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PART I—Orders and Notifications by the Governor of West Bengal, the High Court, Government Treasury, etc.

GOVERNMENT OF WEST BENGAL
HIGHER EDUCATION DEPARTMENT
BIKASH BHABAN, 6TH FLOOR, SALT LAKE
KOLKATA-700091

No. 907-Edn(U)/HED-12016(99)/15/2023-UNV SEC-Dept. of HE

Date: 05.09.2023

NOTIFICATION

Whereas, the State Government has been considering the need of revamping its existing education system starting from pre-primary to higher education level in the State of West Bengal to ensure higher standard of education to all students, with particular focus on marginalized, disadvantaged and under-represented groups;

And whereas, the State Government, for this purpose constituted an Expert Committee comprising of eminent educationists vide this Department No. 291-HED-12016(99)/74/2022 dated-07/04/2022;

And whereas, the said Committee, after due deliberation and in consultation with stakeholders including study of education policies at State and National level, has submitted its recommendations to the State Government;

And whereas, the State Government in Higher Education Department has finalised the draft State Education Policy, 2023 based on the recommendations of the Expert Committee;

And whereas, the said draft policy was cleared by the Law Department vide their U.O No. 159 of 2023 dated-24/05/2023 and has concurrence of the Finance Department vide their U.O No Group-B/2023-24/0076 dated-02/08/2023;

And whereas, the State Cabinet has approved the State Education Policy, 2023 in its meeting dated-07/08/2023 and approved the notification of the same vide No. 728 dated-10/08/2023;

Now, therefore, in consideration of all the above, the State Education Policy, 2023 is hereby notified, as appended with this Notification with immediate effect.

By order of the Governor,

JAYDIP MUKHOPADHYAY
Senior Special Secretary to the Government of West Bengal

STATE EDUCATION POLICY 2023



Department of
School Education

Department of
Higher Education

G O V E R N M E N T O F W E S T B E N G A L



STATE EDUCATION POLICY 2023



Department of School Education
Department of Higher Education

G O V E R N M E N T O F W E S T B E N G A L



P R E A M B L E

West Bengal has played an initiating role in developing the modern education system in India, thanks to the Bengal Renaissance and the nineteenth-century social reform movement. Some of the forerunners associated with the introduction of modern education in India such as Raja Rammohan Roy, Ishwar Chandra Vidyasagar, and Rabindranath Tagore, were from Bengal. Many of the pioneering modern schools and colleges of the country were established in Kolkata: Hindu School, and Hindu College (later Presidency College) founded in 1817, Bethune School for Girls established in 1849, Bethune College for girls set up in 1879, to name a few. The Calcutta Medical College, the oldest medical college of the country and the first modern medical institution east of the Suez, was founded in 1835; the University of Calcutta, the first multi-disciplinary modern university in South Asia, was established in 1857. In the wake of the national movement and the nation-building process in independent India, Bengal contributed most to the development of national education. Tagore's Visva-Bharati, Jadavpur University – descended from the National Council of Education which came into existence in the wake of the Swadeshi movement – the country's first management institute (IISWBM), the nation's first IIT (IIT Kharagpur), and the first IIM of the country (IIM Kolkata) are pointers to the fact.

In the present globalised economy, the notion of education both at school and higher education has witnessed a significant transformation. Furthermore, the Covid-19 pandemic resulted in a paradigmatic shift in our education system in a manner not witnessed in recent history. It is imperative that the education system of West Bengal keeps pace with the changing times and remains flexible so that it can adapt itself to the changing needs and expectations of over three crores of school and college-going children and youth.

In a diverse and pluralist country like ours, heterogeneity of thought in all walks of life, especially education, is essential for progress. This is particularly required when the teaching-learning process in our pluralist country differs from state

to state and approaches to the pursuit of knowledge vary from region to region, whether in school or in higher education. Any reform in the structure of education in a country like India should give due cognizance to the federal spirit of the country's constitution to avoid over-centralization. The State Education Policy is being formulated in this context by examining policy documents available at National and State level including the State of Kerala, Maharashtra and UGC guidelines.

In our fast-changing world, the necessities and aspirations of society require to be reviewed at reasonable intervals. Accordingly, the present vision for education in West Bengal is being envisaged for the next 13 years, i.e. up to 2035 after which the Policy can be revisited. This will enable Bengal to have an Education Policy which will retain contemporary relevance, along with specific goals.

The present Education Policy aims to provide the children and youth with access to a high-quality education that will equip them with the knowledge, skills and behaviours that are required not only to enable them to succeed in life, but also to make them critical and constructive citizens of the country. In tune with the demands of the time, the Policy Document suggests the development of a linkage between vocational and mainstream education and the promotion of industry-academia partnership. The aim of the state is to promote excellence and equity in the realm of education. The Policy is based on the principle of inclusive education, which aims to bring all children and youth within the ambit of the education system, regardless of their social background. It is a responsibility of the society to ensure that all children have equal opportunities to learn and develop their potential to the fullest.

The state of West Bengal did not have an education policy document till the present one. Despite its absence, the educational institutes in the state have been able to introduce a holistic teaching-learning process. The state's excellence in school education is attested to by its improved performance in the National Achievement Survey (NAS) and increase in the Gross

Enrolment Ratio (GER) especially of girl students, while in higher education, the state's achievement is demonstrated by the doubling of the institutional density (per sq.km.) and female enrolment in the last ten years, and the consistently high ranks accorded to state universities by the National Institution Ranking Framework and international bodies. To take the present standard of excellence forward, it would be prudent to have a well-defined education policy to serve the learners in a synergistic manner - from the Anganwadi centres, pre-school and school levels to the higher education segment.

As social capital, quality education carries an intrinsic value to prepare our citizens to constructively participate in the process to attain the UN Sustainable Development Goals and build a more equitable, better and prosperous society. The present Policy Document needs to be viewed in the perspective of this transformative power of education.

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F O R E W O R D

The State Government constituted a Committee vide G.O. No. 291-HED-12016(99)/74/2022 dated 07.04.2022 to examine the current status and steps taken by other States post notification of the National Education Policy (NEP), 2020 keeping in mind the interest of the education and future of the students of the State. The undersigned, the Member Coordinator, on behalf of all the distinguished members of the Committee, would like to express heartfelt thankfulness to the Government of West Bengal for giving the Committee the opportunity to draft the present Report.

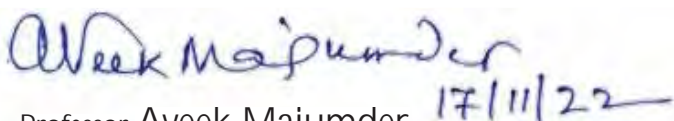
The Committee would like to state that the Report on the draft West Bengal State Education Policy is now being submitted to the Government of West Bengal for consideration and adoption. The Recommendations in the State Education Policy may be implemented in phased manner. The Draft West Bengal State Education Policy has been prepared keeping in mind the need to ensure attaining new heights of academic excellence within a timeframe of 13 years i.e. 2035.

While preparing this report, the Committee had consulted with the various stakeholders in the education sector, including the stakeholders in the Government. The Committee also deliberated upon all relevant documents concerning recent thoughts on School and Higher Education both at National and State levels, especially the New Education Policy of the Government of India, 2020, and the Report of the Task Force for implementation of National Education Policy 2020 in Maharashtra and the Report on the National Education Policy 2020 from Kerala. The Committee, also consulted the Reports of earlier Education Commissions both at the National and State levels. The present Report has been prepared with active participation and suggestions from Professor Suranjan Das, Vice-Chancellor, Jadavpur University, Professor Nrisinga Prasad Bhaduri, Educationist, and Chairman, Governing Body of Netaji Institute for Asian Studies, Professor Dhruvajyoti Chattopadhyay, Vice-Chancellor, Sister Nivedita University, Professor Saikat Maitra, Vice-Chancellor, Moulana Abul Kalam

Azad University of Technology, West Bengal and Dr. Chiranjib Bhattacharya, Chairman, West Bengal Council of Higher Secondary Education. The Committee was also very fortunate in receiving valuable comments on the New Education Policy, 2020 from Professor Sugata Bose, Gardiner Professor, Harvard University, USA, which considerably helped the Committee to refine its recommendations for The West Bengal State Education Policy. My heartfelt gratitude to UNICEF, West Bengal for their deep engagement, and close and continuous support during the development, revision and finalization of this Report.

The Committee would also like to thank the officers of the School and Higher Education Departments, Government of West Bengal for providing the necessary secretarial assistance. The Government of West Bengal may consider the adoption of the draft West Bengal State Education Policy and constitute an Empowered Committee to guide and oversee the implementation of the recommendations and suggestions offered in the West Bengal State Education Policy.

With Warm Regards,

Handwritten signature of Aweek Majumder in blue ink, with the date 17/11/22 written below it.

Professor Aweek Majumder
Member Coordinator of the Committee



Department of School Education
Department of Higher Education

G O V E R N M E N T O F W E S T B E N G A L



EXECUTIVE SUMMARY

In preparing the present State Education Policy document the Committee consulted various available education policies including the reports on NEP 2020 recently published by the Kerala and Maharashtra governments, other relevant reports of the Government of India and the Government of West Bengal, the reports of three Education Commissions constituted in Bengal since 1947, and secondary literature on the state and progress of education in the country. The Committee also interacted with a cross-section of stakeholders and gave due cognizance to representations received from some organizations.

The present Policy Document begins with an analysis of the evolution of the education system in modern Bengal in a historical context. It then unfolds the trajectory of the progress of education in the state at all levels: school, higher, technical, professional and vocational. On the basis of this analysis the document has identified certain major gap areas in the state's education profile. Taking into consideration these gaps and keeping the following aims in mind, the Committee has made recommendations (excerpts of the same are given here), which implemented, should take Bengal to new heights of academic excellence within a time frame of 13 years, i.e., 2035.

AIMS

This Policy Document has reviewed the past and present to make projections for the future so that state will be able to both sustain the progress already attained and make new breakthroughs in the realm of education in the coming days, remembering what Swami Vivekananda reminded us:

Mere book-learning won't do. We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's feet.

and the invocation of Gurudev Rabindranath Tagore:

The main object of teaching is not to give explanations, but to knock at the doors of the mind.



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The aims of the Policy are –

1. Access to high-quality education equipped with knowledge, skills and behaviour to not only enable every child and youth to succeed in life but to make them a constructive citizen of the country.
2. To develop a link with vocational and mainstream education and promote industry-academic partnership.
3. To promote both excellence and equity in the realm of education.
4. To ensure the implementation of an inclusive education policy.

Major Goals

1. GER at Secondary and Higher Secondary levels to 100% by 2030
2. To ensure that at least 50 % of students pass out secondary and higher secondary level education with at least one vocational subject
3. To ensure 100 % proficiency in numeracy and literacy among students up to class 3 by 2025
4. To track every child born in the State during his/her journey in the education system and to make his/her future ready
5. To optimally utilize human and physical infrastructure at schools and higher education institutions in the interest of students and education.
6. To ensure GER at higher education level up to 50% by 2035
7. To ensure excellence of the educational institutions and the students at international level
8. To make West Bengal an education hub for eastern/north eastern India and the neighbouring countries

RECOMMENDATIONS: SCHOOL EDUCATION

1. Structure of School Education

- The present structure of school education in West Bengal follows a 5+4+2+2 pattern. Beginning with one year of pre-primary and four years of primary till Class 4, the students move through four years of upper primary, to two years of secondary and two years of higher secondary. (See 3.1.1)
- It is proposed that the same pattern should continue to be followed in the state. The only change suggested in the structure is the inclusion of the first two years of early years' education at an Anganwadi centre. This would be followed by one year of pre-primary at a government or private pre-primary school. The existing structure of primary, upper primary, secondary and higher secondary would remain as it is. (See 3.1.1 and 3.1.2)

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2. Early Childhood Care and Education (ECCE)

- At present the state has around 1.2 lakh Anganwadi Centres (AWCs) catering to over 82 lakh children (0-6 years) out of which more than 36 lakh children are in the 3-6 age group. The School Education Department introduced pre-primary class for 5+ years old children in around 49,000 schools. Many private unaided institutions also offer pre-primary education. (See 3.2.2)
- At present around 18,000 AWCs are co-located with government aided/sponsored primary schools. The state should make efforts for physical co-location of AWCs with primary schools. If physical co-location is not possible, functional linkage may be developed using hub and spoke model. (See 3.2.2)
- Curriculum for the children of AWCs will be prepared by the Expert Committee on School Education for seamless transition from pre-primary to primary school level. (See 3.2.3)
- The Committee recommends that a unique identity card with embedded memory chip may be developed which may contain basic and academic records from age 3 (PP) onwards till class XII. (See 3.2.4)
- For better functioning of ECCE, a state-level task force may be constituted under the leadership of Chief Secretary to develop inter-departmental convergence among School Education Department (SED), Women & Child Development and Social Welfare Department (WCD & SW) and Health and Family Welfare Department (H&FWD), Land and Land Reforms Department (L&LRD), Panchayat & Rural Development Department (P&RD) and Urban Development and Municipal Affairs Department (UDMA). (See 3.2.5)

3. Primary Education

- West Bengal ranks first in the category of large states in the 'Foundational Literacy and Numeracy Index' report. As per the Foundational Learning Study 2022 by NCERT, West Bengal has the highest proportion of children performing at or above the Global Minimum Proficiency level in foundational numeracy in India. (See Section 1.3.2)
- The School Education Department has initiated the process for universalisation of foundational literacy and numeracy (FLN) by 2025. (See 3.3.3)
- The FLN campaign may be launched under a name such as "Daksha Bangla". The learning outcomes from pre-primary to Class 4 may be reviewed and updated to bring parity and uniformity. (See 3.3.3)



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- Schools may also be encouraged to take up activities that can enhance the learning experience of students such as ‘Anand Parisar’, ‘Graduation ceremony’ etc. (See 3.3.4)
- The Committee also recommends that Bangla as a subject may be introduced from Class I to Class XII for students of other mediums of instruction. A suitable curriculum and syllabus may be formulated accordingly. (See 3.3.5)
- The Committee also recommends that Curricula, Syllabi & Textbooks of other mediums of instruction approved by the Government may be prepared in the corresponding languages. (See 3.3.6)

4. Upper Primary Education

- Three language formula to be introduced in schools, for the students of class 5 to 8 depending upon availability of infrastructure and resources. It is suggested that the first language (mother tongue) would be the medium of instruction of the school e.g. Nepali in Nepali medium school, Santhali in Santhali medium school, Rajbanshi in Rajbanshi medium school, Bengali in Bangla Medium school, English in English medium school, Urdu in Urdu medium school, Hindi in Hindi medium school, Kurmali in Kurmali medium school etc. Second language may be English (in non-English medium) or any language other than 1st language depending upon the choice of the student. Third language may be any other language opted by the student, other than first and second language. (See 3.4.2)
- The Three-Language formula shall be applicable for upper primary level only as the language learning ability in the primary stage should not be burdened, keeping in mind the development needs and abilities of students at that age. (See 3.4.2)
- Stress should be given on active participation of school children in maintaining hygiene & cleanliness, communication and developing collaboration skills. In this regard, concepts like ‘Anand Parisar’ to enhance soft skills, ‘Graduation ceremony’ to felicitate students during promotion to next class, and further activities such as Quiz, Spelling Bee, Creative writing, Oration, Debating, Storytelling etc. and ‘Shishu Sansad’ may be encouraged. (See 3.4.5)
- Horizontal and vertical integration of higher-level schools with lower-level schools should be considered by SED to ensure mentoring by higher level schools and optimum utilization of infrastructure and human resources. Rationalization of teachers to maintain adequate Pupil-Teacher Ratio (PTR). (See 3.4.6)



5. Secondary Education

- The State Government should provide appropriate and adequate career counselling to equip students with the ability to choose their future career based on their abilities and interest. (See 3.5.4)
- Horizontal and vertical integration of higher-level schools with lower-level schools should be considered by SED to ensure mentoring by higher level schools and optimum utilization of infrastructure and human resources. Rationalization of teachers to maintain adequate Pupil-Teacher Ratio (PTR). (See 3.5.5)
- Students may be engaged in internship programmes or summer projects to give them necessary exposure and to develop their critical thinking. Initiatives like the Vidyasagar Science Olympiad may be encouraged to generate the scientific temper of students. ‘Anand Parisar’ to enhance soft skills, ‘Graduation ceremony’ to felicitate students during promotion to next class, and activities such as Quiz, Spelling Bee, Creative writing, Oration, Debating, **Storytelling** etc. and ‘Shishu Sansad’ should be continued. (See 3.5.6)
- Efforts should be initiated to bring synergy between secondary/higher secondary schools, Polytechnics and Engineering/Medical Colleges. (See 3.5.7)
- The Committee recommends to evaluate the curriculum and syllabus of primary, upper primary and secondary level vis a vis National and International standard of school education. The Committee recommends that the semester system may be introduced for enhanced system of formative assessments from class VIII and onwards in a phased manner over a period of next three years. (See 3.5.8)

6. Higher Secondary Education

- Schools should provide students with the skills and knowledge they need to succeed in college and their future careers. This includes taking challenging coursework, participating in extracurricular activities, and exploring different career options. Students may also be engaged in summer projects with higher education institutions. (See 3.6.2)
- WBCHSE may consider introducing semester system in Class 11 and 12 to ease the transition from school to university in a phased manner. A combination of multiple-choice questions (MCQs) and descriptive questions may be introduced in semester examinations. (See 3.6.2)



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- An appropriate book containing model Multiple Choice Questions (MCQ) may be developed for respective classes and circulated among students for practice and preparedness. (See 3.6.2)
- The state should develop an appropriate policy to have high-quality libraries and laboratories in schools. Initiatives like the Vidyasagar Science Olympiad may be encouraged to generate the scientific temper of students. (See 3.6.3)
- Horizontal and vertical integration of higher-level schools with lower-level schools should be considered by SED to ensure mentoring by higher-level schools and optimum utilization of infrastructure and human resources. Rationalization of teachers should be initiated to maintain adequate Pupil-Teacher Ratio (PTR). (See 3.6.4)
- Higher secondary students should be engaged in internship programmes and projects during summer vacation related to the subjects of their choice. Tie-ups with media houses, publishing houses and corporate firms may be made in this regard. (See 3.6.5)
- Efforts should be made to encourage convergence between professional Institutions like Hotel Management, Aviation, Tourism & Transport related Institutes and appropriate level of schools. (See 3.6.5)

7. Digital Education and ICT

- The future mode of education is likely to be hybrid. While the core should remain offline, certain aspects of digital technology should be leveraged for enriching the teaching-learning process. ICT tools should be used in school education in a way that benefits both students and teachers. (See 3.7.1)
- The Banglar Shiksha platform has a key role to play in this regard. The School Education Department should take up the development of adequate ICT infrastructure and computer labs at high priority. (See 3.7.4)
- A curriculum may be developed based on latest technological advances such artificial intelligence and machine learning (AI/ML), block-chain, robotics, scientific computing etc. may be introduced at the higher secondary level. (See 3.7.5)



8. Assessment and Evaluation

- All government aided/sponsored schools in West Bengal follow the Peacock model of CCE till Class 8. It is recommended that a holistic report card based on the Peacock model should be maintained from pre-primary to Class 12.
- SED should leverage Banglar Shiksha portal to maintain a holistic report card from pre-primary to Class 12. This report card can act as the student's academic progression. (See 3.9.5)
- A State Achievement Survey (SAS) for assessing the learning levels of students of Classes 3, 5, 8 and 10 may be conducted on an annual basis. (See 3.9.7)

9. Health and Nutrition

- The state provides hot cooked Mid-Day Meals (MDM) to all students (approximately 1.15 crore students) till Class 8 in about 84,000 schools on a daily basis. (See 3.10.2)
- The nutritional quality of MDM should be regularly checked. Awareness camps, Special Health Days and Exercise Days may be organized in schools to reinforce the importance of maintaining good health. (See 3.10.2)
- Schools should organize regular health check-ups of students in collaboration with local Primary Healthcare Centres. Student health profiles should be maintained at the school level. Wherever possible, schools should maintain kitchen gardens and involve students in the process. The concept of 'Shishu Sansad' may be introduced in all schools. (See 3.10.3)

10. Comprehensive School Sports Policy

- The State offers Health and Physical Education & Sports and other youth development services to all its students. This is also integrated with the regular class routine with an emphasis on holistic development of each student. (See 3.12.1)
- It is suggested that a comprehensive School Sports Policy keeping parity with the state's Sports Policy be developed. This policy will focus on the convergence between state departments such as School Education, Youth Services and Sports Department, UDMA, P&RD department etc. (See 3.11.2)

11. Inclusive Education

- Nearly 85% of children in the state of West Bengal study in government or aided schools. Thus, the government should ensure that every child is brought into the fold of education, with an extra focus on traditionally marginalized communities. (See 3.12.1)
- State should develop a dynamic mapping system, showing the locations of the schools' vis a vis out of school/marginalized communities, to have a complete inclusive education plan. (See 3.12.2).



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Children with Special Needs (CWSN)

- To ensure CWSN are provided with all support mechanisms for learning in schools and participate holistically in all activities. This may include provision of assistive devices, technology-based tools, and teaching-learning materials. (See 3.12.4)
- A comprehensive policy will be developed for re-allocation of CWSN who are enrolled in schools with lower concentration to such schools where their concentration is higher, keeping in mind that such students should not have to travel more than 1 km from their habitation, or adequate travel arrangements should be made. (See 3.12.8)
- The state government should also undertake an endeavour to engage regular special education teachers in a phased manner so that each school having CWSN enrolment may get at least one special education teacher within the next 5 years. (See 3.12.9)

Out of School Children (OoSC)

- West Bengal has achieved 100% Gross Enrolment Ratio at elementary level. State should take efforts to ensure that 100% GER is also achieved at Secondary and Higher Secondary levels as well by 2030. (See 3.12.10)
- To identify the out of school children (OoSC), an annual child survey should be completed in the month of September through a mobile app. Data from this survey may be compared and integrated with the Banglar Shiksha portal for better management of out of school children. (See 3.12.11)
- Children, especially those who are 14+ years of age may be motivated to join open schools under National Institute of Open Schooling (NIOS) and West Bengal Council of Rabindra Open Schooling (WBCROS). (See 3.12.12)

Open Schooling

- At present, West Bengal Council of Rabindra Open Schooling (WBCROS) has entry at secondary level. In order to accommodate the out of school children at upper primary level, a suitable policy may be adopted for introduction of upper primary and primary level education through WBCROS so as to provide access to the children of traditionally marginalized communities. (See 3.12.13)
- Alternative and innovative education centres should be put in place in cooperation with civil society. (See 3.12.13).



Adult Education

- The State may expand the scope of educational opportunities available for adults under WBCROS and NIOS. (See 3.12.14)
- A suitable policy may be adopted for strengthening of Adult High Schools and model education centres along with transformation of libraries, as hub of activities for promoting lifelong learning and knowledge sharing. (See 3.12.14)

12. Vocational Education and Skilling

- With the aim of building a skilled workforce, vocational courses have been integrated at the Higher Secondary level in the state 13 courses are offered as optional elective courses at Higher Secondary level at present.
- Students at secondary and higher secondary level may be exposed to vocational skills through summer schools, industry visits, handicrafts workshops etc. depending on the geographical location of the schools. (See 3.13.3)
- There should be synergy between higher secondary schools and higher education institutions for greater exposure of students from all subject backgrounds. (See 3.13.4)
- The State may introduce National Skills Qualifications Framework (NSQF) aligned curriculum at all schools and Madrasahs to provide industry-specific skilling opportunities. (See 3.13.6)
- Efforts should be made at this stage to bring synergy between secondary/higher secondary schools and the existing ITIs, Polytechnics and Engineering /Medical Colleges. (See 3.13.6)

13. Teachers as a Professional Cadre

Continuous Professional Development

- To enhance the capacity of the teachers for improved classroom transaction, continuous professional development is a necessary intervention. Training programmes may be conducted so that teachers are able to bring elements of contemporary pedagogy into their teaching-learning processes. Teacher handbooks for each and every aspect of the teaching-learning process may be developed. (See 3.14.1).



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Teacher Transfer Policy

- To maintain the suitable PTR in districts the Government may consider framing a policy for compulsory service of teachers in the rural areas of the State for 5 years / suitable period in line with compulsory services of medical doctors, as decided by the Government at the time of recruitment. (See 3.14.4)
- Though the state shows a healthy trend of pupil teacher ratio (PTR) at a macro level, there are disparities at the district, block and school level. The School Education Department to develop a suitable general policy for transfer of teachers so that PTR in a particular school or region is maintained. Such a policy may be drafted after a suitable micro-level analysis of the situation. (See 3.14.4)
- The number of sanctioned teaching posts in schools across the state should be reviewed and revised, keeping in line with the present trends of enrolment. Such a move would help normalise the PTR across all regions. (See 3.14.5)

Performance linked Promotion Policy

- A promotion policy should be developed for school teachers at all levels. Academic Performance Indicators (APIs) scrutinized by a Review Committee with recommendations should be used for this purpose in order to develop a transparent and objective metric for promotion. The School Education Department should be advised by the Boards of Primary, Secondary and Higher Secondary education on the same. Such a policy should motivate the teachers to be strongly committed to the cause of education. (See 3.14.6)
- The Committee recommends that a survey be made on the number of Para Teachers engaged at present in schools under School Education Department and a suitable policy should be devised to ensure their future growth. (See 3.14.7)

14. School Clusters

- Schools in the state may form school clusters, for sharing of physical and human resources along with community building. These clusters should have vertical and horizontal integration between schools at different levels. (See 3.15.1)

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- The school clusters may be initiated with the selected 1,313 schools under the Innovating Banglar Shiksha programme with each school mentoring ten schools in their vicinity. This may then be scaled up to cover all aided and sponsored schools in the state. (See 3.15.3)

15. Mentoring and Monitoring

Supportive Supervision

- The process of providing mentorship and monitoring the school activities can take place under supportive supervision. School Inspectors (SIs), DIs/Als should regularly visit schools in their area, with a checklist of items spanning both teaching-learning and non-academic aspects. Descriptive performance indicators for both teachers and the inspectors should be developed and data should be captured using a mobile app, to be integrated with Banglar Shiksha portal to provide a real-time holistic view of the state school education. (See 3.16.2)
- Retired teachers and School Management Committees (SMCs) may be involved in this regard. Guidelines for conducting annual Community Audits may also be developed. (See 3.16.3)

16. Innovative Initiatives

A Culture of Reading

- At present, all Secondary and Higher Secondary schools under the School Education Department have libraries. To mitigate the paucity of librarians, existing teachers should be motivated and trained to take the responsibility of running the libraries. This may be done on a rotational basis. (See 3.17.1)
- Public libraries and elementary schools should work to promote reading habits in the hub and spoke model. (See 3.17.2)
- SED may discuss with the Department of Mass Education Extension and Library Science so that all elementary schools may be given institutional membership of nearby public libraries. SED should develop guidelines for a reading program and organize regular Reading Melas to promote a culture of reading. (See 3.17.3)

Accreditation of Schools

- The state should set up a State School Accreditation Authority (SSAA) to conduct a quantitative assessment and ranking of schools using an objective matrix of performance indicators. (See 3.17.4)



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- The accreditation exercise may be initiated with all Higher Secondary schools and then lower-level schools should be covered in a phased manner. Teachers may be recognized for their individual effort. (See 3.17.4)

Targeted Interventions for Disadvantaged Regions

- West Bengal has many regions that are remote and difficult to reach. Special emphasis should be given for enhancing the educational attainment of students in these regions by way of setting up more hostels, augmenting infrastructure, and special emphasis on having healthy pupil teacher ratio. (See 3.17.5)

Socio-emotional Learning (SEL)

- By providing a supportive and positive learning environment, schools can help children and adults develop the skills they need to be successful. (See 3.17.6)
- The School Education Department may consider preparing guidelines for inclusion of SEL across all school levels. To prepare schools for SEL, professional development for teachers and non-teaching staff should be conducted. (See 3.17.7)
- SEL topics may be incorporated into the 'Ujjiban Charcha', a unique initiative of SED. (See 3.17.8)

Comprehensive School Safety

- Owing to climate change, the frequency and intensity of natural disasters is only going to increase. Thus, a Comprehensive School Safety & Security Programme (CSSSP) should be promoted that covers the topics of disaster risk reduction, safe learning environment and child protection. (See 3.17.9 and 3.17.10)

Culture of Houses, Alumni, and Donation by the Community and Alumnus

- The School Education Department may consider introducing a concept of houses in the name of eminent personalities, such as Pt. Ishwar Chandra Vidyasagar, Rabindranath Tagore, Netaji Subash Chandra Bose, Ramkrishna Paramhansa, and Swami Vivekananda. Similar concept should be encouraged even at the college level. (See 3.17.11)
- The School Education Department may consider evolving a comprehensive donation policy from the alumni and the community. (See 3.17.12)



RECOMMENDATIONS: HIGHER EDUCATION

1. Increasing GER

- The student intake in West Bengal has increased from 13.24 lakhs to 27.09 lakhs in the last ten years. However, a detailed study is required to calculate the exact Gross Enrolment Ratio (GER). (See para 3.1.1)
- Distance learning/online education mode needs to be effectively utilized to improve the GER in the state. The Netaji Subhas Open University should take initiative in this matter. (See para 3.1.2)
- Establish digital universities to promote continuing learning (See para 3.1.3)
- The State has adopted a well-formulated policy to promote private investment in the Higher Education sector. To unlock the potential of private universities and state-aided universities through optimal utilization of resources, the state should frame a policy to promote fruitful collaboration between private and state-aided universities in teaching-learning process and research. (See para 3.1.4)
- Efforts have to be undertaken to ensure inclusive education with special provisions for students with special needs. (See para 3.1.5)

2. Review of Existing Policy of Expansion of Higher Education

To address the unequal distribution of colleges per lakh and GER across districts, a systematic addressing of regional and local disparities in the spread of higher education, holistic growth of Higher Education is needed. (See para 3.2)

3. Sharing of Resources

- West Bengal has some of the top universities and Higher Education Institutions (HEI)s of India. However, clustering of educational institutions through vertical and horizontal linkages between universities and between colleges and universities is proposed for optimum sharing of physical and human resources across the state, of course, by retaining the individual identities of concerned HEIs. (See para 3.3.1)



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- West Bengal State Council of Higher Education (WBSCHE) may conduct a survey of student teacher ratios in HEIs and adopt a policy of rationalization of teacher strength across HEIs. (See para 3.3.8)

4. Increasing Employability

- The state has already introduced vocational courses from secondary school to postgraduate level. It is now suggested that these vocational courses be integrated with the mainstream teaching-learning process through the CBCS mode. (See para 3.4.1)
- Each HEI should set up a placement/ career counselling cell. (See para 3.4.2)
- Professional courses having greater demand in the employment market need to be introduced. (See para 3.4.3)

5. Industry-Academia Partnership

- West Bengal has historically contributed to the development of research and teaching in basic and applied sciences. To carry this legacy forward it is proposed that a brown-field model for industry-academia linkage may be explored. (See para 3.5.1)
- The State may formulate a policy to set up Innovation Cells, Start Up units, and Incubation Centres linked to research activities of HEIs and encourage applications for patents by faculty members/research scholars. (See para 3.5.2)
- R&D linkages should be created between HEIs and industry. (See para 3.5.4)

6. Diversifying Access to Education through Academic Bank of Credit (ABC)

- ABC is an academic service mechanism introduced by the Ministry of Education, Government of India, for promoting student mobility at higher education level. (See para 3.6.1)

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- Eligible higher education institutions in the State may be encouraged to join the ABC at the national level. (See para 3.6.2)
- The State may also explore a state-level Academic Bank of Credits for intra-state mobility of students. Choice Based Credit System (CBCS) may be redesigned in this context. (See para 3.6.2)

7. Internationalization

- Universities in the state are contributing to the internationalization of India's higher education. To strengthen this process international students' hostels may be established to attract foreign students. Other programmes such as student/faculty exchange, twinning programmes and joint supervision of doctoral dissertations with foreign institutions need to be encouraged. The State should encourage credit transfers between state HEIs and the foreign institutions. (See para 3.7.1-3.7.4)
- Opportunities for foreign universities to establish campuses in Bengal in tune with the Government of India regulations may be created. (See para 3.7.6)
- Leading universities of the state may also take advantage of the impending UGC regulations to establish foreign campuses. (See para 3.7.7)

8. Promotion of Research

- Bengal has a rich legacy of producing world-renowned scientists, scholars and litterateurs. This legacy of research culture needs to be enriched in conjunction with advancement of the teaching-learning process. (See para 3.8.1)
- It is proposed that a State Research Fund under WBSCHER be set up to strengthen the research base of HEIs in the state by funding high-quality research in the HEIs. The WBSCHER may be entrusted to identify the thrust research areas and suggest appropriate methods of funding them. (See para 3.8.2)
- Research funding may be mobilized through Corporate Social Responsibility Scheme. (See para 3.8.3)



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9. Utilization of Technology

The State has made substantial progress in e-governance in the Higher Education sector. Through the 'Banglar Uchchashiksha' portal, students can apply for scholarships and track the application progress digitally. Smart classrooms have been established in HEIs, with state grants. Most of the HEIs in the state are already Wi-Fi enabled. It is now proposed that (See para 3.9.1):

- The State should develop a policy on the use of education technology for further enriching higher education. (See para 3.9.2)
- The WBSCHÉ should initiate and supervise the process of creating a repository of digital/e-learning course materials that the HEIs had produced during the pandemic.

(See para 3.9.4)

- University faculty members should be encouraged to offer ODL courses in national portals like Swayam and create avenues for hybrid learning. (See para 3.9.5)
- State may also consider the development of an online platform under the auspices of

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Research funding may be mobilized through Corporate Social Responsibility Scheme. (See para 3.8.3) WBSCHÉ to capture lectures of distinguished professors from different fields. Such a platform will improve the visibility of higher education in West Bengal and contribute to the sustenance of hybrid mode of education. (See para 3.9.6)

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10. Technical Education

- Existing engineering institutions are upgraded to centres of excellence. (See para 3.10.2)
- The employability of students need to be enhanced through internships, creation of start-ups, development of innovation centres, setting up of research and development cells. (See para 3.10.3)
- New professional courses/programmes in emerging areas like Data Sciences, Artificial Intelligence, Machine Learning, Architecture and Town Planning, Conservation Studies, Product Design, Textile Design, Exhibition Design, Visual Art & Graphics Design. (See para 3.10.3.1)
- The engineering institutes should deepen and broaden their linkage with the industry to address the gap between industry requirements and training imparted in institutions. (See para 3.10.3.2)
- It is proposed that existing engineering institutions should undergo a national accreditation process, upgrade themselves to Centres of Excellence, introduce interdisciplinary and multidisciplinary courses and promote employment-oriented courses like Data Science, Artificial Intelligence and Machine Learning. (See para 3.10.3.3)

11. Holistic Knowledge

- The aim of higher education is to produce creative and sensitive citizens. This requires the promotion of holistic knowledge by HEIs. (See para 3.11.1)
- The teaching-learning process may become outcome-based and learner centric. (See para 3.11.1)
- Interdisciplinary and multidisciplinary teaching-learning processes cutting across the traditional boundaries of disciplines needs to be introduced in the HEIs. Under CBCS, the universities should be encouraged to allow the students to choose subjects across disciplines and faculties. (See para 3.11.1)
- The Committee feels that Four year Undergraduate course should be implemented from the academic session 2023-24 in order to maintain a parity between the UG courses in the State and in rest of country through optimum utilization of resources or self-mobilization of additional resources, pending receipt of additional financial assistance. (See para 3.11.1)



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12. Equity and Inclusion in Higher Education

- The State has taken significant steps to enhance equity and access in higher education. At the same time gender empowerment and gender sensitization should be promoted. The Internal Complaint Committee of each institution should adopt both preventive and corrective measures to address the issues of sexual assaults. (See para 3.12)

13. Promotion of Languages

- The State Book Board, which already publishes standard textbooks in vernacular medium, may take up a project of continuously translating into vernacular specialized books, texts and articles in different subjects. (See para 3.13.1)
- The universities may be encouraged to introduce Translation Studies as a discipline, take up translation projects, and offer courses in bilingual mode using the already available material. (See para 3.13.2)

14. Teacher Education

- The West Bengal University Of Teachers' Training, Education Planning and Administration (WBUTTEPA) is a unique state-aided university dedicated to teachers' training and research in the field of education. (See para 3.14.1)
- Pending the development of necessary infrastructure the present 2-year B.Ed. course may be retained. (See para 3.14.1)
- WBUTTEPA may explore the option of offering a four-year integrated B.Ed. course to cater to highly motivated students aiming to pursue teaching in HEIs as their career. At the same time, the two-year B.Ed. course should be retained. For smooth implementation, WBUTTEPA may work out a phasewise roadmap for transitioning to four-year integrated B.Ed. course by 2030. (See para 3.14.1)
- It is suggested that HEIs engaged in teacher education may be encouraged to hold a substantial number of short training programmes to update and equip in-service teachers with modern pedagogical methods/technologies. (See para 3.14.2)



15. Health Education

- The State Government should set up a Department of Integrated Medical Research to promote multidisciplinary research in each medical college, as envisaged by the National Medical Commission, (See para 3.15.1)
- In tune with the demands of the time the teaching-learning process in medical colleges have to be cross-disciplinary, translational and instrumental in nature. (See para 3.15.2)
- There are 235 colleges, including 3 constituent colleges affiliated to West Bengal University of Health Sciences (WUHS). WUHS and medical colleges may be encouraged to promote student fellowship programmes, student exchange programme with the leading institutions (See para 3.15.3)
- The State Government may commit itself to outcome-based evaluation as per National Medical Commission recommendations. (See para 3.15.4)
- The State Government may consider increasing the number of postgraduate and undergraduate seats in medical colleges in a phased manner over the next five years. (See para 3.15.6)
- Nursing and paramedical colleges may be set up in an integrated manner in a single campus. (See para 3.15.7)
- The State Government may consider expanding the tertiary care services through establishment of medical colleges in each district in a phased manner. (See para 3.15.8)
- The State Government may consider the setting up of a task force to develop teaching courses to prepare the students to take advantage of new job opportunities in the healthcare industry. (See para 3.15.9)

16. Legal Education

- The West Bengal National University of Juridical Sciences (WB NUJS), established 1999, is a leading law institute in the country. There are also 60 law colleges in West Bengal. WB NUJS may act as a mentor to other law colleges in the state. Many private institutions are also offering law courses. (See para 3.16.1)



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- To address the growing demand for law education in the state, institutions imparting legal education should introduce specialized courses of contemporary relevance.

(See para 3.16.2)

- Private law institutes may also collaborate with public universities offering law courses for optimum utilization of human resources. Besides, a healthy partnership between academia, industry, judiciary and the law academy is needed to explore the new possibilities in the emerging fields of law. (See para 3.16.3)

- The faculty members should be encouraged to undertake research in emerging areas of legal education. (See para 3.16.4)

- The State should encourage the institutes offering law courses to generate legal awareness within the civil society by organizing sensitization camps and legal aid services.

(See para 3.16.4)

17. Skill Education

- The Technical Education, Training & Skill Development (TET&SD) Department adopts a three-tier model of skilling in the state. At present there are 278 ITIs, 181 polytechnics, 36 pharmacy colleges and around 2654 vocational training centres operating in the state.

- It is proposed that skill training program be linked with the emerging needs of industry. HEIs may consider the National Skill Qualification Framework (NSQF) for introducing vocational courses as credit subjects in all UG programmes. (See para 3.17)

- The State should aim to provide quality technical education in an accessible and affordable manner for all segments of the population to not only create a pool of talented, technically qualified and skilled human resources but also generate employment and livelihood opportunities for the trained manpower. (See para 3.17)

- The polytechnics may be brought within a ranking system based on parameters of the National Accreditation Body. (See para 3.17)

- Level-5 and Level-6 courses may be introduced across all streams in the undergraduate system. (See para 3.17)

- The State may create Centres of Excellence in Skilling in the next five years.

(See para 3.17)

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- Clusters of polytechnics and ITIs be developed to impart life-long learning.
(See para 3.17)

18. Agriculture

- There are two leading full-fledged state agriculture universities in the state – Bidhan Chandra Krishi Vishwavidyalaya (BCKV) and Uttar Banga Krishi Vishwavidyalaya (UBKV).
- It is proposed that these agriculture universities may encourage field work-based programmes, faculty exchange programmes, research programmes and inventions in agriculture. (See para 3.18.1)
- There is a need to support the agriculture universities to explore the natural resource base of the state and harness the power of science and innovation for increasing food production, promote farmers' prosperity and achieve inclusive growth and sustainable development of the state. (See para 3.18.1)

19. Animal, Dairy and Fishery Sciences

The teaching-learning process in Animal, Dairy and Fishery Sciences is primarily conducted by the West Bengal University of Animal and Fishery Sciences. The University may consider the adoption of specialised schemes to further modernize teaching and research through the establishment of new laboratories and plants, development of a curriculum with hands-on training and creation of centres of excellence. The State Government should offer necessary support in this matter.

To promote excellence in teaching and research in Animal, Dairy and Fishery Sciences the State Government may consider the following suggestions:

- Establishment of Central Disease Diagnostic Laboratory.
- Modernization of Dairy Plant for practical training of students.
- Establishment of one new Veterinary and one new Fishery College under the University at North Bengal.
- Creation of Audio-Visual Lab cum theatre for imparting effective education & extension services.



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- Development of wet laboratories with water recirculation and aeration facilities.
- Strengthening of livestock and fish research farms & laboratories.
- Opening of fishery courses by private/ engineering colleges either owning or having access to a large water body, a fish hatchery and a small-scale feed plant.
- Designing curriculum with due emphasis on hands-on training at fish ponds, hatchery and fish feed plant and fish/ shrimps processing plants.
- Offering an one-year diploma course and a six months specialization course in Brooders Production and Hatchery Management and Brackish Water Aquaculture. (See para 3.19.1)

20. Social Education

- Institutions and programmes supported by the Social Education Branch need to collaborate with each other for optimum utilization of resources. (See para 3.20.1)
- The specialized institutes may be encouraged to develop linkages with HEIs for enrichment of teaching-learning and research processes. (See para 3.20.2)
- The Government may consider the creation of a Monitoring Cell to help the process of proposed collaboration between the institutions supported by the Social Education Division and the HEIs. (See para 3.20.3)

21. Adult Education and Life-long Learning

- The State Government may create opportunities for voluntary and community involvement with adult literacy programmes. (See para 3.21.2)
- Ways of 'Beneficial integration of technology' may be explored for adult literacy and lifelong learning programmes. (See para 3.21.3)
- A separate adult education curriculum may be developed by the SCERT (State Council of Education and Research), drawing upon similar exercises already undertaken by the NCERT. (National Council of Education, Research. (See para 3.21.4)
- The state may think of establishing Adult Education Centres within the HEIs. (See para 3.21.5)



22. Capacity Building

- Efforts need to be initiated to increase the expertise of both the faculty members and non-teaching staff of HEIs. (See para 3.22.1)
- Currently, Jadavpur University, University of Calcutta, University of Burdwan and University of North Bengal have UGC sponsored Human Resource Development Centres (HRDC) which offer regular but limited number of Orientation and Refresher courses for teachers of colleges and universities. The West Bengal Higher Education Council may link itself with HRDCs to extend the capacity building programmes to all universities and colleges. (See para 3.22.2)
- The Government may also initiate schemes for offering courses and organizing workshops to increase the work efficiency of officers and non-teaching staff. The Association of Indian Universities is establishing centres to provide training to administrative staff of HEIs and the Government may encourage the HEIs not having HRDCs to take advantage of this scheme. (See para 3.22.3)

23. Institutional Development Plan

- The WBSCHE may initiate steps to coordinate measures to promote sports, co-curricular activities, social service schemes, National Service Scheme (NSS) and value education. (See para 3.23.1)
- The state should encourage each HEI to prepare an institutional development plan (IDP) with sustainable targets for a fixed duration. Regular monitoring of the implementation of the IDP by the HEIs may be undertaken by the WBSCHE. (See para 3.23.1)

24. West Bengal State Council of Higher Education (WBSCHE)

- The West Bengal State Council of Higher Education (WBSCHE) was established under the recommendation of UGC. The Council has been functioning since April 1995. The Act was amended in the year 2015 to give the Council a larger mandate by conferring executive powers to expand its supervisory role.



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- The composition of the Council may be expanded to represent such sectors of higher education as medicine, law, agriculture as well as experts from the national level to facilitate more integrated expansion and qualitative improvement of higher education in the state.
- The Council should take initiatives for better coordination and interaction between central and state education institutes to promote academic excellence in the state.

(See para 3.24)

Financing Education

From Kothari Commission to the New Education Policy 2020 there has been a consistent recommendation for earmarking 6% of the Gross Domestic Product (GDP) for education. The Central Government requires to take necessary steps and help the State Governments to allocate a relative share of state GDP for education since education is in the concurrent list of the Constitution.

- However, apart from the State financing, private financing needs to be encouraged in a systematic manner for their effective involvement in education.
- Grants from corporate houses, philanthropic institutions or individuals can enhance the financial capacity of the education sector.
- Funding involves private gains to the donor on the one hand, and public gains to the society on the other, based on mutual benefits.
- Self-financed courses can be offered side by side standard degree programmes as supplementary job-oriented training. Corporates can be pursued to provide valuable support to these programmes as career counsellors and resource persons.



Department of School Education
Department of Higher Education



1. BACKGROUND

1.1 During Pre-Independence Period

Bengal has always been a hub for educational activity, with a long history of quest for knowledge. The education system that prevailed in Bengal before the British period was based on the ideas and principles enshrined in Hinduism, Islam and Buddhism. The educational institutions were conducted and patronized by the rulers, zamindars, philanthropists and local elites. The Buddhists took the lead in promoting widespread education in the region. Emperor Ashoka, in the 3rd century BC, instituted a novel system to expand public education for the sake of the ordinary people. He wrote moral and welfare-related recommendations on the mountain walls, called the Edicts of Ashoka. In this way, the monasteries he established during his reign actively contributed to the expansion of primary education.

In the middle of the 11th century, Nadia became prominent in trade and commerce, as well as in learning and culture. It played an important role in the development of education in Bengal and helped it to become prominent in the Medieval period. In the 15th century, Chaitanya's introduction of equality of all castes and equal opportunities for knowledge brought education to those communities who were previously denied any access to knowledge. Hindu boys and girls continued to receive primary education in *pathshalas* attached to rich men's houses or under trees in the dwelling of their teachers. The arrival of the Muslims in the Indian subcontinent started a new era in the field of language, art, literature, education and culture. A report on the state of education in Bengal in 1835 noted that the Muslim schools had a comprehensive and liberal curriculum. It observed that girls were given primary education in the same *maktabs* as boys. Hindu children were co-educated at the primary level in *pathshalas*, akin to Muslims. However, after primary school, education for girls was mostly confined to upper-class families who could make special arrangements for it.

The 17th century saw the influence of Dutch education near Chinsurah and Hooghly in Bengal. The Dutch had come to establish trade and ended up setting up factories with schools



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for their workers' children, which some Indian children also attended. During the period when the British East India Company was in power, while the Company itself was indifferent to education, there was a growing interest among the general population in learning English for practical reasons. This led to the establishment of numerous schools by both government and private actors. The missionaries who came to India in the early nineteenth century played an important role in the spread of English education. They established schools which taught modern science, geography and history, and co-operated with those who established the 'Calcutta School Book Society'. Lord Macaulay, who came to India in 1834, was an advocate of Anglicism and took the lead in promoting the teaching of English and western science. Lord Bentinck introduced the Downward Filtration Theory, whereby educated people would educate other illiterate people. However, this policy created class distinctions in education and resulted in damage to native languages and textbooks. The condition of secondary education in Bengal was the best among all provinces of India, with a large number of students studying in English schools.

'The General Committee of Public Instruction' was formed in 1823 to oversee the educational work of Bengal province. The committee resolved to make arrangements for printing and publishing books written in Arabic and Sanskrit and to translate English books of knowledge and sciences into oriental languages by appointing native pandits. The British appointed a committee to survey education in India in the 19th century across three cities: Madras, Bombay, and Bengal. The first survey was conducted by Sir William Adam in 1835-1838 and found that primary education was prevalent in Bengal at that time. Students started education around age 8 and continued until age 14. English schools were also founded at this time through individual initiatives in places outside of Calcutta. It was found that a significant number of districts had English schools founded by Bengal's zamindars. In Rajshahi, a non-government school was founded in 1828. The Mohsin Fund was utilized to create Mohsin College in Hooghly. The founding of Mohsin College was hailed by "Edinburgh Review" as one of the emblems of a new age in Indian academic learning. In this way, it is discovered that

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English-language instruction had already extended to some Bengal residents prior to government initiatives.

Kolkata played a key role in developing the modern education system in India by introducing Western models of education. Raja Ram Mohan Roy, David Hare, Ishwar Chandra Vidyasagar, William Cary and other reformists established many of the first schools and colleges here. Ishwar Chandra Vidyasagar was a strong supporter of women's education and was even a prominent campaigner for Hindu widow remarriage. Many of the pioneering modern schools of the country were established in Kolkata. Hindu School was founded in 1817, Hare School was founded in 1818, Sanskrit College was set up in 1824, and Bethune School for Girls was established in 1849, to name a few. These institutions were established at a time when women's education was not yet accepted by society. In 1854, the British Company Government appointed a Parliamentary Committee to survey educational progress in the country. The committee, chaired by Mr. Wood, was hence named the Wood's Despatch. The Despatch emphasized on gradation of schools, from primary to high schools, colleges and universities. It also introduced grant-in-aid, teachers' training, women education and vocational education. The education system was upgraded through various reforms and recommendations of commissions thereafter. Rabindranath Tagore started a school in Santiniketan in 1901 and established Visva-Bharati in 1921. Gokhale's Resolution on Indian Education (1911 and 1913) emphasized on free and compulsory elementary education between the age group of 6 to 10 years. Post Second World War, as the British Government started shaping the Government of India for transferring power, respective provinces had their own Education Ministers as a part of the Dyarchy introduced in 1921. Various schemes of educational expansion and administration were undertaken, like the Compulsory Education Act 1930 which was passed to enforce primary education.



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1.2 During 1947-2011

The private educational institutes evolved in British India provinces and played an important role in post-primary education. With independence in 1947 came the realization of entrusting responsibilities of education largely on the State Government and the local authorities, especially to encounter the vast diversities of the country. Article 45 of the Indian Constitution states that the State shall endeavour, within a period of ten years from commencement of the Constitution, to provide free and compulsory education for all children until they complete the age of 14 years.

About a hundred or so years ago Rabindranath Tagore urged in one of his articles the necessity to club compulsory education with liberal thinking to make it a sure success recipe for building a healthy society. He also pointed out that the prevalent practice of learning a foreign language at the earliest, with a couple of degrees as spin-offs, did not help in maturing the intellect of a student. Experts were of the opinion that such education was not helpful in the overall growth of thoughts and imagination to reach a higher plane. After such a long time the problem persists even today.

After independence, an 'Education Reconstruction Committee' was formed in the State in 1949, composed of eminent educationists. This committee formed a liberal curriculum aiming at a child-centric education system, which had quite a few liberal and flexible proposals. However, those recommendations / proposals were not taken into consideration in forming the guidelines for promotion of education in the state. Amid all these, English was discontinued from the curriculum in the primary classes keeping in view the policy of education in mother tongue, which was later reintroduced on public demand. As a whole it was observed that education through playful creative initiation, as suggested by Rabindranath Tagore, was never fulfilled. On the other hand, colonial textbook based rote learning is still prevalent almost at all levels of education.

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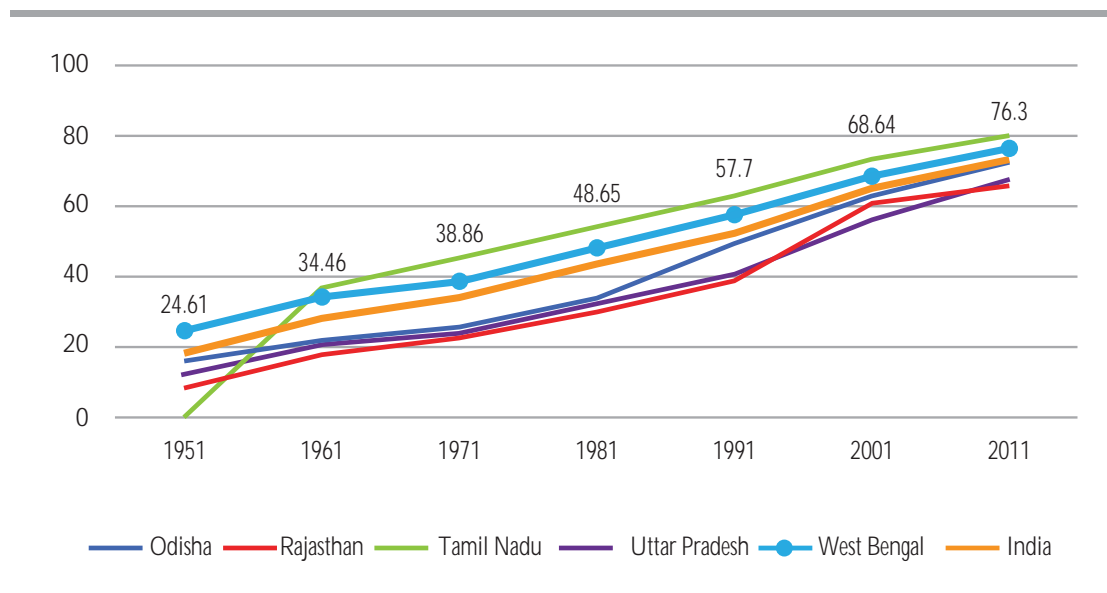


Fig. 5: Historical Progression of Literacy Rate in West Bengal

Source: Planning Commission (2014) via data.gov.in

During the post-independence period, heavy emphasis was laid on increasing the literacy levels among the population. Starting at just about 25% in 1951, West Bengal has more than tripled its literacy rate to 76.3% as per Census 2011. Since independence, the literacy rate in West Bengal has stayed consistently above the national average.

The Kothari Commission was set up in 1964-66 to examine all aspects of the educational sector in India and to advise for the development of education in India. One of the main recommendations of the Kothari Commission (1964-66) was the standardization of the educational system on a 10+2+3 pattern, across the country. The undergraduate education was identified as XI and XII standards under the name, higher secondary or pre-university. The educational system up to eighth standard was categorized as first (primary education), second (secondary education up to XII) and third levels of education (higher studies). The Commission recommended increasing the number of instructional days for schools and colleges,



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reducing national holidays, and linking colleges to schools in the neighbourhood. It also advised for the establishment of book banks, identification of talents and provision of scholarships, setting up of day study and residential facilities and opportunities for students to earn while studying. The Commission placed emphasis on women's education, suggesting the establishment of schools and hostels for women and ways to find job opportunities for women in the educational sector. It also recommended that equal opportunities be provided to all regardless of caste, religion or gender, and that education be provided to backward classes on a priority basis. Finally, the Commission proposed two sets of curricula - one at the state level and one at the national level - and recommended that three or four textbooks be prescribed for each subject.

Based on the report and recommendations of the Kothari Commission, the National Policy on Education was announced by the Government of India in 1968. It called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and for specialized training and qualification of teachers. The policy also called for a focus on the learning of regional languages, outlining the "three language formula" to be implemented in secondary education. The NPE also encouraged the teaching of the ancient Sanskrit language. Following this, a revised National Policy on Education (NPE) was adopted by the Parliament in 1986. The 1986 National Policy on Education focused on expanding educational opportunities for disadvantaged groups, improving primary schools, and creating new institutions. It called for a child-centred approach in primary education, following which Operation Blackboard was launched across India to improve the quality of education in primary schools. The NPE also recommended an increase in public expenditure on education. In 1991, an education commission headed by Dr. Ashok Mitra was set up by the Government of West Bengal. The Commission submitted its report in August 1992 and offered suggestions for improving education in the state. The report found that there had been no substantial change brought about in qualitative terms after Independence, rather a continuation of the

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imperial education system introduced by the British Government. The Commission reported that the West Bengal government had increased expenditure on education, both in terms of the amount of money spent and the proportion of the budget devoted to education. However, the Commission noted that much of this money was spent on salaries, and that the student-teacher ratio needed to be improved. The Commission made a number of suggestions to improve education in West Bengal, including repair and construction of school buildings, provision of basic teaching aids and clothing for girl students, more emphasis on education for girls from minority communities and those belonging to economically weaker sections of society, and better libraries and library services. On the quality front, the Commission also stated that the examination pattern and type of questions should be changed thoroughly. Objective-type questions should be replaced with questions based on comprehension, so that students can be tested on the expression of their thoughts and ideas clearly and logically.

Around the same time, the Government of India launched the District Primary Education Programme (DPEP) in 1994 with an aim of achieving the objective of universal primary education. DPEP, over several phases, covered 272 districts in 18 states of the country, with Bankura, Birbhum, Cooch Behar, Murshidabad and South 24 Parganas being covered in West Bengal. The programme morphed into the Sarva Shiksha Abhiyan (SSA) in 2001 with the aim of providing free and compulsory education to children between the ages of 6 to 14. In line with this, the Paschim Banga Sarva Shiksha Mission (PBSSM) was set up as the State Project Office. In 2009, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched for the development of secondary education in public schools throughout India. In 2018, RMSA along with SSA and Centrally Sponsored Scheme on Teacher Education (CSSTE) were disintegrated to form the Samagra Shiksha Abhiyan. In West Bengal, PBSSM became and remains the de facto authority for overseeing the activities under Samagra Shiksha.

The West Bengal Board of Secondary Education (WBBSE) was established in 1951. The number of candidates appearing for the board's secondary examinations has increased dramatically over



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the years, with over 10 lakh candidates appearing for the examination in 2019. The West Bengal Council of Higher Secondary Education (WBCHE) was set up under the West Bengal Council of Higher Secondary Education, Act 1975. The council is the main body that looks after the higher secondary level of school education, i.e., classes XI and XII.

The Madrasah Education system in Bengal was founded in 1780 by the British East India Company, and flourished under the initiatives of Maulana Abu Nasar Mohammad Waheed in 1915. As per recommendation of the Moazzamuddin Committee (1946), the Central Madrasah Examination Board was converted to the Madrasah Education Board, Bengal and later, in 1950 it was renamed as the West Bengal Madrasah Education Board, the oldest Board of Madrasah Education in India. Presently, the Madrasah Education system of West Bengal is a pioneer and role model for minority education institutions across the world. The Madrasah education system in West Bengal provides access to free education up to secondary level for vulnerable groups, most of whom are first generation school-goers living in rural areas.

A survey of Islamic schools in January 2009 found that because of higher quality of education at Madrasahs, even Non-Muslims were actively enrolling in them. The West Bengal Board of Madrasah Education follows the syllabus and textbooks prescribed by the West Bengal Board of Secondary Education.

1.3 2011 Onwards

There are over 95,000 schools in the state of West Bengal. A vast majority of these schools (87.6%) fall under the purview of the School Education Department. This puts the state in a special place as West Bengal has one of the highest proportions of children studying in government aided/sponsored institutions in India. While the national average is roughly 60%, nearly 84% children in West Bengal study in government or aided schools as per UDISE 2020-21 (Table 1).

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	Management	2020-21	
		Number	Percentage
Schools	Government	83484	87.6
	Aided	87	0.09
	Private	11687	12.3
	Total	95,258	
Enrollment	Government	1,58,70,894	83.7
	Aided	46595	0.25
	Private	30,56,276	16.1
	Total	1,89,73,765	
Teachers	Government	4,69,804	81.83
	Aided	1,003	0.17
	Private	1,03,317	17.99
	Total	5,74,124	

Table 1: Number of Schools, Students and Teachers across different managements in West Bengal

Source: PBSSM and UDISE 2020-21

Table 2 below contains certain key parameters regarding the status of government and government aided/sponsored schools in West Bengal. It can be seen that there has been a marked improvement in terms of access and retention at all levels of education.

Parameter		Primary	Upper Primary	Secondary	Higher Secondary
Pupil Teacher Ratio (PTR)	2011-12	30	48	42	55
	2021-22	21	24	22	28
Student Classroom Ratio (SCR)	2011-12	44	44	82	80
	2021-22	25	47	59	55
Gross Enrolment Ratio (GER)	2011-12	100	70.58	63.70	40.37
	2021-22	100	99.90	92.85	59.60
Dropout Rate	2011-12	4.1%	5.92%	17.52%	17.48%
	2021-22	0%	0%	4.18%	6.58%
Gender Parity Index	2011-12	0.99	1.05	1.08	0.87
	2021-22	0.99	1.01	1.18	1.16

Table 2: Improvement in key educational parameters in government and government aided/sponsored schools West Bengal

Source: PBSSM



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In the following sections, a situation analysis of the state's educational status is conducted along four parameters – Access, Quality, Infrastructure and Governance. Under each parameter, an overview of the state is provided along with some key inter-district variations.

1.3.1 Access

The number of schools in the state has increased consistently in the last decade. As Table 3 shows, since 2011, a sufficient number of new primary and upper primary schools have been set up in the state, and several upper primary and secondary schools have been upgraded to secondary and higher secondary schools respectively. Though the number of secondary schools appears to have come down in this time period, it is because most of these schools have been upgraded to higher secondary schools.

Level	Primary	Upper Primary	Secondary	Higher Secondary	Total
2011-12	49603	2907	3543	4820	60873
2012-13	49673	3810	3140	5323	61946
2013-14	49664	4024	3062	5465	62215
2014-15	49767	4390	2806	5759	62722
2015-16	49995	4582	2672	5959	63208
2016-17	50027	4737	2597	6114	63475
2017-18	50075	4731	2577	6192	63575
2018-19	50108	4734	2554	6272	63668
2019-20	50134	4721	2531	6368	63754
2020-21	50157	4674	2555	6408	63794
2021-22	50162	4711	2550	6417	63840

Table 3: Increase in number of government and aided/sponsored schools at various levels in West Bengal

At the same time the number of teachers has correspondingly increased to keep up with the increasing number of students (see Table 4). Every year nearly 50 lakh students get enrolled in the primary and upper primary levels, while the figures are 20 lakhs at secondary and 15 lakhs at higher secondary level. At present there are over 1.59 crore students enrolled in government

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and government aided/sponsored schools in West Bengal. This makes up nearly 84% of all students in the state – the highest proportion of any state in India. This has been possible largely owing to the nearly 100% Gross Access Ratio in the state (see Table 5).

Level	Primary	Upper Primary & Secondary	Higher Secondary	Total
2011-12	190794	167482	24704	382980
2012-13	185577	168503	23427	377507
2013-14	183220	167433	22710	373363
2014-15	189853	181851	24000	395704
2015-16	186128	179226	24110	389464
2016-17	182244	177331	23934	383509
2017-18	216381	170844	27363	414588
2018-19	214800	167334	30306	412440
2019-20	204646	170519	25070	400235
2020-21	203708	165835	24959	394502
2021-22	212431	181182	26572	420185

Table 4: Number of teachers in government and aided/sponsored schools at various levels in West Bengal

Level	Gross Access Ratio
Primary (Norm: < 1km)	99.94
Upper Primary (Norm: < 3km)	99.95
Secondary (Norm: < 5km)	99.36
Higher Secondary (Norm: < 7km)	99.70

Table 5: Gross Access Ratio for government and aided/sponsored schools as per norms

Source: Ministry of Education, Government of India, 2021-22

Due to these efforts the dropout rate in the state has fallen considerably (see Table 2). The Pupil Teacher Ratio (PTR) and Gross Enrollment Ratio (GER) at different school levels too have considerably improved since 2011 as can be seen in Fig. 2 and Table 2. The average PTR at the state level is within the norms defined by the Right to Education Act (RTE). Despite great results at elementary level, the situation at the post-elementary level remains an area of concern in terms of GER and dropout rate.



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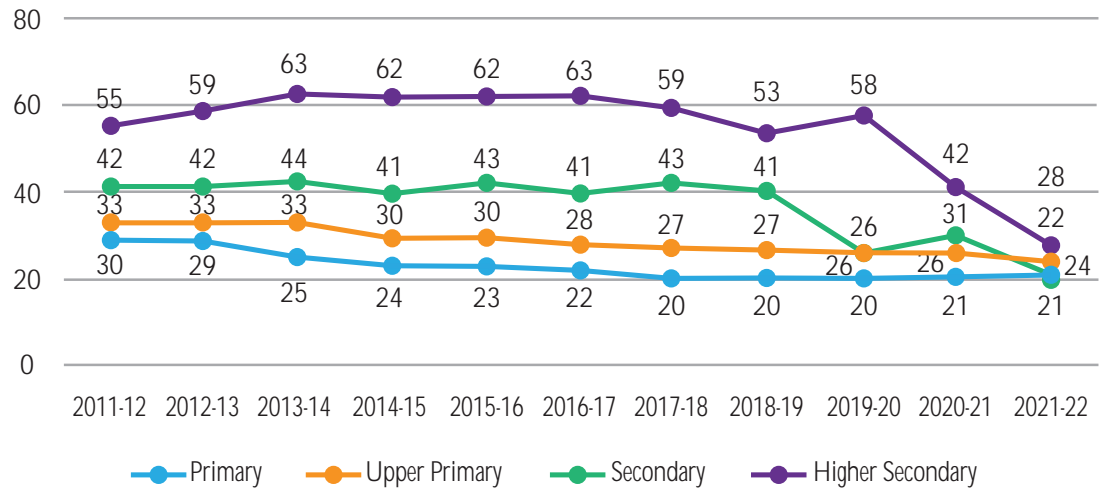


Fig. 2: Improvement in Pupil Teacher Ratio at different school levels in government and aided/sponsored schools in West Bengal

For children of 0-6 years age, the state has a network of 1,19,481 Anganwadi Centres (AWCs) staffed with 1,05,426 Anganwadi workers and 1,00,277 helpers (data as of June 2022). These centres are run under the Integrated Child Development Services (ICDS) scheme by the Department of Women and Child Development and Social Welfare (DWCD&SW).

The School Education Department delivers education in eight mediums of instruction around the state. These include Bengali, Hindi, English, Nepali, Oriya, Urdu, Santhali, Telugu, and the two recently introduced mediums of Kamtapuri (2 schools) and Rajbangshi (198 schools). The state provides hot cooked Mid-Day Meals (MDM) to all students (approximately 1.15 crore students) till Class 8 in about 84,000 schools on a daily basis which has greatly improved student attendance and enrolment figures. Another important aspect of improving access to education is providing scholarships and financial assistance to students from vulnerable communities. In addition to providing free textbooks in all eight mediums, free uniforms, school bags, shoes, school diaries and exercise books to students of government

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and aided/sponsored schools, the Government of West Bengal has been running multiple incentive schemes as detailed below –

- Kanyashree:** This scheme provides financial assistance to girl students at different levels of education. The scheme is divided into three parts – K1, K2 and K3. Under K1, an incentive of Rs. 1000/- per annum is paid to the girls in the age group 13 to 18 years. Under K2, a one-time assistance of Rs. 25000/- is given to 18-19-year-old girls continuing education in any institution. K3 is for girls studying in universities to help pursue higher education. The Scheme has brought over 40 lakh adolescent girls under its fold covering over 15,500 institutions in every corner of the state including formal schools, madrasahs, colleges, open schools and universities, institutes of vocational training, industrial training, and even sports institutes.
- Sabooj Sathi:** This scheme provides bicycles to students studying in classes IX to XII in government / aided schools and madrasahs. Initiated in 2015-16, over 1.04 crore students have received bicycles under the scheme which is currently in its eighth phase in 2022-23.

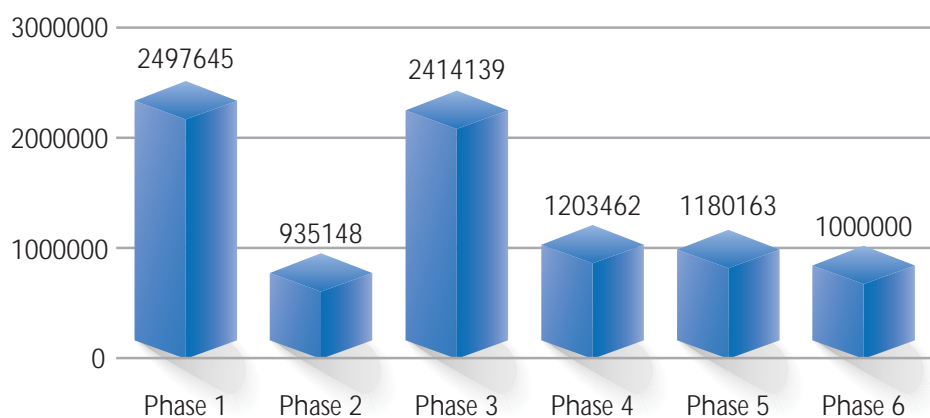


Fig. 3: No. of Beneficiaries of Sabooj Sathi

- Taruner Swapno:** Under this scheme smartphones (up to Rs. 10,000) are provided to Class 12 students to pursue their education.



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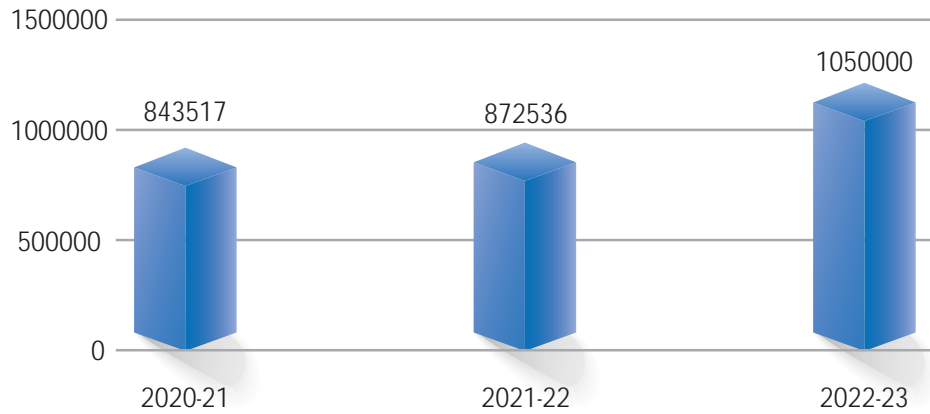


Fig. 4: No. of Beneficiaries of Taruner Swapno scheme

- **Sikhashree:** Under this scheme, annual scholarships are provided to Scheduled Caste and Scheduled Tribe students studying in classes V to VIII.
- **Swami Vivekananda Merit cum Means Scholarship (SVMCM)** provides financial assistance to meritorious and economically poor students who scored 60% and above. These students get course-wise scholarships ranging from Rs. 1000/- to Rs. 5000/- per month if their family income ceiling is Rs. 2.5 lakh per annum.

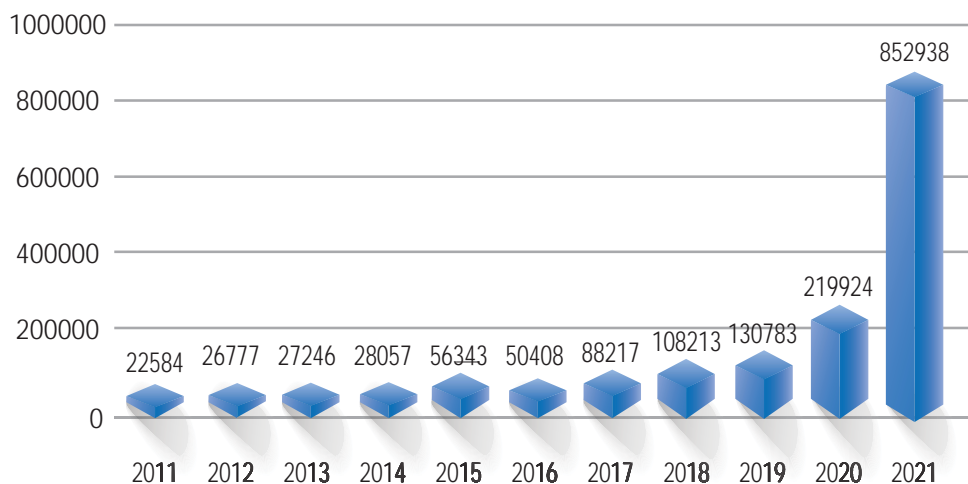


Fig. 5: No. of SVMCMS Applications (Including K3)

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To assist children with severe disabilities or those who are out of formal schooling for some reason such as children of migrant workers, West Bengal Council of Rabindra Open Schooling (WBCROS) provides access to the open schooling system at secondary level.

INTRA-STATE ANALYSIS

While the state average pupil teacher ratio (PTR) is within the RTE norms, many districts do not meet the norms at different levels. Table 1 in the Annexures shows how the PTR varies across districts for different school levels for schools under the School Education Department. In certain districts like Murshidabad, the PTR is high at all school levels, whereas in others like Cooch Behar, Maldah and Puruliya, the PTR is above norms at a few levels only. Thus, there is a need for rational deployment of teachers within the state and within the districts as well.

Sundarbans Region

The geographical terrain of the Sundarbans region in West Bengal raises incredible challenges for sustaining infrastructure, transportation, and thus, livelihood. Ensuring high quality, consistent and equitable education is of extremely high importance in strengthening the community and society in the region. The region requires special attention so that the deterrents are adequately addressed in a manner that is sound both ecologically and economically. In terms of the educational parameters, the region performs largely at par with the state average. However, as can be seen in Fig. 6, the PTR in the region is much higher than the state average. The figures for dropout rates for the Sundarbans indicate that boys have a greater propensity to drop out, possibly to support their family's livelihood. Additionally, the overall enrolment figures show a decline from about 76492 students (boys and girls combined) in school in Class V to 50190 in Class X and 37138 in Class XII, indicating that there is rapid



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drop-out in the secondary and higher secondary segments. This is in line with the larger dropout trend in the state and thus remains an area requiring improvement.

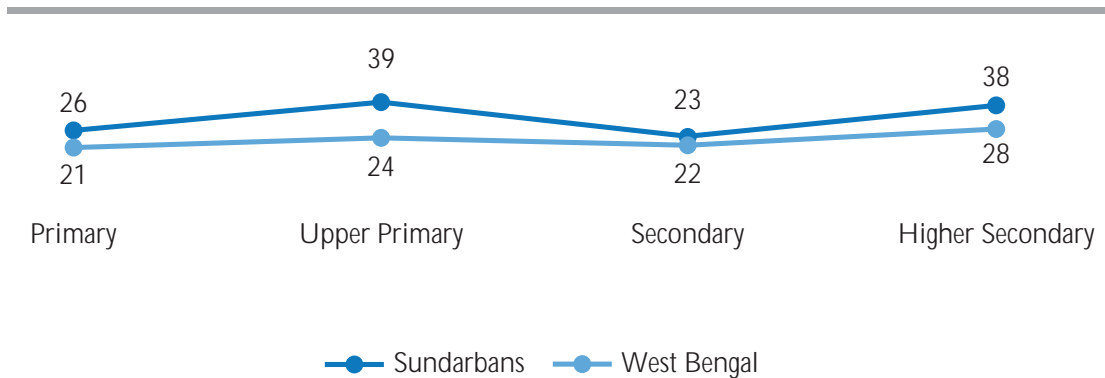


Fig. 6: Comparison of Pupil Teacher Ratio in Sundarbans region and the state average

Source: PBSSM

However, since 2011, the School Education Department has spent upwards of Rs. 560 crores on construction of infrastructure and as a result there has been a significant improvement in educational parameters as can be seen in Table 2 in the Annexures. As of 2021, 9553 new teachers and head teachers have been appointed, 99.7% of all schools have electricity, and 100% of schools have drinking water facilities, boys and girls toilets.

Tea Gardens Region

West Bengal is the second largest producer of tea in India, contributing roughly 31% of the national produce. Districts of Darjeeling, Jalpaiguri, Kalimpong, Coochbehar and Alipurduar are the major tea producers of the state. However, this Tea Gardens region has often been marginalised due to its socio-economic and geo-political challenges. Added to this, fluctuations in the international tea market and issues like climate change also impact the

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estates and the workers, and thus the education of children of workers in these regions is of great concern. Table 6 shows that in Cooch Behar, Darjeeling and Kalimpong the gender parity index (GPI) is under 1.0, implying that additional efforts are needed in these districts to bring more girls into the school system. As a proxy metric for PTR, the number of students per teacher is very high in the Tea Garden mouzas of Alipurduar and Uttar Dinajpur. Thus, a rational deployment of teachers is needed in the region.

In the last 11 years, the School Education Department has spent upwards of Rs. 430 crores for the infrastructural development of the schools in the Tea Estates region, adding over 5200 additional classrooms, electrifying over 3000 more schools, and constructing nearly 1300 toilets for boys and girls. As a result, there has been a significant improvement in educational parameters as can be seen in Table 3 in the Annexures.

District	Students	Teachers	Students/Teacher	GPI
Alipurduar	56080	1531	36.62	1.08
Cooch Bihar	459	14	32.8	0.93
Darjeeling	11018	1172	9.4	0.95
Jalpaiguri	23097	810	28.5	1.00
Kalimpong	1299	57	22.8	0.98
Siliguri	12058	398	30.3	1.02
Uttar Dinajpur	27706	514	53.9	1.04
Total	131717	3512	37.5	1.01

Table 6: Status of educational parameters across the Tea Estates region in West Bengal

Source: PBSSM/District

1.3.2 Quality

The curriculum and textbooks for school education under SED were last updated in 2017 through an extensive stakeholder consultation under the mentorship of the Expert



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Committee. Learning outcomes for pre-primary to class III have been revised in 2022 in line with the contemporary requirements and understanding of foundational literacy and numeracy. The quality of these efforts can be verified through the results of the National Achievement Survey (NAS). The results of NAS 2021 show that not only has West Bengal improved its overall rank in comparison to NAS 2017, the average scores for each subject in class III, V and VIII are placed well above the national average. The state average score has been marginally below national average only for Maths and Science subjects in class X, thus, there is a requirement for remedial measures in this regard. Fig. 7 shows how West Bengal's performance ranks against other states in the country in NAS 2021.

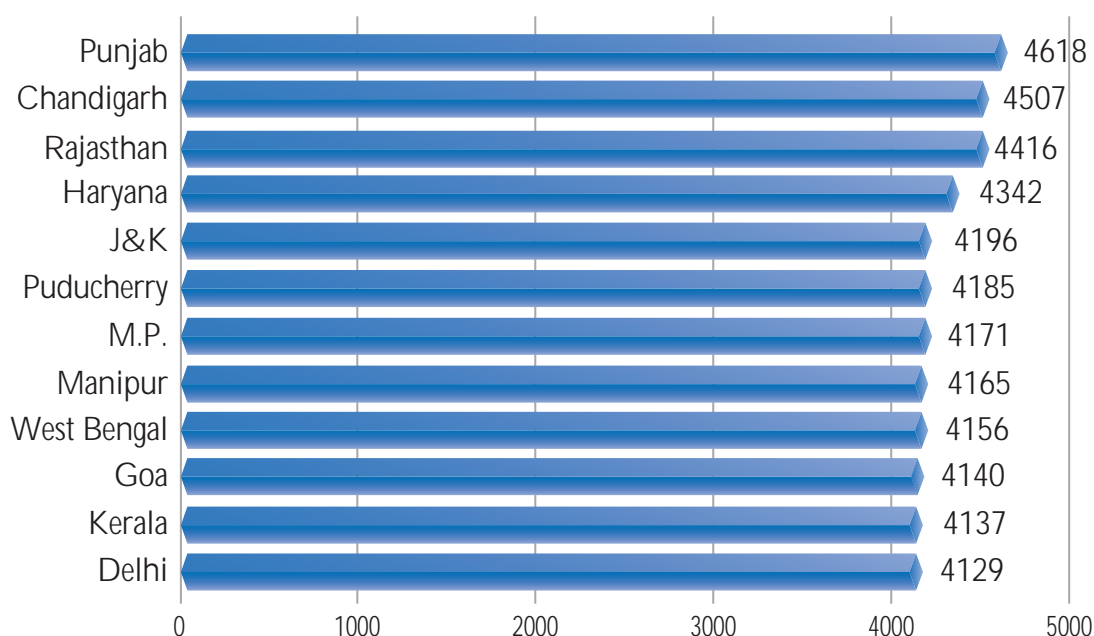


Table 7: State-wise comparison of total scaled scores as per NAS 2021.

West Bengal ranks at the 9th spot, improving its position from 14th in NAS 2017.

Nonetheless, at the same time, the pass percentage of students of class X and XII across all managements in the state has been very high. In 2022, 86.60% students passed the

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Madhyamaik Pariksha (secondary-level exam conducted by West Bengal Board of Secondary Education) and 88.44% students passed the Higher Secondary exams conducted by the West Bengal Council of Higher Secondary Education.

In the recently conducted Foundational Learning Study 2022 by NCERT and Ministry of Education, Government of India, the academic performance of students of Grade 3 in the states has been measured against the international benchmark called the Global Minimum Proficiency level. West Bengal has performed better than the national average across both numeracy and literacy parameters in this study with more than half the students performing either at or above the Global Minimum Proficiency level in Bangla (60%), Hindi (75%), English (71%), and numeracy (70%). West Bengal has the highest proportion of students performing at or above the Global Minimum Proficiency level in foundational numeracy than all other states in the country. In the report commissioned by the Economic Advisory Council to the Prime Minister, titled 'Status of Foundational Literacy and Numeracy Index' (2021), West Bengal ranked first in the category of large states, recognising the state's efforts towards quality education at the primary stage.

School Level	Percentage of Schools with Libraries or Reading Corners
Primary	97.34
Upper Primary	86.75
Secondary	96.86
Higher Secondary	98.66

Table 7: Percentage of schools under School Education Department with libraries or reading corners

For periodic and holistic assessment of students, all government aided/sponsored schools in West Bengal follow the Peacock model of Continuous and Comprehensive Evaluation (CCE)



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till Class 8. For Class 9 and 10, the evaluation pattern has been revisited and upgraded. Initiatives like the Vidyasagar Science Olympiad are organised to build the scientific temper of students. To build a culture of reading among students, at present, nearly all Secondary and Higher Secondary schools under the School Education Department have libraries or reading corners (see Table 7). Till 2021-22, nearly 7800 schools have been allotted a Library Grant. However, there is a paucity of librarians in schools due to the low number of sanctioned posts and vacancies. In order to achieve the goals set for achieving universal foundational literacy and numeracy, promotion of reading habits among students is an essential requirement. For this purpose, all schools at all levels should have a library or reading corner available in them. At the same time, SED has also allotted Laboratory Grants to over 6800 schools till 2021-22. SED has also started a unique initiative called 'Ujjiban Charcha', under which a series of webinars are conducted on weekends covering topics for extending academic and psycho-social support to Secondary and Higher Secondary level students. The effects of climate change loom large over the heads of humanity. As research and evidence shows that frequency and intensity of natural disasters are only going to increase in the future, SED in partnership with UNICEF has been running a Comprehensive School Safety & Security Programme (CSSSP) that covers topics such as disaster risk reduction, safe learning environment and child protection.

Under ICDS, the curriculum for Early Childhood Care and Education (ECCE) was developed through an assessment of the situation and needs on the ground. The objectives of this curriculum development process were to ensure quality pre-school interventions in the AWCs towards making children (aged 3-6 years) school ready and to develop a close linkage between AWCs and Primary Schools to improve attendance and retention of learners in schools. The curriculum that emerged is theme-based with age-appropriate activities. In order to strengthen the ECCE program across the state, Model ECCE centres, known as 'Shishu Aloy',

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were set up to demonstrate good ECCE practices. These centres provide age-appropriate preschool activities with a structured routine and materials for the children. The new contextualized and structured routine through an activity-based curriculum helps children to be more enthusiastic and involved in their holistic development. A State Resource Group comprising 80 members and a District Resource Group comprising 320 members provide hands-on training to Anganwadi workers to build their knowledge and capacity for successful implementation of contemporary ECCE practices.

The Vocational Education & Training programme provides vocational education and training in 726 schools in West Bengal, India is aligned with the National Skill Qualification Framework, and aims to provide a nationally-recognised qualification to students. The programme has been running since 2013, starting on a pilot basis in 93 schools from Class IX to Class XII by Directorate of Vocational Education & Training (DVET, WB) in association with the School Education Department. It has gradually expanded to include more schools and sectors. As of 2019, 1,10,795 students have been enrolled on the programme in 1352 Sector Schools covering 13 sectors, spanning six Service Sectors (Apparel, Healthcare, Security, Tourism & Hospitality, Retail and Beauty & Wellness), six Engineering Sectors (Automotive, Construction, Electronics, IT/ITeS, Plumbing and Power) and the Agriculture Sector. The gender parity of students enrolled in vocational subjects across class IX to XII is very close to 1, showing that both boys and girls are equally interested and getting equal opportunities as well.

The School Management Committee (SMC) is a critical stakeholder of the education system. The SMCs across the state undertake monthly reviews of student attendance and identify the causes of irregularity in attendance, if any. At times the SMC members make home visits along with para-teachers. Apart from this, the monitoring of the quality of the mid-day meal (MDM)



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and other fund-related issues is done by SMCs to ensure that the school environment and the classrooms are child-friendly.

To continually improve the quality of teaching-learning processes, regular in-service trainings are organized for teachers. In 2020-21 a total of 1,55,863 primary teachers and 60,204 upper primary and secondary teachers were trained on various subjects and relevant pedagogical methods. During the COVID-19 lockdown, training workshops were conducted in online-mode and the materials and video recordings were made available on Banglar Shiksha portal. A leadership development programme for headmasters and teachers-in-charge of 1313 schools was conducted at IIM Kolkata in December 2021. Special educators trained for working with children with disabilities (CwD) are also engaged by PBSSM at the circle level in order to provide support services to schools in the area. These special educators undertake identification and assessment of CwD and assist them during and after school hours, along with providing guidance to the regular class teachers on how to work with children with disabilities.

Intra-State Analysis

Table 4 in the Annexures show that the objective performance of West Bengal on the National Achievement Survey still has scope for improvement considering how the best performing district (North 24 Parganas) has the average score of only 231.8 out of a maximum possible score of 400. Districts like Alipurduar, Birbhum, Uttar Dinajpur, Dakshin Dinajpur, and Jalpaiguri score only about 40% out of the maximum. Thus, there is a great amount of variability in the performance within the state as well. The same can be seen in Fig. 8 as well.

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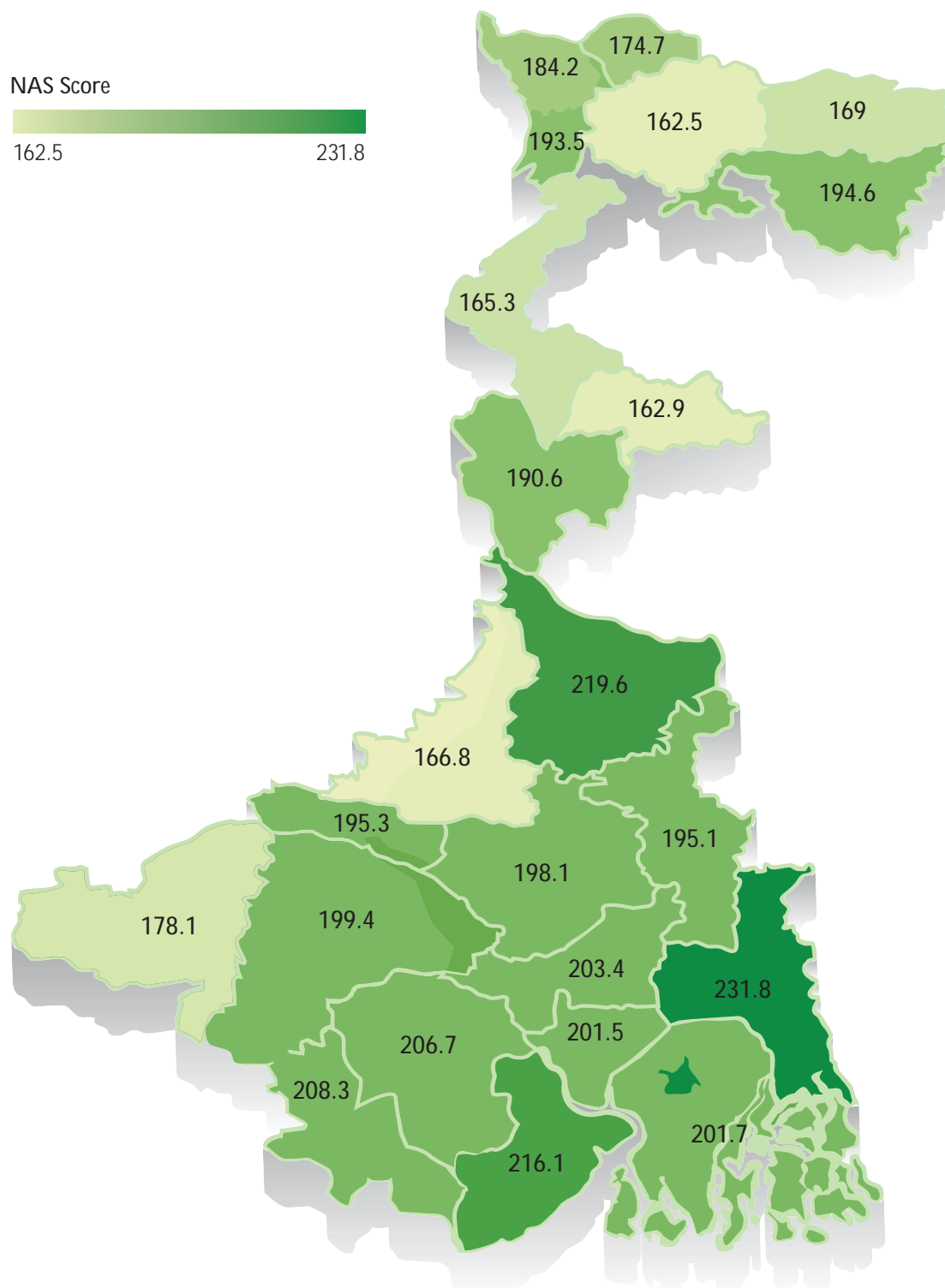


Fig. 14: District-wise scores in NAS 2021
Source: NAS 2021



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1.3.3 Infrastructure

The School Education Department has added over 2,16,000 additional classrooms since 2011. In the year 2021-22 alone 3558 classrooms have been constructed in the state. Fig. 9 shows that the schools managed or funded by SED have nearly 100% availability of electricity, functional drinking water, functional boys'/girls' toilets, hand wash facilities and libraries/reading rooms. In fact, the availability of infrastructural facilities is better than the national average as per UDISE 2020-21.

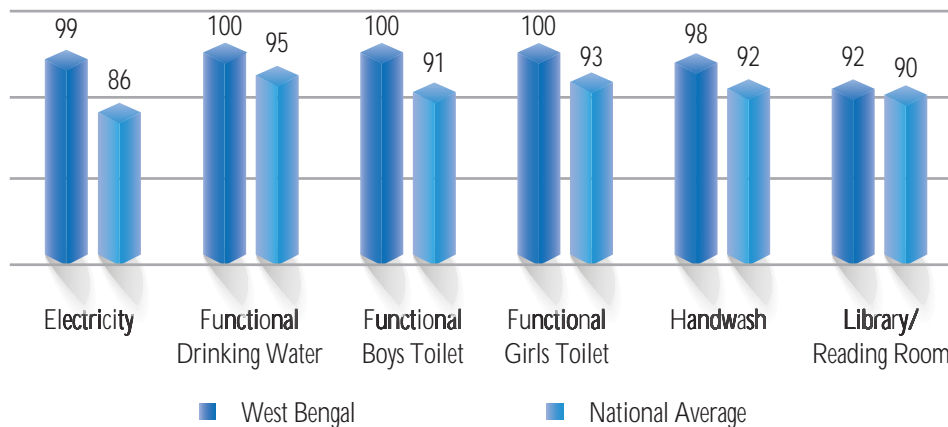


Fig. 9: Availability of infrastructural facilities in government and aided/sponsored schools of West Bengal

Source: PBSSM, UDISE 2020-21

Though there are functional toilets for both boys and girls available in all the schools, there is a requirement for more as not all schools meet the national norms of 1 toilet seat per 80 boys and 1:40 for girls. Fig. 8 shows that the availability of water for flushing/cleaning needs to be improved as well. Availability of dining halls in schools greatly improves the hygiene when students take their mid-day meal. However, only 22.45% of schools across the state have dining halls. Considering that the state serves crores of hot cooked mid-day meals every month, it is prudent that dining hall facility be provided to schools as well.

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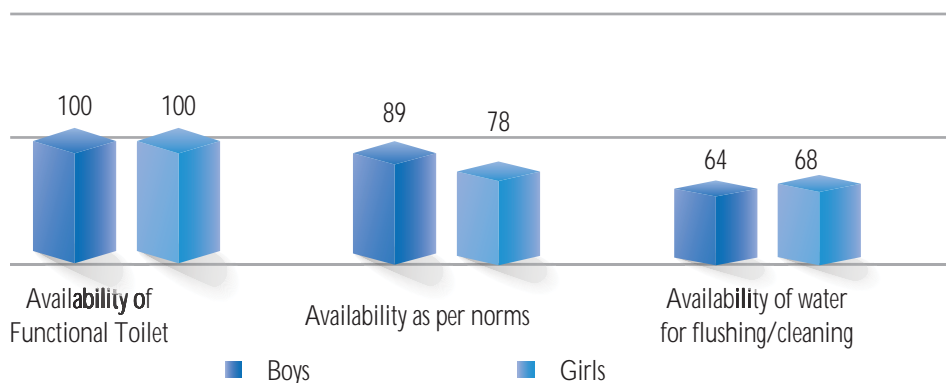


Fig. 10: Additional indicators related to toilets in government and aided/sponsored schools of West Bengal Source: PBSSM

Providing hostels for students greatly improves the educational attainment of students and reduces rates of drop out and child marriage. In recent years, the School Education Department has set up several Model Schools, Kasturba Gandhi Balika Vidyalaya (KGBV) hostels and 40 New Integrated Government Schools (NIGS). These schools are set up in critical regions that fall behind in development parameters. The NIGS schools are funded under the Backward Regions Grant Fund (BRGF) scheme and run from pre-primary to Class XII with a 50-bed hostel each for boys and girls. Similarly, Model Schools provide quality education to children in rural areas with an aim of setting up one good quality senior secondary school in each block of the state. Table 8 shows the number of such schools with hostels set up across the state.

Type of School / Hostel	Numbers sanctioned
Hostel attached to Model Schools	12
New Integrated Govt. Schools	40
KGBVs at elementary level	92
KGBVs at secondary level	48
50-bed Girls Hostel (LWE)	105
50-bed Girls Hostel (Non-LWE)	34

Table 8: Hostels set up to promote education in remote areas of West Bengal

Source: PBSSM



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The state provides facilities such as hearing aids, braille books and large-print textbooks to children with disabilities (CwD). Transport allowance and escort allowance are provided to children with low mobility as well. The schools are equipped with CwD-friendly infrastructure such as special toilets, ramps and handrails. As per UDISE 2020-21, about 66% of schools under SED have CwD students, nearly 30% schools have CwD-friendly toilets, and over 80% have ramps. This is an area of improvement for the State as providing special infrastructure for CwD is essential for assisting them in completing their school education.

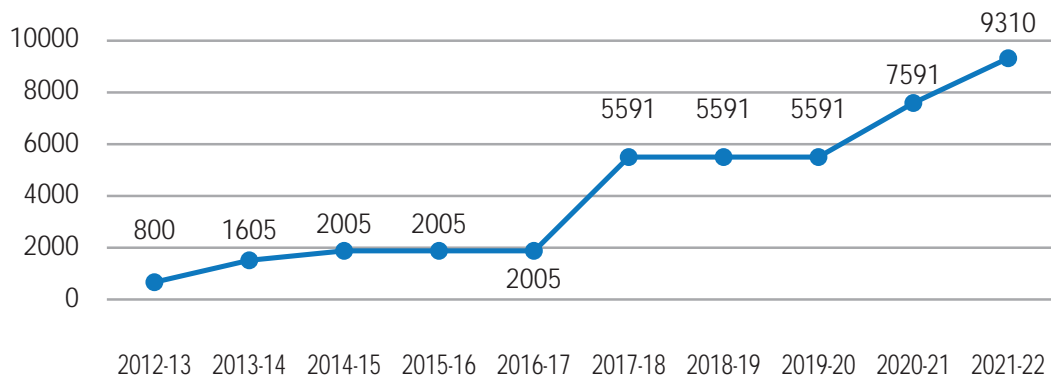


Fig. 11: Number of schools covered under ICT by SED

Source: PBSSM

To bring technology-based education into schools and to provide students the exposure to modern technology, the SED has increased the coverage of ICT at schools by over 10 times, as seen in Fig. 11. Table 9 shows how the percentage of schools with computers has increased manifold in the last ten years. In 2019, SED introduced the Banglar Shiksha portal (<https://banglarshiksha.gov.in/>) which is a one-stop digital solution for all stakeholders of school education. Everything from information on scholarships and academic resource materials, to disbursement of student benefits and staff salaries along with the maintenance of complete profiles of students, teachers and schools are monitored on a real time basis through

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Banglar Shiksha. The scope of the portal expands in congruence with the needs of the education system and is the central cog in the digitisation initiatives of the state school education system.

Level	2011-12	2021-22
Secondary	2.43	86.25
Higher Secondary	13.84	94.65

Table 9: Percentage of schools under SED with computers available

Source: PBSSM

Intra-State Analysis

Despite the fact that several thousand classrooms have been constructed in the last decade, there is still a requirement of about 50,000 classrooms across schools under SED. Table 5 in the Annexures shows how this requirement varies across districts. While districts like Kolkata and Siliguri require less than 500 classrooms, other districts like Puruliya, Maldah, Murshidabad, North 24 Parganas and South 24 Parganas require more than 3000 classrooms each. As identified previously in this section, there is a requirement for dining halls in schools. Fig. 12 shows how the requirement varies across the state. While South 24 Parganas and Siliguri have over 45% availability, districts like Howrah, Kolkata, Uttar Dinajpur, Maldah, Nadia and Paschim Medinipur have less than 15% availability. The detailed numbers are available in Table 6 in the Annexures.

Similarly, when considering schools under all managements the district-wise availability functional toilets for children with disabilities (CwD) also shows stark variation. At the same time, there are still a significant number of schools across the state that do not have ramps and electricity. Fig. 12 below shows how these figures vary across districts.

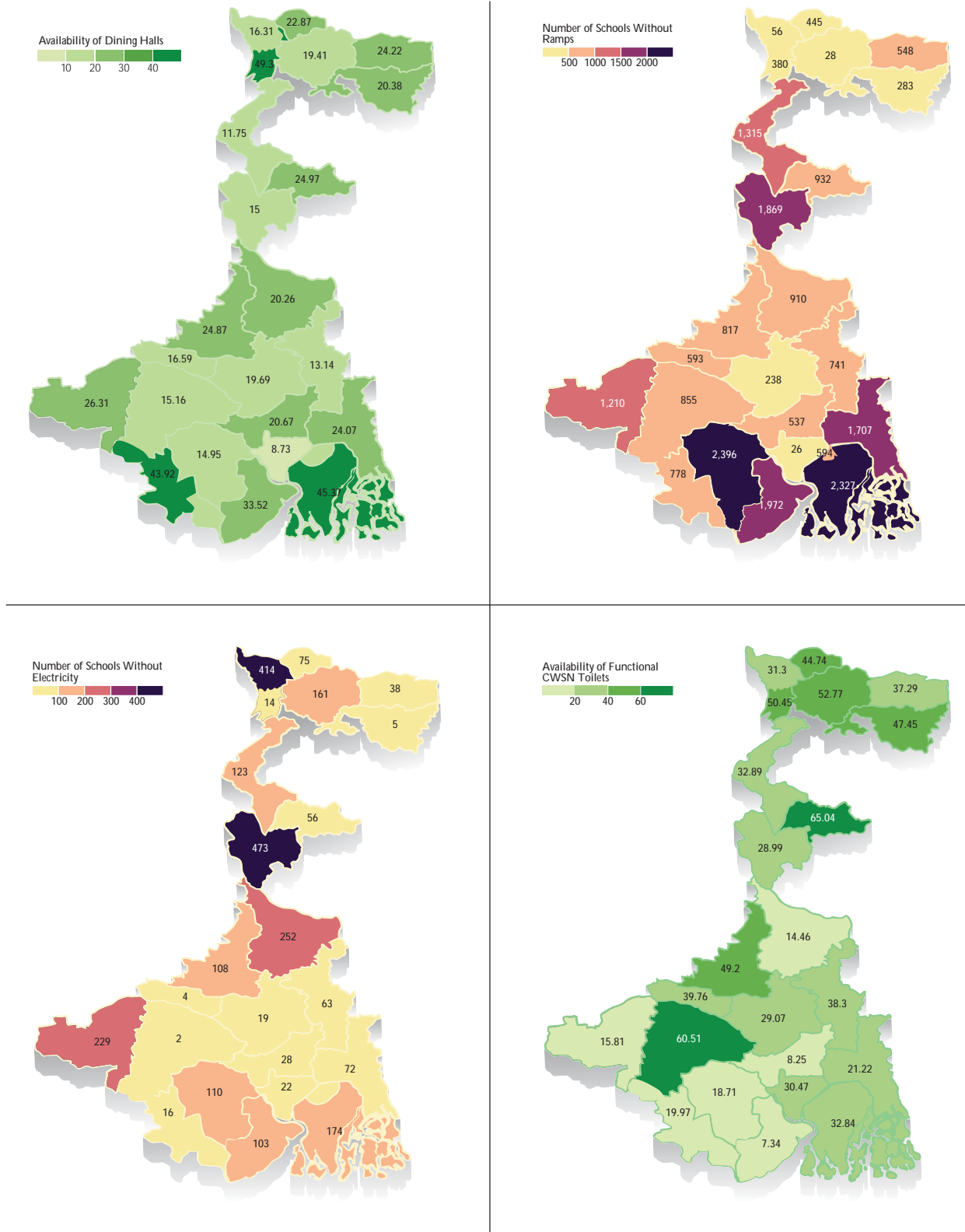


Fig. 12: (Top row) Percentage availability of Dining Halls (govt./sponsored schools only) and Functional CWSN Toilets (all managements); (Bottom row) Number of schools without Ramps and Electricity (all managements)
 Source: UDISE, PBSSM

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Table 7 in the Annexures shows how the Student Classroom Ratio (SCR) in the state varies across districts. The recommended SCR at primary level is that of 30 students per classroom. While the overall state average is well below that figure, districts like Murshidabad and Maldah stand at 37 and 36 respectively. The figures at higher levels of schooling are in need of improvement as well.

1.3.4 Governance

As per the Performance Grading Index published by the Ministry of Education, Government of India, West Bengal's overall score has improved from 617 in the inaugural report (2017-18) to 834 in the latest report for 2019-20 (see Fig. 13). This ranks the state in Grade I on the index which measures the performance of all states and UTs on five domains – Learning Outcomes, Access, Infrastructure and Facilities, Equity and Governance Processes, on the basis of 70 indicators. At present, West Bengal ranks bracketed with seven other states/UTs while there are twelve other states/UTs that have a higher rank (Grade I+ and Grade I++). The states with the highest performance on PGI 2019-20 have scored nearly a hundred more points than West Bengal (see Table 10). Thus, there is ample room for improvement for the state.

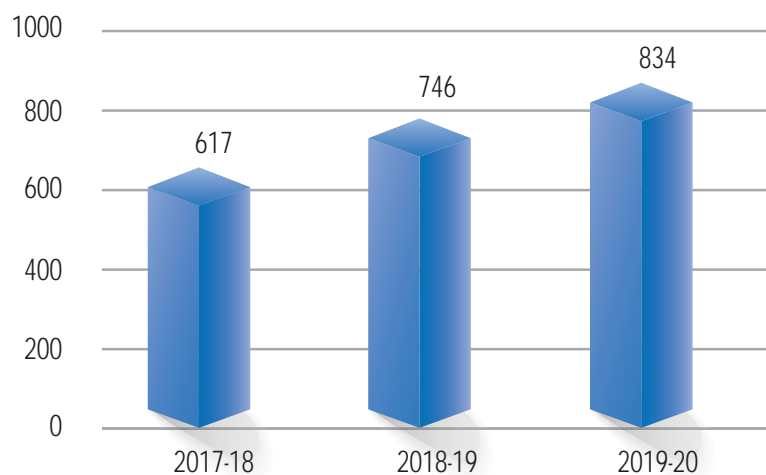


Fig. 13: West Bengal's overall score on the Performance Grading Index

Source: Ministry of Education, Government of India



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State	PGI Score 2019-20
Punjab	929
Tamil Nadu	906
Kerala	901
Delhi	898
Maharashtra	869
Odisha	838
West Bengal	834
Uttar Pradesh	804

Table 10: West Bengal's performance on PGI 2019-20 against select other states

Source: Ministry of Education, Government of India

In the past decade, the Government of West Bengal has made concerted efforts towards improving the quality of school education. This is evident from the fact that the budget provision for SED has tripled from Rs. 12964.08 crores in 2011-12 to Rs. 35335.54 crores in 2021-22 (see Table 11).

Year	Budget provision (Rs. in crores)	Actual expenses (Rs. in crores)
2011-12	12964.08	13589.69
2012-13	15181.59	14696.46
2013-14	17244.30	15313.29
2014-15	19739.41	16954.51
2015-16	21633.05	17070.09
2016-17	22570.15	18616.34
2017-18	25330.71	20146.41
2018-19	24739.98	23264.65
2019-20	27540.70	26920.01
2020-21	30040.05	30323.34
2021-22	35335.54	30787.61

Table 11: Steady increase in budget provision for School Education in West Bengal

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While the recruitment of teachers in the state is done through the West Bengal School Service Commission, West Bengal Public Service Commission and the West Bengal Board of Primary Education, the School Education Department introduced the Utsashree online portal under Banglar Shiksha. Under this portal, the transfer requests of both teaching and non-teaching staff are facilitated in a transparent, efficient and time-bound manner. In 2021-22, more than 32,000 intending teachers and non-teaching staff have been transferred using Utsashree.

Intra-State Analysis

The Ministry of Education releases a District-level Performance Grading Index that takes the approach of state-level PGI and applies it to all the districts of the country with the objective to help the districts prioritise areas for intervention in school education. In the latest version of the report, the top performing district is Kolkata with a score of 435, which translates to 72.5%, thus placing it in the Ati-Uttam grade. As Table 12 shows, in 2018-19, there were one district each in the Prachesta-3 and Akanshi-1 grades. However, in 2019-20 both these districts have improved their scores and now rank in the Prachesta-2 grade. On a whole, the state has seen an improvement of 17 points on average. The largest of this improvement comes from the School Safety and Child Protection category.

Grade	No. of districts (2018-19)	No. of districts (2019-20)
Ati-Uttam	1	1
Uttam	14	18
Prachesta-1	5	2
Prachesta-2	2	3
Prachesta-3	1	0
Akanshi-1	1	0

Table 12: Number of districts in different grades of District PGI in West Bengal

Source: District PGI 2019-20, Ministry of Education, Government of India

Table 8 in the Annexures shows that Kolkata district performs better than all other districts only in the Outcomes category. In all other categories there are many other districts that have performed better than Kolkata. However, due to the fact that its performance in Outcomes category is far greater than all other districts and that in other categories as well its performance has been near the top if not the best, it has emerged as the best performing district in the state. Fig. 14 shows how there is a clear variation in performance across the state with northern districts performing much poorer than others. Thus, a holistic improvement is required in all districts in order to improve their overall performance.

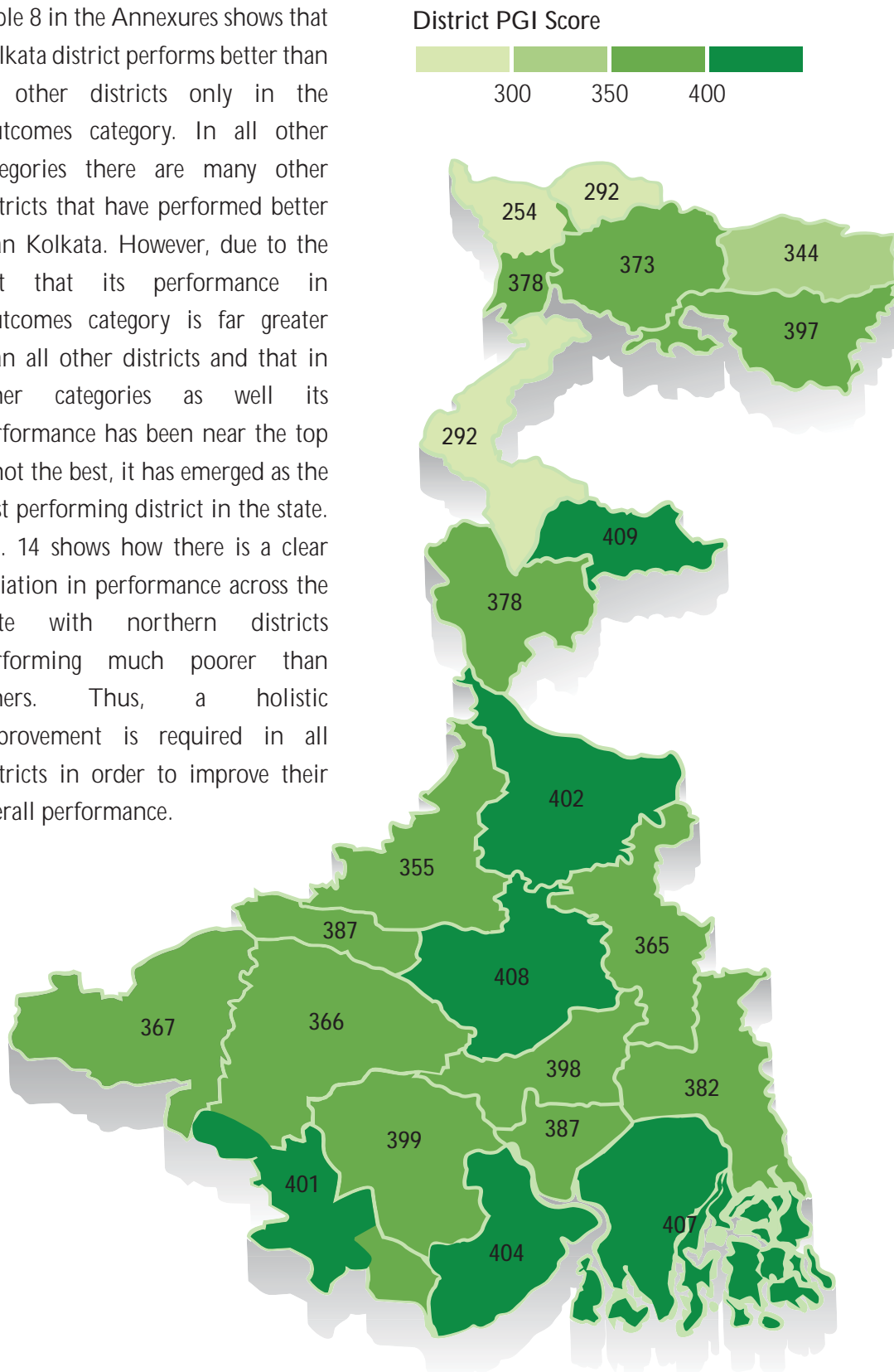


Fig. 14: Overall PGI scores of districts in West Bengal
Source: District PGI 2019-20, Ministry of Education



1.4 Emerging Gap Areas

From the above analysis, it can be seen that the Government of West Bengal and the School Education Department have made considerable improvements to the school education system of the state in the last decade. However, the following gap areas need to be addressed in line with the vision set for school education (in the next section) –

- Though the state is performing above the national average on NAS and other studies looking at academic performance, objectively speaking, there is ample room for improvement. Thus, targeted initiatives need to be taken to improve both the foundational skills of students and their subject-specific knowledge and understanding.
- Similarly, though the state has considerably improved its rank on PGI, there is room to grow, especially in the domains of Learning Outcomes and Infrastructure and Facilities. Additionally, a concerted effort is necessary to maintain the results of the good work done so far.
- While the state as a whole has performed better than the national average across NAS 2021, FLS 2022, PGI 2019-20 and District PGI 2019-20, there is a great amount of variation in the performance of individual districts. Thus, targeted planning is necessary to ensure that all regions of the state perform optimally.
- As with any large system, some schools are performing much better than others, thus, there is a need for establishing linkages and knowledge sharing mechanisms between schools. A grading framework coupled with routine monitoring activities could allow the identification of high performing schools – however, both these aspects are absent at present.
- While the ambit of vocational courses and skilling has increased significantly, student internships and summer projects need to be explored and expanded to build the hands-on skills of students and to prepare them for the challenges of the 21st century.
- Beyond teacher training, there is a need for academic mentoring of teachers on a more regular basis. Regular monitoring of both administrative and academic activities in schools is needed so that contextual support may be provided.



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- Though the state shows a healthy trend of pupil teacher ratio at a macro level, there are disparities at the district, block and school level. Relatedly, for the 13,000+ secondary and higher secondary schools, less than 2000 posts of librarians have been sanctioned.
- Not all types of resources are available in all schools, thus, there is a need for clustering of schools to promote sharing of physical and human resources such as laboratories, libraries, sports grounds, subject/language teachers, special educators, counsellors etc.
- While co-curricular events are organised at the school level, there is an absence of a formal structure under which the soft skills and interpersonal skills of students can be developed. A formal structure under which competitions on Quiz, Creative writing, Oration, Debating, Story-telling etc. are organised is absent.
- To keep pace with the requirement of digital technology in education, the number of schools covered under ICT needs to be increased. Partnerships with EdTech companies need to be explored in this regard as well.
- While enrolment and dropout rates are healthy at the elementary level, special efforts need to be undertaken to identify the reasons for low retention at higher levels. The effectiveness of previous interventions needs to be assessed so that new interventions can learn from them.
- There is a requirement for additional classrooms, dining halls and CWSN-friendly toilets across the state. Additionally, there is a need for additional toilets to meet the norms for boys and girls.
- As can be seen in Section 1.3.1, there is a requirement for a rational deployment of teachers in the Tea Estates region and in the Sundarbans, to improve the PTR. The PTR in Darjeeling needs to be improved as well.
- The ambit of WBCROS may be expanded in order to accommodate out of school children at upper primary level.
- West Bengal is still far from achieving universal adult literacy with 76.3% literacy rate as per Census 2011. Thus, there is a need for expanding and improving opportunities for adult education.



2. VISION

A policy document on school education sets the context and targets not only for education but also for the society at large. This section shares the vision for how various aspects of school education should look like in 2035. Starting with a vision for students and teachers, a vision for schools and the system is also shared. This vision is being developed based on the present scenario of education and society while keeping in mind that these needs and priorities are dynamic in nature. Thus, some existing features may be modified and newer aspects may be included in future revisions of this policy.

2.1 Vision for Students in 2035

In a nutshell, the policy aims that by 2035, every child, including adolescents, especially the most vulnerable, learn and acquire skills for lifelong learning within an inclusive, safe environment.

The students of West Bengal should –

- Be self-directed learners with a strong base of foundational literacy and numeracy skills.
- Enjoy physical activities and pursue a healthy lifestyle.
- Appreciate the arts and aesthetics, and pursue artistic passions.
- Have a good sense of self-awareness.
- Be respectful of other cultures and appreciate the plurality of thought.
- Be sensitive to all genders and identities.
- Be committed to the environment and have a strong civic consciousness.
- Have a critical thinking mindset rooted in scientific temper that does not fall prey to superstitions or hoaxes.
- Possess the necessary 21st Century Competencies for excelling in a globalised world such as the skills and knowledge to take on challenges of the future, the mindset to be innovative and enterprising, the moral courage to stand up for what is right and show



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resilience in the face of adversity, and the ability to collaborate across cultures, to think critically and communicate persuasively.

2.2 Vision for Teachers in 2035

The objective of school teachers is to provide every student with the opportunity to grow holistically, so that they become concerned citizens and lifelong learners.

By 2035, the teachers of West Bengal should –

- Be true to the mission to bring out the best in students.
- Be free from judgement and any discrimination on the basis of class, colour, race, caste, religion, gender identities, learning abilities, place of residence, physical or mental capabilities, parental education or occupation, and others.
- Be exemplary in the discharge of their duties and responsibilities.
- Guide students to be socially and environmentally conscious citizens.
- Instil a love of learning in students that lasts a lifetime.
- Win the trust, support and cooperation of parents and the community.
- Capitalise on various professional development opportunities to hone their skills in line with the dynamic requirements of learners.
- Be committed to holistic education, centred on values, social and emotional well-being and character development.
- Believe that every child wants to and can learn, and focus on children's learning needs when designing learning experiences.
- Support children to construct knowledge actively.
- Use assessment as a method to address children's learning gaps.

2.3 Vision for Schools in 2035

The ultimate objective of our schools is to nurture the whole child, academically, artistically, and athletically in order to develop well-rounded students who are physically, emotionally, and socially healthy.

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By 2035, the schools of West Bengal will –

- Create a learning environment that is stimulating, safe and supportive.
- Create a positive school experience for students, making them confident and lifelong learners.
- Provide quality education that meets the individual needs of students.
- Ensure all students acquire strong fundamentals of literacy and numeracy and are developed holistically – in character, knowledge and critical competencies.
- Use technology and other resources to support and enhance teaching and learning.
- Give students opportunities to learn the value of diversity and social unity.
- Instil a sense of community and responsibility in our students.
- Foster a community of caring and competent teachers who are devoted to positively impacting the lives of children.
- Work closely with parents and the community to bring out the best in students.
- Not tolerate any discrimination, especially those based on caste, class, religion, gender or belief.

2.4 Vision for The School Education System in 2035

The aim of the school education system is to create an enabling environment with suitable and adequate resources and opportunities so that students, teachers, schools, and the community can work together to achieve success.

The School Education System of West Bengal will –

- Continuously improve the curriculum and support mechanisms to provide an education that is based on the latest research and evidence-based practices.
- Support schools and school clusters to offer suitable programmes that meet the contextual needs of students.
- Prepare students for success in higher education and their careers.
- Facilitate teacher growth and success, and raise the professional standards of teachers across the system.



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- Reward and recognise exemplary effort to build and maintain high morale among the education community.
- Have a strong cadre of highly experienced teachers and educationists who will work as academic mentors and supervisors.
- Promote partnerships among schools and between schools and the community.
- Act as an enabling agency that proactively anticipates emerging needs and takes suitable action.
- Assess and monitor performance in a timely manner and build necessary capacity in a planned manner.
- Utilise differential plans for vulnerable communities to ensure that every person is able to meet their life goals through access to free and quality education.

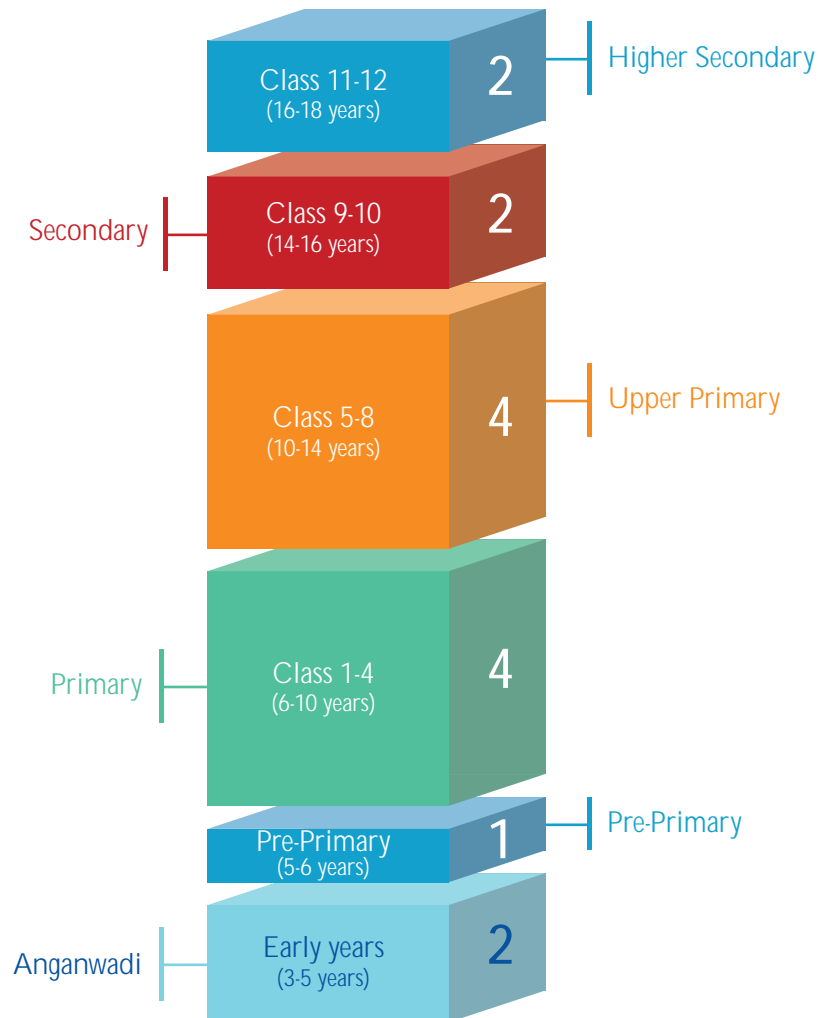
3. RECOMMENDATIONS

3.1 Structure of School Education

3.1.1 The present structure of school education in West Bengal follows a 5+4+2+2 pattern. Beginning with one year of pre-primary and four years of primary till Class 4, the students move through four years of upper primary and finally two years each of secondary and higher secondary. The same pattern should continue to be followed in the state as the administrative structures are in place to meaningfully support the learners in this set-up. Any significant modification to this pattern will require a major shuffling of resource allocation and would thus be detrimental to the quality of education being delivered to the learners.

3.1.2 The only change suggested in the structure of school education in West Bengal is the inclusion of the first two years of early education at an Anganwadi centre. This would be followed by one year of pre-primary at a government or private pre-primary school. The existing structure of primary, upper primary, secondary and higher secondary would remain as it is.

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Note: The years indicate the entry and exit age respectively.

3.2 Early Childhood Care and Education (ECCE)

3.2.1 The early childhood period is critical to ensure that children develop socially, emotionally, and cognitively. Proper care and education at this stage of life can help prepare children for school and for life. The Anganwadi system under the Integrated Child Development Services (ICDS) delivers on this promise of providing a safe and nurturing environment for children to learn and grow at this stage.



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3.2.2 High-quality care and education at Anganwadis can benefit families as it can free up a significant part of the day for the parents to work. When children do well, families do well, and thus the community benefits. At present the state has around 1.2 lakh Anganwadi Centres (AWCs) catering to over 82 lakh children (0-6 years) out of which more than 36 lakh children are in the 3-6 age group. AWCs are presently running in co-location with primary schools, government buildings, Panchayat/community buildings or in rented buildings. Around 18,000 AWCs are presently co-located with government aided/sponsored primary schools. The State should make efforts for physical co-location of AWCs located in rented/private premises, with primary schools. If co-location is not possible, then functional linkage may be developed using hub and spoke model wherein each primary school provides academic mentorship to 2-3 Anganwadis in the vicinity. The School Education Department introduced pre-primary class for 5+ years old children in around 49,000 schools, while many other private unaided institutions also offer pre-primary education.

3.2.3 Going forward, guidelines may be developed jointly by School Education Department (SED), Women & Child Development and Social Welfare Department (WCD & SW) and Health and Family Welfare Department (H&FWD), so that both the care and education aspects of ECCE are duly taken care of in all early childhood centres regardless of their management. Guidance on the aspects of health and nutrition may be provided by WCD and Health departments, while SED and the Expert Committee may provide expertise on academic aspects. A review of the curriculum followed in Anganwadi centres and that in government pre-primary schools may be conducted; based on which a new ECCE curriculum for 5-6 years may be developed for seamless transition from pre-primary to primary schools. The master trainers/members of the State Resource Group under ICDS may be trained on academic aspects of ECCE by SED. This group may further train all the AWWs in cascade mode. All teachers teaching pre-primary and primary grades in government schools should be trained on ECCE by SED. Further guidelines may be developed so that primary school teachers may provide mentorship on school readiness to Anganwadi workers of the physically/functionally co-located AWCs.

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3.2.4 The Committee recommends that a unique identity card with embedded memory chip may be developed which may contain basic and academic records from age 3 (PP) onwards till class XII.

3.2.5 A state-level task force may be constituted under the leadership of Chief Secretary to bring interdepartmental convergence among SED, WCD&SW, H&FWD, Land and Land Reforms Department (L&LRD), Panchayat & Rural Development Department (P&RD) and Urban Development and Municipal Affairs Department (UDMA) for better care and education aspects of ECCE.

3.3 Primary Education

3.3.1 The primary school years range from Class 1 to 4. This is a crucial time for children to develop academically, emotionally and socially. Education during this time should aim to nurture and support all aspects of a child's development.

3.3.2 Academically, children should be encouraged to explore different areas of learning and to develop a love of learning. They should be given opportunities to develop their literacy and numeracy skills, as well as their scientific and creative thinking. Emotionally, primary school children should feel safe and supported at school. They should be encouraged to express their feelings and to develop positive relationships with their peers and adults. Socially, primary school children should learn to cooperate and to respect the differences between people. They should be given opportunities to develop their communication and teamwork skills.

3.3.3 The School Education Department has initiated the process for universalisation of foundational literacy and numeracy (FLN) and has developed an implementation plan. A campaign under a name such as "Daksha Bangla" may be launched in order to achieve the objective of universalisation of foundational literacy and numeracy by 2025. The learning outcomes from pre-primary to Class 4 may be reviewed and updated to bring parity and uniformity. A handbook for teachers may be planned for supporting classroom transaction in FLN grades. Following which a training of teachers may be conducted in cascade mode to ensure that all teachers of primary grades are aware and prepared for achieving the target.



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3.3.4 Schools may also be encouraged to take up certain other activities that can enhance the learning experience of students. These may include 'Anand Parisar' to enhance soft skills, 'Graduation ceremony' to felicitate students during promotion to next class, and further activities such as Quiz, Spelling Bee, Creative writing, Oration, Debating, Storytelling etc.

3.3.5 The Committee also recommends that Bangla as a subject may be Introduced from Class I to Class XII for students of other mediums of instruction. A suitable curriculum and syllabus may be formulated accordingly.

3.3.6 The Committee also recommends that Curriculum, Syllabus & Textbooks of other medium of instructions approved by the Government may be prepared in the corresponding languages.

3.4 Upper Primary Education

3.4.1 Upper Primary covers four years from classes 5-8 in West Bengal. At this stage in their education, children are developing more complex thinking skills and beginning to explore who they are as individuals. They are also becoming more aware of the world around them and starting to form opinions about social and political issues. As such, the curriculum has been designed to engage students on a variety of levels. In addition to the traditional subjects of reading, writing and mathematics, students should also be exposed to science, history and the arts.

3.4.2 The Three-Language formula to be introduced in schools, for the students of class 5 to 8 depending upon availability of infrastructure and resources. It is suggested that the First language (mother tongue) would be the medium of instruction of the school e.g. Nepali in Nepali medium school, Santhali in Santhali medium school, Rajbanshi in Rajbanshi medium school, Bengali in Bangla Medium school, English in English medium school, Urdu in Urdu medium school, Hindi in Hindi medium school, Kurmali in Kurmali medium school etc. Second language may be English (in non-English medium) or any language other than 1st language depending upon the choice of the student. Third language may be any other language opted by the student, other than First and Second language. The Three-Language formula shall be applicable for upper primary level only as the language learning ability in the primary stage should not be burdened, keeping in mind the developmental needs and abilities of students at that age.

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3.4.3 Classroom instruction should be interactive and hands-on, with plenty of opportunities for students to ask questions and share their ideas. Teachers should encourage critical thinking and creativity, and help students develop strong research and writing skills. Group work should be encouraged, as it helps students learn to cooperate and compromise. Outside the classroom, students should have opportunities to explore their interests and talents. Extracurricular activities, such as sports, clubs, and service projects, can help students develop teamwork skills and a sense of civic responsibility. Field trips, both local and out-of-state, can broaden students' horizons and give them a taste of different cultures.

3.4.4 To build the critical thinking mindset and scientific temperament in students, they should be provided with science kits covering science, technology and mathematics. A state level committee may be constituted with subject experts to oversee the whole process. An integrated training using the textbooks may be conducted for all maths and science teachers of these schools. Students may also be engaged in summer projects.

3.4.5 Developing communication and collaboration skills is of critical importance for success in life. Students should learn how to effectively communicate with others, both in writing and in person. They should also learn how to work cooperatively with others to accomplish tasks and goals. Students should also actively participate in maintaining hygiene and cleanliness, both personally and in relation to the environment. In this regard, concepts like 'Anand Parisar' to enhance soft skills, 'Graduation ceremony' to felicitate students when promoting to next class and further activities such as Quiz, Spelling Bee, Creative writing, Oration, Debating, Story-telling, etc. and 'Shishu Sansad' may be encouraged.

3.4.6 Horizontal and vertical integration of higher-level schools with lower-level schools should be considered by SED to ensure mentoring by higher level schools and optimum utilization of infrastructure and human resources. Rationalisation of teachers to maintain adequate Pupil-Teacher Ratio (PTR).

3.5 Secondary Education

3.5.1 The aim of education for children aged 14-16 years studying in secondary school should



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be to prepare them for their future roles in society. High school should provide a foundation for students to develop the skills and knowledge necessary to succeed in college and their future careers. In addition, high school should promote personal and social development, helping students learn to interact with others and become responsible citizens.

3.5.2 While it has admirably managed to bring about greater equity and inclusivity in the journey towards universalization of elementary education, it has taken wide-ranging and inclusive interventions to reduce disparity in access to secondary/ tertiary education through policies for equitable access to education and incentive schemes (scholarships, stipends, coaching, etc.).

3.5.3 The specific goals of education will vary depending on the student's individual needs and interests, but there are some general goals that all students should strive to achieve, such as:

- **Developing critical thinking and problem-solving skills:** High school should challenge students to think critically about the world around them and to solve problems. This includes learning how to research and evaluate information, identify bias and fallacies, and make reasoned arguments.
- **Acquiring knowledge:** In high school, students should learn about a variety of subjects, including mathematics, science, history, and English. They should also have opportunities to explore their interests and discover new areas of knowledge.
- **Developing communication and collaboration skills:** Students should learn how to effectively communicate with others, both in writing and in person. They should also learn how to work cooperatively with others to accomplish tasks and goals.
- **Learning to be self-directed and motivated:** High school should instill in students a love of learning and a desire to continue growing and expanding their horizons. Students should also learn how to set goals and work independently to achieve them.

3.5.4 State government should ensure that children at this level are provided with appropriate and adequate career counselling to equip them with the ability to choose their future path based on their abilities and interest.

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3.5.5 Horizontal and vertical integration of higher-level schools with lower-level schools should be considered by SED to ensure mentoring by higher level schools and optimum utilization of infrastructure and human resources. Rationalisation of teachers to maintain adequate Pupil-Teacher Ratio (PTR).

3.5.6 Students may be engaged in internship programmes or summer projects to give them necessary exposure and to build their critical thinking mindset. Initiatives like the Vidyasagar Science Olympiad may be encouraged to build the scientific temper of students. 'Anand Parisar' to enhance soft skills, 'Graduation ceremony' to felicitate students during promotion to next class, and further activities such as Quiz, Spelling Bee, Creative writing, Oration, Debating, Story-telling etc and 'Shishu Sansad' should be continued at this stage.

3.5.7 Efforts should be made at this stage to bring synergy between Secondary/Higher Secondary schools and the existing it is, Polytechnics and Engineering /Medical Colleges.

3.5.8 The Committee recommends to evaluate the curriculum and syllabus of primary, upper primary and secondary level vis a vis the National and International standard of school education. The Committee recommends that the semester system may be introduced for enhanced system of formative assessments from class VIII and onwards in a phased manner over a period of next three years.

3.6 Higher Secondary Education

3.6.1 The higher secondary level includes Class 11 and 12. At this level the student makes a decision as to his/her desired career path by choosing a basket of subjects. At higher secondary level schools should provide a foundation for students to develop the skills and knowledge necessary to succeed in college and their future careers. In addition, schools should promote personal and social development, helping students learn to interact with others and become responsible citizens.

3.6.2 Schools should provide students with the skills and knowledge they need to succeed in college and their future careers. This includes taking challenging coursework, participating in extracurricular activities, and exploring different career options. Students may also be engaged in summer projects with higher education institutions. Furthermore, the West Bengal Council



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of Higher Secondary Education (WBCHSE) may consider introducing semester system in Class 11 and 12. This will ease the transition from school to university in a phased manner. In the same vein, a combination of multiple-choice questions (MCQs) and descriptive questions may be introduced in semester examinations. An appropriate book containing model Multiple Choice Questions (MCQ) may be developed for respective classes and circulated among students for practice and preparedness.

3.6.3 Libraries and laboratories are of utmost importance at this level of education. The state should ensure through appropriate policy that all higher secondary schools have high quality libraries and laboratories. Initiatives like the Vidyasagar Science Olympiad may be encouraged to build the scientific temper of students.

3.6.4 Horizontal and vertical integration of higher secondary schools should be considered by SED to ensure mentoring by higher level schools and optimum utilization of infrastructure and human resources. While rationalisation of teachers may be done to maintain adequate Pupil-Teacher Ratio (PTR), school clusters may be leveraged as an interim measure.

3.6.5 Higher Secondary students should be engaged in internship programmes and projects during summer vacation related to the subjects of their choice. Tie-ups with media houses, publishing houses and corporate firms may be made in this regard.

3.7 Digital Education and ICT

3.7.1 The future of education is hybrid. While the core has to remain offline as the inter-personal connection is critical for proper education, certain aspects of digital technology should be leveraged for enhancing the teaching-learning process. Hybrid education can enhance the learning experience. It can increase the interest of students in the subject matter. For example, virtual labs for STEM subjects can give great insight into the theoretical process.

3.7.2 ICT tools should be incorporated at Secondary and Higher Secondary level, and if feasible, at the Upper Primary level as well. The development of adequate ICT infrastructure and computer labs is, of course, a necessary prerequisite. ICT tools should be used in school education in a way that benefits both students and teachers. It can be used to create a more engaging and interactive learning environment for students, and can also be used as a tool for teachers to more easily manage their classrooms and resources.

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**3.7.3** The aim is to ensure that:

- Bengal leads in innovation and inventions
- Every child has access to computer
- 100% of students to have opportunity to complete high school
- Education that enhances dignity of labour and enables every job to be discharged in a professional manner
- Every institution in the state is inter-connected through ICT (Information & Communication Technology) in order to achieve a seamless sharing of knowledge and resources

3.7.4 Some ways in which the Banglar Shiksha platform can support use of ICT in school education include:

1. Create engaging and interactive learning experiences for students: Teachers can use the audio-visual aids available on Banglar Shiksha to engage students in an interactive learning environment. Teachers can also create their own multimedia presentations to provide more detail on topics. Additionally, teachers can use the School Management System (SMS) portal to assign quizzes and projects that can help students learn in a fun and engaging way.
2. Using ICT to manage classrooms and resources: Teachers can use the SMS portal to manage their class schedules, to create and distribute assignments and to track student progress. Additionally, teaching-learning resources such as class notes and presentations can be stored online and shared easily.

3.7.5 A curriculum based on latest technological advances such artificial intelligence and machine learning (AI/ML), blockchain, robotics, scientific computing etc. may be introduced at the higher secondary level. Students at upper primary and secondary level may be given exposure to such topics through exposure visits, seminars, summer projects etc.

3.8 Leveraging Education Technology

3.8.1 Teaching practices are constantly evolving, but one thing remains unchanged; a child's personal development is inherently linked to their school education. While the concept of school education has remained the same for years, new technologies and smarter devices are



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emerging in the school education sector. EdTech is changing traditional learning practices. Today, technology in schools is enhancing teaching methods, easing school administrative burdens and providing new, innovative ways to engage pupils of all abilities. EdTech gives teachers greater scope to deliver more personalised learning, collect pupil assessment data, and optimise their teaching for the benefit of all their pupils. Technology in education could change the face of the modern teaching-learning process. It will also help students be ready with 21st century life skills and be more employable. EdTech also ensures that the learning process is more inclusive in nature, with the scope to use specialised tools/ programmes for CWSN. Initiatives in EdTech will keep in mind that technology can never replace teachers. Digital and e-learning is no substitute for face-to-face education. It is a fact that, like in the rest of the country, there exists a digital gap in the state of West Bengal. Efforts in EdTech will supplement other supply side investments, in the area of ICT.

3.9 Assessment and Evaluation

3.9.1 Evaluation and learning are two integrated elements of a curriculum. They complement each other, and together reflect how the child's abilities and skills are evolving with the passage of time. It diagnoses the hindrances in the process of learning and the means to overcome those challenges. This characteristic of evaluation has been voiced time and again in different post-independence education related Commissions, National Curriculum Framework 2005 and finally in RTE Act, 2009.

3.9.2 In the present context the term evaluation is associated with examination, stress and anxiety. This happens because evaluation is kept as an outsider in the learning process, broadly irrelevant and alien to the curriculum. On the contrary, if evaluation is treated as an integral part of the teaching learning process, the learners will not experience trauma or fear, whenever they are supposed to face any test or other modes of assessment. Evaluation has broader notion than assessment. It refers to a process of systematically collecting information in order to make a judgment. It not only measures the progress and achievements of the learners but also the effectiveness of the teaching-learning materials and methods used for transaction.

3.9.3 Continuous and Comprehensive Evaluation (CCE) refers to a school-based evaluation

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system (both within and outside the classroom) that covers all aspects of a student's development. The term 'continuous' emphasizes that evaluation is a continuous and on-going process, spread over and beyond the entire span of academic session. All government aided/sponsored schools in West Bengal follow the Peacock model of CCE till Class 8.

Under this model, there are five indicators for formative evaluation –

1. Participation
2. Questioning and Experimentation
3. Interpretation and Application
4. Empathy and Cooperation
5. Aesthetic and Creative Expression

3.9.4 It is recommended that all primary and upper primary schools in West Bengal should follow the Peacock model or a similar CCE model. It should be ensured that the model is correctly implemented in all government aided/sponsored schools along with proper monitoring.

3.9.5 A holistic report card based on the Peacock model from pre-primary to Class 12 should be maintained. This report card can act as the student's academic progression. The Banglar Shiksha portal may be leveraged in this regard.

3.9.6 Continuous assessment should be implemented at Higher Secondary level to ease the transition from Higher Secondary to higher education. Further, a combination of multiple-choice questions (MCQs) and descriptive questions may be introduced at the Higher Secondary level, i.e., in Class 11 and 12. Year-round assessment of student work should be conducted to get a holistic perspective of student abilities and performance. As for summative evaluations, the present system of board exams and university entrance exams should be maintained.

3.9.7 A State Achievement Survey (SAS) for assessing the learning levels of students of Classes 3, 5, 8 and 10 may be conducted on an annual basis. This will help identify the learning gaps and guide the teaching and training processes. Such a yearly SAS conducted immediately after the third summative examination can provide evidence on the level of educational attainment.



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3.10 Health and Nutrition

3.10.1 As the adage goes, a healthy mind stays in a healthy body. The Covid-19 pandemic has further highlighted the importance of maintaining good health. Since the school education system cares for the most crucial segment of our population, the responsibility of maintaining their physical, emotional and mental health falls on its shoulders.

3.10.2 The state provides hot cooked Mid-Day Meals (MDM) to all students (approximately 1.15 crore students) till Class 8 in about 84,000 schools on a daily basis. The nutritional quality of MDM should be regularly ensured. Awareness camps should be organized to make students and communities aware of healthy food options and to teach them about the importance of nutrition and exercise. Special Health Days and Exercise Days may be organized in schools to further reinforce the importance of maintaining good health.

3.10.3 Schools should organize regular health check-ups of students in collaboration with local Primary Healthcare Centres. Student health profiles should be maintained at the school level. Wherever possible, schools should maintain kitchen gardens and involve students in the process. The concept of 'Shishu Sansad' should be introduced in all schools through which students can learn about maintaining personal hygiene and keeping the environment clean.

3.11 Comprehensive School Sports Policy

3.11.1 The State offers Health and Physical Education & Sports and other youth development services to all its students. This is also integrated with the regular class routine and the emphasis is on holistic development of each student.

3.11.2 In this regard, it has been planned that a comprehensive School Sports Policy will be developed for the State. This policy will focus on the convergence between State Departments- School Education, Youth Services and Sports Department, UDMA, P&RD department etc. The objective of this innovative policy will be the following:

- To ensure all round development of children by integrating Health and Physical Education as compulsory subject in Schools.
- To use sports and other youth development programmes as a tool for empowerment of all students with special emphasis on disadvantaged sections, including children with special needs.

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- To identify budding talents through sports and other youth development activities for nurturing and grooming within the school system.
- To establish Sports Hostels (Academies) and Sports Schools in a phased manner for realising excellence in school sports.
- To promote other youth development activities like the National Cadet Corps, Scouts, & Guides, Bratachari, Jay Hind Bahini, indigenous games, survival techniques, and other like activities.

3.12 Inclusive Education

3.12.1 West Bengal has one of the highest proportions of children studying in government aided/sponsored institutions in India. While the national average is roughly 60%, nearly 85% children in West Bengal study in government or aided schools. Thus, the onus lies significantly on the government to ensure that no child is left behind. Every child should be brought into the folds of education, with an extra focus on traditionally marginalized communities.

3.12.2 State should develop a dynamic mapping system, showing the locations of the schools vis a vis out of school/marginalized communities, to have a complete inclusive education plan.

Children with Special Needs (CWSN)

3.12.3 The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a “system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities”. In keeping with the provisions of the RPWD Act 2016, all its recommendations with regard to school education may be implemented in the state. The state will ensure that no child with special needs is deprived of quality education. Further, communities should be sensitised regularly.

3.12.4 The school education system should ensure that CWSN are accorded all support mechanisms by which they can fully engage with learning in schools and participate holistically in all activities and accessible infrastructure is made available. This may include provision



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for assistive devices, technology-based tools, and teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille, sign language). Teachers with requisite qualifications (Braille, sign language) to train students with special needs may be considered for requirement.

3.12.5 Additionally, since not all schools with CWSN students have the scope for construction of an additional toilet, existing toilets may be retrofitted to make them barrier-free and accessible to CWSN.

3.12.6 As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. The children under home-based education must be treated as equal to any other child in the general system. There should be an audit of home-based education for its efficiency and effectiveness, using the principle of equity and equality of opportunity. Guidelines and standards for home-based schooling may be developed based on this audit in line with the RPWD Act 2016. State shall adopt policy for use of technology for students, parents and teachers to support the learning needs of children.

3.12.7 Most classrooms have children with specific learning disabilities who need continuous support. It is imperative that early detection of disabilities and early remedial teaching will help in a greater way for all-round development of children with special needs. Special educators and nodal teachers from schools having CWSN enrolment may be trained for using simple tools for detection of disabilities particularly those disabilities that are not visible.

3.12.8 The State may take a comprehensive policy for reallocation of CWSN who are enrolled in schools with lower concentration to such schools where their concentration is higher. This should be done keeping in mind that such students may not have to travel more than 1km from their habitation. Supportive travel arrangements may be made for those CWSN who may have to travel beyond 5km.

3.12.9 After taking consideration of the concentration of CWSN in schools the state government should take an endeavour to engage regular special education teachers at a scale of at least one teacher per school where there is CWSN enrolment. Engagement of special



education teachers may be done in a phased manner so that each school having CWSN enrolment may get at least one special education teacher within the next 5 years.

Out of School Children (OoSC)

3.12.10 West Bengal has achieved 100% Gross Enrolment Ratio at elementary level. The State should take efforts to ensure that 100% GER is also achieved at Secondary and Higher Secondary levels as well by 2030.

3.12.11 In order to identify the out of school children (OoSC), an annual child survey should be completed in the month of September through a mobile app. Data from this survey may be compared and integrated with the Banglar Shiksha portal for better management of out of school children. An utmost endeavour is to be taken for bringing out of school children into the fold of school education. NGO partners may be involved for identification of OoSC and for providing them special training in schools.

3.12.12 These children, especially those who are 14+ years of age may be motivated to join open schools under National Institute of Open Schooling (NIOS) and West Bengal Council of Rabindra Open Schooling (WBCROS). For this purpose, a suitable policy may be introduced so that WBCROS may also make intervention at the upper primary level.

Open Schooling

3.12.13 Alternative and innovative education centres should be put in place in cooperation with civil society to ensure that children of migrant labourers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education. At present, West Bengal Council of Rabindra Open Schooling (WBCROS) has entry at secondary level. In order to accommodate the out of school children at upper primary level, a suitable policy may be taken for introduction of upper primary and primary level education through WBCROS, so as to provide access to the children of traditionally marginalized communities. Strengthening of WBCROS will go a long way in establishing an ODL based education system at the school level.



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Adult Education

3.12.14 Adult literacy has an important role to play in ensuring the goal of complete literacy as this targets the population in the 15+ age group which are left out of the formal education system for various reasons. A high literacy rate is shown to have a direct correlation with per capita GDP and it allows greater economic mobility for the population. The State may expand the scope of educational opportunities available for adults under WBCROS and NIOS. Following initiatives may be undertaken for furthering the objective of promoting adult literacy:

- Assessment of neo-literate population by NIOS and WBCROS
- Strengthening of Adult High Schools and model education centres
- Community awareness and information dissemination campaigns for propagating the benefits of adult literacy
- Popularisation of courses under NSOU along with career guidance for mid-career workforce
- Transforming libraries as key hub of activities for promoting lifelong learning and knowledge sharing for the society by strengthening requisite infrastructure and resources of libraries as knowledge repositories
- Putting in place dedicated counters for information dissemination & career guidance with dedicated corners for priority groups of society like children, women, senior citizen and neo-literates
- Organization of cultural activities, community-oriented activities, and mass media campaign for creating awareness about library facilities
- Leveraging ICT for libraries to promote greater efficiency in service delivery and sharing of digital resources
- Introduction of computers and digitization of library processes for enhanced quality of services
- Greater networking of public libraries for seamless availability of catalogue information and greater citizen's access to digital resources across all libraries

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- Implementing the scheme of digital and virtual library across various institutions
- Establishment of modern libraries as per NML guidelines and the State's own initiative in this direction.

3.13 Vocational Education and Skilling

3.13.1 With the aim of building a skilled workforce, vocational courses have been integrated at the Higher Secondary level in the state. 13 courses are offered as optional elective courses at Higher Secondary level at present with the aim of promoting vocational subjects alongside mainstream subjects.

3.13.2 The state should promote vocational education in schools and should strengthen the offering in future by adding more courses keeping in line with the change in demand from learners and industry.

3.13.3 Students at Secondary and Higher Secondary level may be exposed to vocational skills through summer schools, industry visits, handicrafts workshops etc. depending on the geographical location of the schools. For this purpose tie-ups may be made with local industries, corporate firms, media houses etc. Proper awareness about Industrial Training Institutes (ITI), polytechnics and other forms of vocational education must be made at Secondary and Higher Secondary levels to ensure skill development and enhance employability.

3.13.4 There should be synergy between Higher Secondary schools and higher education institutions for greater exposure of students from all subject backgrounds. For example, lab visits should be promoted for science students.

3.13.5 West Bengal has adopted an integrated approach towards adopting technical education and skill development measures for increasing employability in the industrial sector. Emphasis is given to the vocational training sphere which in turn goes a long way in helping the State realize its dream of becoming a skilled workforce hub of the country and increasing the employability of the workforce. The efforts include:



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- Introduction of e-content for all subjects at Diploma level
- Introduction of Smart Classrooms in Polytechnics and ITIs
- Setting up R&D facilities in all institutes in partnership with industries
- Encouraging industries to participate in skilling initiatives as a part of their CSR initiative
- Promoting industry-academia collaboration in conducting seminars / workshops

3.13.6 In addition to that, the State proposes to introduce National Skills Qualifications Framework (NSQF) aligned curriculum at all schools and madrasahs, to provide industry specific skilling opportunities to a large population. Efforts should be made at this stage to bring synergy between secondary/higher secondary schools and the existing ITIs, Polytechnics and Engineering/Medical Colleges.

3.14 Teachers as a Professional Cadre

Continuous Professional Development

3.14.1 In order to enhance the capacity of the teachers for improved classroom transaction, continuous professional development is a necessary intervention. Training programmes on how to properly use textbooks in classroom settings may be conducted. Teachers may be trained so that they are able to bring elements of contemporary pedagogy such as experiential learning into their teaching-learning processes. Teacher handbooks for each and every aspect of the teaching-learning process, especially for science subjects should be developed. Schools should be encouraged to display the profile of each teacher, for better connection with the guardians and the students.

3.14.2 Need for quality training of stakeholders in the education system cannot be over emphasized. There are mainly three categories of stakeholders, i) education administrators, e.g., SIs, ADIs, DIs, who are trained at Administrative Training Institutes, Salt Lake in collaboration with SED and Centre for Policy and Training for School Education. ii) HMs/ TICs, who are imparted training on school administration by IIM Kolkata in a phased manner

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and last but not the least, iii) are the teachers who are imparted regular training on academic and related matters. SCERT and its related organisations like the DIETs and PTTIs are at the field level and should play an important role in ensuring quality training of the teachers. The State Government may consider a comprehensive policy on teachers training linked with some incentive to ensure quality training at regular intervals.

3.14.3 The focus of teacher education and training are the following:

- From teaching to mentoring
- From teacher-centric pedagogy to learner-centric pedagogy
- From providing educational facilities everywhere to facilitating getting education from everywhere
- From creating islands of excellence to creating sustainable ecosystems
- From physical institutions to connected institutions
- From collaboration among institutions to co-development of opportunities for job/value creation
- From administering to facilitating education by state machinery.

Teacher Transfer Policy

3.14.4 Though the state shows a healthy trend of pupil teacher ratio (PTR) at a macro level, there are disparities at the district, block and school level. The School Education Department should develop a suitable general policy for transfer of teachers so that PTR in a particular school or region is maintained. Such a policy may be drafted after a suitable micro-level analysis of the situation.

To maintain the suitable PTR in districts the Government may consider framing a policy for compulsory service of teachers in the rural areas of the State for 5 years / suitable period in line with compulsory services of medical doctors as decided by the Government at the time of recruitment.

3.14.5 The number of sanctioned teaching posts in schools across the state should be reviewed and revised keeping in line with the present trends of enrolment. Such a move would help normalise the PTR across all regions.



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Performance linked Promotion Policy

3.14.6 A promotion policy should be developed for school teachers at all levels. Academic Performance Indicators (APIs) scrutinised by a review committee with recommendations should be used for this purpose in order to build a transparent and objective metric for promotion. The School Education Department should be advised by the Boards of Primary, Secondary and Higher Secondary education on the same. Such a policy should motivate the teachers to be strongly committed to the cause of education. The State may refer to the similar model for promotion existing at Higher Education. The ADEPTS Framework (Advancement of Educational Performance through Teacher Support) developed by Ministry of Education could be used as a guiding tool.

3.14.7 The Committee recommends that a survey be made on the number of Para Teachers engaged at present in schools under School Education Department and a suitable policy should be devised to ensure their future growth.

3.15 School Clusters

3.15.1 Schools in the state may form school clusters for resource sharing and community building. These clusters should have vertical and horizontal integration between schools at different levels. Secondary and Higher Secondary schools may provide mentorship to primary and upper primary schools.

3.15.2 Schools in the same cluster may undertake the following activities:

- Sharing of physical resources such as laboratories, libraries, gymnasium, playground etc.
- Sharing of human resources such as subject/language teachers, counsellors, librarians etc.
- Monthly/bi-monthly teacher collectives for sharing good practices and building a community



3.15.3 The school clusters may be initiated by starting with the selected 1,313 government and government aided schools under the Innovating Banglar Shiksha programme. Each of these 1,313 schools may mentor ten schools each in their vicinity. This may then be scaled up to cover all aided and sponsored schools in the state.

3.16 Mentoring and Monitoring

3.16.1 Mentoring and monitoring of school teachers are both essential towards ensuring that students receive a high-quality education. By providing support and guidance to new teachers, mentors can help them overcome the challenges of the profession. Additionally, regular monitoring of teachers' performance can identify areas of improvement and ensure that students are making progress.

Supportive Supervision

3.16.2 The process of providing mentorship and monitoring the school activities can take place under supportive supervision. School Inspectors (SIs), DIs/AIs should regularly visit schools in their area, with a checklist of items spanning both teaching-learning and non-academic aspects. These visits should not be conducted in an 'inspection mode' and should instead act as a space for open communication between the school teachers and the administrators at the circle/block/district level. Descriptive performance indicators for both teachers and the inspectors should be developed and data should be captured using a mobile app to be integrated with Banglar Shiksha portal to provide a real-time holistic view of the state school education.

3.16.3 Retired teachers and School Management Committees (SMCs) should be involved in this regard as well. Guidelines for conducting annual Community Audits should be developed.



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3.17 Innovative Initiatives

A Culture of Reading

3.17.1 Public and school libraries should be leveraged to build a culture of reading across the state. At present, not all schools under the School Education Department have a library or a reading corner. Additionally, there is a paucity of librarians in schools due to various reasons. To mitigate this, teachers from the school should be motivated and trained to take the responsibility of maintaining the library and issuing books to students. This may be done on rotational basis.

3.17.2 All schools having primary and upper primary classes should have libraries with adequate facilities. Besides, public libraries should be encouraged to be used as places of reference materials. Public libraries and elementary schools should work to promote reading habits in hub and spoke model.

3.17.3 SED may discuss with the Department of Mass Education Extension and Library Science so that all primary schools may be given institutional membership of nearby public libraries. These libraries may conduct weekly activities with schools along with providing facilities for lending books. Libraries may also be set up in all government aided/sponsored Upper Primary schools as well. The School Education Department should develop guidelines for a reading programme and organise regular Reading Melas to promote a culture of reading. It is suggested that the names of the best readers of a particular month may be displayed in the schools to motivate other students to read good quality books.

Accreditation of Schools

3.17.4 The state should set up a State School Accreditation Authority (SSAA). A quantitative assessment of schools may be done using an objective matrix of performance indicators through which a performance-based accreditation system for schools may be introduced. The accreditation exercise may be initiated with all Higher Secondary schools and then lower-level schools should be covered in a phased manner. Teachers may be recognized for their individual effort.



Targeted Interventions for Disadvantaged Regions

3.17.5 Sundarbans, Tea Gardens, Jangal Mahal blocks, border areas, hilly sub-divisions of Darjeeling and Kalimpong districts have many remote and difficult to reach pockets. Special emphasis is to be given for enhancing the educational attainment of students in these regions by way of setting up of more hostels, augmenting infrastructure, special emphasis on maintaining healthy pupil teacher ratio etc.

Socio-emotional Learning (SEL)

3.17.6 Socio-emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Good social and emotional skills are linked to better academic performance, better job performance, and overall success in life. Schools play a vital role in promoting SEL. By providing a supportive and positive learning environment, schools can help children and adults develop the skills they need to be successful.

3.17.7 The school education department may consider preparing guidelines for inclusion of SEL across all school levels. For example, schools can create classroom rules that promote positive behaviour, such as showing respect for others and following directions. Furthermore, schools can model SEL skills for students by creating a positive school environment and demonstrating positive social and emotional behaviour themselves. To prepare schools for SEL, professional development for teachers and non-teaching staff is an important first step. This can help them understand what is SEL and why it is important, and it can give them the skills they need to teach SEL effectively. Finally, it is important to make sure that schools have the resources they need to implement SEL effectively. This can include books, games, and other materials that support SEL learning, as well as funding for professional development and SEL initiatives.

3.17.8 Under 'Ujjiban Charcha', a unique initiative of the School Education Department, a series of webinars are conducted on weekends covering topics for extending academic and psychosocial support to Secondary and Higher Secondary level students. SEL may be incorporated into this programme.



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Comprehensive School Safety

3.17.9 The effects of climate change loom large over entire human race. Research and evidence show that frequency and intensity of natural disasters is only going to increase. Thus, it is prudent that a Comprehensive School Safety & Security Programme (CSSSP) be promoted that covers the topics of disaster risk reduction, safe learning environment and child protection.

3.17.10 Schools should prepare children for climate change by teaching them about the environment and how to protect it. Students should learn about the importance of conserving resources and how to recycle and reduce waste. They should also learn about the effects of climate change on the economy, health, and society.

Culture of Houses, Alumni, and Donation by the Community and Alumnus

3.17.11 West Bengal has been pioneering in the educational reforms. Great personalities like Pt. Ishwar Chandra Vidyasagar, Rabindranath Tagore, Netaji Subash Chandra Bose, Ramkrishna Paramhansa, Swami Vivekananda, the list of people who have given valuable direction to the society from time to time is endless. The School Education Department may consider introducing a concept of houses in the name of such eminent personalities, a concept prevalent in the modern education system. This will not only make students aware of their noble principles but also develop comradery among themselves, which will lay the foundation to a strong alumnus of the said school. A similar concept should be encouraged even at the college level.

3.17.12 Besides, traditionally, community participation in the form of donation has been existing especially in schools, since time immemorial. Such kind of participation not only encourages community involvement but also takes care of the critical needs at the school level. The School Education Department may consider evolving a comprehensive donation policy from the alumni and the community. An online portal may be developed for this purpose as it will provide convenience and transparency to the donors.



Department of School Education
Department of Higher Education

G O V E R N M E N T O F W E S T B E N G A L



1. BACKGROUND

1.1 During Pre-Independence Period

Bengal was not only the initial stamping ground of British rule in India, but it also emerged as the first site of a cultural meeting point between the East and the West, of course within the broad contours of colonialism. On the one hand, it retained the indigenous tradition of learning represented by the *pathshalas*, *tols*, *maqtabas* and *madrasas*. On the other hand, it became the seat of western education. In pre-colonial times Hindu and Muslim students often studied in the same *pathshalas*. According to one estimate before the Battle of Plassey 486 mosques existed in Calcutta itself, many of which ran *maqtabas* and *madrasas*. Even during the heyday of East India Company rule Calcutta had 28 *tols*. In 1784 Sir William Jones took the initiative to establish in Calcutta the Asiatic Society which pioneered the search for Oriental knowledge through western eyes, a process which later came to be known as Orientalism. The Sanskrit College, founded in 1824, represented yet another effort under British patronage for imparting knowledge of Sanskrit and Indian philosophy and tradition; the institution reaching the height of excellence when Iswar Chandra Vidyasagar was its Principal. However, once Bengal became the seat of the emerging English administration in India, the colonial rulers realized the necessity of promoting English to fulfil administrative needs. Following the establishment of the Supreme Court in Calcutta in 1774, a few English teaching schools were established in the city. In 1800 the Fort William College was established to impart training to the Company employees. At the same time, the nineteenth century Bengal Renaissance and social reform movement generated a new aspiration among the Bengali middle class for modern western education. This presaged the establishment of the Hindu College in 1817. The tension between English and indigenous education in Bengal was reflected in the Anglicist-Orientalist controversy within the British officialdom. H.H. Wilson and H.T. Prinsep, among others, advocated Sanskrit, Persian and Arabic as mediums of education.



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This, they thought, would make the English rulers appear as protectors of indigenous culture, thereby enabling them to win the hearts of the ruled. But Charles Trevelyan and Mountstuart Elphinstone forcefully supported the imparting of modern western knowledge to Indian people through the English language. The debate was resolved in favour of Anglicists through the Macaulay Minute of 1835 which made English a medium of instruction and resolved to spread the knowledge of western science and literature among Indians. Lord Macaulay introduced the 'filtration theory' which envisaged the spread of modern western ideas through an English educated middle class.

Once the Anglicist-Orientalist controversy was settled in favour of the Anglicists, Bengal witnessed a significant spread of western education. In 1835 the Calcutta Medical College was established, the first modern medical college east of the Suez. In 1855 Hindu College was renamed the Presidency College. On 24 January 1857 the University of Calcutta, the first modern university in India, was founded. Shortly thereafter, a few colleges were established by indigenous efforts, which were affiliated to the University of Calcutta. Calcutta's Metropolitan Institute (1872) – renamed in 1917 as Vidyasagar College – was probably the first private college in India. Among other colleges established in Calcutta through local endeavours were Surendra Nath College (1884) and Bangabasi College (1887). The other leading Colleges established in British Bengal during this period were Dhaka College (1841) and Chittagong College (1869). With the foundation of Bethune College (1879), Calcutta had Asia's first girls' college. Calcutta got the distinction of having one of the oldest technical institutions of the country when the Bengal Engineering College, Shibpur, was established in 1884. The Christian missionaries also contributed to the spread of modern higher education in Bengal through such colleges as the Serampore College (1818), Scottish Church College (1830) and St. Xavier's College (1860), all of whom were affiliated to the University of Calcutta. In 1881-82, 365 students completed FA course and 32 the MA course of the University of Calcutta. The establishment of Dhaka University in 1921 further widened the arena of modern higher education in Bengal.

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With the maturing of nationalist movement, higher education in Bengal took a new turn. There now developed a discourse on national education, as a counterpoise to the colonial education that had been introduced under the aegis of British rule. In a series of essays Gurudev Rabindranath Tagore had exposed the non-innovative nature of English education, which essentially served the purpose of producing employees of the British Raj. In the wake of the Swadeshi Movement of 1905 Satish Chandra Mukherjee initiated a move to promote science and technology as a part of the Swadeshi industrialization programme. The upshot was the establishment in 1906 of the Bengal National College, which was a precursor of Jadavpur University. Among others Gurudev Rabindranath Tagore and Aurobindo Ghosh were closely associated with this national education movement. Yet another fruitful experiment with alternative education came with Tagore's Visva-Bharati, established in 1921. Significantly, these centres of national education became focal points of nationalist struggle. The freedom movement also stimulated national science culture in Bengal which resulted in the establishment of science research institutes which pioneered the development of nationalist science agenda. In 1876, The Indian Association for the Cultivation of Science was established in Calcutta by Dr Mahendralal Sarkar, a private medical practitioner. Primarily focused on basic sciences, it had the association of the Nobel laureate C.V. Raman and Dr. Meghnad Saha. The other leading scientists produced during this time by Bengal's higher education institutions were Acharya Prafulla Chandra Roy and Jagadish Chandra Bose. In tune with the swadeshi spirit, P.C. Ray founded the Bengal Chemicals and Pharmaceuticals Works Limited in 1901. J. C. Bose went ahead to establish the Bose Institute in 1917 to foster modern science research initiatives in Bengal. Pre-independence Bengal, thus, had some of the country's pioneering educational and research institutions which produced the country's front-ranking academic figures. Some examples are –



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SI No.	Name of Institutions	Front-ranking academic figures
1.	The Asiatic Society Bengal (1784)	Sir William Jones (founder)
2.	Hindu College(1817, later became Presidency College in 1855)	Bankim Chandra Chattopadhyay, Michael Madhusudan Dutt, Surendranath Banerjee, Prafulla Chandra Roy, Satyendra Nath Bose, Pramatha Chaudhuri, Radhanath Sikar, Meghnad Saha, Rakhal Das Banerji, Jadunath Sarkar, Ranajit Guha
3.	Sanskrit College (1824)	Abanindranath Tagore, Bimalkrishna Matilal
4.	General Assemblies Institutions (1830), Later renamed Scottish Church College (1929).	Reverend Lalbehari Dey, Dhanagopal Mukerji, Suniti Kumar Chaterji, Nirad. C. Chaudhuri, Sudhindranath Dutta
5.	Medical College (1835)	Madhusudan Gupta (First Indian trained in western medicine to dissect human corpses), Upendranath Bramhachari, Kadambini Gunguly (first certified South Asian Female doctor qualified for western medical practice), Bidhan Chandra Roy
6.	University of Calcutta (1857)	Bankimchandra Chattopadhyay, Nabinchandra Sen, Brajendranath Seal, Dineschandra Sen, Sukumar Roy, Rameshchandra Majumdar, Jibanananda Das

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SI No.	Name of Institutions	Front-ranking academic figures
7.	Metropolitan Institution (1861) later Vidyasagar College	Upendrakishore Ray Chowdhury, Kristo Das Pal, Sharadindu Bandyopadhyay
8.	National Council of Education (1906); Bengal National College and Bengal Technical Institute. These institutions were precursors of Jadavpur University (1955)	M.N. Roy, Triguna Sen
9.	Visva-Bharati(1921)	Nandalal Bose (Principal of Kala Bhavan in 1922), Syed Mujtaba Ali, Ramkinkar Baij, Benode Behari Mukherjee, Kanika Bandyopadhyay, Suchitra Mitra

1.2 During 1947-2011

Post-independent Bengal inherited a higher education system which was essentially urban and was nourished by the tradition of English liberal education. In 1949, the Government of West Bengal constituted the Rai Harendranath Choudhury Committee which advocated the adoption of the Shantiniketan model of education, recommending the mother tongue to be the medium of instruction at the primary level. But this evoked an adverse reaction from the *bhadralok* society which made the Government not to implement this basic recommendation of the Committee.

Meanwhile, to cater to the rising urge for higher education among the youth of Bengal, a number of new colleges were established. Three types of colleges emerged on the scene: Government Colleges, Government Aided colleges and Private colleges. The Report of the



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Commission for Planning of Higher Education in West Bengal, 1984 (p.19) aptly captured West Bengal's higher education scenario in the aftermath of independence:

The urge for higher education among the youth spread widely, and the pressure for admission into colleges became so heavy, particularly in the urban areas, that many colleges had to take recourse to the introduction of additional shifts in the morning and evening to cope with it. With the continuing increase in the number of students seeking admission to colleges, the idea of opening new colleges became attractive to private individuals who found such ventures commercially feasible as well. These colleges offered at the same time a scope of employment as teachers to persons with postgraduate qualifications. The demand for higher education received a further impetus from the rapid extension of education, at school level after independence ... Students found in the educational system, in this condition, a refuge which at the same time helped them to improve their capabilities for absorption in employment.

In the 1970s the literacy rate in West Bengal was much above the national average, as is demonstrated by the following Table:

States	1971			1981		
	Total percentage of literacy	Male	Female	Total percentage of literacy	Male	Female
Andhra Pradesh	28.52	38.43	18.32	29.94	39.13	20.52
Bihar	38.35	38.78	10.24	26.01	37.78	13.58
Kerala	69.75	77.13	62.53	69.17	74.03	64.48
Maharashtra	47.77	59.40	31.00	47.37	58.89	35.08
Tamil Nadu	45.40	59.54	30.92	45.78	57.19	34.12

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States	1971			1981		
	Total percentage of literacy	Male	Female	Total percentage of literacy	Male	Female
Uttar Pradesh	25.44	36.69	12.46	27.46	38.87	14.42
West Bengal	38.86	49.57	26.56	40.88	50.49	30.33
India	33.45	45.95	21.97	36.17	46.74	24.88

Source: Selected Educational Statistics 1980-81, Government of India, quoted by The Report of the Commission for Planning of Higher Education in West Bengal, 1984, p-23.

However, in terms of student enrolment and number of universities and colleges, West Bengal lagged behind the states like Kerala, Bihar and Maharashtra. While the number of universities in India rose from 46 in 1961 to 86 in 1971 and 110 in 1980, the corresponding figures for Bengal were 5 in 1961, 7 in 1971 and 8 in 1980, thus indicating a declining trend in terms of the national ratio. The Report of the Commission for Planning of Higher Education in West Bengal, 1984, (p.28) noted how West Bengal's contribution to the developing national student population at the university level also declined from 8.7% in 1961 to 7.5% in 1972 and 6.8% in 1980. The same Report (25) observed: "In 1980 there were 25,000 students enrolled for Doctorate degrees in the whole India, of whom 4.4 per cent were in West Bengal." West Bengal's share in the total number of colleges in the country, too, dropped from 12.4% in 1961-62 to 8% in 1971 and 7.8% in 1980. (The Report of the Commission for Planning of Higher Education in West Bengal, 1984, p.25) The Committee thus contended:

All this perhaps indicates that although West Bengal has been having some extension of facilities of higher education during the 20-year period in absolute quantities, quite a few other states in India are progressing at a considerably higher



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rate in this regard. So West Bengal's position is declining relatively. (The Report of the Commission for Planning of Higher Education in West Bengal, 1984 (p.36).

Considerable unevenness in the district-wise distribution of colleges was also underlined by the 1984 Report as evident from Table 9 in the Annexure. The Committee likewise pointed to considerable imbalance in the availability of opportunities for research across the institutions, especially in science and technology, which hampered a holistic growth of higher education in the state. Meanwhile, pressures for enrolment of students in higher education grew considerably. This presaged initially the opening of different shifts for the same college and then the establishment of separate colleges in the same premises. It was not certainly an ideal situation for the promotion of excellence in higher education in the state.

On 13 August 1991, the State Government appointed the Ashok Mitra Education Committee at a time when there were eight state universities, one central university and 312 degree colleges, 51 of which were established since 1978. The Committee reported a “wide diversity is discernible among the colleges in terms of roll strength, number of whole time teachers, subjects offered and available infrastructural facilities”. It also voiced distress at the exam-oriented teaching-learning process and rapid growth of private tuition.

Both Bhabatosh Dutta Report and Ashok Mitra Commission Reports had advised the Government of West Bengal to establish new higher education institutions to ease the student pressure. But this process could be initiated only in 1997 with the establishment of Netaji Subhas Chandra Bose Open University. This was followed by the setting up of the Maulana Abul Kalam Azad University of Technology (2001), the West Bengal University of Health Sciences, (2003), the West Bengal State University in Barasat (2007), the University of Gaur Banga (2008), Aliah University (2008) Presidency University (2010) and Sidho-Kanho-Birsha University (2010).

1.3 2011 Onwards

This period coincided with a phenomenal progress in higher education based on 4 Es: Expansion, Equity, Excellence, Employability.

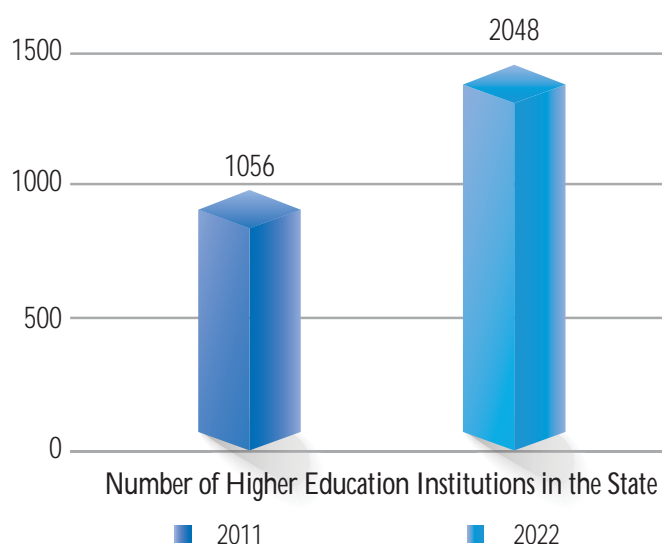
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1.3.1 Expansion

Since 2011, the total number of higher education institutions (HEIs) has gone up from 1056 to 2048. At the same time the number of state-aided and private universities have gone up from 18 to 48.

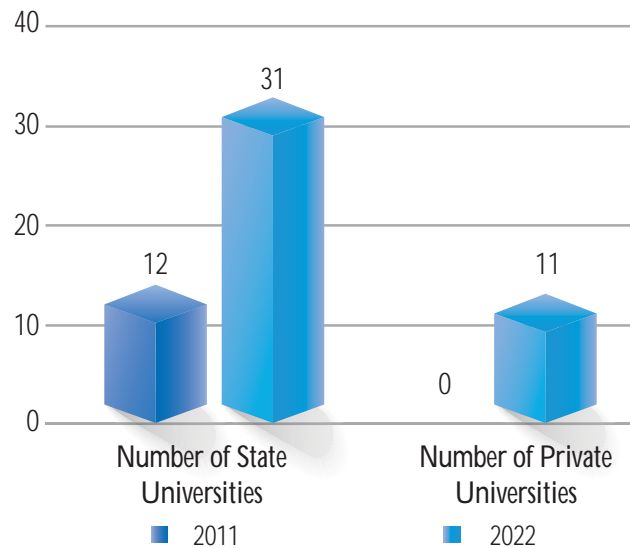
Parameters	2011	2022
Total number of State aided Universities	12	31
Total number of Private Universities	0	11
Total number of Govt. and Govt. Aided Colleges	465	517
Total number of Private General Degree Colleges	36	47
Total number of Govt. Engineering Colleges	06	08
Total number of higher education institutions	1056	2048
Source: AISHE		



Source: AISHE Reports



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Source: AISHE Reports

West Bengal now has more than 200 technical institutions and professional institutes, including 9 Government Engineering and Technology Colleges. With an intake capacity of more than 55,000 seats, these institutes offer under-graduate and post-graduate courses in Engineering, MBA, MCA and Pharmacy. All such engineering & technology colleges are affiliated to the Maulana Abul Kalam Azad University of Technology (MAKAUT) which provides for governance on a single window basis. Besides, some state and private universities are also offering engineering and applied science programmes. A recent All India Council of Technical Education report shows that the employability figure for technical graduates from West Bengal is much higher than the national average, West Bengal's figure being 86% against the national figure of 78%.

West Bengal University of Teachers' Training Education Planning and Administration is a unique state-aided university dedicated to teachers' training and research in the field of education. In West Bengal most of the teacher training institutions are affiliated to this single dedicated university for standardisation of B.Ed./M.Ed. courses across the state.

There are 235 colleges, including 3 constituent colleges affiliated to West Bengal University of Health Sciences (WUHS). Around 50,000 students are studying in 124 courses offered by the

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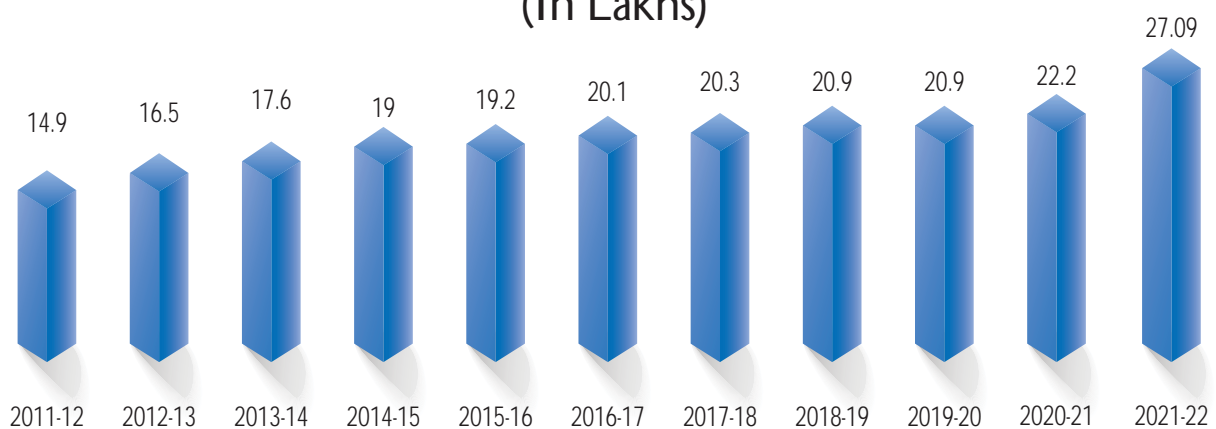
University under the following domains – modern medicine, dentistry, AYUSH, pharmaceutical sciences, nursing and paramedical sciences. At present there are 4250 MBBS seats (18 State Medical Colleges - 3000; 2 Govt. of India MCH-250; 7 Pvt. MCH- 1000); 1658 Post Graduate (MD/MS) seats and 197 post-doctoral (DM/MCh) seats in the state. Six new government medical colleges are being established in the state and 500 more MBBS seats have been added in the year 2022-23.

Legal education in India usually refers to the education of lawyers before entry into practice. In West Bengal it is offered both by conventional universities as well as the specialized law university, the West Bengal National University of Juridical Sciences (WBNUJS) either as an integrated degree or after the completion of an undergraduate degree. There are 36 Law colleges in West Bengal. Many Private Universities are also offering law courses. WBNUJS is considered one of the best amongst the national law schools in India.

1.3.2 Student Enrolment

The rise in number of Higher Education Institutions (HESs) has been accompanied by a significant rise in student enrolment during the period 2011-12 to 2021-2022.

Student Enrolment in Higher Education (In Lakhs)

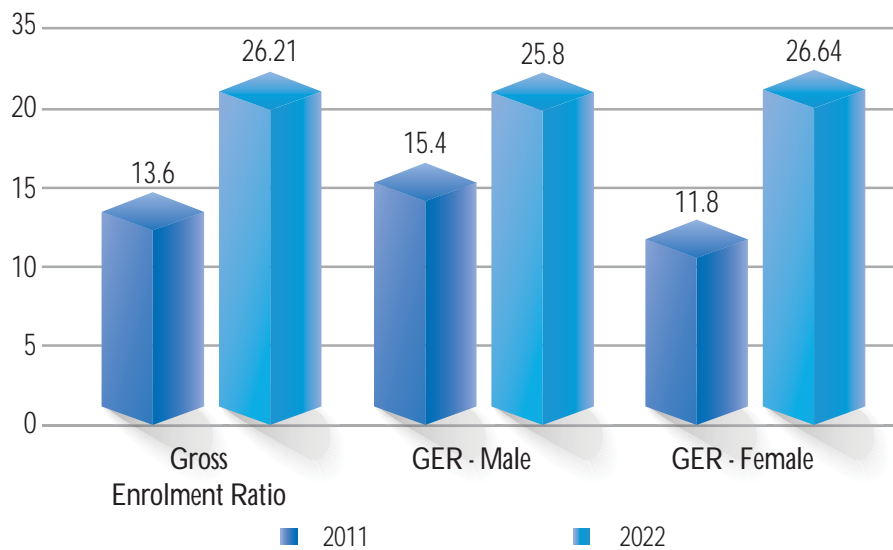


Source: AISHE Reports



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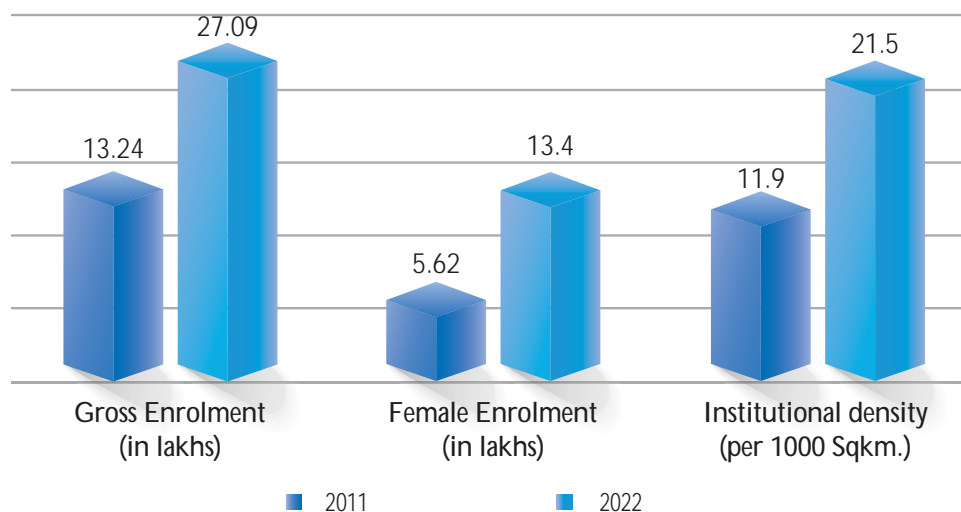
Not only in terms of absolute figures, the period also witnessed a rise in Gross Enrolment Ratio (GER), the female ratio registering an impressive growth. Diamond Harbour Women's University, the first women's university in Eastern India has been set up by the state government in 2012.



Source: AISHE Reports

The rise in GER has also been accompanied by a corresponding growth of Institutional Density as is indicated by the following bar-chart.

Progress in last 10 years

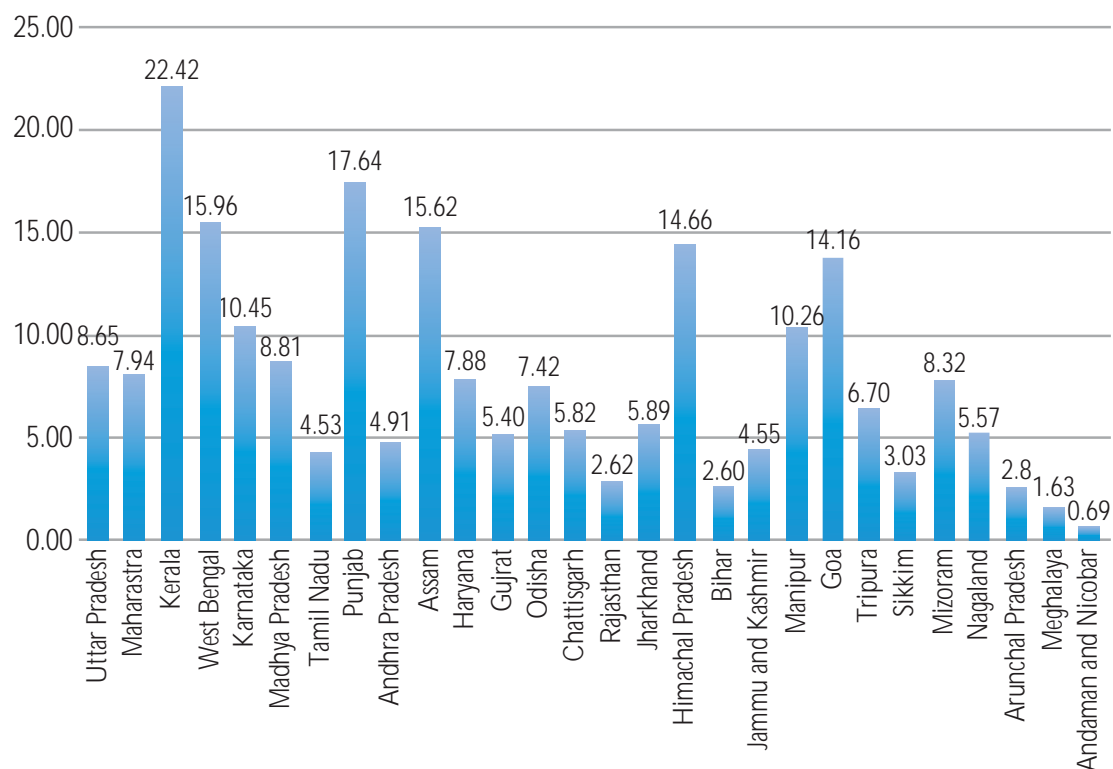


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The following figure indicates that in terms of student enrolment in Higher Education in National perspective, West Bengal ranks third, next to Kerala and Punjab.

State wise Percentage of E-PG Visitors to Total Enrolment in Higher Education



Source: Research Gate

1.3.3 Enhancement of Quality in Higher Education.

The quantitative growth in Higher Education has been contemporaneous with an unparalleled improvement in the quality in teaching-learning process and research. The NIRF 2022 has accorded Jadavpur University the Fourth position and University of Calcutta the Eight position in National ranking, these two Universities occupying respectively the first two positions among the state universities of the country. Seven Colleges from West Bengal have



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also featured in the top 100 Colleges in NIRF 2022 of which two are within the first ten – St. Xaviers' College and Ramakrishna Mission Vidyamandira. 324 colleges (around 55% among Government and Government Aided Colleges) and 16 Universities are National Assessment and Accreditation Council (NAAC) accredited. (See Annexure Table 10)

Since 2017, Choice-based Credit System (CBCS) has been introduced in all HEIs of the State at UG and PG level courses and programmes. Different languages, such as Santhali, Urdu, Arabic, Persian, Tibetan, Nepali, Tamil and Hindi, are taught at the undergraduate (UG) and postgraduate (PG) level in HEIs in West Bengal. A Santhali-medium college has been established at Lalgarh in Jhargram and Hindi-medium colleges have been set up in Banarhat, Asansol and Hatighisa. The state has established an Institute of Language Studies and Research (ISLR) to promote teaching and learning English, regional languages and translational studies. A rich repository of digital teaching-learning material created during the Covid-19 pandemic has been made available on the websites of colleges and universities.

1.3.4 Professional and Skill Education

In recent years special emphasis has been laid on vocational education and skill development. The Technical Education, Training & Skill Development (TET&SD) Department is the nodal department for all skill development interventions of the Government of West Bengal. A three-tier model of skilling is being adopted by the Department with vocational training centres for school dropouts, ITI / Higher Secondary Vocational Schools and Polytechnic, Pharmacy and other Diploma Institutes. The Department is also proposing to set up Centres of Excellence (COEs) in collaboration with industry to develop Fresh / Green Energy technologies.

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Currently, there are 278 ITIs, 181 polytechnics, 36 pharmacy colleges and around 2654 vocational training centres operating all over the State. Seacom Skills University and Brainware University are two private universities which are offering vocational and skill-based courses at both UG and PG levels.

Besides, the Paschim Banga Society for Skill Development (PBSSD) is implementing the 'Utkarsha Bangla' scheme. Presently 1,877 Training Partners through 2266 Training Centres are offering trainings in 351 across 38 sectors in all 23 districts in the state under this scheme.

Best Practice: MoVE- Mobile Vocational Education

The project consists of a fleet of fully equipped classrooms on wheels, with laptops/tablets powered by solar panels, to provide technology enhanced



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vocational education (including multi-modal ICT and haptic simulators) to logistically and geographically diverse areas. Basically, a MoVE unit carries with it an entire classroom. When a suitable location is selected, the facilitator simply unpacks the van to set up the virtual classroom that allows students to access the vocational training course of their choice.

A Vocational Training Centre (VTC), situated at the nearest semi-urban location acts as a hub and co-ordinates the operations and logistics of all the MoVE units. Each MoVE van covers an area that is assigned to it by the VTC. A demand analysis and aptitude assessment for the region is conducted using carefully designed surveys before the VET courses appropriate for that region are selected. Afterwards, the best possible deployment path and schedule for the MoVE unit is mapped. The deployment strategy is influenced by factors such as geography and the available schedule of student beneficiaries.

The MoVE Van has successfully taken vocational education and training on the road, covering 10 villages in Kerala and Tamil Nadu over the past two years. The MoVE schools serve remote communities by teaching them various vocational skills with an aim to make them self-reliant. The computerized coursework and haptic simulators aid in cutting costs on raw materials needed for training and reduce the need for expert trainers who are few and far between in these areas.

There are two full-fledged state agricultural universities in the state – Bidhan Chandra Krishi Viswavidyalaya (BCKV) and Uttar Banga Krishi Viswavidyalaya (UBKV), which are committed to steer the State towards attaining sustainable food, nutritional, environmental and livelihood security through agricultural education, research and extension programmes.

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The West Bengal University of Animal, Diary and Fishery Sciences carries the legacy of the erstwhile Bengal Veterinary College, established on 10th January, 1894, which subsequently got merged with Bidhan Chandra Krishi Vishwavidyalaya as a constituent faculty named as Faculty of Veterinary and Animal Sciences and Dairy Technology. Later, the West Bengal University of Animal and Fishery Sciences was established after bifurcation of the Bidhan Chandra Krishi Vishwavidyalaya in pursuance of West Bengal University of Animal and Fishery Sciences Act, 1995 passed in the State Assembly and duly promulgated through Gazette Notification on 2nd January, 1995.

1.3.5 Social Education

The Social Education Branch of the Department of Higher Education is a unique aspect of the Higher Education Department of West Bengal. It provides financial assistance to different research institutes and academies of excellence which function beyond the ambit of HEIs and are concerned with the pursuit of a range of academic and co-curricular activities. Among the organizations supported by the Social Education Branch include Jagadish Chandra Bose National Science Talent Search, Bankim Bhavan Gaveshana Kendra, Institute of Development Studies, Kolkata, Netaji Institute for Asian Studies, Institute of Historical Studies, Centre for Studies in Social Sciences, Calcutta, The Ramakrishna Mission Institute of Culture, and Bangiya Sahitya Parishad. The Social Education section is also supporting the Vidyasagar Academy, and such other programmes as the translation of Vedic literature by Ramakrishna Mission Institute of Culture, Belur Math's project of developing a part of Vivek Tirtha at New Town, of developing the Swami Vivekananda Research Centre and of Vivek Bahini, a programme on value education. Under the auspices of Social Education branch assistance was extended for the establishment of a Police Museum and restoration and renovation of historic buildings like the Sarat Bose Sadan and Netaji Bhavan.



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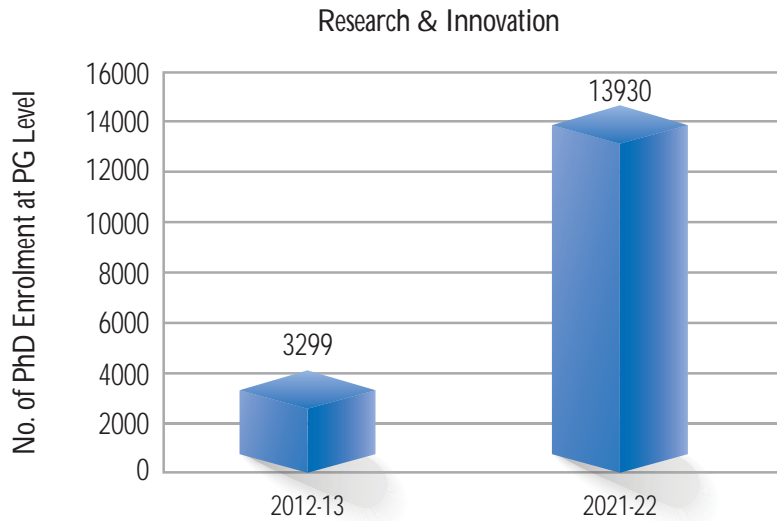
Statement of Expenditure under State Development Scheme during the last 10 Financial Years

Sl. No.	Financial Year	Expenditure (In Rs.)
1.	2013-14	8,01,60,000
2.	2014-15	11,30,10,000
3.	2015-16	13,52,11,000
4.	2016-17	14,01,61,777
5.	2017-18	12,67,10,000
6.	2018-19	13,84,10,000
7.	2019-20	15,80,00,000
8.	2020-21	17,65,42,000
9.	2021-22	15,90,42,000
10.	2022-23 (As on 16.09.2022)	2,23,06,355

1.3.6 Research and Innovation

Along with significant improvement in teaching-learning process, West Bengal has registered its firm presence in the realms of research and innovation in the country. Bengal has a rich legacy of producing world-renowned scientists and scholars and litterateurs who have carved out a niche for themselves internationally -- Surendra Nath Sen, Jagadish Chandra Bose, Acharya Prafulla Chandra Ray, Meghnad Saha, Sir Jadunath Sarkar, C.V. Raman, P.C. Mahalanobis, Satyendra Nath Bose, Suniti Chattopadhyay, R.C. Mazumdar, Mani Bhaumik and Nobel laureates Amartya Sen and Abhijit Vinayak Bandyopadhyay to name a few. The recent Stanford University study shows that 2% of current world-renowned scientists hail from India, of which 48 are from Bengal.

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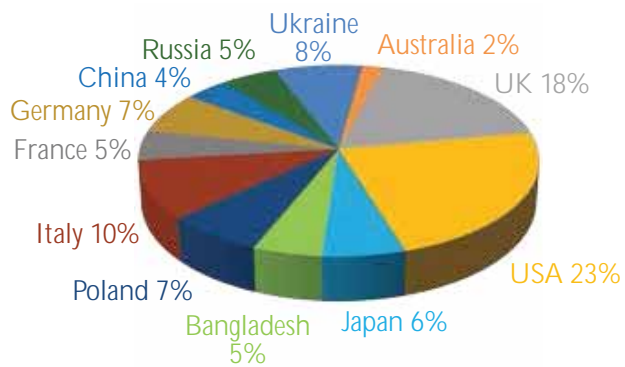


Source: AISHE Report

1.3.7 Internationalisation

In this globalised world internationalization of higher education is the need of the hour. This provides the students, scholars and faculty with a global perspective, trains them to understand different cultures, and helps them to be acquainted with the skills required for a globalised economy. In tune with demands of globalisation, West Bengal has been participating in the process of the internationalisation of Indian Higher Education. In the last 10 years, 346 MoUs have been signed with institutions from 46 countries by the Universities in West Bengal.

MoUs in Higher Institute : Major Countries

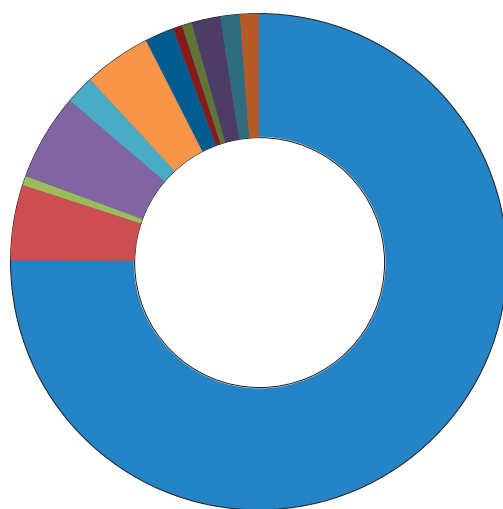


Source: Education First, BGS 20-21, April 2022



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Country wise Industry Collaboration of all affiliated colleges across West Bengal



Number of Collaborations

India	120
USA	8
Germany	1
Thaland	9
Canada	3
France	7
UK	3
Italy	1
Australia	1
Singapore	3
Poland	2
Turkey	2

1.3.8 Equity and Access

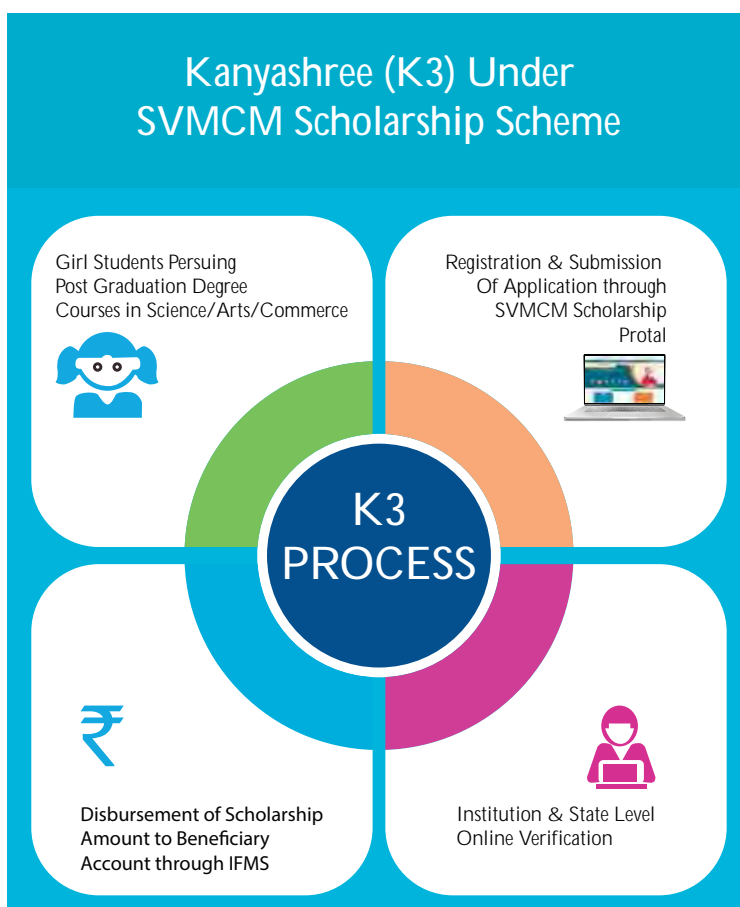
Unlike many states in the country, the quest for expansion and excellence in Higher Education in West Bengal has been firmly in consonance with the principles of equity and justice so that the fruits of Higher Education can reach the broader sections of the society.

The Government of West Bengal has taken several measures to inspire students to get enrolled in HEIs. Swami Vivekananda Merit cum Means Scholarship (SVMCM) has significantly supported students from economically disadvantaged sections of society to join the HEIs. The Kanyashree-3 Scholarship, meant to support girl students in postgraduate studies, has contributed to the raising of the female share in the State’s GER in higher education. Beneficiaries under SVMCM Scholarship went up to 8,53,204 in 2021-22 from 7432 in 2010-11.

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- Budget for SVMCM Scholarship increased to Rs. 1200 Cr in 2021-22 from Rs. 9.45 Cr in 2010-11.
- 33,493 beneficiaries under K3 component of Swami Vivekananda Merit-cum-Means Scholarship (SVMCM) for 2021-22.

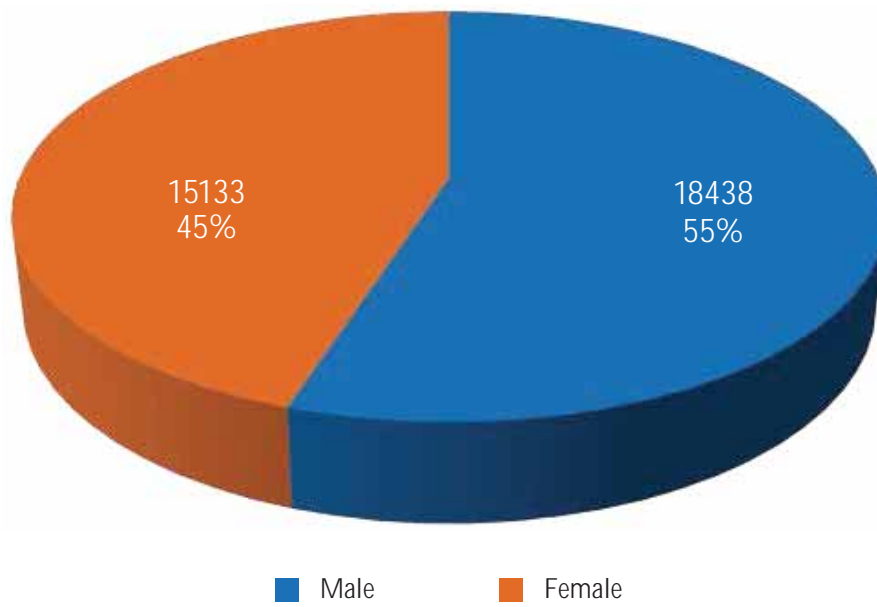


In 2021, the West Bengal Student Credit Card Scheme was introduced. It is a unique scheme to enable students in higher education to avail loans up to Rs. 10 lakhs from banks at a very nominal rate of interest to study within and outside the country. Besides, the Government implemented the West Bengal Freeship Scheme for waiver of tuition fee for economically backward students studying in self-financed private engineering/technical colleges of West Bengal.

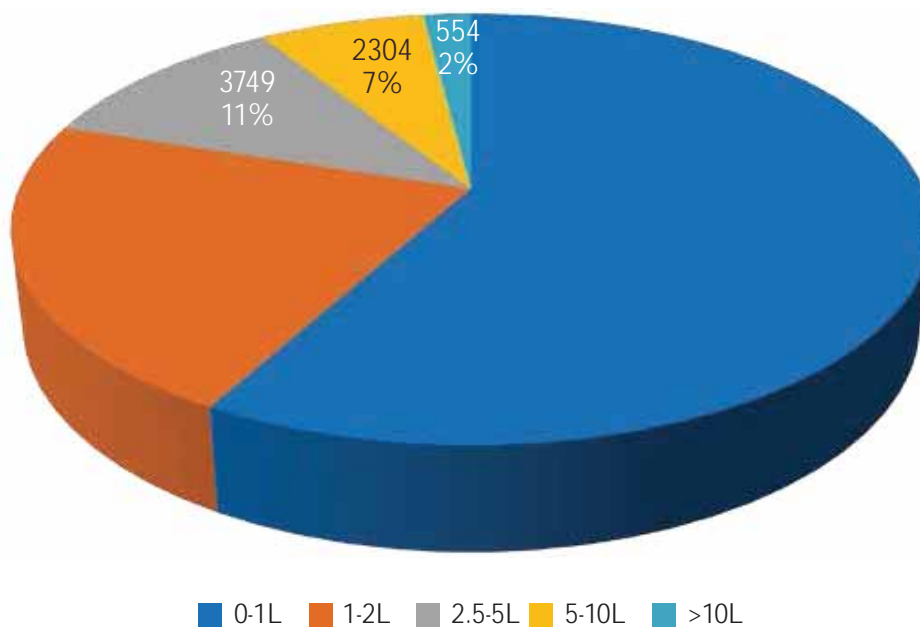


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Gender-wise Distribution of WBSCC beneficiaries



Family Income Band Wise Analysis of WBSCC beneficiaries



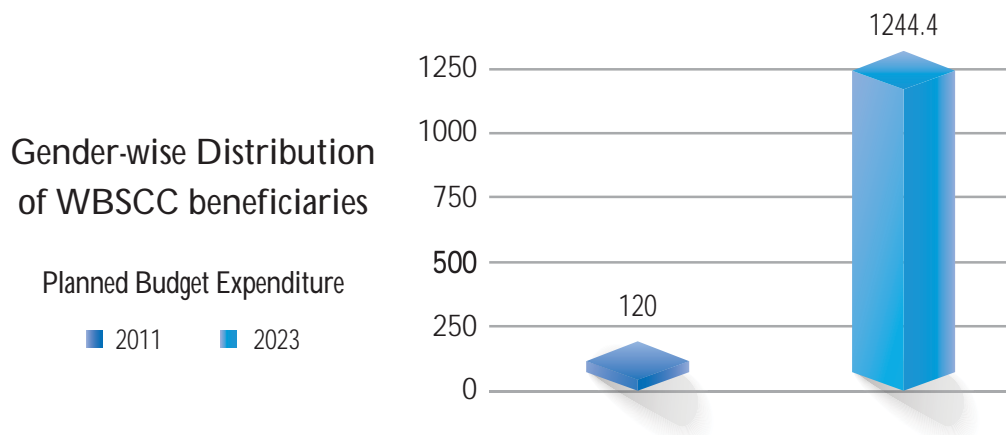
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Besides, to enhance access to higher education, the Government aims to have at least one university in each district and establish HEIs in socio-economically backward areas of the state.

1.3.9 Increasing financial support

The remarkable growth of Higher Education in West Bengal in terms of quantity, quality, excellence and access has been possible because of a significant rise in the plan budget of the State for the period between 2011 and 2023.



Source: Annual Planned Budget for Higher Education in West Bengal



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1.4 Emerging Gap Areas

- Despite the rise in the number of HEIs, increase in GER, especially the ratio of females, SC, ST and minority social groups, the College Population Index (CPI) per 1 Lakh population is significantly lower in the context of national average. Although the number of colleges has increased from 901 in 2011-12 to 1411 in 2019-20, the CPI figure has increased only from 8 to 13 during the same period at a time when the national CPI figure rose from 25 to 30.

State/UTs	Number of College		College per Lakh Population	
	2011-12	2020-21	2011-12	2020-21
India	34852	43796	25	31
Andaman and Nicobar Islands	6	9	14	17
Andhra Pradesh	4815	2601	48	49
Arunachal Pradesh	26	42	16	27
Assam	485	595	13	16
Bihar	650	1035	6	8
Chandigarh	27	27	19	19
Chhattisgarh	589	870	20	27
Dadra and Nagar Haveli	4	14	8	8
Daman and Diu	5	5	11	11
Delhi	184	180	9	9
Goa	49	61	32	32
Gujarat	1780	2267	25	31
Haryana	1061	1083	33	34
Himachal Pradesh	289	348	37	50
Jammu and Kashmir	306	348	21	29
Jharkhand	234	336	7	9
Karnataka	3068	4233	41	62
Kerala	1033	1448	33	50
Ladakh		3		8
Lakshadweep	0	0	0	0
Madhya Pradesh	2172	2411	25	29
Maharashtra	4566	4494	34	34
Manipur	79	102	26	33
Meghalaya	61	67	17	23
Mizoram	29	35	22	31
Nagaland	57	67	22	28
Odisha	1090	1087	23	26

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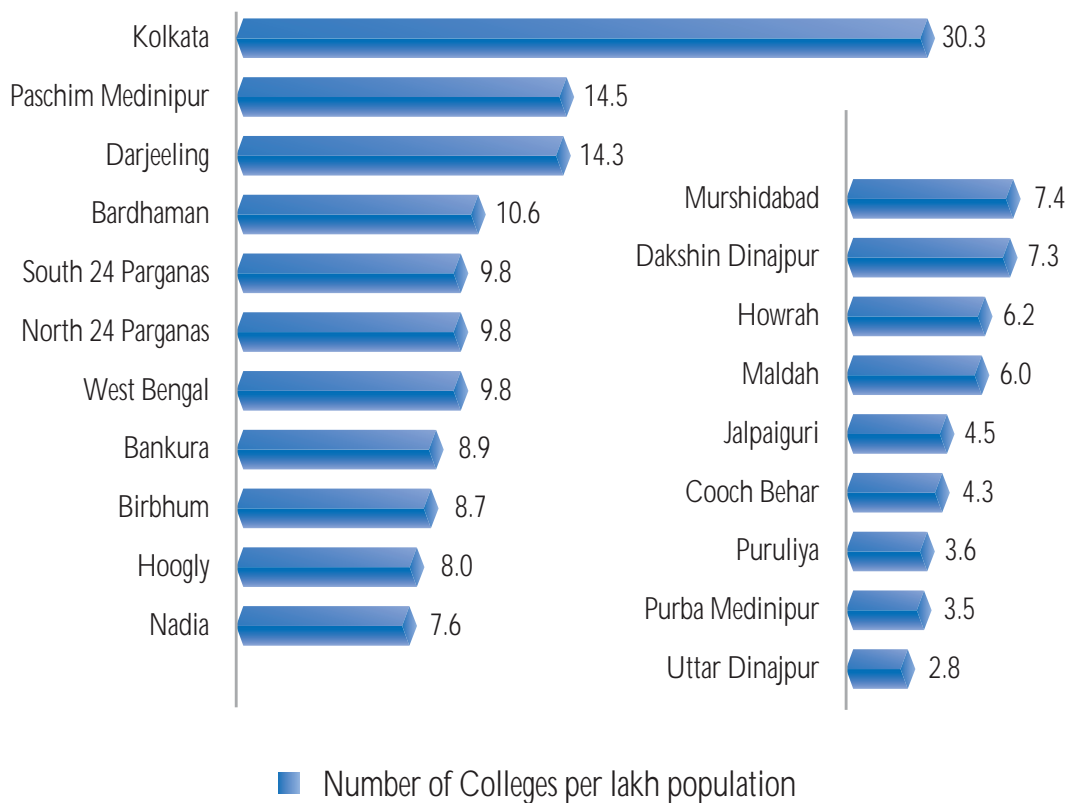
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State/UTs	Number of College		College per Lakh Population	
	2011-12	2019-20	2011-12	2019-20
Puducherry	83	81	64	45
Punjab	958	1039	28	34
Rajasthan	2670	3694	32	40
Sikkim	11	23	14	30
Tamil Nadu	2302	2667	30	40
Telangana		2062		53
Tripura	39	54	9	14
Uttar Pradesh	4828	8114	20	32
Uttarakhand	395	477	32	40
West Bengal	901	1446	8	13

Source: AISHE Reports

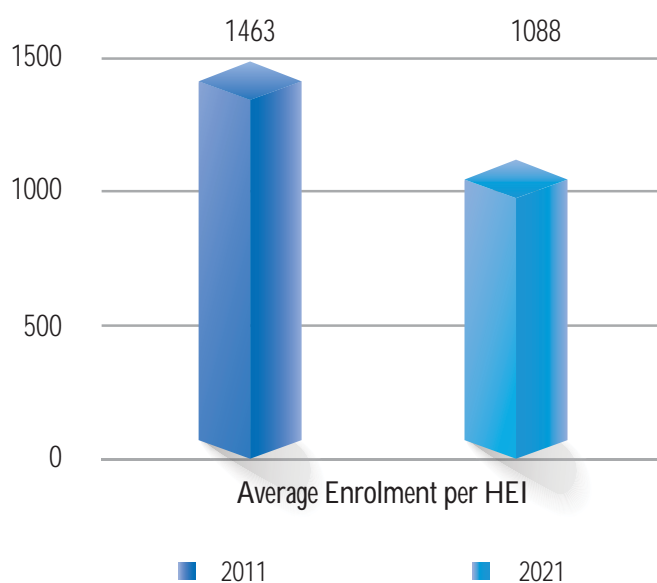
- There also exists a significant imbalance in the distribution of colleges per lakh population across the districts of West Bengal as indicated in the following chart.





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- Imbalance also becomes evident in the average enrolment per HEI between 2011 and 2021. This implies that while there is excessive student pressure in some selected colleges, other colleges are finding it difficult to fill up the allocated seats.



Source: AISHE Reports

- Disparity can also be noticed in the GER across districts, ranging from 95.10 in Kolkata to 9.88 in Uttar Dinajpur.

ID	District	GER	
		2012-13	2019-20
1	24 Paraganas North	14.33	21.61
2	24 Paraganas South	9.97	13.66
3	Bankura	10.69	13.23
4	Birbhum	12.79	18.78
5	Coochbehar	10.88	14.78
6	Darjeeling	22.08	35.58

continued

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ID District	GER	
	2012-13	2019-20
7 Dinajpur Dakshin	14.24	15.29
8 Dinajpur Uttar	8.02	9.88
9 Hooghly	15.74	16.28
10 Howrah	9.30	13.32
11 Jalpaiguri	13.33	16.92
12 Kolkata	64.49	95.10
13 Maldah	10.34	12.99
14 Medinipur East	13.27	14.59
15 Medinipur West	11.35	17.31
16 Murshidabad	9.55	12.65
17 Nadia	17.52	24.47
18 Purba Bardhaman	17.08	21.23
19 Purulia	10.26	14.25

Source: AISHE Reports

- In terms of teacher-pupil ratio West Bengal's figure of 1: 33 is lower than the national average 1: 26. (AISHE 2019-2020).
- Bengal's figure for institutional density in higher education is far lower than national average: 21.5 institutions as opposed to 167.9 institutions per 1,000 square kilometres.

2. VISION

To address the **Gap Areas** the Committee makes some recommendations to take higher education in West Bengal to new heights of excellence.

VISION AND MISSION

In the fast changing realm of higher education the Vision and Mission of higher education in West Bengal should be both to equip the students to succeed in their lives and make them critical and constructive citizens, remembering Swami Vivekananda's advice:

“We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's feet.”



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and the invocation of Gurudev Rabindranath Tagore:

“The main object of teaching is not to give explanations, but to knock at the doors of the mind”.

The fundamental aims of the state's higher education should be:

1. Developing a high-quality education based on the pursuit of holistic knowledge with the help of new interdisciplinary pedagogic skills and modern assessment procedures.
2. Promoting outcome-based learning with equal emphasis on science, technology, professional education, social sciences, humanities and performing and liberal arts.
3. Improving R&D facilities by refining library networks, leveraging innovative digital technologies and research funding.
4. Developing a link between vocational and mainstream education.
5. Fostering national and international academic linkages.
6. Promoting industry-academic partnership for R&D and increasing employability skills of students.
7. Investing in education research to identify best practices in education and improving education outcomes.

3. RECOMMENDATIONS

3.1 Increasing GER

3.1.1 The gross enrolment in West Bengal has increased from 13.24 lakhs to 27.09 lakhs in last ten years, but is yet to reach the national figure of 27.1. To improve the GER following steps may be undertaken:

Stress on ODL

3.1.2 The state already has an Open University (Netaji Subhash Open University) which aims to provide life-long education. The NSOU should adopt an appropriate policy for effective utilization of the ODL (Open Distance Learning) method for increasing the GER. It is recommended that

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HEIs should be encouraged to offer ODL courses for increasing the GER to a desirable level. At the same time, the State has to ensure that technology tools are used in higher education to make it more accessible. The State may consider establishment of a digital university to promote continuing learning.

3.1.3 Establish digital universities to promote continuing learning.

Promotion of Private Investment

3.1.4 The State has adopted a well-formulated policy to promote private investment in the Higher Education sector. Presently there are 11 private universities in the State. Some state-aided universities have already started collaborating with private universities to promote joint teaching and research programmes. In order to unlock the potential of private universities and state-aided universities through optimal utilisation of resources, the state should frame a policy to promote extensive collaboration in teaching-learning process and research between private and state-aided universities. Reputed HEIs from outside the State may now also be invited to make their presence in the State.

More facilities for students with special needs

3.1.5 To ensure inclusive education, special support has to be provided to students with special needs so that the pursuit of education remains non-discriminatory. Every HEI should have a Disability Centre to address the needs of students with special needs and adopt measures to implement the RPD Act 2006. Moreover, every library in HEIs should have a Braille and an audio section and be equipped with a high resolution camera-cum scanner for low vision and visually impaired people.

3.2 Review of Existing Policy of Expansion of Higher Education

This review, based on a survey of the current scenario by a specialized agency, is urgently required for the discrepancies that have already been identified in respect of CPI, distribution of colleges



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per lakh and GER across districts. There are some higher education institutions in the state which are unable to cope with student pressure, while others find it difficult to fill up the allocated seats. Unless increase in GER is accompanied by a systematic addressing of regional and local disparities, holistic growth of Higher Education is not possible.

3.3 Sharing of Resources

3.3.1 Excellence in teaching-learning process tends to be concentrated within some HEIs resulting in non-optimal use of such resources in the interest of the larger student community. State Universities may now be encouraged to form clusters and develop vertical linkages between universities and colleges and horizontal linkages between universities themselves for optimum utilization of available human and physical resources within the state.

To effectively implement the clustering of HEIs following steps should be taken:

3.3.2 Universities may be encouraged to collaborate for sharing laboratories, libraries, sports, IT and other facilities for the benefit of students and teachers.

3.3.3 The collaborating universities and colleges may organise joint teaching and research programmes.

3.3.4 High ranking universities may be encouraged to mentor newly established universities.

3.3.5 Universities may be encouraged to mentor colleges in their vicinity.

3.3.6 Colleges should also form clusters among themselves within a particular geographical locality without losing their individual identities.

3.3.7 Colleges should also form clusters with secondary schools for graded exposure to tertiary education. Universities may also be engaged in mentoring of schools in the vicinity.

3.3.8 WBSCHE should undertake a constant survey of student teacher ratios in HEIs and suggest means of rationalisation of teaching strength in HEIs.



3.4 Increasing Employability

3.4.1 Vocational courses already introduced in the school level and B.Voc and M.Voc courses already offered at the higher education level may now be integrated with mainstream courses through Choice Based Credit System (CBCS) under the joint initiative of the West Bengal State Council of Higher Education (WBSCHE), the Skills Development Department, the Chambers of Commerce and the NGOs. The two Skill Universities -- Seacom Skills University and Brainware University -- should be encouraged to attract an increasing number of students in Skill Development Courses. The All-India Council for Technical Education (AICTE) has already initiated a number of schemes in Vocational Education and the State should take advantage of them to address the emerging needs of industry.

3.4.2 To make the skilled workforce more employable each HEI should have a placement / career counselling cell. It should regularly organise seminars/ symposiums / talks with industry experts to spread the awareness about the skill sets required for jobs in the 21st century. Placement cells in HEIs should launch programmes/courses to improve communication skills in English and other soft skills which are particularly important in the current employment scenario.

3.4.3 Efforts should also be undertaken to introduce professional courses in such areas as social work, clinical psychology, journalism and media which have a considerable demand in the employment market. HEIs should be encouraged to organise 'Career Fairs' at regular intervals should be organized by the HEIs in collaboration with the State Government to expose students to the emerging job market.

3.5 Industry-Academia Partnership

3.5.1 West Bengal has made significant contributions to the tremendous progress that India has attained in the realms of science and technology. There is now an urgent need to link this knowledge produced in laboratories and class rooms with the industrial production process. For



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this a proactive policy needs to be developed to enrich the existing industry-academia partnership programme in the State which would be mutually beneficial for both the HEIs and industries.

3.5.2 In this context the Internship Program for students of engineering and professional courses -- already in vogue -- may be systematised and brought under the curricular framework. The State should formulate a policy to set up Innovation Cells, Start Up units, and Incubation Centres in all HEIs and encourage the faculty members/research scholars to apply for patents.

3.5.3 The State may also frame a policy to establish Industry-academia linkage through PPP model. For instance, the brown field model may be utilized to facilitate leaders of industry to collaborate with HEIs to train the students in skills that are in high demand in the industry. Collaborations should also be made between Private and State-funded HEIs to unlock their individual potential to prepare a skilled workforce that will be equipped with 21st century skills.

3.5.4 Efforts need to be initiated, as proposed by Shamir Brahmachari West Bengal Education Commission, to encourage the Chambers of Commerce to develop platforms for Industry-Academia collaborations through provision for

- Chief Minister's Fellowships for Doctoral Industrial Research in West Bengal
- West Bengal Industry-Academia Collaborative R&D Fund
- Distinguished Visiting Professorship
- Faculty Chairs in Industry
- Student's project-internship in industry
- Industry mentorship for student entrepreneurs
- Promotional & Research Activities



3.6 Diversifying Access to Education through Academic Bank of Credit

3.6.1 The Academic Bank of Credit (ABC) is an academic service mechanism as a digital/virtual/online entity established and managed by the Ministry of Education (MOE)/University Grants Commission (UGC) to facilitate seamless student mobility between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching learning' (UGC Guideline on ABC). ABC should provide considerable freedom to the students in choosing courses of study across disciplines and higher education Institutions. The system will be based on the principle of multiple entry-exit facility for students.

3.6.2 The eligible higher education institutions in the State may be encouraged to join the ABC at the national level. The State Government will also explore the possibility of having state-level ABC which should particularly benefit the students of the HEIs situated in remote areas. Choice-based Credit System (CBCS), which has already been introduced in 2017, may be redesigned in the context of the needs of the Academic Bank of Credit.

3.7 Internationalization

3.7.1 The universities of the State have already become a part of the internationalization of India's higher education. To facilitate and strengthen this process the state should explore the following possibilities:

3.7.2 Establishment of international students' hostels to be used by universities to attract foreign students in Bengal

3.7.3 Supporting student/faculty exchange programmes. Besides, introduction of twinning programmes will enable the state universities collaborating with foreign universities to offer joint



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teaching programmes in online and offline mode along with permission for credit transfers between collaborating foreign institutions and the universities in the State.

3.7.4 Introduction of joint supervision of doctoral dissertations with foreign institutions to enable the students of collaborating state universities to have the benefit of access to world class teaching and research.

3.7.5 Provision of supporting collaborative seminars and workshops with foreign institutions.

3.7.6 Creating opportunities for foreign universities to establish campuses in Bengal in tune with the Government of India regulations.

3.7.7 Encouraging leading universities in the state to take the advantage of recent UGC regulations to establish their campuses abroad.

3.8 Promotion of Research

3.8.1 The State has the responsibility to carry forward Bengal's rich legacy of excellence in research by enriching the culture of research in conjunction with the refinement of the teaching-learning process.

3.8.2 In view of the declining central research grants for State HEIs, the State proposes to set up its own State Research Fund under the West Bengal State Council of Higher Education (WBSCHE) to strengthen the research base of the HEIs.

- Identify the areas of excellence in each university and providing adequate help for its further enrichment so that the university can attain world class standards.
- Encourage HEIs to participate individually or in a collaborative mode in the emerging areas of research in basic and applied fields.
- Provide necessary funding to peer-reviewed grant proposals across STEM, humanities and liberal arts.

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- Create research/ teaching assistantship at university level.
- Support constant upgrading of laboratories and libraries In HEIs.
- Establish synergy between the industry and HEIs so that inventions can innovations.
- Support foreign travel of faculty/research scholars for participation in seminars and workshops.
- Provide grant for patent applications.
- Recognise and reward outstanding research work at PhD and postdoctoral level.

3.8.3 Research funding may be mobilised through Corporate Social Responsibility Scheme.

3.9 Utilization of Technology

3.9.1 Substantial progress has been made in e-learning and e-governance in the higher education sector in West Bengal. Most of the HEIs in the state are already Wi-Fi-enabled. There is now a need to escalate the utilisation of technology to a higher level.

3.9.2 The State should formulate a policy on the use of education technology for further enriching higher education. Such Memorandums of Understanding (MoU) as the one that the State government has signed with the Global IEEE (Institute of Electrical and Electronics Engineers) should be an entry point to facilitate blended learning programs in higher education institutions. Ed-tech companies may be engaged to offer world-class study materials and help the use of AI and digital technologies in higher education and create avenues for hybrid learning.

3.9.3 Education Technology is thus proposed to be used to:

1. Facilitate learning and teaching.
2. Engage students in active learning.
3. Promote collaboration and communication among students and between teachers and students.
4. Support assessment and feedback.
5. Expose the students to the widening global database.



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3.9.4 WBSCHE may initiate and supervise the process of creating a repository of digital/e-learning course materials that have been already developed during the pandemic or will be developed by the universities and HEIs.

3.9.5 University faculty members will be encouraged to offer ODL courses in national portals like Swayam.

3.9.6 State may also consider the development of an online platform under the auspices of WBSCHE to capture lectures of distinguished professors from different fields. Such a platform will improve the visibility of higher education in West Bengal and contribute to the sustenance of hybrid mode of education.

3.10 Technical Education

3.10.1 The State Government may consider the following steps for strengthening the current base of professional/technical education.

3.10.2 Upgrading of existing Engineering institutions to Centres of excellence through good governance, introduction of faculty improvement program, introduction of research and development cell, and infrastructure development, establishment of IQAC cells.

3.10.3 Enhancement of employability of students through internship schemes, creation of start-ups, development of innovation centres and establishment of industry parks through industry partnership program:

3.10.3.1 Introduction of new professional courses/ programs in such emerging areas as Data Sciences, Artificial intelligence, Machine learning, Architecture and Town Planning, Conservation Studies, Product Design, Textile Design, Exhibition Design, Visual Art & Graphics Design.

3.10.3.2 Deepening and broadening of linkages between the industry and engineering institutions to address the gap between industry requirements and training imparted in institutions.



3.10.3.3 Making it mandatory for all technical institutions to go through the National Board of Accreditation process.

3.11 Holistic Knowledge

3.11.1 The aim of higher education is to produce creative and sensitive citizens. This requires pursuit of outcome based and learner centric education and the promotion of holistic knowledge by HEIs through:

- Facilitating interdisciplinary and multidisciplinary teaching-learning process cutting across the traditional boundaries of Humanities, Social Sciences, Engineering, Science, Mathematics, and Professional and Vocational Education to enable 360-degree learning for students.
- Integration of co-curricular and extra-curricular activities.
- Linking traditional knowledge system in a holistic manner with the teaching learning process of different disciplines.
- Exposure to the rich syncretic cultural tradition of India.
- Making the skill component necessary for all courses.
- Provision for periodic curricula change so that the teaching learning process remains in consonance with the demand of the time.
- Conversion of STEM to STEAM for a balanced pursuit of liberal arts, social sciences, basic sciences and technological sciences.
- Four year Undergraduate courses should be introduced at Undergraduate level from the Academic Session 2023-24 in order to maintain a parity between Undergraduate courses in the State and other parts of the country through optimum utilization of existing resources or self-mobilization of additional resources, pending receipt of additional financial assistance.
- Continuing multi-faculty and stand-alone institutions, but creating opportunities of collaboration between them and encouraging specialised HEIs to initiate interdisciplinary training and research.



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- Broad-basing the Choice-based Credit System (CBCS) to enable the students to choose subjects across disciplines and faculties.
- Encouraging the universities to make changes in the curriculum at regular intervals to meet the changing demands of the time.

3.12 Equity and Inclusion in Higher Education

3.12.1 The state should ensure the continuation of several scholarships like SVMCM (Swami Vivekananda Merit-cum-Means Scholarship Scheme), Kanyashree-3, Aikyashree, West Bengal Student Credit Card Scheme and Free ship Scheme at higher education level to support students from weaker sections of society.

3.12.2 At the same time each HEI in West Bengal strives to ensure gender justice through its Internal Complaint Committee (ICC). The state will now encourage the HEIs to take initiatives to prevent sexual harassment cases in the first place. Awareness programmes are proposed to be organised for gender sensitisation of students and faculty members alike, and in this the National Service Scheme (NSS)/National Credit Corps (NCC) units will be required to play a significant role in this direction.

3.12.3 The state has always remained aware of ensuring gender empowerment in the realm of higher education. Female enrolment In Higher Education has increased from 5.62 lakhs in 2011 to 11.33 lakhs in 2021. At the entry level of teaching profession, the number of women has increased from 8,220 in 2015-16 to 12,117 in 2019-20. Steps may be taken so that this increase in the lower level can also be reflected in the echelon of the teaching profession. HEIs should be encouraged to discuss issues related to sex education and LGBTQ+ members of society. Sensitisation at a young age builds empathy and can help promote a safer learning environment for all.

3.13 Promotion of Languages

3.13.1 The State Book Board which publishes standard text books in vernacular medium,

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may explore the possibility of continuously publishing translations of specialized books, reports and articles.

3.13.2 The universities may be encouraged to introduce Translation Studies as a discipline, take up translation projects and offer courses in bilingual mode using the already available material.

3.14 Teacher Education

3.14.1 Pending the development of necessary infrastructure the present 2-year B.Ed. course may be retained.

3.14.2 The HEIs engaged in teacher education will be encouraged to hold a substantial number of short-training programmes to update and equip in-service teachers with modern pedagogical methods/technologies. Such courses may be held in hybrid mode.

3.14.3 To ensure that the teachers remain acquainted with modern techniques of teaching-learning process, the State Government may adopt appropriate policies for teacher-training programmes in collaboration with such institutions like IIM (Calcutta), ISI (Calcutta) and NIEPA (National Institute of Educational Planning and Administration, New Delhi).

3.15 Health Education

3.15.1 Health Education in the coming years will see a convergence of various courses. This change in teaching-learning process is expected to be cross-disciplinary and translational and instrumental in nature. Teaching and research in genetics in particular will be instrumental in eradicating various diseases, while Ayurveda, Yoga, Naturopathy, Unani, Siddha & Homeopathy (AYUSH) will be integrated with the new curriculum.



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3.15.2 The state may also consider setting up a Department of Integrated Medical Research to promote multidisciplinary research in all medical colleges, as envisaged by National Medical Commission (NMC).

3.15.3 WBUHS and medical colleges may be encouraged to promote student fellowship programme, student exchange programme with the leading institutions.

3.15.4 The State Government needs to commit itself to outcome-based and Competency-Based evaluation as per National Medical Commission prescription in MBBS, MD/MS, DM/MCh courses.

3.15.5 At the same time, e-mode of learning may also be suitably promoted in medical education and the required infrastructure facilities are required to be set up in all medical colleges. Besides, every medical college should be made to adopt the established best practices.

3.15.6 The State Government should increase the number of undergraduate and postgraduate seats in medical colleges in a phased manner over the next five years.

3.15.7 Nursing and paramedical colleges may be set up in an integrated manner in a single campus. Certain centrally sponsored schemes may be utilized in this regard.

3.15.8 The State Government may consider expanding tertiary health care services through medical colleges in a phased manner.

3.15.9 Healthcare industry is likely to create new job opportunities. These will include Health Educator, Education Programme Manager, Case Manager, Alcohol Educator, Family Services Specialist, Community Outreach Coordinator, Programme Resource Coordinator, Community Organizer, Health Education Programmer, Diabetes Educator, School Health Educator, District Wellness Coordinator, Head Start Health Specialist, Health Counselor, Health Literacy Programme Coordinator, Clinical Research Specialist / Coordinator, Wellness Consultant, Health Coach, Integrative Health Practitioner, Employee Wellness Coordinator, Worksite Safety Coordinator, Health Media Specialist, Education Outreach Liaison Officers, Public Health Inspector,

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Environmental Health Educator, Community Outreach Coordinator, Patient Care Coordinator, Biometric Health Screener, Nutrition Services Coordinator, Lactation Consultant, Cancer Information Specialist. The State Government may consider setting up a task force to develop teaching courses to prepare the student community to take advantage of the emerging market.

3.16 Legal Education

3.16.1 The West Bengal National University of Juridical Sciences (WB NUJS), established 1999, is a leading law institute in the country. There are also 60 law colleges in West Bengal. Many private institutions are also offering law courses. WB NUJS may act as a mentor to other law colleges in the state.

3.16.2 Institutions imparting legal education should introduce specialized courses of contemporary relevance e.g., Cyber Security Laws, Patent Law, Forensic Law, Copyright Law, Family law, Immigration & Naturalization law, Real Estate Law, Contract Management Law, Compliance, Labor and Employment Law and rules related to plagiarism across disciplines. Private Law Institutes may collaborate with public Universities for optimum utilization and generation of new human resources.

3.16.3 Private law institutes may also collaborate with public universities offering law courses for optimum utilization of human resources. Besides, a healthy partnership between academia, industry and judiciary and the law academy is needed to explore new possibilities in the emerging field of law.

3.16.4 To promote excellence in legal education, adequate incentives are to be provided to faculty members to undertake research. The state should encourage the institutes offering law courses to generate legal awareness within the civil society by organizing sensitization camps and legal aid services.



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3.17 Skill Education

3.17.1 Skills & Vocational Training is crucial for making students employment-enabled and making the teaching-learning process holistic. This domain is thus projected to witness a high student intake in the coming years. Vocational degrees are likely to create avenues for employment as electricians, mechanics, plumbers, medical lab technicians, pharmacy technicians, art therapists, bakers, yoga instructors or bloggers. In this context the State Government may consider the following:

- Introducing vocational subject as credit subjects in UG programmes and encouraging the HEIs to introduce M.Voc. and PhD in vocational subjects within the NSQF.
- Providing quality technical education in an accessible and affordable manner to not only create a pool of skilled human resources but also generate employment and livelihood opportunities for the trained manpower.
- Bringing the polytechnics within a ranking system based on parameters of the National Accreditation.
- Developing intra-state and inter-state student exchange programme for the students of polytechnics.
- Creating opportunities for Class 10+ drop to secure Higher Secondary vocational certificates through bridge courses to be offered by the HEIs.
- Developing tie-ups between Polytechnics and industries to initiate apprenticeships for students.
- Bringing gender parity in technical education by provisioning special weightage for girl students.
- Introducing Level-5 and Level-6 Courses as part of CBCS across all streams in undergraduate system.
- Making vocational education more accessible to persons with disabilities by not only making disability-friendly infrastructure but also by producing learning material for students with special needs.

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- Creating Centres of Excellence in Skilling in the next 5 years.
- Developing clusters of polytechnics and ITIs, especially at district level, to use vocational education to impart Lifelong Skill learning.

3.18 Agricultural Sciences

3.18.1 Agriculture education, although representing about 9% of the country's higher education segment, is poised to expand in leaps and bounds. With the advent of the digital era, use of technologies like blockchain and Internet of Things (IoT) have become the order of the day. The curriculum of agriculture universities in the State needs to be diversified and modernised to prepare the students to address this challenge. It is proposed that agriculture universities should encourage field based teaching and research programmes to promote innovations. With the help of agriculture universities the State Government needs to explore the natural resource base of the State and harness the power of science for increasing agricultural productivity, farmers' prosperity and inclusive and sustainable agricultural growth.

3.18.2 In the coming years the students of agriculture science are likely to have new job opportunities as consultants, estates/farm managers, plant breeder/geneticist, soil scientist. The agriculture universities are required to develop teaching modules to equip the students to take advantage of new job opportunities.

3.19 Animal, Diary and Fishery Sciences

3.19.1 Animal, Diary and Fisheries Sciences is an emerging domain in higher education. Its research ambit is increasingly acquiring an interdisciplinary character; it is becoming a major hub for career development and skills enhancement. The Central Institute of Fisheries Technology, (CIFT), National Fisheries Development Board, Marine Products Export Development Authority, Fisheries Survey of India, concerned State Government departments as well as



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aquaculture farms, hatcheries and processing plants in private sector are usual recruiters of the students of Animal and Fishery Sciences. Considerable corporate investment is likely in commercial fish farming and seed production which should open new job markets. There is also enough prospect of self-employment for the products of this segment of higher education. In this context the State Government may consider the following suggestions:

- Establishment of Central Disease Diagnostic Laboratory.
- Modernization of Dairy Plant for practical training of students.
- Establishment of one new Veterinary College and one new Fishery College under the University at North Bengal.
- Creation of Audio-Visual Lab cum theatre for imparting effective education & extension services.
- Development of wet laboratories with water recirculation and aeration facilities.
- Strengthening of livestock and fish research farms & laboratories.
- Opening of fishery courses by private/ engineering colleges either owning or having access to a large water body, a fish hatchery and a small-scale feed plant.
- Designing curriculum with due emphasis on hands-on training at fish ponds, hatchery and fish feed plant and fish/ shrimps processing plants.
- Offering an one-year diploma course and a six months specialization course in Brooders Production and Hatchery Management and Brackish Water Aquaculture.

3.20 Social Education

3.20.1 Institutions and programmes supported by the Social Education Branch need to collaborate with each other for optimum utilization of resources.

3.20.2 The specialised institutes may be encouraged to develop linkages with HEIs for enrichment of teaching-learning and research processes.

3.20.3 The Government may consider the creation of a Monitoring Cell to help the process of



proposed collaboration between the institutions supported by the Social Education Division and the HEIs.

3.21 Adult Education and Lifelong Learning

3.21.1 The necessity of a convergence between literacy rate and per capita GDP is widely recognized. For this a viable and effective policy for adult education and life-long learning needs to be adopted by the State.

3.21.2 In tune with national and international experience, the State Government may foster voluntary and community involvement with adult literacy programmes.

3.21.3 Ways of 'Beneficial integration of technology' may be explored for adult literacy and lifelong learning programmes.

3.21.4 A separate adult education curriculum may be developed by the SCERT, drawing upon similar exercises already undertaken by the NCERT.

3.21.5 The State may think of establishing Adult Education Centres, within the HEIs.

3.22 Capacity Building

3.22.1 Efforts need to be initiated to increase the expertise of both the faculty members and non-teaching staff of HEIs.

3.22.2 Currently, Jadavpur University, University of Calcutta, University of Burdwan and University of North Bengal have UGC sponsored Human Resource Development Centres (HRDC) which offer regular but limited number of Orientation and Refresher courses for teachers of colleges and universities. The West Bengal Higher Education Council may link itself with HRDCs to extend the capacity building programmes to all universities and colleges.

3.22.3 The Government may also initiate schemes for offering courses and organizing workshops to increase the work efficiency of officers and non-teaching staff. The Association of



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Indian Universities is establishing centres to provide training to administrative staff of HEIs and the Government may encourage the HEIs not having HRDCs to take advantage of this scheme.

3.23 Institutional Development Plan

3.23.1 The State may formulate a policy to encourage all HEIs to prepare an institutional development plan (IDP) to integrate teaching-learning process with co-curricular and extra-curricular activities, social service and sports with sustainable targets for a fixed duration, coordinated through WBSCHE.

3.23.2 Regular monitoring of the implementation of the IDP by the HEIs may be done by a designated agency.

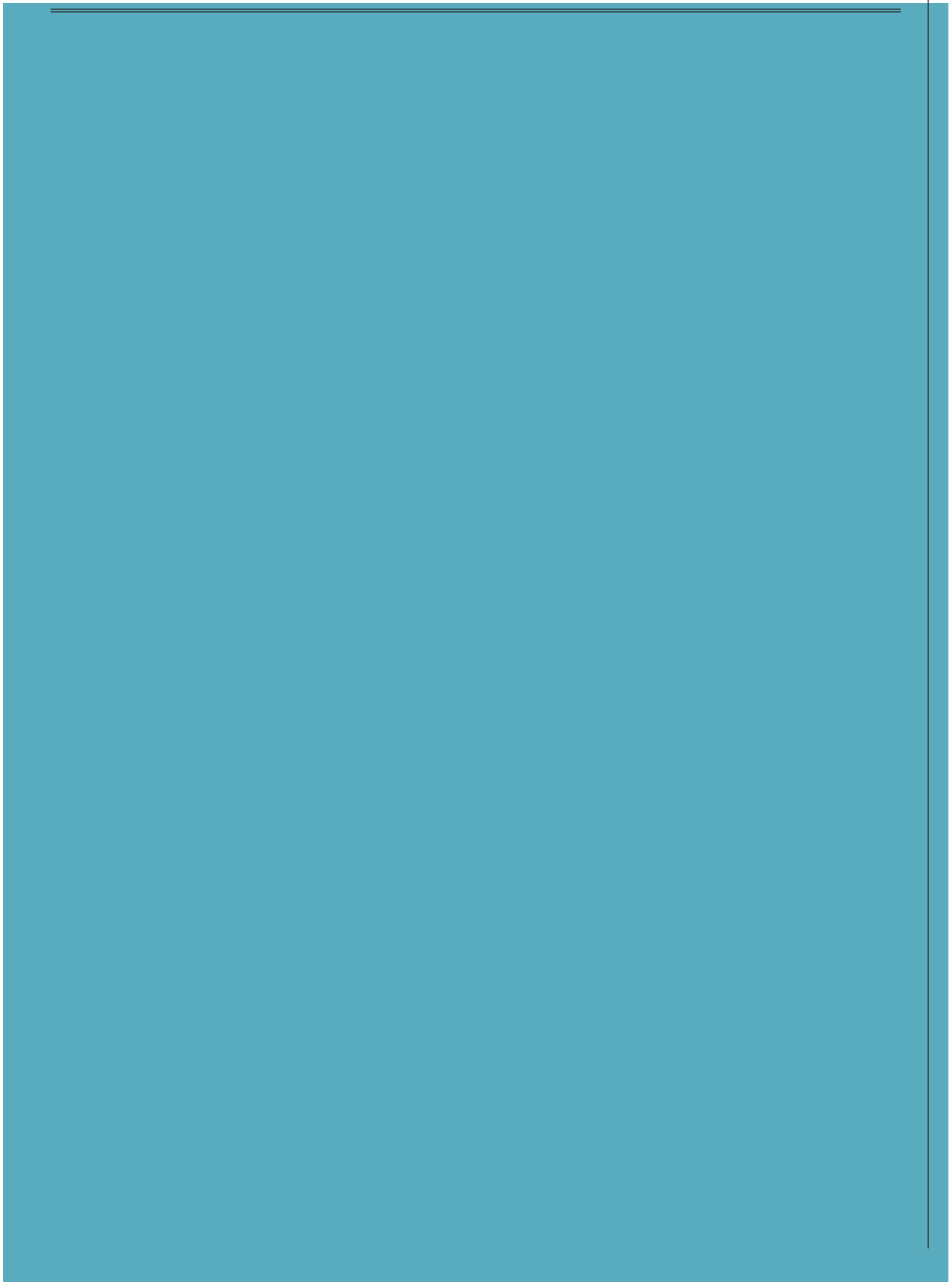
3.23.3 An Empowered Committee may be constituted by the Government to carry forward the Committee's recommendations concerning State Education Policy.

3.24 West Bengal State Council of Higher Education (WBSCHE)

In terms of the UGC recommendation the West Bengal State Council of Higher Education (WBSCHE) was established on 29th July, 1994 for planned coordination and development of higher education in the state. In 2015 the Council was given a larger mandate by conferring executive powers to expand its supervisory role. The Council may now be expanded to represent such sectors of higher education relating to medicine, law, agriculture as well as experts from the national level to facilitate more integrated expansion and qualitative improvement of higher education in the State. The Council may be entrusted to take all necessary initiatives for better coordination among state institutions and between central and state educational institutes for better exchange and promotion of knowledge.



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FINANCING OF EDUCATION

Implementation of a new education policy requires, among other things, solid financing. Significantly, from Kothari Commission to the New Education Policy 2020, there has been a consistent recommendation for earmarking 6% of the Gross Domestic Product (GDP) for education. The Central Government requires to take necessary steps and help the State Governments to allocate a relative share of state GDP for education since education is in the concurrent list of the Constitution.

However, given the present financial constraints of the government, it is untenable that the new policy can be wholly implemented with support from the government. It is necessary to explore the possibilities of private funding. Private funding of education is not new. Some of the best universities in the world are privately funded. Of late, some private universities in India are also providing excellent academic service.

There are two broad ways in which private funds can supplement public resources in the education sector. First, grants from corporate houses, philanthropic institutions or individuals can enhance the financial capacity of the education sector. Usually, these are untied grants with few conditionalities attached with them. Top ranking private universities in the U.S.A. and more recently some in India have been privileged with such grants. These are the best quality private funding, for they are free from any consideration of profit or gain on the part of the donor. More efforts should be put to mobilize such grants.

The other type of funding are based on mutual benefits. The most common examples are corporate fundings of scientific research which may lead to technological improvement of the donor in the long run. Apart from funding of scientific research, mutually beneficial projects can be conceived by formulating teaching programmes which may produce human capital directly usable in different industries. Examples can range from hospitality management to computer applications.



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Yet another flow of funding can come from the students themselves through self-financed courses. Students shall be willing to bear the financial burden of a course, partly or fully, if they perceive that their employability will significantly improve by completing the course. The list of such employability enhancing courses is long. Travel and tourism, multimedia and animation, public relations and advertising, nursing, food and drug safety, any foreign language training, editing and publication, coaching for public examinations are some of the possible courses in the list. These self-financed courses can be offered side by side standard degree programmes as supplementary job-oriented training. Corporates can be pursued to provide valuable support to these programmes as career counsellors and resource persons. Even banks can be approached to provide some financial support to these self-financing courses as they can do some business by providing loans to some of the students taking these courses. The self-financing courses can be started with seed money from the government or the UGC and then continued on the basis of funds generated from student fees.

All this is not to deny the role of the government in financing the milestones of the new education policy. The government has to play the primary role of financier and the private sector can play second fiddle.



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ANNEXURES

Table 1: Variation of PTR at different school levels across districts

District	Primary	Upper Primary	Secondary	Higher Secondary
Alipurduar	18	28	22	38
Bankura	18	23	16	30
Birbhum	24	33	20	38
Cooch Bihar	24	31	28	52
Dakshin Dinajpur	19	27	17	32
Darjeeling	4	9	8	14
Hooghly	19	23	13	20
Howrah	22	29	17	26
Jalpaiguri	18	28	22	37
Jhargram	16	25	17	27
Kalimpong	6	15	15	24
Kolkata	11	16	9	17
Maldah	27	42	26	43
Murshidabad	33	40	26	50
Nadia	21	25	18	30
North 24 Parganas	20	24	13	23
Paschim Bardhaman	22	32	19	32
Paschim Medinipur	18	24	15	24
Purba Bardhaman	22	25	14	28
Purba Medinipur	19	26	15	23
Puruliya	24	33	23	41
Siliguri	16	29	19	30
South 24 Parganas	27	35	19	33
Uttar Dinajpur	23	50	34	40
State	21	24	22	28



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Table 2: Improvement across educational parameters in the Sundarbans region in the last 10 years

Parameter	2011-12				2020-21			
	PRI	UP	SEC	HS	PRI	UP	SEC	HS
Schools	2249	145	153	248	2341	250	154	288
Enrolment	334678	290948	100189	53642	326868	283086	133767	79258
PTR	40	62	49	51	26	39	23	38
SCR	41	73	82	82	25	45	46	60
GPI	0.99	1.04	1.08	0.82	0.97	1.07	1.28	1.21
Dropout (%)	6.74	7.18	21.28	21.23	0	0	6.7	7.69

Table 3: Improvement across educational parameters in the Tea Gardens region in the last 10 years

Parameter	2011-12				2020-21			
	PRI	UP	SEC	HS	PRI	UP	SEC	HS
Schools	3005	281	148	210	3020	384	91	302
Enrolment	365337	343012	140506	80482	229970	260439	122600	105384
PTR	28	52	64	90	16	30	24	35
SCR	32	91	100	122	15	44	58	64
GPI	0.99	1.07	1.14	0.95	0.97	1.03	1.26	1.33
Dropout (%)	8.35	4.99	18.73	20.96	0	1.64	1.05	7.32

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Table 4: Ranking of districts in West Bengal based on their performance across all subjects and classes in NAS 2021

Rank	District	Sum of Mean Scores (out of 400)
1	North 24 Parganas	231.8
2	Kolkata	223.4
3	Murshidabad	219.6
4	Purba Medinipur	216.1
5	Jhargram	208.3
6	Paschim Medinipur	206.7
7	Hooghly	203.4
8	South 24 Parganas	201.7
9	Howrah	201.5
10	Bankura	199.4
11	Purba Bardhaman	198.1
12	Paschim Bardhaman	195.3
13	Nadia	195.1
14	Coochbehar	194.6
15	Siliguri	193.5
16	Maldah	190.6
17	Darjeeling	184.2
18	Purulia	178.1
19	Kalimpong	174.7
20	Alipurduar	169.0
21	Birbhum	166.8
22	Uttar Dinajpur	165.3
23	Dakshin Dinajpur	163.9
24	Jalpaiguri	162.5
State Average		197.4
National Average		187.7



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Table 5: Requirement of additional classrooms per district

District	No. of additional classrooms required
Kolkata	451
Siliguri	478
Kalimpong	658
Alipurduar	788
Jhargram	796
Darjeeling	849
Dakshin Dinajpur	1211
Cooch Bihar	1299
Jalpaiguri	1335
Paschim Bardhaman	1415
Paschim Medinipur	1551
Hooghly	1598
Howrah	1719
Bankura	1939
Purba Medinipur	2257
Nadia	2287
Purba Bardhaman	2426
Birbhum	2684
Uttar Dinajpur	2719
Puruliya	3614
Maldah	3725
North 24 Parganas	3858
South 24 Parganas	3918
Murshidabad	7036

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Table 6: Availability of Dining Halls in schools under SED as of 2022-23

District	Schools with Dining Halls	Total Number of Schools	Percentage
Alipurduar	264	1090	24.22
Bankura	662	4367	15.16
Birbhum	751	3020	24.87
Cooch Behar	478	2346	20.38
Dakshin Dinajpur	376	1506	24.97
GTA	107	656	16.31
Hooghly	770	3726	20.67
Howrah	235	2693	8.73
Jalpaiguri	302	1556	19.41
Jhargram	722	1644	43.92
Kalimpong	67	293	22.87
Kolkata	173	1704	10.15
Maldah	365	2434	15.00
Murshidabad	811	4003	20.26
Nadia	432	3287	13.14
North 24 Parganas	1129	4690	24.07
Paschim Bardhaman	218	1314	16.59
Paschim Medinipur	663	4434	14.95
Purba Bardhaman	730	3708	19.69
Purba Medinipur	1420	4236	33.52
Purulia	995	3782	26.31
Siliguri	247	501	49.3
South 24 Parganas	2197	4842	45.37
Uttar Dinajpur	215	1830	11.75
Total	14329	63840	22.45



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Table 7: Student Classroom Ratio (SCR) at different levels in schools under SED across different districts in West Bengal

District	Primary	Upper Primary	Secondary	Higher Secondary
Alipurduar	21	38	66	66
Bankura	22	35	57	56
Birbhum	24	55	72	75
Cooch Bihar	21	47	38	63
Dakshin Dinajpur	22	43	66	75
Darjeeling	3	22	31	35
Hooghly	22	45	49	41
Howrah	27	44	55	48
Jalpaiguri	22	50	65	75
Jhargram	17	33	52	39
Kalimpong	5	31	57	69
Kolkata	16	29	31	35
Maldah	36	56	87	82
Murshidabad	37	52	100	110
Nadia	26	50	69	68
North 24 Parganas	29	49	53	44
Paschim Bardhaman	27	65	73	66
Paschim Medinipur	18	38	54	36
Purba Bardhaman	25	53	56	56
Purba Medinipur	20	48	56	37
Puruliya	26	48	83	82
Siliguri	20	55	78	77
South 24 Parganas	30	45	48	55
Uttar Dinajpur	29	58	87	74
State	25	47	59	55

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Table 8: District PGI Scores for different categories of parameters

Rank	2019-20	Grade	Overall	Outcome	ECT	IF&SE	SS&CP	DL	GP
1	Kolkata	Ati-Uttam	435	201	81	43	35	21	54
2	Dakshin Dinajpur	Uttam	409	168	82	43	34	23	61
3	Purba Bardhaman		408	181	81	34	32	19	62
4	South 24 Parganas		407	175	80	35	32	23	62
5	Purba Medinipur		404	196	80	40	20	4	64
6	Murshidabad		402	167	81	41	35	18	61
7	Jhargram		401	173	78	39	32	20	59
8	Paschim Medinipur		399	176	77	44	35	4	63
9	Hooghly		398	168	81	43	33	23	50
10	Cooch Bihar		397	165	82	44	31	12	63
11	Howrah		387	163	80	43	35	6	60
12	Paschim Bardhaman		387	150	81	37	32	24	63
13	North 24 Parganas		382	155	81	43	35	6	62
14	Maldah		378	158	80	34	35	10	61
15	Siliguri		378	146	81	37	35	16	63
16	Jalpaiguri		373	127	80	43	34	28	61
17	Purulia		367	150	76	41	34	3	62
18	Bankura		366	156	76	44	27	7	56
19	Nadia		365	154	76	36	29	12	58
20	Birbhum		Prachesta-1	355	141	77	44	29	4
21	Alipurduar	344		157	80	34	27	8	37
22	Uttar Dinajpur	292		133	68	32	35	20	4
23	Kalimpong	Prachesta-2	292	95	80	30	35	4	47
24	Darjeeling		254	87	60	34	26	4	44



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Table 9: District-wise Distribution of Colleges as per The Report of the Commission for Planning of Higher Education in West Bengal, 1984

SI No	Districts	Total number of colleges	Number of colleges from where data were available	Number of students in 1980-81	Number of teachers	Number of students per teacher	Number of students per college	Number of teachers per college
1	Darjeeling	9	9	6,106	275	22	678	31
2	Jalpaiguri	6	6	4,668	149	31	778	25
3	Cooch Behar	7	5	3,710	92	40	742	19
4	West Dinajpur	7	3	3,428	198	25	857	35
5	Malda	5	4	3,541	87	41	885	22
6	Murshidabad	12	10	8,632	383	23	863	38
7	Nadia	11	10	7,377	287	26	738	29
8	24-Parganas	46	39	32,487	1,368	24	833	35
9	Howrah	13	7	8,867	325	27	1,267	46
10	Calcutta	60	48	67,351	2,542	26	1,403	53
11	Hooghly	19	19	17,329	709	24	912	37
12	Burdwan	18	11	12,008	450	27	1,092	41
13	Birbhum	9	4	2,575	120	22	644	30
14	Bankura	8	7	5,677	222	26	811	32
15	Midnapore	28	28	17,112	875	20	611	31
16	Purulia	6	6	2,935	154	19	489	26
	Total figure in West Bengal	264	217	2,03,803	8,176	25	939	38

Source: The Report of the Commission for Planning of Higher Education in West Bengal, 1984, p.52.

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Table 10: Grade-wise Number of Colleges and Universities per State as per NIRF 2022

C O L L E G E

State	A	A	A+	A++	B	B+	B++	C	Total
Andaman and Nicobar Islands	1					1		1	3
Andhra Pradesh	71	0	19	1	81	37	41	19	269
Arunachal Pradesh	1				1		2	2	6
Assam	12		1	1	93	23	12	16	158
Bihar	5				71	15	1	39	131
Chandigarh	10		1		3		1		15
Chhattisgarh	6		1		76	19	11	42	155
Dadra and Nagar Haveli					1	2			3
Daman and Diu						1		1	2
Delhi	35		13	2	13	8	10		81
Goa	11		1		8	4	1		25
Gujarat	24		4		119	28	21	24	220
Haryana	23		1	2	73	17	11	11	138
Himachal Pradesh	2		1		28	4	5	10	50
Jammu and Kashmir	9		1		37	7	1	20	75
Jharkhand	3				63	11	4	34	115
Karnataka	128		27	5	317	111	101	62	756
Kerala	93	1	18	5	52	50	39	1	259
Madhya Pradesh	26		5	2	124	36	12	57	262
Maharashtra	316	1	56	3	553	266	208	127	1520
Manipur					21	2	1	4	28
Meghalaya	4				11	2	1	3	21
Mizoram	2		1		8	3	3	5	22
Nagaland	4				17	7	1	4	33
Odisha	13		1	1	102	36	19	28	200
Odisha					2			6	8
Puducherry	4		1		8	3	2	1	19

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STATE EDUCATION POLICY 2023

Table 10: Grade-wise Number of Colleges and Universities per State as per NIRF 2022

C O L L E G E

State	A	A	A+	A++	B	B+	B++	C	Total
Punjab	54		4	1	57	14	19	7	156
Rajasthan	14		1	2	76	11	10	17	131
Sikkim					3	1		3	7
Tamil Nadu	140	1	50	17	161	67	53	11	500
Telangana	61		20	6	68	27	35	17	234
Tripura	1				11	3		6	21
Uttar Pradesh	31		4	1	113	24	17	29	219
Uttarakhand	1		1		18	4	6	4	33
West Bengal	43		2	2	134	72	41	31	325
Grand Total	1138	3	234	51	2528	916	689	642	6201

U N I V E R S I T Y

State	A	A	A+	A++	B	B	B+	B++	C	C	Total
Andhra Pradesh	4		3		3		1	1			12
Andhra Pradesh				1	2						3
Arunachal Pradesh					2				1		3
Assam	3				1		2				6
Assam	1										1
Bihar	1				5		1		1		8
Chandigarh	1						1				2
Chhattisgarh	1						2	1	1		5
Delhi	8		2	3				2			15
Gujarat	11		2	1	3		2	2			21
Gujarat									1		1
Haryana	7	1	2	1	3	1	1				16
Himachal Pradesh	1				5		1	2			9
Jammu and Kashmir			1		2			2			5
Jammu And Kashmir			1								1

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U N I V E R S I T Y

State	A	A	A+	A++	B	B	B+	B++	C	C	Total
Jharkhand					2			1	2		5
Jharkhand									1		1
Karnataka	9	2	5	4	4		5	1	1		31
Kerala	3		1	1				2			7
Kerala					1						1
Madhya Pradesh	6		1	1	5						13
Madhya Pradesh					2				1		3
Maharashtra	14		8	4	3			2			31
Maharashtra							1	1			2
Manipur	1										1
Meghalaya	2										2
Mizoram	1										1
Odisha	7		1	1	1		4				14
Puducherry	1			1							2
Punjab	4		3		1		1				9
Rajasthan	9		1	1	8		3	3	1		26
Sikkim					2						2
Tamil Nadu	11	4	5	9	2	5	3	1			40
Tamil Nadu	1			1	1						3
Telangana	8		1		4				2		15
Tripura					1						1
Tripura							1				1
Uttar Pradesh	7		2		8	3	1	4		1	26
Uttar Pradesh			1				1		1		3
Uttarakhand	3	1	1		2			1	2		10
West Bengal	7			1	3		2	3			16
Grand Total	132	8	41	30	76	9	33	29	15	1	374

Source: NAAC Report.



STATE EDUCATION POLICY 2023

Table 10: Grade-wise Number of Colleges and Universities per State as per NIRF 2022

C O L L E G E

State	A	A	A+	A++	B	B+	B++	C	Total
Punjab	54		4	1	57	14	19	7	156
Rajasthan	14		1	2	76	11	10	17	131
Sikkim					3	1		3	7
Tamil Nadu	140	1	50	17	161	67	53	11	500
Telangana	61		20	6	68	27	35	17	234
Tripura	1				11	3		6	21
Uttar Pradesh	31		4	1	113	24	17	29	219
Uttarakhand	1		1		18	4	6	4	33
West Bengal	43		2	2	134	72	41	31	325
Grand Total	1138	3	234	51	2528	916	689	642	6201

U N I V E R S I T Y

State	A	A	A+	A++	B	B	B+	B++	C	C	Total
Andhra Pradesh	4		3		3		1	1			12
Andhra Pradesh				1	2						3
Arunachal Pradesh					2				1		3
Assam	3				1		2				6
Assam	1										1
Bihar	1				5		1		1		8
Chandigarh	1						1				2
Chhattisgarh	1						2	1	1		5
Delhi	8		2	3				2			15
Gujarat	11		2	1	3		2	2			21
Gujarat									1		1
Haryana	7	1	2	1	3	1	1				16
Himachal Pradesh	1				5		1	2			9
Jammu and Kashmir			1		2			2			5
Jammu And Kashmir			1								1

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U N I V E R S I T Y

State	A	A	A+	A++	B	B	B+	B++	C	C	Total
Jharkhand					2			1	2		5
Jharkhand									1		1
Karnataka	9	2	5	4	4		5	1	1		31
Kerala	3		1	1				2			7
Kerala					1						1
Madhya Pradesh	6		1	1	5						13
Madhya Pradesh					2				1		3
Maharashtra	14		8	4	3			2			31
Maharashtra							1	1			2
Manipur	1										1
Meghalaya	2										2
Mizoram	1										1
Odisha	7		1	1	1		4				14
Puducherry	1			1							2
Punjab	4		3		1		1				9
Rajasthan	9		1	1	8		3	3	1		26
Sikkim					2						2
Tamil Nadu	11	4	5	9	2	5	3	1			40
Tamil Nadu	1			1	1						3
Telangana	8		1		4				2		15
Tripura					1						1
Tripura							1				1
Uttar Pradesh	7		2		8	3	1	4		1	26
Uttar Pradesh			1				1		1		3
Uttarakhand	3	1	1		2			1	2		10
West Bengal	7			1	3		2	3			16
Grand Total	132	8	41	30	76	9	33	29	15	1	374

Source: NAAC Report.

**Department of
School Education**

**Department of
Higher Education**

Bikash Bhavan, 5th Floor
Salt Lake, Kolkata -700091