APPENDIX I: CENTRALIZATION SCHEMES

Figure: Structure and Function of School Education: West Bengal

State Level
- Ministry of Panchayat
  - Secretariat
  - Directorate

District Level
- Zilla Parishad
  - Sabhadhipati
  - Siksha Karmadhakshya
- District Primary School Council
  - Chairman
- Board of Primary Education
  - (Autonomous)
  - (Ad hoc at present)
  - President
  - Policy
- Curriculum, Syllabus, Books etc
- Interdistrict Transfer of Teacher
- Administrative

Block Level
- Panchayat Samiti
  - Sabhapati
  - Siksha Sthayee Committee
- Development of Primary Education
- Financial Grant
- Book Distribution

Gram Panchayat Level
- Gram Panchayat
  - Pradhan
- Development of Primary Education
- Financial Grant
- Book Distribution

Villages (10-20)
- Primary Schools (I-IV/V)
- Secondary Schools (VI-X)
- Villages Education Committee (Proposed)
- Attendance Committee
- Managing Committee

District Inspectorate
- DI of Schools
- Primary School Inspection and Book Distribution
- Secondary School Inspection, Approval of Teacher Selection by MC, Election of MC, etc.
- Administration and Finance, Pension etc
- Subdivision Office
- Circle Office

Source: Educating West Bengal: Problems of Participatory Management, First Report, 1996 (Monograph), Shiksha Bhavna, Kolkata.

Economic and Political Weekly February 23, 2002
Dear Sir,

We are writing this letter with regard to English in the new Degree Course, to be introduced in the new 1998 session. Our entire college, dept. of English and the students are very concerned by this change in the reduction of marks from 100 to 50. We would like to know why this change in policy took place. We feel very strongly that as English is not only the medium of instruction in our colleges in Darjeeling and also an essential language for the students in any kind of competitive system on a local, regional, national and international level, this change will only affect the students adversely and cause irrevocable damage. So, before further harm takes place we would like to place before the University our suggestion that the pass marks for this English paper be 40%. Our reason for this being that as it is this lowering of the marks will encourage a definite lowering of the student's desire to perform in English, which will result in an overall lowering of standards in English Honours in particular, and on all the subjects in general. It is a fact that students will not apply themselves if the marks are as low as 50 and if the qualifying marks being suggested are as low as 40. Hence we sincerely request you, in the name of higher education, not to propose a policy that will have such serious consequences in the lives of young people, more so as they have to compete in a highly competitive and unequal world where unemployment is rife.

We would be very grateful if you would give this your very serious and urgent consideration.

Thanking you,

Yours sincerely,

[Signature]

(Dr. M. Hallis)
Head of the Dept. of English
St. Joseph's College, (Univ. Dept.)
Darjeeling

May 13, 1998

Prof. C.B. Rai
Principal
St. Joseph's College, North Point, Darjeeling, Pin-734104.
### APPENDIX III: SYLLABUS (AS ENGLISH)

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**Note A:** Questions will be set on the following figures: Simile, Metaphor, Personification, Metonymy, Synecdoche, Climax, Anticlimax, Antithesis, Epigram, Oxymoron, Transferred Epithet, Alliteration, Hyperbaton, Irony.

The questions on the passage for scansion will be restricted to the matrical forms: Iambic, Trochaic & Anapaestic metres.

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**ENGLISH**

*(Group B Language)*

**Paper I**

External Assessment: 90

Internal Assessment: 10

**OBJECTIVES:**

1. Uses English as Library language, e.g. reads books in English on his/her own subjects, reads newspapers, journals etc. in English.
2. Reads books in English for enjoyment.
3. Writes standard English freely using words and structures used in the text book.
4.1 Pronounces the words glossed at the end of the text book with correct stress.
4.2 Breaks up, in reading aloud, sentences in meaningful groups.
4.3 Gives short answers to oral questions/frames questions or inquiries (not to be examined)
## APPENDIX IV: ENROLLMENT ANALYSIS (OFFICIAL)

### HIGHER SECONDARY EXAMINATION, 1994

RESULT ANALYSIS: DISTRICT-WISE

GENERAL STREAM (CONTINUING AND SPECIAL)

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## Instructions to Candidates

1. If the Answer Book has any torn page or any defect, please report to the Invigilator. Answer Book once used will not be replaced by another under any circumstances.

2. Do not tear any page. If you have to cancel a page, cross it by two lines.

3. Write your Roll number, Registration number and other details as instructed but do not write your name or the name of your college in any part of the answer book.

4. Write on both sides of the paper.

5. Special credit will be given for neat handwriting and well arranged answers.

6. Pages or portions of the answer book used in making notes or calculations must be clearly cancelled.

7. Do not keep any paper or book with you except your Admit Card and Registration certificate when you are in the examination hall. If you disregard this instruction you are liable to be expelled from the hall.

8. Do not write anything on the Question paper, Blotting paper, Admit Card etc.

9. When you want to draw the Invigilator's attention, you should stand up—do not tap on the desk.

10. No candidate will be allowed to leave the examination hall until one hour has elapsed.

11. When you have finished your work, you should hand over your answer book to the Invigilator.

12. Before handing over, you must carefully see whether you have duly filled in the columns provided for the Subject, the Roll number, the Registration number etc.

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**Re-Examiner's Signature**

**Scrutiniser's Signature**

**Examiner's Signature**
It was not possible to have numerous

He was so tired he went any place.

The old man enquired that what
politics he has.

He was knighted in 1915 and won
a Nobel Prize.

d in up

e from

t to

d by

There was a big amount of money
in the bank.

Some marine biologists believes
that porpoises have a higher poten-

ial IQ than men.
I was very afraid with this superior young man.

The forest officers were quite busy to be bothered with the operative affairs.

Malaria can be controlled by eliminating the appropriate mosquitoes or by preventing mosquito bites, or it can be done with quinine or with a synthetic drug such as paludrine.

There was a mystery about life in the Andamans in the past because only long-term criminals and lifers used to be sent there. The people of the mainland knew nothing about the island. It
simply struck fear into them.

(c) (i) The speaker is the old man
(ii) He was telling this to the
author Earnest Hemingway
(iii) He left the town because he
was to survey how far the
effemy had come on the other
side of the bridge. He was
waiting to catch the first
noise of the enemies. This would
signalled their arrival.

(iii) The Bombay financier died in an accident.

With his death, the bank
failed. The result was that
the factory closed. Rama Rao
was an agent at the same company. As a result he lost his job.

The value of books.

Books are our best friends. We learn through the books about great men and women. We learn from them how they become great. Books teaches us to get a real life. So books should be regarded as our best friend.

To, The Editor,
The Statesman,
Calcutta - 1
Sincerely with deep respect I like to inform you about the regular traffic jam on the main road of our town.

Our town being an old one has roads which are not so broad. So very often there is traffic jam. Minor accidents often takes place.

I think an editorial in your largely circulated daily opinion will help to build public

Thanking You

[Signature]

Yours faithfully

[Address]

[Date]
UNIVERSITY OF NORTH BENGAL

Dr. Dilip Kumar Sarkar
Controller of Examinations

INSTRUCTIONS TO CANDIDATES

1. If the Answer Book has any torn page or any defect, please report to the Invigilator. Answer Book once used will not be replaced by another under any circumstances.

2. Do not tear any page. If you have to cancel a page, cross it by two lines.

3. Write your Roll number, Registration number and other details as instructed but do not write your name or the name of your college in any part of the answer book.

4. Write on both sides of the paper.

5. Special credit will be given for neat handwriting and well arranged answers.

6. Pages or portions of the answer book used in making notes or calculations must be clearly cancelled.

7. Do not keep any paper or book with you except your Admit Card and Registration certificate when you are in the examination hall. If you disregard this instruction you are liable to be expelled from the hall.

8. Do not write anything on the Question paper, Blotting paper, Admit Card etc.

9. When you want to draw the Invigilator's attention, you should stand up—do not tap on the desk.

10. No candidate will be allowed to leave the examination hall until one hour has elapsed.

11. When you have finished your work, you should hand over your answer book to the Invigilator.

12. Before handing over you must carefully see whether you have duly filled in the columns provided for-

   Subject, the Roll number, the Registration number etc.

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Re- Examiner's Signature: [Signature]
Scrutinee's Signature: [Signature]
Examiner's Signature: [Signature]
Malaria can be controlled in three different ways:

1. Eliminating the correct mosquito.
2. Preventing the mosquito bites.
3. To protect the diseases use quinine and some drug like an phenin.

In this way we can controlled malaria.

The Bombay financier died in a car accident.

Rama Rao was a maliquni agent of a Gramophone company. The high man between Gramophone company and Bank who supply finance to the company, died a car accident as a result. Rama Rao lost his job and he found himself on the street. The cash of hand and stock at first slowly move. Then he leave their bungalow and goto a small house behind the market. His wife took up her children from the Nursery school and admitted to free of cost primary school. Then she sent across the servant and cook.
1) The speaker is the old man of the story of "Old man on the Bridge."

2) He said this the writer of this story.

3) He leave the town because on that place where he live it was living place. So he leave the place by force of Attorney General.

4) This was said by Gimma to the author of "The power of women."

5) The speaker said this because his life style was change by a power of woman by whom he can feel love.

6) He was so tired to go any further.

7) The bridge was crostching by me.

8) In 1911 he was knighted and won a Nobel prize.

9) It was not possible to have numerous friends.
26 Jan 2001 Bhuj - A devastating earthquake destroyed Gujarat. About 60,000 people died by this earthquake and wounded over than one lakh people. The earthquake started at about 9:30 a.m. and the tremor recorded 7.9 in Richter scale. The houses and buildings were completely destroyed. Many peoples were under the debris. Military forces, Air forces, Navy etc. took place to rescue operation. They tried the best to rescue the dead bodies from the debris. The Chief Minister of Gujarat visited the devastated zone and announced to pay 2 lakhs Rupees to each family to rehabilitation the state and other country helped too.
1) Are maintain good health keep our body fit and by cleanliness, fresh air, regular habits and suitable recreations.

2) Above all remember that our character is a priceless possession. Therefore keep it pure. Be

3) Avoid anything that will sap your strength. A sound body contributes to a sound mind. Smoking and alcohol are indeed injurious to health. Above all remember that our character is a priceless possession.

4) Therefore keep it pure. Be truthful in all things, courteous to every body, fair to our rivals, kind and helpful to all who are weak and suffering, and strongly support what is good and noble. In our leisure, avoid mere idling.

5) Fill such hours with interesting hobbies and good companionship. To a long extent we will be known by the

6)
Company we keep.

4) a) There was a lot of money in the bank.
   b) Some marine biologist believes that porpoises
      may have a higher potential IQ than man.
   c) He was very afraid of this superior young man.
   d) The forest officer too busy to be bothered with the co-operative affairs.
APPENDIX VB: COLLEGE ANSWER SCRIPTS (INTERNAL)

ST. JOSEPH'S COLLEGE, N. P. DARJEELING

Class: 1st. Yr. ... Sci. B. Sc. ... Roll No: ... 
Name: SURESH LAMA: ... 
Subject: Compl. Eng. ... Paper: ... Group: ... 
Professor: ... RITA GHOSH ... Date: 09/06/02

2. These lines mean:

According to my opinion, these lines are the most important lines of the play and have definitely have a bearing on the title of the play 'The Rising of the Moon'.

The ragged man ('the Irish rebel leader' in disguise') tells that it is difficult or even impossible to predict the future of a person. (Who will be who in the end). No one knows for sure what a person will become in the future. The ragged man says that even a mother cannot say for sure what her child will become in future.

So this, the Sergeant says that whatever the former has said is a strange thought but is entirely true.

'The Rising of the Moon' actually refers to the change of times and when the time changes the identity of the person will not remain the same. People have to change their roles when times change.

If Ireland manages to get its freedom, the ragged man (the Irish rebel leader in disguise) who is now being considered a criminal by the Government will no longer be considered as a criminal but he will be hero-worshipped and will be considered as a freedom fighter. Even the identity of the Sergeant will not remain the same. Thus as the 'Rising of the Moon' will brings change and the identities of people will
with a smooth face has just broken out of jail and is free to roving around in the streets. May be dangerous and weaponed. Height five feet five inch and may be under disguise. Be observant and report if you see anyone suspicious. Anyone who is able to locate him will have a reward of 100 POUNDS.

(61 words)

2. "... who will be who in the end..."

"That's a queer thought now, and a true one thought."

These lines have been taken from the play "The Rising of the Moon." The sergeant says this to the ragged man when they are both sitting top of a barrel keeping a lookout for the man who had broken out of jail and on whose capture there was a reward of a hundred pounds. The sergeant was at first alone in the quay and the ragged man came along selling ballads. While conversing the sergeant found out that the ragged man knows the convict very well so he
asked the ragged man to accompany him. The two then sit together keeping a sharp lookout and also making a conversation.

The ragged man was a ballad singer and he kept singing and when at a point he made a mistake the sergeant corrected him. It is then that the ragged man finds out that even the sergeant used to sing will - keep sitting up on walls when he was young. Then they discuss that if he hadn't joined the force then he would have been someone else today. Maybe if, back in those days, some of the boys had made a plan to file the country then even the sergeant would be involved. And maybe it would be the sergeant who would have broken out of jail and the convict who would be sitting on the barrel keeping a lookout. The two men think of all the possible things that could have happened, and the sergeant says:
Patriotic leader escaped from jail.

He is five feet five tall, with dark hair and dark eyes. Smooth face but changes looks frequently. Was captured but has been able to free himself. Name not given as he changes his identity. He is intelligent and has many contacts.

2. "Who will be... thought"

The above line is somewhat similar to the title 'The Rising of the Moon.' The title here says the rising of people to free its place or to make Ireland independent. Who will be whom? states that with the change in the people's
thoughts and attitude Ireland can be freed.

The play is written by lady Gregory. It describes Ireland being in chains or master Ireland not being free. In the play Irish revolutionary who is in disguise comes to the sea port from where he is to be taken in a safe place but here he meets sergeant who is there in duty to capture him. However he to escape he does not shoot sergeant but by talking about his youth and how he loved his motherland tries to convince him to let him go or the man who is trying to free the land, go free.

Title: Freeing one's motherland or Patriotism
These words signify the likelihood of the country being freed from the hands of the monopolist powers.

Anything can happen in this strange world, the small groups of extremists fighting for the freedom of their country might topple the present rule or there might be a time of the table somewhat like a solar eclipse. The mighty sun being eclipsed by the small came moon.

A suitable title to this play would be "FUTURE UNSEEN"
The occasion is when the Sergeant and the two policemen (X and B) are inspecting and patrolling a quay side to put up placards desiring the fugitive who is just broken out of prison.

ALERT CITIZENS!
Fugitive broken jail recently. May be dangerously armed.

Normal appearance: Dark hair, dark eyes, smooth face, height five feet six inches.

May appear in varying identities to the law.

May try and escape on one of those nights through the river side.

Anyone providing information or help capturing him will be rewarded at 100 by the Government.
Ans. 1. The given description is of the absconder man who has broken the gaol and has escaped. He is a rebel leader so the British Government is after him, he is most wanted. He has a reward of 100 pounds on his head.

**NOTICE**

**MOST WANTED**

One absconder has escaped the gaol and he is being searched and very much in demand by police & the Government.

This man is about 35 years, dark hair, dark eyes with pointed nose and a scar on his left cheek. He is five feet five.

Any person who gives valuable information about him will be awarded with 100 pounds.

Commissioner

Ireland Police
1. 'Black hair, dark eyes, smooth face, height five feet five...'

This description is from the play 'The Rising of the Moon' written by Lady Gregory under the British Enquiry.
So there is revolt in the country.
A revolutionary leader has escaped from the jail. The force (Police) was after him. In order to capture him, they poste a

**PRISONER WANTED**

A prisoner has escaped from the jail. He is a revolutionary leader.
His description are as follows:

1. Colour of hair - Dark
2. Colour of eyes - Dark
3. Height - Five feet five (approx)
4. Age - About thirty-five years

He is being sought.
Anybody who finds him or capture him will be rewarded. Hundred Pounds. Police man will be promoted.

British Police.
According to my opinion, these lines are the most important lines of the play and have definitely have a bearing on the title of the play "The Rising of the Moon".

The ragged man (the Irish rebel leader in disguise) tells that it is difficult or even impossible to predict the future of a person (who will he, who in the end). No one knows for sure that what a person will become in his future. The ragged man says that even a mother cannot say for sure what her child will become in future.

To this, the Sergeant says that whatever the former has said is a strange thought but is entirely true.

"The Rising of the Moon" actually refers to the change of times and when the time changes, the identity of the person will not remain the same. People have to change their roles when times change.

If Ireland manages to get its freedom, the ragged man (the Irish rebel leader in disguise) who is now being considered a criminal by the Government will no longer be considered as a criminal but he will be hero-worshipped and will be considered as a freedom fighter. Even the identity of the Sergeant will not remain the same. Thus as the "Rising of the Moon" will bring change and the identities of people will
Refugee Programs argued that refugees “have to understand that there is a philosophy of employment embodied in the language, and I think that’s the basic reason that the preemployment curriculum came about” (International Catholic Migration Commission, 1984). Similarly, the former Deputy Project Director of the Philippines RPC, documenting the shift in CO classes away from information giving, argued that changes in attitudes and values are crucial for successful resettlement (Redding, 1985).

Such statements are exceptions, however, as the values contained in functional curricula are generally implicit rather than explicit. The following sample of curricular objectives from the RPCs illustrates important values implicit in RPC curricula. Due to frequent revisions, a component may use two or three curricula simultaneously, as in the Philippine ESL component during 1984-1985. The sample ESL and PET competencies listed here are selected primarily from the regional list. The CO competencies are from the Philippine curriculum revised in September, 1985; earlier regional lists do not reflect the shift away from information giving that took place in 1983-1985.

**CO Component** (International Catholic Migration Commission, 1985)

1. To provide language exercises that emphasize “careful listening (taking directions)” and “confirming orders (asking for clarification) when needed” (Day 29)
2. To develop the belief “that self-sufficiency is highly regarded in American society, that upward mobility is possible by hard work and perseverance ... and that men and women have equal access to employment opportunities” (Day 22)
3. To discourage attending school while receiving welfare (Day 54)
4. To “promote the attitude that it is reasonable for couples to consciously determine the number of children they wish to have and the timing of having them” (Day 45)
5. To “foster the attitude that American police are held accountable by the community for their actions and can be viewed as helpers of the individual and family” (Day 66)
6. To develop “the attitude that ... the purchasing and use of second-hand items is appropriate” (Day 38)

**PET Component** (Center for Applied Linguistics, 1984)

1. To accept “the crucial stress on time in the American workplace” (p. 8)
2. To be conscious of safety standards on the job "since American employers expect employees to be safety conscious" (p. 9)

3. To "state how severe the unemployment situation is in the U.S. and why it will probably be necessary to take an entry level job" (p. 265)

4. To measure one's success in resettlement in terms of one's job (pp. 266-267)

ESL Component (Center for Applied Linguistics, 1983a)

1. To "identify common entry level jobs which can be held by those with limited English ability" (pp. 31-32)

2. To "answer basic direct questions about pay, work availability, and hours. (Is $4.00 an hour OK? Yes. When can you start? Tomorrow. Can you work nights? Yes.)" (pp. 31-32)

3. To "respond appropriately to an employer's decision about a job . . . ([I'm sorry. We cannot hire you.] Do you have any other opening?)" (pp. 31-32)

4. To "ask if a task was done correctly. (Is this right?)" (pp. 33-34)

5. To "respond appropriately to supervisor's comments about quality of work on the job including mistakes, working too slowly, and incomplete work. (I'm sorry. I won't do it again.)" (pp. 33-34)

6. To "ask about appropriateness of actions according to customs/culture in the U.S. (Is it all right to wear my shoes in the house?)" (pp. 46-47)

7. To "ask permission to use or do something. (Can I smoke here? Can I use the phone?)" (pp. 46-47)

8. To "rephrase instructions to verify comprehension" (p. 28)

9. To "identify which part of instructions or explanations was not understood. (I don't understand what to do after I put these away.)" (p. 28)

10. To "read and respond appropriately to written communication from a school (e.g., permission forms)" (p. 29)

11. To "report and describe a crime/emergency to police/proper authorities. Write a note or call to explain an absence from school" (p. 29)

These competencies, as well as many others in the RPC curricula, encourage refugees to consider themselves fortunate to find minimum-wage employment, regardless of their previous education. Moreover, the competencies attempt to inculcate attitudes and