGANAS	4	1. Canning - II 2. Jaynagar - II 3. Kultali 4. Basanti
17	NORTH 24 PARGANAS	0	
18	HOWRAH	0	
19	NADIA	1	1. Nakashipara

**Projected Population in  
West Bengal**

***Source :- Census of India***

**TABLE - 17**  
**PROJECTED POPULATION CHARACTERISTICS AS ON 1ST MARCH : 2001-2026**  
**WEST BENGAL**

<b>Indicator</b>	<b>2001</b>	<b>2006</b>	<b>2011</b>	<b>2016</b>	<b>2021</b>	<b>2026</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Population (000')						
Total	80176	85216	89499	93550	97383	100534
Male	41466	43947	46045	48012	49847	51307
Female	38710	41268	43454	45538	47535	49226
Sex ratio	934	939	944	948	954	959
Population density (sq. km.)	903	960	1008	1054	1097	1133
Population by broad age-groups (000')						
18 years and above	48599	54914	61570	67614	72477	75994
0-14	26683	24829	22599	21009	20692	20526
15-59	48184	54037	59276	63195	65118	65778
60+	5310	6350	7624	9346	11573	14230
Proportion (per cent)						
0-14	33.3	29.1	25.3	22.5	21.2	20.4
15-59	60.1	63.4	66.2	67.6	66.9	65.4
15-49 (Female population)	53.0	55.5	57.2	57.3	55.5	53.1
60+	6.6	7.5	8.5	10.0	11.9	14.2
Median age (years)	23.76	25.64	27.79	29.88	32.19	34.46
Dependency Ratio						
Young (0-14)	554	459	381	332	318	312
Old (60+)	110	118	129	148	178	216
Total (Young and old)	664	577	510	480	495	528

**TABLE - 17A**  
**DEMOGRAPHIC INDICATORS : 2001-2025**  
**WEST BENGAL**

<b>Indicator</b>	<b>2001-05</b>	<b>2006-10</b>	<b>2011-15</b>	<b>2016-20</b>	<b>2021-25</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Population growth rate	1.2	1.0	0.9	0.8	0.6
Crude Birth Rate (CBR)	18.8	16.6	15.9	15.3	14.1
Crude Death Rate (CDR)	6.2	6.4	6.6	6.9	7.3
Infant Mortality Rate (IMR)	45.1	40.5	37.1	33.8	37.1
Under-5 mortality rate (qs.)	56.1	50.4	46.3	42.2	38.9
Total Fertility Rate (TFR)	2.2	1.9	1.8	1.8	1.8
Life expectancy of males	66.7	68.2	69.2	70.2	71.0
Life expectancy of females	69.4	70.9	72.1	73.3	74.3

**TABLE - 18**  
**PROJECTED POPULATION BY AGE AND SEX AS ON 1st MARCH: 2001-2006**  
**WEST BENGAL**

(000')

Age-group	2001			2006			2011		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
1	2	3	4	5	6	7	8	9	10
0-4	8573	4337	4236	7366	3763	3603	6890	3523	3367
5-9	9047	4630	4417	8473	4289	4184	7286	3724	3561
10-14	9063	4695	4368	8990	4601	4389	8423	4264	4160
15-19	7979	4162	3817	8987	4659	4328	8918	4568	4351
20-24	7214	3680	3534	7879	4121	3758	8883	4616	4267
25-29	6864	3448	3416	7137	3641	3497	7800	4080	3721
30-34	6401	3277	3124	6792	3407	3386	7068	3600	3467
35-39	5730	3025	2704	6326	3234	3092	6719	3365	3354
40-44	4802	2611	2191	5647	2975	2672	6242	3184	3057
45-49	3853	2116	1738	4699	2547	2152	5536	2908	2628
50-54	2996	1622	1374	3730	2038	1692	4560	2461	2099
55-59	2345	1229	1116	2839	1526	1314	3550	1927	1623
60-64	1917	958	959	2154	1116	1038	2628	1397	1230
65-69	1493	726	767	1675	821	854	1906	971	935
70-74	1204	588	615	1232	586	646	1409	677	732
75-79	436	236	200	909	432	477	956	442	514
80+	260	127	133	381	193	188	725	338	387
<b>Total</b>	<b>80176</b>	<b>41466</b>	<b>38710</b>	<b>85216</b>	<b>43947</b>	<b>41268</b>	<b>89499</b>	<b>46045</b>	<b>43454</b>

Age-group	2016			2021			2026		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
1	11	12	13	14	15	16	17	18	19
0-4	6945	3552	3393	7032	3597	3435	6715	3435	3279
5-9	6819	3488	3331	6879	3520	3359	6968	3566	3402
10-14	7244	3703	3542	6782	3469	3313	6843	3501	3342
15-19	8357	4233	4124	7184	3675	3509	6725	3443	3282
20-24	8816	4526	4290	8259	4194	4066	7095	3639	3455
25-29	8799	4572	4228	8736	4483	4253	8185	4154	4031
30-34	7728	4037	3691	8723	4526	4197	8663	4440	4223
35-39	6995	3558	3437	7654	3993	3661	8644	4480	4165
40-44	6635	3316	3319	6913	3510	3404	7569	3941	3628
45-49	6127	3117	3011	6522	3250	3272	6801	3443	3358
50-54	5383	2815	2568	5969	3022	2947	6362	3155	3206
55-59	4355	2335	2020	5157	2679	2478	5734	2883	2851
60-64	3303	1775	1528	4073	2163	1911	4846	2492	2354
65-69	2346	1228	1118	2974	1575	1400	3694	1932	1762
70-74	1624	812	812	2022	1039	983	2588	1345	1243
75-79	1113	519	594	1302	631	671	1640	817	823
80+	960	427	534	1200	522	678	1461	641	821
<b>Total</b>	<b>93550</b>	<b>48012</b>	<b>45538</b>	<b>97383</b>	<b>49847</b>	<b>47535</b>	<b>100534</b>	<b>51307</b>	<b>49226</b>

**TABLE - 19**  
**PERCENTAGE DISTRIBUTION OF PROJECTED POPULATION BY AGE AND SEX AS ON 1ST MARCH : 2001-2026**  
**WEST BENGAL**

Age-group	2001			2006			2011		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
1	2	3	4	5	6	7	8	9	10
0-4	10.7	10.5	10.9	8.6	8.6	8.7	7.7	7.7	7.7
5-9	11.3	11.2	11.4	9.9	9.8	10.1	8.1	8.1	8.2
10-14	11.3	11.3	11.3	10.6	10.5	10.6	9.4	9.3	9.6
15-19	10.0	10.0	9.9	10.5	10.6	10.5	10.0	9.9	10.0
20-24	9.0	8.9	9.1	9.2	9.4	9.1	9.9	10.0	9.8
25-29	8.6	8.3	8.8	8.4	8.3	8.5	8.7	8.9	8.6
30-34	8.0	7.9	8.1	8.0	7.8	8.2	7.9	7.8	8.0
35-39	7.1	7.3	7.0	7.4	7.4	7.5	7.5	7.3	7.7
40-44	6.0	6.3	5.7	6.6	6.8	6.5	7.0	6.9	7.0
45-49	4.8	5.1	4.5	5.5	5.8	5.2	6.2	6.3	6.0
50-54	3.7	3.9	3.5	4.4	4.6	4.1	5.1	5.3	4.8
55-59	2.9	3.0	2.9	3.3	3.5	3.2	4.0	4.2	3.7
60-64	2.4	2.3	2.5	2.5	2.5	2.5	2.9	3.0	2.8
65-69	1.9	1.8	2.0	2.0	1.9	2.1	2.1	2.1	2.2
70-74	1.5	1.4	1.6	1.4	1.3	1.6	1.6	1.5	1.7
75-79	0.5	0.6	0.5	1.1	1.0	1.2	1.1	1.0	1.2
80+	0.3	0.3	0.3	0.4	0.4	0.5	0.8	0.7	0.9
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Age-group	2016			2021			2026		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
1	11	12	13	14	15	16	17	18	19
0-4	7.4	7.4	7.5	7.2	7.2	7.2	6.7	6.7	6.7
5-9	7.3	7.3	7.3	7.1	7.1	7.1	6.9	7.0	6.9
10-14	7.7	7.7	7.8	7.0	7.0	7.0	6.8	6.8	6.8
15-19	8.9	8.8	9.1	7.4	7.4	7.4	6.7	6.7	6.7
20-24	9.4	9.4	9.4	8.5	8.4	8.6	7.1	7.1	7.0
25-29	9.4	9.5	9.3	9.0	9.0	8.9	8.1	8.1	8.2
30-34	8.3	8.4	8.1	9.0	9.1	8.8	8.6	8.7	8.6
35-39	7.5	7.4	7.5	7.9	8.0	7.7	8.6	8.7	8.5
40-44	7.1	6.9	7.3	7.1	7.0	7.2	7.5	7.7	7.4
45-49	6.5	6.5	6.6	6.7	6.5	6.9	6.8	6.7	6.8
50-54	5.8	5.9	5.6	6.1	6.1	6.2	6.3	6.2	6.5
55-59	4.7	4.9	4.4	5.3	5.4	5.2	5.7	5.6	5.8
60-64	3.5	3.7	3.4	4.2	4.3	4.0	4.8	4.9	4.8
65-69	2.5	2.6	2.5	3.1	3.2	2.9	3.7	3.8	3.6
70-74	1.7	1.7	1.8	2.1	2.1	2.1	2.6	2.6	2.5
75-79	1.2	1.1	1.3	1.3	1.3	1.4	1.6	1.6	1.7
80+	1.0	0.9	1.2	1.2	1.0	1.4	1.5	1.2	1.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**TABLE - 20**  
**PROJECTED POPULATION BY SEX FOR AGES 5 TO 18 YEARS AS ON 1ST MARCH:2001-2026**  
**WEST BENGAL**

Age	2001			2006			2011		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
1	2	3	4	5	6	7	8	9	10
5	1779	906	873	1615	819	796	1414	723	690
6	1805	922	883	1669	844	826	1418	726	692
7	1820	931	889	1709	863	846	1439	737	703
8	1825	936	889	1734	877	857	1479	756	723
9	1818	935	883	1745	886	859	1536	783	754
10	1829	943	886	1765	899	866	1604	813	791
11	1847	955	892	1794	916	878	1660	839	821
12	1839	953	886	1811	926	884	1700	858	842
13	1804	937	868	1815	931	884	1725	872	853
14	1744	906	838	1806	929	877	1735	881	854
15	1677	874	803	1815	937	879	1753	893	859
16	1629	852	777	1833	949	884	1781	910	871
17	1588	831	757	1824	946	878	1796	920	877
18	1555	812	743	1788	929	859	1799	924	876
<b>5-18</b>	<b>24559</b>	<b>12694</b>	<b>11866</b>	<b>24724</b>	<b>12650</b>	<b>12074</b>	<b>22838</b>	<b>11634</b>	<b>11204</b>
Age	2016			2021			2026		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
1	11	12	13	14	15	16	17	18	19
5	1365	698	667	1387	710	677	1379	706	674
6	1351	691	660	1380	706	674	1396	714	681
7	1351	691	660	1374	703	671	1403	718	685
8	1363	697	666	1370	701	669	1401	717	684
9	1389	710	679	1367	699	668	1390	711	679
10	1404	718	686	1356	694	662	1378	705	673
11	1410	722	688	1344	688	657	1373	703	671
12	1432	733	699	1344	688	657	1368	700	668
13	1471	752	720	1356	694	663	1364	698	666
14	1527	778	749	1381	706	674	1359	695	664
15	1593	808	785	1394	714	680	1347	689	657
16	1648	833	815	1399	717	682	1334	683	651
17	1687	852	835	1421	728	693	1333	683	651
18	1711	866	845	1458	746	713	1344	688	656
<b>5-18</b>	<b>20701</b>	<b>10550</b>	<b>10151</b>	<b>19333</b>	<b>9892</b>	<b>9441</b>	<b>19170</b>	<b>9810</b>	<b>9360</b>

## CHAPTER-II

### THE SCHOOL EDUCATION DEPARTMENT AT A GLANCE

The objective of the School Education Department is to frame policies and programmes covering school and vocational education and implement them with consistency, efficiency, integrity and transparency and to ensure provision of quality education at all levels. The norms of quality are consistent with the commonly accepted, monitorable parameters relating to capacities, output, competence and performance levels.

**1.2.** The main functions of the School Education Department is to coordinate, frame policies and set priorities and allocation of resources. In West Bengal there are a few statutory institutions dealing with specific subject matter as follows:

- a) West Bengal Board of Primary Education—dealing with all matters relating to primary education. At the district level, it networks with elected District Primary School Councils.
- b) West Bengal Board of Secondary Education—dealing with Secondary education.
- c) West Bengal Council for Higher Secondary Education—dealing with matters relating to Higher Secondary education.
- d) School Service Commission—dealing with selection and appointment of School Teachers.
- e) West Bengal Council of Rabindra open Schooling—dealing with open school at Upper Primary and Secondary level.

**1.3.** The School Education Department through the directorate manages, reviews overall performance, conduct inspections and deal with administrative matters.

**1.4.** Strengthening of the institutional competence and service delivery capacities has been high on the agenda of the State Government. The State Government is engaged in a wide consolidation of discussions in related matters.

**1.5. Strategies :**

Strategies of the School Education Department in order to universalize the school education from Primary to Higher Secondary level are as follows:

- (a) Ensuring rights to education.
- (b) Universal access.
- (c) Ensuring universalisation of elementary education and secondary education for all age-group of children.
- (d) Ensuring of all students, passing secondary level of education at the higher secondary level.
- (e) Ensuring enrolment of hundred percent girls students, specially the girls coming from backward, reserved and minority communities.
- (f) Increasing the number of lady teachers in Primary & Upper Primary Schools.
- (g) Reducing drop out rates by improving retention rate.
- (h) Ensuring separate toilets for girls and boys.
- (i) Ensuring drinking water facility and water for other use.
- (j) Ensuring quality of education with the help of teaching, learning materials and aids.
- (k) Recruitment of trained teachers and arrangement for training of all the existing teachers.



- (l) Ensuring proper training of teachers regarding child centric and participative teaching.
- (m) Ensuring 40:1 pupil-teacher ratio at elementary level.
- (n) Imparting Computer Education.
- (o) Expanding the intake capacity of the schools by providing additional class room in the existing schools.
- (p) Developing infrastructure of schools.
- (q) Equipping all the Secondary, Higher Secondary Schools with library and laboratory.
- (r) Making all out efforts to eliminate existing social and gender gaps there by increasing enrolment of girl students, specially from the backward and minority community.

**1.6 The main objectives of Sarva Shiksha Abhiyan under Paschim Banga Sarva Shiksha Mission (PBSSM) are as follows:**

- (a) The children of the age group of 5-13, not enrolled in any school or any alternative system, now will be enrolled. The number of 'out of school-children' of this age-group comprising never enrolled and drop outs as per child census as on 01.10.2007 was 7,05,723. Necessary steps will be taken to reduce this figure. New Primary Schools will be set up in the remote areas, where there are no schools at all.
- (b) There is an increase in annual enrolment for the age group (5-13) by 7.7 per cent. As per report of the NUEPA, drop-out rate in average primary grades (I-V) was 11.55 per cent.
- (c) With an effort to reduce the number of 'out of school children' and to increase enrolment, construction work of 78.91 per cent class rooms has been taken up. 77.69 per cent of children have been enrolled already. There is a target of appointing 80.64 per cent para teachers.
- (d) To reduce existing gender and social gaps 46863 mother teacher associations (MTA) have been formed. 28.71 per cent of female teachers are serving the school system. Steps have been taken to form MTA in all schools and to recruit female teachers.
- (e) In order to improve learning process PTR has been reduced to 43.59 per cent in Elementary Education. 87.03 per cent of in-service teachers have been trained keeping pace with modern system of teaching — learning process.
- (f) As on 31.08.2007, 65.84 per cent of construction work of new school building, 58.41 per cent of additional class-rooms, 78.66 per cent of drinking water, 85.33 per cent of toilet, 71.88 per cent of boundary wall, 14.54 per cent of cluster resource entries, 98.62 per cent of circle resource centres have been completed and the rest are expected to be completed by December, 2007.
- (g) 44,955 VECs and 2696 WECs have been framed in 341 blocks and 127 municipalities respectively.
- (h) 19,362 para teachers (out of 25,782 sanctioned posts in Primary level) have been engaged and the rest will be engaged shortly.
- (i) At Primary level 16,054 SSKS under Sishu Shiksha Prakalpa(SSP) are operating with 14,88,107 learners. The Municipal Affairs Department is operating 1067 centres at primary level with 73,793 learners. NGOs operate 269 centres with 7,013 learners and 538 DUC centres with 29,686 learners. There are 2754 bridge course centres (Primary) with 71,084 students, 1198 (U/P) bridge course centres with 22,863 students. 1752 Madhyamik Shiksha Kendras are operated by P & RD Deptt. with 2,85,006 students.

- (j) Under NPEGEL (National Programme of Education for Girls' at Elementary Level), total number of clusters covered in 59 educationally backward Blocks (covering 11 Districts) is 1064,344 cluster co-ordinators have been engaged. Orientation of 2436 Head of the Institutions including Assistant teachers have been accomplished.
- (k) Under KGBV (Kasturba Gandhi Balika Vidyalaya), 46 hostels are in operation with enrolment of 2018 students (491-SC, 592-ST, 156-OBC, 157-Minority Communities and 105-BPL), Construction of 37 Hostel buildings have been completed and work of 13 buildings is in progress.
- (l) Under IED scheme 1,63,342 out of 1,91,444 identified Children With Special Needs (CWSN) have been enrolled. 34,707 no. of aids and appliances were provided; 46,421 ramps were constructed. 1,40,343 CWSN have been benefited with IEDC scheme. 709 special educators are working under 196 DLRO units to provide resource support. 1,48,117 teachers were trained on IED issues.

**Table 11.1**

**Number of School, Enrolment & Teacher in West Bengal as on  
31<sup>th</sup> September of 2006-07 and 2007-08**

Stage	No. of Schools		Enrolment ('000)		No. of Teachers	
	2006-07 (R)	2007-08 (R)	2006-07 (R)	2007-08 (R)	2006-07 (R)	2007-08 (R)
Primary	49986+ 16054(SSK) + 1067 (SSP)	49913+ 16054(SSK) + 1067 (SSP)	10301 (including SSK & SSP)	10298 (including SSK & SSP)	161479	1,52,011
Junior High	1229+ 1752 (MSK)	1233+ 1752 (MSK)	3701 (including MSK)	3753 (including MSK)	10543	10617
High and Higher Secondary	8640 (including unaided)	8640 (including unaided)	2610	2951	130503	130712

P=Provisional.

R=Revised.

Source : Department of School Education, Government of West Bengal.

- 1.7.** Nationalised Text Book : About 6.42 crore of text books consisting of 150 titles and comprising eight languages : viz. Bengali, Hindi, Urdu, Nepali, Santhali, Arabic, Oriya and Telegu have been distributed free of cost among the students studying in classes I to V as on 3<sup>rd</sup> May, 2007 for academic session 2007-08.
- 1.8.** Mid-Day Meal Programme: National Programme of Nutritional Support to Primary Education is a centrally sponsored scheme launched on 15<sup>th</sup> August, 1995 to boost universalisation of primary education by increasing retention of enrolment, improve attendance and simultaneously it has an impact on nutrition of student in Primary School. The programme originally covered children in primary stage (Class-I to V) in Government, Local Body and Government-aided schools. It was

extended in October, 2002 to cover children studying under Education Guarantee Scheme (EGS) and Alternative Innovative Education (AIE) Centre also. In West Bengal, the students were given dry rice at the rate of 3Kg. per month for 10 months in a year. Cooked Mid-Day Meal (CMDM) scheme was started from January, 2003 in nine Districts of the state namely Bankura, Birbhum, Jalpaiguri, Paschim Medinipur, Purulia, Uttar Dinajpur, Dakshin Dinajpur and Coochbehar. During 2002-03, the there should year, 1100 schools with an enrolment of 1,76,495 students were covered. During the year 2007-08, out of 74994 institutes (School, EGS centres (SSK + MSK), 67950 institutes were covered along with an enrolment of 9002537. About 7.52 lakh students in Upper Primary School (Class VI-VIII) of 86 Educationally Backward Blocks (EBBs), covering thirteen districts would receive cooked Mid-Day Meal from October, 2007. 520 calories with 15 gms. of protein value are provided in the Mid-Day Meal. Cooking ingredients are purchased by the members of the SHGs from the local market. In most of the schools of the state cooking and serving are done by the members of the SHGs, in DGHC areas by MTAs. The teacher of the school, panchayat member and mother of the children supervise the meals. Teachers' Training Programmes by Primary Board, Secondary Board and DIETs are in Progress. Training was also imparted on community mobilization. Training with special focus on monitoring and evaluation of MDM Programme is expected to start in the districts, which have received fund and guidelines for the same. In order to ensure transparency, instruction have been issued on weekly/monthly basis to display of the quantity of foodgrains received, quantity of foodgrains utilized, other ingredients purchased and utilized, number of children given MDM, daily menu and roster of community members involved in the programme.

- 1.9.** To meet the demand of the students for access to higher education, 400 Junior High Schools (4 Class) have been upgraded to High Schools and 408 High Schools have been upgraded to H.S. Schools during 2006-07. The School Education Department has decided to set up 400 Junior High Schools (4-class) and upgrade 800 Junior High Schools to High Schools and 130 High Schools to H.S. Schools during 2007-08.
- 1.10.** 21,000 teachers were recruited in 2007 by School Service Commission, 3,000 additional teaching post have been created in 2006-07 & 737 in 2007-08.
- 1.11.** 122 Schools have been provided with furniture, teaching-equipment grant and asset creation grant. Laboratory grant of Rs. 50,000/- and library grant Rs. 30,000/- have been provided to each of 95 and 158 schools respectively.
- 1.12.** In Primary level, the State Government also provides fund for purchasing sports equipments and Physical Educational activities in Primary/Junior Basic Schools in the state. Every year from lower level to District and State level the Annual Primary Sports meet is held annually through six tiers in the state to encourage the students of Primary, Junior Basic Schools, SSKs, SSPs in games and sports activities.
- 1.13.** Appropriate emphasis on academic supervision in order to achieve the goal of quality education. Besides, the existing staff of Inspectorate, Government has sanctioned 25 posts of S.I. of Schools, 511 posts of Asstt. Inspector of Schools, 20 posts of D.I. of Schools. Special Orientation Programme for 1,500 Inspecting Officer has already been completed.

- 1.14.** Till date, West Bengal School Service Commission has selected and recommended 85,392 candidates for the post of A.Ts and 6,500 candidates for the post of H.M. Process of selection and recommendation for more 915 posts of H.M. and 20187 vacant posts of A.Ts has been completed. Strength of DIETs, augmentation of training through Primary and Secondary Boards and introduction of training through distance education model of IGNOU are planned. English language training of the Primary Teachers is in progress with the assistance of British Council.
- 1.15.** At present, there are 1171,237,81 accredited study centres in Upper Primary, Secondary and H.S. level respectively. More than 1,50,000 students have been enrolled in secondary and HS.
- 1.16.** Computer education has been introduced in 757 schools and School education Department has proposed to cover 543 schools under the centrally sponsored scheme of Information and Communication Technology in schools where full time teacher will be recruited through SSC. This programme will continue in 2008-09.
- 1.17.** Habitation Mapping has been initiated through Geographical Information System so as to have a complete picture of the location of ICDS centres, Primary, Upper Primary, High and H.S. Schools in each habitation. This would help to identify critical gaps in access and relate forward and backward & linkage between each tier of schools.
- 1.18.** Minority specific interventions are made for girls under NPEGEL, KGBV & through distribution of Text Books up to Class V. Unrecognised Madrasahs ready to impart education on vernacular language, science and mathematics may be aided, if proposed, 15per cent of schematic fund will be earmarked for 6 districts (Murshidabad, South 24 Parganas, Malda, Uttar Dinajpur, Birbhum & Nadia) having minority population over 25 per cent according to Census 2001.
- 1.19.** The Government is taking special care to provide educational facilities to the children of Backward Classes in the form of awarding book grant, hostel charges, maintenance charges, merit scholarships and establishing special schools etc.

## Programme of School Education Department - 2007–2008

### Demographical features

West Bengal occupies 4th position among the States in India with a projected population of 877.17 lakh as on 2007 with 51.70% male 47.30% female. 73% of the total population lives in rural areas.

SC and ST population constitute 23.02% and 5.50% respectively. The population density is 9.03 per sq. km.

#### Literacy Status of the State as per 2001 Census

Male	77.85%
Female	60.22%

The literacy rate in the State has improved as the NER (Net enrolment ratio) has increased to 98.85% at the Primary level and to 74.60% at the Upper Primary level.

### Academic Scenario:

(a) No. of Schools:

Primary	49986
Jr. High	1283
Secondary	4686
Higher Secondary	3954
PTTI	138
DIET	16
SSK	16054
SSP	1067
NGO run EGS Centre	352
Bridge Course Centre	2146
Open School (RMV) Centre	1489
MSK	1752

(b) Stage-wise Gross Enrolment Ratio (GER):

Class	Percentage
I-IV	105.96
V-VIII	83.00
IX-X	67.48
XI-XII	45.67

(c) Stage-wise Net Enrolment Ratio (NER):

Class	Percentage
I-IV	98.03
V-VIII	78.74
IX-X	67.02
XI-XII	45.08

Strategies of the School Education Department in order to Universalize the School Education from Primary to H.S. level are as follows :-

- ✓ Towards ensuring Rights to Education.
- ✓ Universal access.
- ✓ To ensure universalisation of elementary education and secondary education for all age-group children.
- ✓ To ensure enrolment at the higher secondary level of all students who pass secondary level.
- ✓ To ensure enrolment of the 100% girls students specially the girls coming from backward, reserved and minority communities.
- ✓ Increase the number of lady teachers in Primary & Upper Primary Schools.
- ✓ To reduce drop out rates by improving retention rate.
- ✓ To ensure separate toilets for girls and boys.
- ✓ To ensure drinking water facility and water for other use.
- ✓ To ensure quality of education with the help of teaching, learning materials and aids.
- ✓ Recruitment of trained teachers and arrangement for training of all the existing teachers.
- ✓ To ensure proper training of teachers in regard to child centric and participative teaching.
- ✓ To ensure 40:1 pupil-teacher ratio at elementary level.
- ✓ Computer Education through ICT @ School scheme.
- ✓ To expand the intake capacity of the schools by providing additional class room in the existing schools.
- ✓ Infrastructural Development of schools.
- ✓ To equip all the Secondary, Higher Secondary Schools with Library and Laboratory.
- ✓ To make all out efforts to eliminate existing social and gender gaps and to increase enrolment of girl students specially from the backward and minority community.

#### **Proposed Plan of action for the year 2008-09**

##### ***Sarva Siksha Abhiyan (SSA)***

The main objectives of SSA under PBSSM are as mentioned below :

1. The children of 5+ -13+ years age-group not enrolled in any school or any alternative system will be enrolled. Number of out of school children comprising never enrolled and dropouts of the said age-group as per child census as on 01.10.2007 was 7,05,723.
2. Necessary steps will be taken to reduce this figure. New primary schools will be set up in the mapped out unschooled areas.
3. Increase of annual enrolment for the age group 5+ -13+ is 7.7%. As per the report of the NUEPA, drop out rate in average primary grades (I-V) was 11.55%. As per the trend, a decline of 5% in the drop out rate is expected during the plan period of 2008-09.
4. In moving towards UEE, reducing out of school children and increase of enrolment., construction of 78.91% class rooms has been taken up against sanctioned target, 80.64% of para teachers were appointed against sanctioned post, 77.69% of children have been enrolled in EGS/AS in comparison to target.

5. To reduce existing gender and social gaps 46863 Mother Teacher Associations have been formed. 28.71% of female teachers have been serving the school system. Steps have been taken to form MTA in all schools and to recruit female teachers.
6. Provision of quality inputs to improve learning PTR has been reduced to 43.59 in Elementary Education. 87.03% of in-service teachers have been trained keeping pace with modern system of teaching — learning process. Training of 2,73,536 in service teachers for 10 days has been proposed in 2008-09 with different modules.
7. Civil works as on 31.08.2007 in regard to cumulative physical target are that 65.84% New School Building, 58.41% Additional Class-Rooms, 78.66% of Drinking Water, 85.33% of Toilet, 71.88% of Boundary Wall, 14.54% of Cluster Resource Centres, 98.62% of Circle Resource Centres have been completed and the rest are expected to be completed by December, 2007. During 2008-09, it has been proposed to construct 29603 units of ACRs in Primary level and 77798 units of ACRs in Secondary level.
8. 44,955 VECs (Village Education Committees) and 2696 WECs have been framed in 341 blocks and 127 Municipalities respectively. All the VECs have been framed and rest (2837-2696) i.e. 141 WECs will be formed during the plan period 2008-09.
9. 19,362 para teachers (out of 25,782 sanctioned posts in Primary level) and 34,540 (out of 37,006 sanctioned posts in Upper Primary level) have been engaged and the rest will be engaged shortly.
10. Under EGS, SSKs of the P & RD Deptt. at Primary level are operating 16,054 centres with 14,88,107 learners, SSP of the Municipal affairs deptt. at primary level are operating 1067 centres with 73,793 learners. NGOs operate 269 centres with 7,013 learners and 538 DUC. Centres with 29,686 learners. There are 2754 Bridge Course (Primary) with 71,084 students, 1198 (U/P) Bridge course centers with 22,863 students. 1752 MSKs operated by P & RD Deptt. with 2,85,006 students.
11. NPEGEL : Total clusters covered in 59 educationally backward Blocks (covering 11 districts) is 1064. 344 cluster Co-ordinators have been engaged. Orientation of 2436 Head of the Institution including Asst. teachers have been accomplished. The programme will continue in 2008-09.
12. KGBV (Kasturba Balika Vidyalaya): Under the scheme 46 hostels are operational with enrolment 2018 (491-SC, 592-ST, 156-OBC, 157-Minority Communities and 105 belong to BPL). 37 Hostel buildings have been completed and 13 are in progress. 22 more KGBVs have been proposed in areas predominantly occupied by minority population. The programme will continue in 2008-09.
13. IED : 1,63,342 out of 1,91,444 identified children with special needs (CWSN) have been enrolled. 34,707 no. of aids and appliances have been provided, 46,421 no. of ramps have been constructed. 1,40,343 no. of CWSN have been benefited with IEDC scheme. 709 no. of special educators are working under 196 DLRO units to provide resource support. 1,48,117 no. of teachers have been trained on IED issues. The programme will continue in 2008-09.

### **Nationalised Text Books**

About 6.42 crore of Text-books consisting of 143 titles and comprising eight languages: viz Bengali, Hindi, Urdu, Nepali, Santhali, Arabic, Oriya and Telegu have been distributed free of cost among the students reading in Classes I to V on 3rd May, 2007 for the academic session 2007-08. In the ensuing academic session, the number of titles may increase to 161 so that 6.6 crore text books will be distributed free of cost amongst the students within 6th May 2008. Santhali Language (Olchiki Script) Books would be provided to all the students (Class I-V) studying in this language.

## Programme of School Education Department

Literacy status in the state has improved. As of 01.04.2008, the net enrolment ratio was 98.52% at the primary level and 79.39% at the upper primary level. The State is determined to achieve the objective of universalisation of elementary education well before 2010.

Child population of the State is given below :

Age-wise Child population (projected) in lakh

Age group	2008-09
5-8 yrs.	87.15
9-12 yrs.	81.46
13-14 yrs.	35.23
15-16 yrs.	35.73

At the primary level the objectives are

1. To bring all the schools, gram sansads and wards under coverage of SSAs;
2. To create resource centers at all levels from state to gram sansads level;
3. To strengthen the process for the involvement of parents and the community in primary education so as to improve the quality of education;
4. Involve PRI in management and planning for primary schools;
5. To fill up vacancies of teachers and create posts for teachers for ensuring 40:1 pupil-teacher ratio;
6. To pay special attention to disadvantaged groups like SC/ST, linguistic and religious minorities, educationally backward areas/communities and physically handicapped children in order to bridge the social gap in education;
7. To effect convergence between ICDS and primary education so as to allow automatic transition from pre-primary to class I;
8. To increase the enrolment and retention of girl students;
9. SSA support to SSK and opening of similar short-term study centers in order to bridge the gaps in access to primary schools.

### Upper Primary, Secondary and Higher Secondary Education

- ✓ Extend support of SSA up to class VIII to all junior high, high and H.S. schools including Madrasahs;
- ✓ To improve the functioning of District Institute for Education and Training (DIETs) so that scope for training of teachers is expanded and improved;
- ✓ Improve the infrastructure facilities not only at the upper primary level also at the secondary and higher secondary level;
- ✓ To extend the Mid-Day Meal scheme to the upper primary level and the first instance and then to the secondary level;
- ✓ Upgrade upper primary schools and Madrasahs so as to increase the capacity of higher level of school education.

In general for school education attempt is made to mainstream alternative schooling facilities like SSK, SSP and MSK and reduce the dropout rate up to the elementary level to zero. All out efforts will be continued to construct 'Pucca' school buildings with drinking water and separate toilet facilities for girls and boys. Supply of dresses girl students and free textbooks to students are likely to be extended up to the secondary level. It is also contemplated to provide to all male students belonging to SC/ST and economically backward communities free school dress. Special efforts will be made to improve the enrolment of SC/ST girls at least up to the upper primary level. In this context, effective implementation of Kasturba Gandhi Balika Vidyalaya (KVGB) programme of GOI will be ensured.



**MANAGEMENT INFORMATION SYSTEM-A**  
**THE OFFICE OF THE HON'BLE MIC OF SCHOOL EDUCATION**  
**WEST BENGAL**

**Prof. Partha Dey**

Minister-in-Charge

2334 2256(O) 2287 5328(R)

2358 8858(Tele-Fax)

2337 6172(D)

**Aninda Sengupta, W.B.C.S. (Exe.)**

Pvt. Secy. to MIC

2358 8858(O)

2481 9898(R)

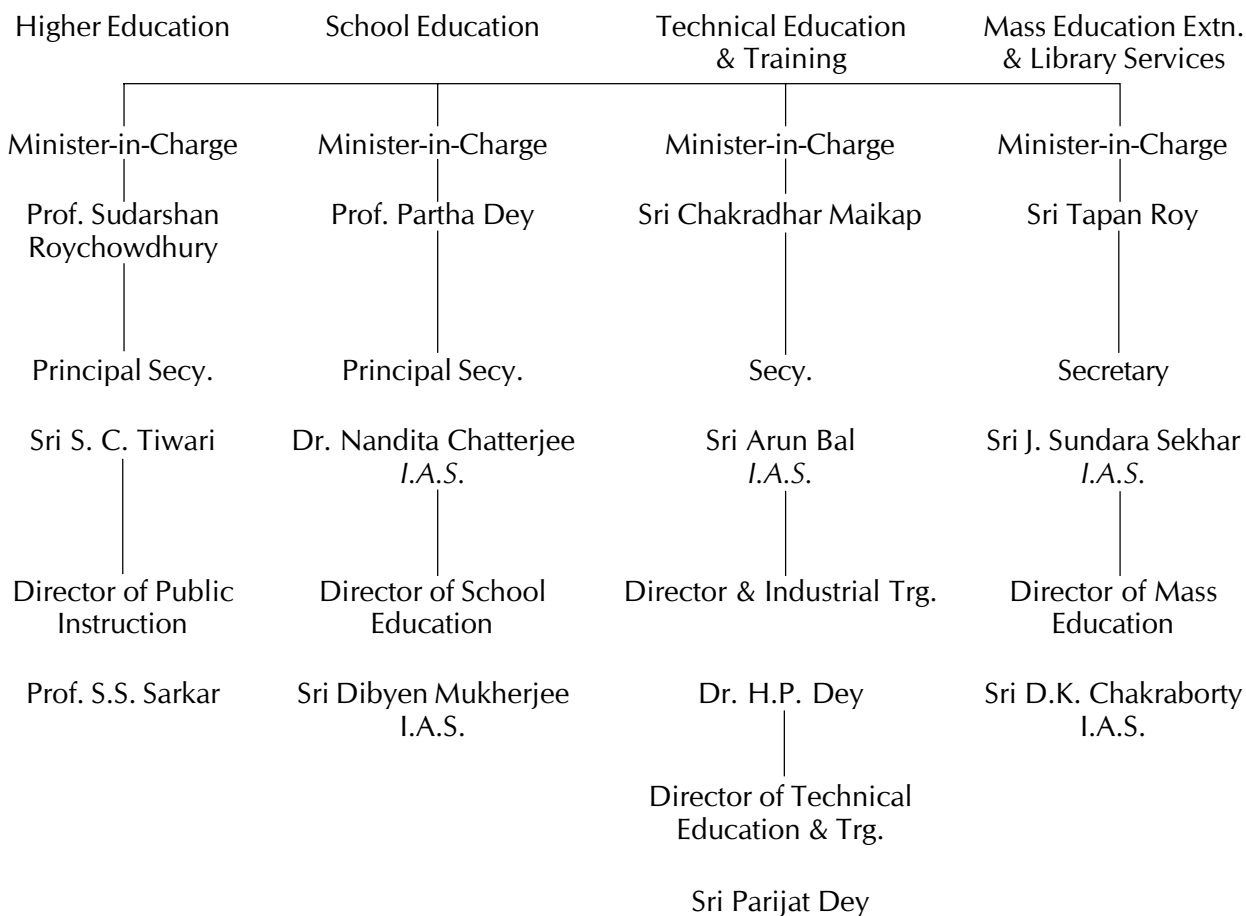
**Tanmoy Sengupta,**

C.A. to MIC

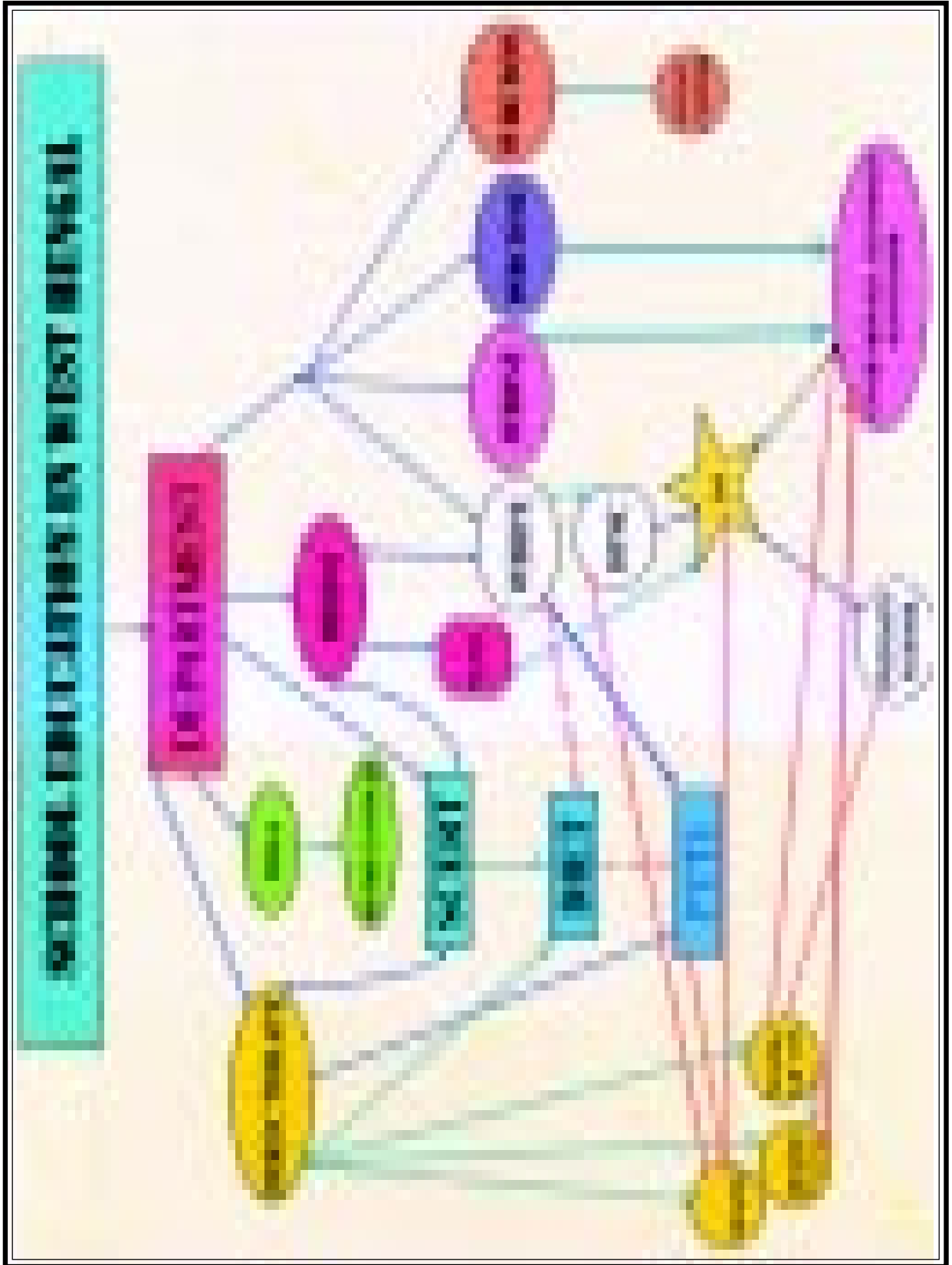
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**MANAGEMENT INFORMATION SYSTEM-B**  
**DIFFERENT DEPARTMENTS OF EDUCATION**

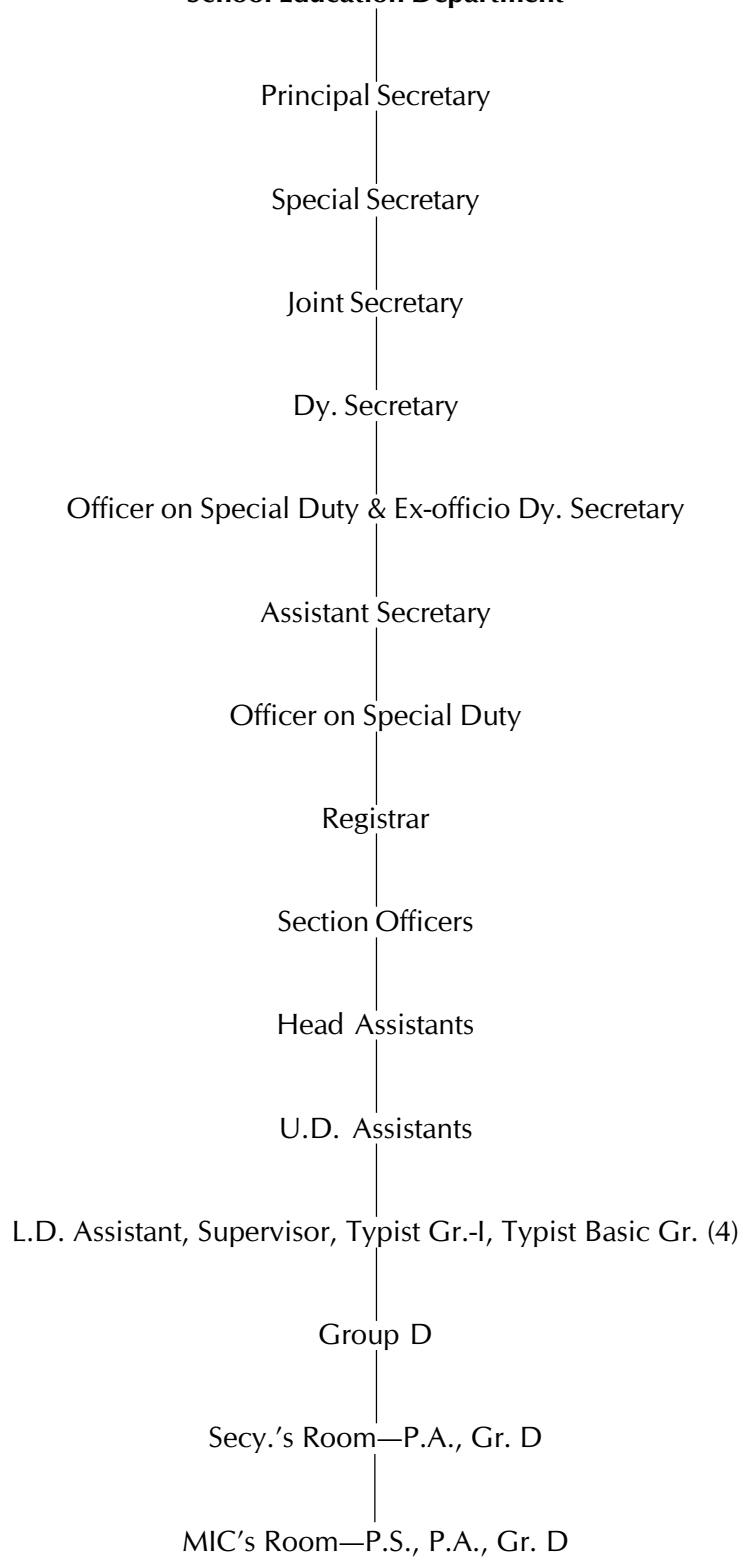


TOTAL MANAGEMENT SYSTEM UNDER SCHOOL EDU. DEPTT.



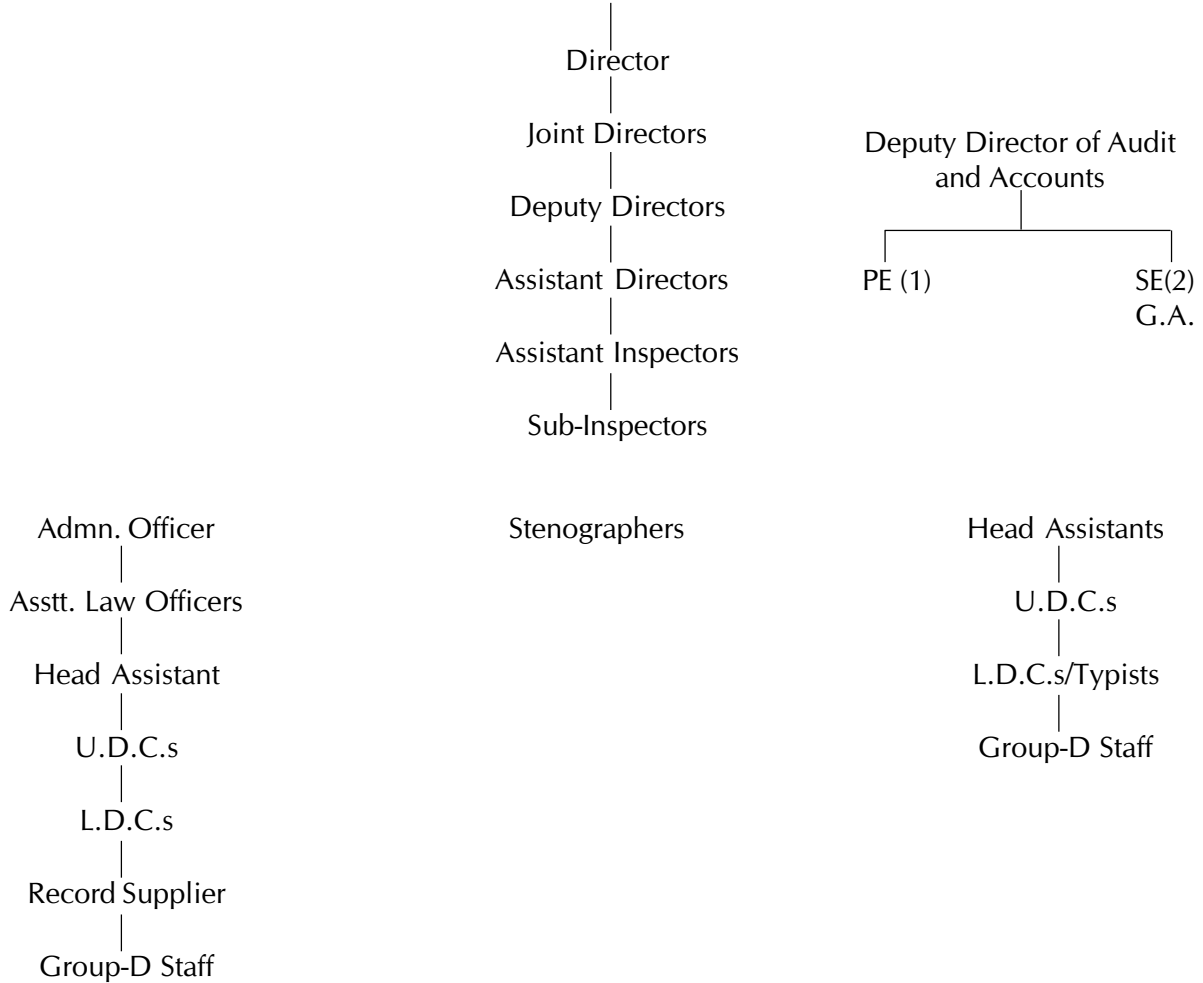
## MANAGEMENT SYSTEM - II

### School Education Department



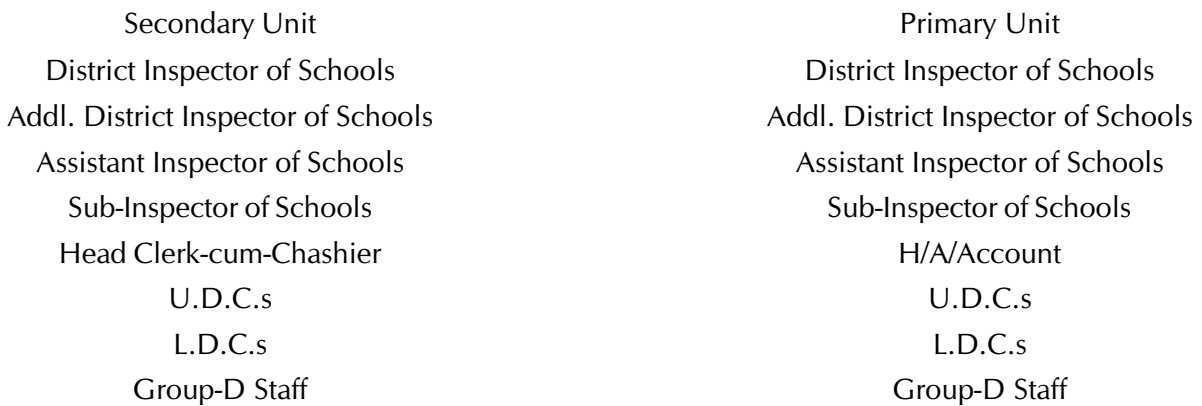
### MANAGEMENT SYSTEM - III

#### Directorate of School Education



### MANAGEMENT SYSTEM - IV

#### District Level Administration



Besides there are some Statutory bodies eg. WBBPE, WBBSE, WBCHSE, SSC. etc.

**Strength of Officers (SI/AI/ADI/DI/ADSE/DDSE/JDSE) in different districts and headquarters**

Sl. No.	District	District Inspectorate of Primary Education				District Inspectorate of Secondary Education				DPEP						Total					
		DI/S	ADI/S	AI/S	SI/S	No. of Circle	DI/S	ADI/S	AI/S	SI/S	DPO	ADPO	DDPO	JDSE	DDSE	ADSE	DI/S	ADI/S	DPO	AI/S	SI/S
1	Bankura	1	1	7	46	45	1	1	16	10	1	1	1		0	2	2	1	24	57	
2	Barrackpore	0	0	0	0	0	1	0	12	8	0	0	0		0	1	0	0	12	8	
3	Birbhum	1	0	6	33	32	1	1	15	11	1	1	1		0	2	1	1	22	45	
4	Bardhaman	1	1	8	60	59	1	4	23	19	0	0	0		0	2	5	0	31	79	
5	Kolkata	1	1	4	19	19	1	1	19	14	0	0	0		0	2	2	0	23	33	
6	Cooch Behar	1	1	6	27	26	1	0	13	17	1	1	1		0	2	1	1	20	45	
7	Dakshin Dinajpur	1	1	4	18	18	1	0	8	7	1	1	0		0	2	1	1	13	25	
8	Darjeeling (Hill)	1	0	4	12	12	1	0	6	10	0	0	0		0	2	0	0	10	22	
9	Hooghly	1	1	7	47	47	1	4	19	15	0	0	0		0	2	5	0	26	62	
10	Howrah	1	1	6	35	34	1	2	16	9	0	0	0		0	2	3	0	22	44	
11	Jalpaiguri	1	1	6	31	30	1	1	10	10	1	1	0		0	2	2	1	17	41	
12	Malda	1	0	6	32	31	1	0	8	6	1	1	0		0	2	0	1	15	38	
13	PaschimMedinipur	1	1	8	71	70	1	4	29	19	0	0	0		0	2	5	0	37	90	
14	Murshidabad	1	1	6	42	41	1	2	17	16	1	1	1		0	2	3	1	24	59	
15	Nadia	1	1	6	38	37	1	2	15	13	0	0	0		0	2	3	0	21	51	
16	North 24-Parganas	1	1	5	58	57	1	2	18	11	0	0	0		0	2	3	0	23	69	
17	Purulia	1	0	7	46	45	1	0	9	5	1	1	0		0	2	0	1	17	51	
18	Siliguri	1	0	3	7	7	1	0	3	4	0	0	0		0	2	0	0	6	11	
19	South 24-Parganas	1	1	4	57	56	1	2	25	15	1	1	1		0	2	3	1	30	73	
20	Purba Medinipur	1	1	0	46	46	1	2	10	3	0	0	0		0	2	3	0	10	49	
21	Uttar Dinajpur	1	1	3	17	17	1	1	5	8	1	1	0		0	2	2	1	9	25	
	<b>Total</b>	<b>20</b>	<b>15</b>	<b>106</b>	<b>742</b>	<b>729</b>	<b>21</b>	<b>29</b>	<b>296</b>	<b>230</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>41</b>	<b>44</b>	<b>10</b>	<b>412</b>	<b>977</b>	
	<b>Directorate of School Education (HQ)</b>																				
		<b>20</b>	<b>15</b>	<b>106</b>	<b>742</b>	<b>729</b>	<b>21</b>	<b>29</b>	<b>296</b>	<b>230</b>				<b>3</b>	<b>13</b>	<b>16</b>	<b>41</b>	<b>44</b>	<b>10</b>	<b>19</b>	<b>22</b>
														<b>3</b>	<b>13</b>	<b>16</b>	<b>41</b>	<b>44</b>	<b>10</b>	<b>431</b>	<b>999</b>

N.B. : 491. Posts of AI/S and 20 . Posts of DI/S have been created vide  
 G.O. No.515/JJ-6-U/J.S.- dt 08.10.2007 not included in the above Statement.  
 \* Including Phy. Edu.

## Chapter - III

### PRIMARY EDUCATION

Universalisation of Elementary Education continued to be the main thrust area of the activities of the School Edn. Deptt., Govt. of West Bengal during the year 2007-08. Our Constitutional Commitment, National Commitment and International Declarations on universal free Compulsory Primary Education in the age-group 6 to 14 years, quality development of children encouraged the State Govt. through the Edn. Deptt. to take sincere steps and effective strategies to achieve the target. The instruction of language at the primary stage is the mother tongue of a child. English has been introduced as second language in Class II. The renewal of Text Book and curriculum, capacity building of teachers through training & orientation, supply of teaching learning materials, set up of new primary schools and Sishu Siksha Kendras, sanction of additional teachers and Sahayikas, alternative schooling/EGS (Education Guaranteed Scheme), infrastructural & environmental development, convergent planning among various departments and initiation of some incentive schemes are the main strategies of the State Govt. to achieve the target.

Incentive Programme : Some incentive programmes have been introduced to bring all children in the schooling system and increase the retention rate especially for the children belonging to S.C., S.T., Minority and Economically Back ward Communities. Some of them are noted below -

- (a) **School Sports** – School sports is one of the important incentive programme which has long been implemented by the State Govt. for the students of Primary/Jr. Basic Schools and Sishu Siksha Kendras. It involves the students of all Pry./Jr. Basic Schools & Sishu Siksha Kendras for their Physical & Mental Development, increase of the sense of loyalty, bravery, punctuality, friendship, national integration, community participation and finest qualities which are essential in every walk of life. The programme of Physical Education activities are observed throughout the calendar year in regular Routine activities and is reflected in the school routine competition regarding school sports organised in six different tiers viz. School Level, Anchal/Zonal, Circle, Sub-Division, District and finally it ends through the State Level Sports Meet with the participation of people of all Sectors i.e. Students, Guardians, Teachers, Voluntary organisations like Club, Panchayat, Municipality and Govt. organisation. The successful competitors of State Level Sports Meet are awarded Scholarships. The Sports and Physical Education Activities in Primary, Jr Basic Schools, Madrasahs and Sishu Siksha Kendras in rural and urban areas in all the districts were held in the year. The Annual Primary School Sports Meet was organised by the West Bengal Board of Primary Education. The State Level Annual Sports Meet was held in the district of Paschim Medinipore in the year 2007-08.
- (b) **School Dress** – The programme for distribution of School Dress to the girl students in primary schools is also an important incentive programme in Primary Education Sector which has long been taken up by the State Govt. in Primary Schools. Initially the programme was concentrated fully among the girl students of S.C., S.T. Community and partially i.e. 25% of girl students of general and other Backward Classes.

Presently the policy of the State Govt. is that 100% girl students in Primary & Jr. Basic Schools reading in Classes I to V of all districts under the State irrespective of Caste, Creed and pecuniary condition is to be provided with free school dress.

#### **Mid Day Meal Programme**

CMDM Programme was started in this State in 1100 schools in January, 2003. A total no. of 69808 Primary Schools & SSKs/MSKs have been brought under this Scheme with 9195381 enrolments during 2007-08. Besides, CMDM Scheme for upper primary stage from classes VI to VIII have been started in 86 Educationally Backward Block in 12 districts and Siliguri S.D. from October, 2007 covering 1900 schools with an enrolment of 7,38,901.

## Target & Achievement on MDM during 2007-08 & 2008-09

### During 2007-08

<b>1. No. of Eligible Institutions (Classes I-V)</b>	<b>1. No. of Eligible Students (Classes I-V)</b>
Schools : 59389	Schools : 9031215
EGS+AIE : 18760	EGS+AiE : 1730171
<b>Total : 78149</b>	<b>Total : 10761386</b>
<b>2. No. of Covered Institutions (Classes I-V)</b>	<b>2. No. of Covered Students (Classes I-V)</b>
Schools : 52167	Schools : 8055276
EGS+AIE : 17851	EGS+AIR : 1615723
<b>Total : 70018</b>	<b>Total : 9670999</b>

In October, 2007, 86 Educationally Backward Blocks (EBB) in 13 districts namely **Bankura, Birhum, Cooch Behar, Dakshin Dinajpur, Uttar Dinajpur, Jalpaiguri, Malda, Murshidabad, West Medinipur, Nadia, Purulia, South 24 Parganas and Siliguri Sub-Division** have been included in MDM Programme for Upper Primary Stages.

<b>3. No. of Eligible Institutions (Classes VI-VIII)</b>	<b>3. No. of Eligible Students (Classes VI-VIII)</b>
UP-Schools :	UP-Schools :
MSK :	MSK :
<b>Total : 1984</b>	<b>Total : 752091</b>
<b>4. No. of Covered Institutions (Classes VI-VIII)</b>	<b>4. No. of Covered Students (Classes VI-VIII)</b>
Schools :	Schools :
MSK :	MSK :
<b>Total : 1400</b>	<b>Total : 563730</b>

#Purulia, South 24 Parganas and Siliguri Sub-Division could not started MDM Programme in Upper Primary Schools.

### 5. Construction of Kitchen Shed :

Out of **78149** primary institutions, fund sanctioned for **24792 Kitchen Sheds**.

Attempt has been made for completion of **53357 Kitchen Sheds** during 2008-09. Out of **1984** upper primary institutions, fund sanctioned for **1900 Kitchen Sheds**.

### During 2008-09

<b>1. No. of Eligible Institutions (Classes I-V)</b>	<b>1. No. of Eligible Students (Classes I-V)</b>
Schools : 59389	Schools : 9031215
EGS+AIE : 18760	EGS+AIE : 1730171
<b>Total : 78149</b>	<b>Total : 10761386</b>
<b>2. No. of Covered Institutions (Classes I-V)</b>	<b>2. No. of Covered Students (Classes I-V)</b>
Schools : 52167	Schools : 8055276
EGS+AIE : 17851	EGS+AIE : 1615723
<b>Total : 70018</b>	<b>Total : 9670999</b>

# **N.B. : According to PAB, Government of India's decision no. of eligible students at primary stages (classes I-V) will be 8392800 instead of 9670999 as per Census Projection Report, 2001.**

<b>3. No. of Eligible Institutions (Classes VI-VIII)</b>	<b>3. No. of Eligible Students (Classes VI-VIII)</b>
UP- Schools : 9387	UP-Schools : 4253737
MSK : 1803	MSK : 235901
<b>Total : 11190</b>	<b>Total : 4489638</b>

## **Total institutions and enrolled students to be covered during 2008-09**

**4. Target for 2008-09 :**

**A. Primary Institutions to be covered :**

Schools : 7222

EGS + AIE : 909

**Total : 8131**

**B. Students to be covered :**

Schools : 975939

EGS + AIE : 114448

**Total : 1090387**

**C. Construction of Kitchen Shed :**

1) **Primary Stages : 53357 (to be completed)**

2) **Upper Primary Stages : 9290 (to be completed)**

**5. Calories/protein value being provided to the students as detailed below.**

# 520 calories and 15 gms. protein per student per day for primary stages.

760 calories and 23 gms. protein per student per day for upper primary stages.

# Foodgrains were adequate for all districts. There were no difficulty in lifting, transportation and storage of foodgrains.

**6. Fund provision and release during 2007-08.**

1. Cooking Cost :
  - a) Central Assistance of Rs. 325.30 crores was received out of which Rs. 231.5721 crore were released to the districts. Utilization Certificate of Rs. 192.68 crore has been received from the districts.
  - b) Out of State Budget Provision of Rs. 250 crores an amount of Rs. 169.9153 crore was released to the districts.
2. Kitchen Shed : Central Assistance of Rs. 11.40 crore was received and the total fund was released to the districts.
3. Procurement of kitchen devices : Central Assistance of Rs. 10.5995 crore was received and the total fund released to the districts.
4. MME : Central Assistance of Rs. 8.774 crore was received and the total fund was released to the districts. Utilization Certificate of Rs. 2.807 crore has been received from the districts.
5. Transport Subsidy : Central Assistance Rs. 8.6423 crore was received and the total fund was released to the districts.

#### **Recruitment to the post of Primary School Teachers**

As the matter of training of the primary teachers is sub-judice, the necessary steps regarding filling up of vacant posts of primary teachers can not be taken. A huge number of posts of primary school teacher is lying vacant due to retirement and due to sanctioned additional posts in each District. Each and every districts have engaged para teachers in the primary schools to cope with the problem.



**Statement showing number of Primary Schools, sanctioned strength of Primary teachers and existing position of Primary teachers for the year 2007-2008.**

Sl. No.	Name of DPSC	No. of Schools	Sanction Strength of Primary teachers	Existing teachers of Pry. Schools
1.	Bankura	3,460	10,548	8,839
2.	Birbhum	2,373	8,617	7,453
3.	Bardhaman	3,974	16,087	12,764
4.	Kolkata	1,328	7,376	5,300
5.	Cooch Behar	1,813	6,994	6,075
6.	Siliguri	399	1,934	1,311
7.	Jalpaiguri	2,031	7,908	6,985
8.	Howrah	2,109	9,823	7,409
9.	Hooghly	2,997	12,808	9,800
10.	Malda	1,886	8,179	5,638
11.	Paschim Medinipur	4,667	15,223	11,935
12.	Purba Medinipur	3,237	11,627	8,905
13.	Murshidabad	3,171	12,479	10,563
14.	Nadia	2,614	10,739	8,806
15.	Purulia	2,979	8,343	5,989
16.	Uttar Dinajpur	1,453	6,032	4,503
17.	Dakshin Dinajpur	1,182	4,802	3,987
18.	North 24 Parganas	3,758	17,471	12,089
19.	South 24 Parganas	3,707	15,090	11,410
		49,138	1,92,080	1,49,761
20.	D.G.H.C.	775	2,872	2,250
	<b>TOTAL</b>	<b>49,913</b>	<b>1,94,952</b>	<b>1,52,011</b>

**Revised scales of pay for posts Primary Schools**

**(ROPA - 1998) -**

<b>Sl. No.</b>	<b>Name of Service/Post with qualification</b>	<b>Existing Pay scale/ Special Pay/Allowance etc. (in Rs.)</b>	<b>Revised scale of Pay (in Rs.)</b>
State Government Sponsored or Aided Primary Schools/Junior Basic Schools (including Pre-Basic Schools)			
(A)	Teacher		
	(i) For Trained Matriculated/School Final/Madhyamik Passed or equivalent.	1040 – 1920	3350 – 6325
	(ii) For Untrained Matriculate/Madhyamik Passed or equivalent.	980 – 1755	3150 – 5680
	(iii) For Non-Matric/Non-School Final/Non-Madhyamik Passed School mother and Craft teacher.	–	–
(B)	Head Teacher	(i) Grade pay as Teacher according to Sl. No. 1 above.	(i) Grade pay as Teacher according to Sl. No. 1 above.
		(ii) Special Pay Rs. 70/- for all	(ii) No Special Pay.
(C)	Matron	830 – 1357	2700 – 4480
(D)	Group-D	800 – 1265	2600 – 4175

**SANSKRIT EDUCATION :**

The Deptt. of school Edn. take sincere steps for the development and propagation of sanskrit teachign throuhg Sanskrit Tols.

There are three different types of Tols - (1) Govt. Tols (2) Govt. Sp. Tols/Chatuspathi (3) Non-Govt. Tols (DA getting).

Vangiya Sanskrit Siksha Parishad of the State has been playing a key role for the promotion of Sanskrit Studies in the State.

A committee was constituted to study the present status and its upliftment of the sanskrit studies. A proposal for amalgamation of Sanskrit Tols has been prepared by the Vangiya Sanskrit Siksha Parishad and submitted to the School Edn. Deptt. for necessary approval. New Syllabus has been reconstituted and the teaching in new syllabus has started from the academic session 2007-08 (Adya onwards). Different steps

has been taken by the Govt. for strengthening and smooth functioning of the Tols, inspection, examination, & promotion in studying the Sanskrit languages.

**Consolidated Statement showing Number of Sanskrit Tols, No. of Staff and Allotment placed during 2007-2008.**

Sl. No.	Name of the District	No. of Tols.	No. of Staff		
			Pandit	Servant	Clerk
01.	Howrah	14	13	—	—
02.	Kolkata	37	49	—	—
03.	Birbhum	30	37	—	—
04. (A)	Purba Medinipur	247	256	—	—
(B)	Purba Medinipur Govt. Tol	1	2	2	1
05.	Purulia	2	2	—	—
06.	Hooghly	74	84	8	—
07.	Bankura	26	24	—	—
08.	South 24-Pgs.	20	15	—	—
09.	Paschim Medinipur	97	110	7	—
10.	Jalpaiguri	1	1	—	—
11.	North 24-Pgs.	23	21	4	—
12.	Darjeeling	1	1	—	—
13.	Uttar Dinajpur	1	1	—	—
14.	Murshidabad	2	2	—	—
15. (A)	Bardhaman	52	74	4	—
(B)	Bardhaman Sponsored Tol.	2	6	2	2
16. (A)	Nadia	20	18	1	—
(B)	Nadia Govt. Tol.	1	—	1	1
17. (A)	Cooch Behar	1	3	—	—
(B)	Cooch Behar Govt. Tol.	1	—	2	1
<b>TOTAL</b>		<b>653</b>	<b>719</b>	<b>31</b>	<b>5</b>

**Report of  
Paschim Banga Sarva Shiksha Mission  
with Basic Statistics**

## 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 Universalization of Elementary Education (UEE) as part of a national policy for development of human resources. As part of the Universalization 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 seventh 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 :-

Table – I shows the estimated population of West Bengal based on the 2001 census and decadal growth rate. The SC/ST population figures are projected on the basis of the proportion of these categories of population against the total population of the district as per the 2001 census. Cooch Behar has a high concentration of SC population and Purulia has high concentration of ST population. Murshidabad, Uttar Dinajpur and Malda are characterized by high presence of Muslim (minority) population.

## Demographic Information

Sl. No.	District	Estimated Total Population	Estimated Male Population	Estimated Female Population	%SC Population	%ST Population	%Of religious communities (minorities) to total population	Total Literacy Rate %	Male Literacy Rate %	Female Literacy Rate%
1	Bankura	3499030	1784814	1714216	32.24	10.6	7.57	63.44	76.76	49.43
2	Bardhaman	7557130	3924187	3632943	26.98	6.41	21.11	70.18	78.63	60.95
3	Birbhum	3304748	1687021	1617727	29.51	6.74	35.08	61.48	70.89	51.55
4	DGHC	1178356	587407	590949	16.15	13.78	9.38	71.79	80.05	62.94
5	Dk. Dinjapur	1647406	836669	810737	28.71	16.01	34.92	63.59	72.43	54.28
6	Howrah	4683097	2449307	2233790	15.78	0.27	19.61	77.01	83.22	70.11
7	Hugli	5525747	2830361	2695386	23.00	4.16	16.42	75.11	82.59	67.21
8	Jalpaiguri	3727511	1911697	1815814	34.54	18.72	10.89	62.85	72.83	52.21
9	Cooch Behar	2717027	1386340	0330687	50.11	0.58	23.06	66.30	75.93	56.12
10	Kolkata	5011638	2732368	2279270	6.45	0.49	26.00	80.86	83.79	77.30
11	Malda	3606184	1843502	1762682	16.89	6.91	46.59	50.28	58.80	41.25
12	Murshidabad	6429459	3286058	3143401	11.90	1.37	68.00	54.35	60.71	47.63
13	Nadia	5046654	2585625	2461029	28.78	3.29	25.41	66.14	72.31	59.58
14	North 24 Prgs.	9791519	5076140	4715379	20.60	2.23	22.96	78.07	83.92	71.72

Sl. No.	District	Estimated Total Population	Estimated Male Population	Estimated Female Population	%SC Population	%ST Population	%Of religious communities (minorities) to total population	Total Literacy Rate %	Male Literacy Rate %	Famle Literacy Rate%
15	Paschim Medinipur	5805182	2961681	2843501	17.87	16.11	19.65	60.69	70.13	50.80
16	Purba Medinipur	4727749	2410564	2317185	13.32	0.53	19.65	69.24	76.91	61.14
17	Purulia	2779891	1414945	1364946	17.92	19.35	6.03	55.57	73.72	36.50
18	Siliguri	585214	296127	289087	25.63	14.55	10.43	57.89	68.65	76.90
19	South 24 Pdns	7569377	3900062	3669315	29.81	1.14	28.75	69.45	79.19	59.01
20	Uttar Dinajpur	2676081	1373125	1302956	18.71	3.82	48.28	47.89	58.48	36.51
<b>Grand Total Overall</b>		<b>87869000</b>	<b>45278000</b>	<b>42591000</b>	<b>22.38</b>	<b>5.66</b>	<b>26.42</b>	<b>68.64</b>	<b>77.02</b>	<b>59.61</b>

- Siliguri Educational District Comprises 4 Blocks and major part of Siliguri Municipal Corporation area, i.e. that total Siliguri Sub-Division.
- Population estimated based on census, 2001.

For planning, implementation and monitoring of SSA, NPEGEL & KGBV activities at District and sub-district level, the following existing administrative set up is being utilized effectively through convergence.

#### Administrative Set-up

Sl. No.	District	No. of Sub Divisions	No. of Blocks/Panchayat Samities	No. of Municipalities	No. of Gram Panchayat	No. of Gram Samsads	No. of Municipal Wards	No. of Primary Education Circles
1	Bankura	3	22	3	190	2,465	57	45
2	Bardhaman	6	31	11	277	3857	289	59
3	Birbhum	3	19	6	167	2108	101	32
4	DGHC	3	8	4	112	1043	84	14
5	Dk. Dinajpur	2	8	2	65	929	41	18
6	Howrah	2	14	3	157	2245	107	34
7	Hugli	4	18	12	210	3029	273	47
8	Jalpaiguri	3	13	4	146	2075	91	27
9	Cooch Behar	5	12	6	128	1714	79	26
10	Kolkata	0	0	1	0	0	141	23
11	Malda	2	15	2	147	2027	42	31
12	Murshidabad	5	26	7	255	3633	126	41
13	Nadia	4	17	10	187	2649	186	37
14	North 24-Prgs.	5	22	28	200	2944	680	57
15	Paschim Medinipur	4	29	8	290	3491	131	69
16	Purba Medinipur	4	25	5	224	2970	100	46
17	Purulia	3	20	3	170	1911	47	45
18	Siliguri	1	4	1	22	359	47	7
19	South 24 Pdns.	5	29	7	312	4324	150	51
20	Uttar Dinajpur	2	9	4	99	1422	71	17
<b>Grand/Total Overall</b>		<b>66</b>	<b>341</b>	<b>127</b>	<b>3358</b>	<b>45,195</b>	<b>2843</b>	<b>726</b>

Source : District report.

## Enrolment

Universal enrolment is one of the major objectives for achieving the goal of Universalization 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

Sl. 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	370618	308805	368442	366390	4228	99.41	98.86
2	Bardhaman	722096	529369	823972	717534	4562	114.11	99.37
3	Birbhum	292731	288789	355457	288916	3815	121.43	98.70
4	DGHC	94755	81083	121792	92297	2458	128.53	97.41
5	Dk. Dinajpur	219798	154330	247668	211973	7825	112.68	96.44
6	Howrah	344713	305306	416849	333948	10765	120.93	96.88
7	Hugli	332236	373074	402456	330433	1803	121.14	99.46
8	Jalpaiguri	385828	323012	494131	382438	3390	128.07	99.12
9	Cooch Behar	296122	254860	368510	287712	8410	124.45	97.16
10	Kolkata	527927	189265	529512	525764	2163	100.30	99.59
11	Malda	410419	409511	513593	403593	6826	125.14	98.34
12	Murshidabad	649743	622098	864961	639197	10546	133.12	98.38
13	Nadia	452947	406295	487285	451740	1207	107.58	99.73
14	North 24-Prgs.	975921	530901	994819	964974	10947	101.94	98.88
15	Paschim Medinipur	445390	411838	530239	435926	9464	119.05	97.88
16	Purba Medinipur	519625	346708	526922	514371	5254	101.40	98.99
17	Purulia	304676	291371	344173	301109	3567	112.96	98.83
18	Siliguri	134130	73141	133413	132452	1678	99.47	98.75
19	South 24 Prgs.	645386	914131	890867	629906	15480	138.04	97.60
20	Uttar Dinajpur	300710	305104	434122	290974	9736	144.37	96.76
<b>Grand Total/Overall</b>		<b>8425771</b>	<b>6818991</b>	<b>9849183</b>	<b>8301647</b>	<b>124124</b>	<b>116.89</b>	<b>98.53</b>

Source : DISE and other reports, 2007

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

### 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	259250	234462	257198	2052	11995	95.58	94.82
2	Bardhaman	619248	605509	455899	499071	106438	13739	97.78	80.59
3	Birbhum	304758	286544	232967	220241	66541	17976	94.02	72.27
4	DGHC	113946	95415	43962	81589	29495	2862	83.74	71.60
5	Dk. Dinajpur	179268	146858	122186	134292	35695	9281	81.92	74.91
6	Howrah	334476	307438	280790	231430	82901	20145	91.92	69.19
7	Hugli	368117	365158	349110	286450	72023	9644	99.20	77.81
8	Jalpaiguri	415441	308791	273853	292369	111693	11379	74.33	70.38
9	Cooch Behar	322608	253708	219259	236571	80798	5239	78.64	73.33
10	Kolkata	447795	441343	187669	432148	3748	11899	98.56	96.51
11	Malda	386853	300780	250447	256750	110000	20103	77.75	66.37
12	Murshidabad	655716	521528	469420	402366	225764	27586	79.54	61.36
13	Nadia	406426	388670	375755	368141	35545	2740	95.63	90.58
14	North 24-Prgs.	966330	943265	561038	918602	29845	17883	97.61	95.06
15	Paschim Medinipur	384239	394223	385728	260455	94313	29471	102.60	67.78
16	Purba Medinipur	421750	442129	342088	400296	12551	8903	104.83	94.91
17	Purulia	220709	184123	169081	145624	43064	32021	83.42	65.98
18	Siliguri	119681	116725	66158	115724	961	2996	97.53	96.69
19	South 24 Prgs.	787186	535491	488951	492121	260961	34104	68.03	62.52
20	Uttar Dinajpur	321130	195549	154917	135857	143148	42125	60.89	42.31
<b>Grand Total/Overall</b>		<b>8046922</b>	<b>7092497</b>	<b>5663740</b>	<b>6167295</b>	<b>1547536</b>	<b>332091</b>	<b>88.14</b>	<b>76.64</b>

Source : DISE and other reports, 2007

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

### BHARTI SUNISCHITKARAN KARMASUCHI – 2007 and Its Outcome

During the year 2007, a special Enrolment Drive Programme - Bharti Sunischitkaran Karmasuchi-2007 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. The lists of such names of Out Of School Children as collected from Child Census were made available at VEC/WEC level. Each VEC/WEC thus had 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 enrolment drive, special attention was given to enrolment of girl child, minorities and SC & ST. The enrolment status of primitive tribal groups was also specially monitored and studied. In case of Gram Sansads with unusually high number of Out Of School Children, special strategy was planned. Special monitoring was planned for circles having out of school children number greater than 1000.



This drive programme continued upto September 2007 and date of admission of children in school was extended beyond the scheduled date, up to 30th September 2007 vide special G.O. from the SE Dept.

CATEGORY	TOTAL OOSC**	TOTAL ENROLMENT	OOSC DEDUCTED	REMAINING OOSC
PRIMARY	545677	403403	17910	124364
UPPER PRIMARY	747058	349018	66189	331851
TOTAL	1292735	752421	84099	456215

\*\* As per Child Census-2006

For addressing the Never enrolled, Dropped out & Overaged children residing in remote areas, Alternative Schooling System is the most effective and popular support services in respect of Elementary Education.

### ALTERNATIVE & INNOVATIVE EDUCATION

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.

To ensure Universal access enrolment and retention the following alternative and innovative education facilities are available in the State.

#### 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-out 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

CATEGORY	CENTRE OOSC**	ENROLMENT		
		BOYS	GIRLS	TOTAL
BRIDGE COURSE (PRY.)	2707	23892	19260	63085
BRIDGE COURSE (U. PRY.)	994	11251	10848	27283
RESIDENTIAL BRIDGE COURSE	2	130	68	198

## STATUS OF MAINSTREAMING FROM BRIDGE COURSE

PRIMARY BRIDGE COURSE				UPPER PRIMARY BRIDGE COURSE			
TOTAL ENROLMENT	TOTAL LEARNERS MAINSTREAMED			TOTAL ENROLMENT	TOTAL LEARNERS MAINSTREAMED		
	BOYS	GIRLS	TOTAL		BOYS	GIRLS	TOTAL
71084	22105	15261	37366	22863	3854	2880	3734

### 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.

#### STATUS OF EGS & AIE / DUC

CATEGORY	CENTRE	ENROLMENT		
		BOYS	GIRLS	TOTAL
EGS (PRY.)	320	5785	3723	<b>9508</b>
NGO RUN AIE/DUE (PRY.)	529	14223	15711	<b>29934</b>
NGO RUN AIE/DUE (U.PRY.)	193	3528	2415	<b>5943</b>

### 3. Rabindra Mukta Vidyalaya Study Centres

Rabindra Mukta Vidyalaya aims to provide alternative upper primary academic support (from Classes 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).

CENTRE	ENROLMENT
795	48198

#### 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, providing Drinking Water & Toilet facilities.

For addressing the adverse ratio of Upper Primary : 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 2007 & 08, there was the approval for opening of 1600 units of New Upper Primary Schools @ 200 schools for each district for Purulia, Bankura, Paschim Medinipur, Cooch Behar, Jalpaiguri, Uttar Dinajpur, Daskhin Dinajpur & Muslimabad. During the year, 501 new upper primary schools have been recognized and each one of them has been provided fund for construction of 3 ACRs from SSA.

### Civil Works of SSA

- Identification of beneficiaries 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 beneficiaries, SPO has advocated the utilization of DISE database.
- Mechanism for Implementation: Involvement of the community is the unique feature of our Civil Works. The Village Education Committee/Ward Education Committee (VEC/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 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.

### STATUS OF CIVIL WORKS UNDER SSA AS ON MARCH, 2008 (Cumulative)

Sl. No.	Item	AWP & B Approved Target	Works Taken Up	Completed	In Progress	Not Taken Up
1.	NSB (P)	4,124	3,972	3,243	729	152
2.	ACR	1,10,209	69,837	59,815	10,022	40,372
3.	CLRC	237	261	239	22	–
4.	DW	9,252	8,586	8,036	550	666
5.	Toilet	8,486	8,149	7,411	738	337
6.	B. Wall	416	412	353	59	4
7.	Girls' Toilet	6,508	5,559	467	5,092	949
8.	Major Repair	1,883	1,184	35	1,149	699

Apart from school based and non school based construction under SSA, Integrated Education Complexes (IEC) are being constructed under direct supervision of State Project Office. The details of the said construction is given below :

### STATUS OF INTEGRATED EDUCATION COMPLEX IN WEST BENGAL AS ON MARCH, 2008 (Cumulative)

Physical Nos.	Completed	In Progress	Not Started
28	19	5	4

### STATUS OF CONSTRUCTION OF KGBV IN WEST BENGAL AS ON MARCH, 2008 (Cumulative)

Physical Nos.	Completed	In Progress	Not Started
59	35	16	8

### STATUS OF CONSTRUCTION OF NPEGEL CLUSTER IN WEST BENGAL AS ON MARCH, 2008 (Cumulative)

Physical Nos.	Completed	In Progress	Not Started
1,064	711	350	3

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, the 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.

## **GIRLS' EDUCATION**

In India, for a girl child the period from infancy to adolescence is a perilous path. In the socially inhospitable environment of patriarchal and male dominated society a girl is 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. Recognizing the discrimination to the girls SSA aims to adopt different approaches to achieve gender equity. The activities undertaken by the Girls' Education Unit of SSM is as follows :

Activities undertaken under SSM :

- ❖ Awareness generation programmes in the form of Ma-O-Meye organized at Block/GP level.
  - Coverage-217 CLRC/ 65GP / 27 blocks
- ❖ Mothers' meetings organized on a mass scale during World Women's Day (8th March) and the birthday of Pandit Iswar Chandra Vidyasagar (26th September).
- ❖ Formation of 47290 Mother-Teacher Associations (MTA) out of 49898 Primary Schools.
- ❖ Training of 47530 MTA members in workshop mode on the roles and responsibilities of MTA in Primary Schools in most of the districts.
- ❖ Preparation of Guideline on formation of MTA in Upper Primary Schools & circulation of the same through School Education Dept.
- ❖ Formation of Mother-Teacher Associations (MTA) in 6205 Upper Primary Schools.
- ❖ Training of 72 KRPs on formation of MTA in Upper Primary Schools at the State level & 3738 RPs at the District level.
- ❖ Sensitization of 61000 regular teachers & 15190 Para teachers on gender issues with special focus to Girls' Education.
- ❖ Orientation of 18435 Panchayat members on Girls Education.
- ❖ Conducting of five months Vocational training course for a number of 50 girls residing in the Red light area of Khidirpore, Kolkata.
- ❖ Orientation of 2212 Self Halp Group members of Bankura on Girls Education & their role in community mobilization for the success of Universalisation of education.
- ❖ Organization of Health check up programme for the girls students of SC/ST/Minority dominated blocks at both Primary & Upper Primary level in all the 20 educational districts.
  - Total coverage 1,92,564 girls students.

## A Statistical View

A review of girls' enrolment status over the last three 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. According to the DISE 2007-08 Gender Parity Index in enrolment in case of Upper Primary is positive & greater than 1.

**Table : 1 Percentage of Girls Enrolment to Total Enrolment**

Year	Primary	Upper Primary
2005-06	49.60%	49.09%
2006-07	49.66%	49.69%
2007-08	49.62%	50.20%

**Table : 2 Enrolment Percentage of SC & ST Girls in the year 2007-08**

Year	% of SC girls enrolment among total SC Enrolment	% of ST girls enrolment among total SC Enrolment
Primary	49.37%	49.06%
Upper Primary	47.54%	45.09%

GPI value in West Bengal is steadily moving towards 1 and in some districts it has been more than 1. GPI value also indicates the fact that more & more girls of West Bengal are in the arena of education.

**Table : 3 Gender Parity Index**

Year	Primary	Upper Primary
2005-06	0.984	0.964
2006-07	0.986	0.987
2007-08	0.984	1.007

In addition to the usual activities under Girls Education of SSA area based strategies and activities for girls are very much required particularly for the areas which are educationally backward and the hardest to reach girl children belonging to SC/ST/Minority and BPL families. Therefore special activities are being provided through EPEGEL and KGBV hostel facilities.

### **National Programme for education of girls at elementary level (NPEGEL)**

NPEGEL activities were started in West Bengal from 2004-05 year. This programme was implemented firstly in the 57 Educationally Backward Blocks of 11 districts of the state. Now it is implemented in the 59 Educationally Backward Blocks in 10 districts of the state especially for improving girls education in the Educationally Backward Block.

- 1064 Cluster Resource Schools are selected for establishment of Cluster Resource Room, for providing different type of facilities for promoting girls education and empowerment.
- 731 Cluster Resource Room construction completed and rest are in progress.
- Sports material, Library Book, vocational training equipments distributed to 731 clusters.

- Activities like Life Skills training and vocational training provided to for girls from the Cluster Resource Centers.
- In the year 07-08 teachers training programme has been conducted in 838 Clusters on the Girls Education issues.
- A ward to best School given to 491 Cluster Schools for best performance towards improvement of girls education.
- Remedial teaching was provided to 35921 academically weaker girls in the year 2007.-08.

### **KASTURBA GANDHI VALIKA VIDYALAYA (KGBV)**

The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education has received an overriding priority, through provision of special support services, setting of time targets, and effective monitoring in our different Plans & Programmes. A clue as to the choice of girls' education as the absolute priority in the gender Millennium Development Goal lies in a statement by the former UN Secretary General, Kofi Annan, who has said: *"there is no tool for development more effective than the education of girls. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, improve nutrition and promote health including helping to prevent the spread of HIV/AIDS."*

In West Bengal 58 schools are identified in 59 Bengal Educationally Backward Blocks of 10 districts for establishment of model - III KGBV hostels.

- 52 KGBVs have been operationalised in West Bengal in 2007-08.
- 2237 drop-out & likely to be drop-out girls are enrolled in the 52 operational KGBVs.
- Different type of incentive like foodstuff, garments, stationery is provided to all enrolled girls.

### **Status of construction of KGBV Hostel (As on 31.03.2008)**

<b>No. of KGBV sanctioned</b>	<b>Construction completed</b>	<b>Construction in progress</b>	<b>Not started</b>
59	35	18	6

### **Enrolment of SC/ST/Muslim children at primary and upper primary level :**

<b>% Of Enrolment of SC/ST/Muslim children to the total enrolment at primary and upper primary level</b>			
<b>Level</b>	<b>SC</b>	<b>ST</b>	<b>Muslim</b>
<b>Primary</b>	28.51	7.13	30.30
<b>Upper Primary</b>	26.83	5.08	22.42

Source : DISE 2007-08

### **Education of the children with special needs (CWSN)**

Every child has a fundamental right to get education. Sarva Shiksha Abhiyan is an endeavour to provide eight years of quality education to all children up to Class VIII by 2010. In our State a sizable number of CWSN have been identified which cannot be ignored. Realizing the importance of integrating special children in regular schools, SSA framework has made adequate provisions for educating CWSN.

## Approach and Options for CWSN

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the right to education. This has also been strengthened by the 86th Amendment to the Constitution, which makes Elementary Education a fundamental right of every child. Thus SSA, in line with the persons with Disabilities (Equal Opportunities, Protection of Rights & 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. These might include special schools, EGS/AIE or even home-based education. SSA also offers each district, flexibility to plan for Inclusive Education (IE) activities, depending on the number of children identified and the resources available to effectively implement the IE programme.

## Components of Education of CWSN

The interventions suggested under SSA for inclusive education are as follows :

- Community awareness
- Identification & Assessment.
- Educational placement
- Preparation of Individualized Educational Plan
- Provision of aids and appliances
- Teachers' training
- Resource support
- Removal of architectural barriers
- Monitoring and evaluation

## Status of expansion of IED

### Identification, Enrolment & Coverage

Number of CWSN identified	Enrolment of CWSN in Formal schools	Total Block covered	Total Municipality covered	Total number of schools having ramps	No. of CWSN covered through Home based education
191444	125624	305	99	46421	16857

### Aids & appliances distribution, orientation of teachers and extension of resource support

No. of CWSN benefited with aids & appliances	Number of teachers oriented on IED issues	Total number of DLRO units involved with the resource support	Total number of spl. Educators working under DLROs	No. of man power oriented other than teachers
34707	147883	196	709	126615

## TEACHER TRAINING & ITS' IMPACT

There is a continuous uninterrupted training schedule developed for the teachers both for the permanent teachers and the para-teachers through **cascade mode** down the line of CLRC / URC ⇒ CRC level through which they can develop their attitude, behavioral pattern, mentality aiming at quality education of the children coming from all corners of the society with equity.

The CLRCs/URCs as the nodal center for SSA play the major role in teacher training component starting from subject / content based training to **Girls Education** or focus on other **Social Category / Children With Special Needs** or addressing the regions / local specific needs and requirements.

The uninterrupted and intensive teacher training schedules have immense scope for improvement of different facets of quality education in terms of equity, enhancement of learning levels etc. Towards the **Equity** issue the scenario has been changed prominently in favour of girls, the children belonging to SC/ST community, minorities and other groups like children with special needs, migrating children etc.

Training through cascade mode - **SRG** (State Resource Group) / **SLRO** (State Level Resource Organization) in case of IED only ⇒ DRG (District Resource Group) ⇒ **KRP** (Key Resource Person) ⇒ **RP** (Resource Person) ⇒ Teacher Training at base level.

### ● Progress Overview For Teacher Training

Type	Stage	In No. of Teachers			In No. of Trainee Days		
		Target	Achievement	% of Achievement	Target	Achievement	% of Achievement
10 Days	Primary	160604	150331	<b>93.60</b>	1606040	1202390	<b>74.87</b>
Regular Teacher Training	Upper	73826	66925	<b>90.65</b>	738260	560333	<b>75.90</b>
	Primary						
	Total	234430	217256	<b>92.67</b>	2344300	1762723	<b>75.19</b>
20 Days	Primary	25781	20272	<b>78.63</b>	515620	299007	<b>57.99</b>
Para Teacher Training	Upper	37010	29011	<b>78.39</b>	740200	283939	<b>38.36</b>
	Primary						
	Total	62791	49283	<b>78.49</b>	1255820	582946	<b>46.42</b>

### ● Subjects of Training

Primary Level – Samanwita Sikhan Unnayane Uttaran, TLM, Paribesh Parichiti, English, IED, Girls Education etc.

Upper Primary Level – Physical Science, Life Science, History, Geography, CCE & Gradation, IED, Girls Education etc.

## TEACHER RECRUITMENT

The teacher in imparting quality education plays the pivotal role. The thrust areas are being looked carefully by other organizations, viz., School Service Commission for recruitment of quality teachers, School Education Directorate for rational deployment of teachers and to check teachers' absenteeism through supervision and monitoring.

For addressing the PTR issue both at primary and upper primary level initiatives have already been taken up through **engagement of permanent and formal teacher** against the sanctioned posts by School Education Department and the additional **Para-Teachers** by the concerned VEC/WEC and Managing Committee (MC) of the respective Primary and Upper Primary Schools on the strength of the directives of PBSSM supported by School Education Department.



● **Progress Overview For Regular Teacher**

At upper primary level **14201** regular teachers have been proposed for their remuneration under SSA to be recruited by School Education Department Govt. of West Bengal through SSC.

Target	Achievement	% of Achievement
14201	9715	68.41

● **Progress Overview for Para Teacher**

Level	Target	Achievement	% of Achievement
Primary	25781	20527	79.62
Upper Primary	37010	33825	91.40
<b>Total</b>	<b>62791</b>	<b>54352</b>	<b>86.56</b>

- 675 Para Teachers provided in Madrasah.

**REMEDIAL TEACHING**

For enhancement of learning levels, supplemented graded work books, reading materials etc. as remedial measures have been provided to the target learners.

● **Progress Overview For Remedial Teaching**

Target	Achievement	% of Achievement
726876	382435	52.61

**DIFFERENT GRANTS**

**DISTRIBUTION OF FREE TEXTBOOKS**

- ❖ **At Primary Level** – Distribution of Nationalized Text Books (NTB) is made through the state in a decentralized way. The privilege of free distribution of NTB in different languages (Bengali, Hindi, Urdu, Nepali and Santhali) is extended to all school going children throughout the state of Classes I to V.
- ❖ **At Upper Primary Level** - Textbooks in Classes VI to VIII, books are sold out by the panelled private book sellers decided by the WBBSE on no lose and no profit basis.  
Textbook bank each upper primary school is being enriched with the book for upper primary students procure by SSA fund. Apart from textbook bank, free textbooks have been provided to Girls/SC/ST/Minority Children from SSA fund also.
- ❖ **At Madrasah Level** - The Govt. of West Bengal has taken positive steps by undertaking printing and publication of Arabic textbooks for Classes I and II supplying the same to students of Senior Madrasahs free of cost.
- ❖ During 2007-08 the target of 24, 47,944 upper primary children were provided free textbooks.

**TEACHING LEARNING MATERIALS**

The use of **Teaching Learning Materials** other than textbooks for classroom transaction play a very crucial role in determining the nature of classroom transaction. TLMs are activity-based materials found in classrooms, usually colorful reproductions of lesson exercises. The nature and use of TLMs in the classrooms varied from school to school. In some cases TLMs may be replaced textbooks or it may used as a support to textbooks teaching.

All 2,81,800 teachers were provided teachers grant.

## **SCHOOL GRANT**

59,280 schools (primary & upper primary) were covered for school grant.

## **MAINTENANCE GRANT**

Proper maintenance of school buildings and premises issue has direct impact on quality of teaching learning process. A school which has spacious ground with boundary wall and properly maintain classrooms i.e., good seating arrangement for group work, big and low cement blackboard around the wall, safe keeping of teaching learning materials, proper light, sufficient windows etc. deserves fairly enthusiastic and participatory teaching learning atmosphere.

51835 schools (primary & upper primary) were provided Maintenance Grant.

## **SUB-DISTRICT LEVEL RESOURCE CENTRES & RESOURCES**

- **Steps taken for capacity building of Circle / Urban / Cluster level resources**
  - ◆ Modules for strengthening the capacity of Circle Project Coordinators and Shiksha Bandhus have been developed.
  - ◆ For capacity building of CLRCs/URCs/CRCs both financial and material support have been provided.
  - ◆ Different training programme for them have been organized at the district level as well as state level.
  - ◆ Regular CLRC level afternoon workshops for sharing feedback, planning, finding out the solution for specific problem related to classroom transaction.
  - ◆ State level and district level workshop for Shiksha Bandhus regarding inter-linkage between textbooks and Samanwita Sikhya Unnayane Uttaran (erstwhile ILIP) packages.
  - ◆ For implementation of Quality Monitoring Formats developed by NCERT at grass-root level, state level and district level workshops has been completed.
- **Roles for improvement of quality through CLRCs & CRCs Resources towards UEE**
  - ◆ Each school is being visited and monitored by CPC and Shiksha Bandhu regularly and sharing the success stories.
  - ◆ CPCs have look after the teaching learning strategies and activities on the part of learners and teachers i.e. observation, experimentation, use of TLMs, group works, conversations, deductive and inductive teaching problem solving and discovery learning etc.
  - ◆ CPCs monitor the assessment techniques used by teachers for continues comprehensive evaluation of the learners.
  - ◆ They provide resource support to the schools, conduct evaluation, monitor and supervise organized mobilization of community and support to strengthen the planning and management process.
  - ◆ Providing resource or training materials relevant to local needs and contextualizing the pedagogy.
  - ◆ Shiksha Bandhus conduct noon and afternoon workshops for VEC/WEC and teachers respectively.
  - ◆ Field level data are being compiled at CLRC level and being used for planning and monitoring.

- ◆ Facilitating teaching learning process.
- ◆ Provide helps in preparing innovative competency based teaching learning materials.
- ◆ Book fair organized at selective CLRC and CRC level for encouraging reading habits among the school goers and also making them aware about the different types of resource materials.
- ◆ Shiksha Bandhus setting the performance targets in consultation with CPCs, Head of the Institutions and key stakeholders in the light of local needs.

● **Progress Overview For Engagement of Shiksha Bandhus**

Target	In Position	% of Achievement
5643	3421	60.62

**QUALITY ENHANCEMENT INITIATIVE**

Quality enhancement efforts under SSA have already been initiated in West Bengal. The process of strengthening is going on.

Two of the main programmes are as follows :

- The State runs Integrated Learning Improvement Programme (ILIP) since 2003 which has been renamed Samanwita Sikhan Unnayane Uttaran (SSUU) and will be extended to all schools in 2007-08.
- Also the School Learning Improvement Programme (SLIP) is running with UNICEF in 98 schools of Coochbehar, Jalpaiguri, Murshidabad & Purulia. The programme emphasized on Reading Guarantee Programme.

We are also emphasizing on reading, writing and arithmetic skill and have arranged special orientation on teaching of English.

**Samanwita Sikhan Unnayane Uttaran**

During 2007-08 the State Project Office has decided to share the experience of **Samanwita Sikhan Unnayane Uttaran** programme of all the existing Primary Schools and Madrasah in a large scale.

Teachers Training Module on *Samanwita Sikhan Unnayane Uttaran* (second part) is already prepared and training is going on at sub-district level to cover all in-service teachers and para teachers including Shiksha Bandhus (RTs) and VRPs also.

**Coverage at a Glance**

No. of Educational District	No. of Govt. Primary Schools (as per DISE 2006-07)	Enrolment in Govt. Primary Schools (as per DISE 2006-07)	No. of Teachers in Govt. Primary Schools (as per DISE 2006-07)			No. of para Teachers in Primary Schools (reported by districts as on 31.01.08)	No. of VRPs (reported by districts as on 31.01.08)
			Male	Female	No response		
20	49863	7015578	118509	43225	14	54352	3000

## Uniqueness of the Programme

- ◆ **Changes in Classroom were brought through culture of**
  - Graded competency based learning
  - Group learning (Choto Dal)
  - Peer Learning (Dala Neta in changing manner)
  - Child Centric Learning Task
  - Judicious time & Task management
  - Self-Learning and Self-Assessment of Children through systematically designed and Graded Workbooks.
  - Continuous assessment on Childs' competency through Continuous and Comprehensive Evaluation.
- ◆ **Use of workbooks and TLMs**
  - Supplementary and supportive to the textbooks
  - Designed for grade and subject basis
  - Developed on the basis of curriculum and syllabus of WBBPE.
  - Each competency has been divided into Sub-Competencies in the workbooks with the provision of reducing the learning gaps.
  - Inbuilt innovation and improvisation by both the teachers and students

## SLIP + ACTIVITIES IN COLLABORATION WITH UNICEF

SLIP+ is a whole school approach which work simultaneously with the community in 8 Blocks of 4 districts viz. Coochbehar, Jalpaiguri, Murshidabad and Purulia. At present (2007-08) SLIP + is working intensively in Class I in 98 Model schools. Along with this special emphasis is laid on reading and writing skill through **Reading Guarantee Programme (RGP)** in Classes II, III and IV. The project focused on 8 basic components.

### ● 98 Model Schools at a Glance

Issues	District			
	Coochbehar	Jalpaiguri	Murshidabad	Purulia
No. of Model Schools	4	44	29	21
No. of Children	525	5800	8772	3088
No. of Teachers	16	187	123	49
No. of Para Teachers	0	15	37	17
No. of VRPs	2	21	16	0

### ● Reading Programme

In SLPIP+ 'Reading' was selected as a strategy for overall improvement of learning. Reading proficiency, which includes fluency, accuracy and comprehension, is vital to a child's academic success. By Classes III & IV students have expected to learn to read well enough that can read to learn their textbooks for acquiring other academic knowledge. Reading class is introduced in the school routine for Classes II, III & IV and the classes are conducted by the teachers themselves. The teachers record the progress of each and every child at the end of every month in the RGP Progress Report Card. Students are categorized on the basis of their reading abilities into letter, word (simple/complex), and alphabet.

Based on this record of '2007-08 session, Baseline data (May '07) and the progress of the children (November '07) are compared for each child of the respective classes and analysis is done on the basis of this.

From the data % of students in each of the above mentioned levels for the districts are analyzed below both quantitatively and qualitatively :

● **Comparison of the Status of RGP in 4 SLIP + Districts**

Class II-IV	Baseline			Progress		
	Letter	Word	Sentence	Letter	Word	Sentence
Jalpaiguri	27.47	33.71	38.83	16.9	34.39	48.7
Murshidabad	25.33	55.01	19.66	19.55	51.42	25.58
Purulia	15.38	29.09	55.53	4.47	31.87	61.88
CoochBehar	7.43	33.85	58.73	8.81	36.65	54.55

● **Comparison of Baseline and End line Performance of all Children of 98 Model Schools**

Class - II,III & IV	Letter	Word	Sentence
Baseline	23.69	43.81	32.5
Progress	16.49	43.61	39.9

● **Progress Overview**

Out of 12500 children of the 98 Model schools of 4 SLIP+ districts around 3000 children were in the letter level at baseline. Around 900 children from this level have shifted to either word or sentence level when the progress was measured in the beginning of November, 2007. Raw data reveals that about 5100 children progressed markedly during the session and they were identified as Independent Reader at the end of 2007. This clearly depicts that through proper implementation of Reading Programme, remediation of children who are lagging behind is possible and they might gain not only the reading skills but also a belief in their ability to succeed at school.

**Distance Education Programme (DEP)**

In West Bengal DEP cell has prepared and designed different Self-Instructional materials for the teachers in collaboration with reputed Govt./Govt. undertaking agencies.

During the year 2007-08, 13 Audio Scripts was broadcasted through All India Radio (FM-Rainbow and FM-Silliguri) on different subjects for Class V children.

**Management Information System (MIS)**

**District Information System for Education (DISE)**

- The EMIS Data (DISE) for 2007-08 were collected from the districts covering all primary & upper primary schools, private schools up to XIIth standard and updated through 5% sample checking for ensuring the quality of the DISE data base. The said database for 2007-08 was shared with MHRD, Gol 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 reports developed also submitted and shared with the School Education department to assist with the future plan.

## Training

- Computer training of District MIS personnel on Oracle database administration and Web Technologies 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](http://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 angles was performed at SPO on key indicators like enrolment, teacher, repeater, drop-out 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.

## Extract from Aide Memoire of 7th Joint Review Mission of SSA held during 21st January - 5th February, 2008

### 1. Introduction and Summary

- The member of 7th JRM of SSA observed that overall progress in implementing SSA had improved considerably from previous years, whether measured by enrolment, expenditure, quality or equity. Over the passed 12 months, the pro-active enrolment of out of school children, enhanced institutional coordination and improved data collection and its usage for decision making at all levels were particularly noteworthy.
- In terms of quality West Bengal's relatively excellent performance on recently conducted NCERT student achievement test was promising.

### 2. Progress Towards SSA Development Objectives

#### 2.1. Objective (I):- All children aged 6-14 in school/ EGS Center/AIE centers

- To its credit the State of West Bengal undertook a Comprehensive Household Survey in December, 2008, which revealed a 42% increase in recognized out of school children from 9,11,006 to 12,92,735 (5,45,677 at the primary level and 7,47,058 at the upper primary level). Since that time 7,50,569 (58%) of those out of school children have been enrolled, leaving

4,92,390 children yet to be enrolled. The Mission liked to acknowledge this major accomplishment, as it reflected a pro-active measure by the State to identify and enrol out of school children.

- DISE 2006-07 showed total Elementary enrolment increased from 2005-06 from 12.6 million students to 13.35 million students, and increased by 7,50,000 students. This translated into a GER of 111% (up from 104% in 2005-06) and a NER of 93% (up from 85% in 2005-06). These were significant increases in a short period of time.
- The Mission noted the 2006 DAT conducted by WBBPE calculated primary level attendance at 82.9%.

## **2.2. Objective (II):- Bridge Gender & Social Category Gaps**

### ➤ Girls Education:-

- West Bengal had a Gender Parity Index of 0.97 in primary schools and 0.98 in upper primary schools better than the national averages of 0.93 and 0.87 respectively.

### ➤ Education of Children With Special Needs :-

- The Mission noted that in creating barrier free features, West Bengal was 4th highest in the country, with Delhi at 100% followed by Karnataka at 87.50%, Chattisgarh at 83.49% and West Bengal at 78.31%.
- The Mission appreciated the huge success of bringing so many CWSN into regular schools, they were seen even in KGBV, NPEGEL, AIS and in SSK, IED posters were seen in the CLRCs visited and were regularly included in teachers training and as a result there was more information and awareness at all levels of the system. In one school a special educator was observed providing speech training to 4 CWSN. These were huge gains. The Mission felt that now this effort must move onto the next level and look at academic gains, self confidence gains and systematic changes.
- It might be noted that VECs visited by the Mission had members who were parents of CWSN.

## **2.3. Objective (III) :- Universal Retention**

- ### ➤
- Mission noted that the students who completed grade IV, the transition rate to upper primary was 88% (compared to 84% nation wide)

## **2.4. Objective (IV) :- Education of Satisfactory Quality**

- ### ➤
- Mission noted that the decision by the State to extend the school day by 30 minutes for primary schools and by 1 hour for upper primary schools was a welcome step to increase teachers' time on task and students opportunities to learn.
  - The Boards of Primary & Secondary Education have been active in revising curriculum and the full range of textbooks with SSA financing. This had been a major undertaking which the Mission congratulated. The State of West Bengal assumed financing of textbooks for all students at the primary level. Mission visited to schools confirmed universal distribution of textbooks and both teachers and parents indicated the textbooks had been distributed to schools on time.
  - Integrated learning improvement programme (ILIP) which emphasized activity based, small group learning, competency based workbooks increased community monitoring of student learning and other positive measures. This was a very positive response to the large percentage of multi grade schools in the State. Based on a successful pilot project the State had decided to

extend ILIP to all primary schools under the name “Samannita Shikhon Unnayane Uttoron (SSUU)”. The Mission reviewed the ILIP training material and student workbook and was positively impressed. In the Missions view the ILIP programme aligned perfectly with the objective of improving educational quality.

- The schools visited by the Mission stated that they did not have problems with teacher absenteeism and VEC members said that they were quite happy with their teachers’ performance.
- CLRC provided academic resource support to all primary teachers and function as the sub-district unit for SSA project management for all Elementary Schools. This included organization and delivery of teacher professional development activities as well as financial management of SSA grants for teaching & learning materials (TLM), schools & maintenance. CLRCs were also responsible for school inspection and supervision of all regular teachers and report to the DPSC (which in term to the WBBPE). CLRCs provided academic support to all teachers within their jurisdiction through a Resource Teacher. They also played a lead role in maintaining contact with all community organization (example - VECs), Panchayat Samity, Alternative Schools etc. to ensure enrolment and retention of all out of school children.
- The State of West Bengal had continued its implementation of Continuous and Comprehensive Evaluation (CCE), with a focus on acquisition of abilities. At the primary level, three quarterly evaluations were conducted of each student, which identified needs for remedial intervention. At the Upper Primary level there were eight unit test and one final evaluation. In addition, an external DAT was administered by WBBPE to all students at the end of Classes II and III. This had increased awareness of parents and teachers of the importance of acquisition of key cognitive skills in the early grades, increased school accountability and helps to identify areas for remedial intervention.

### **3. Programme Implementation**

- The State Project Director used to hold monthly meeting with all key stakeholders and district project officers did the same at their levels. The State Project Director and Joint Secretary of the deptt. of education both stated their coordination in terms of planning and implementation had improved considerably. In the district visited by the Mission, the district project office seemed to be working closely with the district education officers and chairman of the primary school council. District Magistrates interviewed by the Mission expressed their keen interest in SSA and their effort to maximize coherence and synergy with other development programme in the district.
- Internal Audit for SSA was set up in July, 2007. It is one team of two officials who were doing their best as observed by Mission members.
- The State had developed a VEC Manual in Bengali comprising salient features of the FMP Manual for use at the VEC level. State procurement guidelines (and thresholds) were being followed at all levels, by both the State Implementation Society (SIS) and other agencies receiving fund through SSA.
- At the district level, the Mission examined the files for several open tender contracts, and confirmed that written price quotations were requested and received, appropriately evaluated and awarded by the authorized officials, and subsequently awarded.
- At the VEC level the Mission confirmed that written price quotation for provision of supplies to construct classroom were received and reviewed by a majority of VEC members, with the award to the lowest bidder confirmed by a majority of VEC members.



## WEST BENGAL BOARD OF PRIMARY EDUCATION. 2007-2008

### INTRODUCTION

Basically with a view to attaining goals of education for all at the primary level (5+ to 9+ age group under the jurisdiction of Primary Education) the Board proposes to ensure (i) universal access; (ii) universal retention and (iii) universal quality achievement in the primary education sector. Obviously, to reach these the Board as per the powers and functions vested in it by the Act (W.B. Primary Education Act, 1973 as amended from time to time) has successfully made so far the important strategic interventions that are logically coherent. Development, renewal and revision of Curriculum & Syllabuses, preparation, renewal and periodic revision of textbooks, particularly with the introduction of English from Class I since the academic session 2004-2005, training of teachers, promoting health & hygiene education, management, supervision and control of the Primary Teachers' training, two external evaluations, inter-district transfer and granting of recognition to the newly setup primary schools as per quota allotted to the district by the Govt. are only a few to mention among the huge works with which the Board has been entrusted in recent years. The Board has placed before the Govt. its requirement for more staff including those required for carrying out different works relating to the PTTIs. At present there are 32 posts of officers and other employees including the President and Secretary. The post of Law Officer created is to be revalidated and filled up and the Government has been moved for the purpose.

A synopsis of the important works carried out during the year under consideration and the plans and programmes to be undertaken for implementation in the coming days is given below :

#### **The New Era in Development of Materials & Renewal of Textbooks**

Along with the introduction of renewed and modernized curriculum and syllabuses the need for improved version of the existing textbooks and teachers' guidebooks has been felt urgent. The process of development of the textbooks was carried out keeping in mind the basic features to be incorporated into.

The textbooks with clearly identified learner's competencies for each lesson and with elaborate exercises to promote self-learning have been so developed through workshop/group meetings with support from West Bengal District Primary Education Programme and Paschim Banga Rajya Prarambhik Siksha Unnayan Sanstha as to conform to the latest trends and developments, social, scientific, economic, political that are conducive to the healthy growth of the learners as responsible good citizens of future India. **All efforts have been made to promote the sense of gender equity and equality, national integration, communal harmony, scientific outlook, human rights, love for animals, self consciousness of the children with special need, preservation of pollution-free environment, basic human values, anti-war outlook and discarding child-labour, ill-feeling towards others, hunting etc., through textual matters.**

#### **The National Curriculum Framework 2005 and Curriculum and Syllabus**

It will not be irrelevant here to say a few words regarding the basic points of similarities between our curriculum and those of the NCF, 2005. It is well-known that the NCF has proposed five guiding principles for curriculum development. Our curriculum throughout seeks to connect knowledge to life outside the school and to ensure that learning shifts away from rote methods. The quantum of learning that our curriculum seeks to infuse among the learners goes far beyond the textbooks. As specified by the NCF, 2005 our curriculum makes examinations more flexible and integrate them with classroom life (school-based continuous and comprehensive evaluation) and finally the curricular area basically upholds the Constitutional vision of our country as a secular, egalitarian and pluralistic society founded on the values of social justice and quality.

It may be noted in this connection that textbooks are published in Bengali, Hindi, Urdu, Nepali and Santhali (Olchiki) to cater to the needs of the various language communities residing in West Bengal. The table below shows the subject-wise textbooks that the West Bengal Board of Primary Education has developed :

Sl. No.	Subject	Total No. of I to V (one for each class)	Languages (Bengali, Hindi, Urdu, Nepali, Santhali [Olchiki])
1	<b>Literacy</b> i) First Language ii) Second Language	5 5	5
2	<b>Numeracy</b>	5	5
3	<b>EVS# for Class III to V</b> i) History ii) Geography iii) Natural Science	3 3 3	5 5 5

# No textbooks for Class I & II: There is separate Guidebook for the teachers.

### **English as Second Language from Class I at the Primary Education Level–The New Approach**

The importance of English as a link language both at the national and international levels and in a bid to respond to the present-day needs and aspirations of the people the Govt. of West Bengal decided to introduce the teaching-learning of English as a Second Language from Class I at the primary education level from the academic session 2004-2005. The present approach to teaching-learning of English fundamentally hinges upon exposing the children to English in situations which they understand encouraging them thereby to use the language in the contexts they understand. This will enable them to learn English and make them fluent as well. A set of classroom practices has been introduced in a bid to promote oral fluency. Importance has been given to the development of oracy through learning of rhymes, action rhymes and alphabet sentences which pupils can recite at the initial stage.

During the academic session 2007-2008, the textbook on English for Class I has been developed and prepared quite in tune with the new approach and technique. Dr. George Raymond Mackay, the well known British Expert guided and supervised the entire work of preparation of the Book.

### **Progress in teaching-learning in Santhali (Olchiki Scripts)**

Besides the development of textbooks in Santhali (Olchiki Scripts) the Board took initiative to promote teaching-learning in primary schools in Santhali. In Burdwan, 25 schools have undertaken teaching-learning of Santhali language in Olchiki scripts. In Pashim Medinipur cent percent students are Adibasis in 49 schools and follows Santhali language course at the primary level in Olchiki scripts. Similarly in Bankura all the teachers in 106 schools are trained in Santhali (Olchiki scripts) teaching as first language. In Purulia 187 schools have been identified where the teachers and the students are well conversant with Olchiki scripts. Textbooks in Santhali (Olchiki scripts) have been provided in these schools. In Birbhum 70 schools follows Santhali (Olchiki scripts) as first language. Teaching-learning in Olchiki scripts for the first language also started from Class I in the district of Murshidabad.

It may be noted in this connection that in the district of Howrah a pilot project has been undertaken involving 110 Santhal students who are mostly drop-outs at different levels. They are being provided with textbooks free of cost and free transport facilities, Tiffin and lunch throughout the academic session basically with view to mainstreaming them in primary education.

### **New Approach to Teaching-Learning of Mathematics**

Basically with a view to promoting teaching-learning of mathematics at the primary education level a long-run programme has been adopted by the Board. Teacher empowerment and eradication of mathematics-phobia among students are the basic objective of this programme. The programme basically hinges upon orientation of teachers so that they can carry on teaching-learning effectively and in a joyful manner. This is actually an activity-based process. Students are expected to use different teaching-learning materials and aids, take resort to different games and plays and surveys to learn the problem solving methods in a realistic manner. Exercises in problem solving mostly relate to real life situation. Promotion of self-learning has also been sought. It is expected that the teaching-learning after this training programme is successfully implemented will go on more effectively enabling the learners to attain the desirable competencies. The process of orientation has just been launched. A State-level workshop has already been held at the Board premises. Another such workshop will be held in Siliguri. With the completion of the preparation of District Resource Persons through workshops in the districts the training of the teachers at the circle level is expected to be launched as per specific instructions from the Board.

The textbook for Class I is being developed by a group of experts on the basis of this new approach to teaching-learning of Mathematics. Being activity-based and child-centric in nature the new approach incorporates into it more effective interactive transactions. Multi-coloured with more illustrations the book definitely will be more child-friendly. It will be introduced from the academic session 2009-2010.

### **Orientation of Teachers in Teaching English as Second Language**

As recommended by Prof. Pabitra Sarkar Commission and as per subsequent G.O. the Board introduced English as a Second Language from 1999-2000 academic session from the last semester of Class II onwards. Along with the development of textbooks from Class III it became then an imperative for the Board to orient the teachers in teaching of English. With the module/training package developed, teacher-educators from PTTI (one teacher from each of the existing PTTIs) have already been oriented. More than one lakh seventy thousand teachers have been oriented so far by cascade-cum-concentric mode of teacher training by the WBBPE from 2000 onwards.

With the introduction of English from Class I as per decision of the Govt., the Board undertook special drive to orient all the teachers in teaching English successfully. It may be noted in this connection that in close collaboration with the British Council Division, Kolkata, the Board organized a three-day workshop for preparation of Master Resource Persons (April 11-12, 2003), Key Resource Persons (20-27 September, 2003) and Training Package (14-19 September, 2003). Institute of English, Kolkata played a crucial role in these workshops. Dr. R. G. Mackay, the eminent expert from U.K. actively took part in imparting the training to the participants to prepare them as KRPs. Altogether 75 participants from districts attended this workshop held during the period from 20.09.2003 to 27.09.2003. Subsequently a meeting of ELT experts as mentioned above was organized for the preparation of the module for training of the teachers. The module was finalized and published. The training started on cascade-cum-concentric mode in the districts and was completed by May-June, 2007.

It may be mentioned in this connection that by June, 2007 as advised by Prof. Partha De, Hon'ble MIC, School Education Department, Government of West Bengal a programme for training in teaching of English at the primary level started being conducted by the Board with cooperation from the British Council Division, Kolkata. The preparation of Master Resource Persons under the direct supervision of Prof. R. G. Mackay, the well-known British Expert started during the first week of June, 2007. In the next phase two workshops were held with Resource Persons drawn from the DIETs and D.P.S.Cs from the districts. One workshop was held in Kolkata at the Board's premises during 12 - 16 June, 2007 and another was held from 21 - 25 June, 2007 in Siliguri. Each of the workshops was attended by nearly 55 Master Resource Persons. With the help of the MRPs and the State Resource Persons development of District Resource Persons (DRPs) has been carried out.

Along with the preparation of DRPs the Board undertook under the direct guidance & supervision of Dr. Raymond George Mackay the task of development of a handbook for teachers. This has now been published under the title *The Primary English Teacher's Companion*. The Board expects to cover all the primary school teachers by this training programme which basically aims at empowering teachers in effective classroom transaction in English.

As noted earlier the Board is also entrusted with the responsibility for preparing textbooks on English from Classes I to V. The Board has successfully prepared the revised manuscripts of textbooks of English for Classes I, II & III and handed over to the School Education Directorate for printing and distribution. The Board has also completed the task of renewal of textbooks for Class IV in the context of the changed scenario in education and in accordance with the revised curriculum & syllabuses. All efforts have been made to prepare the books in the most attractive manner with due emphasis on the new approach. As suggested by Dr. Mackay an expert group has developed specially the textbook in English for Class I, keeping in mind that the basic objective is to provide our children with access to English from the beginning of their schooling so that they can develop the ability to understand language and produce it fluently and correctly in speech & writing. It is worth mentioning in this connection that in a bid to promote teaching-learning of English in an innovative manner at the initial stage two books have been published for Class I. One is the textbook — My English Book (Book One) for the students and another is the Guidebook for teachers — My English Book (Teacher's Book).

In a bid to train the Govt. School teachers in teaching English, a workshop was conducted at the Board premises during 5-8 February, 2008. Dr. R. G. Mackay himself supervised a guided two more workshops for orientation of teachers with new approach and techniques to teaching-learning of English, one at the Board premises and the other in Siliguri during April, 2008. In the meantime the Board has completed the 2nd phase of training to develop District Resource Persons. The training of the teachers at the circle level with specific instructions from the Board will be launched shortly.

The work of development and preparation of a new textbook for Class II quite in conformity to the one developed for Class I has also been undertaken.

#### **PRIMARY TEACHERS' TRAINING INSTITUTES (PTTIs)**

It is quite encouraging to note that the Department of School Education has entrusted the W.B. Board of Primary Education with the power to supervise, control, extend affiliation to the PTTIs and finally to administer and conduct their final examination. Necessary amendments have been made in the W.B. Primary Education Act, 1973 for this purpose.

After necessary inspection recognition is granted to the PTTIs on provisional basis for a year. If after a year they are found to maintain the standard recognition is granted to them again.

The progress of work relating to the PTTIs has remained retarded because of some legal issues and pending Court cases. But the Board in a bid to serve the best interest of the students has deployed all its might including engagement of the best Lawyers and Barristers to settle the issues. Meanwhile the Board has undertaken a programme of renewal and revision of the PTTI Curriculum and Syllabi under the supervision & guidance of well-known experts in the area.

### **External Evaluation and Diagnostic Achievement Test**

Side by side with school-based Continuous and Comprehensive Evaluation (CCE), in terms of G.O. No. 1025-SE (Pry) a centrally administered External Evaluation for the students of Class II who just complete two years of schooling in all the Govt. recognized primary schools and Sishu Kendras (SSKs) is being conducted by the Board every year during April-May in the scholastic subject areas. This started as early as in 1999 and in two subjects (i) First Language and (ii) Arithmetic. With the introduction of English as Second Language from Class II from the academic session of 2004-2005 External Evaluation in English as Second Language is also being conducted. The Evaluation is conducted in six languages (Bengali, Hindi, Urdu, Oriya, Telegu and Nepali). The hard copy & CD of the Question-Answer Sheet is finalized by the Board and despatched to the DPSCs and Kolkata Corporation. They print the Question-Answer Sheets according to their requirement and the relevant expenditures for conducting the evaluations are reimbursed by the Board. This year, 2008, the evaluation was conducted on the 1st, 2nd & 3rd April in First Language, Second Language and Arithmetic respectively. The evaluation is of two hours duration and after spot evaluation marks are submitted and sheets are shown to the guardians & students. Another centrally administered External Evaluation as a Diagnostic Achievement Test (DAT) started being conducted by the West Bengal Board of Primary Education from the year 2005 for the students at the end of Class IV i.e., students just completing a cycle of four years of schooling in recognized primary schools and Sishu Siksha Kendras (SSKs). Fundamental competence areas selected in the respective subjects namely, First Language, English, Mathematics, History, Geography and Natural Science are tested. Both these evaluations external in nature seek to identify the strengths and weaknesses, if any, of the students and then to recommend measures for remedial teaching-learning. The Diagnostic Achievement Test for the students who just complete a cycle of four years of schooling is also helpful to assess how far the deficiencies if any, found at the end of Class II have been remedied or made up. It was however found that remedial measures were difficult to implement as the students after Class IV go to different secondary schools. It was therefore decided to hold the test at the end of class III. During the year (2008) the DAT was conducted during 5th April to 9th April barring the 6th April, 2008.

The Board quite in keeping with the latest pedagogical developments seeks to utilize this type of external evaluations as diagnostic tool (i) to identify the strengths and weaknesses of individual students at the micro level, (ii) to rank not the individual performance or to declare someone as 'pass' and others as 'fail' but to rank the macro-aggregative performances of the districts and to recommend promotional measures for those lagging behind, (iii) to identify the hard-points if any in the Curriculum and Syllabi and seek their modification and finally (iv) to make an evaluation of the teachers and the teaching-learning strategy adopted.

Scientific designing of question papers with due emphasis on the modern theory of testing, namely, Item Response Theory, is strictly followed. Due weightage is also given to the subjective and objective types. Results from some of the DPSCs have already arrived and the job of analysis has already started.

## **Sarva Siksha Abhijan**

The Board has been implementing DPEP interventions in close liaison with WBDPEP since 1995. The renewal of textbooks i.e., conducting of the meeting of the subject expert committees, preparation of the manuscripts and its finalization after try-outs is the main intervention that the Board has so far undertaken with financial support from the WBDPEP. Besides this, WBDPEP has extended financial support for various infrastructural developments and for conducting several workshops. The programme is expected to continue upto 2010.

With the launching of the Sarva Siksha Abhijan (SSA) basically with a view to achieving universalization of elementary education by the target year 2010 the WBBPE is also prepared to rise up to the occasion in the fulfilment of the objective of SSA. It has been decided unanimously that all academic activities will be initiated by the Board in collaboration with Sarva Siksha Mission (SSM), SCERT, WBBSE, UNICEF etc. The ongoing programmes of Teacher Empowerment (in respect of English Teaching) and the Primary School Health Programme already undertaken by the Board will go a long way to reach the target set by the SSM. Meanwhile, efforts are being taken to impart further training in teaching of English in view of introduction of English from Class I and development of textbooks with a new approach and technique.

The Board has submitted various plans for implementation in the area of SSA relating to primary education and it is expected necessary support will be obtained from SSM and further programmes will be implemented.

## **School Health Programme: Orientation Programme**

The West Bengal Board of Primary Education in collaboration with the Department of Health & Family Welfare, Government of West Bengal launched a massive school health programme (consisting of both physical and mental health components) to promote health consciousness and to imbibe in student the culture of good habits for healthy living. The basic components of the programme are as follows:

- ✓ Orientation of Teachers and other stakeholders
- ✓ Organization of Health check-up Camps for the students and
- ✓ Establishment of the liaison between the teachers and guardians/parents and hospitals and NGOs working in the area thus promoting community mobilization towards health education.
- ✓ Distribution of Medical Kit and First Aid Box among the schools.

A carefully developed Health Education Module through successive workshops was distributed among the District Primary School Councils. In the inaugural programme held on the 3rd and 4th November, 2003 Shri Kanti Biswas, Hon'ble Minister-in-charge, School Education, Government of West Bengal, Shri Surya Kanta Mishra, Hon'ble Minister-in-charge, Health & Family Welfare, Govt. of West Bengal, Shri Protyush Mukhopadhyay, Hon'ble Minister of State, Health & Family Welfare, Govt. of West Bengal and Smt. Eva De, Hon'ble Minister of State, School Education, Govt. of West Bengal graced the occasion. Subsequently four workshops each of 5-day duration were held in January-March, 2004 in four zones involving personnel from all the districts for preparation of Key Resource Persons. In the districts first round of camps for training @ 50 teachers per camp were completed. More teachers were covered in the next round. Health Kits were also sent to different circles. The programme as a matter of fact could create a stir among the teachers in the districts.

### **Primary School Sanitation and Hygiene Education Cell**

With the basic objective of promoting sanitation and hygiene education in the primary schools, a Primary School Sanitation and Hygiene Education Cell (PSSHE Cell) has been established within the WBBPE. Along with the promotion of hygiene education as laid down in our curriculum the cell looks after the use and maintenance of the toilet and drinking water facilities in primary schools in West Bengal. Though the financial assistance from UNICEF has been discontinued, the Cell is working to reach its targets: (i) promotion of personal hygiene, (ii) healthful environment and (iii) promotion of the habits of use and maintenance of the toilets & drinking water facilities.

### **Inter-District Transfer of Primary School Teachers**

During April, 2007 to March, 2008 the Board received as many as 418 proposals for inter-district transfers. Decisions in respect of 376 proposals have duly been intimated and the rest 42 proposals are under consideration. Of the 376 proposals granted, 5 have to be cancelled and no release has been granted in two cases.

### **Recognition to the Primary Schools as per Govt. Quota**

During 2007-2008 (March) out of the orders issued by the School Education Department for setting up of 52 new primary schools, the Board has granted recognition to 39 new schools. The rest 13 are under consideration.

### **Annual Sports Meet**

Annual Primary School Sports Meet originally initiated by the Directorate of School Education, West Bengal is now being organized regularly by the West Bengal Board of Primary Education. From the schools via district level a large number of competitors from primary, junior basic, Madrasah and SSKs students finally participate in the State Level Meet usually organized in a district by the District Primary School Council under the initiative of the Board. This is perhaps a unique one in the whole of the country at the primary education level. A number of events (nearly 32) are held.

It is needless to mention that holding of this type sports meet at the primary education level is quite in tune with the objective of the Board to make every student a full-fledged healthy citizen of future India.

This year (2008) the Meet was held in the Sri Aurobinda Stadium of the district of Paschim Medinipur during 6-8 February, 2008. The Paschim Medinipur District Primary School Council played a crucial role in organizing the entire Annual Sports Meet, 2008. The entire programme got a new dimension when it started by placing garland on the statue of Sahid Khudiram on the occasion of the centenary of his self-sacrifice for freedom of our country. In a bid to conduct this Sports Meet quite nicely the School Education Department formed a State Level Steering Committee. Prof. Partha De, Hon'ble Minister-in-Charge, School Education, was the Chief Patron, Dr. Sulapani Bhattacharya, President of the Board was the Chairman and Prof. Debarshi Mondal, the Convenor of the State Level Committee. The responsibility of conducting this Meet was entrusted to the Board. Students from all the districts (except Darjeeling) including Siliguri and Kolkata Corporation participated in 30 events including in 2 more events of Relay Race one for girls and the other for boys. The Stadium became vibrant and cultural programmes held in each evening. These added more colour to the Meet. The Meet was inaugurated by Prof. Partha De, Hon'ble MIC, School Education, Government of West Bengal. The Chief Guest, Dr. Sulapani Bhattacharya, President of the Board kindled the torch and presided over the inaugural session. Prof. Debarshi Mondal, Secretary, W.B. Board of Primary

Education and Convenor, Steering Committee offered the vote of thanks. The 25th Annual Sports Meet for the primary, junior basic, Madrasah and SSK students was declared closed by Dr. Sulapani Bhattacharya, President, WBBPE.

### **Future Programmes**

The Board proposes to undertake in the immediate future some important programmes, projects and studies. In view of the importance of the training of teachers in teaching of English as a Second Language an innovative approach of micro-level intervention at the school level with cassette players, computers, CDs and LCD Projectors etc. is under consideration. Classroom observations are also necessary. As the success of the policy of non-detention presupposes the effective implementation of the Continuous & Comprehensive Evaluation (CCE) a study is being proposed to be undertaken to find out how CCE can be made more effective at the school level. Efforts to promote participation in the Diagnostic Achievement Test will also be made. Development of teacher's companions for Bengali and CCE is also expected to be launched in the next financial year.



## CHAPTER — IV

### SECONDARY EDUCATION

10 + 2 pattern of School Education is followed in West Bengal. In school sector, Secondary stage is divided in two stages viz. Junior High or Upper Primary which ends at the completion of Class VIII followed by 2 years of schooling which leads to first public examination called “Madhyamik Pariksha” Secondary Examination taken at the end of 10 years of general studies. This is followed by 2 years of Higher Secondary Education. There are different types of schools viz. Junior High Schools, Junior Madrasahs, High Schools, High Madrasahs, Senior Madrasahs and Higher Secondary Schools. All Higher Secondary Schools have Classes V to XII and that of High and High Madrasahs from Classes V to X. Classes VI to VIII are there in Jr. High and Jr. High Madrasahs. In addition to that most of the recognised Degree Colleges have Classes XI and XII of the Higher Secondary stage.

First public examination which a child sits at the end of Xth Class is conducted by the West Bengal Board of Secondary Education or West Bengal Board of Madrasah Education. These two are autonomous bodies and have the provision of representation through election of the teaching and non-teaching staff of recognised Schools and Madrasah under the respective Boards. The elected teacher representatives constitute the majority in the Board.

At the end of XIIth year of schooling a student sits for the next public examination conducted by West Bengal Council of Higher Secondary Education. The examination is known as “Higher Secondary Examination”.

Normal age of completion of Secondary stage is 14+ and that of Higher Secondary is 16+.

All schools sending their children for the public examination of West Bengal Board of Secondary Education, Madrasah Board and that of West Bengal Council of Higher Secondary Education are recognised by those Boards. Mother tongue is the medium of instruction in almost all schools. The students appearing at the public examination can write their answer scripts in Bengali, Hindi, Nepali, Urdu and English. However, as a language Tamil, Telegu, Oriya and some other languages can be offered at the appropriate stages of public examination. English is also the medium of instruction in few schools.

In the Higher Secondary stages students can opt for different subjects from science, humanities and commerce in addition to mother tongue and English. Some schools at this stage also offer vocational course.

State Government directly controls a few schools, and most of the schools are non-Government aided schools. There is no tuition fees levied by the aided or Government schools in the State up to Class XII. The salary components of teachers of all these schools including post retirement benefits like pension, gratuity etc., at rates as that of a Government employee, are borne by the State Government. Few schools which charge tuition fees are not provided with the salary component by the Government. Few other schools get some aid in the form of DA though they charge tuition fees.

There is another type of schools which can be distinguished in terms of the management known as Government Sponsored Schools. These schools are run by a management which is partly nominated and partly elected. Amongst these schools there are a few Ashram Type Schools which are residential schools for Boys and Girls of SC/ST communities.

In addition the State Government also provides non-recurring grant, for the construction of school building, additional class rooms, development of libraries and laboratory facilities as well as some grant for the maintenance of hostels from time to time.

The management of each aided school consists of members elected from amongst the parents and teachers. However, there is a State Government nominee in the management.

### **Grants-in-Aid (2007-2008)**

In West Bengal during the last two decades, social demand for education has been increased. Tremendous growth and enormous expansion in school education has been noticed. To meet the new challenges and major thrusts of education, the Government of West Bengal has been shouldering the responsibility to make the system work in a more productive and fruitful way for Human Resource Development and to build a developed society by expanding investment in education.

Grants-in-Aid Section of the School Education Directorate is a unit through which social investment passes through for running education particularly at the Secondary level.

For improving the efficiency of the education system and maximising the returns from education, teachers who are one of the main ingredients in the educational system, have an important role in the development of human resources in particular, and society and nation as a whole.

### **Government Schools of West Bengal**

The Directorate of School Education directly controls and maintains 41 (forty-one) institutions within the State. Out of which 39 (thirty-nine) are Government Schools and the remaining 2 (two) are Teacher's Training Institutions. Recently one more school has been established at Bidhannagar, Salt Lake, named as Begum Rokeya Smriti Balika Vidyalaya. This school has started operation from the academic session, 2000-01 and now able to meet the long standing demand of the local population for a separate Government Girl's School.

Most of the Government Schools have otherwise a long history. Quite a few of them are more than 100 years old. In the districts they are generally known as Zilla School and are held in high esteem for their quality of education and discipline. Every year they make excellent result in both Madhyamik and Higher Secondary Examinations and quite a few student find a place in the merit list of first 20 (twenty) students in both these examinations.

The Government School Section, under the Directorate of School Education (WB) is responsible for appointment, posting, transfer, salary, pension etc. of the teaching staff of these institutions. Full financial assistance for maintenance and modifications of these schools are borne by the State Government.

The entry point in these schools are generally in Class I (one) and Class III (three). The admission of students in Class I (one) in Government Schools (along with Government Sponsored Schools) is done through draw of lottery. The Directorate of State Lotteries are entrusted with the said job. Last year the draw was held at Malda and Purulia for the schools of North Bengal and South Bengal Zones respectively. The lottery for admission of student in Class I of Kolkata Zone was held at Derozio Hall, Presidency College, Kolkata the admission of students in Class III (three) is, however, held through a Common Admission Test in all the Government Schools in West Bengal.

#### **(A) List of Government Schools of West Bengal with Phone Nos.**

<b>Sl. No.</b>	<b>Girls</b>	<b>Phone No.</b>
1.	Alipur Multipurpose Girls' School	2479-7251
2.	Bethune Collegiate School	2241-0447
3.	Bidhan Chandra Memorial Girls' School	2582-8120
4.	Jalpaiguri Govt. Girls' School	(03561) 230097
5.	Purulia Govt. Girls' School	(03252) 222317
6.	Jhargram Rani Binod Manjuri Govt. Girls' School	953221-255075

<b>Sl. No.</b>	<b>Girls</b>	<b>Phone No.</b>
7.	Krishnagar Govt. Girls' School	953472-252379
8.	Maharani Indira Debi Balika Vidyalaya	(03582) 222761
9.	Sakhawat Memorial Girls' School	2282-8165
10.	Begum Rokeya Smriti Balika Vidyalaya	2359-2315
11.	Sunity Academy	(03582) 222770
12.	Sardeswari Govt. Girls', Darjeeling	DGHC
13.	Calcutta Women's Teachers' Training School	KOLKATA
14.	D. L. Roy Primary Teachers' Training School	KRISHNAGAR
<b>Boys</b>		
1.	Ballygunje Govt. High School	2475-4066
2.	Bankura Zilla School	953242-251133
3.	Barasat Govt. High School	2552-3526
4.	Barrackpur Govt. High School	2592-0514
5.	Bidhannagar Govt. High School	2337-2737
6.	Birbhum Zilla School	953462-255285
7.	Coochbehar Sadar Govt. High School	(03582) 222459
8.	Hare School	2241-3868
9.	Hindu School	2241-2987
10.	Hooghly Branch School	2680-2478
11.	Hooghly Collegiate School	2680-2510
12.	Hooghly Madrasah	2680-2653
13.	Howrah Zilla School	2660-3436
14.	Jenkins School	(03582) 222505
15.	Kalimpong Govt. High School	(03552) 255408
16.	Krishnanagar Collegiate School	953472-252204
17.	Malda Zilla School	(03512) 252462
18.	Nawab Bahadur Institution, Murshidabad	953482-270237
19.	Purulia Zilla School	(03252) 222296
20.	Sanskrit Collegiate School	2241-4605
21.	Taki Govt. School	953217-247232
22.	Uttarpara Govt. High School	2663-4011
23.	Calcutta Madrasah, A.P. Department	—
24.	Govt. Woodburn School	—
25.	Govt. Basic-cum-Multipurpose, Banipore	—
26.	Darjeeling Govt. High School	—
27.	Kareya Govt. M.E. School	—
<b>(B) Sports School (Govt.)</b>		
1.	Dr. B. R. Ambedkar Sport School P.O. Banipur Dist. North 24-Pgs.	(Off) (03216)252032 (School) (03216)239184 FAX 252032

## WEST BENGAL BOARD OF SECONDARY EDUCATION

### History

The Board of Secondary Education was established in 1951 under an Act of the State Legislature called the West Bengal Secondary Education Act of 1950. The Board was inaugurated by the then Governor of West Bengal Dr. K. N. Katju on 3rd May, 1951 and the Board started functioning under the Chairmanship of Shri Apurba Kumar Chanda. The basic task before the Board was twofold.

- 1) To regulate, control and develop secondary education of the stage.
- 2) To conduct the School Final Examination.

Previously this was done by Calcutta University. The Board was subsequently renamed as West Bengal Board of Secondary Education in 1964, under the West Bengal Board of Secondary Education Act, 1963. During its long history the Board was superseded by the Secondary Education (Temporary Provisions Ordinance 1954) and the second occasion arose from 1978 to 1980. The Board an autonomous body, in its present look came into existence from January 1964 with Dr. J. C. Sengupta in the Chair.

### Status & Jurisdiction

The operational ambit of the Board has increased manifold over the years. In 1951 the Board started its journey with 1270 high schools taken over from Calcutta University which increased to 2312 by the end of 1963 and to more than 8000 by the end of 1975 including some schools outside the territorial jurisdiction of the State. Presently the Board is handling around 10238 numbers of schools. Under the impact of SSA the WBBSE has been giving recognition to new set up schools and upgradation to Jr. High Schools at a rapid pace.

With the increase in the number of recognized schools, the examinees appearing in the Secondary Examination (School Leaving Examinees appearing in the Secondary Examination) (School Leaving Examination with a general syllabus) have increased to more than five lakhs in 1996 and in 2008 this figure jumped to nearly 7.5 Lakhs.

### Composition

The Board is constituted with sixty-seven members, the President is at the helm. Of the Sixty-seven members thirty-seven are elected from amongst the teaching and non-teaching staff of the recognized institutions and the others are ex-officio members. The exact numbers of members belonging to different categories are given here in a tabular form. While the different constituencies from which the elected and nominated members will be appointed are clearly spelt out in the Act, the ex-officio members include the Director of School Education, President of West Bengal Council of Higher Secondary Education, West Bengal Board of Madrasah Education, West Bengal Board of Primary Education etc.

Sl. No.	Category of the Members	Number
01	Ex-Officio members	12
02	Nominated members from Universities	4
03	Elected Members of teaching staff of recognized training colleges	2
04.	Heads of recognized secondary schools nominated by the State Govt.	2
05.	Elected permanent teaching and non-teaching staff of recognized secondary schools including hill areas	34 + 3
06.	MLAs	2
07.	Persons interested in education nominated by the State Govt.	5

Sl. No.	Category of the Members	Number
08.	Persons elected by the employees of the Board	1
09.	Permanent teaching staff of recognized primary schools nominated by the State Govt.	1
10.	Permanent teaching staff of affiliated colleges nominated by the Govt.	1

### Power

The Board is basically vested with the following powers :

1. Advising and laying down in the general policies regard to secondary education before the Govt.,
2. Controlling and guiding the schools in different administrative matters,
3. Mapping the entire educational activities at secondary level ranging from preparation of the syllabi, publication of the text books, conducting the teacher empowerment programmes and conducting the secondary examination; and
4. Hinging on these powers the activity-map of the Board runs as follows :

### Functions of the Board

1. Frame courses of study and advise the Govt. to introduce them in the schools.
2. Draw up the general policy of secondary education and implement these into schools with the concurrence of the Govt.
3. Interacting with various academic bodies like NCERT, NUEPA, COBSE, UNICEF etc, at the state and national level for achieving high-end and quality educational activities.
4. Granting, Withholding or withdrawing recognition.
5. Conducting enquiries against erring teachers and non-teaching staff.
6. Granting approval or withholding it in regard to adoption of certain penal measures by the M.C. in regard to the teachers and no-teaching.
7. Handling the appeals made by the teachers and non-teaching staff in regard to their grievances.
8. Conducting the Madhyamik Pariksha (SE) of the regular and external examinees through a battery of paper-setters, examiners and other related persons.
9. Preparation and review of the syllabi by experts.
10. Publication of text books from classes VI to X and their review time to time. Streamlining the sale of these books through a bank of book sellers engaged from the open markets and from Boards' sales counters at H.Q and Regional offices.
11. Approval of text books published by the private publishers as per the prescribed syllabi.
12. Arrange for in service training and orientation of the approved school teachers to keep them abreast of the changes in curricula, syllabi and teaching method in various compulsory and optional elective subject.
13. Towing the line of spreading computer literacy the Board gives approval to the teaching of 'Computer Application' as an (Optional Elective Subject) in classes IX and X and also as project activity in work education from classes VI-VIII.

14. Publication of the Parshad Varta-and organ of the Board acting as the interfaced between affiliated schools and the Board.
15. Constitution and reconstitution of the Managing Committee through democratic process stipulated in the Management rules.
16. Conducting enquiries against errant M.C.s contrary to democratic process.
17. Occasionally appointing of administrator, ad-hoc Committees for ensuring reconstitutions of M.C.s when they fail to function in ademocrative fashion.
18. Approving the special constitution of the M.C. to ensure sectional rights and privileges.

#### **Different Committees and Sub-Committees**

The major activities of the Board are undertaking through the under mentioned Statutory Committees:

1. **Executive Committee**
2. **Examination Committee**
3. **Finance Committee**
4. **Recognition Committee**
5. **Syllabus Committee**
6. **Appeal Committee**
7. **Committee constituted under Section 24 of the Act.**

Two more Committees are functioning. One deals with affairs of disciplinary matters of teaching/ non-teaching employees of schools. Another committee "ARCC" deals with prayers for correction of records. Moreover,one building sub-Committee has been constituted to advise the Board in the matter of construction/maintenance and acquisition of buildings by the Board.

#### **Regional Council**

Four Regional Councils namely (a) North Bengal (b) Burdwan (c) Midnapore (d) Kolkata as a measure of decentralization of work load in the interest of the students as well as of teachers and guardians others are being functioning.

**The main activities of these Regional Councils are :**

1. **Processing of registration forms of the students reading in class IX.**
2. **Correction of Mark Sheet/Certificates.**
3. **Correction of Registration Certificates, distributions of Admit Cards including Mark Sheets.**
4. **Various functions connected with smooth conduct of examinations under instruction from the Board.**
5. **Administrative and Academic activities relating quality issues (other tan Examination) through setting up of SSA Cell in the Regional Offices.**

#### **Functions of the Executive Committee**

The Executive Committee performs duties as conferred upon it vide Section 19 (a) of chapter III of the Act. It advises the Board on all matters relating to development of secondary education in the State.

In the following table the major functions of the Committee is detailed through comparative study of activities of the Committee during 2006-2007 & 2007-2008.

### **Functions of the Recognition Committee**

During the year 2007-08 1(one) meeting of the Recognition Committee was held to decided the matters of recognition of schools, upgradation of schools and withdrawal of recognition of schools as per Government order.

During the year 2007-08 ten (10) schools were recognized as 4-Class Jr. High School (without finance) 502 new set up school(s) were recognized and three (3) High Schools and 1(one) Jr. High School were recognized as per Hon'ble Court order. 229 schools were upgraded of High Schools.

Statement showing the number of different cases decided and also the school recognized and upgraded have been reflected in the table (enclosed separately).

### **Functions of the Appeal Committee**

Section 22 of the West Bengal Board of Secondary Education Act 1963 provides for Constitution of an Appeal Committee to dispose of appeals made by the teaching and non-teaching staff of recognized institutions against any decision of the Managing Committee. A retired officer of the West Bengal Higher Judicial Service nominated by State Government heads the Committee. Deputy Secretary (Administration) looks after the routine activities as far as the administrative part is concerned.

Out of 15 cases for adjudication during the year 2007-08, 5 cases were fully disposed of 10 cases were adjourned. The number of meetings of the Appeal Committee held during the year 2007-08 is 3 (three).

### **Functions of the O.S.D. Section**

O.S.D. Unit of the West Bengal Board of Secondary Education deals with the matters pertaining to the various problems of management of schools, disposal of different types of leave related matters enjoyed by the teaching & non-teaching staff of the schools, hearing of the parties in different matters and disposal of the cases in terms of Hon'ble Court's order. It, in collaboration with the General Section of the Board, placed records, papers and relevant files in the Executive Committee Meeting for taking decisions and communicates the decisions to the concerned individuals and to the authority. It preserves important documents and different circulars issued by the Board from time to time. It also looks after the publication of decisions of all meetings of the Executive Committee for the year separately in the form of a booklet. This section prepares booklets for the purpose of Annual General Meeting of the Board where activities of different Sections of the Board highlighted. An Annual Report of the Board pertaining to the activities of achievements of the Board is also prepared and sent to the School Education Department, Govt. of West Bengal by this Section for preparation of the Annual Budget Speech of the Governor and for preparation of the Annual Report for each sub-units of the Department of School Educaiton, Govt. of West Bengal, for each financial year.

## **ACADEMIC SECTION**

### **1. Function of the Academic Section**

- (i) Preparation/Revision of Syllabi and Curriculum for Secondary Education as per recommendation of the Syllabus Committee of the Board.
- (ii) Printing & Publication of Text Books.
- (iii) Permitting private publishers to publish text books with the Board's approval and T.B. No. by ensuring through academic experts.
- (iv) Arrangement of Orientation Programme of Secondary Teachers for promoting Quality Education through updating their knowledge and skills in tune with the changes of Syllabi and Curriculum and publishing subject-training modules for facilitating improve curriculum transaction.

- (v) Organization of Workshops/Seminars by the Board at the district, sub-division and school levels with the active support of the R.P. (s) belonging to different educational organizations, Board Members and departments.
- (vi) Orientation Programme of Teachers of Life Style Education as a co-curricular activity based transactable subject in collaboration with the Health Deptt. & UNICEF and NCERT.
- (vii) Approval of 'Computer Application' as an (Optional Elective Subject) in class IX and X following the campaign of "Computer Literacy" at the school level and also as a project in Work Education from Classes VI to VIII.
- (viii) Publication of Parshad Barta — the monthly organ of the Board.

### **Publication of books by the board (2007-08)**

- (i) The newly revised Mathematics text books for Classes IX & X have been published with new get up.
- (ii) The Learning English series have been revised from Class VI to X "Guided Composition" and Grammar in English have been published from Classes VI to VIII. A new book for helping students of Classes IX & X to acquire writing and speaking skills have been published under the title "Strength your English".
- (iii) Two versions of "Sample Questions" for Class IX & Class X one volume containing three sets of questions in each subject and another containing five sets of questions in each subject.
- (iv) Braille Books for sightless students with the active assistance of Ramakrishna Mission and other organizations.
- (v) For DGHC area Board has published books on Nepali medium from classes VI to X and books on Nepali as 3rd language or Classes VI & VII have been published. The Nepali medium of Environmental Studies for Class VI has been published.
- (vi) For the students of plain areas who do not have Bengali as their 1st language, Board has brought out books Bangla Sikhi(i) & Bangla Sikhi (ii) on Bengali 3rd language for Classes VI & VII. The same Bangla Sikhi(iii) for Class VIII is under process.
- (vii) The text books "Paribesh Parichiti" for Classes VII to X have been published.
- (viii) A book "Jiban Saili" on life style Education has been published for the use of teacher.

### **3. C.C.C.E. & Grading**

Board has introduced Competency Based Continuous and Comprehensive Evaluation and Grading and suitable adjusted Annual Academic Calendar from the academic sessions of 2007-2008. The first batch of examinees of M.P. will come out through grading system in 2009. A booklet has been published by the Board on Annual Calendar, C.C.C.E. and Grading and a separate one has been published for DGHC area keeping in view the separate academic session prevailing in the hill areas. A revised booklet for Annual Academic Calendar C.C.C.E. and Grading has been published in April, 2008. Board has already completed the State and division-level orientation programmes and has written to the State Project Director S.S.M. for downward implementation of the orientation programme at the District, Sub-Division and school levels under the aegis of the District Project Officers. The Board has decided to introduce oral exam. in Maths and all Second languages from 2009 MP (SE). A new book of sample question on these subjects has been published.



#### **4. Parshad Barta**

Board's organ "Parshad Barta" is being brought out in new style and from important and authoritative articles like history with illustration of schools of one hundred or more than one hundred years of standing, answers taken from answer scripts of high-achievers of Madhyamik Pariksha, interviews with celebrities and students with potentialities, view and remarks of the readers specially invited articles etc. are being published. Publications of some important numbers or centenary celebrations of great educationist Derozio have earned appreciation from various quarters. Important circulars of the Board and reports of various workshop organised by the Board are also covered in the organ. Moreover in the year under review two special numbers have been brought out on Academic Calendar, C.C.C.E. and Grading. The Hon'ble Members of the Board are solicited for co-operation towards improvement of this organ and enhancement of its circulation.

#### **Examination Section of the Board**

##### ***Madhyamik Pariksha (SE), 2008***

The Board conducts Secondary examination following the completion of definite syllabi. The process of Madhyamik Pariksha (SE), 2008 is peacefully over for which co-operation and assistance have been unstinted on the part of Board Members, Teachers Organizations. Teachers and Non-teaching Staff Organizations, the officers and the employees of the Board and the various departments and agencies of the State and Central Governments. The total numbers of candidates enrolled was 7,46,94. The total numbers of candidates actually sat for the examination was 7,36,756 i.e. 10,208 candidates were absent. The examination started on 15/02/2008 and ended, including all types of particulars examinations, on 16/04/2008. The results were published on 28/05/08. There was no incomplete result. The number of successful candidates was 5,12,205 and the percentage of pass was 72.46. The results were published within 42 days. Board Features are enclosed separately.

##### **S.S.A.**

With the mission of 100% access and 100% success through Quality Assurance, Board established its state level cell of Sarva Siksha Abhiyan under the aegis of the state cell. Board has completed subject Orientation Programmes for teachers empowerment so far. Workshops have been organized by the Board on the basis of the following Base Papers and Orientation modules.

1. Sensitization of teachers towards the mission and the vision of S.S.A.
2. Strategies of teaching learning incorporated in the orientation modules (New Thrusts).
3. Modules on revised curricula and syllabi covering the 7 compulsory subjects.
4. Module on Annual Academic Calendar, C.C.C.E. and Grading.
5. Module on Life Style Education.
6. For ascertaining learning competencies of worksheets on English and Mathematics.
7. Setting up a Resources centre/Pavilion in the state cell of SSA on for TLM.
8. Preparation of module for facilitating learning on the part of Children with Special Needs reading in the general affiliated schools.
9. Setting up regional cell for SSA Programmes highlighting easy Learning Campaign, Girls Students Education Campaign and supervision for ascertaining Quality Improvement achieved through C.C.C.E.

### **C.C.C.E.**

In collaboration Preparation of question bank by the NCERT with the Board has been taking expeditions decision for preparation of question bank through different committee. For ensuring transparency and balanced implementation of the various decisions of the Board, the existing regulations have been revised and some new regulations have been framed and are already in the process of obtaining the State Govt. approval. These are Text book Regulations, Age and Record Correction Regulations, Finance Rules, Revised Examination Regulations, Services and other regulations. Efforts are already afoot for necessary changed and modification of Board's Management Rules through the recommendation of a Committee constituted by the Executive Committee of the Board and the recommendation of the State Government. Regulations & Bye-Laws for Recognition & Upgradation of schools (with finance & without finance) have been framed.

Board launched its own Website on the Republic Day of 2007. Efforts are being made for availability of relevant records, curricular and important decision of the Board through this website. Two phases of Computer Training for the employees of the Board have been complete. Board has moved proposal for e-government to the State School Education Department. Board has devised a CD and software on its own initiative (i.e. with the support of the computer-knowing personnel of the Board) for arresting the trend of faking Board's books. Board has already moved the State information and Culture Department through the School Education Department for circulation of the said CD through the Sub-Divisional Information Officers for the wide knowledge of the public.

### **Library**

The Board has a well-equipped library having a collection of about 6092 books on various subjects. The Board has maintained a catalogue of library books. This section keeps records of the books, journals and 12 daily Newspapers (Bengali, English & Hindi).

### Madhyamik Examination (SE), 2008 : Broad Features

	<b>2007</b>	<b>2008</b>
Date of commencement of Exam.	20.02.2007	15.02.2008
Exam. ended on		
a. In respect of all compulsory subjects, additional papers other than WPS	05.03.2007	26.02.2008
b. In respect of additional WPS examination	19.04.2007	16.04.2008
c. In respect of practical examination	26.04.2007	
● MUSIC		29.03.2008
● COMPUTER		08.04.2008
Total no. of candidates enrolled (Including external candidates)	6,75,538	7,46,964
Total no. of candidates appeared	6,61,042	7,36,756
Successful candidates	4,55,623	5,12,105
No. of centres / venues	1007/1990	1035/2020
No. of students whose results are		
Incomplete	Nil	Nil
Withheld	281	1 (Reg.) + 4 (Ext.)
RA-Exam. cancelled	54	45
Exonerated	12	17
Number of examiners engaged	38,524	40,283
Number of Head examiners engaged	799	837
Number of Scrutineers	3016	3168
Date of pub. of results	31.05.2007	28.05.2008

**Salient Features of Madhyamik Pariksha Results 2007 & 2008 : A Comparative Study**

Sl. No.			2008				2007			
			Reg.	CC	COM	TOT	Reg.	CC	COM	TOT
1	Enrolled	Male	323652	40858	19467		272731	52642	29235	
		Female	290720	45624	25373		232193	52039	34431	
		Total	614372	86482	44840	745694	504924	104681	63666	673271
2	Appeared	Male	322831	36246	19175		271631	45862	28635	
		Female	290000	42273	25053		231557	47415	33814	
		Total	612831	78519	44228	735578	503188	93277	62449	658914
3	Successful	Male	250174	15129	15422		214753	15039	22611	
	Successful	Female	193890	16455	20601		160522	14322	27363	
		Total	444064	31584	36023	511671	375275	29361	49974	454610
3A	% of	Male	77.49	41.73	80.42		79.06	32.79	78.96	
		Female	66.85	38.92	82.22		69.32	30.20	80.92	
		Total	72.46	40.22	81.44		74.57	31.47	80.02	
4	Eligible for Comp.	Male	8072	1763	3703		15044	5315	5952	
		Female	12491	2671	4384		19619	7105	6368	
		Total	20563	4434	8087	33084	34663	12420	12320	59403
4A	%	Male	2.50	4.86	19.31		5.53	11.58	20.78	
		Female	4.30	6.31	17.49		8.47	14.98	18.83	
		Total	3.35	5.64	18.28		6.88	13.31	19.72	
5	Unsuccessful	Male	64563	19334	47		41814	25484	71	
		Female	83600	23140	67		51415	25981	83	
		Total	148163	42474	114	190751	93229	51465	154	144848
5A	%	Male	19.99	53.34	.24		15.39	55.56	.24	
		Female	28.82	54.73	.26		22.20	54.79	.24	
		Total	24.17	54.09	.25		18.52	55.17	.24	
6	RA	Male	13	15	3		20	24	1	
		Female	9	4	1		1	7	1	
		Total	22	19	4	45	21	31	2	54
7	RW	Male	1				273	1	1	
		Female					6			
		Total	1			1	279	1	1	281
8	INC	Male	-	-	-		-	-	-	
		Female	-	-	-		-	-	-	
		Total	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil

**Additional Features of Madhyamik Pariksha Results 2007 & 2008 : A Comparative Study**

Sl. No.			2008				2007			
			Reg.	CC	COM	TOT	Reg.	CC	COM	TOT
1	Appeared	Male	322831	36246	19175		271631	45862	28635	
		Female	290000	42273	25053		231557	47415	33814	
		Total	612831	78519	44228	735578	503188	93277	62449	658914
2	Successful	Male	250174	15129	15422		214753	15039	22611	
		Female	193890	16455	20601		160522	14322	27363	
		Total	444064	31584	36023	511671	375275	29361	49974	454610
2A	% of Successful	Male	77.49	41.73	80.42		79.06	32.79	78.96	
		Female	66.85	38.92	82.22		69.32	30.20	80.92	
		Total	72.46	40.22	81.44		74.57	31.47	80.02	
3	Star (*)	Male	22728	11			21943	14	2	
		Female	12629	4			12624	4	1	
		Total	35357	15		35372	34567	18	3	34588
3A	%	Male	7.04	.03			8.07	.03		
		Female	4.35				5.45			
		Total	5.76	.01			6.86	.01		
4	1st Div	Male	87994	99	29		69716	84	84	
		Female	57363	35	40		44971	35	75	
		Total	145357	134	69	145560	114687	119	159	114965
4A	% on Appeared	Male	27.25	.27	.15		25.66	.18	.29	
		Female	19.78	.08	.15		19.42	.07	.22	
		Total	23.71	.17	.15		22.79	.12	.25	
4B	% on Successful	Male	35.17	.65	.18		32.46	.55	.37	
		Female	29.58	.21	.19		28.01	.24	.27	
		Total	32.73	.42	.19		30.56	.40	.31	
5	2nd Div	Male	106027	3791	6976		107604	5076	11470	
		Female	86584	4264	10642		84381	5368	15635	
		Total	192611	8055	17618	218284	191985	10444	27105	229534
5A	% on Appeared	Male	32.84	10.45	36.38		39.61	11.06	40.05	
		Female	29.85	10.08	42.47		36.44	11.32	46.23	
		Total	31.42	10.25	39.83		38.15	11.19	43.40	
5B	% on Successful	Male	42.38	25.05	45.23		50.10	33.75	50.72	
		Female	44.65	25.91	51.65		52.56	37.48	57.13	
		Total	43.37	25.50	48.90		51.15	35.57	54.23	
6	3rd Div	Male	56153	11239	8417		37433	9879	11057	
		Female	49943	12156	9919		31170	8919	11653	
		Total	106096	23395	18336	147827	68603	18798	22710	110111
6A	%on Appeared	Male	17.39	31.00	43.89		13.78	21.54	38.61	
		Female	17.22	28.75	39.59		13.46	18.81	34.46	
		Total	17.31	29.79	41.45		13.63	20.15	36.36	
6B	%on Successful	Male	22.44	74.28	54.57		17.43	65.68	48.90	
		Female	25.75	73.87	48.14		19.41	62.27	42.58	
		Total	23.89	74.07	50.90		18.28	64.02	45.44	

**Gender Specific Statistical features of the Madhyamik Pariksha (SE) of 2008**

<b>Items for Consideration</b>	<b>Regular</b>	<b>Gender ratio</b>	<b>Continuing candidate</b>	<b>Gender ratio</b>	<b>Compartmental</b>	<b>Gender ratio</b>	<b>Total</b>
Total Enrolled Male Female	323652 290720	53.47	40858 45624	47:53	19467 25373	43:57	745694
Total Appeared Male Female	322831 290000	53.47	36246 42273	46:54	19175 25053	43:57	735578
Total successful Male Female	250174 193890	56:44	15129 16455	48:52	15422 20601	43:57	511671
% of successful Male Female	77.49 66.85		41.73 38.92		80.42 82.22		
Total Eligible for compartmental Male Female	8072 12491	39:61	1763 2671	40:60	3703 4384	46:54	33084
% of compartmental Male Female	2.50 4.30		4.86 6.31		19.31 17.49		
Total Unsuccessful Male Female	64563 83600	44:56	19334 23140	46:54	47 67	41:59	190751
% of Unsuccessful Male Female	19.99 28.82		53.34 54.73		.24 .26		

**Gender Specific Statistical features of the Madhyamik Pariksha (SE) of 2008 (SC)**

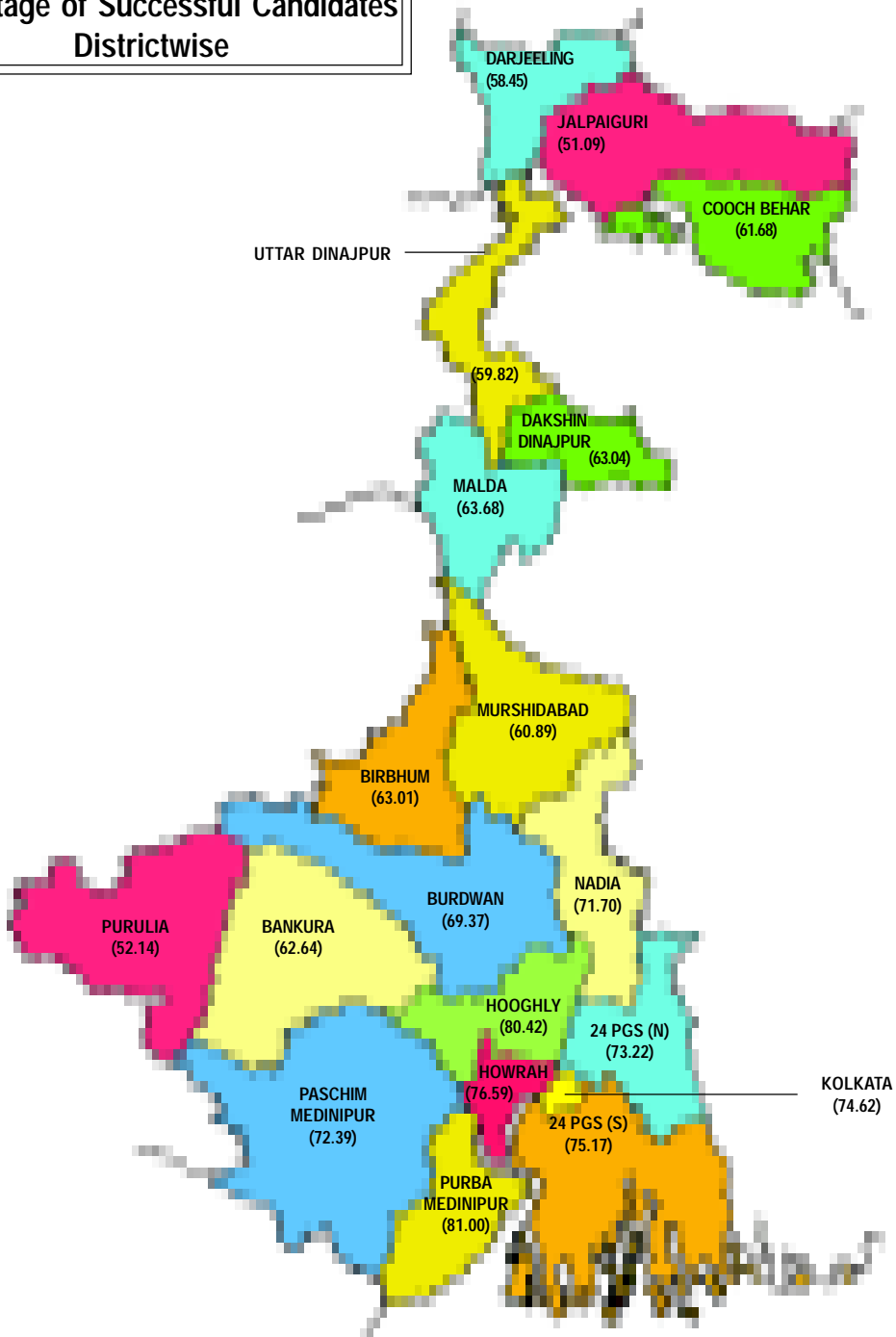
<b>Items for Consideration</b>	<b>Regular</b>	<b>Gender ratio</b>	<b>Continuing candidate</b>	<b>Gender ratio</b>	<b>Compartmental</b>	<b>Gender ratio</b>	<b>Total</b>
Total Enrolled Sc Male Female	76361 58532	57:43	12688 13167	49:51	5252 5939	47:53	171939
Total Appeared Sc Male Female	76130 58355	57:43	11167 12188	48:52	5187 5878	47:53	168905
Total successful Sc Male Female	54388 33860	62:38	4564 4469	51:49	4128 4824	46:54	106233
% of successful Sc Male Female	71.44 58.02		40.87 36.66		79.58 82.06		
Total 1st Div Sc Male Female	14044 6708	68:32	23 5	82:18	4 7	36:64	20791
Total 2nd Div Sc Male Female	24913 16040	61:39	1094 1084	50:50	1695 2383	42:58	47209
Total 3rd Div Sc Male Female	15431 11112	58:42	3447 3380	50:50	2429 2434	50:50	38233

**Gender Specific Statistical features of the Madhyamik Pariksha (SE) of 2008 (ST)**

<b>Items for Consideration</b>	<b>Regular</b>	<b>Gender ratio</b>	<b>Continuing candidate</b>	<b>Gender ratio</b>	<b>Compartmental</b>	<b>Gender ratio</b>	<b>Total</b>
Total Enrolled ST Male Female	13582 8858	61:39	5031 4089	55:45	1583 1413	53:47	34556
Total Appeared ST Male Female	13471 8808	60:40	4259 3701	54:46	1559 1401	53:47	33199
Total successful ST Male Female	7358 3819	66:34	1235 874	59:41	1193 1055	53:47	15534
% of successful ST Male Female	54.62 43.35		28.99 23.61		76.52 75.30		
Total 1st Div ST Male Female	1458 699	68:32	5	100:0	1 3	25:75	2166
Total 2nd Div ST Male Female	3571 1928	65:35	242 188	56:44	534 586	48:52	7049
Total 3rd Div ST Male Female	2329 1192	66:34	988 686	59:41	658 466	59:41	6319

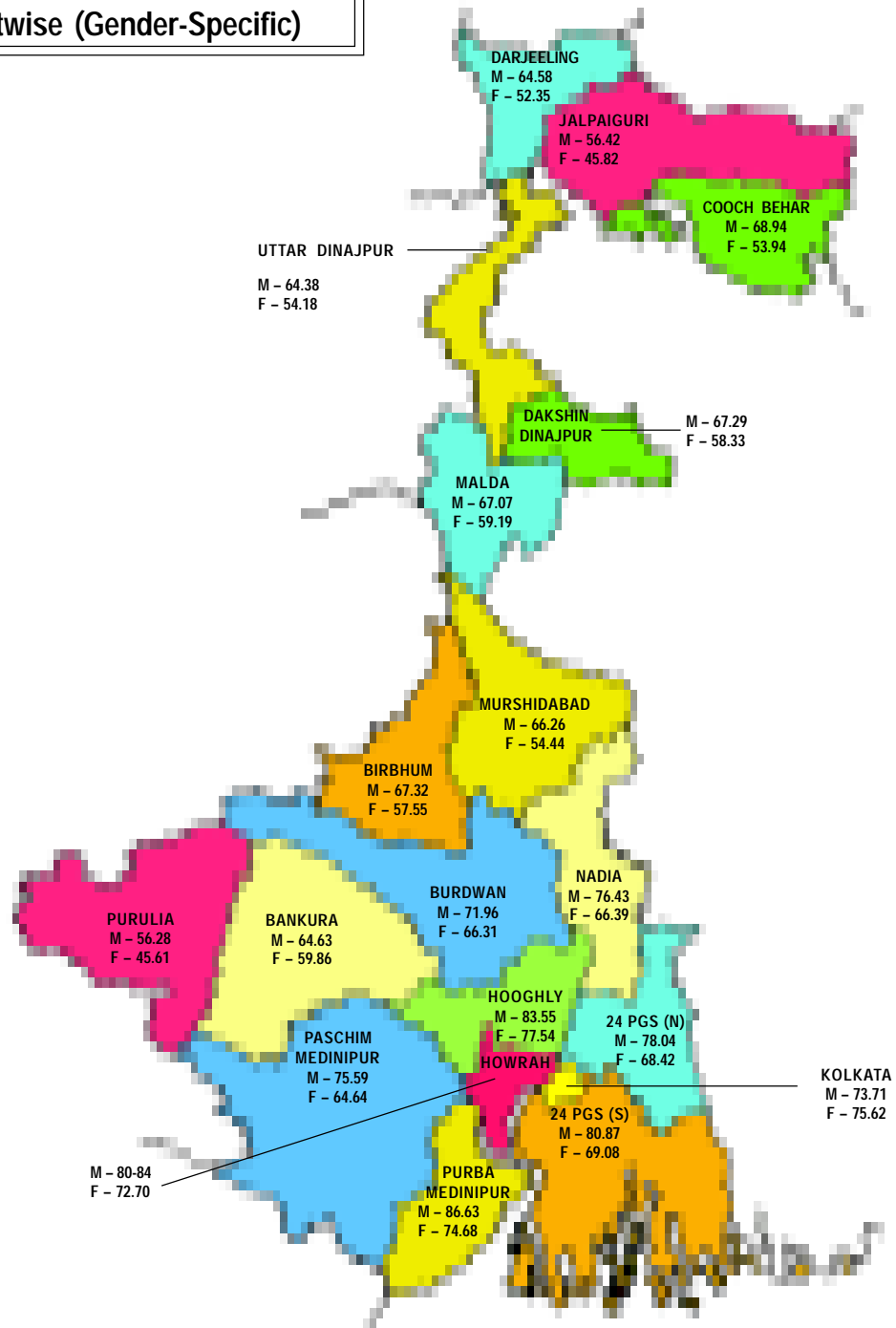


**Percentage of Successful Candidates Districtwise**



**Extra Territorial (91.97)  
Katihar & Deoghar**

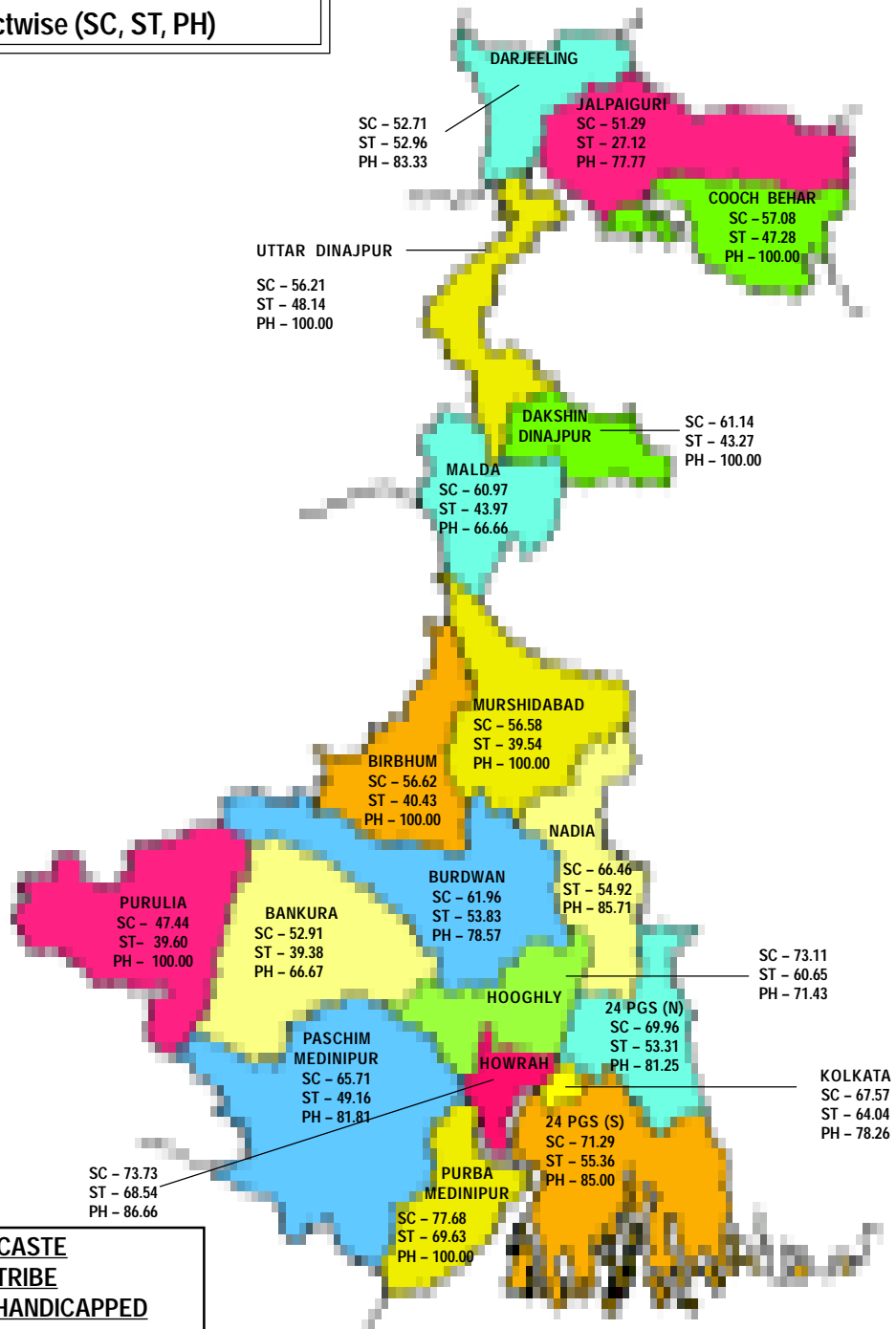
**Percentage of Successful Candidates  
Districtwise (Gender-Specific)**



M - Male  
F - Female

Extra Territorial (M=96.00,F=78.95)  
Katihar & Deoghar

**Percentage of Successful Candidates  
Districtwise (SC, ST, PH)**



SC - SCHEDULED CASTE  
ST - SCHEDULED TRIBE  
PH - PHYSICALLY HANDICAPPED

Extra Territorial (SC=100, ST=Nil, PH = Nil)  
Katihar & Deoghar

**Gender Specific Statistical features of the External Candidates of  
Madhyamik Pariksha (SE) of 2008**

Total Enrolled	1270
Male	638
Female	632
Total Appeared	1178
Male	586
Female	592
Total successful	434
Male	281
Female	153
% of successful	36.84
Male	47.95
Female	25.84
Total Eligible for compartmental	91
Male	47
Female	44
% of compartmental	7.72
Male	8.02
Female	7.43

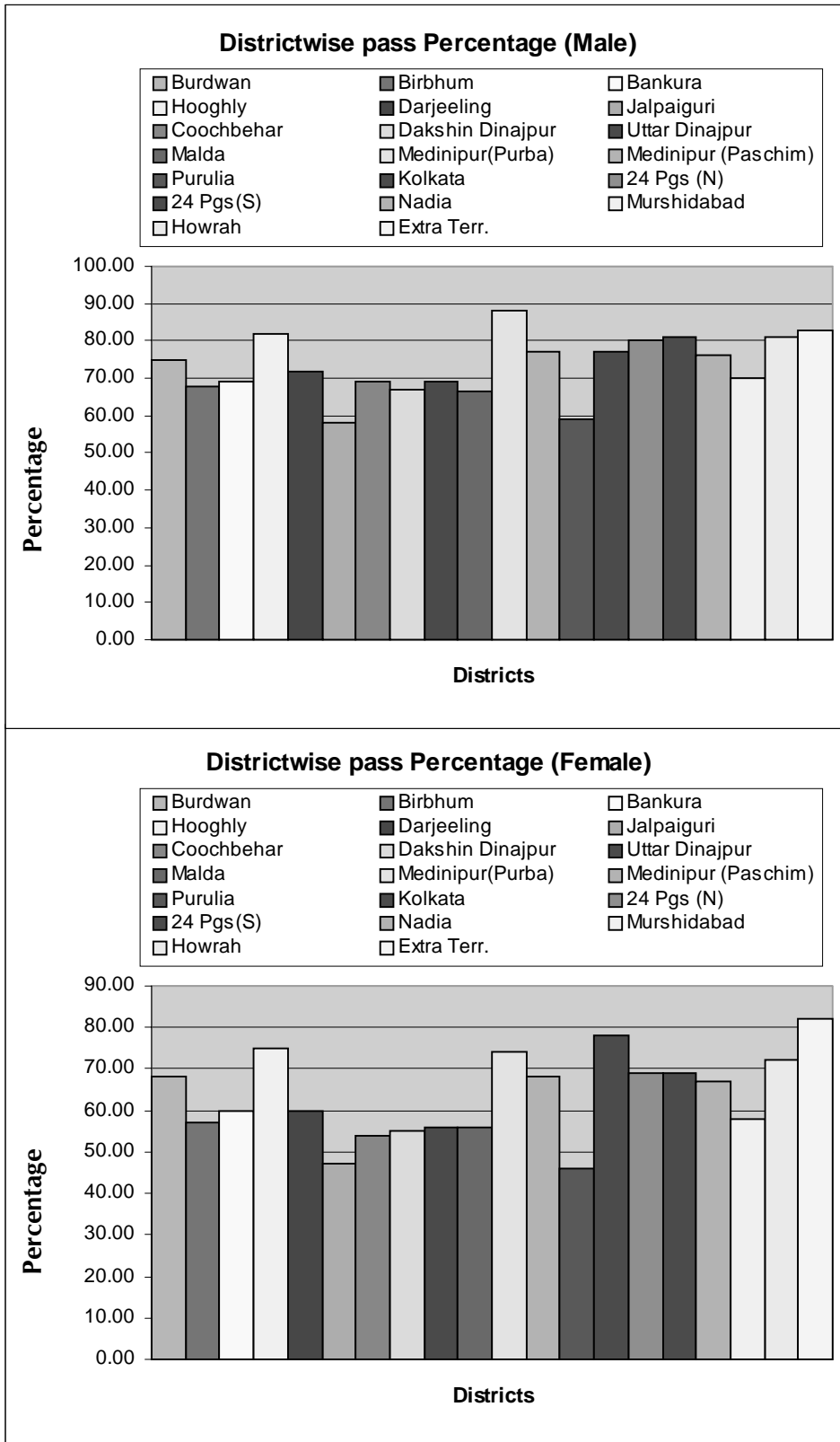
**Physically Challenged students-Steps and Performance**  
**The steps taken to facilitate Physically Challenged students**

1. The visually impaired students were allowed one amanuenses (one substitute when required) during the examination.
2. The visually impaired examinees were allowed half an hour extra time.
3. The examination centers were requested to make provision for examinees suffering from Thalasaemia and those who are wheel-chair bound to take their examination on the ground floor.
4. Orthopaedically handicapped examinees were allotted examination centers with ramps.
5. Provision of alternative questions for the visually impaired.
6. Help of interpreters for understanding questions was provided to deaf and dumb candidates.

**Salient features of the physically challenged students in MP-2008**

Total candidates In the category		Visually Impaired	Hearing Impaired	OPH	Remarks
Appeared	Male	77	15	110	
	Female	33	7	40	
	Total	110	22	150	
Successful	Male	66	9	87	
	Female	29	4	26	
	Total	95	13	113	
% of Successful	Male	85.71	60.00	79.09	
	Female	87.87	57.14	65.00	
	Total	86.36	59.09	75.33	
1st Div.	Male	48	1	25	
	Female	15	1	8	
	Total	63	2	33	
2nd Div.	Male	15	6	37	
	Female	9	3	11	
	Total	24	9	48	
3rd Div.	Male	3	2	25	
	Female	5	—	7	
	Total	8	2	32	

## Districtwise Pass-Percentage – 2008 A Comparative study

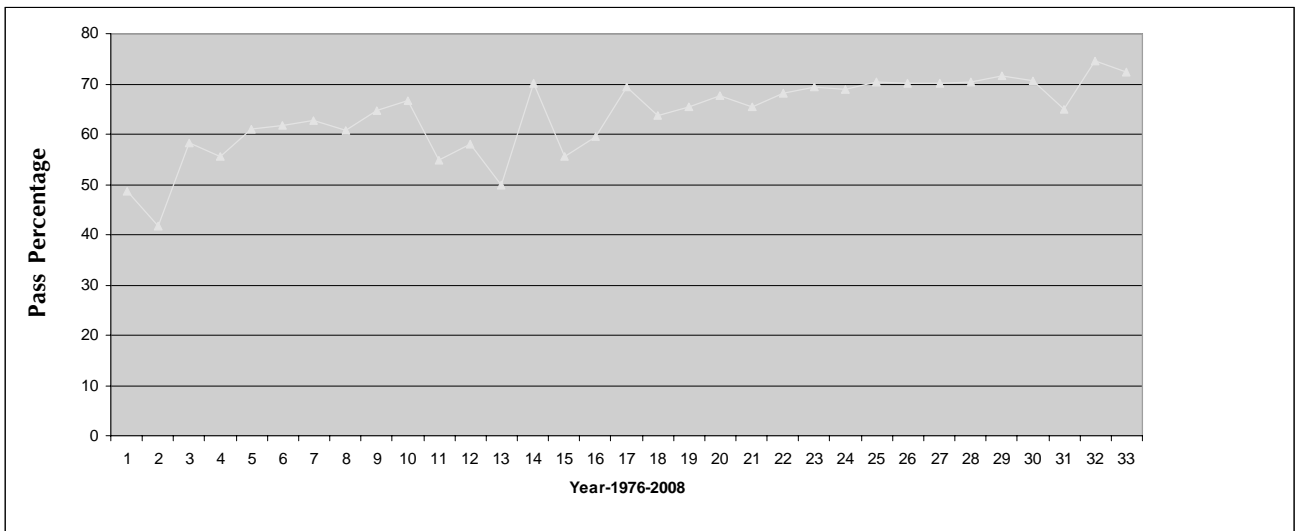


**Performance at a glance :- from 2002-2008**

<b>Items of comparison</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Enrolled	583382	592031	609961	627658	764933	675538	746964
Appeared	575964	580063	591146	618554	754333	661042	736756
Regular Male Appeared	256992	254667	261449	278745	336875	271631	322831
Regular Female Appeared	187279	190968	205259	221757	286702	231557	290000
SC Mle Appeared	65631	68804	74142	77284	96926	83331	92484
SC Female Appeared	38753	42760	49104	53585	71615	64637	76421
ST Male Appeared	11064	12614	13731	15043	20691	17433	19289
ST Female Appeared	5246	6177	7187	8424	12422	11787	13910
Successful (Male)	224573	219917	228907	236725	266053	253062	281006
Successful (Female)	149275	157946	167930	173311	205420	202561	231099
Successful (SC) Male	40756	41391	46685	49259	58452	56423	63080
Successful (SC) Female	19435	21976	25980	28255	35890	36518	43153
Successful (ST) Male	5066	5199	5875	6505	8670	8363	9786
Successful (ST) Female	1851	2220	2478	3015	4392	4575	5748
Total 1st Div.	87220	91053	92807	95680	113865	114965	145560
1st Div. Male	55840	56677	57607	59740	69562	69884	88122
1st Div. Female	31380	34376	35200	35940	44303	45081	57438
1st Div. SC Male	6585	7346	8295	8541	10685	10851	14071
1st Div. SC Female	2193	2884	3296	3410	4597	4855	6720
1st Div. ST Male	465	514	544	653	976	918	1464
1st Div. ST Female	141	199	195	300	486	497	702
Total 2nd Div.	207910	204720	214364	216218	247051	229534	218284
2nd Div. Male	122794	116759	121097	122613	135716	124150	116794
2nd Div. Female	85116	87961	93267	93605	111335	105384	101490
2nd Div. SC Male	23972	23336	26140	26932	31282	29230	27702
2nd Div. SC Female	11272	12607	14991	15485	20253	19373	19507
2nd Div. ST Male	2921	2999	3221	3478	4605	4350	4347
2nd Div. ST Female	1125	1261	1423	1607	2460	2509	2702
Total 3rd Div.	75859	79838	87774	97117	109323	110111	147827
3rd Div. Male	43772	45084	49013	53644	60004	58369	75809
3rd Div. Female	32087	34754	38761	43473	49319	51742	72018
3rd Div. SC Male	10199	10709	12250	13786	16085	16342	21307
3rd Div. SC Female	5970	6485	7693	9360	11040	12290	16926
3rd Div. ST Male	1680	1686	2110	2374	3089	3095	3975
3rd Div. ST Female	585	760	860	1108	1446	1569	2344
Total Star-getters	14813	15898	22127	24116	31652	34588	35372
Star-getters Male	9939	10161	14494	15749	20344	21959	22739
Star-getters Female	4874	5737	7633	8367	11308	12629	12633
Star-getters SC Male	814	1324	1418	1603	2283	2492	2555
Star-getters SC Female	224	484	505	582	842	974	1010
Star-getters ST Male	34	69	65	84	139	158	151
Star-getters ST Female	14	20	22	23	51	73	61

**Year-wise Pass Percentage of Regular Candidates (1976-2008)**

Serial No.	Year	Percentage	Serial No.	Year	Percentage
1	1976	48.53	18	1993	63.66
2	1977	41.73	19	1994	65.54
3	1978	58.18	20	1995	67.75
4	1979	55.49	21	1996	65.33
5	1980	60.97	22	1997	68.15
6	1981	61.65	23	1998	69.47
7	1982	62.82	24	1999	68.94
8	1983	60.76	25	2000	70.45
9	1984	64.79	26	2001	70.23
10	1985	66.64	27	2002	70.19
11	1986	54.78	28	2003	70.45
12	1987	58.02	29	2004	71.61
13	1988	50.00	30	2005	70.51
14	1989	70.23	31	2006	64.95
15	1990	55.57	32	2007	74.57
16	1991	59.39	33	2008	72.46
17	1992	69.36			





**WEST BENGAL BOARD OF SECONDARY EDUCATION**  
**77/2, PARK STREET, KOLKATA — 700016**

No. EMU/C/35

Date : 27/05/2008

**NOTIFICATION**

It is notified for all concerned that the Madhyamik Pariksha (S.E.), 2009 (both Regular & External) will be held as per following programme.

The examination will be held in only one paper on each day from 11:45 A.M. to 3 P.M. The dates & corresponding subjects are as under.

**PROGRAMME**

DAY	DATE	SUBJECT/PAPER (11:45 A.M. TO 3 P.M.)
WEDNESDAY	25TH FEBRUARY, 2009	FIRST LANGUAGES, PAPER — 1*
THURSDAY	26TH FEBRUARY, 2009	FIRST LANGUAGES, PAPER — II*
FRIDAY	27TH FEBRUARY, 2009	SECOND LANGUAGES **
SATURDAY	28TH FEBRUARY, 2009	LIFE SCIENCE
MONDAY	2ND MARCH, 2009	HISTORY
TUESDAY	3RD MARCH, 2009	GEOGRAPHY
WEDNESDAY	4TH MARCH, 2009	PHYSICAL SCIENCE
FRIDAY	6TH MARCH, 2009	MATHEMATICS
SATURDAY	7TH MARCH, 2009	ALL OPTIONAL ELECTIVE SUBJECTS

*N.B.* : The dates for Physical Education and Social Service and Work Education Examinations are as under.

PHYSICAL EDUCATION = >	actual dates to be announced later
WORK EDUCATION = >	actual dates to be announced later

**\*FIRST LANGUAGE-** Bengali, English, Gujrati, Hindi, Modern Tibetan, Nepali, Oriya, Gurmukhi (Panjabi), Tamil, Telegu, Urdu & Santhali.

**\*\*SECOND LANGUAGE-** i) English, if any language other than English is offered as First Language.

ii) Bengali or Nepali if English is the First Language.

- a) Examination in Shorthand & Typewriting will be held at Kolkata and Siliguri only. The venue and date will be announced later.
- b) Examination in Sewing and Needle Work will be of four hours duration.
- c) Examination in Music (Vocal) & Music (instrumental) will be of two hours duration for Theoretical portion. The venue, date and hour for Practical Examination in these subjects (which will be held at Kolkata, Bardhaman & North Bengal Regions only) will be announced later.
- d) Examination in Computer Application will be of two and half hours duration for Theoretical portion and two hours for Practical portion. The venue and date for the Practical Examination in this subject will be announced later.

## Access to Results-2008

### Websites

1. [www.wbbse.org](http://www.wbbse.org)
2. [www.wbbse.co.in](http://www.wbbse.co.in)
3. [www.banglarmukh.com](http://www.banglarmukh.com)
4. [www.thathyabangla.org.in](http://www.thathyabangla.org.in)
5. [www.rediff.com](http://www.rediff.com)
6. <http://www.results.sify.com>
7. [www.go4result.com](http://www.go4result.com)
8. [www.indiaedu.com](http://www.indiaedu.com)
9. [www.indiaresults.com](http://www.indiaresults.com)
10. [www.examresults.net](http://www.examresults.net). [www.westbengaleducation.net](http://www.westbengaleducation.net)

"Info-Kiosk" (Kolkata Information Centre)

SMS wb 10 < > rollno. to 57777 BSNL

SMS as WB 10 space rollno; send to 57333, 54545, 54242

SMS & IVR 53030 and 543217 short codes (KA10 space < roll number > to 53030)

SMS WB10 space rollno. to 51234

SMS & IVR on 53030 & 54321 short codes.

SMS Roll No. to 56969

IVRS : BSNL 1255560, SMS 56505

IVRS : 1250102 BSNL Landline & Mobile

IVRS : Reliance 51234

IVRS : TATA 12900, SMS 582826, Aircel 52345

IVRS : Vodafone 56731, SMS 56730, Airtel 543212222

1250102 Airtel Landline, 5550008 Reliance landline & mobile

**Table Showing the District-wise Statement of Recognition/Up gradation/New Set Up/De-recognition schools from 1.5.2007 to 30.4.2008**

District	High School as per G.O. (Upgraded)	High School as per Court Order	4-Class Jr. High School as per G.O.	4-Class Jr. High School as per Court order	New Set Up (4-Class Jr. High)	Withdrawal of recognition as per G.O.
Bankura	10	—	01	—	44	—
Bardhaman	02	—	01	—	—	—
Birbhum	—	—	—	—	01	—
Cooch Behar	—	—	—	—	72	—
Darjeeling	—	—	—	—	—	—
Dakshin Dinajpur	—	—	—	01	35	—
Howrah	05	—	—	—	—	—
Hooghly	06	—	01	—	—	—
Jalpaiguri	12	—	01	—	55	—
Kolkata	02	—	01	—	—	—
Malda	—	—	01	—	—	—
Murshidabad	04	—	—	—	101	—
Nadia	01	—	—	—	—	08
24 Pgs (N)	09	—	01	—	—	—
24 Pgs (S)	28	—	01	—	—	—
Purba Medinipur	06	—	—	—	—	—
Paschim Medinipur	92	—	01	—	66	—
Purulia	48	—	—	—	55	—
Uttar Dinajpur	04	—	—	—	73	—
Total	229	—	09**	01	502	08

\*\*Without financial assistance from Govt.

## CHAPTER — V

### HIGHER SECONDARY EDUCATION IN WEST BENGAL

In West Bengal, Higher Secondary Education is imparted in Classes XI and XII in Schools, Madrasahs. There are two types of schools in the State for Higher Secondary Education.

The Higher Secondary courses are being taught in two streams. One is called as General Stream and the other is called as Vocational Stream. There are 54 Integrated Institutions and 1 Independent Institution where vocational courses are being taught. In 3,954 Integrated Institutions and 13 Independent Institutions, courses are being taught in General Stream.

Directorate of School Education is the controlling authority for Schools imparting Higher Secondary courses. The schools imparting Higher Secondary Education followed by Schools and Higher Secondary Madrasahs are same as prescribed by the West Bengal Council of Higher Secondary Education.

#### No. of Higher Secondary Schools

##### District wise List 2007-08

District	No. of Schools
Kolkata	276
South 24-Parganas	328
North 24-Parganas	492
Bardhaman	335
Purba Medinipur	239
Paschim Medinipur	270
Howrah	239
Darjeeling	95
Jalpaiguri	126
Uttar Dinajpur	85
Cooch Behar	118
Malda	134
Nadia	226
Purulia	142
Bankura	190
Birbhum	138
Murshidabad	181
Hooghly	270
Dakshin Dinajpur	70
<b>Total</b>	<b>3954</b>

## WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION 2007-2008

### ADMINISTRATION DEPARTMENT

The West Bengal Council of Higher Secondary Education is a body corporate constituted under the West Bengal Council of Higher Secondary Education Act, 1975. Since then the Council has been giving utmost endeavour for expansion and development of Higher Secondary Education throughout the State of West Bengal .

Till now the Council is functioning with the nominated, ex-officio and only one elected members. But it is expected that after the amendment of the West Bengal Council of Higher Secondary Education Act, 1975 the process of which is under active consideration of the Government, more elected members will be available.

The Head office of the Council is located at Salt Lake and four other Regional offices are situated at Siliguri, Bardhaman and Medinipore and Salt Lake. The addresses of the above offices are detailed below :

Sl. No.	Name of Offices	Address	Phone Nos.
1	Head Office	Vidyasagar Bhavan 9/2, Block-DJ, Sector – II Salt Lake, Kolkata - 700 091	2337-4984 to 87 2359-6525 to 26
2	North Bengal Regional Office	Rahul Sankrityayan Bhavan P.O. North Bengal University, Dist: Darjeeling, Pin Code : 734430	0353-258215
3.	Medinipur Regional Office	Jack Paul Bhavan, Raja N.L. Khan Road (Nanur Chawak), P.O. + Dist.: Paschim Medinipore, Pin Code : 721101	0322-271840
4.	Bardhaman Regional Office	Nazrul Bhavan, (Behind L.I.C. Office), P.O. Sripally Dist.: Bardhaman	0342-2663734
5.	Kolkata Regional Office	Bikash Bhavan North Block (2nd floor), Salt Lake, Kolkata - 700 091.	2321-3871, 2334-7125

It was mentioned in the earlier report that due to acute space problem the Medinipur Regional Office has been shifted to a rental building named Jack Paul Bhavan. P.W.D. (C.B.) has been moved for demolition of the old building and construction of a new building on the existing site.

It is mentionable that the administrative building of the Bardhaman Regional Office, Nazrul Bhavan, was inaugurated with full grandeur on 29-12-2007. Distinguished guests were present in the said inauguration ceremony. The entire office of the Bardhaman Region has already been shifted to the new building.

The work relating to construction of administrative building of Kolkata Regional office is on progress. The foundation stone laying ceremony was held magnificently on the plot earmarked for this. Prof. Partha Dey, Hon'ble Minister-in-Charge, School Education Department, graced the occasion by laying foundation stone on 19-12-2007. Guests of distinction were present in the occasion. The proposed building has been named as "Remendrasundar Bhavan."

Some repair works have been undertaken for the North Bengal Regional Office. Mackintosh Burn Ltd. has been entrusted with the repair work. It was mentioned earlier that the administrative building of

the North Bengal Regional Office has been named as Rahul Sankrityayan Bhavan. This year we have already installed a bronze bust of Pandit Rahul Sankrityayan in the entrance of the said office. The statue will be inaugurated soon.

This year the Council has set up a digital archive by which it has now become possible for it to hand over the duplicate documents *viz.* Duplicate Marksheets, Admit Cards, Pass Certificates etc. to the students concerned within a very short period. Before this, a student had to spend a lot of time for procuring such duplicate documents. Prof. Partha Dey, Hon'ble Minister-in-Charge, School Education Department inaugurated the said digital archive on 09-08-2007. The Govt. of W. Bengal has sanctioned the required fund for setting up the archive.

The website of the Council has been updated this year. All up-to-date information like the revised admission regulation, list of approved text books, list of H.S. Institutions, administrative structure of the Council will be available in the Council's website. The address of the website is [www.wbchse.nic.in](http://www.wbchse.nic.in). In each regional office of the Council computerised system for collection of fees has already been introduced.

### **Academic Department**

The Academic Section of the Council has participated in various works of several streams of the W.B. Council of H.S. Education, as it did in the yester-years. In regard to the major works relating to changes of syllabuses and its application and introduction of grading in arrangement of examination-system (i.e. 11th & 12th Class), the academic department has discharged satisfactorily and timely the duties that came to it.

In the academic session 2007-2008, a total of 129 (one hundred and twenty nine) Madhyamik institutions have been upgraded to H.S. level. The numbers of District wise schools are as follows :

1) Kolkata-04, 2) South 24-Parganas-13, 3) North 24-Parganas-10, 4) Burdwan-04, 5) Medinipur-17 (East - 10, West - 6, and another one, which was a former vocational institution, has been changed as upgraded as H.S. School), 6) Howrah - 06, 7) Jalpaiguri - 05, 8) North Dinajpur - 05, 9) Coochbehar- 06, 10) Malda - 08, 11) Nadia - 11, 12) Purulia - 04, 13) Bankura - 07, 14) Birbhum - 06, 15) Murshidabad-11, 16) Hooghly - 10, 17) South Dinajpur - 03.

And in the academic session 2008-09 (data latest given on 10/09/2008), a total of 56 (Fifty six) Madhyamik institutions have been upgraded to H.S. level. The numbers of District-wise schools are as follows :

1) South 24 Parganas - 03, 2) North 24 Parganas - 09, 3) Bardhaman - 05, 4) Howrah - 06, 5) Darjeeling - 06, 6) Jalpaiguri - 01, 7) Malda - 07, 8) Purulia - 05, 9) Bankura - 02, 10) Birbhum - 01, 11) Murshidabad-02, 12) Hooghly - 04, 13) South Dinajpur - 05.

Environmental Education is a subject of much importance at H.S. level. To comply with the verdict given by the Hon'ble Supreme Court of India, the subject "Environmental Education" to be introduced at the H.S level on and from the academic session 2005. The Academic Section has taken the responsibility of an entirely revised and new publication of the text books on Environmental Education published by the W.B. Council of H.S. Education, both in English and Bengali languages

The Academic Section has also ventured for composition of the text books for Class XI and Class XII following the guidelines laid down by the Council in respect of segregated syllabus for the said Classes. A large part of the work has been completed, and it is expected that the students will get its good results right from the current academic session.

The Academic is aware that eight major changes in the teaching - learning process as well as in the system of examination have taken place at the H.S. level since the academic session 2005-2006. The pillars of the paradigm shift can be sketched as :-

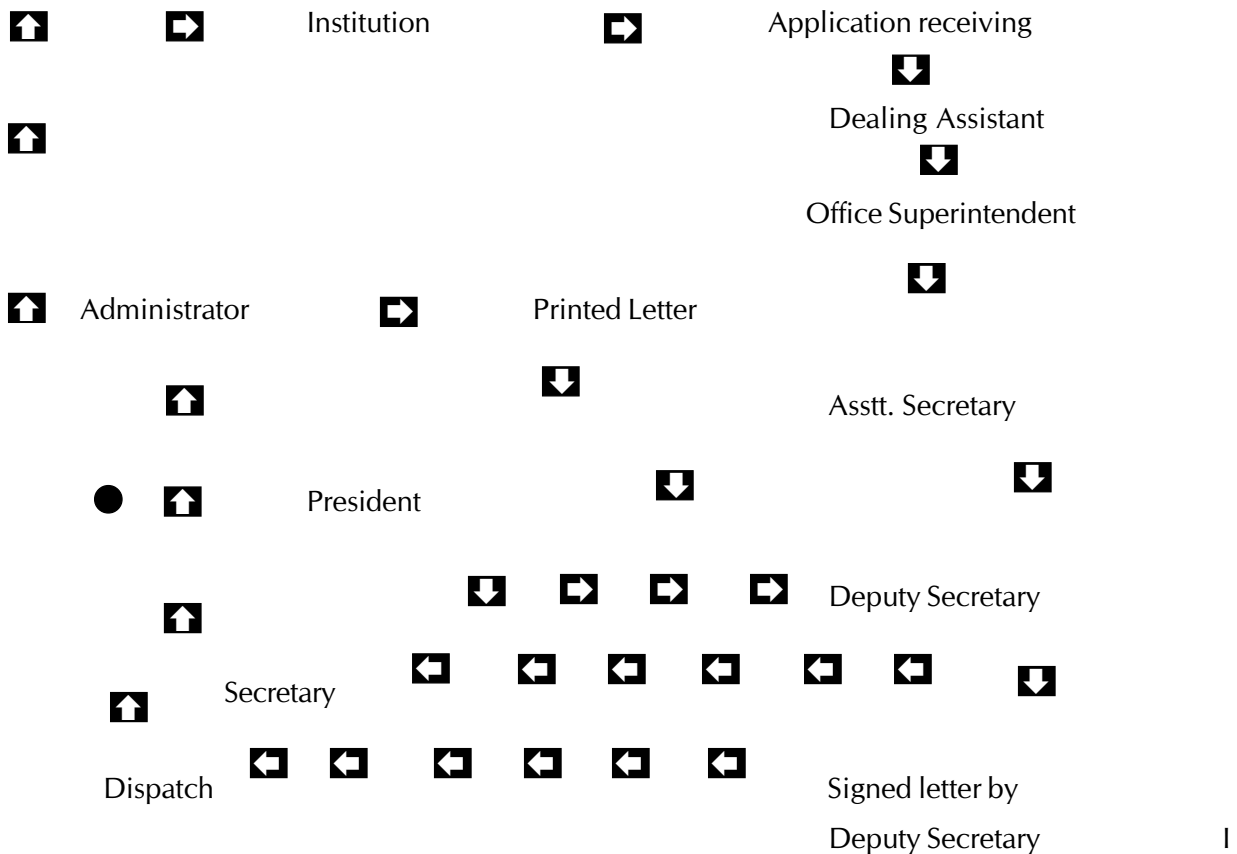
- Introduction of new syllabi;
- Distribution of chapter/unit-specific marks;

- Effort to maintain a uniform standard for the text books by assigning Text Book (T.B.) numbers;
- Change in the question structure;
- Change in the designing of the questions;
- Change in the nature of publication of the result, i.e. introduction of the indirect letter-grading system; and
- Change in the pattern of certification.
- Practical Examinations for Higher Secondary Examination, 2008, held in January, prior to the theoretical examinations which led to diminution of load and stress relating to the examination of the students;
- Students are allowed an additional 15 minute time in the exam for thorough reading of the question papers, and for selecting questions properly.
- These endeavours embody a reflection of our attempt and effort to address the problem of curriculum load on children as stated in the National curriculum framework-2005.
- Since the academic session 2005-2006, the revised and segregated syllabus for Classes-XI & XII has been introduced. At the same time, reforms of the systems have been made. For various reasons, though it has not been possible for the Council to start the Orientation Programme involving the teachers earlier, the Council has now started to make an all-out effort for it by the wings of academic section. For the Orientation of teachers, the Council has got an amount of One Crore and Nineteen Lakh rupees from the State Govt. The Council is going to start for the said orientation very soon.
- The jobs of National Service Scheme that are laid on the shoulders of the academic department are being done continuously and satisfactorily. As the aids of Central & State Govt. came to the council in cent percent in the past academic session, the council is not going to face any obstacle in the field of distributing the dues to the NSS units of the H.S. institutions.
- It is also to be mentioned that a new approach for instruction of ENG & MATH is going to be made. The Council has declared that a candidate shall be eligible to write his answer at the exam. in NEPALI & URDU as well as in BENGALI, ENGLISH & HINDI. COMS & COMA have already been included into the syllabus framed by the council. Above all, the modernization along with computerization of the Academic Section has been introduced abiding by the Council's instruction in the academic session 2008-09. An outline of the modernization of the academic section is given below with the objective of the project and the rationality behind it.
  1. Objective of the project: The objective of the project is to capture the basic data of the approx. 4000 (Four thousand) H.S. Institution under WBCHSE and to use it at the functional level. Methodology to capture the Data are of two types; i) Institutional Data Profile, ii) Old Document - Scan.
  2. Methodology: Development of Appropriate Software for Storing, Updating and Retrieval of Information.
  3. Rationality :
    - a) Detail of Institutional Data,
    - b) Preservation of Old Institutional Documents,
    - c) Time Saving,
    - d) Most effective,
    - e) Minimization of Stress,
    - f) Comprehensive Input of Planning Process,

It has been transpired that just after computerization got introduced at the academic section, there is no unwanted time-taking and more jobs are being done without stresses. The papers which have got irrelevant but have been thickening the old files are now disposed of and the old documents are getting much care obtaining due space. A calculation has shown that the cost of corresponding institution has

been reduced at least fifty times. Now the things are working in One Window system, which is shown hereunder :

### New Logistics : One Window System



### Examination Department

The examination department of the Council plays a key role for conducting the Class - XI Annual and H.S. Examination every year for nearly 900000 students throughout the state of West Bengal. Setting, Moderating, Printing and thereafter sending the confidential papers of 54 subjects to 350 Examination Centers are most important job of this department.

The H.S. Examination of 2008 was started on 11th March and ended on 9th April of the year. By this short span of time, the examination of 4,46,373 candidates containing 54 subjects of General stream and 36 subjects of Vocational stream course was taken. After the examination was over, only 40 days time was spent to publish the result of this most important public examination. This year, for the first time, the Council took 'Practical Examination' of the H.S. Exam. prior to the theoretical examination between 1st January and 19th January through the institutions. This arrangement has been appreciated by the examinees, teachers, guardians and the citizens of the state. The bifurcated new syllabus of the plus 2 stage was introduced in the Council from the session 2005-2006 and the examinees of 2008 appeared in the exam. for the second time with this new syllabus which yielded tremendous popularity among the Examinees and others.

For conducting the Examination and publishing the result, this department has to bear gigantic load from the very beginning of the examination till to the publication of the result. In this year no untoward incident was occurred and everything ended peacefully with the help and co-operation of the examiners, Head Examiners, examination centre authorities, the teachers, non-teaching staff of the schools and specially with the praise worthy co-operation of the employees of the Council.

### Performance : 2002 - 2008

	2002	2003	2004	2005	2006	2007	2008
<b>Positive Parametres—Regular</b>							
<b>Appeared :</b>	2,70,503	2,71,036	2,80,278	2,84,738	3,19,718	3,01,420	<b>3,61,598</b>
<b>Passed :</b>	1,76,294	1,74,985	1,75,230	1,92,277	2,29,533	2,22,249	<b>2,90,471</b>
(%)	65.32	64.65	62.60	67.56	71.82	73.77	<b>80.38</b>

#### Negative Parametres — All Categories

<b>INC</b>	334	63	61	16	NIL	NIL	<b>NIL</b>
(%)	0.090	0.017	0.016	0.004	0.000	0.000	<b>0.000</b>
<b>R.A.</b>	238	172	220	144	137	19	<b>37</b>
(%)	0.064	0.047	0.058	0.036	0.032	0.006	<b>0.010</b>
<b>R.W.</b>	49	103	78	37	82	35	<b>19</b>
(%)	0.013	0.028	0.020	0.009	0.019	0.011	<b>0.005</b>
<b>R.W.C.</b>	NIL	NIL	4	26	NIL	1	<b>NIL</b>
(%)	NIL	NIL	0.001	0.007	0.000	0.0003	<b>0.000</b>
<b>R.W.A.C.</b>	203	186	169	NIL	NIL	89	<b>173</b>
(%)	0.055	0.051	0.044	NIL	0.000	0.029	<b>0.048</b>



**HIGHER SECONDARY EXAMINATION  
NEW SYLLABUS : 2008**

		2008				2007
		REGULAR	CONTINUING	SPECIAL	TOTAL	REGULAR
ENROLLED	MALE	207691	8546	29769		175150
" "	FEMALE	154907	4222	22198		127768
<b>TOTAL</b>		<b>362598</b>	<b>12768</b>	<b>51967</b>	<b>427333</b>	<b>302918</b>
APPEARED	MALE	207052	7404	29769		174107
" "	FEMALE	154546	3682	22198		127313
<b>TOTAL</b>		<b>361598</b>	<b>11086</b>	<b>51967</b>	<b>424651</b>	<b>301420</b>
PASSED	MALE	168056	3724	20774		128179
" "	FEMALE	122415	1389	16006		94070
<b>TOTAL</b>		<b>290471</b>	<b>5113</b>	<b>36780</b>	<b>332364</b>	<b>222249</b>
% OF PASS	MALE	81.23	50.48	69.87		73.66
" "	FEMALE	79.24	37.78	72.15		73.92
<b>TOTAL</b>		<b>80.38</b>	<b>46.25</b>	<b>70.84</b>		<b>73.77</b>
R.W.	MALE	15	2	7		25
" "	FEMALE	4	NIL	4		10
<b>TOTAL</b>		<b>19</b>	<b>2</b>	<b>11</b>	<b>32</b>	<b>35</b>
R.A.	MALE	35	5	4		17
" "	FEMALE	2	2	1		2
<b>TOTAL</b>		<b>37</b>	<b>7</b>	<b>5</b>	<b>49</b>	<b>19</b>
R.W.A.C.	MALE	111	20	26		53
" "	FEMALE	62	3	8		36
<b>TOTAL</b>		<b>173</b>	<b>23</b>	<b>34</b>	<b>230</b>	<b>89</b>
R.W.C.	MALE	NIL	NIL	NIL		1
" "	FEMALE	NIL	NIL	NIL		NIL
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>1</b>
INC.	MALE	NIL	NIL	NIL		NIL
" "	FEMALE	NIL	NIL	NIL		NIL
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>

- R.W. - Result Withheld  
R.A. - Reported Against  
R.W.A.C. - RW due to non-correction of Admit Card  
R.W.C. - RW due to Court Case  
INC. - Incomplete

## GENERAL STREAM : OLD SYLLABUS

		2008				2007			
		REGULAR	CONTINUING	SPECIAL	TOTAL	REGULAR	CONTINUING	SPECIAL	TOTAL
ENROLLED	MALE	15	2173	10937		782	11150	43434	
" "	FEMALE	8	971	8006		297	5398	37971	
<b>TOTAL</b>		<b>23</b>	<b>3144</b>	<b>18943</b>	<b>22110</b>	<b>1079</b>	<b>16548</b>	<b>81405</b>	<b>99032</b>
APPEARED	MALE	15	1531	10937		737	8481	43434	
" "	FEMALE	8	751	8006		292	4256	37971	
<b>TOTAL</b>		<b>23</b>	<b>2282</b>	<b>18943</b>	<b>21248</b>	<b>1029</b>	<b>12737</b>	<b>81405</b>	<b>95171</b>
PASSED	MALE	11	802	7871		404	3939	28755	
" "	FEMALE	6	356	5901		161	1463	26031	
<b>TOTAL</b>		<b>17</b>	<b>1158</b>	<b>13772</b>	<b>14947</b>	<b>565</b>	<b>5402</b>	<b>54786</b>	<b>60753</b>
% OF PASS	MALE	84.62	52.56	72.07		56.42	46.52	66.27	
" "	FEMALE	75.00	47.66	73.74		56.69	34.47	68.59	
<b>TOTAL</b>		<b>80.95</b>	<b>50.95</b>	<b>72.78</b>		<b>56.50</b>	<b>42.50</b>	<b>67.35</b>	
1ST DIV	MALE	1	79	19		73	289	192	
" "	FEMALE	3	7	12		31	70	204	
<b>TOTAL</b>		<b>4</b>	<b>86</b>	<b>31</b>	<b>121</b>	<b>104</b>	<b>359</b>	<b>396</b>	<b>859</b>
% ON	APPEARED	19.05	3.78	0.16		10.40	2.82	0.49	
% ON	PASSED	<b>23.53</b>	<b>7.43</b>	<b>0.23</b>		<b>18.41</b>	<b>6.65</b>	<b>0.72</b>	
2ND DIV	MALE	9	269	1006		136	1437	6173	
" "	FEMALE	NIL	92	825		62	372	7308	
<b>TOTAL</b>		<b>9</b>	<b>361</b>	<b>1831</b>	<b>2201</b>	<b>198</b>	<b>1809</b>	<b>13481</b>	<b>15488</b>
% ON	APPEARED	42.86	15.88	9.68		19.80	14.23	16.57	
% ON	PASSED	<b>52.94</b>	<b>31.17</b>	<b>13.30</b>		<b>35.04</b>	<b>33.49</b>	<b>24.61</b>	
PASS DIV	MALE	1	454	6846		195	2213	22390	
" "	FEMALE	3	257	5064		68	1021	18519	
<b>TOTAL</b>		<b>4</b>	<b>711</b>	<b>11910</b>	<b>12625</b>	<b>263</b>	<b>3234</b>	<b>40909</b>	<b>44406</b>
% ON	APPEARED	19.05	31.28	62.94		26.30	25.44	50.29	
% ON	PASSED	<b>23.53</b>	<b>61.40</b>	<b>86.48</b>		<b>46.55</b>	<b>59.87</b>	<b>74.67</b>	
STAR MARKS	MALE	NIL	9	1		13	23	NIL	
" "	FEMALE	NIL	2	NIL		2	2	1	
<b>TOTAL</b>		<b>NIL</b>	<b>11</b>	<b>1</b>	<b>12</b>	<b>15</b>	<b>25</b>	<b>1</b>	<b>41</b>
% ON	APPEARED		0.48	0.01		1.50	0.20		
% ON	PASSED		0.95	0.01		2.65	0.46		
R.W.	MALE	1	3	14		21	3	28	
" "	FEMALE	NIL	3	4		8	3	15	
<b>TOTAL</b>		<b>1</b>	<b>6</b>	<b>18</b>	<b>25</b>	<b>29</b>	<b>6</b>	<b>43</b>	<b>78</b>
R.A.	MALE	NIL	1	2		NIL	8	14	
" "	FEMALE	NIL	1	NIL		NIL	9	4	
<b>TOTAL</b>		<b>NIL</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>NIL</b>	<b>17</b>	<b>18</b>	<b>35</b>
R.W.A.C.	MALE	1	1	NIL		NIL	3	1	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>1</b>	<b>1</b>	<b>NIL</b>	<b>2</b>	<b>NIL</b>	<b>3</b>	<b>1</b>	<b>4</b>
R.W.C.	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
INC	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>

- R.W. - Result Withheld  
R.A. - Reported Against  
R.W.A.C. - RW due to non-correction of Admit Card  
R.W.C. - RW due to Court Case  
INC. - Incomplete

## VOCATIONAL STREAM : OLD SYLLABUS

		2008				2007			
		REGULAR	CONTUINING	SPECIAL	TOTAL	REGULAR	CONTUINING	SPECIAL	TOTAL
ENROLLED	MALE	NIL	27	151		3	156	407	
" "	FEMALE	NIL	1	27		NIL	17	47	
<b>TOTAL</b>		<b>NIL</b>	<b>28</b>	<b>178</b>	<b>206</b>	<b>3</b>	<b>173</b>	<b>454</b>	<b>630</b>
APPEARED	MALE	NIL	24	151		3	131	407	
" "	FEMALE	NIL	1	27		NIL	14	47	
<b>TOTAL</b>		<b>NIL</b>	<b>25</b>	<b>178</b>	<b>203</b>	<b>3</b>	<b>145</b>	<b>454</b>	<b>602</b>
PASSED	MALE	NIL	8	88		1	34	233	
" "	FEMALE	NIL	1	17		NIL	NIL	23	
<b>TOTAL</b>		<b>NIL</b>	<b>9</b>	<b>105</b>	<b>114</b>	<b>1</b>	<b>34</b>	<b>256</b>	<b>291</b>
% OF PASS	MALE		33.33	58.28		33.33	25.95	57.53	
" "	FEMALE		100.00	62.96				50.00	
<b>TOTAL</b>			<b>36.00</b>	<b>58.99</b>		<b>33.33</b>	<b>23.45</b>	<b>56.76</b>	
1ST DIV	MALE	NIL	2	19		1	11	81	
" "	FEMALE	NIL	1	5		NIL	NIL	9	
<b>TOTAL</b>		<b>NIL</b>	<b>3</b>	<b>24</b>	<b>27</b>	<b>1</b>	<b>11</b>	<b>90</b>	<b>102</b>
% ON	APPEARED		12.00	13.48		33.33	7.59	19.96	
<b>% ON</b>	<b>PASSED</b>		<b>33.33</b>	<b>22.86</b>		<b>100.00</b>	<b>32.35</b>	<b>35.16</b>	
2ND DIV	MALE	NIL	6	68		NIL	23	147	
" "	FEMALE	NIL	NIL	12		NIL	NIL	14	
<b>TOTAL</b>		<b>NIL</b>	<b>6</b>	<b>80</b>	<b>86</b>	<b>NIL</b>	<b>23</b>	<b>161</b>	<b>184</b>
% ON	APPEARED		24.00	44.94			15.86	35.70	
<b>% ON</b>	<b>PASSED</b>		<b>66.67</b>	<b>76.19</b>			<b>67.65</b>	<b>62.89</b>	
PASS DIV	MALE	NIL	NIL	1		NIL	NIL	5	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>1</b>	<b>1</b>	<b>NIL</b>	<b>NIL</b>	<b>5</b>	<b>5</b>
% ON	APPEARED			0.56				1.11	
<b>% ON</b>	<b>PASSED</b>			<b>0.95</b>				<b>1.95</b>	
STAR MARKS	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
% ON	APPEARED								
<b>% ON</b>	<b>PASSED</b>								
R.W.	MALE	NIL	NIL	NIL		NIL	NIL	2	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	1	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>3</b>	<b>3</b>
R.A.	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
R.W.A.C.	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
R.W.C.	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
INC	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>

- R.W. - Result Withheld  
R.A. - Reported Against  
R.W.A.C. - RW due to non-correction of Admit Card  
R.W.C. - RW due to Court Case  
INC. - Incomplete

## EXTERNAL STREAM : OLD SYLLABUS

		2008				2007			
		REGULAR	CONTUINING	SPECIAL	TOTAL	REGULAR	CONTUINING	SPECIAL	TOTAL
ENROLLED	MALE	NIL	86	128		NIL	210	347	
" "	FEMALE	NIL	28	80		NIL	109	233	
<b>TOTAL</b>		<b>NIL</b>	<b>114</b>	<b>208</b>	<b>322</b>	<b>NIL</b>	<b>319</b>	<b>580</b>	<b>899</b>
APPEARED	MALE	NIL	43	128		NIL	99	347	
" "	FEMALE	NIL	20	80		NIL	70	233	
<b>TOTAL</b>		<b>NIL</b>	<b>63</b>	<b>208</b>	<b>271</b>	<b>NIL</b>	<b>169</b>	<b>580</b>	<b>749</b>
PASSED	MALE	NIL	18	85		NIL	27	202	
" "	FEMALE	NIL	8	59		NIL	20	138	
<b>TOTAL</b>		<b>NIL</b>	<b>26</b>	<b>144</b>	<b>170</b>	<b>NIL</b>	<b>47</b>	<b>340</b>	<b>387</b>
% OF PASS	MALE		41.86	66.41			27.84	58.72	
" "	FEMALE		40.00	73.75			28.57	59.48	
<b>TOTAL</b>			<b>41.27</b>	<b>69.23</b>			<b>28.14</b>	<b>59.03</b>	
1ST DIV	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
% ON	APPEARED								
% ON	PASSED								
2ND DIV	MALE	NIL	8	6		NIL	8	11	
" "	FEMALE	NIL	1	2		NIL	2	10	
<b>TOTAL</b>		<b>NIL</b>	<b>9</b>	<b>8</b>	<b>17</b>	<b>NIL</b>	<b>10</b>	<b>21</b>	<b>31</b>
% ON	APPEARED		14.29	3.85			5.99	3.65	
% ON	PASSED		<b>34.62</b>	<b>5.56</b>			<b>21.28</b>	<b>6.18</b>	
PASS DIV	MALE	NIL	10	79		NIL	19	191	
" "	FEMALE	NIL	7	57		NIL	18	128	
<b>TOTAL</b>		<b>NIL</b>	<b>17</b>	<b>136</b>	<b>153</b>	<b>NIL</b>	<b>37</b>	<b>319</b>	<b>356</b>
% ON	APPEARED		26.98	65.38			22.16	55.38	
% ON	PASSED		<b>65.38</b>	<b>94.44</b>			<b>78.72</b>	<b>93.82</b>	
STAR MARKS	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
ON	APPEARED								
ON	PASSED								
R.W.	MALE	NIL	NIL	NIL		NIL	2	2	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	1	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>2</b>	<b>3</b>	<b>5</b>
R.A	MALE	NIL	NIL	NIL		NIL	NIL	1	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>1</b>	<b>1</b>
R.W.A.C.	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
R.W.C.	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
R.C.	MALE	NIL	NIL	NIL		NIL	NIL	NIL	
" "	FEMALE	NIL	NIL	NIL		NIL	NIL	NIL	
<b>TOTAL</b>		<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>

- R.W. - Result Withheld  
R.A. - Reported Against  
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**CHAPTER – VI**  
**ACTIVITIES of**  
**STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (WB)**  
***In 2007-08***

“State Council of Educational Research & Training (WB)” is a service provider to the School Education Department, Govt. of WB for policy formulations in regard to the various aspects of school education. Keeping this pro-active vision in view, SCERT (WB) has taken up the projects arrayed below during 2007-2008 :

**1. National Population Education Project Activities**

SCERT (WB) is the state level modal agency for the implementation of this project. The project aims at inculcating values and developing different life skills in students so that they become responsible citizens of tomorrow. These objectives are to be achieved through organization of various co curricular activities in school of the state.

In 2007-2008, many activities have been taken up at SCERT (WB) which may be enumerated as follows :

**A. Meeting of the State-Core Committee**

A seven-member State Core committee with Principal Secretary, School Education Department, Govt. of WB as Chairperson was set up by School Education Department, Govt. of West Bengal for the 11th Plan Period, to monitor the implementation of NPEP activities by SCERT (WB) & Adolescence Education Programme by West Bengal Board of Secondary Education in the state. The members of the committee are as follows :-

1. The Principal Secretary, School Education Department, WB Govt. of Chairperson
2. The State Project Director, Paschim Banga Sarva Shiksha Mission
3. The Director, SCERT (WB)
4. The President, West Bengal Board of Secondary Education
5. The Secretary, West Bengal Board of Secondary Education
6. The State Project Director, West Bengal State Aids Prevention & Control Society
7. The Project Officer UNICEF

The State Core Committee met on 18.09.2007 to approve the Plan of Action & Budget estimates for SCERT (WB) & WBBSE for 2007-08. In this meeting the State Core Committee approved the revised Plan of Action & Budget estimates to be undertaken by SCERT (WB) & WBBSE for 2007-2008 and forwarded to NCERT on 27.09.2007. The NCERT approved the same vide letter F. Nos. 7-34/2007/DESSH/2525 dated 12.12.2007 & 5-3-/2007/DESSH/PEP dated 02.01.2008.

**B. Development of Training Materials**

The NCERT draft manual on Population Education for teachers, based on the six themes of Population Education has been adapted to make it relevant for the state of West Bengal and has been translated in Bengali. The finalized manual has been placed for observation of the Department of School Education, Govt of WB.

### **C. Publication of Population Journal**

SCERT (WB) has initiated publication of a journal on Population Education under its NPEP activities. The journal, named 'Pratyay' contains erudite write ups (in English and Bengali) on different aspects of Population Education by eminent persons in the respective fields. The first issue was released on 4th October, 2005 by Sri Kanti Biswas, the then Hon'ble MIC, School Education & Madrasah. The second issue has been published in March, 2006. The third issue has been published in January, 2007 and the fourth issue was published on 31st on 2008. The journal is being circulated in all SCERTs in the country as well as in all State-level organizations & DIETs in West Bengal. The NPEP Newsletter of SCERT (WB) forms a part of the journal.

### **D. Annual Planning Meeting**

The Annual Planning Meeting under NPEP was organised at NCERT, New Delhi during 10th-13th March, 2008. The meeting was attended by Director, SCERT (WB) and the Project Coordinator, NPEP at SCERT (WB). In this meeting, the progress of NPEP during 2007-08 was discussed and the Plan of Action (POA) for 2008-09 of NPEP activities were discussed and presented. The POA with Budget estimate for 2008-09 was submitted to NCERT.

## **2. SSA activities**

### **A. Development of Supplementary Text Materials in Environmental Science for tribal (Santhali) students of grade-III and to study their significance on school achievement**

A draft supplementary text material has been developed at SCERT (WB) based on the Science text book for class III prepared by WBBPE. A series consultations were held in the districts of Purulia, Birbhum and Bankura with teachers of 25 primary school with high ST enrolment in each district. The draft bilingual supplementary text material containing Bengali and its Santhali version, the problems faced by Santhali children studying in Bengali medium schools, and the solution thereof were discussed in these consultations. All the teachers were requested to fill in a questionnaire, to conduct an achievement test on students of class III and to collect marks obtained by individual students of class-III in the last terminal assessment. The process is in progress and the data is being collected from the districts. A workshop with resource person from the district was organised to finalize the draft supplementary material.

### **B. Design and development of hands on activity-based sciences teaching materials and publication of manual for Upper Primary classes**

This SSA projects is an action research programme of SCERT & DIETs. Through this project an attempt has been made to supplement the present curriculum practice in transaction of science in all Secondary school, Madrasahs and MSKs in West Bengal. After district level consultations on the draft manual in seven DIETs, the manual "*Kajer Majhe Bigyan*" has been finalized and published. The DPOs have been provided with soft copies of the manual and would print necessary number of copies for dissemination in all the Secondary schools, Madrasahs and district level.

The manual "*Kejer Majhe Bigyan*" contains a feedback form, which would be filled in by the concerned school teachers and mailed directly to SCERT (WB). The DPOs will collect the completed worksheet from the schools and document & tabulate the necessary portions at their end to prepare a district level report for submission at SCERT (WB). The data so obtained will be compiled processed and analyzed for further research on curriculum development at SCERT and to enable the Boards and Councils to formulate appropriate action in designing text books and activity materials for students at the upper primary level.

The District-level orientation and follow up activities have been started in Bankura & Jalpaiguri under the respective DIETs during 28th-29th February and 29th-1st March 2008 respectively and in Purba Medinipur under the DPO, SSM on 18.03.2008. The SIs, Teachers and CRCs attended the programme at Purba Medinipur.

A States Level Consultation on promoting activity based Science teaching for Upper Primary Classes was held SCERT in 07.03.2008. The Director SCERT (WB), the State Project Director, PBSSM, all the DPOs or their representatives, the District Level WBBSE Board Members or their nominee and the Principal of DIETs or their nominee attended the meeting.

### **C. Activity based Mathematics Teaching in the classrooms at Primary and Upper-Primary levels**

This SSA project is also as action research programme of SCERT and DIETs. The manual “Kajer Madhyame Ganit” which was developed in consultation with representatives from Boards & DIETs has been tried out in 30 primary and upper primary schools in three districts. The suggestions and feedback obtained from these trials were scrutinized and incorporated in the final version of the manual. The manual has been published and ready for field level dissemination.

### **D. Inclusive Education Initiatives**

The draft manual prepared by SCERT (WB) has been provided to PBSSM for finalization and subsequent dissemination in December, 2007 and the State Project Officer, PBSSM vide its memo no. 67 (20)/IED/PBSSM dated 26.12.2007 has instructed all the District/ Council Project Officer PBSSM to use the manual in the districts.

### **3. Impact Assessment of MDM Scheme**

According to the research design developed at SCERT (WB), the six DIETs of Jalpaiguri, Malda, Uttar Dinajpur, Bankura, South 24 Parganas and Murshidabad have completed the field level activities and five districts have submitted data in digital format in the customized software for data entry with respective district reports. Meanwhile, SCERT (WB) revised the first phase MDM questionnaire after obtaining the requisite inputs from the concerned DIETs.

The finalized survey questionnaire was handed over to DIETs Purulia, Nadia, Paschim Midinipur, & Hooghly for carrying out the survey in the second phase in 04.01.2008. Besides, a format for data entry was also given to the respective functionaries.

SCERT has prepared the State Level Report and submitted to the School Education Department, Govt. of W.B.

### **4. Initiative under Educational Technology by SCERT (WB)**

SCERT (WB) has initiated process of setting up of high-end, state-of-the-art Educational Technology Laboratories at SCERT (WB) in collaboration with C-DAC Kolkata. These laboratories will serve as a resource center for the entire state. The laboratories will provide the teachers and teacher educators to work on indentifying suitable content areas in Science, Mathematics, Language and Social Science in the Upper primary level, on which Computer Aided Learning (CAL) materials can be developed. The facility will further be utilized to develop the CAL materials by the teachers and thereby realize the philosophy of making the teachers “active producer” of CAL resources. Presently a proposal on developing CDs on Physical Science of class VII of WBBSE syllabus has been approved by the PBSSM. The Hon’ble MIC, School Education, Govt. of West Bengal inaugurated the laboratories on 18th December 2007.

A three-day workshop was organised at SCERT (WB) in collaboration with C-DAC and West Bengal Board of Secondary Education during 18th-20th December 2007 for development of CDs in the said subject.

A three-day workshop was organised at SCERT (WB) in collaboration with C-DAC and West Bengal Board of Secondary Education during 26th-28th February, 2008 for development of Computer Aided Learning (CAL) materials in Mathematics in selected four topics for the upper primary level.

Another three-day workshop was organised at SCERT (WB) in collaboration with C-DAC and West Bengal Board of Secondary Education during 3rd-5th March, 2008 for development of Computer Aided Learning (CAL) materials in English in selected two topics for the upper primary level.

## **5. School Cluster Organization: A Project of Education (SCOPE)**

The Project is the brainchild of the Directorate of School Education Govt. of WB. SCERT (WB) has been entrusted to conduct a base line study and finally evaluate the project. SCERT (WB) has been designed all the details of the study and has selected 18 primary and 6 secondary schools through random sampling method from six clusters of three districts, namely, Nadia, Murshidabad and Birbhum. After data analysis of the Pre-and Post-intervention tests, SCERT (WB) will submit a report to the DSE, Govt. of WB.

## **6. The study of reasons of large decline in enrolment between classes land II**

This study has been conducted by MHRD, GOI in the states of Assam, Bihar, Mizoram and West Bengal. The School Education Department, Govt. of WB has nominated the Director, SCERT (WB) to act as the State Coordinator for the study. The Academic sub-committee in its 5th meeting has approved the proposal of the study. SCERT (WB) with DIETs of Jalpaiguri and South 24 Parganas has undertaken the study. From 14th -16th Nov. 2007 a consultation training programme had been arranged at SCERT in collaboration with EDCIL for discussing the Plan of Action and Tools of the study with the investigators from the districts of Jalpaiguri and South 24 Parganas. The tools were administered during December, 2007—January, 2008 and subsequent data entry is under process at SCERT (WB).

## **7. National level Mid term Achievement Survey, 2007 at the end of Classes III & VIII in West Bengal**

As per the letter from Prof. Krishna Kumar, Director, NCERT to the Director SCERT (WB) vide F.No.1-3/DEME/2007-2008 dt. June 7,2007) and the letter from the school Education Department, Govt. of West Bengal [vide No. 755 SE (Pry) SCERT-15/07 dt. August 8,2007], SCERT (WB) along with other states had been entrusted with the onus of conducting Mid term Achievement Survey 2007 (MAS'07) in its own state. A Plan of Action for the survey was charted out in a meeting at NCERT which included discussion on tools of evaluation, the districts and list of schools for testing (as decided by NCERT) modalities of selection of students and administration of the tests etc.

Subsequently, the project coordinator of NCERT informed the State coordinators the list of those schools in which the tests had to be conducted.

In the next phase, the SCERT (WB) has taken up the job of translating the test materials in Bengali for all the subjects to be tested. Further Pupil Questionnaire is also being translated into Bengali by SCERT (WB).

## **8. National Curriculum Framework, 2005**

A Core Group formed by the School Education Department, Govt. of WB as per the direction of NCERT to SCERT (WB). From 05.09.2006 to 28.03.2007, the Core Group with fifty-seven experts worked in a total of twenty-two Subjects and Editorial groups. These groups examined the syllabi and reviewed the text books on different subjects translated the NCF'05 in Bengali to put it in use as and when found convenient. The School Education Department Govt. of WB entrusted SCERT (WB) with the responsibility to complete the recommendations of the state Boards/Councils in the context of NCF'05. The compilation was submitted to the Department as scheduled. The School Education Department, Govt. of WB has sent its report to the NCERT on 23rd November 2007.

## **9. Video-conferencing**

### **A. Orientation of Teacher Educators of SCERT, CTEs, IASE and DIETs on National Curriculum Framework (NCF)-2005 by using EDUSAT network**

A one-day duration video conferencing (two-way video and two-way audio) programme was held at SCERT (WB), conducted by the Curriculum Group, NCERT, New Delhi through a 12 day-cycle using the Satellite Interactive Terminal (SIT) of EDUSAT installed at SCERT (WB).



The video conferencing programme ran from 18th January to 9th February 2007 to sensitise the teacher educators of SCERT, CTEs, IASE and DIETs on the critical areas and related issues reflected in the National Curriculum Framework, 2005 like Curricular Areas, National concerns, Systemic Reforms, etc. Each cycle of training involved different set of participants. A total of 149 teacher-educators from West Bengal participated in the programme.

Another one-day orientation programme was organised in a five day cycle on 4th, 5th, 7th, 8th, 10th March 2008 to sensitise the teacher educators of SCERT, CTEs, IASE and DIETs on the critical areas and related issues reflected in the National Curriculum Framework, 2005. A total of 78 teacher-educators from different institutes of West Bengal participated in the programme.

**B. Orientation of School Teachers on Gender Issues in Education with reference to National Curriculum Framework (NCF)-2005 by using EDUSAT network**

A one-day video conferencing (two-way video and two way audio) programme was held at SCERT (WB), conducted by the Department of Women Studies, NCERT, New Delhi using the Satellite Interactive Terminal (SIT) of EDUSAT installed at SCERT (WB).

The video conferencing programme on 30.01.2008 aimed to sensitise the teachers of Govt., Govt. Sponsored & Govt. Aided school from Kolkata & South 24 Parganas on the Gender issues reflected in the National Curriculum Framework, 2005. A total of 26 teachers from the above mentioned two districts of West Bengal participated in the programme.

**C. Orientation Programme of Key Functionaries on Vocational Education and Training by using EDUSAT network**

PSS Central Institute Vocational Education in collaboration with SCERT (WB) organised a one day orientation programme of Key functionaries on Vocational Education and Training through EDUSAT network on 20.02.2008. Seven participants nominated by the West Bengal State Council of Vocational Education & Training (WBSCVE&T) attended the programme.

**D. Orientation Programme of Key Functionaries on “Strengthening Guidance and Counselling: Video-Conferencing with state level Key Personnel” by using EDUSAT network**

A three-day orientation programme titled “Strengthening Guidance and Counseling Video-Conferencing with State Level Key Personnel” was conducted by the Department of Educational Psychology and Foundations of Education NCERT in collaboration with SCERT (WB) during 25th-27th March, 2008 one of the 21 centers throughout India. A total of ten participants nominated by WBBSE, Teacher Educators trained Counsellors from Jadavpur University attended the programme.

**10. Preparation of Annual Plan of Teacher Education in West Bengal, 2008-09**

Like previous years, this year also, the Department of School Education, Govt. of WB entrusted SCERT (WB) to prepare the Annual Plan of Teacher Education in West Bengal, 2008-09 vide letter no. 101 (2)—SE (P) dated 28.01.2008. The plan was presented in TEAB on 13.02.2008 at GOI on behalf of Govt. of WB.

**11. Meetings of the Reconstituted Governing Body of SCERT (WB)**

The Second and Third Meetings of the Reconstituted Governing Body of SCERT (WB) were held on 23.02.2007 and 08.11.2007 respectively. The Principal Secretary, Department of School Education, Govt. of WB is the Chairperson of the Governing Body. The meeting discussed Academic and Administrative issues and were attended by Key Educational functionaries of the State.



*A workshop for development of Supplementary text book for Santhali students of class-III in progress.*



*Children present in a primary school.*



*The Honourable MIC, School Education, GOWB and dignitaries at the invauguration of Educational Technology Laboratories at SCERT (WB) on 18th December 2007.*



*An orientation programme of Techer Education of SCERT, CTEs, IASE and DIETs on National curriculum framework 2005 in progress.*



*An Consultation programme on promotion on activity based  
Science Teaching for upper primary Classes in progress.*

## CHAPTER — VII

### ANGLO-INDIAN SCHOOLS IN WEST BENGAL

In West Bengal during the last decade, the social demand for English-medium education has increased manifold. To meet this new challenge, the Govt. of West Bengal through its two wings i.e. School Education Department and Directorate of School Education issues 'No Objection Certificate' to such schools intending to provide quality education after scrutiny of documents and physical inspection. Such schools after getting the 'No Objection Certificate' from School Education Department seeks affiliation from the Council of Indian School Certificate Examination or Central Board of Secondary Education, New Delhi. These schools are thus termed as listed schools, (which means an English-medium school that does not come under the purview of the definition of Anglo-Indian School but is recognised under the Code of Regulations for Anglo-Indian and other listed schools, 1993 for the purpose of presenting candidates for the Council/Board Examination under such term and conditions as the State Board and the Department of Education may prescribed, provided that such schools fulfils the conditions laid down in the Code). The Anglo-Indian school section under the Directorate of School Education has been endeavouring hard for smooth functioning of the entire system right from providing application form to the upkeep of relevant records and documents relating to NOC. It is observed that the number of application form issued to the schools seeking N.O.C. for the period from 1.4.2007 to 31.3.2008 is 33 and during the same period the school Edn. Deptt. had issued N.O.C. to 29 schools. Out of 33 schools mentioned above only 14 has submitted the application for further processing.

The State of West Bengal also houses some Anglo-Indian School which means an institution, including all standards and divisions thereof, established under the Code of Regulations for European (now Anglo-Indian) Schools in Bengal (now West Bengal) 1929 and continuing as such provided that such institutions continues to fulfill the conditions for recognition laid down in the Code of Regulation for Anglo-Indian and other listed Schools, 1993. There are such 67 Anglo-Indian D.A. getting schools (out of which 64 are secondary schools and 3 are primary schools) at present, affiliated to I. C.S.E. which are provided grants by the School Education Deptt. in the form of Govt. D.A. and Adhoc Bonus. Most of these schools were established more than hundred years ago. Twelve such erstwhile D.A. getting schools have foregone Govt. D.A. at present (*i.e.w.e.f.* Mar. 2003).

In the financial year 2007-08, the total fund released to the 55 Anglo-Indian Schools amounted to Rs. 16,29,15,563/- (Secondary) and Rs. 13,20,000/- (Primary).

From the records, it is observed there are a total of 276 schools affiliated to I.C.S.E. Council, New Delhi, till 2005. Another 81 schools are affiliated to Central Board of Secondary Education, New Delhi as on 26.10.2005. There are also 47 Kendriya Vidyalaya schools affiliated to C.B.S.E. Delhi.

The State of W.B. also has two Govt. schools affiliated to I.C.S.E. Council, New Delhi, namely Victoria Boys' School and Dow Hill Girls' School, situated at Kurseong, Darjeeling. Both the schools are residential and the medium of instruction is English. The total amount of fund released to these two schools for the year 2007-08 amounted to Rs. 5,21,93,496/-.

There are also four undergraduate teachers training colleges in W.B. which provide a 2 years teachers training course wherein the medium of instruction is English. On successful completion of the course, the learners are awarded T.T.C. i.e. Teachers Training Certificates. The State Govt. through the Anglo-Indian School section arranges for printing and distribution of question papers of the said examination alongwith the issuance of the certificates. In the year 2007 a total of 124 candidates qualified in the TTC Examination.

**List of Schools that have been granted 'No objection Certificate  
by the SE Deptt. on the year 2007-08.**

Name of the School & Address	Order No. of SE Deptt.
1. Techno Inida Group Public School Dharampur, Shantiniketan Near Khadina More (Chinsurah Hooghly - 712 101, W.B.	488-SE (S) dt. 4/4/2007 4/5/2007
2. K.E. Carmel School P.O. Chandi Baruipur Road, Amtala P.O.Bishnupur, 24 Pgs (S) Pin-743 503 (Permanent)	348-SE (S) dt. 4/4/2008
3. Christopher Day School Malancha Road, P.O.Dhekia Kharagpur-721 304, Dist. Midnapore (W), (Permanent)	365-SE (S) dt 10/4/2007
4. Our Lady Queen of the Missions School 260A, HB Block, Sector-III Salt Lake City, Kol-700 106	372-SE (S) dt. 10/4/2007
5. Delhi Public School Ruby Park, Kolkata 254, Shanti Palli, R.B. Connector (Behind Siemens) Kol- 700 039	371-SE (S) dt.10/4/2007
6. Holy Garden Model School 2, Banjetia, Berhampore Dist. - Murshidabad, Pin - 742 102	416-SE (S) dt. 19/4/2007
7. St. Xaviers School Siliguri Jyotinagar, 2nd Mile Sevoke Rd. Siliguri - 734001	406 - SE (S) dt. 18/4/2007
8. Manohari Devi Bajoria D.A.V. Public School Bankura, Jagannathbati, NH-60, Bikna, P.O. Kesiakole, Bankura - 722 155	401 - SE (S) dt. 17/4/2007
9. Devaki Memorial Secondary School Reckjuani, P.O. Rajarhat Dist. 24 Pgs.(N), Pin-743 510	424 - SE (S) dt. 19/4/2007
10. Nopany High 2C Nando Mullick Lane Kolkata - 700 006	442 - SE (S) dt. 25/4/2007

	<b>Name of the School &amp; Address</b>	<b>Order No. of SE Deptt.</b>
11.	Alphonsa School Kalamjote, P.O.-Sushrutnagar, Siliguri, Dist. Darjeeling, Pin - 734 432	547 - SE (S) dt. 14/5/2007
12.	Future Campus School Sonarpur Station Road, Kol-700 150	808 - SE (S) dt 29/6/2007
13.	Bishop Morrow School Krishnagar, Nadia Pin - 741 101, W.B.	825 - SE (S) dt. 3/7/2007
14.	Marian Co-Educational School 120 - M, Deb Banerjee Road Picnic Garden, Kol - 700 039	868 - SE (S) dt 12/7/2007
15.	Garden High School 318 Prantik Pally, Kol - 700 107	880 - SE (S) dt 13/7/2007
16.	St. Claret School Debpukur, P.O. Sewli-Telenipara Dist. 24 Pgs. (N)	983 - SE (S) dt. 17/8/2007
17.	Welkin National School Puratan Bazar, P.O. Baruipur Dist. 24 Pgs.(S), Pin - 700 144	1031 - SE (S) dt. 29/8/2007
18.	Shree Bharati Santoshpur New Road Bidhangarh (New Taratolla Rd), Kol-700 066	1244 - SE (S) dt. 27/9/2007
19.	The Aryans School 149, B.T. Road Pin - 700 058	1347 - SE (S) dt. 7/11/2007
20.	B.S.S. Central Public School Barakar Road, Sardar Para Purulia, Pin - 723 101	1348 - SE (S) dt - 8/11/2007
21.	Contai Public School Dakshin Gopinathpur Medinipur, Pin - 721 401	1362 - SE (S) dt - 15/11/2007
22.	St. Francis School Sukanta Pally, P.O. Guma Dist. 24 Pgs(N), Pin - 743 704	1473 - SE (S) dt. 17/12/2007

	<b>Name of the School &amp; Address</b>	<b>Order No. of SE Deptt.</b>
23.	El-Bethel School Rasapunja Bakhrahat Road, Kol-700 104	1476 - SE (S) dt. 18/12/2007
24.	Lions Calcutta (Greater) Vidya Mandir, Vidyasagar Block Chowhati, Kol. - 700 149, 24 Pgs.(S)	1498 - SE (S) dt. 26/12/2007
25.	Carmel School Sarangabad, B.B.T. Road Maheshtala, 24 Pgs.(S), Kol - 700 137	29 - SE (S) dt. 4/1/2008
26.	Amrita Vidyalayam Rangamatti Path Bidhan Nagar, Durgapur, Pin, - 713 212	30 - SE (S) dt - 4/1/2008
27.	Satish Chandra Memorial School Pumlia (Chowrasta), P.O. Chakdaha Dist. Nadia, Pin. - 741 222	259 - SE (S) dt. - 21/2/2008
28.	St. Luke's Day School 5A, Jan Mohammad Ghat Road Naihati, 24 Pgs.(N), Pin - 743 165	297 - SE (S) dt. - 29/2/2008
29.	Rose Bank Edu.- Care High School P-271, Bose Nagar, Madhyamgram, North 24 Pgs. Pin - 700 129	421 - SE (S) dt. - 31/3/2008



**CHAPTER — VIII**  
**Physical Education Branch**  
**Directorate of School Education**  
**2007 - 2008.**

**Vision**

- To expand its areas of operation relating to physical education and sport for school going population.
- To increase opportunities for school children in learning through and excelling at sport and physical education.
- To enhance the bottom-line in every possible way.
- To use sport as a means of empowerment.
- To share the expertise of the Sports Authority of India for developing identified priorities.
- To build the capacity of the State's physical education and sports system in schools.

**Programme Status**

- The Strategic Framework and Action Plan for implementation of all strands of the programme was approved by the School Education Department, West Bengal.
- Planning meetings with the Sports Authority of India, Kolkata, UNICEF, Kolkata, State level sports associations and Ad-hoc Committee for State School Games & Sports were held regularly.
- Time-bound implementation of action plans was successfully initiated in each district.
- Intra-district competitions were held in each district. Competitions were organised by District School Sports Associations and under direct supervision of District Officers for Physical Education & Youth Welfare.
- 58 inter-district competitions in 14 disciplines and for 4-age groups were conducted.
- State Combined School Teams were sponsored for participation in National School Games.
- Physical Education Branch was allotted National School Games in two disciplines.
- Coaching camps in various disciplines were conducted for the budding talents.
- Successful participants of the National School Games were felicitated.
- Refresher Course for Physical Education Teachers was conducted.
- Students of Dr. B.R. Ambedkar Sports School, North 24-Parganas continued their success in various State and National level competitions. School has been equipped with latest training materials. Inmates were provided with sports and academic support free of any charges.

Sl. No.	Name of the District	No. of post of DOPE & YW	No. of post of DOPE	Total
1.	Bankura	1	1	2
2.	Birbhum	1	1	2
3.	Bardhaman	1	1	2
4.	Kolkata	1	1	2
5.	Coochbehar	1	1	2
6.	Darjeeling	1	X	1
7.	Jalpaiguri	1	1	2
8.	Murshidabad	1	1	2
9.	Malda	1	1	2
10.	Purba Medinipur	1	1	2
11.	Paschim Medinipur	1	1	2
12.	Purulia	1	1	2
13.	Uttar Dinajpur	1	1	2
14.	Dakshin Dinajpur	1	1	2
15.	24-Parganas (North)	1	1	2
16.	24-Parganas (South)	1	1	2
17.	Hooghly	1	1	2
18.	Howrah	1	1	2
19.	Nadia	1	1	2
20.	Siliguri	X	1	2
	<b>TOTAL</b>	<b>19</b>	<b>19</b>	<b>38</b>

## CHAPTER-IX

### NATIONAL FOUNDATION FOR TEACHERS' WELFARE

The N.F.T.W. was set up in the year 1962 under the Charitable Endowments Act, 1890. The Management and Administration of the Foundation is directed by a General Committee under the Chairmanship of the Hon'ble Union Minister of H.R.D. At the State Level a Working Committee had been appointed for similar work under the Chairmanship of the Hon'ble Minister-in-Charge of Primary & Secondary Education.

The fund of the Foundation is made up from the contribution and collection, made through the sale proceeds of Coupons, Flags on 5th September each year as Teachers' Day to mark the birth-day of Late Dr. S. Radhakrishnan, former President of India, noted educationist and philosopher. A voluntary campaign for collection of funds for the welfare of the teachers is also undertaken on this day. The Foundation Fund is operated in two accounts, which are maintained at the Main Branch of the State Bank of India, Kolkata. One account is known as Collection Account from where no withdrawal, collection only thereafter are credited. 20% of the deposit of the year is automatically mail transferred to the account of the General Committee Fund at New Delhi, of which Hon'ble Union Minister of Education is the Chairman. The rest of the money deposited in transfer to the Drawing Account, from where the State Working Committee can draw amount. Every year the expenditure is audited by a Chartered Accountant. The Audit Reports are all preserved in the office.

A separate establishment other than that of the Director, School Education, is maintained at Bikash Bhavan, Salt Lake City, Kolkata-700 091, in the Office of the Directorate of School Education, West Bengal, where one Assistant, on Part-time basis with a remuneration of Rs. 4,000.00 (Rupees Four Thousand) only is looking after the Office work. He is retired employee of the State Government. The Dy. Director of School Education (B/H), on behalf of the Director of School Education, West Bengal, operate the accounts of the N.F.T.W.

In the year 2008 the particulars of State Awards paid to the retired School Teachers are stated below:

#### STATE AWARDS-2008

MADRASAH	...	3 Teachers
PRIMARY	...	7 Teachers
SECONDARY	...	8 Teachers
Total	...	<u>18 Teachers</u>

18 Teachers @ Rs. 10,000/-per Teacher

Rs. 10,000/- x 18 Teachers ... Rs. 1,80,000 = 00

Hon'ble Minister-in-charge, School Edn., Government of West Bengal presided over the Teachers' Day main function at "Rabindra Sadan", 16, Cathedral Road, Kolkata-700 016 on 5th September, 2008 and felicitate the retired /-Teachers (Primary/Secondary & Madrasah). A captivating cultural function was presented by the School students of Kolkata, Cooch Behar and Purulia districts.

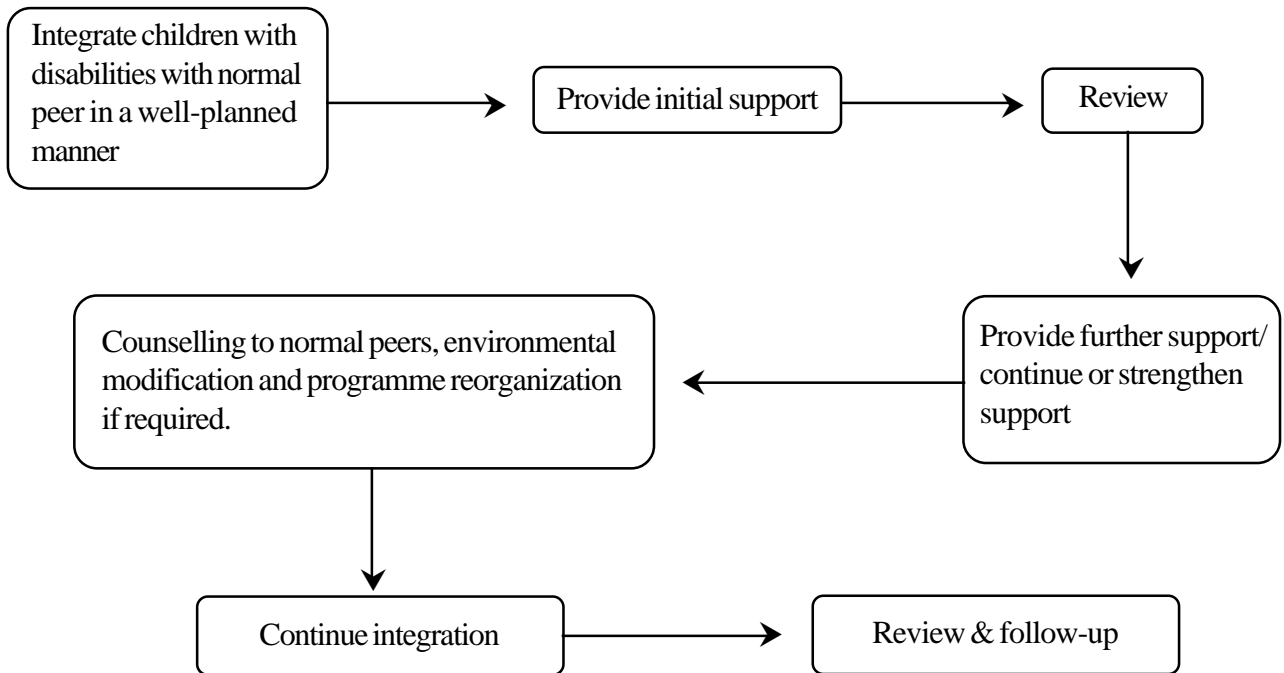
## INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC) 2007-08

The right of every child to an education is proclaimed in the Universal declaration of Human Rights and is forcefully reaffirmed by the World declaration on Education for All. It draws from this principle that schools should accommodate all children regardless of their physical, intellectual, social, emotional and linguistic or other conditions. This should include disabled children. This condition creates a range of challenges to school systems. The term “special educational needs” refers to all those children whose needs arise from disabilities. Schools have to find ways of successfully educating all children who have disabilities. There is emerging consensus that children with special educational needs should be included in the educational arrangements made for the majority of children. This has led to the concept of the inclusive school which is the goal to be achieved through integration. The first step is developing a child-centered pedagogy capable of successfully educating all children, including those with disabilities. The establishment of such school is a crucial step in providing quality education to all children and in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society. A change in social perspective is imperative. The focus has to be on potentialities rather than impairments. This change is beginning to take place in 20 educational districts of West Bengal and will soon be strengthened with converge effort of centrally sponsored IEDC Scheme & IED component of Paschim Banga Sarva Siksha Mission (PBSSM). A common action plan has been chalked out to undertake different activities of IEDC scheme and IED component of SSA. The flow chart shows how the activities are going on:

### PHASE-I

<b>Preparing Children with Disabilities</b>	<b>Preparing Non-Disabled Peer Group members</b>	<b>Preparing teachers / leaders for integration</b>
<ul style="list-style-type: none"> <li>● <i>Survey School</i> <i>Check-Child Registrar DISE</i></li> <li>● <i>Screening &amp; Assessment</i></li> <li>● <i>Selection of integrable children</i></li> <li>● <i>Provide Several IEDC benefits</i></li> <li>● <i>Providing aids and appliances through existing Govt. scheme like ADIP scheme</i></li> <li>● <i>Special guidance &amp; support to meet their special needs through Resource Teachers of IEDC</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Sensitization on disabilities</i></li> <li>● <i>Mutual give &amp; take process of integration</i></li> <li>● <i>Specific ways they can help (self-help skills, social skills, speech and language, cognitive skills etc.)</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Strategies for integration</i></li> <li>● <i>Process &amp; steps of integration.</i></li> <li>● <i>Tips for tackling specific problems</i></li> <li>● <i>When &amp; where to seek for consultative support.</i></li> <li>● <i>Do's and Don'ts of integration.</i></li> <li>● <i>Orientation of Parents on disability</i></li> <li>● <i>Sensitize VEC/WEC members</i></li> </ul>

**PHASE-II**



**IMPLEMENTATION STRATEGY & PRESENT STATUS**

1. **Survey**
  - : School survey for coverage under Integrated Education through school teacher
  - : Cross-check with Child Register of Village/Ward Education Committee (VEC / WEC) and DISE
  - : Compilation of data in the Block Level and send it State through district authority.
  
2. **Screening & Assessment**
  - : Multidisciplinary Assessment Team formed with the representative from different field of specialization Target: to cover all children indentified through survey
  - : Sharing data with state regarding number of camps, children attended against target, result of srcreening/assessment (disability, severity, age, class wise)
  - : - mopping-up camps
  - adequate prior publicity
  - : District to maintain VEC-wise/CLRC-wise/Block-wise details
  
- TOTAL NO. OF DISABLED CHILDREN IDENTIFIED** : **1,91,444 Children**
  
3. **Enrolment**
  - : All the children identified as disabled (mildly or moderately disabled) should be integrate in schools

- Enrolment of children who do not need any aid/appliances & school readiness package, then
- Enrolment of children, who don't need any aid/appliances but need school readiness package (including parental counselling), then
- Enrolment of children, who need aid/appliances before they can be enrolled

- **Aids & Appliances Distributed so far 34707**

- Enrolment of the left-over children (mopping-up)

- : Environment building in school amongst the peer (fellow-students/teachers)
- : Special Teacher to be closely involved in the process
- : District to monitor the above activities in the Circle-wise/VEC-wise.

**TOTAL NO. OF DISABLED CHILDREN ENROLLED**

: **1,25,624 Children**

**4. Retention**

- : Visit to schools by
  - Special Educators of district based NGOs (DLROs)
  - District SSA authority
  - S.I./C.P.C of Schools
  - District personnel
  - VEC/VEC members
- : Ensuring Barrier-free environment for challenged children in schools
  - Construction of Resource Room @ Rs. 50,000/- per Resource Room
  - Construction of Ramp in Schools (**46421 ramp constructed**)
  - Construction of Barrier Free Toilet @ Rs. 90,829/ per toilet (**165 such Toilet Under Construction**)
- : **Distribution of IEDC Benefit (75,410 inschool disabled children received such benefits during 2007-08)**
  - Books & Stationeries
  - Uniforms
  - Escort & Transport Allowances
  - Reader Allowances
- : Evaluation of leaning-progress of integrated children by
  - RTs of IEDC cell
  - Special Educators of District based NGOs (DLROs)
  - Pedagogy unit of district
- : Maintaining a profile of each child (IEP)

## 5. TRAINING OF TEACHERS

1. Three types of training : **a) General (3 days)**
  - for all the teachers in the district
  - cascade mode of KRP-RP-Teacher
  - **1,49,116 Teachers trained**
- : **b) Foundation Course (90 days)**
  - Distance education mode
  - through State Level NGOs working in the field of Disability Rehabilitation
  - **734 Teachers trained**

## 6. Awareness Building & Campaign:

- Orienting the local administrators and Panchayat members on disability.
- Orienting the ICDS Supervisor, workers and Shiksha Sahayika of SSK on integration of the disabled children into mainstream.
- Distribution of leaflets/pamphlets, posters, wall-writing at the GP level of all IED Blocks.
- Observation of World Disabled Day of 3rd December for awareness.
- Van miking and using other modes before screening and assessment camps.
- Sensitisation and awareness through House to House Survey in the Block.

## 7. Community Mobilisation

- Using folk media to mobilise the community.
- Sensitisation of VEC/WEC members on disability specially in the intervening Blocks.
- VEC members take up the issue with community through group meeting, personal contact and parents counselling etc.
- Cascade of Training
- Resource Persons-VEC members.
- **3,50,057** VEC/WEC members, Parents & Family members oriented on Integration

## 8. Civil Works-(Barrier-free Environment):

- Providing barrier-free environment through construction of ramps and hand- rail in new school buildings (NSB) & Additional Class Room (ACR)
- Construction of Resource Room @ Rs. 50,000/ per Resource Room
- Construction of Ramp in Schools (46421 ramp constructed)
- Construction of Barrier Free Toilet @ Rs. 90,829/ per toilet (**165 such Toilet Under Construction**)

## 9. Resource Support:

- District Level Resource Organisation (DLRO)
  - Providing assistance to district in survey and screening activities.
  - Preparing plan of integration
    - ☞ Micro plan for each identified child including school readiness.

☞ Macro plan for IED activities in IED Blocks.

- Follow-up the integrated children through special educators.
- Parental counselling through its special educators.
- Community sensitisation including that of Panchayat functionaries.
- Liaison between District Project Office and different National Institutes for Disabilities or concerned organisation for ensuring supply of aids & appliances to the disabled children.
- Providing assistance in creation of a conducive school environment and display of aids & appliances in schools.
- Assisting district in planning/organising IED activities in the district.
- Circle Resource Centre (CLRC)
  - Orienting teachers on IED & IEDC at afternoon workshop.
  - Orienting VECIWEC members on IED & IEDC at noon workshop.
  - Regularly visiting/monitoring the school under each CLRC by CPC (SI of Schools), RTs etc.
  - Providing resource materials on IED/IEDC directly from SPO to each CLRC.
  - Arrangement of specific corner within Resource Centres at CLRC.
  - Construction of Resource Centre at each CLRC with the convergence of IEDC.
- Aids & Appliances
  - Establish contact with ALIMCO, National Institutes (NIOH) and other State level NGOs for providing aids & appliances to the identified disabled children.
  - **34707** Aids & Appliances distributed
- Resources Kit
  - Providing Resource Kit to all schools where children with special needs enrolled
  - Resource Kit consists of different teaching learning materials for educating the disabled children.



## THE WEST BENGAL COUNCIL OF RABINDRA OPEN SCHOOLING

### 1. PRESENT STATUS

#### Introduction

Formal education at the school level has vastly expanded in West Bengal with the aim of ensuring 'education for all'. The process is still continuing. Yet there are many people in our society who could not avail themselves of this opportunity at their proper age and cannot do so even now because of socio-economic and various other hurdles. It is the urge to make education accessible to this section of men and women of different age-groups that made the State Government appreciate the need for open learning system and setting up of the State Open School as a wing of the School Education Department in 1997. In 1998 it was named Rabindra Mukta Vidyalaya (RMV) which subsequently became a Statutory Organization with effect from 1st August, 2001 on the basis of Rabindra Mukta Vidyalaya Act, 2001, passed by the West Bengal State Legislature. The Act has been amended first in 2002 and next in February 2006. The amended Act has come into effect from the 1st January, 2007. According to the amendment of February, 2006 the Rabindra Mukta Vidyalaya has been renamed as the West Bengal Council of Rabindra Open Schooling (WBCROS). Due to this administrative set up has been changed to a certain extent.

The West Bengal Council of Rabindra Open Schooling imparts open learning through self-study materials and personal contact programmes. More flexible and less rigid rules and procedures have been formulated taking into account the special need and circumstances of the target group of learners for whom the W.B.C.R.O.S is conducting study, examination and certification at the Secondary (Class X) and Higher Secondary (Class XII) levels. It has taken up Upper Primary Programme for out-of-school in the age-group of 9+ to 13+ jointly with Paschim Banga Rajya Prarambhik Siksha Unnayan Sanstha now named Paschim Banga Sarva Siksha Mission.

The study centres of W.B.C.R.O.S are located mostly in Government aided Primary, Upper Primary, Secondary, Higher Secondary schools and Madrasahs spread over all the districts of West Bengal. For Secondary and Higher-education some of the study centres are N.G.Os, a few of which cater to the needs of physically and mentally challenged learners.

**Target Group :** Neo-literates, school drop-outs, unemployed and self-employed young men and women, wholetime or parttime workers in different establishments, peasants, elderly men and women, unsuccessful learners of formal system, physically and mentally challenged and other weaker sections of the people are the main target groups.

#### Major Functions :

- **Admission** : Minimum age of admission in the Madhyamik Course is 14 years. There is no upper age limit. A learner can take admission to H.S. level if he or she has passed out Secondary Examination from W.B.B.S.E or any other recognised Board or Council.
  - A learner can take admission even with one subject only. Of course he/she can take admission with all the subjects.
  - For women, scheduled caste and scheduled tribe and physically and mentally challenged learners there is no admission fee for admission in Madhyamik Course. For Higher Secondary Course the admission fee has been reduced for these categories of learners.
- **Examination** : The west Bengal Council of Rabindra Open Schooling conduct four examinations in a year—one for Upper Primary, two for Madhyamik and one for Higher Secondary.
- **Study Materials** : Study materials are prepared with the help of subject experts and printed by the West Bengal Council of Rabindra Open Schooling. These are distributed to the learners free of cost through the study centres.
- **Personal Contact Programmes (PCPs)** : PCPs are arranged free of cost at the study centres. Attendance at the PCPs is not compulsory. But for laboratory based subject for the Higher Secondary Course attendance at the practical classes is compulsory.

- **Credit Transfer and Credit Accumulation :** The system of transfer of Credit for Secondary Education has been introduced from the December admission session 2003; credits of a maximum of four subjects maybe transferred from the results of W.B.B.S.E., Tripura Board of Secondary Education, West Bengal Board of Madrasah Education, NIOS and other state Open Schools and credits of maximum of three subjects maybe transferred from other State Boards or Councils.

Credit transfer for H.S. level has been introduced from the year of 2005. Credits of maximum of three subjects maybe transferred from H.S. result under the West Bengal Council of Higher Secondary Education, Tripura Board of Secondary Education, NIOS and credit for two subjects maybe transferred from the other recognised State Boards and Councils, provided the subjects are offered by the West Bengal Council of Rabindra Open Schooling.

### Study Centres

	2003 March	2004 March	2005 March	2006 March	2007 March	2008 March
Madhyamik	106	125	139	168	236	248
Higher Secondary	32	43	64	64	81	84

### Secondary and Higher Secondary

Sl.No.	Name of the District	Total Number of Study Centres	
		Secondary	Higher Secondary
1.	Bankura	9	1
2.	Bardhaman	12	4
3.	Birbhum	13	4
4.	Cooch Behar	4	4
5.	Dakshin Dinajpur	6	3
6.	Darjeeling	4	2
7.	Hooghly	10	4
8.	Howrah	11	3
9.	Jalpaiguri	19	3
10.	Kolkata	17	7
11.	Malda	8	2
12.	Murshidabad	22	9
13.	Nadia	20	4
14.	North 24 Parganas	34	15
15.	Paschim Medinipur	13	6
16.	Purba Medinipur	7	1
17.	Purulia	4	2
18.	South 24 Parganas	28	9
19.	Uttar Dinajpur	7	1
	<b>Total</b>	<b>248</b>	<b>84</b>

### Upper Primary

Sl. No.	Name of the District	Total Number of Study Centres recognised	Total no. of Study Centres operative
1.	Bankura	204	77
2.	Bardhaman	101	91
3.	Birbhum	02	00
4.	Cooch Behar	107	82
5.	Dakshin Dinajpur	118	77
6.	Darjeeling (Siliguri)	01	01
7.	Hooghly	01	01
8.	Howrah	51	00
9.	Jalpaiguri	53	49
10.	Kolkata	00	00
11.	Malda	68	03
12.	Murshidabad	113	65
13.	Nadia	101	91
14.	North 24 Parganas	00	00
15.	Paschim Medinipur	12	00
16.	Purba Medinipur	13	13
17.	Purulia	27	27
18.	South 24 Parganas	192	91
19.	Uttar Dinajpur	164	00
<b>Total</b>		<b>1326</b>	<b>668</b>

Total No. of Madhyamik Study Centres : 248

Total No. of Higher Secondary Study Centres : 84  
(only Higher Secondary Centres-6)  
(only Science at H.S. Study Centres-32)

Total No. of Upper Primary Study Centres : 1,326

#### Admission of Learners

##### ➤ Madhyamik

Admissions are held twice a year. A learner can be admitted in Madhyamik level course of study in a study Centre of WBCROS in June or in December of each year. 49,200 (approx.) learners were registered in Madhyamik level in 2007.

##### ➤ Higher Secondary

Higher Secondary admission is held once in a year. A learner can be admitted for H.S. level course of study in a study centre of WBCROS during July to September of each year. 7,750 learners were registered in H.S. level in 2007.

## ➤ Upper Primary

West Bengal Council of Rabindra Open Schooling has taken up Upper Primary Programme jointly with Paschim Banga Sarva Siksha Mission. 1326 upper primary study centres in 16 districts have been recognised by West Bengal Council of Rabindra Open Schooling. All are in rural areas. 29,342 learners are studying in upper primary study centres. All are school drop-outs.

### Courses Offered

#### Courses offered in Secondary Level

A wide range of subjects - (1) Bengali (Two papers in Bengali have been introduced from June, 2003 admission), (2) English, (3) Mathematics, (4) Physical Science, (5) Life Science, (6) History, (7) Geography, (8) Political Science, (9) Economics, (10) Home Science and (11) Commerce are at present being offered to give learners sufficient choice. A learner is free to choose as many subjects as he/she desires to learn may be one or all of the listed subjects. But if a learner desires equivalence he/she will have to clear the compulsory subjects as stipulated by the West Bengal Board of Secondary Education.

#### Courses offered in the Higher Secondary level

Higher Secondary stream has been introduced from August, 2001. Besides two compulsory language subjects - Bengali and English - there are 10 (ten) elective subjects clustered in the following groups.

- A. History, Mathematics
- B. Political Science, Chemistry
- C. Education, Physics
- D. Accountancy, Bio Science
- E. Business Organization & Management
- F. Economic Geography

A learner is allowed to offer 3 (three) compulsory elective and 1 (one) optional elective subjects taking one from each group.

If a learner desires equivalence he/she will have to clear the two compulsory Language subjects and three compulsory elective subjects as stipulated by the West Bengal Council of Higher Secondary Education.

#### Examination :

##### A. Secondary (Madhyamik)

Examinations are held twice a year once in June and the other in December. A learner is to take his/her first Madhyamik Examination on completion of at least one year after registration. He/She need not appear in all his/her subjects at a time and can avail himself/herself of a maximum of nine chances at an interval of six months with five years to complete the course. Credits are stored till certification criteria are fulfilled. Of course a student can sit for the examination in all subjects after one year. A learner may pass the Madhyamik Examination one year after his/her admission.

Two Examinations were held in 2007. The results of examinations are given below :-

	Date of Commencement	Date of Completion	Date of Publication
(A) June 2007 Madhyamik Examination	June 8, 2007	June 18, 2007	August 14, 2007
(B) December 2007 Madhyamik Examination	January 4, 2008	January 13, 2008	April 25, 2008

**Break-up of Successful Candidates with all seven compulsory subjects as in  
Madhyamik Examination of W.B.C.R.O.S.**

Examination	Total No. of Candidates	Total no. of Successful Candidates		Successful Scheduled Caste Candidates		Successful Scheduled Tribe Candidates		Successful Handicapped Candidates	
		Male	Female	Male	Female	Male	Female	Male	Female
June 2007	17,219	1503	2270	355	609	120	147	15	11
December 2007	21,085	1945	3672	520	924	205	238	17	5

**B. Higher Secondary**

Higher Secondary Examination is scheduled to be held once in a year. A learner can sit for the examination with a maximum of three subjects on completion of at least one year after registration and he/she can avail himself/herself of a maximum of five chances at an interval of one year within five years to complete the course. Certificates will be issued to the students passing with two language subjects and three elective subjects.

Higher Secondary Examination was held in September 2007. The result of the examination is given below :

Date of commencement of examination	:	September 1,2007
Date of completion of examination	:	September 16,2007
Date of publication of result	:	January 16, 2008
Total number of candidates appeared	:	6432

	Male	Female	Total
Successful candidates	450	461	911
1 <sup>st</sup> Division	17	6	23
2 <sup>nd</sup> Division	133	83	216
3 <sup>rd</sup> Division	300	372	672

**Accommodation**

West Bengal Council of Rabindra Open Schooling is functioning from its main office situated at 2nd floor of Bikash Bhavan, the office space being about 2,200 sq.ft. The Govt. has allotted the entire sixth floor of Tantuja Bhavan at Bidhannagar measuring about 4,300 sq. ft. The Tantuja Bhavan office has been named 'Ramendrasundar' and a part of the office has been shifted to 'Ramendrasundar'. The Govt. has also attotted a plot of land at Plot No. DD-33A, Bidhannagar for construction of a building for use of the West Bengal Council of Rabindra Open Schooling and West Bengal Council of Higher Secondary Education and for accommodation of Sikshak Bhavan.

There is a godown for books and examined answer scripts at Bagbazar Ramkrishna Day Students' Home. The books are sent to the study centres situated all over West Bengal from this godown. At present about 6,45,974 copies of books are distributed per year.

## 2. ACHIEVEMENTS

Right from its inception West Bengal Council of Rabindra Open Schooling (erstwhile State Open School) has been engaged in promotion of education especially among the older section and school drop-outs. Female members are coming out of all social barriers to take the unique opportunities offered by WBCROS and are getting themselves educated. The following is illustrative of how an elderly woman has taken opportunity of our system–

**A candidate named Alpana Mondal aged 61 years, has successfully passed Madhyamik Examination held in December, 2007 from Chandpara Bani Vidyabithi Study Centre in North 24 Parganas.**

## 3. PLANS AND PROJECTS UNDER IMPLEMENTATION AND PROPOSED TO BE IMPLEMENTED

1. Opening of more Secondary & Higher Secondary study centres based on regional need in 363 Blocks and areas under 120 Municipal Corporation/Municipalities/Notified Area and Cantonment Board Area. Opening of Upper Primary study Centres in the districts where there is none. Opening of more study centres in the districts where study centres have already been recognised. Opening of Upper Primary study centres in urban areas.
2. Doubling the Secondary and Higher Secondary enrolment. Enrolment of at least one lakh out of school boys and girls in the Upper Primary Programme.
3. Updating the curricula and syllabuses of Secondary and Higher Secondary Courses and preparation and printing of study materials based on new curricula and syllabuses.
4. Introduction of new subjects viz. Nutrition, Economics and Philosophy in Higher Secondary Course. Introduction of Environmental Science at Madhyamik and Higher Secondary levels.
5. Development of an effective student support system. Holding of meetings, seminars and workshops of Upper Primary Programme, Madhyamik and Higher Secondary at 'Ramendrasundar'. Holding of seminars and meetings to propagate the idea of open schooling so that a major part of out-of-school children and elderly persons can be brought within the ambit of education.
6. Holding of teacher-training programmes for teacher facilitators for more fruitful PCPs. Holding of seminars, workshops for study material writers and editors.
7. Developing question banks and to impart learning on different subjects through CDs.
8. Recognition of Adult Education Centres as Madhyamik Study Centres of the West Bengal Council of Rabindra Open Schooling. Recognition of more MSKs as Madhyamik study centres of West Bengal Council of Rabindra Open Schooling based on regional need.
9. Arrangement for admission and examination under the Council for convicts and prisoners under trial in different Correctional Homes.
10. Restructuring of the main office at Bikash Bhavan with allotment of more space so that the confidential section may work properly.
11. Establishment of Regional Offices at North Bengal, Medinipur, Bardhaman and Kolkata which will cover all the districts. Appointments of District Coordinators, who may work from the office of respective D.I. (S.E.) of the District.

12. Adequately furnishing 'Ramendrasundar' at Tantuja Bhavan, the second office of West Bengal Council of Rabindra Open Schooling.
13. Close and regular monitoring of the Study Centres in the Districts.
14. Construction at the plot of land provided by the Government for increasing accommodation.
15. Filling in the existing vacancies and Creation of adequate number of new posts so that activities of West Bengal Council of Rabindra Open Schooling can be carried out smoothly and extension of West Bengal Council of Rabindra Open Schooling activity can be done without hindrance.
16. Equivalence with the other Boards of India/All India recognition of WBCROS Certification. Extension of sphere of activity outside West Bengal where need of open learning in Bengali language exists.
17. Publishing a mouth piece of West Bengal Council of Rabindra Open Schooling.
18. Opening "Website" for connectivity with the Study Centres.