

Regional Disparities of Primary Educational Facilities in Murshidabad District of West Bengal, India: Some Findings

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Abstract

Education is the basic way for accelerating the human development process of a country. Under the sphere of education system, primary education gets the highest priority regarding itself as the base of formal education. In the line of UN's Millennium Development Goal to achieve Universal Primary Education, Indian Government seeks to improve its primary education system by introducing a number of development initiatives suited for the country. Still the actuality tells another story. There is colossal regional disparity persist in different corner of the country resulting from socio-economic as well as political background of that region. The present study conducted over Murshidabad district of West Bengal, India shows not only a overall poor quality of primary schooling but also about immense regional disparities among several blocks based on selected five educational quality parameter, viz. Teacher Institution Ratio (TIR), Teacher Student Ratio (TSR), Institution Student Ratio (ISR), Classroom Student Ratio (CSR) and Gross Enrolment Ratio (GER).

Key words: Formal Education, Human Development, Millennium Development Goal, Regional Disparity, Universal Primary Education

1. Prelude

As per the declaration of second United Nations Millennium Development Goal to achieve universal primary education by 2015, India has set the target for 'Universalizing' elementary education based on three broad parameters i.e. universal access, universal retention and universal achievement, though, the historic premises was set out a century ago by Sri Dadabhai Noaraji. After the independence, the constitution of free India (1950) proposed to achieve the target of universalizing within ten years i.e. by 1960 (Mohanty, 1985). Still, the pace of progress is not quite satisfactory.

Pre-university school education in India consists of four stages, such as lower primary (class 1-5), upper primary (class 6-8), secondary (class 9-10) and higher secondary (class 11-12). Being the first stage of formal education, primary education bears the responsibility for upgrading the children with the basic knowledge of reading - writing and for that the govt. has given the highest priority in improving the overall quality of primary education system. The number of primary school has gone up from 2.1 lakhs in 1950-51 to nearly 7.7 lakhs in 2005-06. In addition, there is several non-formal education systems that contribute towards national literacy rate which has increased from 52.21 percent in 1991 to 64.84 percent in 2001 (Census of India, 2001).

Increasing rate of dropout among the children of socially and economically backward section of rural India is one of the major constraints obstructing the success of primary education. Adoption of several initiative measures along with their successful implementation help in declination of dropout rate from 64.9 percent in 1960-61 to 25.47 percent in 2005-06 (Selected Educational Statistics, 2005-06). Due to its vast diversity of people in terms of community, dialect and religious background, primary schooling experiences a huge regional disparity, which also affects on overall literacy rate of the country. To make education a fundamental right of every child, Indian Government passed 'The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE)' by the Parliament on 4 August 2009, which came into force on 1 April 2010. It describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India. It is considered as a major landmark in primary education system of India.

2. Literature review

Plenty of research work has been executed in post independence period to enumerate the overall condition of primary education in India. The author has tried to review those as mentioned here: Mohanty (1985) has pointed out various problems of universalizing primary education in India and suggest several development initiatives including provision of better living condition of people. A study conducted by Shukla (1994) on about 66,000 students to assess the level of attainment of primary school children in 25 states/UTs shows the differential patterns of educational attainment in different states. It is due to the education of parents as well as the facility of learning and educational environment at home. Kingdon (1998) opined that both the family background and school influence have an effect upon the achievement of student in India. Grover and Singh (2002) have conducted a case study of Madurai and Villupuram districts in Tamil Nadu to assess the quality of primary education in the concerned area. Ghosh (2006) has studied the overall condition of primary schools in Kolkata of West Bengal. He suggests encouraging the unrecognised private schools by providing easy means of loans and other development initiatives without harming the interest of govt. aided schools. Aggarwal (2011) suggests developing an integrated model of Universal Elementary Education (UEE) that not only focus on providing more teachers, facilities, instructional materials etc. but also identify the critical inputs that optimise the learning outcomes. Ahmed (2011) measures the quality of primary education in India, which is based on students' learning achievements, adopting the parameters like ability of read, write and do mathematics.

3. About the study area

The present study area, the north-western district of Presidency division of West Bengal i.e. Murshidabad of India, lies between 23° 43' 30" and 24° 50' 20" north latitudes and 87° 49' 17" and 88 ° 46' east longitudes (Figure-1). It covers an area of about 5341 sq. km. Murshidabad with its headquarter at Berhampore belongs to mature deltaic part (except Kandi sub-division) of ever large Gangetic drainage system of India. Bhagirathi, the distributaries of the Ganges flows almost in southern direction along the middle portion of district, dividing it into two almost equal but distinct portions in terms of physio-geological characteristics. The western portion of the river is locally known as Rarh while the eastern portion is named as Bagri. The district has 26 Community Development Blocks distributed over five sub-divisions. It has the population of 5863717, among which 3004385 are males and 2859332 are females. The population density of the study area is 1101 per sq. km. With a rural population of 5131374 there are 2210 villages including 285 uninhabited villages (Census of India, 2001).

4. Objectives of the study

The paper is an attempt to assess the regional disparity of primary education facilities among the different community development blocks of Murshidabad.

5. Materials and method

Generally, primary education in India refers to class I to V, but in West Bengal, it is confined up to class IV starting from class I. While class V is attached to junior high or high schools. The primary education discussed here comprises of classes 1 to 4 only. The present study has been conducted using the data derived from mainly secondary sources. Due importance have been given upon District Information System for Education (DISE), 2008 of West Bengal Education Department (www.wbse.gov.in). In addition, journals, reports of various governmental organizations have been considered for analysis. After processing the raw data (DISE-2008), five educational quality parameters viz. Teacher Institution Ratio (TIR), Teacher Student Ratio (TSR), Institution Student Ratio (ISR), Classroom Student Ratio (CSR) and Gross Enrolment Ratio (GER) have been generated to obtain respective Z-score and T-score values of different blocks representing the spatial variation of primary education system at the study area. Finally, Kendall's Rank Method has been used to assess the overall condition of primary education based on the prior said parameters in the district of Murshidabad.

$$Z\text{-Score} = (X_i - \text{Mean}) / \text{Standard Deviation}$$

$$T\text{-Score} = 10Z + 50$$

6. Results and discussion

India is a country diversified with various physical and cultural elements. Different groups of people having different religious, dialectal and linguistic identity through times cultivate the country. Development of a nation truly depends upon basic educational requirement provided by primary stage of education. In the post independence period, a major emphasis has been laid upon 'Universalizing' of primary education system that can produce conscious and responsible citizen for future India.

Due to vast diversified thinking, the response from different corner was not up to the mark. Still now, there is a huge regional disparity exists in terms of primary educational facilities in our country. The study area Murshidabad is considered as one of the underdeveloped district in terms of Human Development Index (H.D.I. rank - 15) in West Bengal, India. Education is one of the poorest sectors that put the district in worst condition. Table-1 represents a basic picture of the total primary education system of the concerned district. Regarding the development of primary knowledge a study has made to depict the spatial variation of primary educational facilities in different community development blocks of the district based on the parameters like Teacher Institution Ratio (TIR), Teacher Student Ratio (TSR), Institution Student Ratio (ISR), Classroom Student Ratio (CSR) and Gross Enrolment Ratio (GER) etc.

The success of any education system depends upon the perfect combination of Teacher - Institution - Student. Teacher Institution Ratio (TIR) represents the number of teacher available per institution. Table -1 & 2 shows the preceding parameter of the study area. Higher value of TIR (T-Score) shows the highest availability of teachers within an institution (Table-3). Regarding this value Samserganj (70.15), Raghunathganj-II (66.7) and Suti-II (64.6) remain in first, second and third position respectively (Table - 4). Only these three blocks have five or more than five teachers per institution. Moderate TIR value (T- Score > 50) with more than four teachers per institution are observed in the blocks like Raninagar-I (58.93), Lalgola (56.22), Domkal (52.24), Jalangi (51.11), Berhampore (50.81) etc. The situation getting more deplorable in case of Bharatpur-1 (34.12) followed by Nabagram (35.7), Barwan (36.8), Bharatpur-II (38.44), Nowda (38.63), Kandi (39.64), Khargram (40.86) and Hariharpara (43.26) which ranks in the lower order respectively. In such blocks only three and in very few cases four teachers cover the whole of teaching-learning process in an institution. The range of TIR value calculated between highest (Samserganj) and lowest (Bharatpur-I) is of 36.03 which shows a huge disparity of the anterior discussed parameter resulting from absence of any decentralize appointment policy ensuring sufficient number of teachers for every institution.

Teacher Student Ratio (TSR) is another measure of educational quality represented by number of teachers available per thousand students. Teachers have the pivotal role in the entire teaching-learning process. Table - 2, 3 & 4 reflects the spatial variation of the above mentioned parameters regarding its T-Score values within the district of Murshidabad. Considering this parameter Barwan is at the top position with 68.48 T- score value, which is followed by Nabagram (61.10), Berhampore (60.09) and Jalangi (59.54). In these blocks, more than 25 teachers are available per thousand students. Moderate condition has been seen in case of Bharatpur-I (56.56), Murshidabad-Jiaganj (55.93), Bhagawangola-I (55.60), Bhagawangola-II (54.23) and Hariharpara (54.17) where more or less 23 teachers are appointed per thousand of students. Suti-II (23.86) and Samserganj (27.22) are in a fragile condition where the numbers of teacher per thousand students are only 13 and 14 respectively. It is followed by Farakka (39.12), Raghunathganj-I (39.57), Lalgola (41.22) and Suti-I (43.64) where 18 to 19 teachers are available per thousand of students.

Institution Student Ratio (ISR) is a significant parameter manifesting not only the status of education system but also the levels of development in a region. Table - 2, 3 & 4 show the ISR pattern among several blocks of Murshidabad district. Barwan block maintains the top position with a T- score value of 76.82 where near about 9 primary schools serve per thousand students. Following it Nabagram (63.89), Bharatpur-I (61.78), Bharatpur-II (59.32) and Kandi (57.5) ranks second, third, fourth and fifth position respectively with having near about 7 institutions per thousand students. Like the previous situation Suti-II (30.21), Samserganj (30.83) and Farakka (38.78) remain in the lower order as there are only 2 to 3 institutions available per thousand students. In addition, Lalgola (41.46), Raghunathganj-II (41.8), Raghunathganj-I (43.63) and Suti-I (43.73) are also in a deplorable condition where only 4 schools cover a thousand of students. There are so many blocks characterized by moderate T- score values in which 5 to 6 schools are available per thousand students, some of them are Khargram (54.60), Hariharpara (54.57), Berhampore (54.31), Jalangi (53.84), Murshidabad-Jiaganj (53.63), Bhagawangola-II (49.35) and Raninagar-II (48.92).

Well-developed school infrastructure is an important pre-condition affecting the success of teaching-learning process. Sometimes in remote areas, schools are continued having minimum number of classroom and thus hampering the basic objective of primary education. To realize the situation better Classroom Student Ratio (CSR) has been worked out in the present study. Table – 2, 3 & 4 depicts the spatial pattern of CSR based on T-score values in various blocks of Murshidabad district. Like before two parameters Barwan block (72.07) remains at the peak position having 29 classrooms per thousand students.

It is well followed by Jalangi (61.52), Kandi (61.47), Nabagram (61.01) and Bharatpur-I (60.38) where more than 24 classrooms are available per thousand students and ranks second, third, fourth and fifth respectively. Moderate distributional pattern are seen among the blocks of Nowda (55.76), Bhagawangola-II (54.2), Bharatpur-II (52.66) and Hariharpara (52.39). Here 20 to 22 classrooms serve a thousand of students. Suti-II (26.44) and Samsanganj (30.88) remain unchanged like before and keep their worst position of 26 and 25 with providing 10 and 12 number of classrooms per thousand students respectively. In addition there are several blocks like Farakka (40.37), Raghunathganj-I (41.76), Lalgola (42.15), Raninagar-I (43.35), Raninagar-II (44.15), Raghunathganj-II (45.2), Sagardighi (45.58) and Suti-I (46.22) where the availability of classrooms vary from 16 to 18 per thousand students.

Since the major aim of universal primary education is to bring more children under the basic educational facilities, Gross Enrolment Ratio (GER) would be an important parameter determining its quality. Table – 2, 3 & 4 depicts the spatial pattern of the said parameter based on its T- score values over various community development blocks in Murshidabad district. Suti-II (86.35) along with Samsanganj (75.58) keep them in a distinct position than other blocks and hold first and second position with a GER of 192.55 and 168.26 respectively. Moderate distributional patterns (GER T- score > 50) are seen in the blocks of Raghunathganj-I (59.22), Raninagar-II (52.85), Raninagar-I (51.43), Raghunathganj-II (51.11), Sagardighi (50.91) and Khargram (50.23) where GER varies from 111 to 131. Beldanga-I (40.52) remains in worst condition having a GER of 89.21. It is followed by Jalangi (42.84), Bhagawangola-I (43.62), Barwan (43.67), Kandi (44.3), Domkal (44.43) and Berhampore (44.6) where Gross Enrolment Ratio (GER) is very poor i.e. 94.43, 96.21, 96.31, 97.73, 98.03 and 98.42 respectively.

6.1. Overall scenario of primary educational facilities (using composite rank) in the district of Murshidabad

After a detail analysis of the aforesaid parameter, composite scores of the each community development blocks have been worked out to obtain composite rank that would assist to perceive the status of primary education in different blocks of Murshidabad district. An inverse relationship exists between the status of primary education and composite rank of the blocks. Higher the composite score value, lower is the available educational facilities and vice-versa. Table - 4 portrays a clear picture about the regional disparities persisting among several blocks of concerned study area. So far, Nabagram block (42) with a composite rank of 26 is at the best position in providing primary educational facilities to its common people. It is followed by Bhagawangola-II (49), Barwan (50), Berhampore (51) and Jalangi (53) having the rank of 25th, 24th, 23rd and 22nd respectively. Moderate condition prevails in the blocks of Murshidabad-Jiaganj (56), Kandi (56), Bharatpur-I (57), Khargram (63), Hariharpara (63), Nowda (63), Raninagar-I (64), Bhagawangola-I (65) and Raghunathganj-II (66) which are the ranks of 19.5th, 19.5th, 18th, 16th, 16th, 16th, 14th, 13th and 12th respectively. The block of Farakka is situated in highly deplorable condition where excluding Teacher Institution Ratio (TIR) the rest four parameters deteriorate to such a huge extent that the composite score value reach up to a critical limit of 96. In addition, there are several blocks like Beldanga-I (89), Suti-I (86), Raghunathganj-I (85), Lalgola (85), Beldanga-II (83), Suti-II (82), Samsanganj (78) and Domkal (75) which fail to provide quality primary education in Murshidabad district.

6.2. Kendall's Coefficient of Concordance (W) to study the significance/non-significance about the association of parameters

Kendall's coefficient of concordance (W) has been used to determine the degree of association among several parameters (k), viz. Teacher Institution Ratio (TIR), Teacher Student Ratio (TSR), Institution Student Ratio (ISR), Classroom Student Ratio (CSR) and Gross Enrolment Ratio (GER) of 26 blocks (N) of Murshidabad district. Value of Kendall's coefficient of concordance (W) = 0.16461

As N (i.e. number of objects) is larger than 7, value of Chi-square (χ^2) has been procured to determine the W's significance.

$$\chi^2 = 20.57625$$

Table value of Chi-square at 5% level for (N-1) = (26-1) = 25, degree of freedom is 37.652 but the calculated value of Chi-square is 20.57625 and this is considerably lower than the table value. This accept the null hypothesis that five sets of ranking are independent and reject the alternate hypothesis of significant agreement of ranking at 5% level of 'W' value. Hence, it may be convenient to say that to deal with the status of primary education in Murshidabad district, it is necessary to consider the status of each individual parameter in different blocks rather considering their composite picture.

7. Major findings of the study

- I. There is an uneven distribution of primary educational facilities persist among several blocks of Murshidabad district. The Bagri region is relatively ahead than Rarh in terms of overall quality as shown in the above discussion.
- II. Regarding Teacher Institution Ratio (TIR) Samsanganj, Raghunathganj-II and Suti-II blocks are in commanding position, but it does not depict ground reality. Considering the Teacher Student Ratio (TSR) and Institution Student Ratio (ISR), the above blocks are in worst position. Hence, it discards their betterment upon a single parameter.
- III. Although having a poor TIR, Barwan block along with Nabagram and Berhampore keep themselves in peak position regarding TSR and ISR.
- IV. Barwan, Jalangi and Kandi blocks maintain the Classroom Student Ratio (CSR) well with respective ranks of first, second and third. Since the key to teaching-learning process largely depends upon such parameter, these blocks sum up to better facilities.
- V. As the major goal of our elementary educational policy to increase the enrolment to 100%, Gross Enrolment Ratio (GER) is significant in quality concern of primary education system. The blocks situated at the northern portion of Murshidabad, viz. Suti-II, Samsanganj and Raghunathganj-I are in better position regarding GER. This is achieved through universal awareness regarding primary education among the common people followed by better social well-being at those areas.
- VI. The Indo-Bangladesh border lay along the eastern side of district. The blocks situated at this border region are highly susceptible to socio-economic as well as environmental constraints. Socio-economic problems relating to human trafficking especially women, smuggling and criminal activity disrupt the levels of development, which causes the diminishing, rate of educational quality. In addition, some of the blocks are also vulnerable to flood hazard and riverbank erosion of erratic Padma River, which causes immense damage of land and lives. To earn minimum livelihood is the basic concern of the people rather to teach their children with better elementary education. Hence excluding two (i.e. Bhagawangola-II and Jalangi) the rest seven blocks like Suti-I, Lalgola, Suti-II, Samsanganj, Raninagar-II, Raghunathganj-II and Bhagawangola-I show comparatively poor table value than the universe.
- VII. The study considering the DISE-2008 of West Bengal School Education department where only government aided schools data are available, does not include the scenario of rest private schools which are concentrated mainly in municipalities areas and very few of them in rural areas. Hence the blocks that occupy municipal area, viz. Berhampore, Kandi, Murshidabad-Jiaganj, Raghunathganj-I, Beldanga-I and Samsanganj show declining trend of primary education quality and thus are deviated from the expected scenario of educational quality. The elite and rich groups of the society have a tendency to enroll their children in private English as well as Bengali medium schools, considering them as more advanced. This is the ultimate fact of poorest scenario among the pronominal blocks.

8. Concluding Remarks

Education is the only way in stepping up for better societal condition that can be achieved through successful universal elementary education. Assessing its importance, the govt. has taken various action plans for improving the quality of primary education keeping regional diversity and interest that exist among extended tract of the country. India has been facing severe problems with high rate of dropout at the early stage of education driven by socio-economic backwardness of the rural poor people as well as slum dwellers of the large urban centres. The National Programme of Nutritional Support to Primary Education (NP-NSPE) has been introduced as a Centrally Sponsored Scheme on 15th August 1995 aiming to enhance enrollment, reduce dropout rate, and simultaneously improve nutritional level among the children of classes I - V.

The scheme was revised in September, 2004 to provide cooked mid day meal with 300 calories and 8 to 12 grams of protein to all children studying in classes I - V in Government and aided schools including EGS/ AIE centres. The scheme was changed time to time and now it extend up to the upper primary section providing cooked mid day meal to the children belongs to the classes I - VIII. In addition, the govt. has taken various strategies to check dropout rate or more specifically development of primary education, significant of them are District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan endeavouring towards universal elementary education. In spite of the above said development initiatives taken, an enormous gap prevails between the actual and expected as experiences in the case of Murshidabad district.

Both the social and economic factors that are mentioned earlier can be credited to the regional disparity that prevails in the district. As the district encompasses by low literacy rate followed by massive number of engagement in primary economic activities especially agriculture, the illiterate poor people has remained unaware about the importance of education and tend to engage their child in earning activities without completion of primary education. It is the root cause of present scenario. Being concentrated with minority community especially Muslim people, the district draws the attention of various committees working with an aim to improve the quality of life of backward minority group. Since primary education is only way for the development of a nation, it is challenging task for the authorities to coordinate among various development initiatives and allow special grant for setting up *Madrasahs* as well as missionary schools providing unique educational care of those backward people.

9. References

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Tables & Figures**Table-1: Block wise scenario of educational facilities in Murshidabad district**

Block name	Number of Primary School	Number of Teacher	Number of Student	Number of Classroom
FARAKKA	91	441	24499	386
SAMSERGANJ	85	448	31940	377
SUTI-I	73	326	16707	304
SUTI-II	84	420	32557	324
RAGHUNATHGANJ-I	84	350	19282	315
RAGHUNATHGANJ-II	97	495	23579	419
LALGOLA	131	602	32188	531
SAGARDIGHI	156	663	31402	563
BHAGAWANGOLA-I	81	393	16717	349
BHAGAWANGOLA-II	77	347	15055	324
RANINAGAR-II	89	369	17599	305
JALANGI	112	487	19618	482
DOMKAL	144	634	28951	557
RANINAGAR-I	77	364	16472	280
MURSHIDABAD-JIAGANJ	108	449	19012	443
NABAGRAM	150	540	21305	519
KHARGRAM	148	570	25474	486
KANDI	125	474	19634	482
BERHAMPORE	192	832	33269	783
HARIHARPARA	123	488	21190	440
NOWDA	109	408	18176	403
BELDANGA-I	115	516	25048	461
BELDANGA-II	105	433	21048	403
BHARATPUR-II	94	351	14609	305
BHARATPUR-I	101	356	14941	360
BARWAN	174	553	19883	576
Murshidabad	2925	12309	580155	11177
West Bengal	42624	136999	5582627	137688

Source: DISE-2008, West Bengal School Education Department (www.wbsed.gov.in)

2: Block wise TIR, TSR, ISR, CSR and GER in Murshidabad District, 2008

Block name	Teacher/Institution (TIR)	Teacher/Thousand Students (TSR)	Institution/Thousand Student (ISR)	Classroom/Thousand Student (CSR)	Gross Enrolment Ratio (GER)*
FARAKKA	4.84615	18.00073	3.71444	15.75575	100.72
SAMSERGANJ	5.27059	14.02630	2.66124	11.80338	168.26
SUTI-I	4.46575	19.51278	4.36943	18.19597	101.28
SUTI-II	5.00000	12.90045	2.58009	9.95178	192.55
RAGHUNATHGANJ-I	4.16667	18.15164	4.35639	16.33648	131.37
RAGHUNATHGANJ-II	5.10309	20.99326	4.11383	17.77005	113.09
LALGOLA	4.59542	18.70262	4.06984	16.49683	106.31
SAGARDIGHI	4.25000	21.11330	4.96784	17.92879	112.64
BHAGAWANGOLA-I	4.85185	23.50900	4.84537	20.87695	96.21
BHAGAWANGOLA-II	4.50649	23.04882	5.11458	21.52109	109.59
RANINAGAR-II	4.14607	20.96710	5.05711	17.33053	117.01
JALANGI	4.34821	24.82414	5.70904	24.56927	94.43
DOMKAL	4.40278	21.89907	4.97392	19.23940	98.03
RANINAGAR-I	4.72727	22.09811	4.67460	16.99854	113.81
MURSHIDABAD-JIAGANJ	4.15741	23.61666	5.68062	23.30107	103.04
NABAGRAM	3.60000	25.34616	7.04060	24.36048	110.32
KHARGRAM	3.85135	22.37576	5.80985	19.07828	111.1
KANDI	3.79200	24.14179	6.36651	24.54925	97.73
BERHAMPORE	4.33333	25.00827	5.77114	23.53542	98.42
HARIHARPARA	3.96748	23.02973	5.80462	20.76451	104.37
NOWDA	3.74312	22.44718	5.99692	22.17210	102.09
BELDANGA-I	4.48696	20.60045	4.59118	18.40466	89.21
BELDANGA-II	4.12381	20.57203	4.98860	19.14671	101.29
BHARATPUR-II	3.73404	24.02629	6.43439	20.87754	104.4
BHARATPUR-I	3.52475	23.82705	6.75992	24.09477	101.69
BARWAN	3.68297	27.81270	8.75119	28.96947	96.31
Mean	4.29529	21.63659	5.20013	19.77035	110.58731
Standard Deviation	0.48314	3.34143	1.32409	4.16749	22.55040

Source: Computed by author

* DISE-2008, West Bengal School Education Department (www.wbsed.gov.in)

Table-3: Block wise Z and T- score values of educational quality parameters in Murshidabad district

Block name	TIR Z-Score	TIR T-Score	TSR Z-Score	TSR T-Score	ISR Z-Score	ISR T-Score	CSR Z-Score	CSR T-Score	GER Z-Score	GER T-Score
FARAKKA	1.13897	61.3896 8	- 1.08812	39.1188 5	- 1.12205	38.7795 2	- 0.96332	40.3668 4	- 0.43757	45.6243 3
SAMSERGANJ	2.01479	70.1479 1	- 2.27756	27.2244 3	- 1.91746	30.8253 6	- 1.91170	30.8830 4	2.55750	75.5750 2
SUTI-I	0.35401	53.5400 9	- 0.63560	43.6439 9	- 0.62738	43.7262 4	- 0.37778	46.2222 2	- 0.41273	45.8726 6
SUTI-II	1.45643	64.5643 1	- 2.61449	23.8550 7	- 1.97875	30.2124 9	- 2.35599	26.4400 6	3.63464	86.3464 5
RAGHUNATHGAN J-I	- 0.26316	47.3684 1	- 1.04295	39.5704 8	- 0.63722	43.6278 2	- 0.82397	41.7603 3	0.92161	59.2161 1
RAGHUNATHGAN J-II	1.66916	66.6916 3	- 0.19253	48.0746 7	- 0.82041	41.7958 8	- 0.47998	45.2002 2	0.11098	51.1098 2
LALGOLA	0.62158	56.2157 7	- 0.87806	41.2194 1	- 0.85363	41.4636 5	- 0.78549	42.1451 0	- 0.18968	48.1032 2
SAGARDIGHI	- 0.09120	49.0880 0	- 0.15661	48.4339 4	- 0.17543	48.2456 7	- 0.44189	45.5811 4	0.09103	50.9102 7
BHAGAWANGOLA -I	1.15073	61.5072 6	0.56036	55.6036 2	- 0.26793	47.3207 3	0.26553	52.6553 2	- 0.63756	43.6243 7
BHAGAWANGOLA -II	0.43808	54.3807 7	0.42264	54.2264 2	- 0.06461	49.3539 3	0.42009	54.2009 5	- 0.04423	49.5577 4
RANINAGAR-II	- 0.30567	46.9433 5	- 0.20036	47.9963 9	- 0.10801	48.9198 6	- 0.58544	44.1455 9	0.28482	52.8481 5
JALANGI	0.11147	51.1146 6	0.95395	59.5394 8	0.38435	53.8435 4	1.15152	61.5151 5	- 0.71650	42.8350 2
DOMKAL	0.22406	52.2405 8	0.07855	50.7855 3	- 0.17084	48.2916 2	- 0.12740	48.7259 8	- 0.55686	44.4314 5
RANINAGAR-I	0.89366	58.9365 6	0.13812	51.3811 9	- 0.39690	46.0310 3	- 0.66510	43.3489 7	0.14291	51.4291 1
MSD-JIAGANJ	- 0.28227	47.1773 5	0.59258	55.9258 2	0.36289	53.6289 0	0.84721	58.4720 7	- 0.33469	46.6531 4
NABAGRAM	- 1.43248	35.6752 1	1.11018	61.1017 5	1.39000	63.8999 8	1.10141	61.0141 4	- 0.01185	49.8814 6
KHARGRAM	- 0.91381	40.8618 6	0.22121	52.2121 2	0.46048	54.6048 4	- 0.16606	48.3393 5	0.02274	50.2273 5
KANDI	- 1.03629	39.6371 4	0.74974	57.4974 0	0.88090	58.8089 6	1.14671	61.4671 1	- 0.57016	44.2984 1
BERHAMPORE	0.08076	50.8075 9	1.00905	60.0905 2	0.43125	54.3125 1	0.90344	59.0344 0	- 0.53956	44.6043 9
HARIHARPARA	- 0.67418	43.2581 8	0.41693	54.1692 9	0.45654	54.5654 1	0.23855	52.3855 2	- 0.27571	47.2429 3
NOWDA	- 1.13715	38.6284 8	0.24259	52.4258 8	0.60177	56.0176 9	0.57631	55.7630 6	- 0.37681	46.2318 6
BELDANGA-I	0.39776	53.9776 2	- 0.31009	46.8990 9	- 0.45990	45.4010 5	- 0.32770	46.7230 0	- 0.94798	40.5202 1
BELDANGA-II	- 0.35159	46.4840 5	- 0.31860	46.8140 4	- 0.15975	48.4024 6	- 0.14964	48.5035 7	- 0.41229	45.8771 0
BHARATPUR-II	- 1.15588	38.4411 8	0.71517	57.1517 1	0.93216	59.3216 4	0.26567	52.6567 4	- 0.27438	47.2562 3
BHARATPUR-I	- 1.58775	34.1224 7	0.65555	56.5554 6	1.17802	61.7801 8	1.03766	60.3765 8	- 0.39455	46.0544 8
BARWAN	- 1.32001	36.7998 8	1.84835	68.4834 5	2.68190	76.8190 3	2.20736	72.0735 5	- 0.63313	43.6687 1

Source: Computed by author

Table-4: Block wise Composite Rank of total score (Kendall’s Rank Method) for educational facilities in the district of Murshidabad

Block name	TIR Rank	TSR Rank	ISR Rank	CSR Rank	GER Rank	Composite Score	Composite Rank
FARAKKA	5	24	24	24	19	96	1
SAMSERGANJ	1	25	25	25	2	78	8
SUTI-I	10	21	20	17	18	86	3
SUTI-II	3	26	26	26	1	82	7
RAGHUNATHGANJ-I	15	23	21	23	3	85	4.5
RAGHUNATHGANJ-II	2	17	22	19	6	66	12
LALGOLA	7	22	23	22	11	85	4.5
SAGARDIGHI	14	16	16	18	7	71	11
BHAGAWANGOLA-I	4	9	17	11	24	65	13
BHAGAWANGOLA-II	8	10	12	9	10	49	25
RANINAGAR-II	17	18	13	20	4	72	10
JALANGI	12	4	10	2	25	53	22
DOMKAL	11	15	15	13	21	75	9
RANINAGAR-I	6	14	18	21	5	64	14
MURSHIDABAD-JIAGANJ	16	8	11	7	14	56	19.5
NABAGRAM	25	2	2	4	9	42	26
KHARGRAM	20	13	7	15	8	63	16
KANDI	21	5	5	3	22	56	19.5
BERHAMPORE	13	3	9	6	20	51	23
HARIHARPARA	19	11	8	12	13	63	16
NOWDA	22	12	6	8	15	63	16
BELDANGA-I	9	19	19	16	26	89	2
BELDANGA-II	18	20	14	14	17	83	6
BHARATPUR-II	23	6	4	10	12	55	21
BHARATPUR-I	26	7	3	5	16	57	18
BARWAN	24	1	1	1	23	50	24

Source: Computed by author

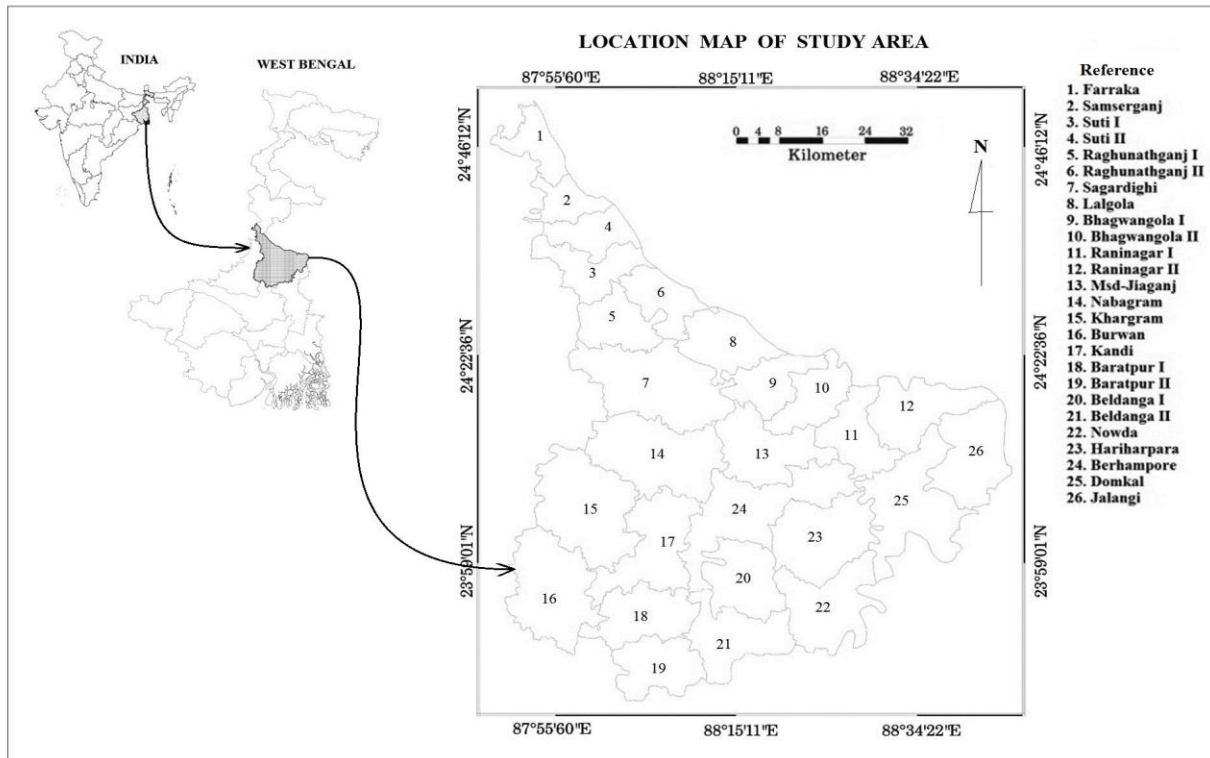


Figure - 1