

PRIMARY 
EDUCATION
IN WEST BENGAL

PROJECT SUBMITTED BY
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TO

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INTRODUCTION

The introduction of the Primary Education represents a major departure in the history of Primary Education System in West Bengal .West Bengal Board of Primary Education is the Department of Primary School Education, Government of the State of West Bengal, India. Primary schools across the state are controlled through this department. Every district in the state of West Bengal has a district based primary school parliament under the West Bengal Board of Primary Education. Through this district parliament, the chairman of the parliament and the district school inspector are responsible for everything from house building to reading in every primary school in the district.

Primary Education is the initial stage of education and has as its basic aim to create, establish and offer opportunities to all children, regardless of age, gender or country of origin. Primary Education is compulsory for all the children.

In many district in West Bengal education is unaffordable for families. Children in rural areas sometimes walk two or three hours to attend school it may affect the school literacy level. Poverty and vulnerability are pushing far too many children out of school. Some children may be pulled out of school and into work in the face of external shocks its effect literacy level in many district of West Bengal. Girls face a unique set of barriers to education in rural areas . The purpose of this project is to narrow down our focus to the state of primary education in West Bengal. This project gives an overview of how primary education in West Bengal improved over the years be it in enrolment of students in schools, number of literates in rural and urban or number of schools in West Bengal. Comparative study of the topic along with statistical data and charts is done so as to understand the topic more clearly and look into the matter deeply. Some policies are suggested so as to improve the primary education system of West Bengal. Although higher education including secondary, higher secondary and college/university are very significant determinants of the educational scenario, yet due to paucity of time they have been kept out the bounds of analysis of the present paper.

MOTIVATION

Education is a weapon to improve one's life. It is probably the most important tool to change one's life. Education for a child begins at home. It is a lifelong process that ends with death. Education certainly determines the quality of an individual's life. Education improves one's knowledge, skills and develops the personality and attitude. Most noteworthy, Education affects the chances of employment for people. A highly educated individual is probably very likely to get a good job. Education gives us a knowledge of the world around us.

A lack of education results in people supporting liberalism, socialism, and communism. Uneducated people are easily manipulated. A low level of education increases the risk of unemployment dramatically. If you apply for a job, chances are that your education level will be screened by companies. If you do not have a sufficiently high level of education, you will likely not get the job.

I entered education to student life and collegiate level. I am passionate about providing opportunities on campus for all students not just those that most eager to engage but also the students that may be struggling to find their spot. I was excited to see the opportunities of the students who were from rural areas.

LITERATURE REVIEW

Ramachandran et al (2003) attempted to identify constraints to the expansion of literacy and access to school education in rural West Bengal in India, by means, a descriptive analysis based on primary data on schooling and literacy in ten villages of West Bengal. This exercise is to be seen as a contribution to the larger agenda, based on quantitative as well as qualitative observations, of identifying barriers to the spread of school education, other than the primary supply-side barrier created by the failure of the public authority to provide schools and educational facilities for all children. One of their major conclusions, based on the results of logit regressions, is that the probability of school enrolment depends on parental literacy. While the literacy of the male head of households affects positively both sons and daughters, mother's literacy is seen to be more important for daughters. Among family characteristics, per capita expenditure and caste status had significant effects on enrolment. In the analysis of adult literacy, the significant variables were sex, caste and occupational status and village location. In the results for educational achievements of children of ages 6 to 16 years in the same villages, however, occupational status was not statistically significant. The results of the analysis of the educational achievements of children in the age group 6 to 16 years in the same villages, measured in terms of whether or not they were attending school, showed that whether or not a child was attending school was related significantly to the child's sex and caste, to whether or not the child's mother was literate and to the region in which the child's village was located. Father's educational status was not a significant variable. Further, the coefficient of the variable "mother's literacy" was significant but of smaller magnitude in the analysis for 1994-95 as compared to the village surveys of 1989-90. The analysis of primary data showed that disparities of region, caste, community and gender remained in educational attainments among moral persons. In the absence of a law of compulsory education to equalize access, school education too continues to reflect larger societal patterns of deprivation at the same time; there has been progress in respect of reducing class disparities in access to education. N. Tara's (1985) study "Education In A Rural Environment" is a macro district (Tumkur district) level study which highlights in depth, the extent of the problem of non enumeration, irregular attendance, and premature withdrawal of children from schools in rural areas, the practical measures to overcome the educational problems and thus promote universalization. It also focuses attention on the needs for non-formal education as a mean to achieve the national goal of universalization of primary education. The total number of households canvassed was 1124, taking 30 households per village, taking into account households with non-enrolled, irregularly attending and drop out children. Mohanty (2002) edited book Primary and Elementary Education has covered different major issues of primary and elementary education like growth and development, role, objectives and functions of primary education; universalization of elementary education; disparities in elementary education; role of various international bodies like UNESCO, UNICEF, UNDP, World Bank and UNEPA in the field of universalization of primary or elementary education etc.

OBJECTIVE

The study has the following objectives

- The child should develop ability in four main numerical operations and to be able to apply these to solve problems in his daily life
- To develop social responsibility by inculcating habits.
- To acquire the tools for formal learning namely literacy, numeracy, and manual skill.
- To acquire the habits of cooperative behaviours within the family school and community
- To identify the literates by level of the districts of West Bengal.

METHODOLOGY

To get a deep analysis about the topic we need to do survey, for collecting information. The data s collected from the survey are used to form descriptive statistics thereby analysing the whole matter. Due to current pandemic situation, it is not possible to conduct a survey and collect raw data for our study. So, the study is based on the secondary data s and several other research papers related to this topic.

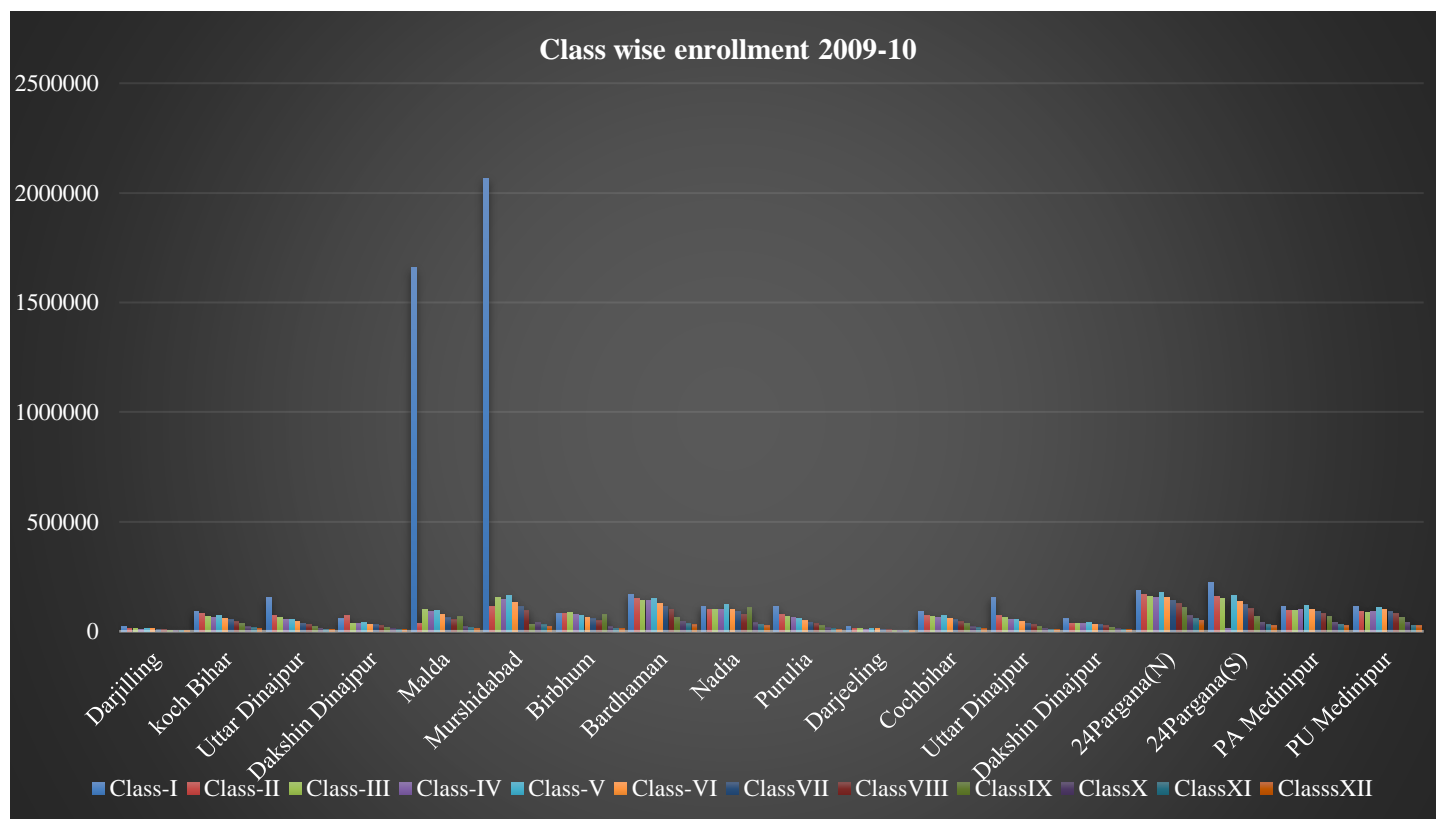
The secondary data's are collected from the official website of Census of India (2001-2011), National Sample Survey Organisation (NSSO), District Information System of Education (DISE). These data s help in examining the issue in depth thereby leading us to an apt conclusion. This study is analysed through descriptive statistics, bar diagram and pie charts.

RESULT AND DATA ANALYSIS

1. Class wise enrollment in 2009-2010

District Name	Class-I	Class-II	Class-III	Class-IV	Class-V	Class-VI	ClassVII	ClassVIII	ClassIX	ClassX	ClassXI	ClassXII
Darjilling	21106	11507	11377	10375	12247	10704	10232	9897	3565	2271	1893	1823
koch Bihar	92232	82492	65980	64351	70804	57981	51915	43815	36442	19915	15371	10980
Uttar Dinajpur	154422	71344	61143	55974	53146	43247	37519	31539	21475	13714	10226	7840
Dakshin Dinajpur	56726	70656	35663	34997	38214	32635	30123	26081	18536	11105	8239	6089
Malda	1658841	37701	98340	91645	93925	74348	61240	51509	66272	21066	16418	12445
Murshidabad	2065301	112899	153001	146725	163589	132836	112454	94264	32280	40311	28676	21985
Birbhum	81777	81441	83698	77751	71486	64534	56875	48176	75943	20601	13472	11334
Bardhaman	168428	147972	140259	139253	148702	125042	114650	100810	63396	46158	33995	29151
Nadia	112131	98315	97430	100926	123865	101444	91028	77914	107275	37981	31676	26024
Purulia	114939	74335	67579	64071	57940	47027	40928	35599	25841	16209	11163	9423
Darjeeling	21106	11507	11377	10375	12247	10704	10232	9897	3565	2271	1893	1823
Cochbihar	92232	71344	65980	64351	70804	57981	51915	43815	36442	19915	15371	10980
Uttar Dinajpur	154422	70656	61143	55974	53146	43247	37519	31359	21475	13714	10224	7840
Dakshin Dinajpur	56726	37701	35663	34997	38214	32635	30123	26081	18536	11105	8239	6089
24Pargana(N)	186429	167181	157454	155035	176550	152561	141279	126343	107275	70575	57827	50733
24Pargana(S)	220942	160404	147660	14133	161960	136381	120693	102205	67580	42151	30429	25769
PA Medinipur	114589	94580	95964	100061	118444	100920	90683	80027	67159	41991	31404	25888
PU Medinipur	113040	89525	87821	91274	109806	97672	88963	81661	63453	41582	27221	24585
Total	2284604	1758716	1664865	1636577	1796710	1507960	1346998	1164646	8779044	544888	413075	345737

Source - District Information System of Education (DISE)

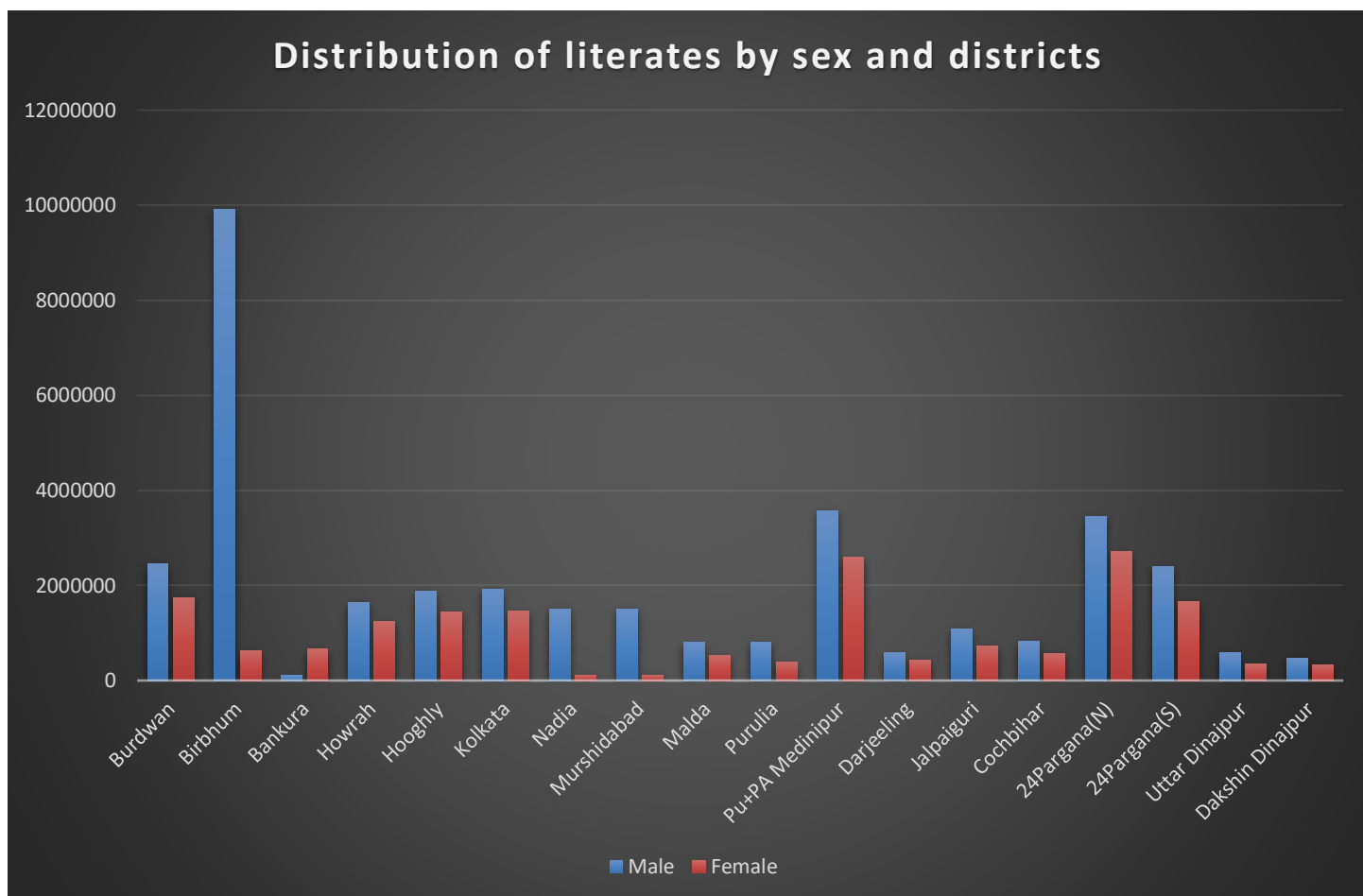


From the above data we see that Primary enrolment in every district was much more popular than higher secondary education in every district in our state during 2009-2010.

2. Distribution of literates by sex and districts: 2001

Districts	Male	Female
Burdwan	2458485	1746661
Birbhum	9920153	633699
Bankura	107541	658821
Howrah	1647348	1248277
Hooghly	1883474	1450514
Kolkata	1925008	1454095
Nadia	1502724	117814
Murshidabad	1502724	117814
Malda	801770	530934
Purulia	803499	378790
Pu+PA Medinipur	3573623	2590693
Darjeeling	581420	426868
Jalpaiguri	1082575	727508
Coochbihar	816196	570769
24Pargana(N)	3440748	2710779
24Pargana(S)	2399713	1667636
Uttar Dinajpur	583960	339517
Dakshin Dinajpur	467296	332183

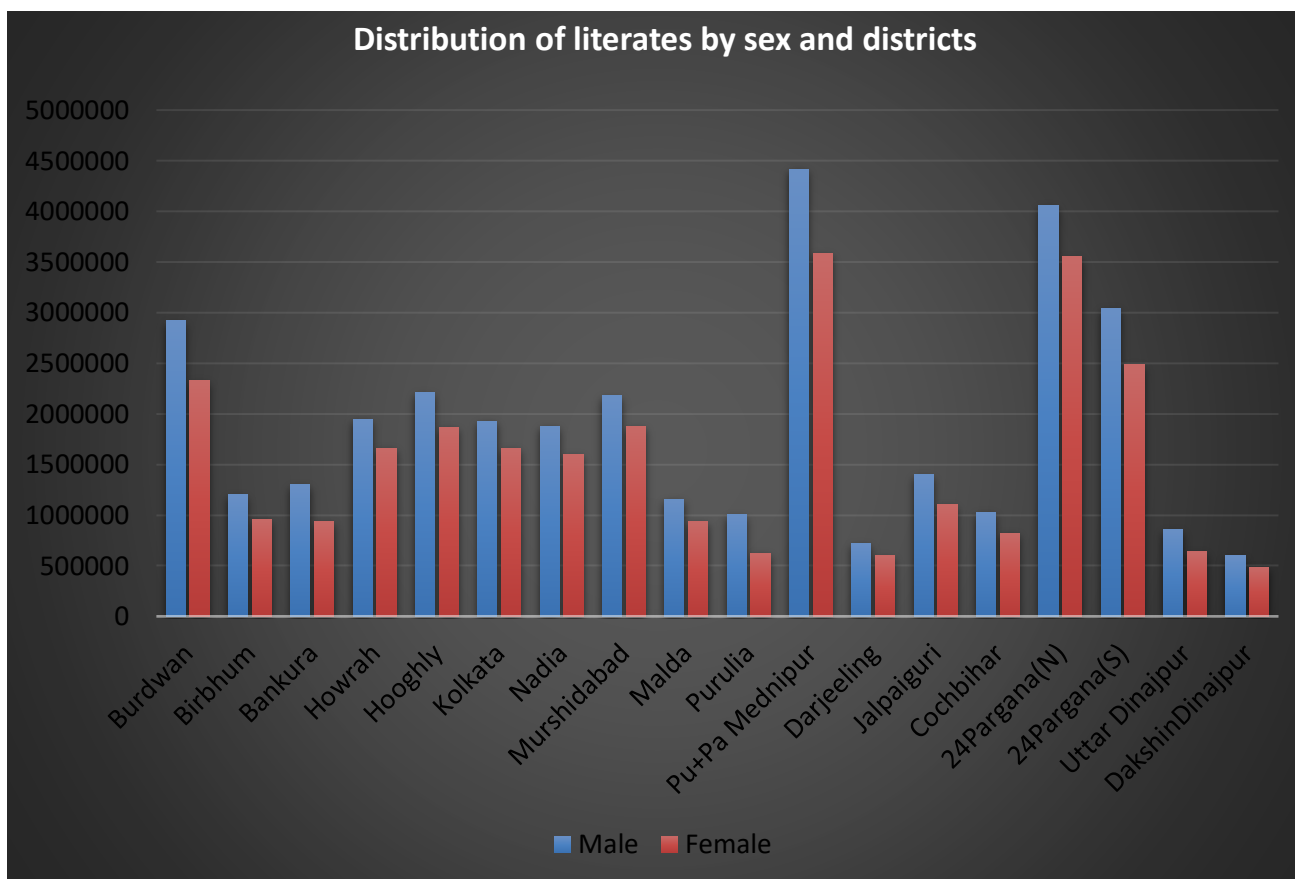
Source-Government Census 2001



3. Distribution of literates by sex and district: 2011

Districts	Male	Female
Burdwan	2918040	2329168
Birbhum	1201481	956966
Bankura	1299337	933655
Howrah	1942824	1662382
Hooghly	2211777	1866611
Kolkata	1926915	1661222
Nadia	1878866	1601689
Murshidabad	2177187	1878647
Malda	1152019	934413
Purulia	1002058	622847
Pu+Pa Mednipur	4415986	3585620
Darjeeling	717673	597912
Jalpaiguri	1396622	1102158
Cochbihar	1028733	821771
24Pargana(N)	4056046	3552647
24Pargana(S)	3043277	2488380
Uttar Dinajpur	853495	636172
DakshinDinajpur	596474	487211

Source-Government Census 2011

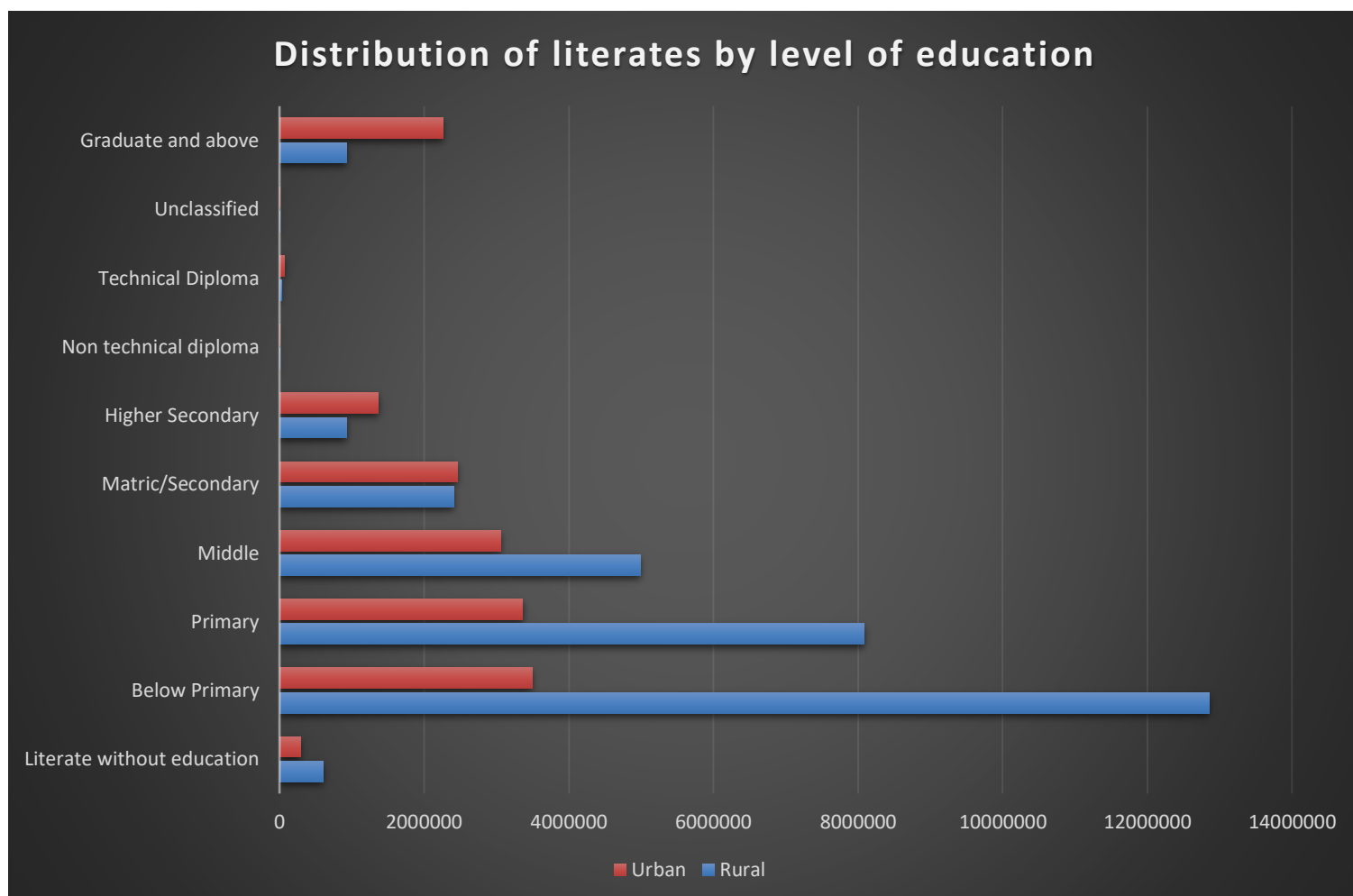


Comparing the above two literate charts (Distribution of literates by sex and district in the year 2001 & 2011), we clearly come into the conclusion that in 2001 male literates were far more greater than the female literates. Whereas, in 2011, female literates have increased considerably thereby increasing the total number of literates in 2011 as compared to 2001. We also see that in 2001, Nadia District had the maximum number of literates but in 2011, the maximum number of literates was found in Purba and Paschim Medinipur.

4. Distribution of literates by level of education in West Bengal: 2001

Education level	Rural	Urban
Literate without education	605662	286918
Below Primary	12854964	3492734
Primary	8087871	3362128
Middle	4991535	3059108
Matric/Secondary	2404742	2454943
Higher Secondary	922843	1364272
Non technical diploma	2352	2844
Technical Diploma	30809	64990
Unclassified	11041	10271
Graduate and above	928202	2258166

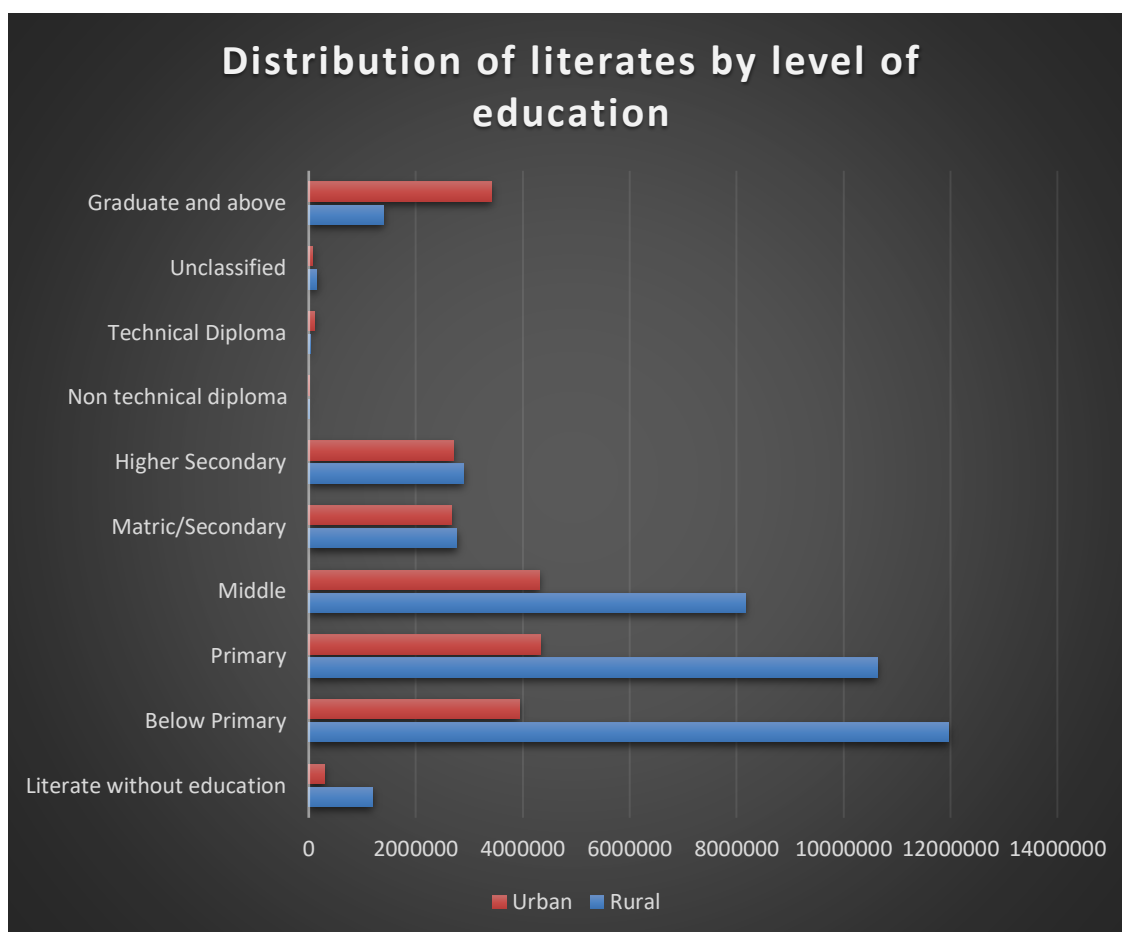
Source-Government Census 2001



5. Distribution of literates by level of education in West Bengal: 2011

Education level	Rural	Urban
Literate without education	1192454	286918
Below Primary	11970137	3932475
Primary	10626781	4327810
Middle	8167485	4306816
Matric/Secondary	2768917	2661937
Higher Secondary	2895790	2704163
Non technical diploma	8506	11621
Technical Diploma	30912	107613
Unclassified	150021	75721
Graduate and above	1402776	3425041

Source-Government Census 2011

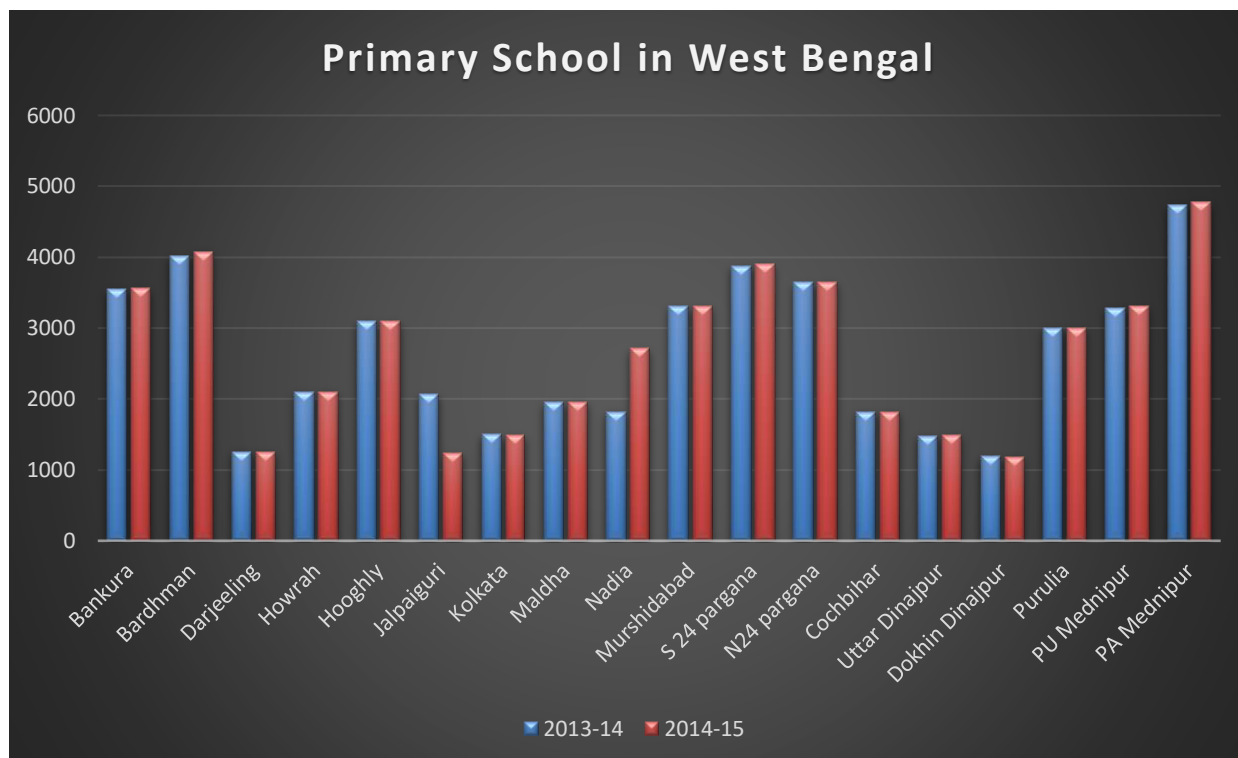


From the above data we see that below primary literates were more than any other literates both in 2001 and in 2011. But there is a considerable overall increase in total number of literates in 2011 than in 2001.

6. Number of schools in West Bengal District wise: Primary School

District	2013-14	2014-15
Bankura	3554	3557
Bardhaman	4017	4081
Darjeeling	1259	1257
Howrah	2100	2102
Hooghly	3102	3101
Jalpaiguri	2068	1239
Kolkata	1499	1491
Maldha	1953	1959
Nadia	1821	2712
Murshidabad	3312	3313
S 24 pargana	3877	3906
N24 pargana	3642	3648
Cochbihar	1821	1821
Uttar Dinajpur	1482	1489
Dokhin Dinajpur	1188	1179
Purulia	3000	3999
PU Mednipur	3285	3307
PA Mednipur	4735	4772

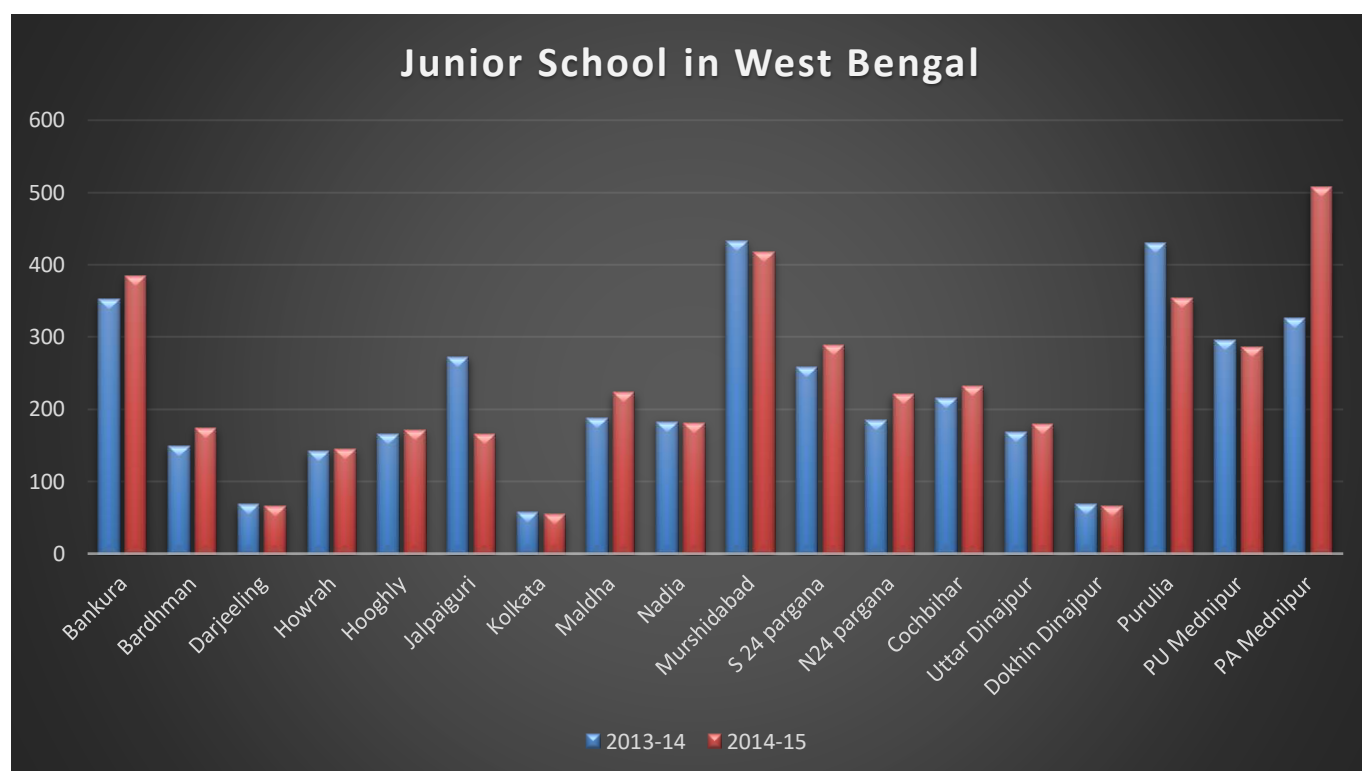
Source- District Information System of Education (DISE)



7. Number of schools in West Bengal District wise: Junior High School

District	2013-14	2014-15
Bankura	352	384
Bardhaman	149	174
Darjeeling	68	66
Howrah	142	145
Hooghly	166	171
Jalpaiguri	272	166
Kolkata	57	52
Maldha	188	223
Nadia	183	181
Murshidabad	433	417
S 24 pargana	258	289
N24 pargana	184	221
Cochbihar	216	232
Uttar Dinajpur	169	179
Dokhin Dinajpur	68	66
Purulia	430	353
PU Mednipur	296	286
PA Mednipur	326	508

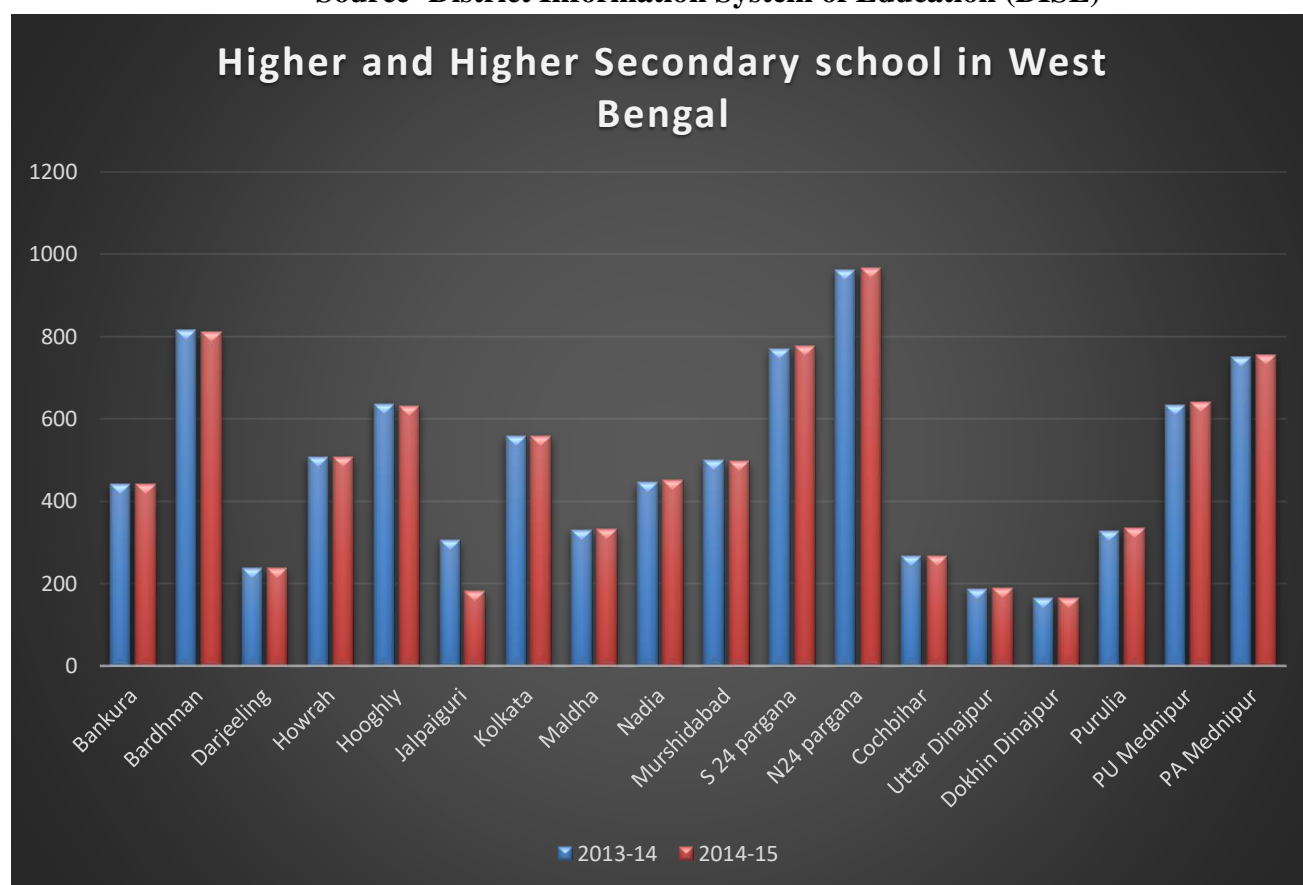
Source- District Information System of Education (DISE)



8. Number of schools in West Bengal District wise: High and Higher Secondary School

District	2013-14	2014-15
Bankura	440	441
Bardhman	815	810
Darjeeling	236	236
Howrah	508	507
Hooghly	637	631
Jalpaiguri	305	181
Kolkata	559	559
Malda	331	332
Nadia	445	450
Murshidabad	499	497
S 24 pargana	770	777
N24 pargana	962	965
Coochbehar	267	268
Uttar Dinajpur	186	190
Dokhin Dinajpur	163	166
Purulia	328	335
PU Medinipur	634	642
PA Medinipur	751	755

Source- District Information System of Education (DISE)



Thus, from the above data we see that during 2013-15, number of schools for primary education is greater than that of junior high schools and higher secondary schools. This means that primary education was given more importance than junior high and higher secondary education.

POLICY SUGGESTION

- Primary classes should be affiliated to regular school like classes 1 and 2...etc. To bring uniformity in syllabus and regulations and to set up the continuity element.
- If the syllabus is same everywhere there should be no discrimination of STATE, CBSE, ICSE etc.
- Another mandate that improve primary schools for quality and social integration. This clause was conceived to expand the options for parents to send their kids.
- To provide quality education, the Government can look back at the successful system of Jawahar Navodaya Vidyalaya s.
- Participation of Guardians and parents should be made mandatory in school based assessment of students.
- Education Should be affordable to all the walks of people.
- Before the implementation of the policy there should be rigorous teacher training programme.
- To improve the schooling system, budgetary allocations have to be increased.

CONCLUSION

Primary education in West Bengal suffers from many deficiencies including problem of infrastructure, shortage of schools shortage of teachers ,the financial handicap of the parents and most important the differences between male and female. These deficiencies have long been recognised and formed part of the popular discourse on the shortcoming of primary education in the state. our analysis of the primary education scenario in West Bengal reveals the state which was once the food most one in the country in educational attainment has now been lagging behind the national average in terms of many of the performance indicators. Also the education sector in the state is characterized by uneven regional or inter-district development. If one takes into account the quality aspect of primary education sector then the picture is also not comfortable. It needs to be emphasized that the sector is plagued by various problems. We clearly come to the conclusion that in 2001 male literates were far more greater than the female literates. Where as in 2011 females literates have increased considerable thereby increasing the total number of literates in 2011 as compared to 2001. Nadia district had the maximum number of literates in 2011. In 2013 -15 number of schools for primary education is greater than that of junior High School and higher secondary schools. This means that primary education was given more importance than high and higher secondary education. To improve all of this some actions and necessary: Rising the number of students need to improving learning will required attention to many things, including increasing teacher accountability. However much need to be done so that West Bengal can come to forefront in the primary education sector and contribute to the economic development of the country.

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