

## ***Shaping the Future of Education in Purba Bardhaman: A Journey of Innovation and Inclusion***

Education is not merely the transmission of knowledge—it is the process of transforming lives, communities, and the collective future of a society. In Purba Bardhaman district, this vision has guided every initiative, every classroom reform, and every effort to bring schools closer to the ideals of equity, quality, and creativity. The district’s journey in recent years has been defined by a shared belief: **every child matters, and every school can become a center of excellence when innovation meets dedication.**

The district’s education ecosystem spans from bustling urban schools in Bardhaman town to the serene rural institutions of Raina, Ausgram, and Ketugram. Despite diverse contexts, all share one common thread—commitment to improving the quality of learning through practical innovation. Head teachers, teachers, students, and communities have collaborated to transform local challenges into opportunities for creative problem-solving. From digital classrooms and community learning hubs to vocational training and inclusive education for children with special needs, every intervention has been designed to strengthen learning outcomes while nurturing values of empathy, sustainability, and critical thinking.

At the heart of these efforts lies the philosophy of **“Shiksha Shatok”**—a district initiative representing a hundred pathways to learning and growth. Each initiative, whether big or small, contributes to a broader transformation of the educational landscape. Schools are no longer isolated centers of instruction but vibrant ecosystems where students explore, create, and connect knowledge with real-life experiences. The emphasis is on *quality with joy, discipline with creativity, and technology with humanity.*

The District Education Office has encouraged decentralized planning and innovation, allowing each block and circle to design context-specific programs aligned with the broader state vision. Through structured monitoring, mentoring, and recognition of best practices, the district has built a culture of healthy competition and collaborative learning among schools. Thematic areas such as **Quality Academic Education, Environmental Awareness, Vocational Education, Inclusive Education, and Holistic Development** provide a framework for schools to innovate while maintaining coherence with district goals.

One of the district’s strengths lies in the integration of **community participation** in educational development. Panchayat bodies, alumni associations, self-help groups, and local organizations have contributed significantly—by improving school infrastructure, supporting co-curricular programs, and encouraging girls’ education. The sense of shared ownership ensures that education is not just the responsibility of schools but a collective mission of the entire society.

Digital transformation has also become a cornerstone of the district’s educational progress. The use of ICT in classrooms, teacher training on e-content creation, and digital record-keeping systems have made schools more efficient and student-centric. At the same time, the district remains sensitive to local realities—ensuring that technology supplements, not substitutes, the human touch that defines effective education.

The compilation of this book aims to **document and celebrate** the remarkable initiatives implemented across Purba Bardhaman. Each section highlights a specific thematic area, presenting concise narratives of practices that have shown measurable impact or hold strong potential for replication. The stories are written not merely as reports but as reflections of collective learning, teamwork, and hope.

The journey of educational reform in Purba Bardhaman is ongoing. Challenges remain—teacher shortages, infrastructural gaps, learning disparities—but the district’s commitment to continuous improvement ensures that every obstacle becomes a lesson for innovation. With each passing year, schools are becoming more inclusive, more technologically integrated, and more attuned to the holistic development of learners.

As the district looks ahead, its vision is clear: to create **learning environments that are equitable, creative, and future-ready**—where students are not only successful in examinations but also compassionate, environmentally conscious, and socially responsible citizens. This book is a testament to that vision and a tribute to every educator and learner who contributes daily to making education in Purba Bardhaman a living, evolving journey of transformation.

## THEME 1: QUALITY ACADEMIC EDUCATION

Quality Academic Education remains the most significant pillar of educational transformation in Purba Bardhaman district. Guided by the vision of holistic development and aligned with the principles of the National Education Policy 2020, the district has implemented a series of academic enrichment programs that combine creativity, inclusion, and technology. Every initiative—whether rooted in arts, language, science, or remedial support—has contributed to nurturing confident, skilled, and compassionate learners.

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### 1. Workshop on Origami during Summer Projects



The introduction of origami workshops during the summer project period marked a refreshing shift toward experiential learning. These sessions, conducted across both urban and rural schools, helped students understand mathematical patterns, geometry, and design through paper art. Beyond developing spatial and fine motor skills, origami encouraged patience, precision, and imagination. In many schools such as Raina Girls' High and Kalna Primary, teachers integrated origami into lessons on symmetry and shapes. The initiative not only made learning joyful but also ensured productive engagement of students during vacation months, keeping them connected to creative learning beyond classrooms.

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### 2. Graduation Ceremony for Primary and Secondary Schools

To celebrate academic milestones, the district introduced the concept of “Graduation Ceremonies” for students completing primary and secondary education. These events symbolized transition, recognition, and aspiration. Organized at the circle and block levels, they featured student performances, parent participation, and recognition of achievers. The ceremonies inspired younger students and instilled pride among families, especially in rural areas where such formal recognition was rare. The initiative strengthened school-community relationships and reduced dropouts by creating emotional continuity between stages of education.

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### 3. Workshop on Creative Writing by Eminent Authors and Publishing Houses



Creative writing workshops have become a celebrated platform for young voices across Purba Bardhaman. Conducted with the support of local authors, journalists, and publishing houses, these sessions trained students in story-building, editing, and literary expression. Children learned to express local experiences, cultural identity, and environmental awareness through poems and short stories. Schools compiled the best works into

anthologies, creating a sense of authorship and literary pride. The program helped revive reading culture, improved writing fluency, and introduced students to the broader world of publication and communication.

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### 4. Workshop on Journalism



With the objective of nurturing communication, analytical thinking, and awareness of media literacy, journalism workshops were conducted at the secondary level. Students learned basic reporting, interviewing, and ethical writing. School newsletters—such as *Vidyalyaya Barta*, *Naba Disha*, and *Chhatra Katha*—emerged from these efforts, documenting student activities and social awareness campaigns. Teachers observed improved confidence in articulation, and many students later

participated in district-level debates and essay competitions. The initiative has prepared a generation of informed, articulate youth capable of critical thinking and responsible communication.

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### 5. Remedial Coaching for Students from Vulnerable Sections



In keeping with the principle of inclusive education, remedial coaching sessions were organized for learners from economically weaker and socially vulnerable backgrounds. Civic Police volunteers, Kanyashree girls, and senior students from higher

classes contributed as peer mentors. This unique collaboration transformed several schools into community learning hubs. The initiative bridged learning gaps in key subjects such as Mathematics, English, and Science, ensuring no child was left behind. Regular monitoring and motivational support boosted both academic performance and self-esteem. It stands as one of the district's most effective equity-driven interventions.



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## 6. Workshop on Foreign Language Skills

Recognizing the importance of global communication, schools under the district organized introductory foreign language workshops in association with Burdwan University. Students were exposed to conversational French, German, and Japanese, fostering intercultural awareness. The initiative broadened career aspirations and enhanced listening and speaking skills. Teachers reported higher enthusiasm and confidence among students engaging in multilingual activities, particularly during inter-school cultural exchanges.

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## 7. Workshop on Translation

Language learning was further strengthened through translation workshops. Students translated folk tales, poems, and social messages between Bengali and English, appreciating linguistic nuances and cultural depth. Teachers integrated translation tasks into classroom practice, thereby improving grammar, comprehension, and vocabulary. The workshops also helped preserve and promote local literature while developing bilingual proficiency.

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## 8. Workshop on Poetry

The poetry workshops held across several circles provided a vibrant platform for emotional expression and literary appreciation. Students were mentored by local poets and literary enthusiasts who guided them in understanding rhythm, imagery, and creative thought. The sessions culminated in poetry recitals, wall magazines, and competitions. Selected works were

compiled into a district-level anthology, reflecting the diverse imagination of Purba Bardhaman's young poets.

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## 9. Swapna Udaan – Coaching for NEET & JEE Aspirants



To support meritorious students aspiring for professional courses, the district launched *Swapna Udaan*—a structured coaching program for NEET and JEE. Conducted in collaboration with local institutions and dedicated mentors, the program provided

academic guidance, mock tests, and motivational sessions. Many first-generation learners benefited immensely, with several students securing admission in reputed institutions. The initiative ensured that talent from rural areas finds its rightful platform in competitive arenas.



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## 10. Spoken English Training by BCL

In partnership with Burdwan Central Library, the district implemented Spoken English programs aimed at enhancing communicative competence among students. The training modules emphasized conversational practice, pronunciation, and public speaking. Special attention was given to students from Bengali-medium backgrounds to build confidence and fluency. Teachers noted marked improvement in classroom interaction and co-curricular participation, reflecting the program's success.

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## 11. Robotics and AI Workshop with Burdwan Science Centre



To align education with technological advancements, Robotics and Artificial Intelligence workshops were organized with support from Burdwan Science Centre. Students designed sensor-based models, basic codes, and prototypes addressing community needs—such as water-saving alarms and waste-sorting robots. These hands-on experiences inspired curiosity in STEM learning and encouraged innovation. The initiative

positioned Purba Bardhaman as an early adopter of future-ready education in the state.

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## 12. Reading Enhancement through Book Distribution



To cultivate lifelong readers, the district launched a reading promotion drive through book distribution. Schools performing well in outreach and inclusion were rewarded with mini libraries containing storybooks, biographies, and reference materials. Reading corners were set up to encourage peer-led reading sessions.

The initiative rekindled curiosity, improved comprehension, and deepened students' connection with literature.

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## **Conclusion**

Through the implementation of these multidimensional initiatives, Purba Bardhaman has redefined quality education—transforming schools into spaces of creativity, inclusivity, and holistic growth. Each program reflects the district's enduring belief that education must not only impart knowledge but also ignite imagination and empower every learner to dream beyond boundaries.

## THEME 2: AWARENESS EDUCATION

Awareness Education in Purba Bardhaman district has been envisioned as a powerful tool to build informed, responsible, and empathetic citizens. Beyond textbooks and examinations, schools have become active centers for social learning, helping students understand critical issues that shape personal well-being and social harmony. Through consistent awareness drives, workshops, and partnerships with government departments and civil society groups, the district has created a generation of students who are conscious, alert, and socially sensitive.

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### 1. Awareness and Orientation Programme on Drug Addiction

Understanding the growing challenges of substance abuse among youth, the district initiated an extensive awareness campaign against drug addiction. Workshops were held in collaboration with the district health department, civic police, and local NGOs. Students participated in interactive sessions, street plays, and poster competitions that highlighted the dangers of substance use and its impact on families. Teachers received orientation to identify early signs of stress or addiction among students. This proactive approach has built a strong culture of prevention and peer support across schools, helping many learners choose healthy lifestyles.

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### 2. Sub-Divisional Level Workshop on Child Marriage and Early Pregnancy

Purba Bardhaman took a decisive step in combating child marriage and early pregnancy by organizing sub-divisional workshops involving school heads, teachers, health workers, and local leaders. Kanyashree club members shared real-life testimonies, while legal experts and doctors explained the physical, psychological, and legal implications of early marriage. Role-play activities and debates encouraged students to advocate for gender equality and education as tools for empowerment. This collective effort significantly reduced early marriage tendencies in several rural blocks such as Bhatar and Mongalkote, where awareness has now turned into community vigilance.



### 3. Workshop on Road Safety and DSL (Drive Safe, Live Safe)

The district partnered with the Transport Department and local traffic police to organize road safety workshops for students and parents. Through demonstrations, short films, and safety pledge drives, students learned traffic rules, first aid responses, and responsible pedestrian behavior. Many schools adopted “Safe School Zone” practices, placing reflective boards and road markings near entrances. The awareness spread beyond the school gates, influencing families and communities to prioritize road safety.

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#### **4. Workshop on Basic Legal Provisions**

In order to promote legal literacy, schools hosted workshops where lawyers and judicial officers simplified essential laws related to citizenship, rights, and responsibilities. Students gained insight into constitutional values, legal rights of children, and the role of the judiciary. Interactive sessions, mock trials, and poster presentations made complex legal ideas accessible to young minds. This initiative deepened civic understanding and encouraged respect for justice and social order.

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#### **5. Workshop on POCSO (Protection of Children from Sexual Offences Act)**

Workshops on POCSO were conducted in coordination with the District Child Protection Unit and Women's Police Cell. These sessions sensitized both teachers and students about personal safety, safe touch, and reporting mechanisms. Special sessions were held for adolescent girls to build confidence in seeking help when required. Schools established child protection committees and displayed helpline numbers prominently. The initiative has made schools safer and fostered an atmosphere of trust and security.

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#### **6. Workshop on Child Rights, Domestic Violence, and Related Legal Provisions**

To build awareness on broader child protection laws, district authorities introduced specialized sessions covering child rights and domestic violence prevention. Students engaged in discussions about equality, respect, and empathy within families and society. Teachers were trained to recognize signs of neglect or abuse and to follow appropriate reporting protocols. Collaboration with ICDS centers and Childline made the program sustainable and community-oriented.

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#### **7. Workshop on Gender Sensitization**

Gender Sensitization workshops have been pivotal in promoting inclusivity and respect among students. Conducted under the Kanyashree and Sabuj Sathi programs, these workshops highlighted issues of gender bias, equal opportunity, and dignity of labor. Activities included debates, essay competitions, and joint leadership tasks between boys and girls. Teachers integrated gender equality discussions into moral science and social studies classes, contributing to a more balanced and respectful school environment.

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#### **8. Workshop on Cyber Security**

Recognizing the increasing digital exposure among students, cyber security workshops were implemented with support from the District Police's Cyber Cell. Students learned about online safety, responsible use of social media, cyberbullying prevention, and data privacy. Practical sessions demonstrated how to create strong passwords and identify fake content. These workshops empowered students to become responsible digital citizens, reducing risks associated with online misuse and fraud.

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## **9. Workshop on Disaster Management**

**In alignment with the District Disaster Management Authority, schools conducted intensive training sessions on disaster preparedness. Students practiced emergency evacuation drills, first-aid responses, and mock exercises on fire safety and flood management. Teachers received training in crisis leadership and communication. The initiative instilled resilience and readiness, ensuring that schools could respond effectively to emergencies. In flood-prone areas like Ketugram and Purbasthali, students have now become active “Disaster Mitra” volunteers, ready to assist their communities during natural calamities.**

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## **Conclusion**

**Through these wide-ranging awareness programs, Purba Bardhaman district has transformed schools into hubs of social education and responsible citizenship. Students are now equipped not only with academic knowledge but also with moral clarity and civic understanding. By addressing critical issues—from drug abuse to cyber safety—the district has laid the foundation for a generation that is informed, empathetic, and socially responsible, truly reflecting the ideals of holistic education envisioned by the NEP 2020.**

### THEME 3: ENVIRONMENTAL EDUCATION

Environmental Education has become one of the most vibrant and action-oriented components of school education in Purba Bardhaman district. Through sustained activities under *Mission Prakriti Bandhu*, *Eco Clubs*, and community partnerships, the district has successfully turned campuses into centers of ecological learning and environmental stewardship. Students now not only study about nature but actively participate in conserving it, ensuring that awareness translates into measurable action.

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#### 1. Plantation Programme (Prakriti Bandhu Mission)



Under the district-wide “Prakriti Bandhu Mission,” every school implemented massive plantation drives involving students, teachers, and community members. The initiative ensured that each child planted and adopted a sapling, nurturing it throughout the year. Species native to the region—like neem, mango, jackfruit, and krishnachura—were prioritized for better ecological balance. Schools

maintained “Green Corners” displaying the plant’s growth records and the student caretaker’s name. Many schools have transformed their campuses into lush micro-forests, significantly improving air quality and biodiversity. This initiative not only beautified the environment but also instilled deep environmental responsibility among young learners.

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#### 2. Cleanliness Drive before Reopening of Schools after Vacations



Every school in Purba Bardhaman has institutionalized cleanliness drives before reopening after vacations. Students, teachers, and SMC members jointly clean classrooms, toilets, and school surroundings, ensuring hygienic and welcoming learning spaces. The activity reinforces the Swachh

Vidyalaya Mission and promotes a sense of ownership among learners. The practice has now become a routine community ritual, leading to healthier, safer schools with improved attendance and reduced disease occurrence, particularly in the monsoon months.

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### 3. Eco-Club Activities and Observance of Important Environmental Days



Eco-clubs in all schools have become active centers for environmental awareness. Celebrations like *World Environment Day*, *Earth Day*, *World Water Day*, and *World Ozone Day* were observed with creative student-led events—debates, essay writing, exhibitions, poster competitions, and eco-rallies. Students showcased innovative projects such as low-cost water filters, recycled art, and organic farming models. Many schools invited local environmentalists and agricultural scientists to interact with

learners. These regular observances fostered a culture of environmental curiosity and problem-solving, strengthening the district’s commitment to sustainable development education.

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### 4. Waste Management and Plastic-Free Campus Initiative



Recognizing the growing issue of waste generation, the district successfully implemented waste segregation and plastic-free campus drives in all schools. Students learned to separate biodegradable and non-biodegradable waste using color-coded bins. Compost pits and vermicomposting units were established, turning organic waste into useful manure for school gardens. Awareness rallies were conducted in nearby villages to spread the message of reducing single-use plastics. The results have been remarkable—cleaner school environments, reduced waste output, and a growing mindset of recycling and

responsible consumption among both students and the community.

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### 5. Water Conservation and Rainwater Harvesting Awareness

Water conservation has been one of the district’s key environmental education successes. Schools conducted water audits to identify wastage and installed simple rainwater harvesting systems. Students learned the importance of water management through science experiments, model-making, and real-life observation of local water bodies. Campaigns like “*Jal Hi Jeevan Hai*” were held through rallies and street plays. Some schools in water-stressed areas of Ausgram and Raina blocks reported improved groundwater recharge and awareness among households. This initiative has created a generation that values water as a shared, precious resource.

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### 6. Energy Conservation and Green Energy Promotion

Energy conservation workshops were organized across schools to promote responsible electricity use and awareness about renewable energy. Students practiced energy audits,

monitored daily consumption, and displayed “Switch Off When Not in Use” signage. Demonstrations on solar panels, conducted in collaboration with local technical institutes, inspired many schools to install small solar lighting systems in classrooms and corridors. Through these activities, the district successfully nurtured eco-conscious citizens aware of the need for sustainable energy alternatives.

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### **7. Promotion of Organic Gardening and Kitchen Gardens**

To strengthen the bond between students and nature, schools implemented organic gardening projects within their campuses. Using compost generated from school waste, students cultivated vegetables and medicinal plants without chemical fertilizers. Teachers integrated these activities into science and home science lessons, linking theory with practice. The produce was often shared with the mid-day meal kitchen, symbolizing the connection between sustainability and nutrition. This hands-on approach enhanced environmental awareness and responsibility among students while promoting self-reliance and respect for natural resources.

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### **8. Observation of “No Vehicle Day” and “Cycle to School” Campaign**

Several schools adopted innovative eco-friendly practices such as “No Vehicle Day” once a week and “Cycle to School” movements to reduce carbon emissions. Teachers and students alike participated enthusiastically, with local police ensuring road safety. The initiative not only reduced pollution but also promoted physical fitness and punctuality. The growing culture of cycling among students has set an inspiring example for the community, reinforcing the message that small lifestyle changes can make significant environmental impacts.

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### **Conclusion**

Environmental Education in Purba Bardhaman is no longer limited to theoretical lessons—it has evolved into a movement rooted in student participation, community action, and measurable outcomes. The district’s comprehensive approach—covering cleanliness, conservation, waste management, and green innovation—has created a living model of *Education for Sustainable Development*. Each child now acts as a “Green Ambassador,” carrying forward the spirit of ecological consciousness into homes and society. This achievement truly reflects the district’s success in embedding environmental values into the heart of education.

## THEME 4: HEALTH AND WELLNESS EDUCATION

Ensuring the holistic well-being of every learner has been a core priority in Purba Bardhaman's educational mission. Recognizing that healthy children learn better, the district has successfully mainstreamed health and wellness education across all schools. The collective effort of teachers, School Health Ambassadors, ANMs, ASHAs, and the community has created an ecosystem where health, hygiene, nutrition, and mental well-being are integrated into daily school life.

### 1. Implementation of the School Health & Wellness Programme



The Ayushman Bharat – School Health and Wellness Programme has been successfully implemented in every school of Purba Bardhaman. Two trained teachers in each school serve as *Health and Wellness Ambassadors*, conducting weekly health sessions that cover physical fitness, hygiene, emotional well-being, gender equality, and safety. Interactive teaching methods—storytelling, games, and demonstrations—make learning about health enjoyable. Coordination with health departments ensures periodic check-ups,

deworming, and vaccination drives. The initiative has enhanced awareness about adolescent health, menstrual hygiene, and healthy habits, ensuring every learner grows with confidence and care.

### 2. Nutrition Education and Strengthening of the Mid-Day Meal Scheme



The district has revitalized the Mid-Day Meal Programme as a platform for nutrition education. Cook-cum-helpers have been trained in hygiene and balanced menu preparation. Schools display daily menu charts and use locally available produce from kitchen gardens to enhance meal quality. Teachers conduct “Nutrition Weeks,” where students learn about food groups, anemia prevention, and healthy diets through posters and skits. The inclusion of fruits, eggs, and fortified rice has improved

nutritional outcomes, while joint inspections by education and health officials ensure

transparency and safety. The program now represents a perfect blend of learning, nourishment, and social equity.

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### 3. Mental Health Awareness and Emotional Well-being

Recognizing the growing importance of emotional resilience, the district has taken major strides in promoting mental health in schools. Teachers received orientation on identifying signs of stress, anxiety, or low self-esteem among children. Peer-support clubs were formed under the slogan “*Talk, Share, Care*”, encouraging open discussion about emotions. Counseling corners were introduced in upper primary and secondary schools, often facilitated by trained teachers or visiting counselors. Activities like yoga, art therapy, and storytelling circles help students express themselves freely. As a result, schools report reduced absenteeism, better classroom participation, and a more supportive emotional climate.

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### 4. Menstrual Hygiene Management and Adolescent Health Education

All upper primary and secondary schools have adopted structured awareness programs on menstrual hygiene management (MHM). Female teachers and ASHAs jointly conduct sessions on menstrual health, use of sanitary napkins, and disposal methods. Separate sanitary napkin incinerators and vending machines have been installed in girls’ toilets. Adolescent Health Days (Kishori Diwas) are celebrated with rallies and discussions to break myths and taboos. The initiative has empowered adolescent girls to attend school with dignity and confidence, significantly improving attendance and retention among female students.

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### 5. Physical Fitness, Yoga, and Sports for All



Physical education is now a vibrant part of the school routine. Every school conducts daily morning physical exercise and weekly yoga sessions under the *Fit India Movement*. Sports corners have been created even in rural schools with low-cost equipment for kabaddi, kho-kho, and athletics. Inter-school competitions, marathons, and “Sports for Inclusion” days have enhanced teamwork and discipline among students. Teachers and Panchayat members support annual *Mini Sports*

*Meets*, ensuring participation of both boys and girls. The initiative has helped reduce screen time, promote healthy lifestyles, and nurture sports talent at the grassroots level.

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### 6. Clean Water, Sanitation, and Hygiene (WASH) Programme

Ensuring access to clean water and hygienic sanitation facilities has been one of the district’s most impactful achievements. All schools now have functional drinking water systems,

handwashing stations, and separate toilets for boys and girls. WASH clubs, led by students, monitor cleanliness and promote handwashing habits through songs and posters. Regular inspections ensure that toilets remain functional and water sources are safe. The initiative has not only improved hygiene and reduced illness but has also fostered a sense of shared responsibility toward maintaining a healthy school environment.

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## **7. Health Check-up Camps and Community Linkages**

To bridge health services with school life, every block conducts quarterly health check-up camps in coordination with the District Health Department. Teams of doctors, nurses, and health workers examine students for vision, dental, and nutritional issues. Referral cards are provided for further treatment when needed. Parents are invited to these camps, strengthening home-school partnerships in children's health care. These community-linked health initiatives have increased early detection of health issues, reduced absenteeism, and ensured that "Every Child is Healthy, Every Child is Learning."

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## **Conclusion**

Through continuous effort and community collaboration, health and wellness education in Purba Bardhaman has moved beyond classroom lessons—it is now a way of school life. Every school acts as a center of physical, mental, and emotional well-being. Students have become advocates of hygiene, nutrition, and fitness in their families and neighborhoods. The integration of health education with joyful learning stands as a model of holistic development, ensuring that education in the district truly nurtures healthy minds in healthy bodies.

## **THEME 5: VOCATIONAL AND SKILL EDUCATION**

Vocational education in Purba Bardhaman has evolved from short, skill-based experiments into a district-wide movement that prepares students for both livelihood and lifelong learning. Every programme now links classroom knowledge with community needs, encouraging self-reliance, creativity, and entrepreneurship among young learners.

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### **1. Vocational Training in Tailoring and Stitch Craft**

All upper-primary and secondary schools with functional activity rooms have introduced certified tailoring courses under the Samagra Shiksha framework. Trained instructors, many drawn from local self-help groups, teach basic and advanced stitching, embroidery, and machine maintenance. Students produce school uniforms, cultural costumes, and eco-bags that are sold during school exhibitions. This not only provides practical exposure but also generates small incomes for school vocational clubs. The initiative has become especially empowering for adolescent girls, promoting confidence and dignity through productive skill learning.

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### **2. Workshop on Handmade Soap and Detergent Making**

To promote chemical literacy through practical application, chemistry teachers in several schools led workshops on herbal and aromatic soap production. Students learned about saponification, safe handling of reagents, and eco-friendly packaging. The activity integrated chemistry, commerce, and environmental awareness. Products prepared during the sessions were displayed during *Ananda Parishar* fairs, inspiring other schools to replicate the idea. The programme encouraged sustainable entrepreneurship and showed how classroom science can translate into livelihood opportunities.

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### **3. Training on Herbal Colours and Natural Products**

In collaboration with Jadavpur University's outreach cell, schools organized workshops on preparing herbal *aabir* (dry colours) using flower petals and plant extracts. Students experimented with marigold, hibiscus, and turmeric to create vibrant, non-toxic colours used in local festivals. The initiative connected traditional ecological knowledge with scientific validation. It also generated enthusiasm among rural students for research-based projects and reinforced the message of environmental responsibility through hands-on learning.

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### **4. Bakery and Culinary Skill Development**

Several cluster schools introduced bakery and confectionery training using low-cost, locally available ingredients. Students learned measurement, hygiene, and food-safety protocols while preparing cakes, bread, and biscuits for school events. Teachers from the Home Science and Vocational wings guided sessions linking nutrition, entrepreneurship, and hospitality management. Exposure visits to local bakeries and food-processing units in Burdwan town further expanded students' career perspectives. The programme nurtures both creativity and teamwork, helping students appreciate the science behind culinary art.

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## **5. Digital Skills, Editing, and Publishing**

Recognizing the digital shift in learning and communication, the district introduced short courses on basic editing, layout design, and desktop publishing. Students prepared newsletters and wall magazines featuring school activities, artwork, and local stories. The initiative combined computer literacy with creative writing and visual communication. Some schools collaborated with nearby cyber cafés or computer centers for advanced training. This effort not only developed employable digital skills but also improved students' presentation and language abilities, aligning education with 21st-century demands.

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## **6. Inclusive Vocational Activities for CWSN**

Under the broader inclusion drive, vocational wings of schools offering special education have integrated therapeutic and productive activities for children with special needs. Training in tailoring, paper-craft, and gardening allows CWSN learners to showcase their abilities and participate in school exhibitions. Teachers trained in inclusive pedagogy provide adaptive tools and one-to-one support. The initiative emphasizes dignity of labour, self-expression, and community integration—ensuring that every learner, regardless of ability, finds space in the world of work.

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## **7. Community and Industry Linkages**

To ensure sustainability, vocational initiatives now operate with active participation from Panchayats, local artisans, and micro-enterprises. Partnerships with Krishi Vigyan Kendras, industrial training institutes, and women's cooperatives provide mentorship and exposure. Annual "Skill Mela" events at subdivision level display student products and innovations, creating bridges between education and enterprise. These collaborations have positioned schools as community skill hubs and inspired local youth toward productive employment and self-help initiatives.

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## **Conclusion**

Vocational education in Purba Bardhaman now embodies the district's vision of "learning by doing." By blending traditional crafts with modern skills, schools have created pathways from classroom to career. The programme not only enhances employability but also instills dignity, creativity, and confidence among students—transforming education into a foundation for sustainable livelihood and inclusive growth.

## THEME 6: ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Environmental education in Purba Bardhaman has grown into a dynamic, district-wide movement linking classrooms with community action. Schools have transformed into “green laboratories,” where students learn stewardship through participation rather than instruction. The following initiatives illustrate how environmental consciousness has become an everyday culture across the district.

### 1. Operation Green – Student-Led Environmental Stewardship



“Operation Green,” initiated at the district level, mobilized students to lead cleanliness, plantation, and recycling drives. Each school formed eco-teams responsible for waste segregation, compost preparation, and campus beautification. Students maintain plant registers, water gardens, and use waste plastic to create decorative pots. Annual “Green Report Cards” document progress in reducing litter and improving greenery. The movement has built

ownership and civic pride, proving that environmental change can begin with a child’s hands and grow into community transformation.

### 2. Sanitation Clubs and WASH Initiatives

Every school now hosts a Sanitation Club integrating hygiene, waste management, and water conservation. Led by student “Swachhta Champions,” clubs inspect toilets, manage solid waste, and organize demonstrations on hand-washing and grey-water reuse. With support from civic bodies, compost pits and bio-degradable dustbins were installed in all campuses. These practices have reduced illness and fostered a sense of shared responsibility toward cleanliness—extending the “Clean Campus” concept into neighboring villages.

### 3. Green Warriors and Jol Joddhas



Volunteer groups of *Green Warriors* and *Jol Joddhas* were identified from among upper-primary and secondary students. They act as peer educators promoting tree plantation, rainwater harvesting, and responsible water use at home. Training camps and rallies on World Environment Day and Jal Diwas link students with local panchayats and forest departments. Their enthusiastic involvement has cultivated water literacy and respect for natural resources, reinforcing the idea that students are

ambassadors of ecological balance.

#### 4. Khandobon – Seed Hub Initiative



The district's unique *Khandobon* initiative created seed-banks in selected schools to preserve indigenous varieties of flowers, fruits, and vegetables. Students collect, label, and exchange seeds, documenting germination rates and seasonal behavior. Science teachers use these activities to teach biodiversity and genetics in a real-life context. The seed-hub also supports kitchen-gardening projects under MDM, promoting nutritional security and self-reliance. *Khandobon* has become a living classroom where environmental science meets local wisdom.

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#### 5. Greening the Campus – Medicinal and Biodiversity Gardens

Many schools have developed medicinal gardens and biodiversity corners featuring butterfly-friendly plants, aromatic herbs, and shade trees. These green spaces serve both aesthetic and educational purposes—students learn plant taxonomy, pollination, and herbal uses directly in the field. Collaboration with Burdwan Science Centre and Krishi Vigyan Kendra provided technical guidance. The result is an ecological microcosm that enriches learning while mitigating heat and improving air quality on campuses.

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#### 6. Waste and Water Management Innovations

Under *Operation Green*, grey-water from hand-wash areas and kitchens is filtered and reused for gardening through simple gravel and sand-bed systems. Composting of vegetable waste in pits supplies organic manure for school gardens. Some schools piloted low-cost rainwater-harvesting units with student participation in design and maintenance. These micro-projects have become demonstration models for sustainable rural practices and have inspired replication in nearby habitations.

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#### 7. Environmental Awareness and Celebrations

Schools actively observe *Van Mahotsav*, *Earth Day*, *World Water Day*, and *Swachhta Paksha* through debates, poster competitions, eco-quizzes, and thematic exhibitions. Street plays and cycle rallies convey messages on “Tobacco-Free and Plastic-Free Campus.” Teachers integrate environmental themes across subjects—linking literature, art, and science to sustainability. Such celebrations nurture joy and reinforce that environmental protection is not a campaign but a lifelong commitment.



## 8. River Life Ecosystem and Outdoor Learning



Workshops on “River Life Ecosystem” conducted with the Burdwan Science Centre have introduced students to local river biodiversity, pollution causes, and conservation measures. Field visits to the Damodar River and nearby wetlands give first-hand exposure to aquatic ecology and water-quality testing. These experiences have sparked interest in citizen-science projects and

strengthened environmental citizenship among rural youth.

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### Conclusion

Through consistent efforts and collaboration, Purba Bardhaman has transformed environmental education into a living practice. Every school now breathes the spirit of sustainability—where children plant, preserve, recycle, and inspire. The district stands as a model of how participatory education can create responsible citizens who not only learn about the environment but actively protect it for generations to come.

## THEME 7: CULTURAL AND CREATIVE EDUCATION

Cultural and creative education in Purba Bardhaman has emerged as a powerful channel for nurturing imagination, expression, and identity among students. Through a structured and inclusive approach, schools now serve as cultural hubs where art, literature, and performance blend seamlessly with learning. Every initiative seeks to cultivate emotional intelligence, community bonding, and appreciation for the region’s rich heritage.

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### 1. “Ananda Parisar” – Joyful Learning Through Culture



The *Ananda Parisar* framework has revolutionized co-curricular learning in all schools across the district. Designed as a joyful learning platform, it includes diverse cultural, artistic, and literary activities that promote creativity and confidence. Students participate in painting, quiz, recitation, storytelling, music, and drama, fostering holistic development beyond textbooks. Local artists and writers guide children in workshops, creating intergenerational learning spaces. The approach ensures that schools become vibrant, inclusive centers of self-expression where every child’s talent finds

recognition and encouragement.

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### 2. Awareness Drama and Puppetry for Social Change

In blocks with low *Kanyashree K2* enrollment, students created and performed awareness dramas using traditional puppetry and folk theatre forms. Themes like girls’ education, child marriage, and gender equality were expressed in engaging ways that connected strongly with rural audiences. Teachers and NGOs collaborated to provide scriptwriting and performance training.

These initiatives demonstrated the transformative potential of art as a social medium—where performance became advocacy, and students became voices of change within their communities.

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### **3. Exposure Visits to Cultural and Historical Sites**

Schools have institutionalized exposure visits and guided tours to sites of cultural, historical, and ecological significance. Students from vulnerable communities have visited Bardhaman Rajbari, Curzon Gate, Sarbamangala Temple, and local biodiversity parks. Such experiential learning deepens students' understanding of heritage, ecology, and history, while instilling civic pride. Teachers link these visits with classroom lessons, enabling children to connect local narratives with broader cultural perspectives. The initiative reinforces that learning extends beyond walls, and heritage is best preserved through awareness and appreciation.

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### **4. Cultural Twinning and Exchange Between Schools**

To promote cultural inclusivity and collaboration, schools have engaged in *Cultural Twinning Programmes*, exchanging students and performances across different circles. Urban schools share experiences with rural counterparts, creating mutual learning and exposure. Joint performances—dance, recitation, debate, and traditional art—strengthen bonds of empathy and shared cultural values. The twinning concept has reduced disparities between schools and promoted collective identity, demonstrating that diversity is the foundation of unity.

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### **5. Standardization of “Ananda Parisar” Events**

To ensure quality and consistency in cultural activities, the district introduced a structured evaluation format for *Ananda Parisar* events. Competitions are now categorized under elocution, singing, dance, extempore, debate, quiz, model exhibition, theatre, and puppetry. Each school conducts these events at multiple levels—School → Circle → Subdivision → District. This model not only nurtures competitiveness but also encourages excellence through inclusivity. Teachers are oriented on organizing and judging performances, making cultural literacy an integral part of education delivery.

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### **6. Workshops on Folk Arts and Indigenous Skills**

To revive local traditions, workshops on *Dokra*, *Wooden Art*, *Daker Saj*, and *Clay Modelling* were conducted with local artisans. Students learned about craftsmanship, sustainability, and cultural heritage through hands-on participation. These workshops preserved endangered art forms and provided young learners with creative vocational exposure. They also built appreciation for indigenous skills and the dignity of manual artistry, connecting education with heritage preservation and livelihood possibilities.

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### **7. Publication of Students' Anthology and School Magazines**

The district successfully implemented the *Student Anthology Project*, where writings travel from school to circle, subdivision, and district levels for publication. Stories, poems, and essays authored by students are compiled into printed collections, many of which are showcased during education fairs. The initiative promotes literacy, writing skills, and pride in student creativity. Through this process, young authors find their voices and learn that their words carry meaning and power.

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## **8. Culinary and Cultural Skill Development**

Schools have begun exploring the cultural dimension of cuisine through workshops on indigenous cooking and “Cloud Kitchen” models. Students learn about local food heritage, nutrition, and entrepreneurship. These sessions blend culture, skill, and sustainability—preserving traditional recipes while preparing learners for modern vocational opportunities. Such innovative activities ensure that cultural education remains dynamic, rooted, and forward-looking.

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## **Conclusion**

Cultural and creative education in Purba Bardhaman now stands as a model of inclusive learning. It celebrates individuality while strengthening community bonds. Every dance, poem, and craft tells a story of self-expression and shared heritage. By merging art with education, the district has ensured that learning is not just intellectual—but emotional, aesthetic, and profoundly human.

## **THEME 8: INCLUSIVE AND SPECIAL NEEDS EDUCATION (CWSN)**

Education in Purba Bardhaman has steadily advanced toward the goal of “*Education for All*” by embracing inclusion as both philosophy and practice. The district’s inclusive education initiatives ensure that every learner — regardless of ability, background, or need — receives equitable opportunities to learn, participate, and flourish. Through teacher training, parental involvement, therapeutic interventions, and accessibility support, schools across the district have become spaces of empathy, empowerment, and dignity.

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### **1. Teacher Training on Inclusive Pedagogy**

Recognizing that inclusion begins with teachers, Purba Bardhaman has conducted extensive orientation and training programmes on inclusive pedagogy for educators across upper primary and secondary schools. Resource persons from DIET, SSA Inclusive Cell, and Special Educators facilitated sessions on identifying diverse learning needs, developing Individualized Education Plans (IEPs), and using multi-sensory teaching strategies. Teachers learned techniques for classroom adaptations — such as tactile learning aids, flexible seating, and differentiated assessments — to ensure that every child learns effectively. The training also emphasized empathy and attitude change, enabling teachers to view diversity as strength rather than limitation. In schools like Kalna and Bhatar, teachers have created “buddy systems,” where peers assist children with disabilities in academic and social participation. This initiative has transformed classroom culture, where inclusion is no longer an extra effort but a natural, joyful practice.

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## 2. Strengthening CRCs and Resource Support

Cluster Resource Centres (CRCs) have been strengthened to function as *Inclusion Support Hubs* offering specialized guidance to schools. Each CRC maintains a register of CWSN students in its jurisdiction, tracking their attendance, assistive requirements, and progress. Resource teachers visit schools regularly for on-site mentoring and parental counseling. Basic assistive devices — such as magnifiers, Braille slates, and low-vision kits — have been distributed through coordinated efforts with Samagra Shiksha. These centers also serve as demonstration units, where teachers observe practical use of inclusive materials and adaptive technology. Joint CRC meetings now feature “inclusive lesson showcases,” allowing teachers to exchange strategies that promote universal access. The initiative has established a professional learning community across the district, ensuring sustainability of inclusion beyond isolated interventions.

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## 3. Parent Sensitization and Community Awareness

Parents play a crucial role in sustaining inclusion, and Purba Bardhaman has implemented a structured parent sensitization programme across all blocks. Meetings and workshops are organized quarterly where parents learn about the educational entitlements of CWSN children, inclusive classroom practices, and government schemes such as scholarships and aids/appliances distribution. Through collaborative dialogue, myths and stigmas around disability are addressed. Parents share their experiences, forming support networks that extend emotional and social strength. School Management Committees (SMCs) now include parent representatives of CWSN students, ensuring their voices are heard in school planning. In several schools, parents have volunteered to help maintain assistive equipment or support inclusive events like “Joyful Learning Days.” This partnership between school and home has built trust and continuity — ensuring that the learning support a child receives in class continues at home in a caring environment.

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## 4. Therapeutic and Co-Curricular Inclusion

Therapeutic interventions — including physiotherapy, speech therapy, and behavioral counseling — are now integral to school health and wellness programs. Through collaboration with district hospitals and specialized institutions, mobile therapy camps visit identified schools periodically. These camps assess CWSN children and recommend customized exercises or aids. Teachers maintain follow-up records and coordinate with parents for continuity. Inclusive art, music, and sports activities have also been institutionalized. Workshops on *Music Therapy* and *Art for Expression* engage both parents and CWSN learners, providing emotional release and social confidence. Schools host inclusive events during *Ananda Parishar* and *Fit India* celebrations, where CWSN students participate in dance, yoga, and storytelling alongside peers. This integration fosters acceptance, empathy, and collective pride. For instance, in Katwa-II block, an inclusive cultural fest showcased performances by visually impaired students on tabla and harmonium — a testament to talent thriving in inclusive spaces. These experiences redefine education as not just learning of the mind, but nurturing of the heart.

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## 5. Assistive Technology and Accessibility Improvements

Schools have taken tangible steps to make learning environments barrier-free. Ramps, railings, and tactile paths have been constructed in upper-primary and secondary schools. Large-print books, audio resources, and adapted digital materials are used regularly. With support from Samagra Shiksha, the district distributed assistive devices such as hearing aids, modified desks, and specialized software for speech-to-text learning. Teachers have integrated ICT tools creatively: students with low vision use screen magnifiers on school computers, while hearing-impaired learners access captioned video lessons. The blending of technology and compassion has made learning smoother and more autonomous for children with disabilities. The district's commitment to "Accessibility for All" is visible not only in infrastructure but in the mindset of inclusion practiced daily.

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## 6. Exposure Visits and Community Linkages

Exposure visits for CWSN students have been organized to enhance experiential learning and social inclusion. Students visit parks, museums, and science centers, supported by volunteers and peer buddies. These visits build self-confidence and help children apply classroom learning to real-world contexts. In collaboration with local NGOs and youth organizations, community-based rehabilitation programs promote vocational skills such as candle-making, tailoring, and gardening.

The participation of civic bodies and Kanyashree volunteers ensures that inclusion extends beyond school boundaries into the community. These collaborative models are shaping an inclusive ecosystem where education, therapy, livelihood, and social dignity converge.

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## Conclusion

The inclusive education programme in Purba Bardhaman has evolved from a welfare-oriented scheme into a holistic empowerment model. It has changed how schools, teachers, and families perceive disability — not as limitation, but as diversity. Through continuous capacity-building, infrastructure adaptation, and emotional support, inclusion has become an everyday reality in classrooms.

Children with special needs are now learning, performing, and leading alongside peers. Teachers have grown into facilitators of equity, and schools have transformed into safe, nurturing spaces for all learners. The district's commitment to "*Leave No Child Behind*" stands as both achievement and inspiration — a testament to how empathy, when institutionalized, becomes the foundation of truly transformative education.

## THEME 9: PHYSICAL AND SPORTS EDUCATION

Physical education in Purba Bardhaman has moved beyond the boundaries of traditional games into a holistic approach that promotes health, teamwork, discipline, and leadership. Every school in the district now embraces sports and physical fitness as integral to the learning process — not as co-curricular activities but as vital components of child development. With the strengthening of school infrastructure, structured competitions, and community partnerships, Purba Bardhaman has become a model of how sports can transform both individuals and institutions.

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### 1. Strengthening Physical Infrastructure and Resource Availability

Over the past few years, all schools — from primary to higher secondary — have systematically upgraded their sports infrastructure. Open playgrounds have been leveled, goalposts and nets installed, and basic facilities such as changing rooms and drinking water provided. Under *Operation Green* and *Ananda Parishar* initiatives, open spaces have been developed not only for play but for integrated physical activity and environmental awareness. Funds under *Samagra Shiksha* and *MDM convergence* were effectively utilized to build outdoor courts, kabaddi arenas, and running tracks. Equipment such as volleyballs, carrom boards, and athletics kits were distributed across schools, ensuring no child is deprived of participation due to lack of resources. In many schools, alumni associations and local clubs have also contributed — donating cricket gear, mats, and uniforms. This collective community ownership has made sports an everyday reality rather than an occasional event.

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### 2. Institutionalizing Fitness Culture: From “Fit India” to “Everyday Fitness”

The district has successfully transformed the *Fit India Movement* into a year-round culture of physical fitness. Each school observes daily fitness sessions — beginning the morning assembly with stretching, yoga, and rhythmic exercises. Teachers and students participate together, fostering a sense of shared discipline and energy. Every Friday has been designated as *Fitness Day* in most schools, featuring aerobic routines, skipping competitions, and traditional games like kho-kho and gilli danda. These activities rekindle the joy of play while strengthening physical endurance and social bonding. In collaboration with the Health Department, periodic BMI and health check-ups are conducted to monitor students’ wellness. Awareness sessions on nutrition, posture, and mental health connect physical well-being with overall academic performance. As a result, schools report improved attendance, concentration, and morale among learners.

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### 3. Promoting Local and Indigenous Games

Purba Bardhaman has taken a pioneering role in reviving indigenous games that form part of Bengal’s cultural heritage. Schools across blocks like Raina, Mongolkote, and Katwa-II have institutionalized games such as *danguli*, *kabaddi*, *kho-kho*, and *langdi* as regular events during the *Ananda Mela* and annual sports days. Teachers integrate these games into classroom lessons to teach mathematical estimation, teamwork, and spatial awareness — linking physical learning with academic skills.

This revival has reconnected children to their roots while providing accessible forms of play that require minimal equipment. Moreover, the inclusion of girls in these games has challenged stereotypes, promoting gender equality and confidence among students. The indigenous games movement has made sports more inclusive, community-oriented, and culturally rich.

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#### **4. Structured Competitions and Talent Identification**

Inter-school, block, and district-level sports meets are now held annually with full participation from primary, upper-primary, and secondary schools. Each competition is preceded by structured training camps where Physical Education Teachers (PETs) and sports coordinators groom talented students in athletics, football, kabaddi, volleyball, and chess. Selected students represent the district in state and national-level competitions, many returning with medals and accolades. For example, a group of students from Purbasthali-II block represented West Bengal in the National School Games in kho-kho — a proud milestone for rural schools.

Digital records of student achievements are now maintained at the DPO level, ensuring transparency and tracking of sports progression. The district’s focus has shifted from “events” to “sports pathways” — creating a nurturing environment for talent to mature over time.

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#### **5. Inclusion, Gender Sensitivity, and Participation for All**

Purba Bardhaman’s sports policy emphasizes “*Every Child, Every Game*”. Schools have consciously ensured participation of all learners, including girls and Children With Special Needs (CWSN). Physical Education sessions are adapted for diverse abilities — for instance, simplified races, balance activities, and non-competitive yoga challenges for CWSN students. Girls’ participation has risen remarkably, with many schools introducing separate practice slots and female sports mentors. The *Kanyashree Sports Challenge* organized at the district level has become a flagship event, motivating adolescent girls to engage in athletics, cycling, and self-defence.

This inclusive approach has not only promoted fitness but also built self-esteem, social bonding, and leadership among children who once remained on the margins of sports participation.

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#### **6. Integrating Sports with Academics and Values Education**

Physical education is now linked with character-building and academic learning. Teachers use sports analogies to teach teamwork in science projects, fairness in social science lessons, and focus in mathematics. Regular reflection sessions follow sports events, allowing students to discuss lessons on perseverance, discipline, and respect. Through the *Sports for Values* programme, students learn about teamwork, honesty, and resilience — reinforcing the idea that sports are not just about competition but cooperation. In many schools, peer mentoring has been adopted: senior students train juniors in yoga, football, and athletics. This promotes responsibility and mutual learning, turning playgrounds into living laboratories of leadership.

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## 7. School–Community Collaboration and Sports Festivals

Every block now hosts *Block Sports Festivals* where schools, panchayats, and local youth clubs jointly organize events. These festivals bring together students, teachers, parents, and community leaders, celebrating physical culture and rural identity. In Memari and Bhatar blocks, schools have collaborated with Gram Panchayats to organize *Mini Marathon Rallies* themed on “Run for Learning” and “Clean and Fit Village.” These events combine fitness with social awareness, attracting wide public participation. Such collaborations have strengthened the relationship between schools and communities, turning sports into a unifying social force rather than a school-limited pursuit. Villages now take pride in their local champions, creating a sense of collective ownership over youth development.

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## 8. Recognition, Rewards, and Motivation

The district recognizes that motivation sustains participation. Annual award ceremonies honour not only winning athletes but also schools and teachers who promote sports culture innovatively. Certificates and medals are distributed at the block and district levels, while *Best Sports Coordinator* and *Most Active School* awards encourage healthy competition among institutions. Some schools have also introduced *Sports Walls*— dedicated notice boards displaying photographs and achievements of student athletes. This visual celebration of success inspires younger children and instills pride in the entire school community. Parents are invited to witness sports events, strengthening emotional investment and recognition of sports as a valued aspect of holistic education.

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## Conclusion

Through systematic planning, community engagement, and the integration of physical culture into everyday schooling, Purba Bardhaman has made sports a living philosophy rather than an extracurricular obligation. The transformation is visible — students are healthier, more confident, and more disciplined; schools are livelier; and communities are prouder of their young achievers. By aligning sports with inclusion, gender equity, and academic values, the district has demonstrated that physical education is the foundation of holistic learning. Purba Bardhaman’s model now stands as an inspiring example of how a district can cultivate not just successful athletes, but stronger, happier, and more resilient citizens.

## (1) TRAINING OF COOK-CUM-HELPERS :

Training Programmes were organized for Cook-cum-Helpers under PM-POSHAN Scheme, Purba Bardhaman in collaboration with **AAHORAN**, State Institute of Hotel Management, Durgapur, Paschim Bardhaman at all Sub-Divisions under Purba Bardhaman District.



## (2) ORIENTATION PROGRAMME ON MENTAL HEALTHCARE MANAGEMENT :

One-day orientation programme with the Nodal Teachers on Mental Healthcare Management in schools, Child Rights & POCSO was held on 12-08-2025 at Sanskriti Lok Moncho, Purba Bardhaman in presence of Smt. Tulika Das, Hon'ble Chairperson, West Bengal Commission for Protection of Child Rights (WBCPCR).



### (3) ORIENTATION PROGRAMME ON THE ACCOUNTS OF PM-POSHAN :

An orientation Programme with the Assistant Accountants / Block Level Supervisors / DEOs was held on 18-06-2025 on the Accounts of PM-POSHAN.

### (4) BEST PRACTICE OF MID-DAY MEAL - I :



**GOVERNMENT OF WEST BENGAL**  
**OFFICE OF THE BLOCK DEVELOPMENT OFFICER**  
**RAINA – I Development Block**  
**Shyamsundar • Burdwan**



**Name of School:** SUKUR H.P. INSTITUTION  
**UDISE CODE:** 19252203102  
**CLRC NAME:** RAINA-II  
**GRAM PANCHAYAT:** NATU  
**BLOCK:** RAINA-I DEVELOPMENT BLOCK  
**DISTRICT:** PURBA BARDHAMAN  
**BEST PRACTICE:** FISH FROM SCHOOL POND SERVED IN MID-DAY MEALS



#### BEST PRACTICE OF MDM

**Deliciously Sustainable: Fish from School Pond Served in Mid-Day Meal at Sukur HP Institution**

Shukur HP Institution has redefined school dining by incorporating locally sourced fish from their own pond into daily meals. This initiative not only ensures freshness and nutritional value but also promotes sustainability by reducing transportation emissions. Students benefit from enriched diets while learning the importance of local resources and environmental stewardship. Shukur HP sets a commendable example, proving that small steps towards sustainability can have a big impact on health and community well-being.



(5) BEST PRACTICE OF MID-DAY MEAL – II :

## স্কুলছাদে ফলছে ড্রাগন, পড়ুয়াদের পুষ্টির ঘাটতি মিটিয়ে বিক্রির ভাবনা

নিজস্ব প্রতিনির্মা, রায়না: স্কুলের ছাদে ফলছে ড্রাগনফ্রুট। বাজারে তা কিনতে গেলে কমপক্ষে প্রতি পিচ দাম পড়বে ৭০-৮০ টাকা। রায়নার মাদানগর স্কুলের শিক্ষকরা সেই দামি ফল ছাত্রছাত্রীদের পক্ষে তুলে দিচ্ছেন। স্কুলের ছাদ ছাড়াও অন্যান্য জায়গায় তাঁরা প্রায় ১৭০টি গাছ রোপণ করেছেন। কয়েকটি গাছে ফল হয়েছে। বাকি গাছগুলিতে ফলন হতে শুরু করলে ড্রাগনফ্রুট বাজারে বিক্রি করা হবে। পড়ুয়ারা খাওয়ার পরও তা শেষ হবে না। স্কুলের শিক্ষক কন্যাশর্মার দাঁ বলেন, ছাদ ফাঁকা পড়েছিল। সেই জায়গা কাজে লাগানোর জন্য গাছ রোপনের সিদ্ধান্ত নেওয়া হয়। ড্রাগনফ্রুট অত্যন্ত পুষ্টিকর। সেই কারণেই এই ফলের গাছ বসানো হয়েছে। মিড ডে মিল খাওয়ার পর পড়ুয়াদের ফল দেওয়া হচ্ছে। আগামী দিনে ড্রাগনফ্রুট বিক্রি করে আয় করা যাবে। তা স্কুলের বিভিন্ন কাজে লাগানো যাবে। স্কুলের ছাদে প্রায় ৭০টি গাছ রয়েছে। বাকি গাছগুলি আরোপণে রোপণ করা হয়েছে। দেড় বছর ধরে এই ফল চাষ করা হচ্ছে। মঙ্গলবারও সমস্ত পড়ুয়াকে একটা করে ফল দেওয়া হয়েছে।

রায়নার এই স্কুলে ১৯০জন ছাত্রছাত্রী রয়েছে। পাঁচজন শিক্ষক রয়েছেন। সকলেই গাছ বসানোয় উদ্যোগী হয়েছিলেন। ড্রাগনফ্রুট ছাড়া অন্যান্য ফলের গাছ বসানোর পরিকল্পনা রয়েছে।

পূর্ব বর্ধমান জেলা পরিষদের সভামিপতি শ্যামাপ্রসন্ন লোহার বলেন, প্রশাসনীয় উদ্যোগ। অন্যান্য স্কুলগুলিও এই মডেল অনুসরণ করতে পারে। ওই স্কুলে সময় হলে পরিদর্শনে যাব।

করেছে। ওই স্কুল কর্তৃপক্ষকে সবরকম সহযোগিতা করা হবে।

পূর্ব বর্ধমানের ডেপুটি সিএমওএইচ সুবর্ণ গোস্বামী বলেন, ড্রাগন ফ্রুট প্রচুর পরিমাণে ভিটামিন-সি রয়েছে। স্বাদ হয়তো ভালো নয়। কিন্তু গুণ অনেক বেশি। এই ফল খাওয়া স্বাস্থ্যকর। অনেক রোগ থেকে মুক্তি মিলতে পারে। জেলা উদ্যানপালন দপ্তর সূত্রে জানা

### রায়নার মাদানগর প্রাথমিক বিদ্যালয়

বর্ধমান জেলা পরিষদের শিক্ষা কর্মাধ্যক্ষ শান্তনু কোনার বলেন, প্রতিটি স্কুলকেই 'কিচেন গার্ডেন' তৈরির জন্য আমরা উৎসাহ দিয়ে থাকি। অনেক স্কুলের আশেপাশে অনেক ফাঁকা জায়গা পড়ে থাকে। সেগুলি তারা কাজে লাগায় না। রায়নার ওই স্কুল প্রশাসনীয় উদ্যোগ নিয়েছে। রায়না-১ প্রকের বাসিন্দা তথা তৃণমুলের প্রক সভাপতি বামসেন মণ্ডল বলেন, স্কুল কর্তৃপক্ষ ছাত্রছাত্রীদের পুষ্টির বিষয়টি নিয়ে ভাবনাচিন্তা

দিয়েছে, ড্রাগন ফ্রুট ভিটেরনামের জাতীয় ফল। এরা জো ১০-১২ বছর ধরে এই ফল চাষ হচ্ছে। তবে এখনও ব্যাপকভাবে চাষ শুরু হয়নি। রায়নার ওই স্কুল নতুন দিশা দেখাচ্ছে। আধিকারিকদের দাবি, এই ফলের দাম সবসময় বেশি থাকে। ফল বেশি হলে তা বিক্রি করে কর্তৃপক্ষ মেট্রি টাকা আয় করতে পারে। সেই টাকায় পড়ুয়াদের মিড ডে মিলে অন্যান্য খাবার দেওয়া যাবে।

Bartaman, 10.07.24, Burdwan



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