



# MAITREEE



Adult Literacy Center run jointly by Free To Be Kids Charitable Trust & Rotary Behala

## SEPTEMBER : BASIC EDUCATION & LITERACY MONTH

# Our Leadership 2021-22



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Bishakha Raviraj

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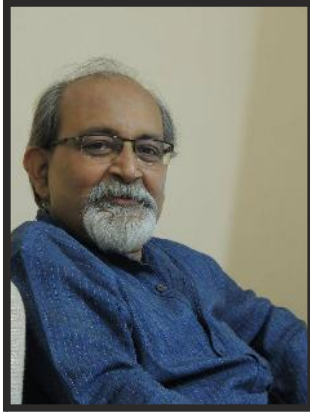
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## EDITOR'S PEN

**Siddhartha Chakraborty**  
Editor 21-22

Basic Education and Literacy.

That is the Rotary theme for the month of September.

As RI President Rtn Shekhar Mehta so eloquently declares, "Literacy opens up the world to us." He goes on to address the issue in his message for the month to all the members of Rotary family.

And the RI website talks of a holistic approach to the problems of Literacy. It discusses issues of adult literacy, school dropouts, underperforming students, lack of infrastructure in schools and importance of training of teachers. It also gives precise ideas on assessing the community needs and tips on considerations before starting a project. An excerpt is there as a ready reference.

Basic Education and Literacy being an integral part of projects undertaken by our club since long, in the section of 'Down memory Lane' we revisit some of the projects undertaken in this field.

Last Sunday we visited our Adult Education Centre at Krishnarampur of Nepalgunge area to hand over to forty underprivileged students of the facility a gift of water filter – contributed by generous members

03 Maitree

of the Club. Here goes a report.

Enjoy.

## Today's Speaker

Bishakha Raviraj Founder & Designer – Ragstoquilts.



Little about Me – Graduation – VES college, Microbiology Post Grads – CHM College (Stood 1st in my class both years).

Lecturer of Biotechnology (5 years). Studied Graphic designing & Animation at Arena Multimedia (2 years).

Ragstoquilts – Started my own business of making Quilts and bedding for kids. Unit is 9 years and running. Specialization in Upcycling, Quilt making, Art quilts, Textile designing, Block Printing. Conduct various workshops at schools, colleges, Corporate offices on Upcycling and block printing. Teach quilt making, Portrait Art quilt making, Block Printing. Covered by various newspapers, bloggers, websites for the kind of work I do.

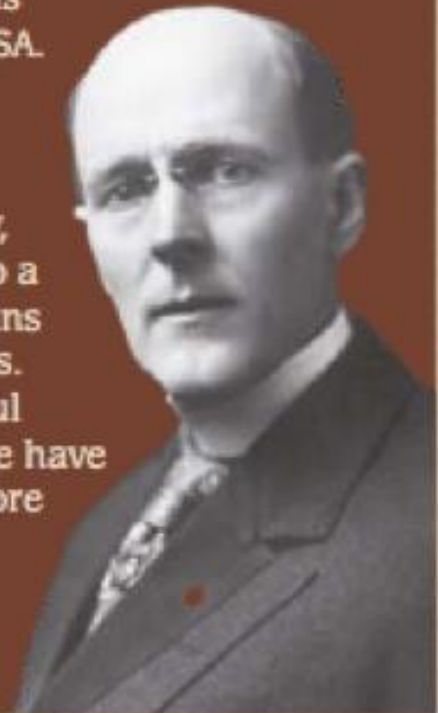
My work has been featured in Quilting Magazine. Spoken at Radio stations regarding 'Upcycling'. Also train new budding entrepreneurs on 'How to use Social Media for Business Development'. My portrait quilts are displayed in ISKCON TEMPLE, Bangalore.

Finally, at core a homemaker, wife & mother of two kids.

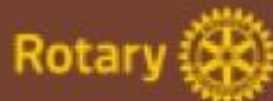
# THE LEADER

## REMEMBERING PAUL P HARRIS

Paul Harris, the father of Rotary Movement, was born on April 19, 1868 at Racine, Wisconsin, USA. When he passed away on January 27, 1947, he left behind for mankind a rich legacy of fellowship and brotherhood for international understanding and service to humanity. To-day, the seed he sowed in 1905, has blossomed into a large tree having more than 1.2 million Rotarians having 33,000 clubs in more than 200 countries. We fondly remember him and pay our respectful homage to him on this auspicious day when we have stepped into another Rotary year to make it more eventful & meaningful.



Paul P. Harris (1868-1947)  
*Founder of Rotary*



### THE FOUR-WAY TEST

The Four-Way Test is a nonpartisan and nonsectarian ethical guide for Rotarians to use for their personal and professional relationships. The test has been translated into more than 100 languages, and Rotarians recite it at club meetings:

Of the things we think, say or do

- Is it the TRUTH?
- Is it FAIR to all concerned?
- Will it build GOODWILL and BETTER FRIENDSHIPS?
- Will it be BENEFICIAL to all concerned?

**HAPPY BIRTHDAY**

many many happy returns of the day

- 17th Sept : Ms. Sharmistha spouse of PP Rtn Krishnendu Bhattacharjee
- 20th Sept : PP Rtn Debabrata Joardar
- 25th Sept : Rtn Sujay Krishna Bhadra
- 26th Sept : Ms. Sumita spouse of PP Rtn Prabir Roy
- 27th Sept : Oishika daughter of Rtn Aniruddha Gupta
- 29th Sept : PP Rtn Manika Karmakar
- 29th Sept : Ms Poulami spouse of Rtn Amit Roy

Rotary  
RID 3291



**Rotary International  
Supports  
Covid Vaccination**



Help us to help you - Get Vaccinated.  
Care for the people around you.  
Vaccination is safe and effective, get vaccinated now.  
Wear Mask, Wash Hands, Maintain Safe Distance.

**Rotary India's Covid Vaccination Task Force**

**TODAY**

**2603Rd  
Regular Club  
Meeting**

**6:45PM  
Zoom Virtual**

We Are At

**facebook**

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# BASIC EDUCATION AND LITERACY PROJECT STRATEGIES

( Excerpts from RI website )

Basic education and literacy is one of Rotary's six areas of focus.

We know that basic education and literacy are essential for reducing poverty, improving health, encouraging community and economic development, and promoting peace. Consider these facts:

- \* If all women completed primary education, there would be 66% fewer maternal deaths.

- \* A child born to a mother who can read is 50% more likely to survive past the age of five.

- \* If all students in low-income countries left school with basic reading skills, 171 million people could be lifted out of poverty, which would be equivalent to a 12% cut in world poverty.

- \* The world is making good progress in this area.

According to a 2014 United Nations Millennium Development Goals progress report, literacy rates among adults and youths are on the rise and the gender gap in literacy is narrowing. But pressing global needs remain:

- \* 58 million children worldwide are out of school.

- \* Even after four years of primary schooling, as many as 250 million children cannot read and write.

- \* 781 million adults are illiterate.

Rotary clubs all over the world are taking action to enhance basic

education and literacy in their communities. Every community has different needs and different opportunities to serve. This publication is intended to help you ask the right questions, identify real needs, and make the greatest possible impact with the time, energy, and resources you have at your disposal.

## ASSESSING THE COMMUNITY

Determining your community's needs and resources is an important starting point for any community project. Work with local stakeholders to complete a thorough community assessment. By including the community and local subject matter experts from the start, you will not only identify the most appropriate project but also ensure support and sustainability for your endeavors. Refer to the Rotary publication Community Assessment Tools for ideas on conducting community needs assessments.

Key stakeholders in a basic education and literacy project should include school administrators, teachers, school staff, parents of students, students, and local community members. Members of the ministry or department of education (local and national) are also key stakeholders.

When conducting an assessment, ask open-ended questions to invite answers beyond yes and no. Focus on identifying opportunities

for skill- building with the community, not just on materials that may be needed. For example, you might ask teachers “What skills you would like to develop?”

Avoid going into a community or school with an idea of what's needed. It's easy to look around and decide what you think a community needs, especially if you live in it or near it. Instead, listen to a variety of community stakeholders and hear their needs and concerns directly.

or “What are your goals for your students? How can we help you achieve them?” You might ask parents “What kind of job would you like your children to have as an adult? What skills or education will they need to achieve that goal?”

Don't forget about the students! Ask them questions like, “What do you like about your school?” or “Tell me about your dreams for your school.” Students like being involved and meeting visitors. Most important, they're the ones who will benefit the most from a good project. Understanding what they like and don't like is essential to the success of your project.

Finally, remember to take stock of the community's assets, not just their needs. Communities are often able to meet their own needs without the help of outsiders. Sometimes all it takes is facilitating a discussion or bringing together different stakeholders to set things in motion. Ask community members if they know people with specific skill sets or other organizations that are working with the community to address the challenges they've identified.

Knowing this can help you avoid duplicating efforts and allow you to focus on the issues they wouldn't be able to address without your help.

If this is your first literacy project, consider simple, short-term goals. Once you've achieved these goals, build on your success by expanding the scope of your efforts to ensure long-term sustainability.

### RESPONDING TO COMMUNITY NEEDS

Your community assessment may have revealed that the community doesn't have significant basic education and literacy needs to address. If that's the case, your efforts were not wasted — in fact, you may have saved a great deal of time, energy, and resources that might have been used on a project that really wasn't needed in the first place. And perhaps your assessment revealed some other needs that you can focus on.

If your assessment did reveal basic education and literacy needs, they likely fall into one or more of the following categories:

- \* Low adult literacy
- \* Youth not in school
- \* Youth underperforming in school
- \* Lack of resources in schools

We'll examine each of these broad areas of need and provide sustainable strategies and case studies to consider as you develop an intervention plan.

### LOW ADULT LITERACY

For most of us, reading and writing are as natural as breathing. But imagine if you didn't have the functional literacy skills needed to complete a job application, sign a check, understand a child's report card, or read a prescription.

While the overall number of illiterate persons has fallen since 2000, 781 million adults — 15 percent of the world's adult population — still lack basic reading and writing skills. Women account for nearly two-thirds of illiterate adults.

**THINGS TO CONSIDER BEFORE PLANNING A PROJECT**

- \* What is the overall adult literacy rate in the community?
- \* Are there gender, ethnic, economic, or other demographic disparities in the adult literacy rate? If so, what groups are most affected?
- \* Talk with your prospective beneficiaries to learn what barriers, past or present, made it difficult for them to become literate.
- \* What do your prospective beneficiaries want to gain by enhancing their literacy skills? Do they want to qualify for better jobs, acclimate to a non-native language, develop financial literacy, or simply help their children with schoolwork? Tailor your approach to meet their goals.
- \* Adult literacy programs should consider the learner's needs and interests and prior learning, as well as how adults learn best. Highly standardized systems such as those used in schools, are generally not appropriate for adults.

**STRATEGY: TEACH ADULT LITERACY TO NON-NATIVE LANGUAGE SPEAKERS**

In many communities, minority language groups have lower levels of literacy. Immigrants and indigenous people may be literate

in their native language but struggle to achieve functional literacy in the language of their community of residence.

Rotary clubs in Taichung, Taiwan, are addressing this challenge by offering literacy classes to women from China, Vietnam, Indonesia, and Thailand who recently immigrated. Classes focus on developing functional abilities so they can communicate with their new friends and neighbors. After completing the program, the students participate in a speech tournament to hone their newly developed skills.

**Research suggests that, in general, successful adult second-language literacy programs:**

- Use materials from everyday life
- Use interactive methods that engage different ways of learning (e.g., oral communication)
- Use native languages to clarify and explain classroom tasks Integrate literacy instruction with functional training
- Schedule classes at times and locations that accommodate adults
- Collaborate with other cooperating organizations that serve the minority language community

**STRATEGY: FOCUS ON FUNCTIONAL LITERACY**

An adult who's functionally literate is able to engage in activities that enable her to function effectively in society. Adults tend to be more motivated to learn when they understand the



practical outcomes they can gain. Acquiring functional literacy skills fosters a sense of self-fulfillment, equips learners with the ability to improve their families' living standards, and may also encourage parents to play a more active role in their children's education.

### YOUTH NOT IN SCHOOL

While the number of children not attending school dropped from 102 million to 58 million since 1990, progress has slowed in recent years. Among the 137 million children who entered the first grade of primary school in 2011, 34 million—roughly 25 percent—are likely to leave their schools before the last grade. Poverty, gender, and place of residence are key factors keeping children out of school.

### THINGS TO CONSIDER BEFORE PLANNING A PROJECT

You should determine the real barriers preventing children from attending school before deciding on appropriate interventions. Some common barriers and possible interventions are listed below.

**Barrier :** Direct costs of schooling (e.g., school fees, uniforms, books, and supplies)

**Possible Interventions :**

Vocational training for parents and community members to generate income.

**Barrier :** Lost income from children's labor or activities.

**Possible Interventions :** Child-care programs for siblings /children.

Flexible school schedules.

**Barrier :** Lack of cultural value for education in the community and/or

lack of parental involvement in the education process.

**Possible Interventions :** Media campaigns to raise awareness about the benefits of education. Coordinated school enrollment events.

Endorsement of education (particularly girls' education) by religious and other leaders.

Development/capacity-building of parent-teacher committees.

**Barrier :** Health-related issues that keep children home sick or caring for sick family members.

**Possible Interventions :**

Integrating water and sanitation programs in school.

Raising awareness about HIV/AIDS and other preventable diseases.

### STRATEGY: FOCUS ON GETTING GIRLS INTO SCHOOL

While the gender gap in school enrollment is narrowing globally, major disparities remain in regions such as the Middle East, South and West Asia, and sub-Saharan Africa. The causes preventing girls in these regions from attending school include:

- \* Cultural attitudes toward girls' and women's place in society.

- \* Economic barriers, including the cost of transportation, school fees, and the missed "opportunity cost" of income-generating activities that girls undertake when not in school.

- \* Predominance of male teachers who lack gender-sensitivity training.

- \* Long distances between home and school, which pose security concerns (especially the threat of sexual violence).

- \* Lack of sanitation facilities

(especially separate latrines) at schools

Working to remove these barriers to girls' education can pay huge dividends in the overall development of a community: more educated women tend to be healthier, work and earn more income, have fewer children, and provide better health care and education to their children. It is estimated that some countries lose more than \$1 billion per year in missed economic production by failing to educate girls to the same standard as boys.

### YOUTH UNDERPERFORMING IN SCHOOL

Reading skills build the foundation for all future learning. Yet, in some sub-Saharan African countries, children with five years of education still have a 40 percent chance of being illiterate.<sup>10</sup> If all students in low-income countries left school with basic reading skills, 171 million people could break the cycle of poverty, which would be equivalent to a 12 percent cut in world poverty.

### THINGS TO CONSIDER BEFORE PLANNING A PROJECT

\* What are the qualifications of teachers in the local schools? How many students are in each classroom?

\* Do schools have a management committee made up of administrators, teachers, parents, and students?

\* Is additional programming available to students after school?

\* Teachers, students, and parents are often the best resources for finding out why students aren't

performing well. Consider spending time talking with groups of people — administrators, students, teachers, and parents separately — to find out the goals they have for their school and whether they want to develop relevant skills.

\* Teacher training often helps improve the performance of students. In some countries, teachers cannot teach without a degree or certificate from the ministry of education. In others, teachers may lack even a secondary level of education. And in the most complex settings, there is a mix of teachers with a wide range of educational backgrounds. Teachers want to provide high quality education to their students and generally welcome training opportunities. Make sure you ask them what training they're interested in.

\* If your club or district doesn't have the expertise to train teachers, find out if organizations in the community provide teacher training, or if there are any highly regarded schools in the community with teachers who could share methodologies.

### STRATEGY: TRAINING TEACHERS

#### Early Childhood Education

The number of children enrolled in preprimary education has increased by 60 million from 2000 to 2011.<sup>11</sup> Early childhood education research shows positive results for long-term learning in both developed and developing nations.

Although early childhood education enrollment is growing, many opportunities are available to achieve higher quality programming:

\* Governments are not investing as much in early childhood education programming as in other levels of education. As a result, many developing countries lack a set curriculum or teaching requirements for early childhood teachers.

\* Early childhood education is more than just learning the alphabet. Letter sounds, numeracy, life skills, and problem solving are important components.

\* Proper early childhood education increases children's readiness for school.

\* Teacher training and curriculum development are key components of a sustainable project.

\* To be successful and sustainable, teacher training needs long-term follow through, not just a one-time training. Developing local leadership can continue the cycle of teacher training in the future.

### Primary And Secondary Education

The shortage of teachers, especially qualified teachers, is a huge hindrance in the performance of primary and secondary school students. Additionally, overcrowded classrooms, lack of regular training for teachers, and relying on rote memorization in classrooms can hamper critical learning and thinking.

The UN's proposed Sustainable Development Goal for education aims for children everywhere to be able to complete free, equitable, and quality primary and secondary schooling by 2030. In order to achieve universal primary education, 1.6 million new teaching positions are needed, one-third of them in sub-Saharan Africa.

Investing in the teaching skills of current teachers is also crucial.

### LACK OF RESOURCES IN SCHOOLS

Many schools don't have enough materials or the proper kinds of materials to facilitate teaching and learning.

A study in Ethiopia found that having a textbook increased children's oral reading fluency by 9.6 words per minute.<sup>13</sup> While materials alone cannot produce quality education, materials can play an important role in enhancing the classroom environment.

### THINGS TO CONSIDER BEFORE PLANNING A PROJECT

\* Let local demand — as identified by community stakeholders — dictate the materials your project will provide. Collecting and donating used books, for example, is a nice gesture, but if the books are for the wrong age or language or if they're culturally inappropriate for the students you aim to serve, they won't do much good.

\* Ask yourself, "How will these materials lead to attaining desired educational outcomes?"

\* Consider supplementing purchasing and distributing school materials with a training or capacity-building component on innovative strategies to teach with these materials.

\* Although many schools struggle to obtain traditional learning materials, technological tools and nontraditional approaches to education are becoming more widely used in the developing world. If your club has purchased or distributed traditional

materials over the years, consider how you can scale up that project to provide newer and more innovative resources. But keep in mind that new tools require new training and even in classrooms with computers, interaction between teachers and students is still vitally important in the learning process.

**Traditional materials**

- \* Chalkboards

**Advanced resources**

- \* Interactive white boards

**Traditional materials**

- \* Computers

**Advanced resources**

- \* Laptop computers

**Traditional materials**

- \* School books, story books, dictionaries

**Advanced resources**

- \* Electronic tablets

**Traditional materials**

- \* School desks

**Advanced resources**

- \* Tables and chairs, open spaces for students to work

**REMEMBER:** If your club wants to do a global grant, you will need to scale up your project beyond providing materials. Global grants do not support projects that consist exclusively of equipment purchases. Consider working with the community to identify other activities that will help to meet their educational goals in addition to providing resources.

**STRATEGY: SCALING UP PROJECTS**

Providing materials such as dictionaries, desks, and textbooks is certainly a great help to any school in need. Seeing a child who has never had these materials receive them for the first time is

heartwarming and provides an overwhelming sense of fulfillment. But when does it become time to see if more can be done?

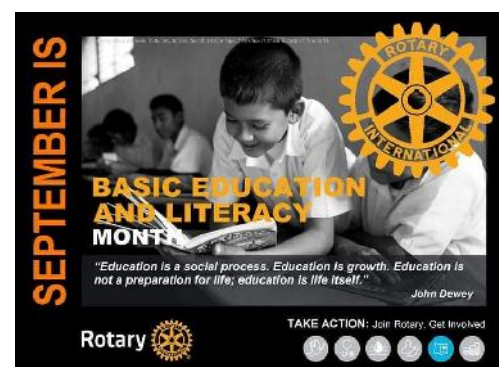
**Ways To Scale Up**

\* If your project gives a child a book each month, turn it into a family literacy initiative. Provide ideas and activities for families to read more together and increase the literacy skills of all involved.

Expand a dictionary donation project into an after-school writing program. Have tutors teach students how to use their dictionaries and write stories. At the end of the year, hold a community event where students can showcase their work.

\* Local schools that have received school desks or benches may benefit from training teachers about using space to engage children. Not all children learn well while sitting in place all day. Many students benefit from movement and interactive learning. This form of classroom management training can enhance classroom learning for many students.

\* Does your club donate computers to schools? Talk with teachers about how to use computers as effective teaching tools and gauge their interest in receiving training.



# Safe Water – Safe Life

PP Rtn Dr Siddhartha Chakraborty

The car turned left.

Morning of Sunday, the 12th of September 2021 and we are following Mr Binu of Free To Be Kids to visit our Adult Education Centre at Krishnarampur of Nepalgunge area, and have just left behind the bustling Pailan Haat. Busy local market, construction of multistory complexes, gradually thinning out localities, and we take a right turn.

The world changes. As we proceed along the narrow metal road, the environ changes to greeneries and waterbodies. An occasional two wheeler, but strikingly no omnipresent auto. Few households here and there, and in front of one at a bend of the road stopped our cavalcade. We have reached.

The team alighted. Led by Club President Rtn Soumjojit Mukherjee, there were our freshman Rtn Amit Roy, PP Rtn Debabrata Joardar, Mrs Sikha Bhattacharya accompanied by her husband PP Rtn Amaresh Bhattacharya (incidentally, it was his birthday – what a marvelous way to celebrate the occasion !) and PP Rtn Dr Siddhartha Chakraborty.

Debasish and Pranati Naskar have covered the courtyard of their home, arranged for a number of fans, and it has become the centre for enlightening the local ladies. Basic education is imparted once weekly and for the advanced ones, English class is there – again, once a week.



Forty students were awaiting us, few of them in dark glasses after cataract surgery few days ago. After a welcome coffee and sweets, it was time for work.

Mr Partha Pratim Chakravorty of M/s Bengal Aqua Engineering – manufacturers of the water filters described and demonstrated to the assembled ladies the use and maintenance of the gadget, and PP Rtn Debabrata Joardar talked briefly about Rotary and RC Behala.

Then the team members took their turn in handing over the water filters to the ladies. The joy in their faces made the day for all.

PP Rtn Amaresh Bhattacharya having another engagement, the couple left the team as others proceeded to Samli near Rasapunja for the second leg of the day's programme.





## Vocational Centre Visit

PP Rtn Dr Siddhartha Chakraborty

Rtn Angshuman Bhattacharya – the keyman for our projects at Rasapunja – was waiting on road to guide the team. We were ushered to the home of the Secretary of Sonartari Co-operative of the area whom we had supplied sanitary napkin vending machine and four sewing machines to start a sewing training centre.

There was a threadbare discussion with the President and Secretary of the Co-operative on their problems and aspirations. Rtn Amit – a banker that he is – queried on their Self Help Groups and microfinancing. There are 350 SHGs in the co-operative – each with 10-14 members and engaged in various fields, current main focus being tailoring, soft toy manufacturing and mushroom cultivation. And they dream of better days.

After a visit to the relocated sewing training centre, the team bade them adieu.

A day well spent.

# DOWN THE MEMORY LANE

This section features some of most rewarding and memorable moments of Rotary Behala and its partners



Inauguration of "School Adoption Project" at two primary schools – Barisha Bastuhara & Janakalyan Bidyapith. 1st. July 2006.



Handing over books for Library at St Joseph Primary School.



Distribution of study materials to students. 26th January 2004.



Renovated building of St Joseph Primary School, Behala.



Members at Janakalyan Vidyapith Primary School where we provided mid-day meal throughout the year under Health & Hunger project. 1st July 2006.



E-learning at Baidyapara High School. Sustainable Project.

# DOWN THE MEMORY LANE

This section features some of most rewarding and memorable moments of Rotary Behala and its partners



Renovated toilet at Baidyapara High School.



Handing over of stipends to Girl Students at RCC Chandanpuri. 9th October, 2020



Renovated toilet at St Joseph Primary School, Behala.



Handing over of Teachers Salary for Adult Education Centre. 25th January, 2021 Sustainable Project.



Distribution of sitting mats to students of Adult Education Centre, Thakurpukur.



Computer Training Centre at Thakurpukur campus of Free To Be Kids. 4th April 2021. Sustainable Project.



Handing over of Study materials to teachers at RCC Unnayan. August, 2018



## Rotary International President's Message

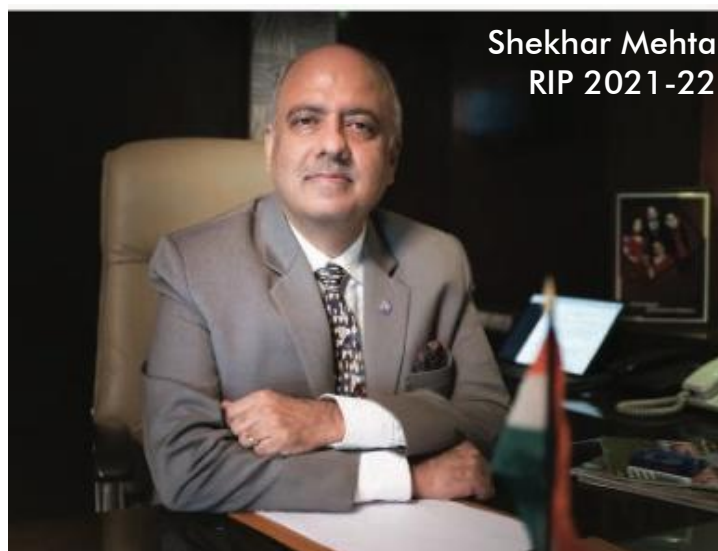
September, 2021

I am sure you are having an enriching experience as you Serve to Change Lives. One of the ways you can make the greatest change in a person's life is to help them learn to read. Literacy opens up the world to us. It makes us better informed about life in our own communities and opens vistas to other cultures. Reading and writing connects people and gives us another way to express our love for one another.

September is Basic Education and Literacy Month in Rotary. Enhancing literacy skills is critical in our pursuit of reducing poverty, improving health, and promoting peace. In fact, if all students in low-income countries left school with basic reading skills, it would result in a significant cut in global poverty rates.

Without education, illiterate children become illiterate adults. Today, 14 percent of the world's adult population — 762 million people — lack basic reading and writing skills. Two-thirds of that group are women. Literacy and numeracy skills are essential to obtaining better housing, health care, and jobs over a lifetime.

Especially for girls and women, literacy can be a life-or-death issue. If all girls completed their primary education, there would be far fewer maternal deaths. And a child is more likely to survive past age 5 if he or she is born to a mother who can read. Improving outcomes



Shekhar Mehta  
RIP 2021-22

for more people worldwide is possible only if countries remove barriers to education for girls. The economic argument for doing so is clear: In some countries where schooling is geared toward boys, the cost of missed economic opportunity is more than \$1 billion per year.

Empowering people through education is among the boldest goals we have as Rotarians. We don't have to travel far from our homes to encounter those whose lives are being curtailed because they struggle with reading, rely on others to read for them, or cannot write anything more than their own name.

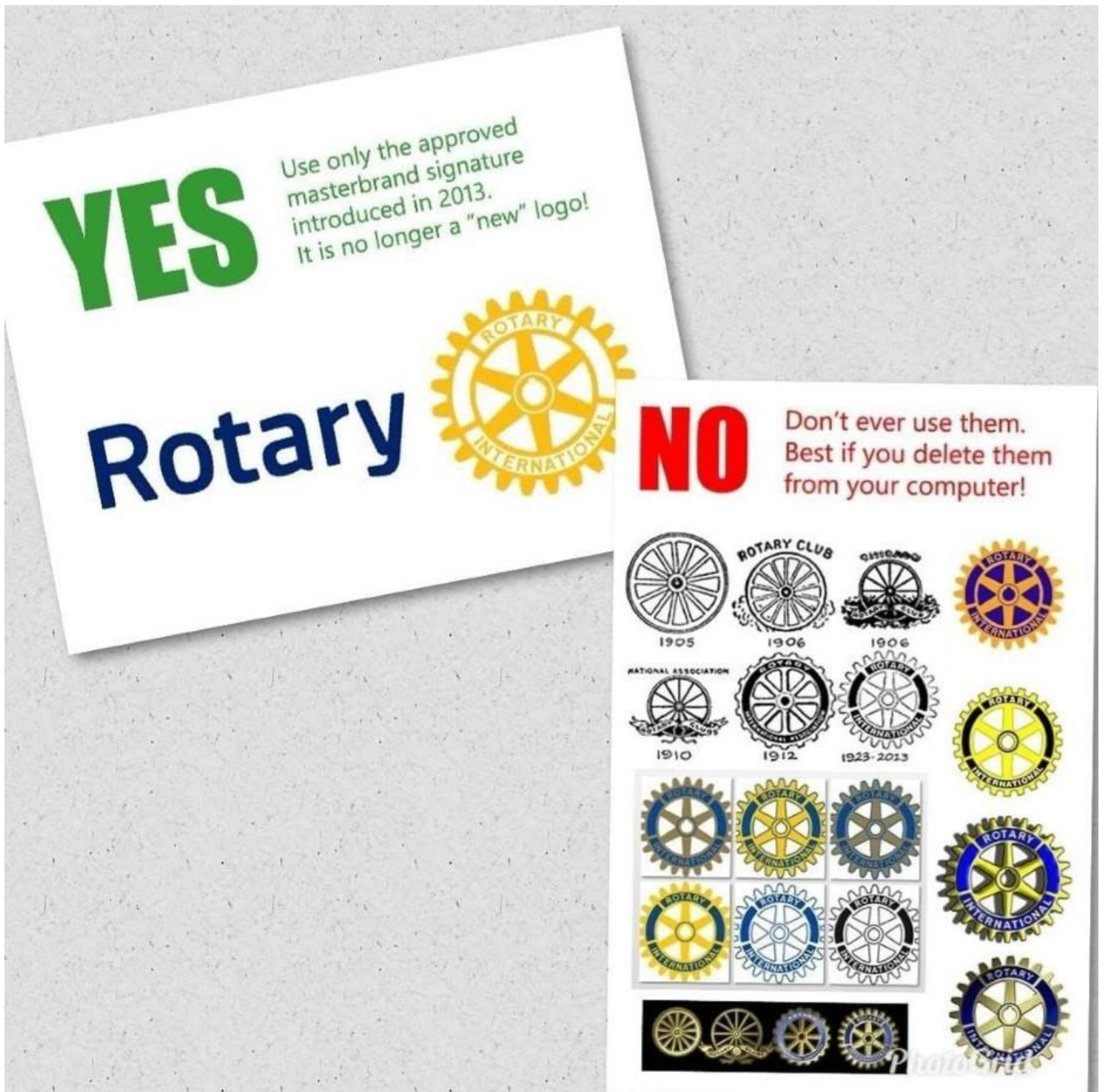
Starting this month, consider how your club can Serve to Change Lives through literacy: Support local organizations that offer free programs to support adult literacy or local language learning, or that provide teachers with professional development centered around reading and writing. Become literacy mentors, or work with an organization like the Global Partnership for Education to increase learning opportunities for children around the world. Have conversations with local schools and libraries to see

how your club can support their existing programs or help create needed ones in your community.

In India, the TEACH program, a successful collaboration between the country's Rotary clubs and its government, has demonstrated how to scale up literacy efforts to reach millions of children. And at a time when schools

across India were closed due to the COVID-19 pandemic, the program's e-learning component reached more than 100 million children through national television.

Literacy is the first step out of poverty. As Nobel laureate Malala Yousafzai has noted, "One child, one teacher, one book, and one pen can change the world."



## MINUTES OF THE 2602nd RCM OF ROTARY CLUB OF BEHALA HELD AT ZOOM VIRTUAL PLATFORM ON 02nd SEPTEMBER, 2021.

Club President Rtn Soumjojit Mukherjee welcomed all and called the meeting to order.

The meeting started with National Anthem led by PP Rtn Manika Karmakar.

On request from the Chair, PP Rtn Debabrata Joardar, PP Rtn Debidas Ganguly and PP Rtn Siddhartha Chakraborty expressed their opinions on the Charter Day Celebration held online on 24th August. Each of them congratulated the Club President and MoC PP Rtn Krishnendu Bhattacharjee for the wonderful programme and appreciated their effort. At the same time they lamented absence of quite a number of Club members.

Some projects were discussed :

\* Bijaya- Diwali meet may be held physically if the situation permits. Calcutta Club is one of the options.

\* Date of proposed Health Check-up Camp at Behala will be finalised after discussion with the partner Rotary Club.

\* PP Rtn Anirudha Gupta has expressed his willingness to visit RCC Chandanpiri with his brother in September to hand over the

cheque of Rs one lakh towards stipend of 25 girl students.

\* A medical camp, together with installing two sanitary napkin vending machines at offices of Self Help Groups attached to RCC Chandanpiri may be organised in first week of October.

\* The generous Club members have already contributed for 40 water filters for marginalised families of Nepalgunge. The date for handing over the machines will be finalised after discussion with Mr Binu of Free To Be Kids. A Saturday will be preferable for the project.

\* Our visit to Rasapunja will be finalised after discussion with Rtn Angshuman Bhattacharya.

Club Secretary Rtn Debarshi Dutta Gupta conducted club business.

The minutes of 2601st RCM of the club as published in Maitree of the day was confirmed.

Club President Rtn Soumjojit terminated the meeting after thanks from and to the chair.

**Total Members : 34**  
**Members Present : 09**

