

# Education

# Chapter 3

## 3.1 Introduction

Education enhances the capacity of an individual to participate in the process of development. Bankura scores low on the female literacy side. The male literacy rate is 76.8 percent whereas the female literacy rate is 49.4 percent resulting into a huge gender gap of 27.4 percent. There are in fact, 688 mouzas where the female literacy rate is less than 30 percent. Though the drop-out rate in primary school is 8.1 percent, that in the upper primary is 19.00, which is definitely a source of worry. There are also issues related to quality. Let us discuss various areas

of concern in the education sector in this district.

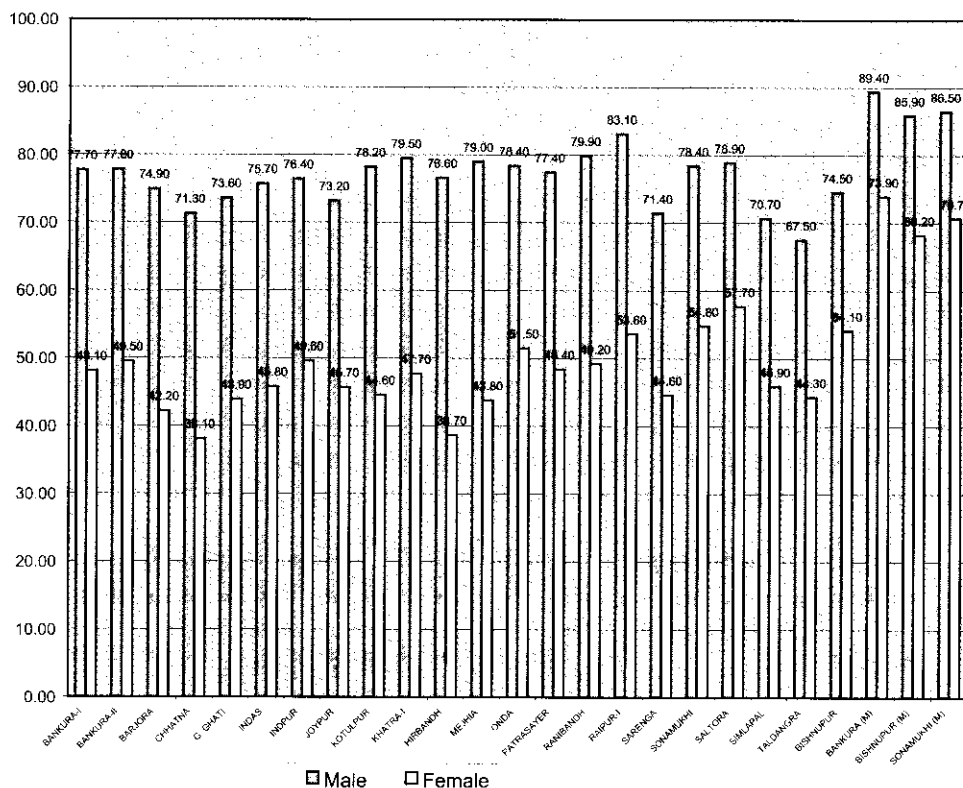
Unlike enrolment status adult literacy rate changes slowly. However it affects enrolment since it is well known that literate persons are more keen to send their children to school. We may first have a look on the block-wise male and female literacy rates obtained from Census, 2001 data in which population from the age of seven and above are considered for calculating the literacy rate (table 3.1).

**Table 3.1 Literacy rate in the blocks and municipalities of Bankura as per Census, 2001 (excluding 0-6 population)**

Sl. No.	Block/ Municipality	Literacy rate in percentage			Overall literacy rate
		Male	Female	Gender gap	
1	Bankura-I	77.7	48.1	29.6	63.2
2	Bankura-II	77.8	49.5	28.3	64.0
3	Barjora	77.6	51.9	25.7	65.1
4	Chihatna	74.9	42.2	32.7	58.7
5	Gangajalghati	75.7	44.8	30.9	60.8
6	Indas	74.5	54.1	20.4	64.6
7	Indpur	78.2	44.6	33.6	61.9
8	Joypur	78.4	54.8	23.6	66.9
9	Kotulpur	78.9	57.7	21.2	68.6
10	Khatra	79.5	47.7	31.8	63.9
11	Hirbandh	76.6	38.7	37.9	58.2
12	Mejhia	73.6	43.9	29.7	59.3
13	Onda	73.2	45.7	27.5	59.8
14	Patrasayer	67.5	44.3	23.2	56.1
15	Ranibandh	79.0	43.8	35.2	61.7
16	Raipur	79.9	49.2	30.7	64.9
17	Sarenga	83.1	53.6	29.5	68.7
18	Sonamukhi	70.7	45.9	24.8	58.7
19	Saltora	71.3	38.1	33.2	55.1
20	Simlapal	77.4	48.4	29	63.2
21	Taldangra	78.4	51.5	26.9	65.3
22	Bishnupur	71.4	44.6	26.8	58.3
23	Bankura Municipality	89.4	73.9	15.5	81.9
24	Bishnupur Municipality	85.9	68.2	17.7	77.1
25	Sonamukhi Municipality	86.5	70.7	15.8	78.8
<b>Total</b>		<b>76.8</b>	<b>49.4</b>	<b>27.4</b>	<b>63.8</b>

Source: Bureau of Applied Economics & Statistics, Government of West Bengal

Bar diagram 3.1 Block-wise comparison between male & female literacy rate



Source:- Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

As can be seen the gender gap is worst in case of Hirbundh block followed by Chhatna. Incidentally these are also the blocks, which score low on the standard of living.

Though the data relates to the year 2001, there is no remarkable progress in between. Most of the Continuing Education Centres have not been functioning in this district and the commitment of the Preraks has also been far less compared to what it was in case of Voluntary Trainers of Total Literacy Campaign. Of course, in some cases self-help groups (SHGs) have made concerted efforts to improve their level of literacy but these cases are limited in certain pockets.

Actually the livelihood issues are so paramount in the poor areas in this district that there is a need to link up literacy with the issue of livelihood and other aspects of day-to-day life to make the impact sustainable.

In Bankura, there are eleven blocks where the gender gap in literacy rate is much higher in comparison to national average. These blocks are named as NPEGEL (National Programme for Education of Girls at Elementary Level) blocks and very special programme has been taken for promoting the education of girl children and to minimize the gender gap.

As is obvious, the urban areas are clearly better placed in terms of literacy vis-a-vis the rural areas.

**Table 3.2 List of NPEGEL Blocks in Bankura & corresponding female literacy rate**

Sl. No.	Name of Block	Number of Gram-Panchayats	Female literacy rate
1	Saltora	8	38.1
2	Hirbandh	5	38.7
3	Chhatna	13	42.2
4	Ranibandh	8	43.8
5	Mejbia	5	43.9
6	Patrasayer	10	44.3
7	Indpur	7	44.6
8	Bishnupur	9	44.6
9	Gangajalghati	10	44.8
10	Onda	15	45.7
11	Sonamukhi	10	45.9

Source:- Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

### 3.2 Residual illiteracy :

The district launched the Total Literacy Campaign (TLC) in the year 1990. The objective of the campaign was to achieve literacy for the age group 9-14 years and 15-50 years. The campaign started with whole-hearted support of the Panchayats, all political parties and with total involvement of the administration. The final evaluation was made in June, 1992. After completion of TLC, Post Literacy Project was initiated with the objective of helping the semi and neo-literates in strengthening and stabilising their acquired literacy skill and to create congenial atmosphere for Continuing Education Programme, which was launched in April 1999.

**Table 3.3 Literacy scenario in Bankura**

Total population	31,92,695
Population in (0-6) age-group	4,58,790 (14.37%)
Literacy rate of the district	63.44 %
Total literate excluding (0-6) age-group	17,34,386 (54.32%)
Total illiterate excluding (0-6) age-group	9,99,519 (31.30%)

Source:- Office of the District Magistrate, Bankura

A programme to eradicate the residual illiteracy has been taken up with the following objectives:

1. To develop a strong human capital for the development of the underdeveloped district.
2. To achieve total literacy based on the present situation
3. To give special emphasis on the 15-35 age-group with a special attention to the residual illiterates among women, scheduled castes, scheduled tribes minority communities and such vulnerable groups.

The project has been designed to cover about three lakhs of illiterates between 15-35 age-group in the Table 3.4 :

**Table 3.4 Coverage of programme for eradication of residual illiteracy**

Number of phase	Duration	Stage
<b>Phase-I</b>	3 months	Preparatory
	Next 6 months	Teaching learning process
	Next 2 months	Evaluation
<b>Phase-II</b>	6 months	Teaching learning process
	Next 2 months	Evaluation

Source: Office of the District Magistrate, Bankura

The learning centres are planned to be opened in those mouzas where the female literacy rate is less than 30 percent.

In the area of Bishnupur municipality under ward-number 1, Kabirdanga is a locality of 114 population. This is the slum where IBRAD first intervened for implementing the project (Human Development)



### 3.1 Growing interest towards studies

activity. After collecting all the base line data and forming a SICO group named by Kabirdanga Mahaprabhu Manab Unnayan Dal in that slum, it was revealed that most of the children of this locality are unable to go to school as they have been engaged in stone crusher factory. SICO members informed that they are interested to send their children to school but as the primary school is far from their locality their wish was not fulfilled. But it would take some time to find a solution. After a brief discussion with all the SICO members and with the ward councilor on 23/06/06 at 6 am., the school was opened with 45 students and two teachers which brought happiness and satisfaction all over the locality. Vidyasagar Shishu Shiksha Kendra

has been set up for children of Kabardanga under Bishnupur Municipality .

It was decided that one evening school can be opened in the locality where the all drop out students will go for education. One SICO member, Bandana, came forward to teach those children.

The school was opened on 21/03/06 with 21 students and one teacher. After the name of Vidyasagar the school was named as Kabirdanga Vidyasagar Evening School. It opens for 5 days in a week.

Today the total number of students in this school is 30. Parents from other locality are also sending their children in this school for the better future of their child. The parents are very satisfied with the opening of evening school. With all the needed assistance from IBRAD the school, named by Rabindranath Sishu Shikha Kendra, was inaugurated by ward councillor.

The main achievements of starting the school was Gurupada Manna, the father-in-law, of the school teacher Bandana has left taking alcohol daily which posed a big problem for their family. He has realized that since the students are coming to his house for learning it would hamper a healthy environment if he takes alcohol. Thus, this school has brought consciousness and awareness among the local people in a different way making the society awaken.

Progress in literacy and education depends upon the propensity of children to go to school and also to complete education at least up to the primary level. Enabling all children to obtain Primary Education is the key challenge particularly in some blocks in this district. Total out of school children in this district for primary segment (age 5+ to 9) are 17370 and for upper

primary (age 9+ to 14) it is 31564. These figures have been obtained from child register which is maintained for each Gram Sansad. The data, however, could not be validated completely and there is every likelihood that this will further go up. In terms of percentage this is 4.44 percent and 10.08 percent respectively. Table 3.5 and 3.6 give a block wise break up of out of school children.

**Table 3.5 Out-of-School children in the district of Bankura ( 5+ to 8 + age group)****(As on 30.09.2005)**

Sl. No.	Name of Block/ Municipality	Enrolment in 5+ to 8+ age group			Out of school children in 5+ to 8+ age group			Child Population in 5+ to 8+ age group			Percentage of out-of school children
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Bankura I	5886	5460	11346	392	423	815	6278	5883	12161	6.7
2	Banklura II	6794	6123	12917	265	287	552	7059	6410	13469	4.1
3	Barjora	9506	8740	18246	499	517	1016	10005	9257	19262	5.27
4	Chhatna	10180	9285	19465	536	555	1091	10716	9840	20556	5.31
5	Gangajalghati	9269	8187	17456	973	1011	1984	10242	9198	19440	10.21
6	Indas	8692	8186	16878	293	303	596	8985	8489	17474	3.41
7	Indpur	8729	8521	17250	255	263	518	8984	8784	17768	2.92
8	Joypur	8559	8356	16915	121	124	245	8680	8480	17160	1.43
9	Kotulpur	10032	9716	19748	238	246	484	10270	9962	20232	2.39
10	Khatra	7008	6760	13768	168	173	341	7176	6933	14109	2.42
11	Hirbandh	4463	4103	8566	251	261	512	4714	4364	9078	5.64
12	Mejhia	4178	3904	8082	257	266	523	4435	4170	8605	6.08
13	Onda	13385	12257	25642	598	620	1218	13983	12877	26860	4.53
14	Patrasayer	11548	10702	22250	860	894	1754	12408	11596	24004	7.31
15	Ranibandh	6474	6346	12820	200	207	407	6671	6553	13227	3.08
16	Raipur	8459	8665	17124	139	143	282	8598	8808	17406	1.62
17	Sarenga	5423	5621	11044	57	59	116	5480	5680	11160	1.04
18	Sonamukhi	10606	9831	20437	347	362	709	10953	10193	21146	3.35
19	Saltora	7316	6410	13726	846	880	1726	8162	7290	15452	11.17
20	Simlapal	8320	7962	16282	152	158	310	8472	8120	16592	1.87
21	Taldangra	8276	7888	16164	144	149	293	8420	8037	16457	1.78
22	Bishnupur	10347	9436	19783	509	530	1039	10856	9966	20822	4.99
23	Bankura Municipality	5197	5720	10917	326	340	666	5523	6060	11583	5.75
24	Bishnupur Municipality	2202	2238	4440	20	21	41	2222	2259	4481	0.91
25	Sonamukhi Municipality	1400	1266	2666	65	67	132	1465	1333	2798	4.72
<b>Total</b>		<b>192249</b>	<b>181683</b>	<b>373932</b>	<b>8511</b>	<b>8859</b>	<b>17370</b>	<b>200760</b>	<b>190542</b>	<b>391302</b>	<b>4.44</b>

Source: Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

In blocks like Gangajalghati, Patrasayer, Saltora, Mejhia, Bankura-I the percentage of out of school children of total child population (5+ to 8+) group are 10.21, 7.31, 11.17, 6.08, 6.70 respectively. These are the blocks where percentage of the out of school children is relatively higher.

Following parameters need to be examined with respect to the enrolment scenario in this district.

1. Lack of access to school for large number of children.
2. Infrastructure.
3. Low level of completion of Primary education due to drop out & repetition.
4. Low level of learning of students.
5. Migration related problems.

**Table 3.6 Out-of-School children in the district of Bankura ( 9+ to 13 + age group)****(As on 30.09.2005)**

Sl. No.	Name of Block/ Municipality	Enrolment in 9+ to 13+ age group			Out of School Children 9+ to 13+ age group			Child Population in 9+ to 13+ age group			Percentage of out-of school children
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Bankura-I	4455	3797	8252	736	766	1502	5191	4563	9754	15.40
2	Bankura-II	5375	4399	9774	743	774	1517	6118	5173	11291	13.44
3	Barjora	8013	6964	14977	944	984	1928	8957	7948	16905	11.40
4	Chhatna	7626	5511	13137	1049	1091	2140	8675	6602	15277	14.01
5	Gangajalghati	7757	5963	13720	1199	1228	2427	8956	7191	16147	15.03
6	Indas	6641	5907	12548	643	669	1312	7284	6576	13860	9.47
7	Indpur	7967	5628	13595	642	668	1310	8609	6296	14905	8.79
8	Joypur	7054	5516	12570	154	161	315	7208	5677	12885	2.44
9	Kotulpur	7251	6492	13743	266	276	542	7517	6768	14285	3.79
10	Khatra-I	6285	4406	10691	339	353	692	6624	4759	11383	6.08
11	Hirbandh	4103	2859	6962	272	285	557	4375	3144	7419	7.41
12	Mejhia	3648	2857	6505	540	563	1103	4188	3420	7608	14.50
13	Onda	10779	7987	18766	1469	1528	2997	12248	9515	21763	13.77
14	Patrasayer	7562	5855	13417	1179	1228	2407	8741	7083	15824	15.21
15	Ranibandh	6034	4296	10330	380	397	777	6414	4693	11107	7.00
16	Raipur-I	9181	7389	16570	256	266	522	9437	7655	17092	3.05
17	Sarenga	6077	4590	10667	301	314	615	6378	4904	11282	5.45
18	Sonamukhi	5819	4587	10406	840	875	1715	6659	5462	12121	14.15
19	Saltora	4812	3534	8346	1158	1207	2365	5970	4741	10711	22.08
20	Simlapal	7143	5906	13049	349	366	715	7492	6272	13764	5.19
21	Taldangra	5733	4996	10729	434	453	887	6167	5449	11616	7.64
22	Bishnupur	5952	4621	10573	888	927	1815	6840	5548	12388	14.65
23	Bankura Municipality	6268	5282	11550	318	333	651	6586	5615	12201	5.34
24	Bishnupur Municipality	3227	3044	6271	167	176	343	3394	3220	6614	5.19
25	Sonamukhi Municipality	2545	1909	4454	200	210	410	2745	2119	4864	8.43
	<b>Total</b>	<b>157307</b>	<b>124295</b>	<b>281602</b>	<b>15466</b>	<b>16098</b>	<b>31564</b>	<b>172773</b>	<b>140393</b>	<b>313066</b>	<b>10.08</b>

Source: Office of the District Project Officer, Sarva Siksha Abhiyan, Bankura

The first step is increasing access to primary school and to provide adequate infrastructure. Bankura suffers from poor access to social services due to low population density, which is 464 per square km. compared to the state average of 904 per square km.

In addition there are natural barriers and small habitations in forest areas. There are 64 backward mouza in this district where there is no primary school or Sishu Siksha Kendra (SSK) within 1 km. (Table 3.7).

**Table 3.7 Backward mouzas and distance from the nearest primary schools**

Name of Block	Gram Panchayet	Name of mouza	Distance to nearest primary school (in km.)
Bankura I	Andharthole	Paharia	2
Bankura II	Junebedia	Chhoto kaljharia	2
Bankura II	Narrah	Chingra goalsole	2
Barjora	Ghutgoria	Bara pukuria	2
Bishnupur	Ajodhya	Bansh kopa	4
Bishnupur	Belsulia	Hulmara	2
Bishnupur	Dwarika Gosainpur	Kelemele	4
Bishnupur	Dwarika Gosainpur	Kushtara	2
Bishnupur	Morar	Khuliamuri	4
Bishnupur	Morar	Kural bari	2
Chhatna	Arrah	Guniada	3
Chhatna	Arrah	Khudra banagram	3
Chhatna	Dhaban	Upargara	2
Chhatna	Jamtora	Dhengagora	2
Chhatna	Jhunjka	Banjuria	1.5
Chhatna	Jhunjka	Gopalpur	2
Chhatna	Jhunjka	Jirra kelai	2
Chhatna	Jirrah	Jhikuria	2
Chhatna	Jirrah	Khyerboni	2
Gangajalghati	Banasuria	Gobindapurbaid	0.1
Gangajalghati	Banasuria	Narayanpur	1.5
Gangajalghati	Gobindadham	Brindabanpur	1.5
Gangajalghati	Lachhmanpur	Bankajura	2
Hirbandh	Baharamuri	Shyampur	1.5
Hirbandh	Hirbandh	Khalraydihi	2
Indpur	Bheduasole	Kharkanali	2
Indpur	Gourbazar	Karkota	2
Indpur	Hatagram	Chaka	1.5
Indpur	Hatagram	Dakshin kendbana	4
Indpur	Hatagram	Narasing dhara	1.5
Joypur	Routhkhanda	Hajipur	2
Joypur	Routhkhanda	Padumpur	3
Khatra	Dahala	Goala danga	1.5
Khatra	Gorabari	Khari dungri	2
Kotulpur	Madanmohanpur	Kankara	2
Onda	Chingani	Bet jhuria	3
Onda	Chingani	Dharsona	2
Onda	Chingani	Rajduha	2
Onda	Churamonipur	Pitambarpur	1.5
Onda	Kalyani	Kharigara	1.5
Onda	Lodna	Mukundabati	1.5
Onda	Ramsagar	Radha madhabpur	3
Onda	Ratanpur	Chakuparsol	3
Patrasayer	Balsi-II	Hajra bandh	1.5
Patrasayer	Hamirpur	Kendgare	1.5
Patrasayer	Kushdwip	Dihilapur	2.5
Patrasayer	Narayanpur	Jaljala	1.5
Raipur	Shyamsundarpur	Jagannathpur	1.5
Ranibandh	Barikul	Lep-am	6

Name of Block	Gram Panchayet	Name of mouza	Distance to nearest primary school (in km.)
Ranibandh	Barikul	Singlahar	2
Ranibandh	Puddi	Barunia	3
Ranibandh	Puddi	Gosaindih	2
Saltora	Bamuntore	Krishnapur	2
Saltora	Salma	Dalhuka	3
Saltora	Tiluri	Chakbaga	1.5
Saltora	Tiluri	Siakuldoha	2
Simlapal	Bikrampur	Bhudrubad	3
Simlapal	Dubrajpur	Bagnada	2.5
Simlapal	Machatora	Memouli	4
Simlapal	Machatora	Suknabad	4
Sonamukhi	Dhansimla	Amghata	5
Sonamukhi	Dhansimla	Indkata	5
Sonamukhi	Hamirhati	Paschim nabasan	3
Taldangra	Panchmura	Chakjambedia	1.5

Source: Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

This has further been analysed using GIS-based habitation mapping. An attempt has been made to map the location of primary schools and SSKs including the layer showing habitation (from Survey of India toposheet). The gap areas have been identified which in turn will be validated from field verification. The exercise has been completed for all the blocks. Here an illustration has been made for Ranibandh block. As can be seen there are more uncovered areas in south Ranibandh which has more forest. New Sishu Siksha Kendra (i.e. non-formal schools) may be proposed using this methodology in the gap areas.

Even for the mouza where the distance of a primary school/SSK is less than 1 km., small children find it difficult to attend because of presence of, say, a rivulet which may be full in the rainy season or a busy road. It is a fact that parents are generally very interested in sending these children to school but are at the same time are worried about their security.

Similarly there are 23 backward mouza in this district where the nearest upper primary school or a Madhyamik Shiksha Kendra (MSK) is located at a distance of more than 3 km. The list is shown below on table 3.8.



**Map 3.2 Outreach pockets of Primary Schools and Sishu Siksha Kendras in Ranibandh block**



**Table 3.8 Block level data on distance from government-run  
Upper Primary school**

Name of Block	Gram Panchayet	Name of mouza	If no Upper Primary School, then distance of the nearest Upper Primary School (in km.)
Chhatna	Jhunjka	Banjuria	5
Joypur	Routhkhanda	Padumpur	4
Onda	Chingani	Bet jhuria	7
Onda	Chingani	Dharsona	5
Onda	Chingani	Rajduha	7
Onda	Kalyani	Kharigara	6
Onda	Ratanpur	Chakuparsol	4
Patrasayer	Kushdwip	Dihilapur	5
Patrasayer	Balsi-II	Hajrabandh	4
Ranibandh	Barikul	Lep-am	13
Ranibandh	Puddi	Barunia	10
Ranibandh	Puddi	Gosaindih	11
Saltora	Salma	Dahuka	4
Saltora	Tiluri	Siakuldoha	5
Simlapal	Bikrampur	Bhudrubad	7
Simlapal	Machatora	Memouli	8
Taldangra	Panchmura	Chakjambedia	2
Bishnupur	Ajodhya	Bansh kopa	4
Bishnupur	Belsulia	Hulmara	3
Bishnupur	Dwarika Gosainpur	Kelemele	3
Bishnupur	Dwarika Gosainpur	Kushtara	2
Bishnupur	Morar	Khuliamuri	3
Bishnupur	Morar	Kural Bari	2

Source:- Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

As can be seen there are mouza where the distance is as high as 14 km. Large distance in general a big impediment and is more so for a girl child.

Infrastructure is definitely a very important issue. The national norm is to provide 10 square feet for each child. As per the DISE 2005 data\* there are 2188 primary schools in this district where space-student ratio is less than 7 sq.ft. All the schools have been indexed as per

the space-student ratio in this district and the schools having the worst ratio is being given priority for additional class room under the Sarva Siksha Abhijan (SSA).

The block wise number of primary schools where the space-student ratio is less than 7 sq. ft. is indicated below in Table 3.9. During 2005-'06, 624 schools have been covered.

\* It is conducted once in a year in each district to build what is known as the District Information on School Education (DISE).

**Table 3.9 Space-student ratio in Primary Schools**

<b>Name of the Block</b>	<b>Number of school where space-student ratio is less than or equal to 7 sq. ft.</b>	<b>No of additional class rooms provided during the year 2005-'06</b>
Bankura-I	55	22
Bankura Municipality	54	14
Bankura-II	86	25
Chhatna	123	22
Barjoura	122	25
Gangajalghati	103	19
Bishnupur	95	37
Bishnupur Municipality	13	1
Indas	86	37
Indpur	111	20
Joypur	97	36
Kotalpur	118	50
Hirbandh	63	22
Khatra	78	30
Mejhia	32	18
Onda	159	26
Patrasayer	93	36
Ranibandh	90	21
Raipur	105	32
Saranga	92	19
Sonamukhi	110	32
Saltora	79	21
Simlapal	113	31
Taldangra	96	26
Sonamukhi Municipality	15	2
<b>Total</b>	<b>2188</b>	<b>624</b>

Source:- Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

In municipal areas there are a large number of primary schools which are having space problem. A serious negotiation with community is necessary in this regard so that private land is obtained for setting up of schools. In extreme cases, Land Acquisition can be the only answer.

Migration is another big issue in this district. There is a seasonal migration of 1-6 months from this district in search of livelihood. Normally young children accompany their parents during migration and therefore miss out the vital primary education.

In view of the bottleneck indicated above following interventions have been taken up to improve enrolment in this district :

- Reduction of the cost of sending children to

schools by giving incentives like Free Textbooks, School Uniform etc. has been found to be effective.

- The recent study reveals that the demand for school attendance has been created by Mid-day Meal Programme and has significantly increased the attendance of pupils.
- The demand for education may be enhanced through active community and parents' participation. Therefore the mother-teachers' association, Village Education Committee (VEC) needs to be activated. The construction of school class rooms/toilets have been entrusted to VEC in this district and the results are very satisfactory. They have been able to construct structures with more floor area with the same amount.

- Attainment of high level of learning also requires requisite tools for teaching and learning i.e. Teaching and Learning Material (TLM) is to be used at the time of teaching. Unfortunately most of the achievement tests are held at the end of the year rather than periodic test of students' achievement. Use of TLM is generally less in class room interactions.

### The issue of girl child :

Achieving Universal Primary completion of education is as important as achieving universal Primary enrolment. The main reason of out of school children

is often household economic factors. Poverty finally is the key issue and is more so for this district with high migration in search of livelihood.

A study was conducted to understand the reasons behind out-of-school girl children of 5+ to 14 age-group in Lakshmanpur Gram-Panchayat in Gangajalghati block. The picture which has emerged reveals similar story. 94 percent school girls (5+ to 8+) in primary level and 100 percent out of school girls (9+ to 14) in upper primary level have been found to have left schools due to poverty, household works and other factors.

**Table 3.10 Out-of-school girls**

Name of the Block	Name of the Gram-Panchayat	Reasons	Number of out of school Girls		
			5+ to 8+	9+ to 14	Total
Gangajalghati	Lakshmanpur	Economic Problem	190	235	425
		Household Works	110	50	160
		Others	20	0	20
		<b>Total</b>	<b>320</b>	<b>285</b>	<b>605</b>

Source: Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

There are of course some cases where distance is a problem but the main reason is economic. A vocational training programme has been initiated in that area for out of school girl children. There is also a plan to start a community library to ensure reading skill in girl children which will equip them to improve their learning. There is also a need to start Rabindra Mukta

Vidyalaya – an initiative under Sarva Siksha Abhijan on the distance learning methodology with flexible timings suited to the out of school girl children. However, the state norm on minimum number of girl children for opening such vidyalaya should be raised in view of the lower population density.

### Community village library in district

Pratham, an NGO, recently collaborated with two West Bengal based NGOs, Calcutta Foundation and Inspiration to pilot a "Library based accelerated reading programme", in this district.

The objective of the programme is to impart reading skills/ enhance reading ability of every child between 4 and 14, of every target village and supplement the efforts of the Government in universalising education.

The selection of blocks and panchayats were made by Inspiration. The villages were recommended by the panchayats. The preparatory work to start the Community Village Libraries began with a meeting with the BDO of Raipur and visits to each and every panchayat, by a member, each from Calcutta



**3.2 A village rural library**

Foundation, Inspiration and Pratham, where they met the Panchayat members, village elders and of course the children to assess the need of starting the libraries. The response was overwhelming. They not only welcomed the endeavour, but also helped with the selection of the village community volunteers to run the village community libraries.

In Bankura, four villages of Raipur block have been identified for piloting the programme.

After the block training in Raipur which was held in mid May, a door to door survey was carried out in each village, together with village mapping.

**Table 3.11 Baseline test for Raipur**

Village	Number of children tested	Number of readers	Number of children able to do subtraction
Phulkusma colony	46	23	23
Jashpara	131	105	119
Simli	260	118	83
Sarigari	137	92	89
Siarbeda	138	80	81

A base line test was also carried out at the time of survey. Children were tested in two areas, reading of simple paragraphs and simple two digit subtractions. Every child in the survey agreed to be tested. As can be seen from the above result there has been substantial gap in quality learning in these villages.

**Table 3.12 Enrolment per library (As on 1<sup>st</sup> August, 2006)**

Village/Location of Library	Total Number of children (3-14 yaers)	Enrolled in Libraries till 31 <sup>st</sup> July, 2006	Average daily attendance
Phulkusma colony	147	111	80
Jashpara	171	110	75
Simli	324	156	55
Sarigari	204	147	60
Siarbeda	221	100	60

In two months of implementation there has been remarkable support of the panchayat and village elders

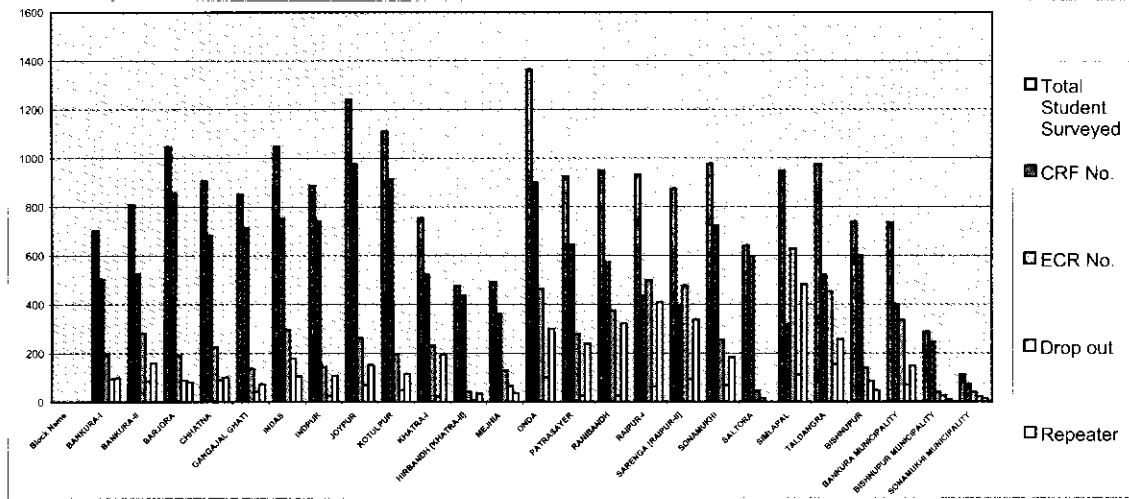
together with substantial daily attendance of demanding children.

### Success stories

Tanushree Dey, aged 12 years, Std II (Jashpara): After 2 months, she cannot only read stories, but also has learnt to write words without referring to books and subtract

Rashu Duley, aged 9 years, Std II, (Phulkusma): "Now I can read fluently and also subtract. I love coming here more than going to school-because I can draw and sing".

We may now make an attempt to understand drop out scenario in different blocks and the results are indicated on Table 3.13:



**Bar diagram 3.3 Block wise analysis for primary education**

CRF:- Completion rate in four years, ECR:- Ever completion rate

**Table 3.13 Block and municipality-wise scenario of primary education (as on 30.04.2004)**  
(as revealed from COHORT sample study)

Name of the Block/ Municipality	Total Student Surveyed	Students who have completed primary education in four years		Students who have completed primary education in more than four years		Name of dropout students in				Total number of drop-out students	Percentage of drop-out students	Number of repeaters				Total number of repeaters	Percentage of repeaters
		No.	%	No.	%	First year	Second year	Third year	Fourth year			First year	Second year	Third year	Fourth year		
Bankura-I	702	503	72	199	28	78	4	13	0	95	14	51	28	17	3	99	14
Bankura-II	809	526	65	283	35	35	39	12	0	86	11	110	27	17	6	160	20
Barjora	1047	856	82	191	18	47	33	9	0	89	9	49	21	9	3	82	8
Chhatna	906	681	75	225	25	23	41	26	1	91	10	44	33	18	7	102	11
Gangajalghati	852	715	84	137	16	18	13	12	0	43	5	18	24	27	5	74	9
Indas	1048	753	72	295	28	94	48	37	0	179	17	71	20	15	0	106	10
Indpur	886	742	84	144	16	3	14	8	1	26	3	39	23	32	14	108	12
Joypur	1240	977	79	263	21	49	13	6	1	69	6	132	20	1	0	153	12
Kontulpur	1110	914	82	196	18	18	13	15	1	47	4	83	16	13	4	116	10
Khatra	754	522	69	232	31	3	10	10	0	23	3	66	89	32	8	195	26
Hirbandh	477	436	91	41	9	0	6	1	0	7	1	0	2	32	0	34	7
Mejhia	491	361	74	130	26	9	33	24	0	66	13	5	11	17	3	36	7
Onda	1364	900	66	464	34	49	41	9	1	100	7	142	52	94	11	299	22
Patrasayer	924	644	70	280	30	13	7	5	1	26	3	191	29	17	2	239	26
Ranibandh	949	573	60	376	40	18	2	6	0	26	3	238	35	48	1	322	34
Raipur	933	434	47	499	53	43	11	10	0	64	7	289	59	43	17	408	44
Sarenga	875	397	45	478	55	27	53	14	0	94	11	249	58	17	13	337	39
Sonamukhi	977	722	74	255	26	47	16	4	2	69	7	146	19	14	5	184	19
Saltora	642	597	93	45	7	5	9	0	0	14	2	0	0	0	0	0	0
Simlapal	948	319	34	629	66	43	39	29	0	111	12	320	58	90	14	482	51
Taldangra	974	521	53	453	47	41	81	33	1	156	16	202	30	21	4	257	26
Bishnupur	740	600	81	140	19	57	21	5	3	86	12	15	14	17	1	47	6
Bankura Municipality	736	401	54	335	46	47	15	9	0	71	10	77	48	21	3	149	20
Bishnupur Municipality	288	247	86	41	14	2	3	21	0	26	9	1	4	3	2	10	3
Sonamukhi Municipality	111	72	65	39	35	13	7	2	0	22	20	8	4	1	0	13	12
Total	20783	14413	69	6370	31	782	572	320	12	1686	8	2546	724	616	126	4012	19

Source: Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

As can be seen the dropout is the maximum in the first year. It is highest in Sonamukhi municipality followed by Taldangra and Indus. For Sonamukhi it is expected that switching to private schools might be one of the reasons for the high dropout. Completion rate is worst in Simlapal followed by Sarenga and Raipur. Similarly the percentage of repeaters is highest for Simlapal followed by Sarenga and Raipur.

The problem of dropout and repetition is linked closely

with quality of education. Poor quality schooling reduces completion rate. Even for upper primary level the dropout rate in class V is highest. The main reason is found to be the poor level of learning of Class IV children.

Teacher-student ratio is definitely an important factor in imparting quality education. Let us have a look at the teacher-student ratio in different levels of education in this district.

**Table 3.14 Block-wise pupil-teacher ratio at the levels of primary, middle and higher education (2003-2004)**

Block	Primary				Middle				High			
	Institution	Student	Teacher	Pupil Teacher Ratio	Institution	Student	Teacher	Pupil Teacher Ratio	Institution	Student	Teacher	Pupil Teacher Ratio
Bankura I	105	10153	262	38.7	4	910	26	35	8	3754	103	36.4
Bankura II	123	11779	320	36.8	4	1279	35	36.5	8	3860	100	38.6
Chhatna	239	16223	483	33.5	6	1564	39	40.1	11	6116	129	47.4
Saltora	119	10673	250	42.6	3	672	19	35.3	9	3889	112	34.7
Mejia	72	7477	177	42.2	2	863	12	71.9	5	2887	63	45.8
Gangajalghati	162	14791	369	40.0	6	1803	38	47.4	11	6117	145	42.1
Barjora	190	17532	474	36.9	4	911	26	35.0	14	7392	170	43.4
Onda	243	22586	617	36.6	3	407	19	21.4	17	11096	235	47.2
Indpur	166	16030	380	42.1	10	1939	65	29.8	10	5732	135	42.4
Khatra	116	11180	283	39.5	4	889	25	35.5	9	5674	118	48.0
Hirbandh	90	8008	180	44.4	4	998	26	38.3	7	4020	93	43.2
Ranibandh	135	12899	326	39.5	4	712	25	28.4	8	4759	103	46.2
Taldangra	164	15820	459	34.4	8	2467	51	48.3	10	4760	133	35.7
Simlapal	171	16227	385	42.1	8	2141	52	41.1	10	4994	127	39.3
Raipur	153	13334	350	38.0	11	2728	70	38.9	16	10002	221	45.2
Sarenga	156	13994	362	38.6	3	1293	19	68.0	8	5631	112	50.2
Bishnupur	147	14210	400	35.5	3	947	19	49.8	8	6248	121	51.6
Joypur	157	15267	519	29.4	6	1554	26	59.7	7	4509	98	46.0
Kotulpur	159	17176	539	31.8	6	1698	25	67.9	13	7846	187	41.9
Sonamukhi	153	15599	385	40.5	3	1058	19	55.6	5	3772	69	54.6
Patrasayer	140	17687	369	47.9	6	1427	27	52.8	7	2002	91	22
Indus	141	15520	404	38.4	8	1777	51	31.8	6	3116	78	39.9

Source: Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

Though the overall pupil-teacher ratio in primary education is 37.4, it is seen that in many blocks the ratio is much worse. A proper rationalization of distribution of teachers is essential in order to bring the quality of learning to a reasonable level.

There are also non-formal education systems such as Shishu Shiksha Kendra, Madhyamik Shiksha Kendra functioning in this district. A study suggests that the quality of learning in Shishu Shiksha Kendra (SSK) and

Madhyamik Shiksha Kendra (MSK) is better than that in primary schools and upper primary schools. The dedication of contractual Siksha Sahayika in SSK and Samprasarak in MSK is more than the regular teachers and that may be one of the reasons. Actually the Sahayika/Samprasarak are from the same area and are generally committed and responsible to the community. The coverage of students by these non-formal systems is far less as the table 3.15 suggests.

**Table 3.15 Block wise total number of Shishu Siksha Kendra (SSK) & total number of learners (As on 30.09.2005)**

Name of Block	No. of SSK	No. of boys	No. of girls	Total
Bankura-I	18	412	498	940
Bankura-II	21	425	481	906
Barjora	21	546	556	1102
Bishnupur	22	548	525	1073
Chhatna	16	403	378	781
Gangajalghati	22	589	564	1153
Hirbandh	11	267	271	538
Indpur	19	438	452	890
Indus	26	607	657	1264
Joypur	34	660	718	1378
Khatra	14	436	457	893
Kotulpur	27	632	664	1296
Mejia	6	161	151	312
Onda	33	862	875	1737
Patrasayer	29	825	905	1730
Raipur	21	532	492	1024
Ranibandh	9	194	217	411
Saltora	15	331	357	688
Sarenga	15	334	335	669
Simlapal	21	575	608	1183
Sonamukhi	23	600	616	1216
Taldangra	24	446	527	973
<b>Total :</b>	<b>447</b>	<b>10853</b>	<b>11304</b>	<b>22157</b>

Source: Office of the District Panchayat & Rural Development Officer, Bankura

**Table 3.16 Block wise enrolment in Madhyamik Siksha Kendras (MSK) (As on 30.09.2005)**

Sub-Division	Sl. No.	Block	No. of MSK	Class-V	Class-VI	Class-VII	Class-VIII	Total for all classes
Bankura Sadar	1	Bankura - I	2	120	108	97	85	410
	2	Bankura - II	2	95	86	78	36	295
	3	Barjora	2	100	92	82	35	309
	4	Chhatna	2	110	98	86	0	294
	5	Gangajalghati	3	185	165	147	81	578
	6	Saltora	3	137	124	114	75	450
	7	Onda	6	314	275	208	85	882
	8	Mejia	2	130	118	107	28	383
Bishnupur	9	Bishnupur	4	198	178	160	35	571
	10	Joypur	4	243	220	201	78	742
	11	Kotulpur	3	147	133	120	81	481
	12	Sonamukhi	5	292	267	242	105	906
	13	Patrasayer	9	385	348	320	76	1129
Khatra	14	Indus	3	155	141	125	29	450
	15	Ranibandh	7	370	338	306	58	1072
	16	Taldangra	6	275	253	230	103	861
	17	Simlapal	1	45	37	33	26	141
	18	Sarenga	1	60	54	45	28	187
	19	Raipur	4	244	223	42	30	539
<b>Grand Total</b>			<b>69</b>	<b>3605</b>	<b>3258</b>	<b>2743</b>	<b>1074</b>	<b>10680</b>

Source: Office of the District Panchayat & Rural Development Officer, Bankura



Launched primarily with a very small number of selected primary schools (100 to be exact) of Ranibandh and Indus blocks of the district in January 2004, the Cooked Mid-day Meal programme took a remarkably quicker pace to cover all the primary schools and Sishu Siksha Kendras (SSK) by March 2005. And, at the time of writing this brief account of the Mid-day Meal programme in the district preparations were reportedly going on in full swing to overcome the difficulties to cover the upper primary and high schools and Madhyamik Sishu Siksha Kendras (MSK) under the scheme. As regards the number of children provided with this immensely important entitlement was 3,44,746 (83.25 percent of the children studying in primary classes) from 3460 primary schools and 453 SSKs. The district administration has reportedly made a plan to implement with priority - to extend this opportunity to the rest 69,397 children who were enrolled in the upper primary and high schools and MSKs (in class 5).<sup>1</sup>

### The Plan of Implementation

The strength of the programme lies, perhaps in its planning which made the implementation procedure much simpler. As such, the implementation of the Mid-day Meal programme in West Bengal is quite instructive in itself - there have been the strengths as well as the weaknesses, which are discussed elsewhere.<sup>2</sup> Nevertheless, one of the major strength of the programme seems to be the flexibility in the operational aspects of the programme. With a general guideline provided by the state government (which is again based on the central guideline) the different district administrations developed their own strategies of

implementation. The diversification in planning the implementation, however, produced mixed results: there have been large variations in the degree of effectiveness of the plans. The plan adopted for implementation in Bankura is much straight forward in nature that allows the various implementing constituents (block, school, etc.) larger space for focussing on actual works than on the bureaucratic formalities. According to the plan, the grain and fund are made available to the schools on a regular scale. The actual implementation (accounts related to number of children provided with meal, expenditure, and so on) is reported back to the District Administration through a very simple format. Also the implementation procedure made much larger room for the SHGs to get involved in the programme in a bigger way - not only cooking, but also procuring the vegetables and ingredients, etc. As a result, most of the teachers interviewed by us, unlike in some other districts, maintained that they did not have to sacrifice the teaching and learning activities for the Mid-day Meal programme.

The district administration was also found to be much active in making provision of cooking sheds in the primary schools and SSKs. A co-ordinated linkage of various departments has made it possible to establish kitchen sheds in 3298 primary schools and 225 SSKs. Rest of the institutions would be covered within 2006.

### The Impact

That the programme in Bankura districts has been following the countrywide trend<sup>3</sup> of exerting several impacts on child nutrition and education was re-affirmed by different stakeholders, viz. parents, teachers, children and others. While the major outcome of the

\* **NOTE:** This study has been conducted by Pratichi trust. Earlier, Pratichi has carried out a study on the mid-day meal programme in Birbhum district in 2004, the usefulness of which has been recognised by the state and central Government and other agencies. The present study is based on a visit to fifteen primary schools across three blocks of the district (Bankura I, Mejhia, and Hirbandh) and also the findings of the study carried out by the Sarva Siksha Abhiyaan, Bankura.

1 As a general practice in West Bengal, most of the primary schools have classes up to 4th standard and 5th standard is generally taught in upper primary and high schools and MSKs. The main difficulty of implementing the scheme in these schools is the attachment of the highest primary class with the classes above 5 which are not entitled to benefit from the cooked meal programme. How could only the class 5 children be served the meal ignoring the presence of others who are equally hungry is a practical problem.

2 Rana, Kumar, (2005), 'Food for Thought', *The Little Magazine*, Vol. 6, Issue 1 & 2, Delhi. Also, Pratichi Research Team (forthcoming),

3 Dreze Jean and Aparajita Goel (2003), 'Future of Mid-Day Meals', *Economic and Political Weekly*, Vol XXXVIII, No. 44, November 1

programme was the increase in the level of attendance of the children and teachers, there have been several other influences of far reaching effect.

The increase in the rate of attendance is a critically important issue, and in Bankura district this achievement indicates a much bigger advancement. To illustrate, Bankura has a high concentration of socially and economically backward communities. The Scheduled Caste (SC) and the Scheduled Tribe (ST) population consist about 41 percent of the total population – SC 31 percent and ST 10 percent. Again, the socio-economic level of the SC communities of Bankura is much below the state average. While, according to the 2001 Census, the literacy rate of the SCs in West Bengal is 59 percent, the corresponding figure for Bankura is a meagre 43 percent (SC female literacy being appallingly low – 27 percent). Again, while the state average of proportion of agricultural labourer to main workers among the SCs in West Bengal is about 38 percent, the figure for Bankura district shows a much higher percentage (60) of SC population engaged as agricultural labourer. Even the condition of the STs in Bankura is marginally better than the SCs. The literacy rate among the STs in Bankura is about 50 percent (female literacy being 29 percent), which is considered to be very poor but better than the state average (43 percent). A large proportion of the STs in the district are engaged as agricultural labourers (53 percent of the main workers).<sup>4</sup> The particular socio-economic background of the SC and ST communities of the district has added enormously to the relevance of the Mid-day Meal programme. The success of the programme in raising the level of attendance of the children is clearly linked with the uplift of the disadvantaged groups in terms of realising the educational facilities in an effective way.

No wonder thus, that while the increase in the level of attendance among the caste Hindu children veered around 10 percent, the corresponding figures for the SC and ST children were much higher – 18 percent and 21 percent respectively. This clearly relates the effectiveness of the programme with bringing the children of the disadvantaged groups into the realm of primary education who suffered from the traditional weakness of virtual inaccessibility of primary schooling.

At the same time the programme has seemingly linked itself with the success related to eradicating classroom hunger as well as under nutrition among the children of the underprivileged groups. Many of the parents and children have been seeing this programme as a major state intervention in their favour.

Aside from these vital advancements there have been several other impacts of the intervention. The increased rate of attendance of the children – and in many cases teachers – has had a positive role in the functioning of the schools. Barring a few exceptions all the schools visited were seen to be running in schedule keeping the teaching and learning activities in the centre. This clearly nullifies the anticipation of a larger section of the media, intelligentsia, relatively richer parents and others who predicted a total collapse in teaching and learning activities.

In addition, the programme has achieved some major successes in reducing the gap between the different caste hierarchies. At the initial phase of the implementation of the programme some of the primary schools of Bankura hit the headlines owing to their encountering of some conflicts based on caste line. Any keen social observer knows how obvious caste discriminations are in a society with strong class-caste compatibility, and how various social interventions could reduce such discriminations. The Mid-day Meal programme seems to have offered an opportunity, however limited it may be, to reduce the sense of distance between the children of different social groups. In many of the schools, teachers maintained that the high caste children have started sharing the food with others, shredding off their earlier inhibitions. In some schools some children were said to have been following the instructions of their parents as not to share the food with the children of *chhotolok* families, but only in the days when the food was not delicious: however strict the instructions might be, the high caste children were seen to defy them when a delicious meal (with eggs, fish or meat) was served.

Aside from the above, the programme seems to have some other impacts, viz., the expansion of opportunities of gainful employment among the women organized in self-help groups. As such the remuneration they receive as cooks is much less than just: it is much lower than

4 Census of India (2001), *Primary Census Abstract, West Bengal, SC&ST*

the declared minimum wage and calls forth a restructuring at the state and central level. Yet, the involvement in the programme has certainly created larger scope of income generating activities for the women in the form of supplying ingredients (fish, vegetables, eggs, spices, etc.) to the schools, not only by procuring from market but also by producing the same.

Of the various positive results of the programme one of the major advancement certainly deserves a mention: the programme, as across the state, has helped the primary education system attracting larger public attention. Most of the teachers said that on the one hand it had made the parents and other members of the public keener on the functioning of the primary schools. On the other it has helped dragging the attention of the authorities towards the primary schools some of which were not even visited by any official for two-three years by any official. As a villager pointed out, "now, even the District Magistrate has also visited the village." Needless to mention, a visit by the District Magistrate to a geographically remote village, inhabited by very poor, was an event for the villagers.

### **Complaints on some problems**

It is not, however, free from hindrances. There have been several problems that the implementing agencies in the district have to take suitable measures to solve. While some of the problems have to be addressed at the centre and state level some of them could certainly be taken care of at the district and locality level.

Let's take up the problems arose of the central design. The total schooling days as per the list provided by the District Primary School Council were 248, but the provision made by the central government for the meal to be served was for 220 days. Again, in several schools complaints were raised that the quantity of meal served was not up to the need of the children. Both the cooks and teachers reported that the allotted 100 grams of rice per child was found inadequate for a large section of the children, and it was demanded that the quantity be increased. Similar demands were also heard in many other schools across the state. Also most of the teachers demanded an increase in the conversion cost (which was Rs 2 per child, and again from which 10 paise was deducted for paying the cooks). The third complaint relates to the perceived injustice towards the cook, who are paid a pittance, which was much less than the

declared minimum wage. The teachers and some parents also supported the cooks and demanded that the cook be paid at least the minimum wage for the manual labourers fixed by the government.

While the above problems need the attention of the central and state governments some of the problems were found to be related with the local dynamics and programme implementations. One of the problems of much serious nature, as has been the case across the state, appeared to be the hindrances and complications concerning the appointment of cooks. Owing to the severe want of employment opportunity the programme was seen by a large number of women as a prospect, however meagre the remuneration might be. This desperation for gainful employment was found to have led to competition and eventually conflicts among the women that, in some places, even resulted in stopping the programme. In some places, the local party-political dynamics had reportedly played a counterproductive role. These problems need to be sorted out with prompt and resolute actions.

Secondly, in some cases the local authorities seem to have failed to understand the spirit of the programme. This guided them to implement the programme in a mechanical manner. For example, the programme was found not to be in operation in some of the schools in the month of May, though the schools were open. When enquired about the fact an official said that he was following the norm that provided meals for 10 months in the year. Unfortunate as it was the official did not consider adjusting the days of stopping meals with the vacations and other holidays. Similarly, while some of the blocks have made excellent use of the funds available for establishing kitchen sheds some seemingly could not overcome the bureaucratic hangover that resulted in a lacklustre construction of the kitchen sheds which were far too inadequate to serve the purpose. Indeed, we have seen some schools to abandon the newly built kitchen sheds, as they did not even have any ventilation.

Thirdly, the programme as a whole and the supervision and monitoring system in particular seems to be severely understaffed (this, nevertheless, has larger connection with the state level policies). There is probably a need for serious consideration on this aspect in order to fortify the programme from probable damages and run it more effectively.

**Table 3.17 Statement of enrolment vis-à-vis month wise sub-allotment of mid-day meal rice for the year 2006 – 2007 for the month of July, 2006**

Sl. No.	Block/ Municipality	Primary and Upper Primary Schools			MSK		SSK		Schools run by Local body		Total enrol- ment	Rice allotted for the month of July (in Qtl.)
		Number of Schools	Enrolment Class I-IV	Class V	Number	Enrol- ment	Number	Learners	Number	Enrol- ment		
1	Bankura-I	119	9376	2049	2	120	18	940			12485	222.86
2	* Bankura-II	136	11136	2211	2	95	21	898			14340	95.00
3	Chhatna	262	16068	3353	2	110	16	820			20351	363.27
4	Gangajalghati	185	14727	3078	3	185	22	1147			19137	341.60
5	Saltora	134	10469	2343	3	137	16	725			13674	244.08
6	* Barjora	214	17018	3006	2	100	21	1102	1	84	21310	300.00
7	Onda	269	22581	4661	5	264	33	1734	1	280	29520	526.93
8	Mejhia	81	7203	1326	2	130	6	312			8971	160.13
9	Khatra	132	11314	2567	0	0	15	956			14837	264.84
10	Hirbandh	103	7542	1933	0	0	11	544			10019	178.84
11	* Indpur	192	15700	3379	0	0	19	899			19978	296.61
12	Raipur	217	16328	4464	1	76	21	1027			21895	390.83
13	Sarenga	135	10137	2710	1	60	15	679			13586	242.51
14	* Simlapal	194	15520	3159	1	45	21	1190			19914	255.46
15	* Taldangra	187	15007	2738	6	275	25	1009			19029	139.00
16	Ranibandh	171	12394	2848	7	370	10	461	1	162	16235	289.79
17	Bishnupur	164	14268	2945	4	198	22	1087			18498	330.19
18	Sonamukhi	167	15514	2687	5	292	25	1309			19802	353.47
19	* Patrasayer	159	17719	3309	9	410	29	1800			23238	414.80
20	* Indus	162	14640	3233	3	155	26	1260	1	215	19503	348.13
21	Joypur	176	14576	2951	4	243	34	1391			19161	342.02
22	Kotulpur	184	17132	3421	3	147	27	1295	1	66	22061	393.79
23	Bankura Municipality	99	10231	2704	0	0	0	0	11	580	13515	241.24
24	Bishnupur Municipality	40	3615	1505	0	0	0	0	1	60	5180	92.46
25	Sonamukhi Municipality	34	2450	817	0	0	0	0	5	235	3502	62.51
	<b>Total</b>	<b>3916</b>	<b>322665</b>	<b>69397</b>	<b>65</b>	<b>3412</b>	<b>453</b>	<b>22585</b>	<b>22</b>	<b>1682</b>	<b>419741</b>	<b>6890.36</b>

Source : Office of the District Panchayat & Rural Development Officer, Bankura

Fourthly, some complaints regarding the poor quality of rice supplied by the FCI was raised by some cooks and teachers. Though such complaints were not found to great expanse, there is a need for particular vigilance on this aspect. Also there have been some complaints regarding shortages in quantity and delay in supply, which need to be addressed.

Finally, the functioning of the Mid-day Meal programme in the district, as elsewhere, was found to have strong attachments with the overall functioning of the schools that depended on several factors including,

public participation, number of teacher, infrastructure and so on. There has been a strong correlation between larger public involvement in the programme and its level of success. This adds to the urgency of modifying the plan in order that enough room could be created for parents and other locales to take part in the delivery of the programme as well the governance of the schools. Also there is a great need for immediate intervention in streamlining the distribution of teachers in order to equip all the schools with more than one teacher. The shortages in terms of infrastructure cannot also be ignored.

Despite several constraints the cooked meal programme in the district has achieved several successes. It has, in particular, contributed to the aspiration of visualising the dream of the poor people of acquiring education by their children. The determination and activeness that the district administration has shown in realising the programme, one can hope, would continue and eradicate the problems. The programme is a lesson for itself and also for others.

Besides migration is one of major causes of drop-out in some area of this district. Families from Bankura-I, Chhatna, Indpur, Khatra, Ranibandh, Simlapal blocks migrate to the Eastern district as agriculture labour in Boro and Kharif season. Children also are compelled to go with their families. They remain detached from studies and schools. Table 3.18 depicts the block-wise number of migrating families for highly migrating-prone blocks.

**Table 3.18 Gram-Panchayat wise number of migrant family of Bankura**

Name of Block	Name of Circle	Name of Gram-Panchayat	Number of migrating families
Bankura-I	Sadar (W)	Kalpathar, Kenjakura	228
Chhatna	Chhatna & Chhatna (S)	Chhatna-II, Chinabari	191
Indpur	Indpur & Indpur (W)	Gourbazar, Brahmandiha, Raghunathpur	561
Khatra	Khatra (E) & Khatra (E)-II	Khatra-II, Supur, Baidyanathpur	316
Mejhia	Mejhia	Kushtore	73
Ranibandh	Ranibandh & Ranibandh (N)	Barikul, Ranibandh, Routora, Rudra	616
Simlapal	Simlapal & Simlapal (W)	Simlapal, Lakshmisagar	121

Source: Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

If the migrant children are admitted to a primary school through a system of migration card, the problem will reduce. But the real solution is completely stopping migration.

### Community Participation:

It is widely recognized that basic education can be more effectively provided in schooling system where monitoring responsibility is devolved at the village level – where the community, the main stakeholder, plays an active role in local decision making. Most of the Village Education Committees do not take interest for overall development of education. To strengthen the pedagogical and technical support, to reduce teachers absence, improvement in the quality of teaching, and increase in students enrolment and attendance and improve communication between schools and VEC the monitoring unit has to be strengthened. There are S.I. of schools in every

Cluster Level Resource Centre but there is an administrative confusion due to ambiguity about the exact role of Sub Inspector of schools. Involvement of the Mothers' Group may be very effective since they are the biggest stakeholders.

“If you educate a man, you educate a person; but if you educate a woman you educate a family”.

No society is even liberate itself, economically, politically or socially without a sound base of educated women.

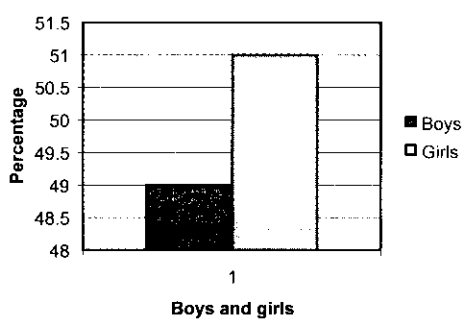
The number of out-of-school boys and girls in primary and upper primary level, as is reflected by the DISE survey conducted under the Sarva Siksha Abhijan, Bankura is indicated in the Table 3.19.

**Table 3.19 Social group wise break-up of out-of-school children (As on 30.09.2005)**

Section	Age	Sex	Social groups				Total
			SC	ST	Minorities	Others	
Primary	5+ to 8+	Boys	4596	596	1021	2298	8511
		Girls	4784	620	1063	2392	8859
	<b>Total</b>	<b>9380</b>	<b>1216</b>	<b>2084</b>	<b>4690</b>	<b>17370</b>	
Upper Primary	9+ to 13+	Boys	8351	1083	1856	4176	15466
		Girls	8693	1127	1932	4346	16098
	<b>Total</b>	<b>17044</b>	<b>2210</b>	<b>3788</b>	<b>8522</b>	<b>31564</b>	
<b>Grand total</b>		<b>26424</b>	<b>3426</b>	<b>5872</b>	<b>13212</b>	<b>48934</b>	

Source:- Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

**Percentage of out-of-school childrer (Primary level)**



**Bar diagram 3.4 Out-of-school children in Primary section**

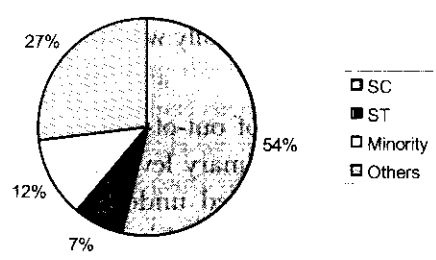
**Percentage of out-of-school children (Upper Primary level)**



**Bar diagram 3.5 Out-of-school children in Upper Primary section**

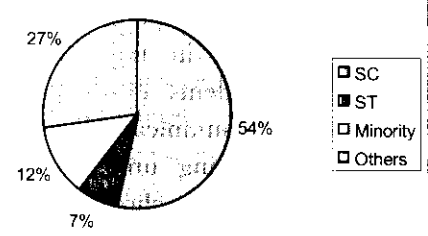
Source : Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

**Social group-wise break up of out-of-school children (Primary level)**



**Pie chart 3.6 Social group-wise break-up of out-of school children (primary level)**

**Social group-wise break up of out-of-reach school children (Upper primary)**



**Pie chart 3.7 Social group-wise break-up of out-of school children (upper primary level)**

Source : Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

The reasons for gender gap in education are similar throughout the district. Poverty has an enormous bearing on girls' chances of schooling. When household income is limited boys generally tend to get preference over girls for schooling. The distance of schools is another factor. Schools located in distant places keeps them away from domestic work for longer period of time. This factor is prominent for girls students in Upper Primary system because the distance between two Upper Primary schools is more or less 7 to 10 km. in Bankura. In this regard, problem of communication is also a major reason for non-attendance of the girl students in Upper Primary schools.

Infrastructure related factors also play an important role in motivating girls to enrol and stay in schools. Other important factors are toilet facility, drinking water facility in schools and relevant gender sensitive curriculum.

#### Suggested strategy :

1. Advocacy for girls' education. This is the most

important step for raising awareness in society about the benefit of girls' education. Parents need to be convinced about benefits of educating their girl children. Vocational training has been conducted for 15 days at Hadal Narayanpur Gram Panchayet in Patrasayer block with 109 no. of girls of which 49 were out of school girls. The training has been based mainly on sewing and stitching. Vocational training coupled with awareness generation is also likely to enable them to postpone their early marriage.

2. Promotion of vocational training courses. Community participation in planning development and management of education programme needs to be addressed. In this district Mother Teacher Association has been formed in all Primary schools.
3. Promotion of adult literacy specially for women to be combined with skill training and income generating activities.

**Table 3.20 Availability of drinking water and sanitation in Primary Schools**

Name of the Block/Municipality	Primary Schools	Number of Primary Schools	
		Without drinking water facility	Without toilet facility
Bankura-I	104	14	19
Bankura-II	122	13	71
Barjora	190	43	102
Chhatna	239	45	160
Gangajalghati	162	32	101
Indas	141	14	1
Indpur	166	38	149
Joypur	157	10	34
Kotulpur	159	3	17
Khatra	116	14	43
Hirbandh	90	25	60
Mejhia	72	6	40
Onda	243	32	155
Patrasayer	140	8	63
Ranibandh	155	20	66
Raipur	193	44	158
Sarenga	114	7	61
Sonamukhi	153	11	61
Saltora	119	28	81
Simlapal	171	15	124
Taldangra	164	42	115
Bishnupur	147	14	22
Bankura Municipality	81	32	56
Bishnupur Municipality	33	22	27
Sonamukhi Municipality	29	12	18
Total	3460	* 544	** 1804

Source: DISE, 2005 conducted by the Office of the District Project Officer, Sarva Siksha Abhijan, Bankura

[\* Fund already allotted for 310 no. of tube wells.

\*\* As on today no. of Primary Schools without toilet facilities : 826 (Fund already allotted for 725 no. of Primary schools)]

Education is a fundamental right of every child as it is mentioned in the Indian Constitution. Universalisation of elementary education of disabled children in the age group of 5+ to 18 years is equally important. It is found on screening and survey that at the end of June, 2006, total number of identified disabled children requiring special needs is 12073 in the district out of which 8779 number of children have been enrolled so far. Special integrated camps were held at Bankura-I, Hirbandh, Bishnupur and Bankura-II. Aids and appliances were distributed to 434 disabled children. It has been felt that the disability identification camp may be held for identification of all disabled people and then dovetailing of fund may be done to address the issue of the disabled children. Special Intervention on screening and

assessment of the disabled children has been continuing in this district for issuance of the Identity Card for the disabled from among the disabled persons with convergence of three government departments like Education, Health and Social Welfare. It is expected that the people with different types of disabilities of this district may be covered under this intervention.

As mentioned in the Disabled Act, 1995 the children with Mild and Moderate disabilities should be enrolled in the formal Primary and Upper Primary schools and it is being followed in this district for which Special Educators have been engaged through the District Level Resource Organisation (DLRO) for day to day checking up of physical and mental health of the disabled children. Ramp for disabled children has been constructed in almost all primary schools in this district.

**Table 3.21 Category-wise disabled children (As on 01-07-2006)**

Name of Block/ Municipality	Category-wise disabled children								Total
	OH	VI	MR	CP	HI	MD	AUT	LD	
Bankura-I	111	37	93	61	68	47	0	2	419
Bankura-II	195	59	67	21	76	26	1	6	451
Barjora	76	67	98	69	140	20	14	9	493
Chhatna	159	75	69	68	105	37	0	12	525
Gangajalghati	211	69	98	14	98	60	3	25	578
Hirbandh	122	69	56	19	85	40	0	20	411
Indpur	87	70	60	25	81	20	0	20	363
Indas	229	103	129	70	113	31	0	15	690
Mejhia	103	47	131	13	79	21	2	16	412
Joypur	211	148	143	69	143	74	03	22	813
Kotulpur	122	69	185	24	108	36	1	32	577
Khatra	97	41	51	4	80	21	00	13	307
Raipur	142	76	130	9	107	14	0	44	522
Ranibandh	89	23	51	16	67	17	0	27	290
Simlapal	123	70	91	8	117	39	3	20	471
Sarenga	79	39	73	67	68	40	0	59	425
Saltora	120	76	84	1	92	5	0	13	391
Sonamukhi	290	86	135	42	191	60	2	24	830
Taldangra	194	59	85	5	96	7	0	0	446
Bishnupur	123	28	75	27	71	18	0	58	400
Onda	204	45	71	8	126	33	0	17	504
Patrasayer	198	84	109	90	126	26	0	5	638
Bankura Municipality	108	28	36	69	64	19	0	3	327
Bishnupur Municipality	41	8	17	7	11	4	0	12	100
Sonamukhi Municipality	229	103	129	70	113	31	0	15	690
<b>Total</b>	<b>3663</b>	<b>1579</b>	<b>2266</b>	<b>876</b>	<b>2425</b>	<b>746</b>	<b>29</b>	<b>489</b>	<b>12073</b>

OH : Orthopedically handicapped Locomotor disability      MR : Mentally retarded      CP: Cerebral Palsy      LD: Locomotor disability

VI : Visually impaired

HI : Hearing impaired      MD: Multiple disabilities

AUT: Autism

Source :- Office of the District Project Officer, Sarva Siksha Abhijan, Bankura



The highest numbers of disabled children are in Sonamukhi municipality and Indus block.

It is mentioned here that Special Educators should similarly be engaged in the alternative schooling system (i.e. SSK/MSK/Rabindra Mukta Vidyalaya) etc.

It is suggested that community based Rehabilitation Centres may be opened at Village Education Committee/Ward Education Committee and Cluster Resource Centre level like where physical and mental care of the children with severe and profound disability may be taken regularly.

Further, it is found that the rate of drop out in this district is to some extent high from class-IV to V and

this high drop out rate is found among the disabled children because of the problem of distance between the residence and the school. Under Sarva Shiksha Abhiyan (SSA), Aids and Appliances have been distributed to the disabled children from time to time for attending the schools regularly.

It is needless to mention here that the problem of communication between the teachers and the students (mainly for the Hearing Impaired and Mentally Retarded children) is the major cause of drop out. Children can be first brought to school through vocational inputs and after an interest is developed and the rapport is established the normal learning process may be started.