

OVER VIEW OF SCHOOL EDUCATION IN WEST BENGAL

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Introduction

1.1 Evolution of Elementary and Secondary Education in West Bengal.

Bengal has always been a centre of educational interest since the ancient ages. The people of Bengal had deep quest for knowledge since time immemorial. During the middle of 11th century Nadia, then called Navadweep, developed in trade and commerce as well as in learning and culture. It had played an important role in the development of Education in Bengal and to bring it to prominence in the medieval period. Evidence says there were 4000 students and 600 teachers in the Nadia University.

17th centuries influence of Dutch education is found near Chinsura and Hugli in Bengal. The Dutch came here to establish their trade and landed up in setting up factories here. They started schools for the children of their factory workers, where some Indian children studied too.

Though we know very little about the status of school education in the 18th century, the British appointed a committee to conduct a survey on the real position of education in India in the 19th century, mainly in three cities, then called Madras, Bombay and Bengal. The first survey carried out by Sir William Adam, an energetic and enthusiastic missionary, who came in contact with Raja Ram Mohan Roy, from 1835 to 1838, mentioned about the prevalence of primary education in Bengal. According to him there was primary school (pathshala) in all the villages of Bengal. The students started education at the age of 8 years and read upto 14 years. Education was very cheap during that period.

Kolkata played a pioneering role in the development of the modern education system in India. The Western models of education came to India through Kolkata. Many of the first schools were established by the missionaries and the reformists in Kolkata. People like Raja Ram Mohan Roy, David Hare, Iswar Chandra Vidyasagar and William Cary played leading role in establishing modern schools and colleges. La Martiniere School, Calcutta was established in 1836. John Bethune established Bethune school for girls in 1850 when women's education was frowned upon in the society.

The British Company Government felt that the responsibility of education could no longer be neglected in India and hence a Parliamentary Committee was appointed to survey the educational progress in India in 1854. As Mr. Wood was the chairperson of the committee, it was named the Wood's Despatch. The despatch emphasized on gradation of schools like- primary schools, middle schools, high schools, colleges and universities. It also introduced Grant-in-aid, teacher's training, women education and vocational education.

The education system was upgraded through various reforms and recommendations of commissions hence forth. Gokhale's Resolution on Indian Education (1911 and 1913), emphasized on free and compulsory elementary education between the age group of 6 to 10 years.

Post Second World War, the British Government started shaping Government of India for transferring power. It was then that the respective provinces had their own Education Ministers as a part of the Dyarchy introduced in the provinces in 1921.

Various schemes of educational expansion and administration were undertaken. Compulsory Education Act, 1930 was one such which was passed to enforce primary education. The local authorities at the provincial level were first entrusted with the charge of primary education and were later permitted to develop other educational programmes at their discretion.

The private educational institutes evolved in the British India provinces and played an important role in post primary education.

With independence in 1947 came the realization of entrusting responsibilities of education largely on the state Government and the local authorities, especially to encounter the vast diversities of the country. Article 45 of our Constitution states that the State shall endeavour to provide free and compulsory education for all children until they complete the age of 14 years. The 83rd Amendment of our Constitution approves Education as Fundamental Right. The National Policy on Education, 1986 also ensures free and compulsory Elementary Education with better quality.

At present schools in West Bengal are run by the State Government or by the private organizations, including religious institutions.

1.2 School Education In West Bengal

Due to geographical location the rich fertile Gangetic Plains have always been populated. Ever since history depicts the plains of West Bengal has seen over growth of population mainly due to trade and commerce, rich cultivation and even due Calcutta being the capital of British India.

As per 2001 census, West Bengal is the most densely populated state in the country with a population density of 904 persons per square km. This handbook tries to focus on the status of school education in West Bengal and in Kolkata. Overcoming the pressure of population, West Bengal has made a considerable progress in the field of literacy and school education. The present literacy rate is 68.2 percent as per the 2001 census. It was 57.7 percent in 1991 and 48.6 percent in 1981, it shows an increase in the rate of literacy. From 1981 to 1991 the increased rate of literacy was 5.1%, while it has almost doubled between 1991 to 2001 i.e 10.5%.

This has been possible at large due to the campaign on total literacy and schooling for all children to achieve the goal of 'education for all'. The school education in West Bengal tries to ensure education for all children, reduce the drop-out rate and provide qualitative education. The following table describes district wise number of educational institute in proportion to the population.

Table1. Total Population of the Districts with Literacy Rate and Number of Schools

Sl.No.	Districts	Total Population	Literacy Rate	Number of Schools
1	Darjeeling	1,605,900	72.9	1429
2	Jalpaiguri	3,403,204	63.6	2285
3	Koch Behar	2,478,280	67.2	2073
4	Uttar Dinajpur	2,441,824	48.6	1622
5	Dakshin Dinajpur	1,502,647	64.5	1364
6	Maldah	3,290,160	50.7	2222
7	Murshidabad	5,863,717	55	3687
8	Birbhum	3,012,546	62.2	2780
9	Bardhaman	6,919,698	71	4883
10	Nadia	4,603,756	66.6	3042
11	North 24 Parganas	8,930,295	78.5	4834
12	Hoogli	5,040,047	75.6	3618
13	Bankura	3,191,822	63.8	3912
14	Purulia	2,535,233	56.1	3311
15	Medinipur (both)	9,638,473	75.2	9269 (combined)
16	Howrah	4,274,010	77.6	2636
17	Kolkata	4,580,544	81.3	2218
18	South 24 Parganas	6,909,015	70.2	4354

Source: Census Report, 2001 and Annual Report 2005-06, Dept. of School Education, Govt. of West Bengal.

As per the Annual Report of the Department of School Education 18.40 percent schools are in the urban area and 81.60 percent schools are in the rural part of West Bengal.

Government run schools, government aided schools, madrasas, school run by local bodies, private schools, schools run by other religious organizations, schools for the physically challenged children and schools run by the NGOs for the underprivileged children cater to the entire school education in West Bengal.

1.3 School Education in Kolkata

The modern education system took its shape from the Western education system in Kolkata. Many of the educational institutes were established here. Even after independence Kolkata continued to be in the fore front of educational scene.

Being the capital of West Bengal, Kolkata is the highly populated district with 24760 persons per square km. as per the 2001 census. The city is spread over 187 sq. km. and has the biggest municipal corporation, the Kolkata Municipal Corporation as its local body. It is divided into 141 wards.

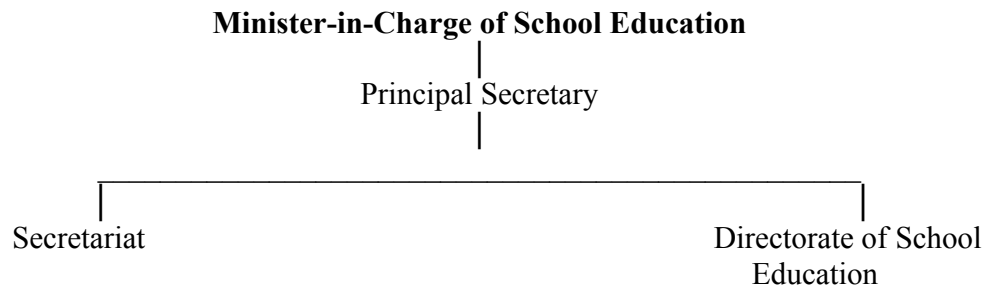
With highest literacy rate of 81.31 percent among the nineteen districts of West Bengal, Kolkata has spearheaded in the field of education. 1548¹ primary schools run by West Bengal Board of Primary Education (WBBPE), 242² Kolkata Municipal Corporation (KMC) run primary schools, 74³ upper primary schools, 330⁴ Secondary schools and 282⁵ Higher Secondary schools cater to the school education field.

Apart from these, there are 107⁶ schools affiliated to ICSE, 11⁷ schools affiliated to CBSE and 9⁸ Kendriya Vidyalaya schools also under CBSE. Numerous Montessori schools have mushroomed which address the school education at the per-primary level. 8 High Madrasah and one Senior Madrasah facilitate school education to many minority students in the city.

II Overall Structure of School Education

2.1 Educational Administration in the State

The Minister-in-Charge of School Education along with Secretary and Secretariat are responsible for planning and policy making in all matters related to School Education. The Directorate of School Education implements the policies of the government through the Inspectorate located at various tiers- like districts, sub-divisions and circles.



The School Education Department, was formed in the year 1977, by the division of the erstwhile Education Department of the State. The Higher Education Department, is responsible to look after the formal school education system including Primary Education, Secondary Education, Higher Secondary Education, Madrasah Education, Sanakrit, Anglo-Indian Education and other minority education. The entire school

¹ According to Annual Report of Dept. of School Education, Govt. of WB, 2005-06

² As per the official document of KMC

³ As per the Annual Report of Dept. of School Education, Govt. of WB, 2005-06

⁴ As per the Annual Report of Dept. of School Education, Govt. of WB, 2005-06

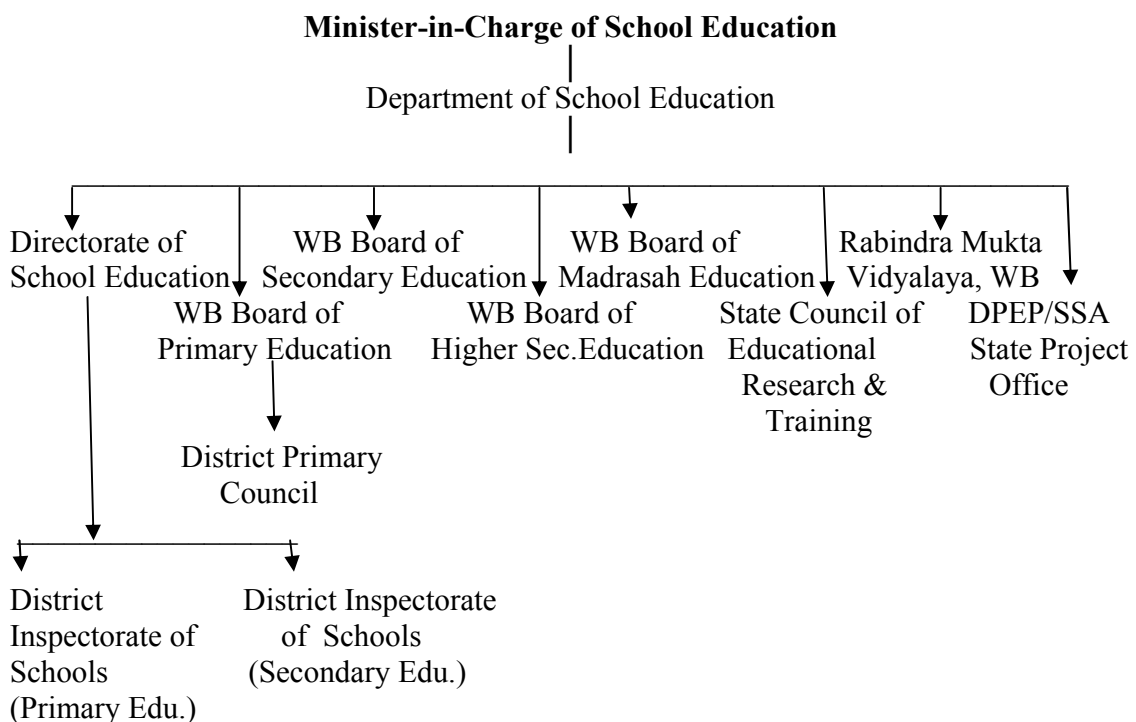
⁵ As per the Annual Report of School Education Dept, Govt. of WB, 2005-06

⁶ As per the Annual Report of School Education Dept., Govt. of WB, 2003-04 & 2005-06

⁷ As per the Annual Report of School Education Dept., Govt. of WB, 2003-04 & 2005-06

⁸ As per the Annual Report of School Education Dept., Govt. of WB, 2003-04 & 2005-06

education system has a dual control. The syllabus and the curriculum as well as the final evaluation are administered by the respective Boards. The recognition and affiliation parts are also looked after by the said autonomous bodies under the overall guidance of the School Education Department. The financial aspects as well as the service benefits of the teachers and staff are being administered by the Department of School Education through Directorate and Inspectorate. The department also emphasizes on new recognition of schools and also setting up of Anglo-Indian schools through the issuance of 'No Objection Certificates'.

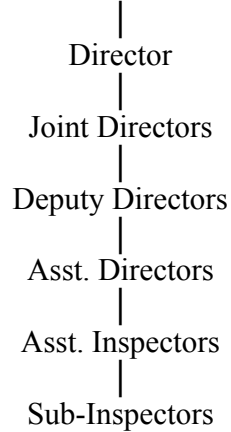


The Directorate of School Education in West Bengal is entrusted with the responsibility of administration and to bring about improvement in the field of school education. To ensure qualitative and quantitative output, the function of the directorate has been decentralized. Inspection and supervision of the schools are carried out at district level, sub-division level and at the Circle level. The Directorate is further divided into two Inspectorates at the district level – District Inspectorate Primary Education and District Inspectorate Secondary Education.

The role of the Inspectors has become more know to public since the commencement of SSA and publication of National Curriculum Framework of School Education in 2005. Apart from inspection and supervision, the Inspector now serves as a facilitator, extending their support from school infrastructure to learning process of the children. They are also entrusted to look into the improvement in the quality of education. The

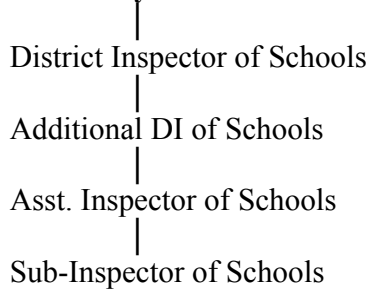
Inspectorate is also accountable to record the best practices and the failures of the school, and accordingly make an assessment and put forward suggestions .

Directorate of Education

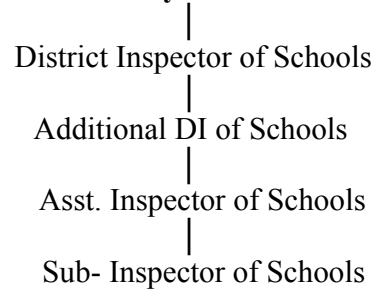


District Administration

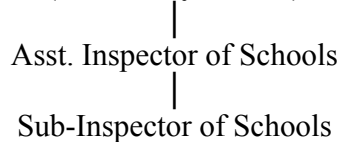
Secondary Education



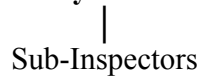
Primary Education



**Sub-Division Level
(Secondary School)**



**Circle Level
(Primary Education)**



The Circles are formed at the Panchayat level or at the Ward level. The jurisdiction of the Circle is decided by the District Primary Council. The Circles depends on the number of students or sometimes on the geographical distribution of the area.

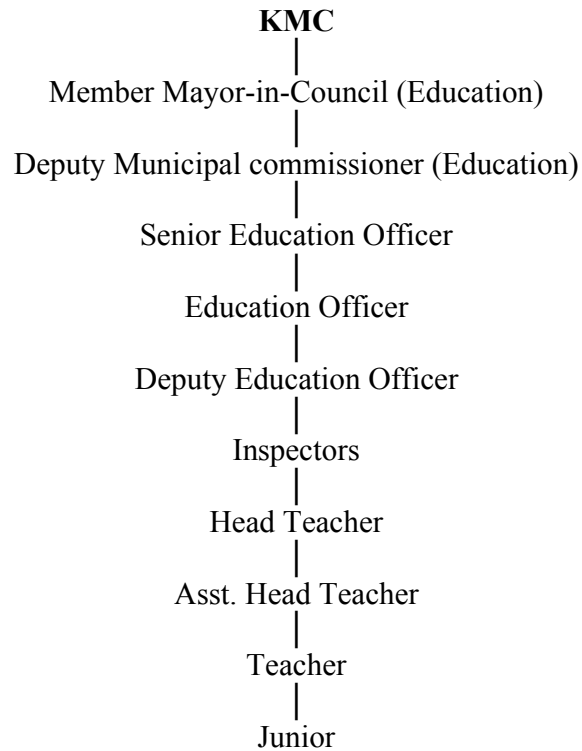
To minimize the problems and for smooth implementation of various Central and State level schemes in different districts, Joint Directors and Deputy Directors have been assigned as 'Area Officers' of each district. They work in co-ordination with the District Magistrate, Chairman DPSC and DI Schools.

The Directorate has to form groups under the leadership of 'Area Officers' along with the ADSEs, officers of Audit and Accounts, AI of Schools and SI of Schools. Similarly, groups will be formed at the District level and Circle level. The State level groups will visit districts, inspect schools; discuss reports on audit and budget, progress of the on going schemes, problems related to administration and management and progress of Sarva Siksha Mission (SSM). Similarly the groups at the district level will visit schools and circle offices regularly and groups at the sub-division level will also function in the same manner.

2.2 Administrative Structure of KMC Run Schools

Elementary schools are also run by Kolkata Municipal Corporation. 5 Model schools were established by Deshbandhu Chittaranjan Das in the 1930s under the supervision of the then Calcutta Municipal Corporation. Most of the schools are upto the primary level, while very few are upto the fifth standard. Department of Education under KMC is in Charge of the overall administration and management of these schools. The structure of KMC run primary schools is as per the structure given below.

Mayor-in-Council in charge of the Education Department is an elected candidate, who is responsible at policy making level and to take decisions, followed by the Deputy Municipal Commissioner (DMC), who executes the decisions of the MMIC Education through his subordinates. DMC along with Senior Education Officer and Education Officers supervises the overall administration and management of the education department of the KMC. As per the KMC management structure eight Deputy Education Officers and ten Inspectors are supposed to supervise and inspect the functioning of the schools. But presently there are only two Dy. Education Officers and two Inspectors who are entrusted with the responsibility of 239 schools. In some of the KMC run primary schools there are no Head Teacher, the teachers are promoted as Teacher-in-Charge and they carry out the responsibility of the Head Teachers. Improper management structure is one of the primary cause of reduction in the number of students in these schools.



239 primary schools are run by KMC, very recently 3 private schools were taken over making the number to 242. Post Independence, these corporation schools had the attendance of good number of children as the number of primary schools then was less. But with time and the immergence of private schools and other means of alternate schools, the number of students enrolling into these corporation schools showed a downward trend.

Children from the Kolkata slums, street children of the pavement dwellers and the children of the migrated labours of the nearby districts and states mostly study in these corporation schools.

Fund Flow:



2.3 Different Bodies in the Education System

2.3.1 West Bengal Board of Primary Education (WBBPE)

The West Bengal Board of Primary Education Act, 1973 right from its promulgation and through subsequent Amendments from time to time, vested in the West Bengal Board of Primary Education, the development, both in qualitative and quantitative terms, supervision, management and control of the entire primary education .

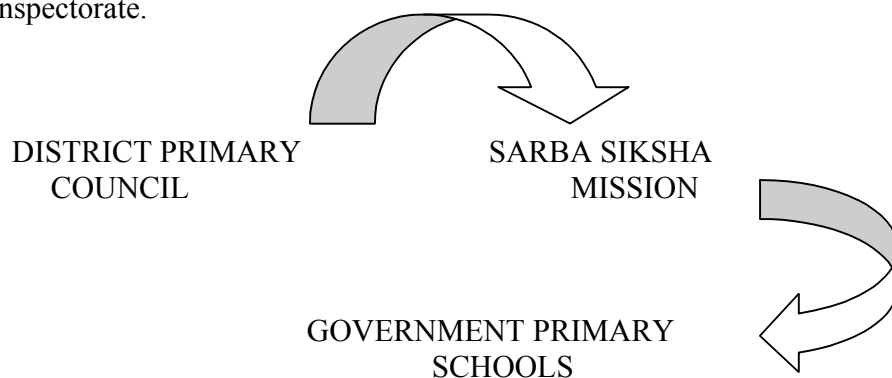
This autonomous body for the primary education was established in 1990. WBBPE is the only Board of its kind in the whole country entrusted with the sole authority to approve primary schools based on the recommendation of the State Government. It provides with the curriculum / syllabus to be studied in the primary schools, publish text books to be used by the primary schools, teachers training and external evaluation.

For effective functioning of the Board and to meet all the requirements of the State, the functioning of the Board has been decentralized at the district level, forming the **District Primary Council (DPC)**. 19 District Primary Councils, all democratically elected bodies work for the betterment of the primary education. The Chairman of the DPC is an elected representative of the State Government and DI is the Secretary of the Council. The main duties of the DPC are as follows:

- To establish new primary schools subject to the fulfillment of the terms and conditions of the State Government or amalgamate two or more schools into one.
- To maintain the service record of the teaching and non-teaching staff.
- To look after the welfare of the children attending the primary schools.
- To construct, repair and manage either directly or through any local authority all the primary schools under public management under its jurisdiction.
- To make grants for scholarships and stipends.
- The DPC is also responsible to make a report describing the name of the schools under its jurisdiction, name and amount of the grant received by the school along with date. This is further submitted to the Board.

To maintain the quality of primary education the DPC works in close coordination with the District Inspectorate.

Fund Flow:



2.3.2 West Bengal Board of Secondary Education

West Bengal Board of Secondary Education was established under the West Bengal Secondary Education Act, 1963 and which was amended from time to time. The Board is a State administered autonomous body having the power to advise the State Government on all matters relating to Secondary Education to lay down the general policy for the development of Secondary Education in the state. The Board is headed by the President. The major activities of the Board are undertaken through many statutory committees:

- Executive Committee
- Examination Committee
- Finance Committee
- Recognition Committee
- Syllabus Committee
- Appeal Committee
- Two other committees, one dealing with the affairs of disciplinary matters of teaching/non-teaching staff of the aided schools and the other deals with the prayers for correction of records.

Major Activities of the Board:

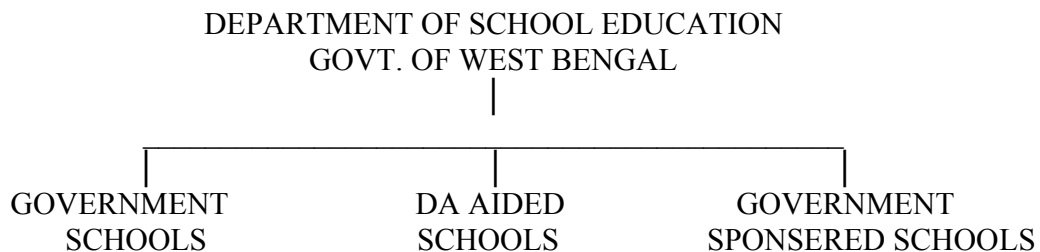
- Holding the 10th standard examination called the Madhyamik Pariksha including publication of result and merit list.
- Granting or refusing recognition to institutions.
- Withdrawing recognition granted to Institution on considering the recommendation from the Recognition Committee.
- Preparation of syllabus and review of it.
- Publication of text books for Class VI-X.
- To arrange for in service training and orientation of the Secondary school teachers.
- To appoint committees of expert to advice on the syllabi curricula for the different courses of study.
- To frame course of study on the recommendation of the expert committees.
- To draw up panels of question paper setter, moderators, Head Examiners, Scrutinizers and Examiners.
- Any other administrative job.

WBBSE conducts Madhyamik Examination annually and simultaneously all over West Bengal and also in affiliated schools of the Board located outside West Bengal. More than 750,000 million students take the exam each year.

Types of school under WBBSE:

- (i) There are very few State Government run Secondary schools in West Bengal.
- (ii) Most of the schools under WBBSE are non-Government but are aided schools. Even some of the Anglo-Indian schools come under this category. The salary of the teachers of these schools including the post retirement benefits is borne by the State Government.
- (iii) There are few schools which charge tuition fees from the students. These schools are not provided with the salary component by the Government. The schools generate the salary by charging the fees. They get aid in the form of Dearness Allowance (DA) from the government.
- (iv) Some schools do not take any support from the State Government. They support themselves through generating funds by charging tuition fees.
- (v) The other type of school is known as the Government Sponsored schools which have a distinguishing feature related to the management structure of the school. These schools are run by a management which is partly nominated and partly elected. Ashram type residential schools for the boys and girls of the SC/ST communities fall under this category.

Fund Flow:



2.3.3 West Bengal Board of Madrasa Education

The word 'Madrasa' means educational institute where education is imparted irrespective of caste, creed and religion in Arabic. The history of madrasa can be traced back to the medieval period. The Madrasas serve as a primary educational institution for many rural Indian children. The Madrasas were run with the donations of the local resourceful persons of the village but in course of time it came under the Board. Most of the students of these Madrasas are the first generation learners coming from socio-economically backward families.

West Bengal is the only state where the Madrasas got the recognition from the State Government and the West Bengal Board of Madrasa Education was established as an autonomous body under the West Bengal Board of Madrasa Education Act, 1994. The Board is under the separate ministry though still controlled by the School Education Department. The **Honorable Minister of State, Minorities Development & Welfare & Madrasa Education, Govt. of West Bengal** is in charge of the West Bengal Board of Madrasa Education.

In one of the press reports given by the Honorable Minister for Minority Affairs, Govt. of West Bengal, to The Hindu, giving an outline of the Madrasas in West Bengal states that 12 percent of the total 329,000 Madrasa students are Hindus, in some cases the figure goes up to 33 percent. Since the fee is nominal poor non-Muslim parents also prefer to send their children to Madrasas.

The syllabus is same as regular Government schools and the certificates are recognized all over India. Arabic and Islamic studies are the additional subjects that are taught in these institutions. The Madrasas are equally equipped with science laboratories, computers. Qualified teachers are appointed through school service commission.

The West Bengal Board of Madrasa enjoys the same power as that of the other Boards. It has the power to direct, supervise and control all types of Madrasas and control the total madrasa education in the state. The madrasas are divided into three levels Junior High Madrasas (Class V to Class VIII), High Madrasas (Class VI to Class X) and Senior Madrasas. This system of education has some distinct stages:

- Primary Stage - Classes I-V
- Junior Stage - Classes VI- VIII
- Alim Stage - Classes IX-X (Alim Examination is equivalent to Madhyamik examination or Secondary Examination)
- Fazil Stage - Classes XI- XII
- Kamil Stage - Two years
- M.M. Stage - Two years

Fund Flow:

The School Education Department, Govt. of West Bengal spends Rs. 125 crores yearly for the Madrasa education as per the Annual Report of the Department of School Education, Govt. of West Bengal, 2005-06.

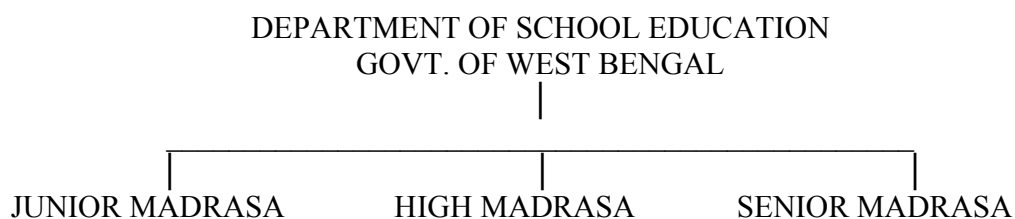


Table 2. List of Different Types of Madrasa District wise

Sl. No.	District	Junior Madrasa	High Madrasa	Senior Madrasa
1.	Bankura	4	5	1
2.	Birbhum	10	15	4
3.	Burddhaman	12	19	3
4.	Koch behar	14	7	2
5.	Dakshin Dinajpur	3	9	4
6.	Darjeeling	2	1	Nil
7.	Hooghly	9	17	9
8.	Howrah	9	16	3
9.	Jalpaiguri	2	5	1
10.	Kolkata	Nil	8	1
11.	Malda	8	47	14
12.	Murshidabad	12	44	16
13.	Nadia	5	9	4
14.	North 24 Parganas	8	20	17
15.	Purulia	2	2	1
16.	Medinipore East	5	9	2
17.	Medinipur West	5	8	3
18.	South 24 Parganas	13	25	12
19.	Uttar Dinajpur	7	8	5
	Total	130	274	102

Source: Annual Report, Dept. of School Education, Govt. of West Bengal, 2005-06

2.3.4 Rabindra Mukta Vidhyalaya

The major portion of our population is less privileged. Though the State Government tries its best to ensure 'education for all', a vast population is deprived from the right to education especially due to socio-economic reasons and other social hurdles. With an object to reach education among all section of men, women and children of the society irrespective of their different age groups, the State government made a great effort in setting up of the State Open School under the State Education Department.

It was named Rabindra Mukta Vidhyalaya in 1998 (RMV) and subsequently became a statutory organization from 1st August, 2001 under the Rabindra Mukta Vidhyalaya Act, 2001.

RMV imparts learning through its study-materials that they give to their registered students, as well as they have many study centers scattered all over the districts of West Bengal. Procedure and rules are flexible as they were formulated taking into account the need and circumstances of the target group of the learners. RMV conducts study, examination and certification at the Secondary and Higher Secondary level. It has as many as 168 study centers for secondary level and 64 study centers for Higher Secondary level. Madhyamik and Uchcha Madhyamik (Higher Secondary) certificates are awarded

by the RMV to its students. The students of RMV are primarily neo-literates, school drop-outs, un-employed and self-employed young men and women, peasants, elderly people, challenged persons and other person from the weaker section of the society.

Figure1.

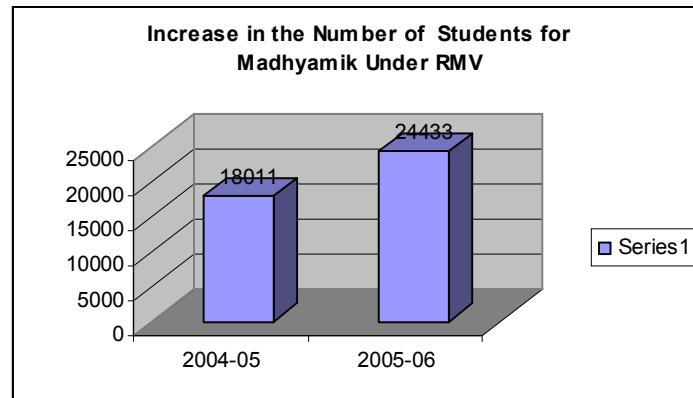
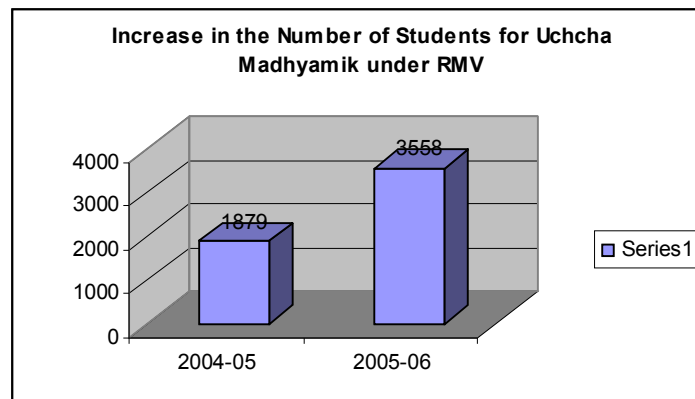


Figure 2.

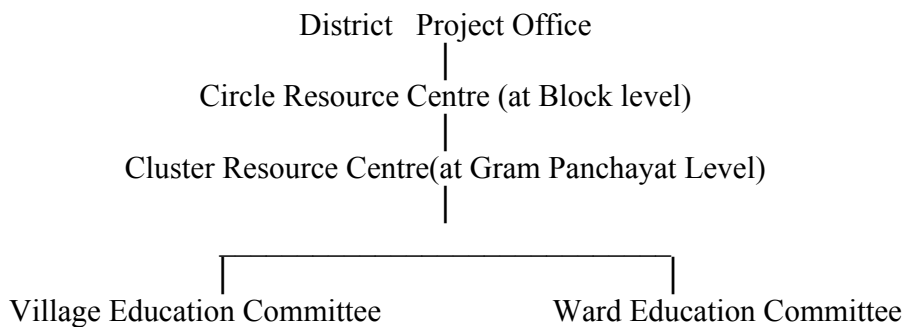


2.3.5 DPEP/SSA

For the universalisation of elementary education for all the children between the age group of 6 to 14 years by 2010, Government of West Bengal launched a twin project DPEP/SSA, District Primary Education Programme and Sarba Siksha Abhiyan. The twin projects are being carried out under Paschim Banga Sarva Siksha Mission under the guidance of School Education Department, Government of West Bengal.

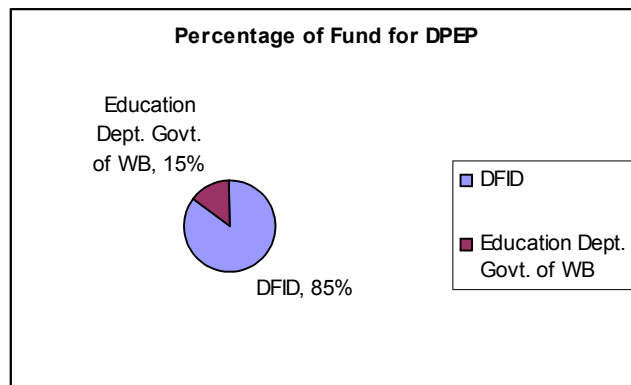
DPEP is a seven year programme launched by the State Government with an object to achieve universalization of elementary education. DPEP phase I was first introduced in five districts of West Bengal – Koch Behar, Murshidabad, Birbhum, Bankura and South

24 Parganas. The first phase of DPEP was initiated in 1997-98. The districts in the phase II of the programme were – Dakshin Dinajpur, Jalpaiguri, Malda, Purulia and Uttar Dinajpur. The II phase of the programme was to be over by March, 2007. Paschim Banga Rajya Prarambhik Siksha Unnayan Sanstha, an autonomous body has been entrusted to ensure successful implementation of the programme. For implementation of this programme there are ten District Project Offices who further decentralize their working at different levels.



Under this project 7527 Shishu Shiksha Kendras (alternate schooling) were established in the ten districts.

Fund Flow:

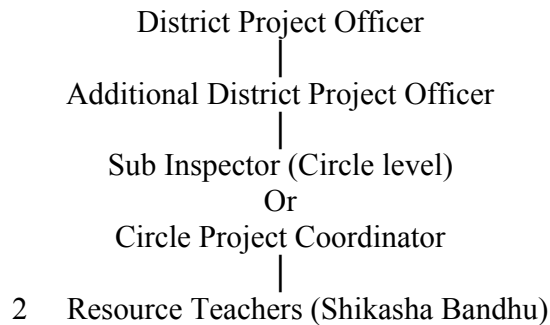


SSA was launched country wide in 2001 with the same purpose of universalisation of elementary education and further to strengthen the DPEP. It was implemented in all the educational districts of West Bengal. Keeping in pace with the existing structure and programmes of the department of primary education of the State Government, SSA was launched with an objective to enroll all the students between the age group of 6 to 14 years into schools. SSA targets the primary and the upper-primary schools in the State.

Headed by the State Project Director the responsibility of the SSM is decentralized at the district level. There are 20 District Project Office headed by the District Project Officer (DPO) who is accountable to the district committee. Zilla Shabhadipati is the Chairman of the committee and District Magistrate (DM) is the District Project Director. Usually an

Additional District Inspector (ADI) of the district Inspectorate is deputed as DPO. The post of DPO is at par with that of DI. Sub Inspectors of the District Inspectorate are given additional charges of SSM. SIs are in charge of the circles and are called Circle Resource Coordinators who are assisted by two resource teachers or Shiksha Bandhus.

District Administration of SSA



Fund Flow:

As per the Ninth Five Year Plan of Government of India, the ratio of fund flow was 85:15 between the Central and State Government. In the Tenth Five Year Plan, ie. between 2002 to 2007 the ratio between the centre and the state is 75:25

2.4 The Domain of Private Schools

Running parallely along with the Government run schools are the entire domain of the private schools. There are approximately 48,000⁹ schools under the Government education structure, yet it proves insufficient in proportion with the increasing population of the State. This is where the private schools serve the community and facilitates education to all the children right from the under privileged to those children whose parents have the ability to choose the type of schools their wards would be going to.

Most of the private schools are affiliated to ICSE or CBSE. In West Bengal there are 67 Church based schools called the Anglo-Indian schools by the Government, affiliated to the ICSE Board but receive D.A. from the School Education Department of the state. Besides this there are 195 more schools affiliated to ICSE who are self- sustainable. They generate their own fund through the tuition fees. There are 81 schools affiliate to the CBSE other than the 44 Kendriya Vidyalayas (Central schools) in the entire state.

West Bengal Non- Government School Organisers Association (WBNGSOA) is the only one registered organization of its kind, established in 1992, to integrate all the Non-government schools in the state. With a felt need to organize the private schools, to

⁹ From the Annual Report of School Edu. Dept

provide support to each other and to safeguard the common interests this organization was established.

The organization has a state Head quarter in Kolkata and district offices in all the districts of West Bengal. Though the organization functions regularly it has not yet been able to establish its strong foot in the education field. Lack of fund is the main hindrance in the path of its development. It's absolutely the wish of the management committee of the private schools whether they want to get registered into this organization or not. Most of the private schools register themselves with WBNGSOA to solve their problem with state education department . As soon as the matter solves they withdraw their membership or becomes a sleeping member. Had this organization been strong enough it would have proved more efficient.

There are 24000 private schools registered with the organization and as per their estimation there can be thousands more.

Apart from the formal system of private schools there are many **non-formal schools** run by the **NGOs** for the under privileged and the physically and mentally challenged children.

Funding for the Private Schools:

Most of the private schools initiate with their own fund. Later they generate fund through the tuition fees and other development fees. They even take the assistance of the financial institutions. In the rural areas two or more resourceful person put their money to form a private school. They charge nominal fees keeping it at par with the affording capacity of the people and run the schools.

III School Regulations

3.1 West Bengal Board of Secondary Education Act, 1963

The West Bengal Board of Secondary Education Act, 1963 under West Bengal Act V of 1963 and as modified up to 2004 states that, it extends to the whole of West Bengal and that to any institution situated in any other state or in any Union Territory, as the case may be, apply to the Board for recognition and the Board may, subject such conditions or restrictions as it may, with the approval of the State Government think fit to impose, grant recognition to such institution.

The Board has different rules and regulation related to the electoral process of the different committees under it, regulations related to appeal, managing committee, rules related to appointment, approval and confirmation of teachers, service rules , rules about the benefit of the teaching and non-teaching staff, etc.

3.1.1 Code of Regulations for Anglo-Indian and Other Listed Schools

The code of regulations for the Anglo-Indian school and any Other Listed schools may be altered or modified by the State government in consultation with the State Board. The code is applicable to any type of 'aided school' meaning, a recognized school receiving aid of any kind whatsoever on a recurring basis, whether in the form of Government Grant or Dearness Allowance. A non-aided Anglo-Indian school or a Listed school, meaning an English Medium school which does not come under the preview of the definition of Anglo-Indian schools.

Code of Regulations are as follows:

- (i) A sum of money shall be granted annually for the Anglo-Indian schools by the State Government for maintaining an efficient school conduct. The grant shall be administered by the Department of Education in consultation with the State Board.
- (ii) The Deputy Director will be the officer responsible to the Department of Education in respect of all Anglo-Indian schools and Other Listed schools to which this code applies to.
- (iii) Recognition of schools:
A list of recognized schools shall be maintained by the Department of Education. No school shall be recognized as an Anglo-Indian school or Listed School unless it satisfies the following conditions to the State Board and the Department of Education:
 - it is financially stable
 - its Managing Committee is properly constituted by the Founder
 - it is not run for personal profit
 - it has suitable and adequate accommodation and sanitary arrangements having regard to the number, age and sex of the pupils attending it
 - for the purpose of public examination, it prepares and presents pupils for one or more of the examinations conducted by the council or a similar and equivalent examination approved by the State Board
 - it provides for such courses of study and instructions through the medium of English as approved by the State Board or the Council
 - it has adequate number of qualified teachers
 - it has proper facilities for physical education, library services, laboratory work, craft work and co-curricular activities
 - it will make available upto 50 percent annual admissions eligible to pupils whose parents/guardians are prepared to pay full fees.
 - it will offer free studentship or part free studentship to indigent Anglo-Indian pupils numbering not less than 5 percent of the total enrolment of the school. (This is applicable for the Anglo-Indian schools only.)
- (iv) Application for Recognition:
 - When a school desires recognition, an application has to be made to the District Directorate of School Education (DDSE) in the prescribed form.
 - The application along with the supporting documents will be put before the State Board for consideration, should the State Board

consider that a good prima facie case exists for such recognition, it will nominate a team of three members of the State Board including the DDSE to visit the school and submit a report to the State Government as to whether such recognition should be granted or not.

- Every applicant for recognition will be entertained and considered by the appropriate authority and the decision therein shall be communicated to the applicant within a period of four months from the date of receipt of the application and where recognition is not granted, the reasons for it is cited .
 - Where recognition to a school is refused, the applicant can appeal within a period of thirty days from the date of communication of his refusal, to the Secretary, Department of School Education, Govt. of West Bengal, whose decision thereon shall be the final and the State Board shall be informed accordingly.
- (v) Those schools which are recognized under this code are eligible to send their students to the examination recognized under this code or for receiving Government Scholarships.
- (vi) Conduct of the Schools:
- No student shall be required to take part in any religious activity, instruction or worship that may be imparted in the recognized school within its premises unless the parent/guardian of the student has given 'no objection' in writing.
 - It shall not be a part of the Dy. Director's duty to enquire about any instruction related to religious subjects.
- (vii) No grant shall be made on account of any religious subjects.
- (viii) Withdrawal of Recognition:
- If, at any time, the DDSE considers an account of any deficiencies or defects that any school no longer fulfils the conditions for the recognition laid down by the Code, he may after giving an opportunity to the school to present its explanation , if any, recommend the State Board the withdrawal of recognition of the school, giving reasons.
 - Any Managing Committee aggrieved by the withdrawal of recognition of the school may, within thirty days from the date of communication to it of the withdrawal, prefer to appeal against such withdrawal to the Secretary of the Department of School education, Govt. of West Bengal.
- (ix) The school shall be open for inspection in all its departments by the Dy. Director at all reasonable times, with or without notice.
- (x) Managing Committee: All schools approved and recognized under this Code be managed by a Managing Committee formed by the Founder keeping the specifications with the Department of School Education as require. The Managing Committee is formed for a period of three years and a change in the Managing Committee should be duly notified to the DDSE.
- (xi) Managing Committee shall have the powers to make rules, not inconsistent with the provisions of this Code, from time to time, for its guidance, to deal with all matters in respect of which authority has been delegated to it by the

- Founder, to appoint the Principal/Head master/Headmistress and Vice-Principal, if so empowered by the Founder.
- (xii) For Internal Management the Managing committee shall be responsible.
 - (xiii) Payment and Benefits of the teaching and non-teaching staff: All schools recognized under this Code shall pay their teaching and non-teaching staff salary, allowances and other benefits at par with the Government Service Rule.
 - (xiv) Appointment of all categories of staff shall be made as per the rules framed by the Founder.

3.1.2 The Merits and Demerits of these Codes

Putting all the Anglo-Indian Schools and the Other Listed schools under one code has enabled homogeneity and an equal standard among all the schools. As the Founders are different there might have been a chance of discrepancies in many fields. But the code embodies all the educational institutes on one same platform. But with every positive side there is a negative side too, as cited by the Bishop of the Churches of North India (CNI). Though it is mentioned that the internal management is controlled by the Founder, the Board has a interference in the administration. Teachers can be appointed by the founder directly as per the code and School Service Commission is not applicable, but a prior approval is required from the School Education Board before appointing a teacher. Approval of teachers is a great problem faced by the Government Aided Schools. As a result most of the schools run in shortage of teachers or the school authority tries to resolve the matter with the help of temporary teachers, who work in these schools for years with the hope that they might get the status of permanent teacher some day.

3.2 Private Schools Seeking Affiliation under West Bengal Board of Secondary Education without Government Aid.

Any Private School seeking affiliation from the West Bengal Board of Secondary Education without any assistance or government aid has to fulfill certain conditions while applying for affiliation. The application form for affiliation is to be purchased from the WBBSE at a costs of Rs. 2000/-. The conditions are as follows:

- To make a sale or lease deed of the land on which the school is going to come up, which is applying for affiliation, to the Department of School Education, Govt. of West Bengal.
- The Managing Committee must consist of 2 or 3 members of the Founder, 4 to 5 representatives from the Guardians/Parents and 3 representatives from the School Education Department.
- To provide salary, allowances and other benefits to the teachers and non-teaching staff as per the service rules of the Government of West Bengal for the School Education department.
- To follow the other rules as per the Code of regulations laid down by the Board.
- While submitting the application form for affiliation, a challan of Rs. 10000/- from the Reserve Bank of India has to be submitted along with the form.

- A copy of the Affidavit of an agreement shall be submitted to School Education Department stating that the school shall never ask for any aid from the School Education Department.

3.2.1 In conversation with the Founder of West Bengal Non- Government School Organizers Association (WBNGSOA)

The Founder President of WBNGSOA opined that the first impression that an organizer of a private school gets from the State Government is that – what is the need to open another private school when there are so many government run schools in this system. According to him the first basic hindrance they receive from the government is the mind setting towards the private schools. Secondly, the clause that the school has to lease out or make a sale deed of the land to the Board, prevents the private school authority to go to any financial institutions for assistance for constructions and other developments of the school along with the purchasing of necessary apparatus. Thirdly, according to him it is difficult for any private school authority to pay salaries and other benefits to its teaching and non-teaching staff as per the government structure, run totally on the tuition fees of the students. It is further more difficult at the initiation stage. Fourthly, the chances of getting affiliation after all these are very less. So more and more private schools are going for ICSE/CBSE affiliation.

3.2.2 Private Schools applying for Affiliation under ICSE/CBSE has to obtain a ‘No Objection’ certificate from the Directorate of School Education, Government of West Bengal. The matters related to issuance of NOC are proceeded in the Angol-Indian School section. Under the supervision of the DDSE (AIS) West Bengal the schools seeking NOC has to fulfill some requisites, apart from fulfilling the conditions laid down by the respective ICSE/CBSE Boards. The Primary Requisites are as follows:

- (i) The school must be run by a registered Trust or Society and must have duly constituted Managing Committee with 2 secondary teachers in the Managing Committee. Memorandum of Association and Receipt for Registration (if not yet registered) of the society should be submitted.
- (ii) Suitable accommodation should be there, either owned by the school or leased with clear agreement duly registered and with rent receipts in the name of the school for at least 20 years. School accommodation including that of classrooms, laboratory, library and other rooms and the campus area of the school should be adequate.
- (iii) Suitable qualification for the head of the school at least an Honours Graduate (Regular/ Master’s Degree holder) with Teachers Training and a five years teaching experience in a recognized school or in a school seeking recognition for a secondary level. In ICSE guidelines it is Graduate with B.Ed. for ten classes’ schools. At least 80 percent of the teachers must be trained.
- (iv) Enrolment should not be less than 30 per class with a minimum of 100 for the school for the secondary section.
- (v) The school must have at least Rs 60000/- in reserve fund, fixed deposit in a Nationalised Bank or Post Office.

- (vi) The pay-scales and allowance of the teachers and non-teaching staff must be commensurate with the pay-scales and allowances prescribed by the State Government for the aided schools. Those should be indicated in the appointment letters issued by the Secretary/ MC of the school and duly received by the staff.
- (vii) There should be accepted Service Rule and Leave Rule (duly accepted by the staff) for the teachers and the non-teaching staff, as per provision in the Code of Regulations for the Anglo-Indian and other listed schools, 1993.
- (viii) The schools must have conducted regular audit of the school funds and submitted Audited Statement of accounts for the last year ending on 31st March, prior to the date of application.
- (ix) Mother tongue of at least 50 percent of the students should be other than Bengali if there is not adequate facility of schooling for children of people whose mother tongue is not Bengali.
- (x) There must be adequate arrangement for Library and Laboratory.
- (xi) Whether there is any and if so, how many Junior.High/High Secondary schools including ICSE/CBSE affiliated schools are there within a radius of 2 km (4 km in rural areas)?
- (xii) How good is the academic performance of these schools in terms of percentage of candidates successful in public examination with reference to number sent up?

3.3 West Bengal Board of Madrasa Education, 1994

The West Bengal Board of Madrasa Education Act, 1994 under the West Bengal Act, XXXIX of 1994 passed by the West Bengal Legislature states that, the West Bengal Board of Madrasa Education extends to the whole of West Bengal. The Act establishes West Bengal Board of Madrasa Education which is entrusted with Junior Madrasa, High Madrasa and Senior Madrasa to impart instructions in Arabic language and literature, Islamic theology and other general subjects with a view to qualify the students with certificate or diploma of the Board or a University or a Government or any other statutory body.

There are both aided and un-aided Madrasas apart from government run Madrasas.

3.4 West Bengal Board of Primary Education Act, 1973

The West Bengal Primary Education Act, 1973 under West Bengal Act XLIII of 1973 passed by the West Bengal Legislature makes a better provision for the development, expansion, management and control of primary education with a view to making it universal, free and compulsory. This Act extends to whole of West Bengal. A Board is established in the name of West Bengal Board of Primary Education under this Act to ensure universal, free and compulsory education for all children.

IV Incentive Schemes

To bring all the children between the age group of 5 to 14 years under the elementary education by 2010, to strengthen schooling facilities for the higher education, to reduce the drop-out rate and to ensure quality education, the State Education Department had undertaken various incentive schemes under different programmes and different departments of Government.

4.1 Projects under DPEP/SSA

- **At the Upper Primary Level** – Textbook bank at each of the upper primary school has been enriched with the books for the upper primary students procured by SSA funds. 5063 schools have been provided with this fund.
- (i) **Civil Works:** SSA/DPEP carries out civil work in the form of new or additional school building, drinking water facilities and sanitation and toilet facilities. Beneficiaries are identified as per the DISE data and the work is carried out in convergence with other agencies. For areas inhabited by the SC/ST and other backward classes, fund from Backward Classes Welfare Dept. is utilized.

Table 3. List of Funding Source for the Civil Works

Sl.No.	Type of Civil Work	Funding
1.	New School Building & Additional Classrooms	Loan from NABARD under RIDF scheme, XI th Finance Commission, Zilla Parisad, MPLADS and MLALADS
2.	Drinking water Facilities	PHE Dept. and UNICEF
3.	Sanitation and Toilet Facilities	School Sanitation Programme under Total Sanitation programme (TSC) and UNICEF
4.	Boundary Walls	BADP

- (ii) **Alternate Schooling:** To establish universal access, enrollment and retention, there is need for academic institutions within the schooling system. Alternate Schools have come into the picture to cater to the exceeding number of children who fail to get enrolled into the formal system. The major number of students in these schools are either never enrolled before or who had never been to school and are drop-outs. The two main components of Alternate Schooling are the **Education Guarantee Scheme (EGS)** and the **Alternate and Innovative Education (AIE)**.

The EGS component is covered through the following:

- Sishu Shiksha Kendra (SSK)

- Sishu Shisha Prakalpa (SSP)
- Madhyamik Shiksha Kendra (MSK)
- NGO run EGS

The AIE component is covered through the following:

- Bridge Course
- Learning Centers under Rabindra Mukta Vidyalaya

- (iii) In order to increase the overall status of girl's education in Educationally Backward Blocks, the special programme like **National Programme of Education for Girls at Elementary Level (NPEGEL)** was taken up in 57 blocks distributed in 11 districts in West Bengal. The funding was done in a ratio of 75:25 between Central and State Government.
- (iv) The **Kasturba Gandhi Balika Vidyalaya (KGBV)** is an initiative for the girl students. The scheme provides residential school facilities for the girl students. 54 such schools run in the 10 backward districts of the state.
- (v) **Education for the Children with Special Needs:** SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. With a belief that special children should be taught in an environment best suited for them, SSA provides special schools, EGS/AIE or home-based education facilities.

10738¹⁰ schools were made barrier free for the children with special needs with the provision of ramps and handrails. 8143¹¹ children with special needs of different level of disabilities were provided with home-based education due to their inability to attend school regularly. 12000¹² special children were provided home-based education to get the remedial teaching.

- (vi) **Teaching Learning Materials (TLM)** are an effective tool for classroom teaching. TLM is also used to address the multi-grade situation. These materials help evoking the interest of learning among children. The grant for this is made at primary level and upper-primary level to the teachers. 11374¹³ primary teachers and 52307¹⁴ upper primary teachers have received this grant. As TLM Rs.500 is allotted for every teacher per annum.

¹⁰ According to the Annual Report of SSA, 2005-06

¹¹ Source, Annual Report, SSA, 2005-06

¹² Source, Annual Report, SSA, 2005-06

¹³ Source, Annual Report, SSA, 2005-06

¹⁴ Source, Annual Report, SSA, 2005-06

4.2 Department of School Education, Govt. of West Bengal

- (i) **School Dress:** All girl students studying in the recognized primary and Jr. Basic schools irrespective of their caste, creed, religion and pecuniary condition is provided with school dress free of cost. Cost of each dress comes to Rs.65/-. As per the Annual Report of the Department of School Education, in the year 2005-06 free school dresses were distributed to 43,06,701 students. An estimated amount of Rs 28 crore was spent for this purpose. This programme will be kept in force in the forth coming years.
- (ii) **Text Books:** About 5.86 crore of text books consisting 96 titles in five languages- Bengali,Hindi, Urdu, Nepali and Santhali have been distributed free of cost among the students reading in Class I to V in recognized schools including the students of Shishu Siksha Kendra, Madhyamik Siksha Kendras and Sikshalaya Prokolpo through decentralized system of administration. Rs 460,744,175¹⁵ was the expenditure for this purpose in the year 2005-06.
- (iii) **School sports** is an important programme initiated by the Govt. of West Bengal in the Primary Education sector. It plays a vital role in the physical and mental development of the students. The school sports are organized in six different tires viz. School level Anchal/ Zonal, Circle, Sub-division, District and Finally at the State level. The successful competitors of State Level Sports Meet are awarded scholarships and get the opportunity to participate in the National Level Sports Meet.
- (iv) **School Grant** for primary and upper-primary schools. 39194¹⁶ primary Schools and 9173¹⁷ upper-primary schools received the grant this year. School grant @ Rs2000 per year was provided to primary and upper primary schools. The expenditure for this purpose was Rs.105,432,541 in the year 2005-06 as per the Annual Report of SSA.
- (v) **Maintenance Grant @ Rs 5000** per year is given to the primary schools. As per the Annual Report of the School Education Department, 2005-06 49577 primary schools received this fund.
- (vi) **Mid-day Meal:** The National programme of Nutritional support to primary education popularly known as the mid-day meal was launched in August 1995 in West Bengal. Cooked food is provided to all the primary schools run by SSA, Panchayat, and

¹⁵ According to the Annual Report of SSA, 2005-06

¹⁶ Source, Annual Report, SSA, 2005-06

¹⁷ Source, Annual Report, SSA,2005-06

Municipality.¹⁸ lakh students in 68996¹⁹ institution receive this facility in the year 2005-2006.

4.3 The Ministry of Human Resource Development, Government of India

The **Kasturba Gandhi Balika Vidayala (KGBV)** is an initiative for the girl students. The gaps in the enrolment of SC/ST girls, specially in the upper primary level is very less. The scheme provides residential school facilities for the girl students predominantly to the SC, ST, OBC and minority . 54 such schools are run in the 10 backward districts of the state. Rs 15 lakh is sanctioned for the construction of school hostels.

4.4 Ministry of Women & Child Development and Social Welfare, Govt. of India

(i) Balika Samriddhi Yojana is a centrally sponsored scheme to extend assistance to the States and Union Territories to provide benefits to the girl students. The objective of the scheme is to change the negative attitude of the family and the community towards a girl child and her mother, to improve retention and enrolment, to raise the age of marriage and to assist the girl to undertake income generating activities.

The fund is provided to cover all the girl children in the BPL families. Under this scheme when a girl is born (on or after 15.08.1997) she is enlisted under BSY, when she starts attending the school, she will become entitled to annual scholarships for each successfully completed year of schooling.

Table 4 Scholarship Received by a Girl Student under the BSY Scheme

Class	Amount of Annual Scholarship
I - III	Rs. 300/- per annum for each class
IV	Rs. 500/- per annum
V	Rs. 600/- per annum
VI - VII	Rs. 700/- per annum for each class
VIII	Rs. 800/- per annum
IX - X	Rs. 1000/- per annum for each class

Source: Annual Report, WCD&SW, Govt. of West Bengal, 2005-06

(ii) Under the child protection programme the Ministry of Social Justice and Empowerment has a scheme for Street Children where non-formal education is a component including vocational training. Under this scheme Rs 250/- per child per month is allotted.

(iii) General Grant-in-Aid scheme for the welfare of the children of the sexworkers in need of care and protection. The objective of this scheme is to provide opportunities

¹⁸ Source, Annual Report ,Dept of School Edu.,2005-06

¹⁹ Souce, Annual Report, Dept.of School Edu., 2005-06

including non-formal education, vocational training, nutrition to the children of the sex workers to facilitate their entry into mainstream education.

(iv) Special Schools (Deen Dayal Rehabilitation Programme) are run mainly by NGOs for education and rehabilitation of the children with disabilities. On recommendation of the State Government, Ministry of Social Justice and Empowerment, Govt. of India sanctions grant-in-aid to the NGOs in the State for running special schools for the students with disabilities.

(v) Scholarships for the Persons with Disability (PWD): Students with disabilities get scholarship @ Rs. 60/- per month for their education till their promotion to Class – IX.

4.5 Central Government

(i) Scholarship Scheme:

- National Talent Search Examination: It is done to search for brilliant students at the end of Class X and to give financial assistance for obtaining quality education, so that their talent may develop further.
- National Scholarship for the talented students in rural areas: This examination is held in the month of February every year and the students of Class VIII of recognized Secondary and Higher-Secondary Schools in the rural areas of the State can take the examination. Scholarships @ Rs30/- per month for the day scholar and @ Rs100/- per month for Boarders is granted for three years to the successful candidates.
- Central and Middle Scholarship Examination: The examination is held in the month of February every year. Students of recognized Jr. High schools of the state can appear for the examination. The awardees are granted @ Rs 5/- per month for four years in recognition of their meritorious performances and top position in the examination.

(ii) Grant from 12th Finance Commission is granted for the development of library and laboratories.

4.6 Schemes provided by Anglo-Indian Schools

The Anglo-Indian schools provide concession to its students who come from economically backward families on tuition fees, or on boarding charges, either full concession (tuition fees, fooding and boarding) or partial concession.

Amount spend by some of the Schools of Kolkata on concession:

<u>Name of the school</u>	<u>Amount Spent</u>
Pratt Memorial School	Rs.35 to 40 lakhs
St. James School	Rs.15 lakhs
St. Paul's School	Rs. 35 lakhs
St. Thomas Day School	Rs. 35 to 38 lakhs

V Cost of Education

5.1 Cost of Education in Private School

The cost of education can be divided into two categories in the city of Kolkata – (i) cost of education in Private-Aided schools and (ii) cost of education in Private Un-Aided schools. Further difference in the cost of education per child is found between the city and the district towns. The cost of education per child in the district towns is found to be less than the cost of education per child in the city.

To find out the per child education cost a random sample survey was done in the five district towns of West Bengal including Kolkata. The district towns included – Purulia, Howrah, Berhampur in the district of Murshidabad, Dinajpur and Diamond Harbour in South 24 Parganas.

The cost of per student was divided under six broad headings – Annual School Charges, Monthly Tuition Fees, Text Books and other Stationeries, Traveling Expenses, School Uniform and Expenses on Private Tuitions.

The survey revealed that the fee structure of the private schools in Kolkata includes Tuition fees, Development fees, Games fees, Infrastructure fees, Computer fees, Science fees (applicable for the senior students who opt for Science as option at the Secondary level) - these comes under the monthly fee structure along with Annual fees . Added with this is the expenditure incurred by the parents for the school uniforms, traveling to school by bus or pool car and the private tuition cost.

Table 4. Cost of Education in Private-Aided School per Child

Sl.No.	Description of Expenditure	Primary Classes/ Amount in rupees	Secondary Classes/ Amount in rupees
1.	Annual fee	2625	3000
2.	Tuition fee (monthly)	400	450
3.	Development fee (monthly)	200	200
4.	Examination fee (yearly)	650	600
5.	Computer fee	50 (monthly)	800 (50/- monthly + 200/- yearly)
6.	Text Book and other Stationaries (yearly)	1200	1650
7.	Traveling (monthly)	800	800
8.	School Uniform (yearly)	1350	1450
9.	Expenses on Private Tuitions	-	800-1000

Source: As per the Fee structure of a Private-Aided school and synthesis of survey done

Table 5. Cost of Education in Private Un-Aided School per Child

Sl. No.	Description of Expenditure	Primary Classes/ Amount in rupees	Secondary Classes/ Amount in rupees
1.	Session Fee (yearly)	1500	1500
2.	Tuition Fee (monthly)	1175	940
3.	Development Fee (yearly)	950	950
4.	Infrastructure Dev. & Electricity (monthly)	127	127
5.	Games and Co-curricular (monthly)	157	157
6.	Computer fee (monthly)	100 (either from Class III or Class IV)	100 (up to Class VIII)
7.	Examination Fee (yearly)	600	600
8.	Text Book and other Stationeries	1380	1700
9.	Traveling Expences (monthly)	800	800
10.	School Uniform	1350	1450
11.	Expences on Private Tuition (monthly)	-	800-1000

Source: As per the Mean value of three Private Un-Aided schools and the survey done

The per student cost in Private-Aided Schools is less than the per student cost in the Private Un-Aided schools. Table 4 & 5 distinguishes clearly the difference in the fee structure of an Aided Private School to that of a Private Un-Aided School. The per student cost at the primary level of a Aided Private School comes to Rs. 23225/- (approx) per annum and that of a Private Un-Aided School is Rs. 34088/- (approx) per annum. Per student cost at the secondary level in a Private Aided School is Rs 35700/- (approx) per annum and in a Private Un-Aided School is Rs 42488 approximately per annum. The private un-aided school charges almost every fund required for the running of the school from the students. Apart for this there is a huge cost of private tuitions at the Secondary level, sometimes the cost of private tuition goes up to Rs 1500 per month, with private tutors charging Rs 250 to Rs 400 per subject if studied in a coaching center. In case of individual tuition at home per subject rate might be Rs 500 to Rs 700 per month.

Figure 4.

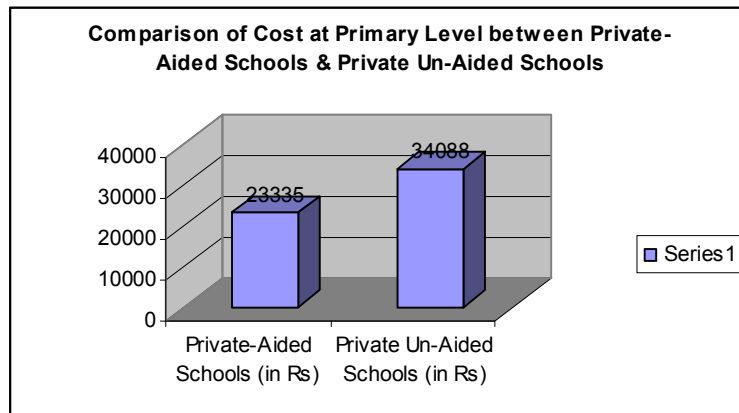


Figure 5.

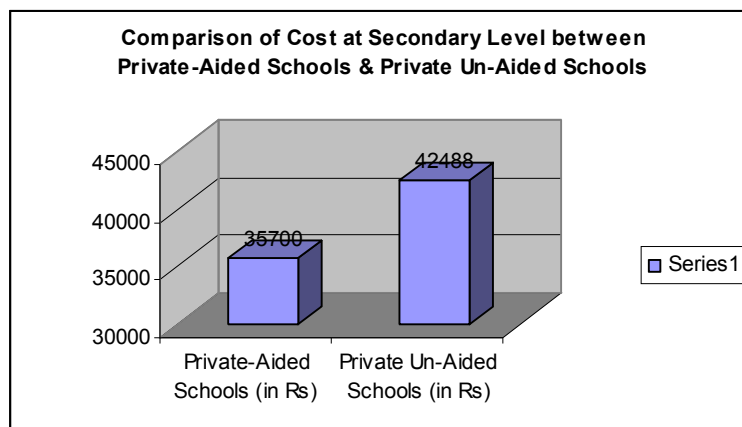


Table 6. Per child Cost in the Private Schools in the Districts Calculated Annually

Sl.No.	Description of Expenditure	Amount in Rupees
1.	Annual School Fee	920.00
2.	Tuition Fee	2760.00
3.	Text Book and Other Stationaries	1120.00
4.	Traveling Expenses*	3900.00
5.	School Uniform	550.00
6.	Expenses on Private Tuition	1400.00
	Total	10650.00

Source: Sample Survey done in five districts of West Bengal at the elementary level.

Its been noticed that the per capita cost of education per child between the city and the other district towns is influenced by the per capita income of the people in Kolkata to that of the per capita income of people in the district towns. The difference in the cost brings about the difference in the facilities a school provides its students. Also the rate of private tuition is less in the district towns in comparisons to Kolkata. Similarly the cost of traveling is also less in the district towns in comparison to Kolkata.

Table 7. Per Capita Income Ranking of the Districts of West Bengal

Sl.No.	Districts	Rank in Per Capita Income
1.	Darjeeling	2
2.	Jalpaiguri	4
3.	Koch Behar	13
4.	Uttar Dinajpur	18
5.	Dakshin Dinajpur	12
6.	Malda	10
7.	Murshidabad	15
8.	Birbhum	17
9.	Bardhaman	3
10.	Kolkata	1
11.	Nadia	6
12.	North 24 Parganas	11
13.	Hooghly	5
14.	Bankura	7
15.	Purulia	16
16.	Medinipur	9
17.	Howrah	8
18.	South 24 Parganas	14

Source: Census 2001

VI Quality of School Education

6.1 Quality is a relative factor. Understanding of the term ‘quality’ might vary from person to person. The state of West Bengal ranks 6th in the all India literacy ranking and hence can be stated that education finds a quality position in the state among rest of the prime activities of the state. The state also hosts some of the best educational institutes of India.

To define quality of school education we might consider some indicators as like drop-out rates, total enrolment, school infrastructure, teacher student ratio, pass out rate and result. In respect to private schools such detailed data are not available. It could be only made possible if a survey of the private schools is done considering all the above mentioned

indicators. Then it would give a clear picture about the quality of educations in private schools to that of Government run schools.

The following *Case study* will reveal the total enrolment, drop-out rate and teacher student ratio.

6.1.1 Case study:

A Murshidabad based NGO conducted a survey to assess the status of children in 4 vulnerable blocks of the districts covering 13 panchayats, 97 samsad and 9 CBOs.

Total Children:

- (i) Between the age group : 36729
of 0 to 6 years

- (ii) Between the age group : 49799
of 6 to 18 years

List of Educational Institutes along with number of Students:

Sl.No.	Type of School	No. of Schools	No. of Students
i	Government run Schools	122	27890
ii	Private Schools	9	1272
iii	Schools under SSA	35	2652

Number of Drop-out Children as per data collected from the schools:

5 to 6 years : 450

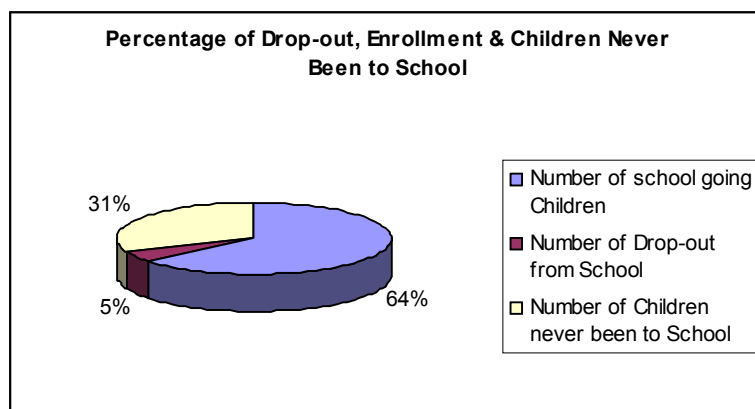
7 to 9 years : 288

10 to 13 years : 861

13 to 18 years : 743

Total :2342

From the above data we find that 31814 children between the age group of 6 to 18 years go to an educational institute. 2342 have dropped out of school. 15643 children between the age group 6 to 18 years have never been enrolled in any of the educational institutes.



Total Number of Teachers in Government School : 465
 Teacher Student Ratio in Govt. Schools : 1:60
 Total Number of Teachers in Private. Schools : 55
 Teacher Student Ratio in Private Schools : 1:23

6.1.2 School Infrastructure

The education imparted in the schools become more effective and qualitative when done in a proper atmosphere, ie. proper school building with facilities of electricity, drinking water and toilet facilities. In West Bengal still there are a number of primary, upper-primary and secondary schools which run in open space or in a tent, though the percentage is very less. The following table reflects the infrastructural availability of the government run schools.

Table 8. Percentage of Type of School Building Mostly Government run Schools

Sl.No.	Type of School	Pucca	Semi-Pucca	Kuchcha	Tent	Open Space
1.	Primary Schools	68	24	6.44	0.21	1.32
2.	Upper-Primary Schools	62.45	28.20	8.13	0.18	1.02
3.	Secondary Schools	81.64	17.19	1.09	0.21	0.042

Source: Annual Report, Dept. of School Education, Govt.of WB, 2003-04

The private schools try to provide as much facilities possible for their students as the commitment level of these schools towards the students and their parents /guardians are high. The parents also ensure that their children get best facilities as per the expenditure incurred.

6.1.3 Result of Madhyamik Examination

Over the years the total number of students taking the Madyamik Examination has decreased. This has an inverse effect on the State run education system. More and more children are opting for ICSE/CBSE examination due to the curriculum followed by the respective boards. The curriculum of the ICSE/CBSE boards is more knowledge based while that of Madhyamik is application based. It becomes easier for the ICSE/CBSE students to take the national level competitive examinations.

The pass out rate of the Madhamik examination has decreased over the years.

Year	Pass Out Rate
2004	71.61
2005	70.51
2006	64.95

6.4 Enrolment in Schools

Enrolment in schools tries to explain the quality of education imparted in the institutes. There is a general tendency observed among the parents to get their wards admitted to those educational institutes, where they feel their children receive maximum and optimum input which maybe reflected in examination results. However, enrolment in schools of their choice is a far reaching factor for most parents in India as a majority of the population is not so privileged. They have no option, but to send their children to the nearest Government schools as it is free of cost.

Progress in literacy and education depends on the propensity of children to attend school and also to complete at least the primary level of education. It is well known that the enrolment ratios of children in primary schools tend to be strongly related to the educational level among adults in the family. In West Bengal the correlation between enrolment and attendance with parental literacy and parents' education level is high in the primary and secondary level of education both in rural and urban areas. (Nagi Reddy 2003)

The enrolment data is prone to inaccuracy for varied reasons. Official data based on school records tend to inflate enrolment because of the pressure on school authorities to indicate high levels of enrolment, as the figures of Class I are typically taken as the relevant data for assessing the performance of the school authority as well as the resource requirement of the school.

The enrolment rate in WBBPE run schools is inconsistent over the last three years. In 2003-04 total enrolments were 207420²⁰ which dropped to 171323²¹ in 2004-05 and again increased to 205376²² in 2005-06. This may be the impact of the SSM reaching every corner of the state. It is observed that enrolment of girls have shown considerable increase. This may be due to the high demand to educate girl children.

Enrolment to the KMC run primary schools demonstrated a downward trend till 2005-06. The enrolment increased in 2006-07 due to the implementation of the SSM.

Total Enrolment in KMCP Run Schools

Year	Male	Female	Total
2003-04	15240	16226	31646
2004-05	-	-	25802
2005-06	-	-	21967
2006-07	13783	14360	28018

Source: Document from KMC, Education department and the report of Aushmita Ghosh on Primary Education

²⁰Source: An Analysis of the Primary Education in West Bengal by Aushmita Ghosh

²¹Source: An Analysis of the Primary Education in West Bengal by Aushmita Ghosh

²²Source: An Analysis of the Primary Education in West Bengal by Aushmita Ghosh

The enrolment rate of the KMCP-run schools in the Garden Reach area of Kolkata is higher than the rest of the schools all over Kolkata. The reason behind it is the type of population of this area. The population in Garden Reach is predominantly Muslim. The general family size is larger, so children from even economically sound families enroll into KMCP schools to reduce the cost of education.

Children from Kolkata slums, street children of pavement dwellers and the children of the migrant labourers from neighboring districts and states study in these KMCP run schools. Lack of adequate funds is the reason for sending their children to these schools, which sometimes lack basic infrastructural facilities.

6.5 Teacher Student Ratio

Teacher student ratio is a very important indicator for the quality of education imparted in a school. A higher ratio would imply low effectiveness. It is an obvious logical conclusion that a single teacher teaching a large number of students cannot meet the requirements of all the students. At the same time, a single teacher in a school comprising fewer students is an improper use of manpower.

There are five KMCP-run schools, with a single teacher for 15 to 22 students. An outstanding case is the Basudevpur KMCP, school code 212/126/BD, in ward number 126. This school, with a student capacity of 2, is run by a single teacher. The teacher student ratio in KMCP-run schools is presently 1:42 (the total number of students / total number of teachers in a particular year). Though the ratio appears very proportionate when calculated overall, there are some cases of disproportionate ratio in these schools.

The above mentioned case study reveals that teacher student ratio in Government school is higher than in private schools.

6.6 Drop-out Rate

India recorded 209.98 million child populations (5-14 years). Out of these children, 105.72 million children (50.35%) were drop-outs from schools in 1991. Whereas the estimated children population in 2000 was 242.11 million, the estimated drop-outs in 2000 was 72.63 million, constituting 30% of the children in the proportion of drop-outs from 50% to 30% during 1991 -2000 (NSSO 52nd Round Survey).

In a significant field study conducted by IIM, Kolkata revealed that the number of drop-outs of rural children from primary schools is insignificant, which was less than 3% in comparison to the 27% of children who were never enrolled in this age group to school. The reasons for drop-out may vary from lack of interest in education, to inability to meet the expenses, to distance of the school from home, to attend to household work, etc. In urban West Bengal, the most important reason cited in the survey has been highlighted as the inability to meet the expenses associated with schooling. Drop-out rates tend to be

higher in the 10 to 14 years of age group, at around 18%. This is because of the shift from primary schools to secondary schools and because of the lesser likelihood of the existence of secondary schools in the vicinity. Moreover, children in this age group are at a high risk of being absorbed into the labour force. The girls in this age group drop out as most of them are made to shoulder the responsibility of domestic chores and sibling care.

6.7 Quality of Primary Education

The quality of primary education continues to be a matter of serious concern in both rural and urban West Bengal. The 1992 Report of the State Education Commission made a number of comments about the delivery of public education, which were echoed in a report by the *Pratichi* Trust in 2002. Some of the areas of concern identified in both reports include: poor infrastructure and inadequate equipment in schools; sporadic and irregular attendance of some teachers; lack of accountability of teachers; and inadequate school inspection.

The District Inspectorate has such an enormous task, that it is impossible for it to accomplish its responsibilities adequately. There is an average of 90 schools per Sub-Inspector, in addition to which they are responsible for a large number of other administrative tasks, such as enforcing service and leave rules of teachers. This suggests that there may be a need to restructure the organization and administration of the schools, to make them amenable to greater local community control.

VII Conclusion

Education is of fundamental importance to all as it opens manifold avenues for future citizens of the country. Increase in awareness among the people about human rights, legal rights and protection, democratic rights, employment, issues relating to health, gender equality are some of the vital issues that are addressed when education flourishes. Education is one of the vital factors that have a direct impact on the growth of a country and thus engender an increase in the per capita income of the country.

With the concerted efforts of the Centre and State Governments, NGOs, local bodies and international organizations, the overall scenario of education sector in West Bengal has improved considerably over recent years. While availability of elementary schools within a reasonable distance from habitations is now fairly universal, same cannot yet be said in regard to Secondary Schools and Colleges. Pockets still exist in many remote parts of the State where the nearest Secondary School or College is much too far for everyone to be able to attend.

In spite of improvements in the enrolment ratios and dropout rates, participation rates at various levels of education are undoubtedly low, and need to be raised very substantially.

Participation rates in Education are poor largely because students from disadvantaged groups continue to find it difficult to pursue it. Even when they manage to participate,

students suffering from disadvantages of gender, socio-economic status, physical disability, etc. tend to have access to education of considerably lower quality than the others, while the education system needs to provide them access to the best possible education so that they are able to catch up with the rest.

There is also the challenge of quality in Indian education, which has many dimensions such as providing adequate physical facilities and infrastructure; Making available adequate teachers of requisite quality; Effectiveness of teaching-learning processes; Attainment levels of students, etc

The geographic vastness and the huge population in West Bengal as well as huge diversity in socio-economic conditions makes it difficult for the top tier of the Government to effectively administer all the programs and policies pertaining to education. Therefore, the management of education could build in greater decentralization, accountability, and professionalism, so that it is able to deliver good quality education to all, and ensure optimal utilization of available resources.

ICSE	Indian Council for Secondary Education
CBSE	Central Board of Secondary Education
NGO	Non-Government Organization
KMC	Kolkata Municipal Corporation
MMIC	Member mayor-in-Council
DMC	Deputy Municipal Commissioner
EO	Education Officer
Dy. EO	Deputy Education Officer
DPSC	District Primary School Education
ADSE	Assistant Director School Education
AI	Assistant Inspector
SI	Sub-Inspector
DI	District Inspector
SSM	Sarva Shiksha Mission
DPEP	District Primary Education Programme
WBBSE	West Bengal Board of Secondary Education
DA	Dearness Allowance
SC/ST	Schedule Caste/Schedule Tribe
RMV	Rabindra Mukta Vidhyalaya
DFID	Department For International Development
DM	District Magistrate
DPO	District Project Officer
ADI	Additional District Inspector
WBNGSOA	West Bengal Non Government School Organizer's Association
DDSE	Director, Department of School Education
AIS	Assistant Inspector of Schools
NOC	No Objection Certificate
MC	Managing Committee
NABARD	National Bank for Agriculture & Rural Development
RIDF	Rural Infrastructure Development Fund
MPLADS	Member of Parliament Local Area Development Scheme
BADP	Boarder Area Development Program
SRGEDUC	State Resource Group on Education for Deprived Urban Children
TSC	Total Sanitation Campaign
EGS	Education Guarantee Scheme
AIE	Alternate and Innovative Education
SSK	Sishu Shiksha Kendra
SSP	Sishu Shiksha Prkalpa
MSK	Madhyamik Shiksha Kendra
NPEGEL	National Programme of Education for Girls at Elementary Level
KGBV	Kasturba Gandhi Balika Vidyalaya

TLM	Teaching Learning Material
OBC	Other Backward Classes
PWD	Persons With Disability
BPL	Below Poverty Line
BSY	Balika Samridhi Yojona
NCLP	National Child Labour Programme
NSSO	National Sample Survey Organisation
IIM	Indian Institute of Management
CBO	Community based Organisations
LD	Lower Division Clerk