

## RURAL GRASSROOT EDUCATIONAL PLANNING AND STRATEGY

Ritabrata Mukhopadhyay

A considerable period of 58 years have passed since independence, but the number of educated and literate in India have not increased proportionally. A large section of the national population is still illiterate. Education, in the rural areas, of most of the states, except in states like Kerala, Mizoram etc, is in dismal condition. The situation among the urban populace is comparatively better (though far inferior compared with other countries) in which conscious citizenship, media and multiparty democracy have to some extent exercised affirmative roles. But in many states in India including Bihar, Jharkhand, Uttarpradesh, MadhyaPradesh, Rajasthan, Chattisgarh, rural education is in a lamentable state. In the partly developed/developing states such as West Bengal, Orissa, the condition of rural education has not reached the expected level. In the sphere of rural education, especially primary education, certain difficulties are evident which are relevant to the entire country:

1. In most of the villages, the infrastructure facility of schools, specially, of primary schools is deplorable. Most of the schools do not have either temporary, or permanent building. The students and the teachers are deprived even of basic amenities such as toilets. Often times there are no chairs, tables or teaching aids.

According to the Human Development Report, 2004 , of West Bengal, Published by Govt, of West Bengal, " There are a number of reasons for the relatively low ratio of attendance at schools in West Bengal ... The important reason relates to the sheer physical lack of schools in the vicinity. Lack of basic infrastructural facilities continues to be a serious concern for the proper growth oh primary education in West Bengal."(Pg 156)

2. More disturbing is the fact that some schools do not even have a suitable supply of drinking water, which discourages students in many parts of the country to attend school during the summers.
3. In many villages Dalit/ tribals/ students are discriminated against by the Higher/medial class teachers, which compel them to leave school. The Review/survey conducted by the Pratichi Trust regarding education and health has focused upon this issue.It would be relevant hare to refer to what Chuni Kotal, an educated girl from the Sabar Lodha community who later committed suicide, said in her autobiography *Atmakathan : Amar Jiban*