

DEMYSTIFYING SCHOOL EDUCATION

Study based Scopes within the System

Pilot Study
Towards Educating the Life of a Child as
Citizen & Revisiting the Education System at
School Levels : Findings from West Bengal



Commissioned by
WEST BENGAL COMMISSION FOR PROTECTION OF CHILD RIGHTS
ICMARD Building, 9th Floor, Block-14/2, CIT Scheme, Kolkata 700067



Study Conducted by
KEERTIKA
L/C-1, O.D.R.C Housing Estate, Kolkata - 700038



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Acknowledgement

This study is an outcome of a number of discussion sessions which at the end unanimously voiced concerns on need for periodic reviews on existing education system at school levels. Thus the present exercise titled **“Towards Educating the Life of a Child as Citizen & Revisiting Education System at School Levels: Findings from West Bengal”** is a virtual product of field based exposures of lead practitioners to school education and experts who have learnings on education as a mode of association across classes of students, teachers, guardians and other institutions .

Accordingly, the study team comprised of members from both WBCPCR and KEERTIKA owe a lot to many professionals and experts who during the entire period of conducting this study have practically enriched the team in delineating key observations, prioritizing on need of the hour and future prospects for further investigations into this fundamental social science called school education.

Listing out each and every person who have been directly and indirectly involved with this endeavor would be next to impossible, nonetheless, as a team we can surely mention the timely support of Department of School Education and all schools that investigators as part of field survey visited from time to time. We also acknowledge the spontaneous responses of students which helped us reflect on crucial aspects of school education. The active participation of District Inspectors of Schools, (DIs) District Child Protection Officers (DCPOs) and, District Social Welfare Officers (DSWOs) at dissemination sessions organized by WBCPCR has indeed encouraged us to reiterate on a number of recommendations with valuable remarks from them and other participants.

In a nutshell this study has been a real team effort of both SCPCR, KEERTIKA and all concerned Institutions under Government, Non-Government, sector and also sincere involvement of a number of Experts like Psychologists, Counselors, Retired Teachers, Lawyers, Physicians and others.

We, the Study Team, take this opportunity to convey our sincere gratitude to all for their immensely valuable contribution to this research initiative.

Foreword

It was 19th century India. Kabiguru Rabindranath Tagore gave birth to Santiniketan taking education beyond the confines of classrooms. He developed a curriculum with a blend of art, human values and internationalism where young minds learnt to think beyond barriers.

It is 21st century. We quote Rabindranath Tagore everyday, but rarely try to adopt his philosophy while running our education system. The Indian education system still prefers to remain Victorian in its core. Our schools and curricula are still designed to produce clerks for the empire that refuses to go away from our mind.

West Bengal Commission for Protection of Child Rights in collaboration with Behala Keertika has conducted a study in 130 schools (all categories like State Board, CBSE, ICSE, Private run, Madrasha, Special schools) across the state titled *“Towards Educating the Life of a Child as a Citizen & Revisiting the Education System at School Levels: Findings from West Bengal”*.

Findings of this study have clearly reflected that our students crave for a child friendly atmosphere in schools. This study insists on reviewing our school education system. This is a pilot study. One can hope for a subsequent detailed and in-depth study that would cover core concerns in a more intensive manner.

Ananya Chakraborti
Chairperson
WBCPCR

KEERTIKA :Concern & Commitment to Prepare Children as Good Citizens

KEERTIKA an institution in the field of human rights mobilization and related social empowerment has always come forward to address fundamental issues related to women and child empowerment scopes. As part of professional association with **WBCPCR**, it finds the visions of **West Bengal Commission for Protection of Child Rights** very much reciprocal to take up a study with an aim to explore scopes for demystifying school education – to help students mature into responsible citizens of society in a better way.

School education as **KEERTIKA** has had field based learnings on the subject is in need of periodic and planned reviews to chart out appropriate life enrichment endeavors for our children in particular and society in general.

Accordingly, a preliminary study taken up by **KEERTIKA** as a pilot study under overall guidance, support and supervision of **WBCPCR** can be simply termed as another step of this Organization towards understanding about core impact of school education – one of the fundamental areas of child rights. Accordingly, it plans to come up with evidences that throw lights on scopes and provisions existing within the system – ready to make education more relational and impactful in nature as far as its key stakeholders are concerned – the students, teachers, guardians and other experts.

Sutapa Chakraborty

(Director, KEERTIKA)

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Pilot Study on

Towards Educating the Life of a Child as a Citizen & Revisiting the Education System at School Levels: Findings from West Bengal

Chapter – I : Context

1.1 Scope of the Study

Any study in India in view of its vast and varied social dimensions may exhibit a more nuanced impression of its ultimate goal once its backdrop is envisioned on some of relevant, rich literary works of our times. Bengal, one of the most important states of eastern India is no exception to that. In verses from poets like Kazi Nazrul Islam, (Poem *ChhatradolerGaan*) Kalidas Roy (*Chhatradhara*) and SukantaBhattacharya(*Chharpatra*) the aim of this study too finds its ethical elements which in research terminology may be called as vision of exercise. Below indicated is one of the famous poetic narrations by Nazrul Islam on potentiality of students vis-à-vis role of society.

Chhatradoler Gaan – by Kazi Nazrul Islam

Amra rochibhalobasar

Ashar bhobishyot

Moder sorgo-pother abhasdekhai

Akash-chayapoth!

Moderchokhebisshobasir

Sopnodekhahoksofol!

Amrachatrodol..

(Core message of this poem is on behalf of student community who as envisioned by Poet Nazrul here introduce themselves as foci of strength who could weave into a future that promises of hope and love – it is through their vision that the entire mankind can make their dreams come true..)

With this kind of feeling and faith that this renowned poet has reposed in student community a review or study on existing education system can only be an appropriate approach towards building solid understanding about power of education in preparing students as able citizens of society.

Besides literary connotations there are sets of hard facts and figures which only further justify revisiting few select areas of school education in order to explore possibilities for reviews on roles and responsibilities of stakeholders associated with prospects of student life. Other than student themselves key stakeholders here are the teachers, the care givers who remain directly involved in preparing students for its future. Correspondingly, other experts having proven exposures on education system too reflect on interesting observations about school education – need for review on few core areas.

1.2 WBCPCR – Vision on Child Rights & Reviewing School Education

West Bengal State Commission for Protection of Child Rights (WBCPCR) in compliance with overall aim of National Commission for Protection of Child Rights (NCPCR) emphasizes upon the principle of universality and inviolability of child rights and recognizes the tone of urgency in all child related policies of country. The Commission as part of this goal does undertake periodical reviews of existing policies, promote and undertake research in the field of Child Rights. Education being a fundamental right of every child remained a core agenda before SCPCR and this study on reviewing school education too reconfirmed its commitment to every child by making education more accessible and applicable in order to help build their life as good citizens of nation. KEERTIKA – an Organization working closely with marginalized women and children for the past 25 years with an aim to enhance their level of empowerment hereby proposes to conduct this study under overall guidance and support of SCPCR to come up with evidence based findings that could solicit policy level attention in select areas of school education.

To be detailed, Student and Teacher ratio in general is not always proportionate in India across geographical locations and other associated parameters like type of board, mode of teaching nature of ownership like private, govt or other types of educational affiliations. To be precise, It is not always the numerical limits of student-teacher ratio that remains a criterion in ensuring life enriching education for children, it is also the quality of relationship between student-teacher or teacher-guardians that tend to make education more significant for every connotation, negative, or constructive. Countries worldover have shown sincere interests in reviewing education keeping macro level social goals in vision. India obtaining a not-so-happy

image on the ladder of HDI (Human Development Index) in recent times does require planned reviews on its fundamental social sector- ie., school education which at the same time symbolizes as the first institution that a child faces outside its family and this part of life does leave remarkable imprint in academic cum attitudinal dimensions of their life later. Relevant reporting by ToI has drawn attention from concerned stakeholders

The country also seems to be having a problem with retaining people in schools and colleges. An average of 326 out of 1,000 students in rural areas are dropping out, while the same is 383 per 1,000 in urban areas, the National Sample Survey Organisation's (NSSO) last survey reveals. This data counts people up to the age of 29.

UNESCO has put the number of out-of-school (OOS) children at 17 lakh in India. A survey commissioned by the Centre put the number for 2014 at 61lakh, with SC and ST children making up 49.03% (29.73 lakh) of these. **(Source : ToI, 28th Jan'2016)**

Data and documents related to weightage on education accorded by national and state governments may be also relevant to analyze it at macro levels. A comparison with few select nations chosen on the basis of its population size (as India being a populous nation) is noticeable for their PTR and GER registering healthier status of education as services to people.

Table 1.1: PTR at Various Levels in Select Nations with Sizeable Populations

Country	Primary (I-V)	Lower Secondary (VI-VIII)	Upper Secondary (IX-XII)	Tertiary
China	16.2	12.6	16.5	19.5
USA	14.5	14.8	14.8	12.5
Brazil	21.2	18.5	15.7	20.5
India	25	17	38	25

Source Educational Statistics at a Glance, MHRD, 2016

Note : PTR = Pupil-Teacher Ratio

Table 1.2 : GER (Gross Enrolment Ratio) across Select Nations

Country	Levels of Education			
	Primary (I-V)	Lower Secondary (VI-VIII)	Upper Secondary (IX-XII)	Tertiary
China	103.9	100.4	88.8	39.4

USA	99.5	101.9	93.2	86.7
Brazil	115.34	99.65		50.6
India	101.4	89.3	62.5	23.0

Source : Educational Statistics at a Glance, MHRD, 2016, GER =Gross Enrolment Ratio

Education being one of the determining components of HDI reflects need for more value additions to its impact on children so that they in turn can participate in the development process of the country in a productive manner. Tables 1.2 and 1.3 thus capture differentials in weight age given to education by respective nations mentioned here.

Table1 3 : Public Expenditure on Education as % of GDP

Country	Percentage of GDP Expenditure on Education	Mean Years of Schooling	HDI Ranking in 2015
China	NA	7.6	91
USA	5.22	13.2	11
Brazil	5.99	7.8	79
India	4.13	6.3	131

Source Educational Statistics at a Glance, MHRD, 2016

Note + GDP = Gross Domestic Product

Table1 4 :GER in Select States & Budgeted Expenditure on Education as % of GSDP

States	GER	Education as % of GSDP
Manipur	155.0	5.57
Meghalaya	153.6	4.12
Tamil Nadu	112.0	2.27
Odisha	104.8	3.02
Bihar	102.9	3.95
Maharashtra	100.0	2.27
West Bengal	90.1	2.74

Source Census , 2011 , & CSO, MoSPI , 2014

Note : GER = General Enrolment Ratio, GSDP = Gross State Domestic Product

Both these tables on extent of educational expenditure as proportion to public expenses are indicative of scopes for more allocation of budgetary resources to education related infrastructure, manpower and training. West Bengal as a state too requires attention from governments and other para-statal bodies to optimize on effects of education for practical

benefits of students. One may take a look at the overwhelming responses generated in favour of more expenditure on education by Govt.

68% have voted for more expenses on education on a web platform of Debate on Govt. Expenditure on Education

<http://www.debate.org/opinions/should-the-government-spend-more-money-on-education>

1.3 Need of Study

Still, there have been considerable advances made in country's education sector. India has implemented free compulsory education for children, (Right to Education Act, 2009) spent more on infrastructure and made progress on enrollment, building class rooms, providing drinking water and toilets, and appointment of teachers. Youth Literacy Rate (literacy rate of 15-24 age group of people) of India is 95.2% which is well above the global average of 91.3% and highly comparable with that of China (99.7%) and Sri Lanka (98.8%) However, the quality of education – the efficacy of knowledge still remains a challenge.

In case of West Bengal considering the proportion of students and teachers the present West Bengal Govt has taken special steps to revamp this fundamental sector by announcing sets of important decisions (7th September' 2018 The Telegraph). More importantly, considerable changes have taken place in syllabi of primary and secondary levels at schools to make it more student-friendly. *(Source : The Tol, 20th March'2014)*

Officials of the school education department met the heads or officiating heads of all 39 government-run schools across Bengal on Wednesday to discuss ways to improve the standard of the schools.

"The heads were told that the school education department would soon write to the West Bengal Public Service Commission to immediately start the process of recruiting teachers for government-run schools," an official of the department said. More importantly, all 39 government-run schools attending the meeting had been given permission to run English-medium units at the primary level two years ago. Over the past eight years, 26 of the schools had been given permission to start English-medium wings at the plus-II level in science. (Source : The Telegraph, 17th May'2018)

While estimating the proportion of PTR on simple arithmetic terms it is a debatable issue as to what number of students would be ideal for one single teacher to manage their entire academic cum attitudinal needs. Debate may go on but this is beyond any debate that lesser the number of students better the services expected from any teacher within a definite time span.

In this backdrop one more crucial query tends to crop up whether one single teacher howsoever qualified she/he is can actually do justice to the overall character building needs of a

student. Thus more than one or possibly a group of professionals having training in child psychology, social work, nutrition, management skills would be appropriate to add value to the academic curricula that are instilled into pupils on a regular basis. Representatives from Parents Body may also add realistic values to this proposed group meant for evaluating possible welfare needs of children. All these propositions need to be substantiated on evidences from field. There lies the need for a study under the tile “Towards Educating the Life of a Child as a Citizen & Revisiting the Education System at School Levels: Findings from West Bengal”

One webbased Educational Portal /Marketplace systematically listing 10 Ways to Improve Education System in India has in fact aligned with key concerns that have emerged as significant field findings of this study. However, in case of the present preliminary study (aka pilot study) primary data on trends and tendencies for future directions have been shared among groups of Experts thus been contextualized in its own practical perspectives.

Ways to Improve the System as Captured on Portal

- i. Replacing the back dated syllabus
- ii. Career focused learning system
- iii. Educating the parents
- iv. More focus on rural education
- v. More technical institution
- vi. Focus on Public-Private partnerships
- vii. Introducing Smart Class & Library
- viii. Good Career counseling
- ix. Regular Training of teachers
- x. Good Support of Health & Nutrition (***Source :<https://medium.com/.../10-ways-to-improve-education-system-in-india-3d861a6e07b>***).

This study thus aptly named under the label of “Demystifying Education at School Levels” would address the power of education and explore scopes which in combination would help prepare students as worthy citizens of society

Aim of the Study: To address holistic development of students at schools in the light of citizenship in society under the guidance of a group of professionals in addition to class or subject teachers.

Chapterization Plan

1. Context

2. Study Design
3. Facts & Figures from Field
4. Key Concerns Shared at Dissemination Sessions
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Chapter –II: Study Design & Methods

2.1 Scope for Study: References of Other Works

This pilot study being explorative in nature would like to explore some of the significant works done by eminent scholars who made sincere efforts in envisioning education as a weapon against many social ills. A number of examples of people’s concerns regarding new thoughts, dimensions into child education have been captured under following studies.

2.2 Literature Review & Scope of Further Study on Education System:

In fact, studies and researches done on education being portrayed as an integrative social approach towards development are wide-ranged in number. However, a number of them remain crucial to ultimate aim of the concerned study.

Alur& Bach (2010) have emphasized upon the relevance of extra-curricular factors in the life of children which should form integral parts of their upbringing.

Sharma (2012) on a similar reference prioritizes on the urgency of addressing education as a journey of inclusion. To be precise, Inclusion of a number of behavioral approaches in the life of children in most suitable manner tend to bring in far reaching impact on the child and its society.

Vaidya (2014) has gone ahead to talk about the entrepreneurial skills – its scope in existing education system to ensure elements of activism in attitudes of tiny tots.

Capturing core comments of these works one can in a way summaries that like every adult individual a juvenile character has more than one dimensions, be it personal, familial or social.

While in a class room or with friends, at school meets he/she being a small individual is expected to balance out all these parallels which at times could become challenging for a child and equally challenging for one single teacher whose prime objective remains to complete the curricula within a stipulated period of time. Additionally, any normal child in today's predicament needs to be adequately aware of fundamentals of immediate environment, diversity elements that this particular Indian society is attributed with and responsibilities of a true human being towards family, community and country.

2.3. Study Design

Aim of the Study:

To address holistic development of students at schools in the light of citizenship in society under the guidance of experts in addition to class or subject teachers. The study is an exploratory study planned to explore scopes in following areas of school education.

A. Specific Objectives:

- To address character building scopes of children in a focused mode (combined with curricula based education)
- To facilitate situation specific responsiveness, skills among children
- To involve professionals like Psychologists, Sociologists into the subject of educating students as worthy citizens
- To revisit roles of existing stakeholders in life enrichment endeavors for children

B. Methodology:

Sample Coverage:

A study of a number of schools – its teachers, students, parents/care givers from Govt, private schools have been selected on a representative design to validate on the need for more professionals in order to address holistic need of a child in its growing times. Considering a few key development determinants like geographical location, type of Board (State Govt run, Central Govt run), medium of teaching, Madrasa type, single gender or coeducational status of the schools do matter considerably in understanding of various approaches applied by institutions. Thus sample selection captured these diversities existing in education system in order to present a statistically acceptable cum representative nature of this proposed pilot

study. Findings from select schools from West Bengal do reflect on such need in an evident manner.

Sampling Design:

As a whole 65% of students in India on an average and with special reference to West Bengal go to Govt schools. Though there have been marked preferences for pvt unaided schools across the states the scenario In West Bengal has its own variations on the basis of socio-geographic factors. In West Bengal only 7% of the rural students go to private schools. Around 82 percent of the schools to total school institutions is under Govt sector whereas private unaided schools forms just 10 percent. As far as the enrolment in class 1-V standards is concerned recent data under DISE show that only 8 lakh are enrolled in pvt unaided institutions whereas 73 lakhs are enrolled in Govt institutions. Accordingly, a convenient sampling mode with 130 school institutions disaggregated into strata of Rural, Urban, Govt, Pvt, Medium of Teaching, Madrasa type, Disadvantaged Locations, Single–Gender or Coeducational is followed to examine the relevance of various factors in educational development of children.

Sampling Frame:

Geographical Sectors	Govt School	Pvt. School /Trust
RURAL (76)	76	0
URBAN (55)	52	3
TOTAL -131	128	3

Note : *Single gender vs Coeducational, medium of teaching, type of management, schools run by Madrasas, schools from difficult locations formed the strata for selecting requisite number of samples for the study.*

coverage - teachers, students at schools remain major components under the study. Outside schools parents, other institutions like care givers are covered. Altogether 130 schools are covered across all major districts of West Bengal.

design- convenient sampling mode with schools disaggregated into strata of Rural, Urban, Govt, Pvt, Medium of Teaching, Single–Gender or Coeducational types have been attempted

frame - primary, secondary and higher secondary sections of sampled schools have been covered on a proportional ground.

Study Tools:

Responses collected through Focused Group Discussion (FGDs) and Interview (IDIs) Formats

➤ FGD Formats for Teachers /Class In-charge on her/his ability to address all possible cognitive, cultural and characteristic skills/attributes of a student are applied.

- FGDs of Mothers/Guardians/Care Givers on their limits/scopes to cope up with social/environmental dynamics vis-a-vis child behavior.
- FGDs on expressions or views of students (both from primary and secondary strata) to substantiate proposed need for ancillary support like those of Psychologist, Counselor, Social Observers, Guardians' Representatives, Senior Students so that their daily issues related to studies and also beyond studies are addressed to their own benefits and also to the larger benefits of respective families and society.
- Child Psychologists, Pediatricians, MSWs with specialization in child welfare have been interviewed on the need for additional professionals beyond teachers
- Case Studies on special efforts on education – its promotion have reflected on an overall relevance of revisiting respective roles played by these stakeholders in educational upliftment of children.

Note: Designing of Questionnaire, Discussion Points, Interview Schedule, Observation etc. and detailed list of Respondent's have been finalized upon training, orientation & field testing.

Additionally, around 100 questionnaire are applied on professionals on the basis of random stratified sampling for their opinions on school as institutions of influences on individuals. Summary of their views are :

- Passive roles of schools tend to exert negative impact
- Schools influence well beyond academics
- It shapes up scopes, potentialities in pupils
- Teachers' personalities remain references long after they leave schools
- Friendship in schools tend to linger more than friendships at other institutions

Following Methodologies are adopted to elicit stake wise information on objectives envisioned under the study

- FGDs for Parents Body, Teachers' Group, Students' Body
- Expression of Views of Professionals like Psychologists and Others
- Case Studies of unique practices by schools, institutions addressing students' overall needs
- Efforts of educating children in remote, rural pockets
- Views of Head of Institutions
- In-depth observations of Researchers
- Suggestions at Two Dissemination Sessions
- Highlights of critical remarks

2.4 Expected Outcome:

- A child's overall need during its growing period can be estimated in an evident manner
- Concerned teachers' challenges/efforts in managing classes can be analyzed
- Facilitate concerned Guardians'/Care Givers' challenges/efforts in managing their children at home or any other family level institutions, events
- Generating scopes for better education, manners, aptitudes for children which could prepare them better for future
- Scopes for engagement of professionals in education system that could bring mutual benefits both for the professionals and beneficiaries.

Institutions/Bodies under Education Deptt, DWCD (Deptt of Women & Child Development), Human Rights Institution and other line departments may use the study findings on :

- Scope for value additions to school level syllabi
- Scope for making teaching more participatory and experimental
- Scope for making schools more environment friendly with reference to drinking water supply, toilet, play ground, library . extra -curricular subjects
- Analyzing the roles of professionals like Psychologists, Human Rights Experts, MSWs in bridging gaps among teachers-guardians and students
- Other related issues like orientation of teachers and parents as a team to address students' need in a holistic manner.

2.5 Scope of Subsequent Study for Further Policy Uptake

Being a pilot study this endeavor of reviewing education at school level can play a very important role prior to conducting a full-scale research project. Recommendations generated at multi-stage sharing sessions can thus help prioritize on issues for further explorations.

(Source :Design and analysis of pilot studies: recommendations for good practice. J EvalClinPract. 2004; 10 (2): 307-12.)

Chapter –III

Facts & Figures from Field on Select Schools across Districts

3.1 A Brief:

This chapter in a nutshell has captured three stake holders namely, teachers, students and guardians to understand their respective views about school education, common concerns and also an overview of Researchers' Observations on salient points who across districts have visited different schools to collect necessary information. Around 130 FGDs (Focused Group Discussions) for each class of teachers, students and guardians have been conducted at school levels. Besides a number of IDIs (In-depth Interviews) of Head of the Institution (Hols) have also been carried out wherever the team could meet them during their visits. About Researcher's Observation it may be clarified that each set of study tool for every school ends with an observation note by its researcher who sums up with key comments on interviewees and overall functioning of the institution.

Brief details on the select schools- type of schools, number of students, teachers, non-teaching staffs are given to have an overview on its manpower strength.

Table 3.1: Basic Profile of Schools - Strength wise

District/s	No of School Surveyed	Total No of Teachers	Total No of Students	Total No of Non-teaching Staff
Alipurduar	6	193	7680	24

Bankura	6	185	8064	22
Paschim Bardhaman	4	63	2252	15
Purba Bardhaman	5	181	7446	28
Birbhum	6	85	4497	10
Cooch Bihar	6	180	5100	26
Darjeeling	6	170	6700	25
Uttar Dinajpur	6	114	7300	27
Dakshin Dinajpur	6	245	8242	22
Hooghly	6	155	5706	27
Howrah	5	164	6732	19
Jalpaiguri	6	249	8976	
Jhargram	6	201	7476	53
Kolkata	12	183	6580	13
Malda	4	88	5348	08
Paschim Medinipur	3	81	3187	13
Purba Medinipur	5	171	6988	30
Murshidabad	5	141	8555	16
Nadia	5	159	7617	23
North 24 Parganas	4	173	7137	03
South 24 Parganas	8	154	8886	28
Purulia	6	59	2818	24
TOTAL	126 + 5 Special Institutions = 131	3394	143287	456

Note : Data are on the basis of information provided by Hol/ In-charge at the time of visits.

The schools have been primarily viewed in light of its geographical location, affiliation to board, medium of teaching, coeducational or single gender status. A summary of the samples selected under various categories of schools is given below:

Category of Sampled Schools: 131 as a Total Sampled Number

Location of Schools : 76 = Rural, 55= Urban (3 Pvt schools are covered)

Boards of School: 1= WBBME, 10- ICSE/CBSE, 120 = WB Govt

Medium of Schools : 13 = English, 6= Hindi, 2= Urdu, 110- Bengali

As the field investigators have visited schools across districts by and large they have had support and cooperation from schools. Interactions with students through FGDs have surely elicited many an answers and also hope for new approaches towards styles, methods of school education.

As an overall status students across school have vouched for friends/classmates or playmates as one of the important reasons for their love for schools. Studies and other code of conduct though relevant but cannot match up with primacy of their class fellows. Teachers as findings indicate too form an important agenda indicative of relational dynamics being vital to them. However, they during discussions sessions have been asked one core question as to *which subject they prefer over others*. To this question of favorite subject, students as a whole have given clear answers to their preferences. Below indicated are these details:

Science & Maths in combination remain the most favorite subject among 34% of students. Only 19% have responded to Social Studies subjects as most favorite ones. Rest of the students which is a large share in itself, close to 50% (47% to be precise) has vouched for languages as their subjects of likes.

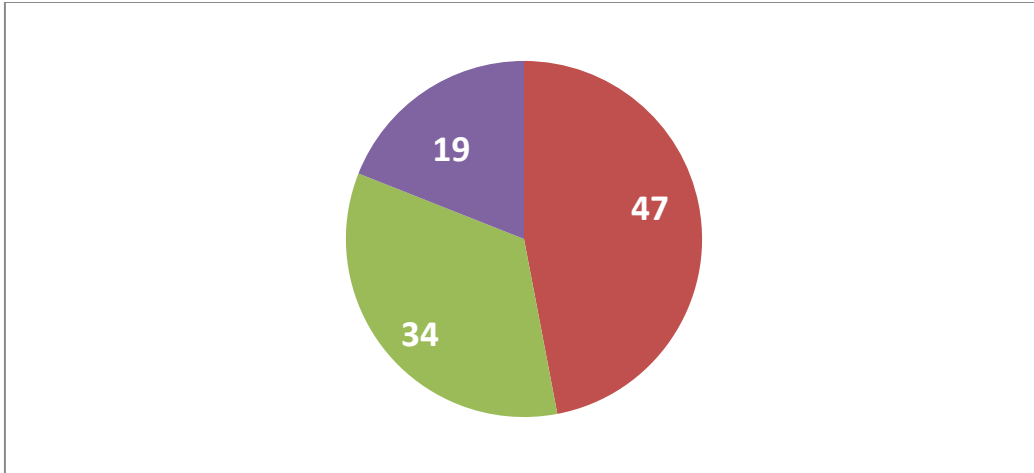
To the question of *most Interesting factor in school*, 58% of the students responded that friends/classmates being a prime factor behind coming to school. Teachers too remain an important issue before them constituting 19% of students' responses being in favor of teachers. Rest, i.e, 23 percent of preference is for study related aspects in particular and school environment in general.

Whether *commutation or connectivity to school posing any hindrance to students*– to this query students have mostly replied in negative – However, in case of Birbhum, Malda, Paschim Medinipur, Murshidabad, South 24 Pgs and Purulia they do face hazards during monsoons and under scorching sun as they are to travel for long distances to attend school. About lack of family support a number of students from schools of Bankura, Murshidabad, Birbhum, South 24 Parganas have indicated that they do not get the required support at home specially during exam time, home assignments

Table 3.2 Students on Subject, Commutation Hazards & Interest

Favourite Subject (%)	Support (cases)	Most Interesting Factor (%)
Science/Math -1, Languages -2, SST-3	Commutation, Family Support	Friends (1) School Environment, (2)Teachers (3)
(34 (1), 47(2), 19(3))	(few schools)	(58,23,19)

Figure 3.1 Preferences for Subjects (data in %)



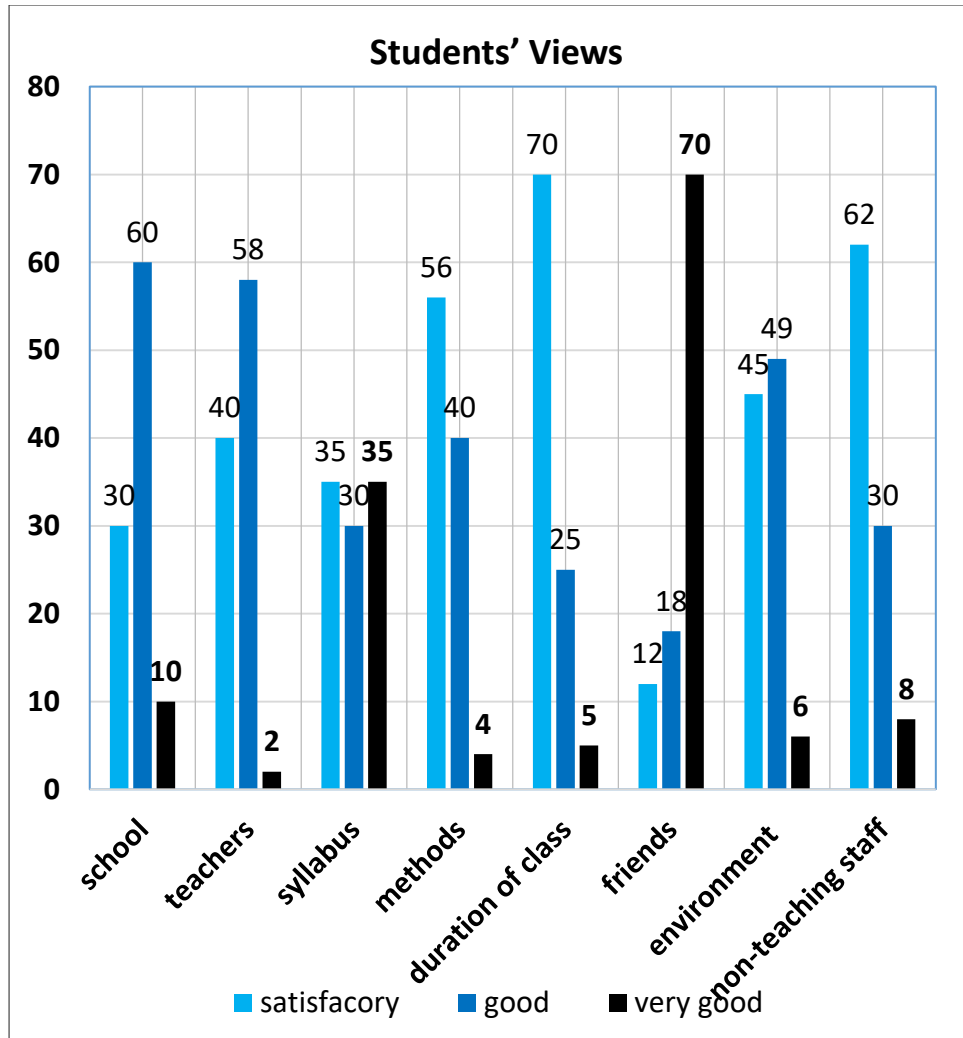
Sc/Math (34%,) Language (47%), SST (19%)

3.2 Salient Reflections on Group Discussions

Students

Students as a whole have expressed frank opinion about schools and their areas of preferences and non-preferences. Since they by and large have not spoken explicitly negative about their schools, teachers the investigators have put the category of not-so-good as satisfactory (replies are mostly as “okay”)

Figure 3.2 Reflections on Students' Views (%)



Students have sets of interesting observations/feelings to share. About schools as a whole, around 30 % of them have said to be okay, 60 percent as good and only 10 percent described as “very good”. As far as teachers are concerned 58 percent have spoken “good” of their teachers. About the Non-teaching staffs a substantial share (62%) is indicative of just satisfactory.

Note : Rural –Urban : Students in rural areas record more expectations from schools about everything
Board : Not shown any significant differences
Type of Medium: Not shown any significant variation
Gender : Coed schools students record higher expectations from schools about every aspect

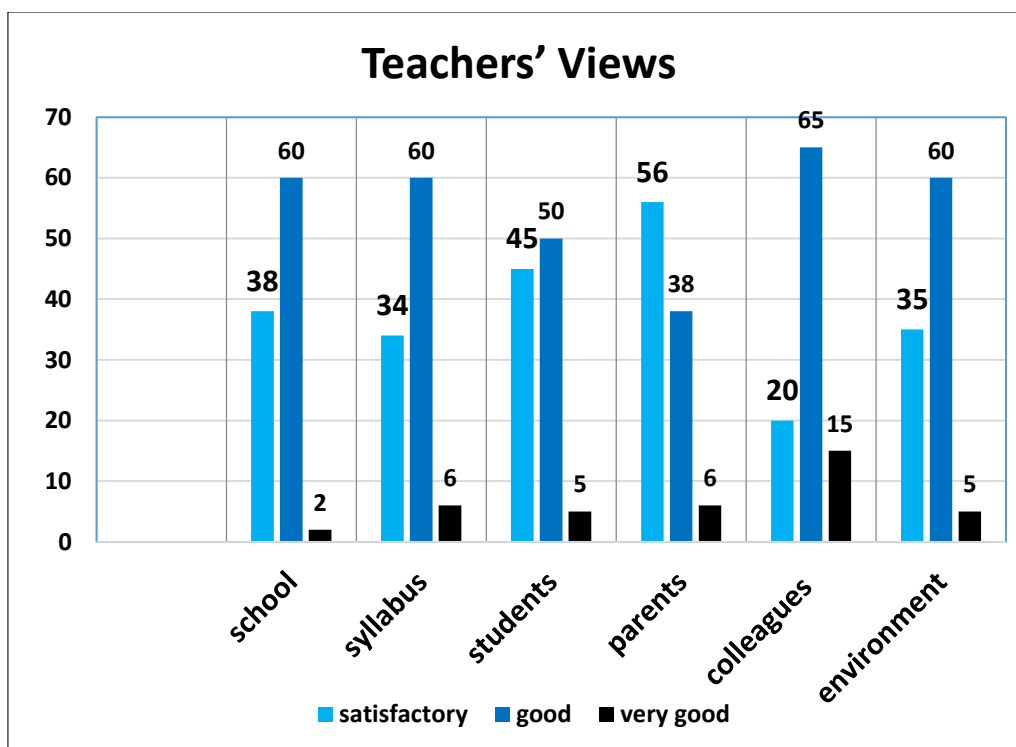
Teachers

Out of around 660 teachers that are surveyed under the study only 50 teachers have reported to have additional training in counseling, computers etc. other than their mandatory B.Ed degree. It is also reported that around 10 percent of the teachers coming from background of teaching professions wherein either of parent or close relation has been in teaching profession

Teachers as indicated above do not possess any special training or orientation other than their B.ED degree which is officially a mandatory qualification for teacher ship.

Teachers though were not always available for group discussion as a single concrete group due to their inherent pre occupations with classes, other official responsibilities they too have opined on the teaching methods, students, parents in particular and school environment per se. However, about schools, environment their level of satisfaction is perceptibly higher than their students.

Figure 3.3 Reflections on Teachers' Views(%)



Note : Rural –Urban : Rural Teachers have more expectations from parents

Board : WB Board Teachers shown higher expectations from students

Type of Medium: Not shown much difference

Gender : Coed school teachers record higher expectations from students in terms of attitude, communications

Guardians/Parents

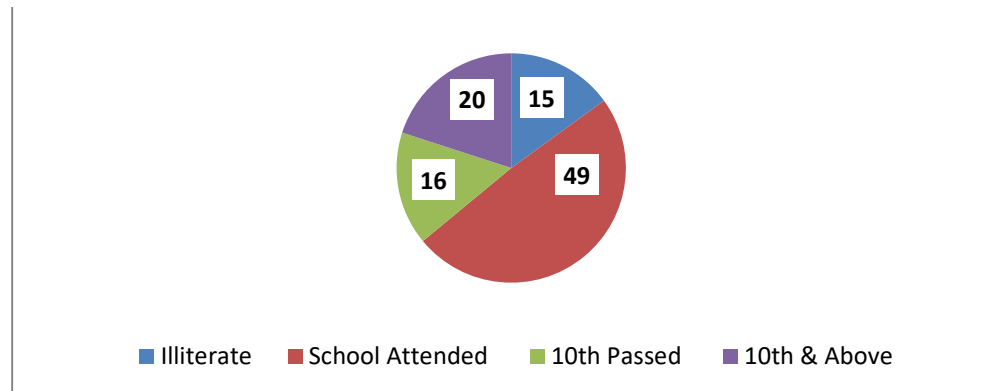
While the Guardians as reported to have varied educational background it is indeed relevant to have a snapshot on their level of education (Table 3.4)

Table 3.3 Educational Background of Parents /Guardians

No	Levels of Education	%
1	Illiterate	15
2	Schooling Done	49

3	10 th Passed	16
4	10 th & Above	20
5	Total	100

Figure 3.4: Educational Qualification of Guardians (data shown in %)



Illiterate -15%, School Attended -49%, 10th Passed -16%, 10th& Above -20%

Alongwith vast rural locations that the surveys have been conducted in cases of Illiterate parents have been found in urban areas and in Kolkata also.

Views are also solicited from the guardians as it is done in case of students about importance of factor/s in school education – whether it is school building, teachers, teaching methods or school environment per se. Guardians have mostly emphasized upon the role of teachers, class mates, cleanliness, school discipline as factors of prime importance.

Table 3.4 Views of Guardians about the Importance of Factors

No	Type of Factors	Importance (%)
1	Building	5%
2	Teachers	35
3	Methods	20
4	Environment (physical cum social atmosphere)	40
	Total	100

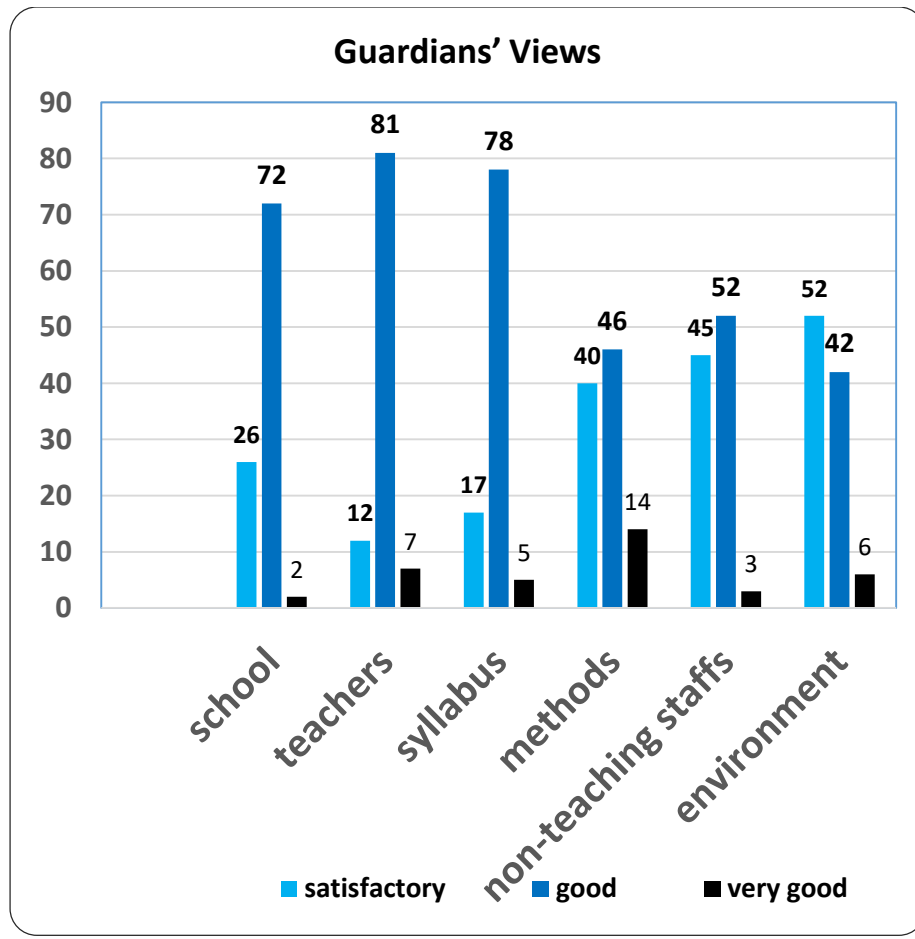


Figure 3.5: Reflections on Guardians' Views (%)

As far as school education is concerned guardians as a whole have exhibited faith in school education system. They are hopeful that school with its teachers and other staffs, Non-teaching personnel are committed to bring in positive impact on their children –on their academic as well as attitudinal attributes.

Note: Rural –Urban : Parents in Rural background record more expectations from schools

Board: ICSE, CBSE parents register comparatively less expectations from schools

Type of Medium: No Significant differences reported

Gender: coed school parents record higher expectations from school about care, attention given to children

3.3 Inter-Class Relationship across Students, Teachers & Guardians: An Attempt of Evaluating Association through Multivariate Table

Table 3.5 Inter-class Relationships(Feelings are expressed as NE= Not Easy)

Student			Teacher			Family		
S-S	S-T	S-F	T-T	T-S	T-F	F-F	F-S	F-T
3(NE)	17(NE)	14(NE)	0(NE)	3 (NE)	30 (NE)	31(NE)	16 (NE)	28 (NE)
<p>Note : NE- Not Easy (as expressed by classes in view of their association with each other) S-S Student to Student T-T – Teacher to Teacher F-F Family to Family S-T – Student to Teacher T-S – Teacher to Student F-S Family to Students S-F – Student to Family T-F – Teacher to Family F-T – Family to Teachers</p>								

Note : List of Districts – its’ number of schools are indicated where NE type association across classes is reported

Students : S-S NE = 3 Paschim Bardhaman (1), Hooghly(2)
S-T NE 17 Paschim. Bardhaman (1), Purba Bardhaman (1), Birbhum (2), Howrah (2), Jhargram (2), Kol(1), Purba Medinipur (2), Murshidabad (1), S. 24 Pgs (3), Puruliya (3)
S-F- NE 14 Birbhum(1), Hooghly(1), Jhargram (2), Kol-(3), Paschim Medinipur(1), Murshidabad(1), Nadia (1), S.24 Pgs (3), Purulia (1)

Teachers : T-T = NE =0
T-S= NE=3 , Birbhum(1), Hooghly (1), Howrah (1)
T-F = NE 30- Bankura (2), Paschim Bardhaman (2), Purba Bardhaman (4), Birbhum (5), Hooghly (2), Howrah (2), Malda(2), Coochbehar (2), Paschim Medinipur (1), Purba Medinipur (2), Murshidabad (1), Nadia (3) , U.Dinajpur (1), Jalpaiguri (1)

Family/Guardians: F-F= NE-31= Bankura (2), Paschim Bardhaman (2), Purba Bardhaman (3), Birbhum (1), Coochbehar (3), Hooghly (4), Jhargram (1), Kol (3), Malda (1), Purba Medinipur (1), Murshidabad (2), Nadia (1), South 24 Pgs (2), Purulia (5)
F-S=NE16 = Paschim Bardhaman (1), Birbhum (1), Howrah (1), Jalpaiguri(1), U.Dinajpur(1), South 24 Pgs (2), N 24 Pgs (1), Jhargram (1), Nadia (2), Murshidabad (2), Puruliya (3)
F-T=NE- 28= Bankura (1), Paschim. Bardhaman (1), Purba Bardhaman (1), Hooghly (2), Hawrah (2), Jhargram(1), Kol(2), Puruliya (3), Malda(1), Paschim. Medinipur (1), Purba Medinipur (1), Murshidabad(1), Nadia-(2), N.24 Pgs(1), South 24 Pgs (2) , Coochbehar (2), U.Dianajpur (3), Jalpaiguri (1)

Note : An attempt is made to evaluate nature of association across classes of Students, Teachers and Guardians as emerged during FGDs conducted at schools. NE – Not Easy is an expression detailed up during filed interactions

3.4. Findings on Schools having Students with Linguistic Minority along with Other Students

The team has also visited schools where there has been student population who are from linguistic minority background. They as a whole have come up with few precise critical comments on status of their local languages in academic pursuits.

Santhali : Multilingualism is a barrier before universalization of OI chiki among aspirant students.

Nepali : Lack of adequate reference books in Nepali. Propensity to go for English language schools

Rava: Teachers need special sensitization towards understanding culture, background of tribes who study alongwith other non-tribal students

Urdu: Reference books are not widely available

Special Schools: Team has also visited two special schools meant for students with special ability. Out of sets of observations new approaches applied to communicate with special children as the team observed remained critical to their overall academic performances.

3.5. Common Concerns

There have been common concerns in school – which got reflected among students, teachers and family members alike. These issues have been classified under two categories – within the school, outside the school.

within the school

- student-student interaction
- student-teacher communication
- career prospects for students
- mode of teaching
- level of comfort in school

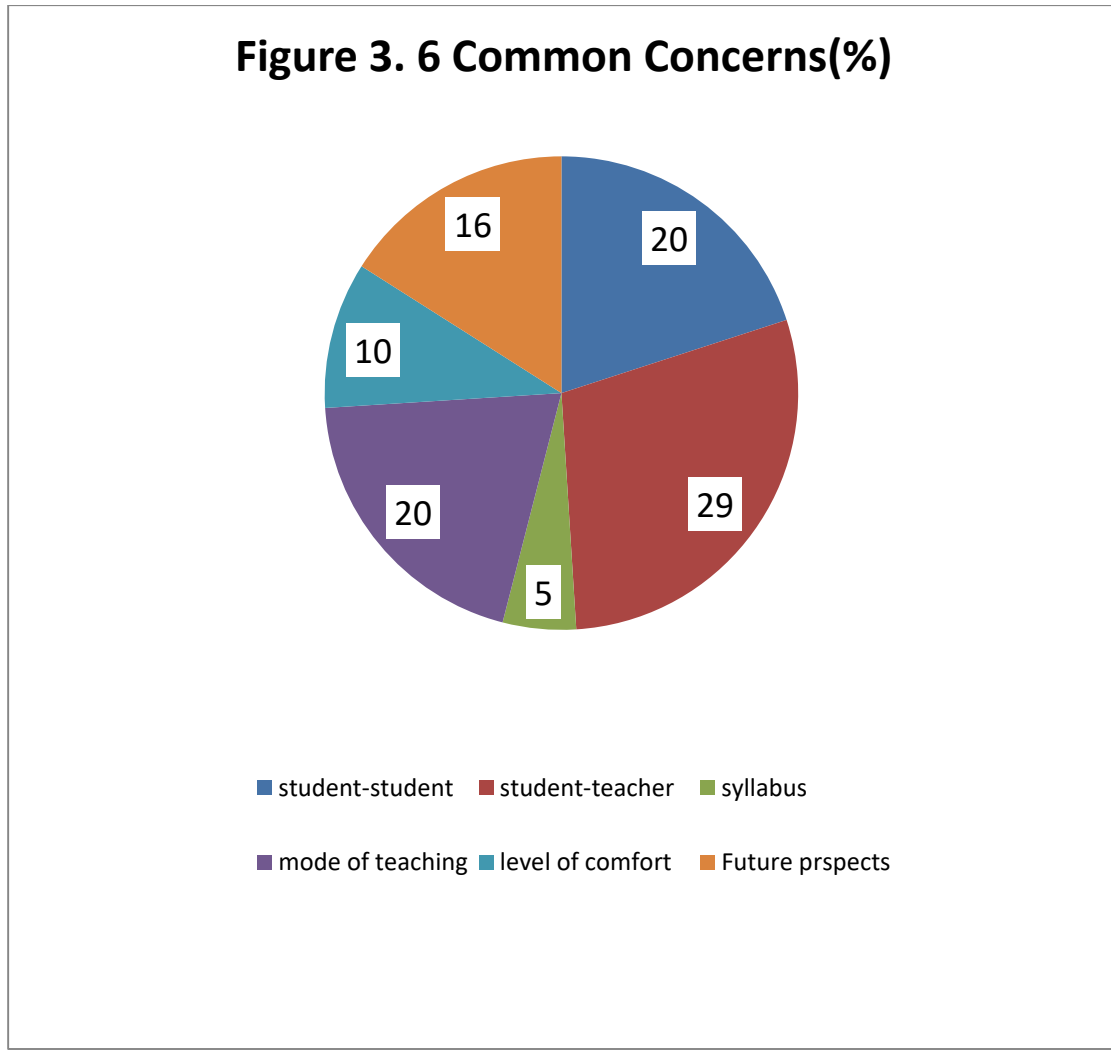
Note : Rural –Urban : Rural schools shown more attachment to schools

Board : Boards shown no significant variation

Type of Medium: No significant variation reported

Gender : Coed schools exhibiting greater weight age for student-student , student-teacher interaction

Figure 3.6 Common Concerns (within the schools)



Student-Student -20, Student-Teacher -29, Syllabus- 5, Mode of Teaching -20, Level of Comfort, Future Prospects

outside the school

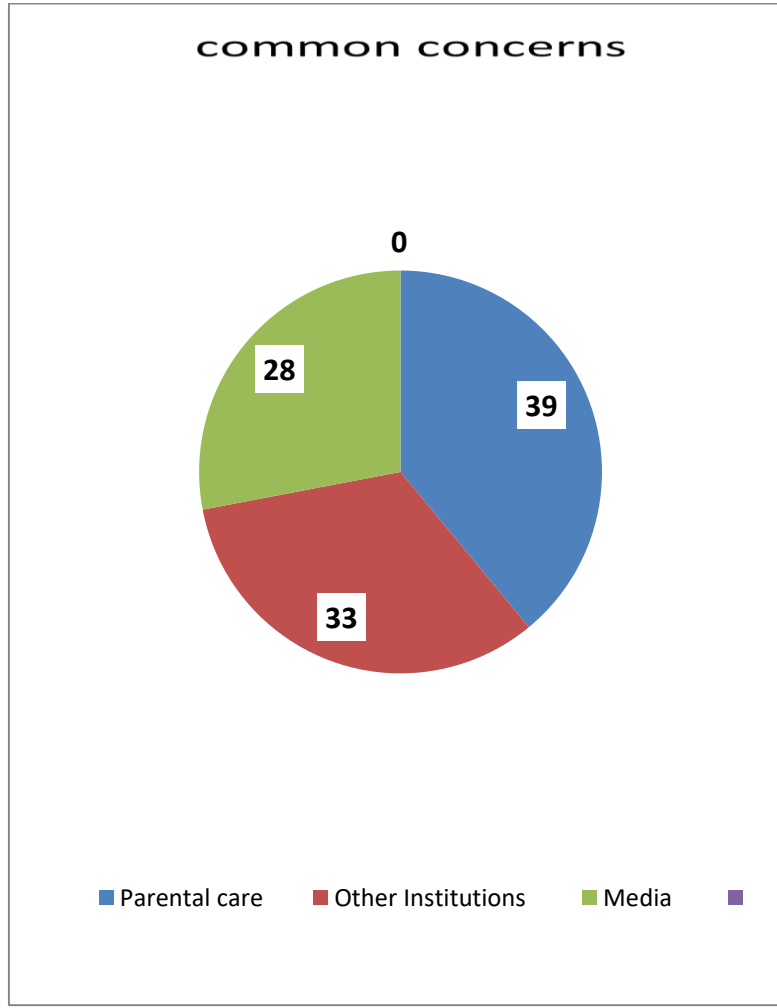
- . parental care
- . other Institutions like additional guidance
- . role of mobile, media

Note : Rural-Urban – parental care poses more challenges in rural locations. Role of other institutions, other co-curricular involvement is more in urban locations
Board : Not much variation is shown

Type of medium : Not much variation

Gender : Coed schools record more usage of media like mobiles, apps, TV

Figure 3.7 Common Concerns outside school (%)



3.6.Views of Head of the Institutions/HoI

(sample views are indicated)

Some of the remarks of Head of the Institutions / Head Master/Head Mistresses are important for future policy planning:

Hol of Nawpara, Rupdaha High School, Nadia is of the opinion that classes of parents belonging to marginalized sections need special orientation on a regular basis.

Hol of Parbelia Colliery High School, Purulia is of the opinion that smart classes, libraries with student friendly books, documents, pictographs could play a vital role in ensuring academic interests among students

Hol of Sri Karunamoyee High School , Cooch Bihar is convinced that parental guidance remain an immensely important factor in planning for future of students of lower rungs of society.

Hol of Rabindranagar School, Siliguri would like to give the onus on teachers as they are to review their own association ship with students to bring in better results

Hol of Behala Sharda Vidyapeeth is of the view that each school needs to chalk out its own welfare approaches for students as socio-economic backgrounds of families vary across regions.

SMCs or School Management Committees though have been in existence in large number of institutions that the team has visited the functioning of SMCs need to be detailed up further in subsequent studies.

3.7 Special Efforts by Institutions in Remote Rural Pockets

Study team have come across several Study and Guidance Centres/Educational Institutions of Students for promoting education (as institutional & individualistic endeavours) in far off locations across districts. A number of them are listed here. In view of lack of adequate resources, support the work of such educational endeavors are worth mentioning.

- Birbhum: Muraroi -1,2 Blocks PATH Education
- Murshidabad : Sagardighi Hajipur Palli Unnayan Samiti
- Malda: Chanchol-1 Khanpur Azad Gram Unnayan Samiti
- North 24 Pgs: Hasnabad : Asha Lata Education Society
- South 24 Pgs: Kultali : Baikunthapur Gram Unnayan Samiti

Note : Contacts of these institutions are available with KEERTIKA

3.8 Researchers' Observations

No	District	Key Observations
i	Jalpaiguri	Coed schools require Counselors/Psychologists specially after Class VIII
ii	Darjeeling	Adolescents students need special session through counseling for career building
iii	Alipurduar	Child abuse at home is rampant – family

		counseling is a need. Orientation for teachers on new syllabus is a need
iv	Cooch behar	Parental guidance remains a vital area, pre – admission counseling too remains important
v	Uttar Dinajpur	Teacher-teacher interactions leave scopes for Betterment
vi	Dakshin Dinajpur	School to look for more effective approaches towards retaining students at secondary , HS levels.
vii	Malda	Skill identification of Students is a need, School to take note of security at school gates during breaks, Tiffin as number of students tend to go away during these periods
viii	Bankura	Students enjoy freedom, toilet situation is poor, drinking water is also a problem
ix	Birbhum	Tendency among students to go away during breaks, Instances of Child marriages are reported
x	Howrah	Mobile phone use among male students Problem of STs among girl students is indicated
xi	Hooghly	Science, Math need to be more lucidly explained
xii	Purba Medinipur	Science, Math –explanations remain a challenge, Little scope for frank discussion with teachers. Instances of Child marriages reported
xiii	Paschim Medinipur	language issues/barriers between school and home

xiv	Nadia	Need for motivation from teachers, scope for career counseling is a need
xv	Murshidabad	Family to support girls during exams, home tasks
xvi	Purba Bardhaman	Smoking and drug addictions among male students is reported
xvii	Paschim Bardhaman	Teachers as a whole are very much friendly with students
xviii	North 24 Pgs	Inability to speak fluent English, inadequate knowledge of career options
xix	South 24 Pgs	Career counseling is a need, teachers are expected to be more attached to students
xx	Purulia	Family need spl orientation to support school education specially during exam times
xxi	Kolkata	Multi-dimensional preoccupations among students is observed and counseling is a felt need
xxii	Jhargram	School environment is student friendly and scopes for free and frank opinions about schools is encouraged by teachers

3.9.Highlights on Remarks of Researchers

In view of wide-ranged observations a number of findings got highlighted by Teachers, Students, Guardians, Head of Institutions and Researchers. Below indicated are those remarks which again taken up for further evaluations at dissemination sessions organized by WBSCPCR – KEERTKA.

- A. Role of Psychologists /Counselors/Other Experts is important to further smoothen the relationship between teachers and students – their families**
- B. Pre-school orientation among parents is a felt need**
- C. Parental guidance too becomes an area**
- D. Exploring scopes for both intra, inter-group association(students, teachers, guardians being separate groups) remains a direction towards building a friendlier atmosphere at schools.**
- E. Career options before students too remained important findings.**

Chapter – IV

Key Concerns and Comments on Field Findings of the Study : Sharing at Two Zonal Dissemination Sessions

4.1 Rationale behind Organizing Two Dissemination Sessions:

The study in question captures such vital components of school education vis-à-vis child rights that it became an obvious approach before research team to share their field exposures with experts from various walks of life. To have a relook at the main aim and approach of this endeavor below indicated are a synoptic view of its context, scope etc.

Aim of this field study is to address holistic development of students at schools in the light of citizenship in society under guidance of a group of experts in addition to class or subject teachers. This pilot research is to address following specific objectives:

- To address character, aptitude building scopes of children in a focused mode
- To facilitate situation specific responsiveness among children
- To involve professionals or Experts like Psychologists, Sociologists into the subject of upbringing of children to present a comprehensive view before child –its families

Apart from FGDs (Focused Group Discussions) and IDIs(In-depth Interviews) at select schools of various types across districts of West Bengal two detailed sharing sessions on field findings have been organized by WBSCPCR-KEERTIKA Study team.

4.2 Brief Details on Sessions:

Accordingly, two zonal events – one for North Bengal and other one for South Bengal were organized to elicit regional flavors of field experiences of surveyors. While a group of teachers took major part in data collection from select schools across districts of North Bengal it is

primarily the Professional Social Workers (MSWs) who remained the main field personnel in case of data collection from schools of South of Bengal.

1. Session at Jalpaiguri on 3rd April'2018

For seven districts of North Bengal a sharing event was arranged in Jalpaiguri at District Magistrate's Office on 3rd April. It was a whole day program attended by key stakeholders who are directly or indirectly associated with school education of North Bengal. In case of the event at Kolkata the discussion meet too was attended by key professionals from all important walks of life.

With inaugural speech by honorable Chairperson of SCPCR Smt. Ananya Chakraborti and Director of KEERTIKA Smt. Sutapa Chakraborty there was a presentation on key field findings on North Bengal districts. Presentation was made by KEERTIKA upon that field experiences have been shared by the investigators engaged at district levels.

Discussions have been organized in such a manner so that elements of unanimity across opinions helped guide us on suggesting right kind of approaches for revisiting the education system at schools towards educating children as responsible citizen. However, suggestions are demonstrative in nature. List of other recommendations and participants are provided in subsequent sections.

It has been a whole day session held at DM's office in Jalpaiguri. Participants have been mainly the school teachers, students, Government Officials like DCPOs, DSWs, functionaries of NGOs working in the field of education and also key Members of WBSCPCR-KEERTIKA Study Team. Around hundred persons were there at this forum, made their valuable comments to the sets of suggestions eventually compiled in the end of this meet.

The session started with a field presentation on findings emerged from districts of North Bengal which was followed by group discussion and presentation on key approaches to be taken up as recommendations.

Key Remarks have been:

- i. Parent-Teachers' meet at schools need to be planned more meaningfully in light of students' overall need like health, habits, hobbies, skills, attitudes and also academic performance in class
- ii. Cultural icons and references for minority groups need to be projected in addition to mainstreamed personalities and occasions

- iii. Lessons specially relevant chapters of science and social science subjects to be taken up in more participatory methods to inculcate elements of sharing, fellow feelings, and learning's from each other

2. Session in Kolkata on 13th June'2018

The second one too continued for the entire day right from morning late afternoon. As happened in North Bengal here in case of South Bengal sharing session also a large number of participants got engaged into deliberations on appropriate approaches towards revisiting education system at school.

Upon salient field findings from districts of South Bengal participants disaggregated into four multi professional groups. To be precise, each group consisted of one Physician, Teacher, Psychologist/Counselor, Lawyer, Government Official, Member from *Madhya Siksha Parshad* and Students in addition to WBCPCR-KEERTIKA Study Team Members.

Key Remarks have been:

- i. Identification of skills/areas of interest (other than curricula based performances) need to be done at early stage of student life in schools
- ii. Some kind of pledge by teachers would be relevant to help them with reminders of their roles.
- iii. Traditional methods of teaching to be complimented with other modes like movies, debates, group work, community interactions, to name few
- iv. Roles of professionals like MSWs, Psychologists, Child Rights Activists, Sociologists, Special Educators are important in school to help teachers reach out to students in better ways.

4.3 Sample Remarks by Participants:

North Bengal Session

Aparna Roy, Teacher SREEMA Academy, Siliguri.

Parent Teacher Meet is very important aspect . It needs to be planned properly. One is to revisit it in the light of student's health, hygiene and hobbies. Beyond academic discussion they need to look at it as a golden opportunity to view students/children's welfare in a combined manner.

Dr. Samsul Alam, Head Teacher, Muraligunj High School, Siliguri

As per learning's of this renowned Hol (Head of Institution) the onus is practically on teachers. He went on to say that the teachers are to look for opportunities where they could build a better relationship with students. It is beyond the class – its about their family and future. Then only the students would respond in an encouraging manner.

Sukalyan Bhattacharya, Head Master, Banarhaat High School, Jalpaiguri

Having worked with both tribal and non-tribal students for years together this Hol is of the opinion that in remote and far-off regions local cultures and traditions are to be respected at school levels as well. Along with Rabindra Jayanti, Durgapuja , EID, Christmas, their own cultural icons need to be portrayed with equal zeal

Ratul Biswas, Child Rights Activist, Alipurduar

Children fall victims to myriad of domestic oppressions – examples are not at all rare across blocks of Alipurduar and Coochbehar School need to be empowered to tackle those vital issues in order to facilitate an welfare path for the students.

Golam Mustafa, Field Investigator, Maldah

Care givers or the guardians are an issue to think through any future policy for children of poor background. That education can really bring wonders in their life which is full of drudgery need to be instilled in them

South Bengal

Dr. Barnali Das, Paediatrician

Value to be an integral component of every curriculum that is presented before students. Even if is not in a pedagogic mode leaning from each other – participatory mode can be tried upon to instill sense of sympathy, sportsmanship, sharing into these young lives.

Dr. Chandrakana Bannerjee, ENT Specialist

As every child is important so is every student. Thus any event organized at schools which is beyond academics needs to be for all students by turns to understand their areas of interest- and scopes for frank expressions

Anurita Mukhopadhyay, Clinical Psychologist.

There are many types of professions like carpentry, masonry, weaving etc. – students need to have exposures to those blue collar job duties as well. It would give them wide understanding of people around us – our society as a whole.

4.4 Revisiting the Key Concerns Emerged at TWO Sessions

Another session organized at WBSCPCR's office in Kolkata on 27th August'2018 to take a solid understanding of major issues emerged at two sharing events indicated above.

Issues Highlighted	Rationale	Common Views
PTM (Parent-Teacher Meet)	It is the only way through which both Teachers and Guardians can meet	Important (action points to be detailed up)
Involvement of Experts	Teachers are likely to be more empowered with support from Experts	Relevant (to be planned adequately)
Areas of Special Interest among Students	Points for motivation for students and clearer image of student before teacher	Important (action points to be specified)
Open Sessions between Teachers and Students	Help build up a relation between teachers and students thus education becomes joyous and encouraging	Relevant (pathway to be determined)
Toilet and Playground/Scopes for Amusement	Impression about school becomes positive and also healthier for every one	Important (to be an important agenda before any educational institution)

These sections need to be looked at from sets of actions of respective stakeholders. One set of sample IEC document has been prepared by the study team which may give directions towards taking steps in this context. However, a full-scale study would be more appropriate to reconfirm on scopes and provisions in a larger context.

4.5 Outcome of Disseminations:

This session on debate cum discussion has in fact given the findings a directional mode based on which the policy managers can address the need of system and scopes therein in a prioritized manner.

Experts view on suggested action points have also been incorporated at the end of Recommendation

Chapter – V

Recommendations on Key Findings -Review on Roles of Existing Stakeholders

5.1 Review on Study Mandate

This study being a policy research in approach has taken all possible measures to get recommendations verified at different sessions. Accordingly it has done two dissemination sessions – one in Jalpaiguri and other being in Kolkata. Besides there have been a number of sharing sessions which as a whole would capture sets of remarks and comments that remained critical to the overall vision of this preliminary study on school education.

The study started with a mandate that it would explore scopes within the system so that availability and access to those sets of resources can be ensured under a planned format to help each child / student to reach its optimum potentials in life.

List of Suggestions and Remarks are aplenty. Every participant present in the meets, has, in fact contributed to core concerns of school education and its wide-ranged suggestions. However, the study team members have listed these comments against respective heads of a pathway envisioned here under the study. The list of possibilities indicated by participants has in a way come up as a box of alternatives and options before the stakeholders. They with a committed mandate on making education as a real right for children can pick and choose from the list as best options relevant for them in order to accomplish the ultimate aim of making good citizens out of school students

Table 5.1: Scopes for Revisiting School Education in Preparing Students as Good Citizens

(sample action points – select stakeholders are indicated within brackets in each category of Mandate in Policy)

Mandate in policy	Manpower available	Methods suggested	Monitoring recommended	Management envisioned
Policy Managers (studies, researches to be used as references)	Teachers	Wall magazine, Class room decoration	Open Session between Teachers & Students on issues that are primarily on family, friends society- their roles	School Management Committees(SMC) to be regularised and functional with a clear mandate
Deptt of School Education (model efforts to be used as evidences)	Psychologist/MSW	Karate, Yoga, Meditation along with regular classes	Opinion Box through which Students can opine on teaching mode, inter-personal issues in school, core facilities , to name some	Guardians' Body/Mothers' Committee to take active part in school management
WBCPCR (sharing sessions on policy decisions)	Career Counsellor/Role Models	Familiarise with great personalities and role models of local importance	Identification of Areas of Interest among students to motivate them in comprehensive manner	Students Body(Monitor/Prefects) to be trained and sensitized about roles to their class mates and educators

UNICEF (sharing sessions on policy decisions)	Guardians	Theatre /drama workshops on social issues	PTM to act as real relationship between Teachers and Student's Family to help students fare well in studies	Non-teaching personnel Unit- to be considered as integral component of school management
Save the Children (highlighting model efforts before policy managers) before policy managers)	Students	Reading and experiences sharing habits with class mates analytical capacities in pupils	Debate & Discussion to promote logical trends, analytical capacities in pupils	Special manpower support if any can be seen as additional resource in school
CRY (references on rights based approaches can be emphasized upon and disseminated at local levels)	Non-teaching Staffs	Community interaction venture	Class Performance – its significance to be conveyed in a regular and friendly manner	Ex- Students' Association – can be taken into account as they mostly remain emotionally attached to well-being of their juniors.
Jayprakash Institute of Social Change (JPISC) (sharing sessions with key stakeholders)	Other Support Persons	Inter-class debate	Joint action plan/tour of teachers and students to inculcate frankness	Head of the Institution (HoI) and Teaching Staffs – periodic meets can be substantiated more with support from experts
Vikramshila Education Resource Society (sharing on unique methods in educational promotion)	Ex-Students	Movie watch	Emergency Planning by both students and teachers in case of any untoward situation	Media -
Model Institutional	SMC Members	Newspaper reading	Any Other	Local Clubs, NGOs, Councillor, Panchayat

Initiatives (sharing with policy managers)				Members
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Note: An attempt is made to capture major scopes and stakeholders relevant under the purview of study, nonetheless, the options covered here are demonstrative in nature. One could think through more avenues to reach targets of ensuring sharper impact of school education on students

Table 5.2 Highlights on Key Remarks at Two Dissemination Events

No	Areas Highlighted for Review at Dissemination I in Jalpaiguri	Observations on Key Recommendations	Areas Highlighted for Review at Dissemination II in Kolkata	Observations on Key Recommendations
1	PTM(Parent – Teacher Meet)	All the participants agreed on this point that PTM to be more holistic in nature and should be beyond academic performance of students	Value based Education	According more weightage to parents under sets of simple guidelines which would help teachers as well to instill values in children
2	Teacher-Student Relationship	Experts like Psychologist, MSWs can orient teachers on better relation building scopes	Areas of Special Interest for Students	Identification of Area of Interest through group sessions, interactive modes
3	Background of Students	Class –In charges need to be aware of a basic family/background profile of students	Awareness about society-social partners in day to day life	Exposures to other professionals specially from Blue Collar jobs like that of Electricians, Plumber, Farmer
4	Role of Parents	Parents in order to execute their roles are to be oriented on sets of guidelines as	Role of Experts in School Education	Empowering Teachers with support from Experts like

		per their levels of understanding		Psychologists, MSWs, Human Rights Professionals
5	Toilet & Playground/Amusement Scopes	School as a whole can own up the responsibility to see its functions, upkeep	Open Session between Teachers & Students	Exploring Alternate modes of education – knowledge of hobbies, aspirations of students may help teachers to orient students on main studies
6.	Any other	To be taken up as per relevance.	Toilet & Playground	Rectifying key infrastructural weaknesses like problems related to toilet facility /drinking water and amusement scopes

Sets of areas as highlighted at two sharing sessions are listed here under Table 5.2. Also narrated are approaches to be adopted for the same. While specifying the core concerns participants upon completion of their group activities did come up with provisions available within system to address those concerns

Out of sets of wide-ranged areas and avenues (as listed under Table 5.1, 5.2) few topics gained more weightages over others. Accordingly, these are captured in view of its' applied approaches as envisaged by participants. This event was organized by WBSCPCR in August to elicit views of experts on strategies to be recommended in this context.

Table 5.3: Confirmation on Prioritized Areas for Intervention

(Steps/ strategies pointed out by participants are also clubbed under section of Suggested Action Areas)

A	B	C	D	E	F
Empowering Teachers with support from Experts like Psychologists, MSWs	Ensuring healthy relation between Teacher and Student through an Open Session	According more weightage to parents, students' family during PTM	Exploring additional modes of education for students	Identification of Area of Interest among Students	Infrastructural issue like Toilet/ Playground to be given more priority

Suggested Action Areas in view of Experts

Teachers training can be substantiated with involvement of Experts	Schools are to organize as per its schedule	Family, their aspirations, limitations are to be on priority during PTM in addition to curricula based results	Movie watching, Newspaper reading and compilation of news, community interaction by students can be fruitful	Group sharing, Interactive methods, listing on likes and dislikes	Teachers, Students and Non-teaching functionaries as a body can oversee its maintenance
PTM to be conducted with support and substantiation from experts	Common body of students and teachers by turns can meet to make Open Session an effective mode of building relationship	School can prepare sets of guiding points for its guardians	Subjects like Math, Science, English, Computer need to be handled in a friendly manner. Concerned Educators may take help from Experts	Open Session as suggested can include exhibition on skills, hobbies of students, teachers, non-teaching staffs	Each class by turns can monitor the maintenance part of toilet, playground, computer lab
Periodic visits by Experts keep them abreast of core concerns at schools	School can invite experts from outside to be a guest at such	Contact Numbers of Class In charges can be with Guardians in case of	Students by and large require breaks in between periods/classes. Thus two breaks of	Showcasing of skills /aptitudes can be on competitive mode	Hol – teaching staff can consider this maintenance as a priority area and exposure visits

	events	emergency, real need	shorter duration may be a suitable one		to other institution can also be of help.
Pvt schools may have Counselor – Most of Govt School are to plan for such manpower support	Every student and teacher is to be planned for such events	Guardians to look forward to PTM as it is about charting a path for future	Study, lessons to be interesting before them.	Attitudes, tendencies among students are to be estimated to have complete profile a student	Core infrastructure like cleanliness, well lit, toilet with adequate supply of water, play ground to be a priority of any educational institution

Table 5.4: Experts who are Consulted on a Regular Basis to Summarize Sets of Action Points.

No	Experts/Professionals	Designation
1	Sati Chowdhury	Retired Govt School Teacher
2	RanuRana	Bank Official
3	Dr. Barnali Das	Pediatrician
4	MohuaBhowmik	Teacher at Special School and Child care Unit
5	AnjanSen Chowdhury	RetiredGovt Official, guided many a underprivileged children reach optimum educational achievements in life
6	JaishankarGopalan	Career Counselor
7	Rakhi Chowdhury	MCA and Software Developer on career path for students
8	Rabi Ray	Retired. NGO Official with success stories in pulling students out from poor academic status to respectable positions
9	AnuritaMukhopadhyay	Clinical Psychologist
10	Dr. ChandrakanaBannerjee	ENT Specialist
11	DipakMidday	In –charge of educational institution at remote location of South 24 Pgs,
12	SutapaPalit	Teacher at St. Francis School, Thakurpukur, Kolkata

Note : Number of people who are consulted on this exercise are beyond this list. References of those opinions, cases are mentioned in chapters wherever they seem relevant. The people mentioned in this list have exhibited keen interest in this endeavor and also possess relevant learning's on school education

A number of experts (listed under Table 5.4) have taken part in periodic meets held during entire study duration and as a result they have developed solid understanding about goal and objectives of this study. Besides, there are other professionals who based on their rich experiences have given valuable suggestions to help review few core areas of school education.

5.2 Ways Forward

Upon completion of this study which is a preliminary exercise or a pilot study one can hope for main or subsequent study that would cover core concerns in a more intensive manner.

Table 5.5 Issues Relevant for Further Explorations in Main Study

Areas	Findings	Comments of Experts
Role of caregivers	Parents – its socio-economic background vary considerably	Planning on training and necessary guidelines for guardians is a need
Hands on Experiences (with special reference to science and social studies subjects)	Students in general have expressed interests in field based, experimental learnings	Unique local skills, community interactions, situation specific responsiveness in students can be evaluated through such endeavors
Multi-professional Team for Student	Students as a whole exhibit multi-faceted aptitudes	A team of teachers with support of experts would be ideal to address holistic needs of students
Open Sessions between Teacher Students	Students and Teachers both indicate on more qualitative interactions with each other	Large scale Focused Group Discussions (FGDs) among Teachers and Students would throw light on nature of such sessions – its management
Application of Studies/ Researches by Policy	Study, research based findings have ample scopes to help	An inter-institution group may be formed to orient senior management across lineDepartments of

Management	review existing policies on education	Government Corporate, NGOs and Peoples' Representatives on key findings of relevant studies, models and initiatives on education.
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- v. **Karmakar J (2016) ASSESSING THE ENROLLMENT AND PRIMARY EDUCATIONAL INFRASTRUCTURE OF RURAL WEST BENGAL, INDIA: A DISTRICT LEVEL ANALYSIS, Journal of South Asian Studies, Vol4, No.3**
- vi. S. Samdekar (2017) An Analysis of Education System of India , *Linked in*.

Besides , reference support is received from a number of newspaper reporting, data, documents and communications which are mentioned as per relevance.

Annexure

1. Study Tools on Stakeholder/Institution

Focused Group Discussions/FGDs of Group of Students *with reference to the vision of this study*

DATE

About the School:

Name of the School:

Address:

Name of the Teacher in –Charge, Head Mistress, Head Master, Principal: (with Contact No)

Board

Medium

Type (Co-educational /Single Gender)

Total No of Students

Total No of Teachers

Non-teaching Staff

Other Support Staff

School Management Committee (Yes/No – Functional/Non-functional)

Name of the Moderator/Facilitator of the Discussion:

Profile of Students

No	Name of Group Members	Class /Standard	Familial Support (economic, social, special factor)	Commutati on Issues (time taken, transportation cost, seasonal hazards)	Favorit e Subject	Issues of Special Interest in School (Outdoor/Indoor games, Library, Canteen, Extra-curricular work, Favorite Teacher, Subject, Class - mates, any other)
1						
2						
3						
4						
5						
6						

Discussion Points

Feelings about the School - Cordial /Casual/Negative (brief narration on factors with) reference to studies, teachers, friends, drinking water, toilet, playground, library, cleanliness, discipline, others)

Class Environment – Comfortable/ Okay/ Uncomfortable (brief narration on factors)

Course Curricula – Interesting/Boring/Both/Any Other (specification on subjects)

Teaching Methods – Simple & Lucid/Vague & Abstract/Both/Any other Issue (subject wise brief)

Options available beyond Academics- Extra-curricular activities/ Games/Group Work/Patronage of special Faculty (brief on the options)

Communication with Teacher- Easy/Difficult/Both/Any other (specification on teachers)

Behavior of Class mates – Friendly/Hostile/Okay/Not Satisfactory/Any other

Attitudes of Non-teaching Staffs at the Schools- Friendly/Hostile/Okay/Not Satisfactory/Any other

Cases of Difficult Situations with reference to Academic load,

Expectations from Guardians,

Peer Pressure, Family Issues,

Scopes for Career Counseling,

Scopes of Entertainment,

Freedom of Expression in School, Home

Safety Issues at School

Observations, Expectations

Researcher's Observations:

Focused Group Discussions/FGDs of Group of Family Members *with reference to the vision of this study*

Date:

About the School

Name of the School:

Address:

Name of the Teacher in –Charge, Head Mistress, Head Master, Principal: (with Contact No)

Board

Medium

Type (Co-educational /Single Gender)

Total No of Students

Total No of Teachers

Non-teaching Staff

Other Support Staff

School Management Committee (Yes/No – Functional/Non-functional)

Name of the Moderator/Facilitator of the Discussion:

Profile of Family Members

No	Name of Group Members	Class /Standard of their Children	Educational Qualification & Family Income (Illiterate, Non-Matric/Equivalent, Matric/Equivalent, Matric/Equivalent & Above)	Family Support to Children (Economic, Social, Special care)	Commutation Issues before Guardians (time taken, transportation cost, seasonal hazards)	Expectations from Children (career wise, income support, family support, emotional support, others)	Experiences about School and Future Prospects of their Children (active role, not satisfactory, satisfactory, any other)
1							
2							
3							
4							
5							
6							

Discussion Points:

Feelings about the School, - Cordial /Casual/Negative (brief narration on factors with reference to studies, syllabus, teachers, drinking water, toilet, playground, library, cleanliness, discipline, others)

Teaching Methods- Simple & Lucid/Vague & Abstract/Both/Any other Issue (subject wise brief)

Options available beyond Academics- Extra-curricular activities/ Games/Group Work/Patronage of special Faculty (brief on the options)

Communication with Teachers- Easy/Difficult/Both/Any other (specification on teachers)

Communication with Administration of School - Friendly/Hostile/Okay/Not Satisfactory/Any other

Communication with Other Parents- Friendly/Hostile/Okay/Not Satisfactory/Any other

Cases of Difficult Situations with reference to Academic load,

Expectations from Teachers

Peer Pressure,

Family Issues

Scopes for Career Counseling

Scopes of Entertainment

Freedom of Expression in School

Safety Issues for Students at School

Observations, Expectations, Recommendations

Researcher's Observations:

Focused Group Discussions/FGDs of Group of Teachers *with reference to the vision of this study*

Date:

About the School

Name of the School:

Address:

Name of the Teacher in –Charge, Head Mistress, Head Master, Principal: (with Contact No)

Board

Medium

Type (Co-educational /Single Gender)

Total No of Students

Total No of Teachers

Non-teaching Staff

Other Support Staff

School Management Committee (Yes/No – Functional/Non-functional)

Name of the Moderator/Facilitator of the Discussion:

Profile of Teachers

No	Name of Group Members	Subjects taught	Familial Support	Commuta tion Issues	Special Orientation for the Profession	Any Other Point
1						
2						
3						
4						
5						
6						

Discussion Points

Feelings about the Students - Cordial /Casual/Negative (brief narration on factors with reference to course, students, colleagues, drinking water, toilet, cleanliness, discipline, others)

Class Environment – Manageable/Okay/Unmanageable (brief narration on factors)

Course Curricula- Interesting/Boring/Both/Any Other (specification on subjects)

Teaching Methods - Simple & Lucid/Vague & Abstract/Both/Any other Issue (subject wise brief)

Support from Colleague - Friendly/Hostile/Okay/Not Satisfactory/Any other

Support from Non-teaching Staffs, Administration - Friendly/Hostile/Okay/Not Satisfactory/Any other

**Communication with Parents/Guardians – Regular/Irregular/Negligible
Special Staffs at School - Yes/No**

Cases of Difficult Situations with reference to Academic load,

Cases of Special Students

Expectations from Guardians,

Family Issues,

Media Intervention /Community Involvement in any Untoward Incident

Observations, Expectations

Researcher's Observations:

Head of the Institution

NAME:

QUALIFICATION:

EXPERIENCE:

Name of the School :

Address:

Name of the Teacher in –Charge, Head Mistress, Head Master, Principal: (with Contact No)

Board

Medium

Type (Co-educational /Single Gender)

Total No of Students

Total No of Teachers

Non-teaching Staff

Other Support Staff

School Management Committee (Yes/No – Functional/Non-functional)

Approaches of the Institution in Guiding a Child/Student to be an Ideal Citizen

Major Limitations in Reaching the Targets

Role of Other Institutions & Individuals in Students' Life

Plans for Reviewing the Existing Roles in Fulfilling Mission

2. Sample IEC Documents

Stakeholder : Policy Management

Data Support to WBCPCR

Need :

Data by various enumerating institutions do throw up reminders on the present status of a situation. Thus it is important for an institution like WBSCPCR to monitor critical areas of education, health, nutrition and other entitlement aspects of children

Demonstration :

Below indicated are some of the data details by lead data enumerating agencies.

Methods of Sharing :

A constant communication with line Deptts may be arranged to optimize on its strength towards implementing evidence based priorities on child rights

Directions Ahead

Data give both directions at macro level and help ... at local levels and it is always handy to use data and take steps accordingly. An element of responsiveness will be generated upon usage of data and documents on a regular basis.

A Demonstrative List of Data Sources

- i. Census, 2011
- ii. Annual Health Survey , 2017
- iii. DLHS -1, 2, 3, 4, 2014
- iv. NFHS-, 1, 2, 3, 4, 2015-6
- v. SRS – 2014
- vii. NSSO , 2018
- Children in India – A Statistical Appraisal ,MoSPI, 2018*
- viii. SCRB
- ix. NCLP
- x. NCPCR Reports

List of Movies as Part of Learning Process

Stakeholder : School Authority

Context :

A number of movies have been filmed on the eternal relation of students and teachers across English, Hindi and Bengali versions alike. A demonstrative list is given as per themes.

Student-Teacher Relation

English	Hindi	Bengali
To Sir with Love	Parichoy	Paribartan
	Hichki	Jay Jayanti

Friendship /Fraternity

English	Hindi	Bengali
Stand by Me	Dosti	LaluBhulu

Social Connect

English	Hindi	Bengali
Raising Isaiah	Tare Zamin Par	Ramdhanu
	Nanha Farishta	Haami

Objective:

To inculcate a sense of understanding about roles as students, as classmate, as companion as a citizen

Methods:

Students and teachers need to see it to be followed by a discussion among students and teachers

Expected Outcome:

This will inculcate a stronger bonding among students and teachers and in a combined way help them explore more values into environment they all belong to.

Media Watch

Stakeholder : School Authority

Significance

Every school across the Board of Administration and geographical locations are encouraged to collate and communicate amongst school functionaries about various social, educational and other legal aspects that are associated with school as a whole and students in particular

Objective :

To update teachers and school management about various methods been applied in education sector and adopt as per their relevance

Methods :

Teachers by turn would be in charge of this collation process and sharing session can be arranged

Type of Media	Bengali	Hindi	English	Nepali/Urdu/Santhali
Newspaper				
TV				
Radio				
Mobile/Net				

Expected Results :

Teaching community, school administration as a whole will be on the same level with regular updation and sharing through media coverage on education related policies thus facilitating more planned roles towards future of students as good citizen.

Model Initiatives at Remote Locations

Stakeholder : Policy Management

Reference

This initiative will help review the existing education system at school and add values to them as per local relevance. A demonstrative list of such initiatives is under preparation.

District	Initiatives	Observations
1. Alipurduar		
2. Bankura		
3. Paschim Bardhaman		
4. Purba Bardhaman		
5. Birbhum	Path Education	Institutional Effort in Enriching Life through Education
6. Cooch Bihar		
7. Darjeeling		
8. Uttar Dinajpur		
9. Dakshin Dinajpur		
10. Hooghly		
11. Howrah		
12. Jalpaiguri		
13. Jhargram		
14. Kolkata		
15. Malda	Khanpur Azad Gram Unnayan Samiti	Institutional Effort in Enriching Life through Education
16. Paschim Medinipur		
17. Purba Medinipur		
18. Murshidabad	Hajipur Palli Unnayan Samiti	Institutional Effort in Enriching Life through Education
19. Nadia		
20. North 24 Parganas	Hasnabad , ASHA Nursery Centre	Individual Effort in Protecting Children by Imparting Education & Knowledge
21. South 24 Parganas	Baikunthapur Palli Unnayan School	Institutional Effort in Enriching Life through Education & Related Support
22. Purulia		

A look and exploration into these kinds of endeavours would show tremendous motivation at grass roots by groups of people which may act as replicable models for many a schools, teachers.

Outcome :

Local pledges and promises ...packaged as an institution can as well be role models for many institutions who may not face tough challenges and adversities like them in remote regions of Bengal.

Open Mike

Stakeholder: School Authority

Need :

Majority of educational institutions do make plans to improve upon their performances. Accordingly, the efforts are also on across locations to strengthen relationship between students and teachers.

Examples,

<https://education.cu-portland.edu/blog/classroom-resources/5-interactive-teaching-styles-2/>

<http://citl.illinois.edu/citl-101/teaching-learning/resources/classroom-environment/motivating-students>

Pratichi Trust – Poranor Anandey

Aim:

To inculcate openness in teaching modes so that the academic aspect becomes enjoyable before pupils

Methods:

It is up to the school to decide. In view of a broad spectrum they are to manage their own modes and ensure stronger bonding among teachers and taught.

Ways Forward:

This very interactive session in presence of another professional having sincere orientation on child welfare may give directions towards future planning into student-teacher relationship.

Action Points for Implementation

Monthly session on Open Mike can be arranged at class levels where all students by turns are to select agenda for discussion and debate. Aim in life, Hobby, New Learning's about any event, personalities, for examples, can be taken up for discussions.

List of Literature on Child Education Policy

Stakeholder : Policy Management

Background:

Teaching is like building the society. Thus it is important to have model references on child education before schools, teachers and other line departments.

Objective:

To orient stakeholders on a regular basis about their roles towards child education.

Methods:

Kind of software /App may be a basis to such overall orientation so that a regular reminder is accorded to wide-ranged stakeholders about their respective roles. A synoptic view on such select documents will be provided to WBSCPCR to align with research based findings

Examples:

<https://data.unicef.org/topic/early-childhood-development/home-environment/>

<https://www.kumon.co.uk/blog/creating-a-reading-friendly-environment-at-home/>

https://cfsc.niua.org/sites/default/files/Indicators_for_CHIId_friendly_Local_Development-I_CHILD.pdf

<http://www.almamaterschool.ac.in/about-alma-mater.html>

<https://www.businesstoday.in/opinion/columns/mhrd-school-assessment->

Expected Outcome:

Wide ranged institutions would see this opportunity to address child education as a subject of common social goal.

PTM – A Review

School Authority & Caregivers

Need:

Parent teacher meet (PTM) remains one and possibly the only way to maintain communication by schools with the guardians of pupil. As parents have considerable variations across social, economic parameters – more planning needs to be done while conducting a PTM

Objective:

To use PTM as a joint approach of both for guardians, Other Institutions and schools in preparing a child for future.

Examples:

Schools across state have exhibited planning and analyses about this important method of communication between school administration and care givers of children.

Methods:

(sample findings are captured)

<https://parents.education.govt.nz/primary-school/learning-and-development-at-home/parent-teacher-meetings/>

<http://www.colorincolorado.org/article/tips-successful-parent-teacher-conferences-your-childs-school>

Expected Outcome:

parents would be more aware of their own roles vis-à-vis the part being played by their counterparts – the schools, teachers and other institutions

Raising a Child for Future

Stakeholder : Caregivers

Need:

Families in India are as varied as its languages, culture and food habits. This variation is more marked across its social and economic determinants. Thus in light of a mainstreamed education cum life enrichment process families by and large cannot respond in an equal manner leaving ample blanks to be filled in by additional approaches from policies. It is in this context that a need is felt to evaluate levels of child friendliness at home in order to understand the reciprocal role of families, the care givers alongwith schools in raising a child to its optimum potentials.

We are a new parent and even though we have a bachelor's degree from India, we do not have a particular education in child care. Just because we have a degree, it does not mean it is a degree on how to take care of a child."

A Parent

I always prefer education for the parents, from the beginning to the end. From pregnancy, some don't know when to go to the doctor, and after birth, when to go to the hospital or the doctor. So we need education from the beginning to the end.

A Father

Methods:

Variation in raising children across families can be measured

Sets of guidelines followed at school, ICDS and health services level can be evaluated. Estimation on: Activities of Child/Student – Role of care Institutions can be done against following time points:

Pre-School Period

Availability of Learning objects like Books, Toys
Access to Play or Interactions with friends/associations
Left or unattended for certain span of time

School Going Period

Attendance in school
Responses/Performances in school
Interactions with Peers

Any Special issue

Cases:

In case of special cases with details on regular, planned interactions between care givers and various development institutions are to be audited in depth.

Guidelines

(examples) http://cfsc.niua.org/sites/default/files/Indicators_for_CHIld_friendly_Local_Devel

<https://data.unicef.org/topic/early-childhood-development/home-environment/>

<https://www.kumon.co.uk/blog/creating-a-reading-friendly-environment-at-home/>

To Expect:

School education, parental guidance to be in tune with each other to keep a common aim before children or students

Formatted guidelines (in view of mutual monitoring from stakes) both for care givers and teachers with lucid interpretation may be planned to have a holistic view about future of children

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15	RANJAN LAHIRI	KEERTIKA
16	PRATISHTHA SENGUPTA	KEERTIKA
17	DIPANKAR DEY	KEERTIKA
18	SUNITA KAR	KEERTIKA
19	SWATI SENGUPTA	KEERTIKA
20	BELA DEY	KEERTIKA
21	SHIBANI DASGUPTA	KEERTIKA

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49	DR. SAMUL ALAM	HM
50	SUKALYAN BHATTACHARYA	HM
51	ANJAN DAY BHATTACHARYA	TEACHER
52	SWARNALI MUKHERJEE	TEACHER
53	PRADIP KUMAR MAHATO	TEACHER
54	BABUN DAS	TEACHER
55	SWATI SANYAL	TEACHER
56	DURBA BRAHMA(DUTTA)	TEACHER
57	TANUSREE CHATERJEE	TEACHER
58	DEEPA BHATTACHARJEE	TEACHER
59	DR. DURBA BRAHMA	TEACHER
60	BARSHA BARMAN	STUDENT
61	MEHEBOOB ALOM	SUTDENT
62	TANMAY BARMAN	SUTDENT
63	ANKUSHA RAHA	STUDENT
64	MADHUMITA RAY	STUDENT
65	PROTIM GHOSH	STUDENT
66	DIPTONGSHU DAS	STUDENT
67	BARSHA BARMAN	STUDENT
68	SAYANTAN GHOSH	STUDENT
69	SAYANDEEP BISWAS	STUDENT
70	ANUBRATA GHOSH	STUDENT
71	URMI CHAKRABORTY	STUDENT
72	Mr SUBIR	UTTARMIN NEWS
73	PARTHA CHOWDHURY	NEWS TIME
74	RAJDEEP MANDAL	ABP ANANDA
75	PRITHISH KARMAKAR	DPGBS NGO

76	DR. NILOTPOL SARMA	JAN SHIKHAN SANSTHAN
77	ANIRBAN ROY	ABP ANANDA
78	ABHIJIT BOSE	DAINIK BAZAAR PRESS
79	BIPLAB BASAK	PRESS: TELEGRAPH
80	DIBENDU SINHA	UTTARER SANGBAD PRESS JALPAIGURI

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BELA DEY	BEHALA KEERTIKA
SUNITA KAR	BEHALA KEERTIKA
SWATI SENGUPTA	BEHALA KEERTIKA
RANJAN LAHIRI	BEHALA KEERTIKA
APARNA DUTTA GUPTA	BEHALA KEERTIKA
SUDESHNA GHOSH	KEERTIKA CONSALTENT
PRATISHTHA SENGUPTA	CONSULTANT KEERTIKA
SUCHETA CHOWDHURY	KEERTIKA
AYUSHI KAR	KEERTIKA intern
MALLIKA MONDAL	RESIDENTOF KEERTIKA HOME
NUPUR SING	KEERTIKA HOME
PRETI KARMAKER	KEERTIKA HOME
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ARPITA RAYCHOWDHURY	DCPU – South 24 parganas
BAKIBILLA MOLLA	DCPU 24PGS (S)
PBITRA MONDAL	DCPU (S)24 PGS
ANJAN DUTTA	DCPU MURSHIDABAD
SUMIT CHAKRABORTY	DSWO 24Pgs (south)
PANKAJ DAS	DCPU-S24PGS
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AVEEK MAJUMDAR	CHAIRMAN, EXPERT COMMITTEE SCHOOL EDUCATION. GOVT OF WB
PURENDU KUMAR POURANIK	DSWO,Purba Medinipur
SARADA GIRI	DCPO, DCPU (Purba Medinipur)
KALIPADA BAR	DCPU MEDINIPUR
SUPARNA BAYEN	SOCAL WORKER DCPU, HOOGHLY
SUBHADEP NASKAR	ORW of DCPU, South 24 parganas
ANINDA DAS	DCPO NADIA
PARTHA SARATHI MANDAL	DCPO,BANKURA
Mr BAIDYA	DCPU, 24PGS(S)
G. JAI SHANKAR	CINI
RAKHI CHOWDHURY	COUNSELOR
PUTUL DAS	DRCS/SAVE THE CHILDREN
ASHA MONDAL	DRCS/SAVE THE CHILDREN
FATIMA BIBI	DRCS/SAVE THE CHILDREN
JHUMA MANDAL	DRCS/SAVE THE CHILDREN
CHIRA RANJAN PAUL	WBEN
SURJA KANTA DAS	DRCS/SAVE THE CHILDREN
SOVAN LAL PAL	P.O.(NIC)
DEBJANI ROY	DRCS
NAREN SARDER	DRCS
G. JAI SHANKAR SUBHAM DAS	CINI
PUTUL DAS	DRCS/SAVE THE CHILDREN
ALPONA BANIN	DRCS

SATYA GOPAL DEY	VIKRAMSHILA EDUCATION RESOURCE SOCIETY
ASHIS ROY	SAVE THE CHILDREN
RAM PRASAD DAS	DRCS
RANITA ROY	VIKRAMSHILA EDUCATION RESOURCE SOCIETY
AVIJIT DAS	NGO
GOLAM MOSTAFA	SURVEYOR
DIPAK MIDDE	SURVEYOR
SHIBABRATA MAITY	SURVEYOR
TAPASI SAU	SURVEYOR
RIMA ADITYA	SURVEYOR
SAHELI MITRA	SURVEYOR
TIRTHENDU PRADHAN	TEACHER
MUKTA KUSARI	TEACHER
SONALI DEBNATH	TEACHER
DOROTHY MUKHERJEE	TEACHER
BASHIRUL ISLAM CHOWDHURY	STUDENT
RAJARSHI BOSE	STUDENT
MD. SOHAIL	STUDENT
TAUHID HASAN CHOWDHURY	STUDENT

ARIJIT KAR	STUDENT
BINA DAS	DRCS (PARTICIPATED AS GUARDIANS)
RUPA BISWAS	DRCS (PARTICIPATED AS GUARDIANS)
RUPALI AICH	DRCS (PARTICIPATED AS GUARDIANS)
SHIBANI NASKAR	DRCS (PARTICIPATED AS GUARDIANS)
NILIMA MAJHI	KEERTIKA (PARTICIPATED AS GUARDIANS)
SHAMBHU MAJHI	KEERTIKA (PARTICIPATED AS GUARDIANS)
SWAPNA HALDER	PARENTS OF THE RESIDENT OF KEERTIKA HOME
ANJALI MONDOL	PARENTS OF THE RESIDENT OF KEERTIKA HOME
MONALISHA DARBAR	PARENTS OF THE RESIDENT OF KEERTIKA HOME
KRISHNA GAYEN	PARENTS OF THE RESIDENT OF KEERTIKA HOME
SUBIR SEN	ADVOCATE
ARINDAM BHATTACHERJEE	ADVOCATE
SOUVEEK SAHA	ADVOCATE
SANKARSAN ROY	ADVOCATE
DR. CHANDRAKANA BANERJEE	DOCTOR
DR. B. DAS GHOSH	DOCTOR
SOMALI MUKHERJEE	SINGER