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**Social Assessment Study
of
District Primary Education Programme (DPEP)
in
Rohtas District
of Bihar**

Draft Report

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PREFACE

The role of primary education is the most critical input in the development of a child's personality and capabilities. It is a stage when the basic skills, values, communication capabilities, environmental consciousness and foundation of personality development are laid. It is also linked with the social and economic progress. An educated and healthy society is best suited for achieving sustained and sustainable development.

The impact of planning in the development of education has been a mixed one. While there can be no denying that there has been a quantum jump not only in the number of schools, teachers, students, enrolment levels and other support services, equally disappointing has been the high dropout rates, marginalisation of socially disadvantaged groups, low literacy rates among the rural people and females, etc. All this in the face of a host of educational programmes launched at various stages of the planning with more or less similar objectives of providing uniform access to primary education. It appears that all these approaches may have missed out certain crucial aspects that may not be conspicuous, but are closely related to the peoples' activity, and are deeply imbedded in the social fabric of the habitat or community. The solution to the problem, therefore, lies in taking up a holistic view of the problem, piecemeal measures may not provide lasting solutions.

The social assessment study (SAS) is one such approach in which the problem is studied in its totality through participatory rural approach (PRA). The respondents are encouraged to enter in to a dialogue with the investigator and suggest the remedial measures themselves. In order to

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gain the confidence of the local people and also have a deeper understanding of the community, their social and cultural life and of the surroundings, the investigators were also selected from these sample areas.

The study covers three districts of Bihar state viz. Bhojpur, Rohtas and Muzaffarpur in which eighteen villages, per district were randomly selected taking small, medium and big villages as one set of variable and Scheduled Caste, Scheduled Tribe and Other groups as the other set of variable.

We are thankful to Sri Madan Mohan Jha, I.A.S. the then State Project Director, Bihar Education Project, Patna who initiated the study and later to Sri Vyasjee who was equally enthusiastic about the study and took keen interest at every stage of the work. We take this opportunity to thank all the official and their staff for providing possible assistance to us at every stage and made our stay in the field a memorable one. We all are also thankful to the animators and facilitators who formed a crucial part of our data collecting team. Last but not the least to our team of dedicated research workers, it is needless to say without their sincerity and devotion we could not have completed this assignment in time.

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CHAPTER - I

INTRODUCTION

*"If you are planning for a year,
plant rice;
if you are planning for five years,
plant trees;
if you are planning for future,
educate your children"*

Chinese proverb

Background :

- 1.1 It is universally accepted that the ultimate goal of plan efforts all through has been that of the development of human resources. Education of late, is unanimously accepted to be one of the most important social variables to be developed towards the realisation of this goal. Education facilitate in development of the skills and abilities and help in fostering a value system, which is conducive to achievement of national developmental goals, both long term as well as immediate ones. Likewise, the education transmits knowledge, values and determines course of quality of human development. It is not only synonymous with the awakening of a human beings potential, but also with the social and economic progress. An educated and healthy society would be a country's best asset for achieving sustainable development. There is enough evidence in India itself to show that the high literacy rates, especially that of the females are, by and large, associated with low rates of population growth, infant mortality and maternal mortality, besides a high rate of life expectancy.
- 1.2 The impact of planning especially in the context of expansion and strengthening of educational facilities, however, has been a mixed one. While the number of schools, teachers, enrolment level of students and other basic support services increased considerably, equally disheartening

are the problems of the high dropout rate of students at primary stages, deterioration in the quality of teaching, marginalisation of socially weaker sections, etc. As a result, the ultimate goal, as envisaged in the plans, of universalizing the elementary education has so far remained a distant dream. The situation appears to be quite paradoxical because during all these years of planning, the country has witnessed initiation of a host of educational programmes such as pre-school education, non-formal education, adult-education, total literacy campaigns, of Education For All (EFA), etc., at various stages and all having more or less similar objectives of providing uniform access to education and also decentralising education at the district level.

UEE through Decentralised Planning :

1.3 Universalization of elementary education (UEE), has thus therefore, have remained our national commitment and to attain this goal the Government has initiated numerous programmes of formal and non-formal education since independence. Recent Jomtien Declaration of 1990 and the Delhi Declaration of 1993 further reiterates our commitment to EFA. One of the strategy envisaged to achieve the goal of EFA is decentralised planning of education at district level. Historically, the concept of decentralised educational planing in India can be traced back to the Wardha District Planning to achieve UEE in the thirties. However, committed efforts to translate this idea into reality were initiated since the early eighties. The National Policy of Education (1986) emphasized the need for setting up of District Boards of Education to coordinate and strengthen educational planning at the district level.

District Primary Education Programme (DPEP) :

1.4 District Primary Education Programme (DPEP) was approved as a centrally sponsored scheme of the government of India to translate the idea of district level educational planning into concrete action. The scheme was initially launched in 42 districts in the states of Madhya Pradesh, Assam,

Haryana, Maharashtra, Karnataka, Tamil Nadu and Kerala. It was further envisaged to start the program in atleast 110 districts by the end of the Eighth Five Year Plan. To extend the coverage of the programme, DPEP-II and DPEP-III were subsequently launched and presently eleven states and over 100 participating districts are covered under DPEP umbrella.

1.5 The DPEP, basically, is a programme of decentralized educational planning and disaggregated target setting in primary education at district level. The objectives, as stated in DPEP guidelines of the Ministry of Human Resource Development, Government of India, are as follows :

- (i) To reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than five per cent.
- (ii) To reduce overall primary dropout rates for all students to less than ten per cent.
- (iii) To raise average achievement levels by atleast 25 per cent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40 per cent achievement in levels in other competencies by all primary school children.
- (iv) To provide according to national norms access for all children to primary classes (I-V) i.e. primary schooling wherever possible or its equivalent non-formal education.

1.6 The programme is also envisaged to strengthen the capacity of national, state and district institutions and organizations for the planning, management and evaluation of primary education.

1.7 The assumption of the DPEP is to emphasize contextuality and use local resources in educational planning. There are regional as well as district level variations in terms of access, equity, quality and achievement

indicators in primary education. The districts do vary in terms of its components, context and the structures adopted for management, monitoring and evaluation of education and educational institutions. The basic objectives and criteria to identify districts under the programme are also clearly laid down in the manual of DPEP guidelines of the Central Government as follows :

- (i) The programme will emphasise the local area planning with the district plans being formulated in their own right rather than being derived from a state plan project document.
- (ii) Greater regard and infusion of professional inputs in planning and appraisal
- (iii) More focussed targeting in that the districts selected would be :
 - (a) Educationally backward districts with female literacy below national average; and
 - (b) Districts where Total Literacy Campaign (TLC) have been successfully leading to enhanced demand for elementary education.
- (iv) More focussed coverage in that the programme would focus on primary stage (Class I-V) and its NFE equivalent with stress on education for girls and for socially disadvantaged groups. In states where enrolment and retention is near universal in the primary stage; support can be considered for upper primary stage.

DPEP in Bihar :

1.8 In the third phase, in Bihar, educationally most backward states (for details see a comparative statistical profile : India and Bihar at the end of the chapter), DPEP is being implemented in seventeen out of the 55 districts of the state with the financial assistance of the World Bank to build new and strengthen existing managerial and professional capacity for

the sustainable development of primary education at the state, district and sub district level. The project is expected to support district and sub-district based activities aimed at improving access to primary education, reducing dropout and increasing learning achievement. In addition, the project puts special emphasis on interventions that targets the female, Scheduled Castes and Scheduled Tribes and disabled children.

Convergence of BEP and DPEP :

1.9 UNICEF financed Bihar Education Project (BEP), which has been the first attempt of its kind in India to tackle primary education on a large scale. The BEP is already in operation in the seven districts of the state since its inception in 1991. The basic objectives of BEP and its organisational structure have many similarities with DPEP model. The project has established an effective management structure at the state and district levels. Therefore, DPEP is being promoted in convergence with BEP to incorporate its achievements in the programme.

SAS through PRA Technique :

1.10 During the course of the implementation of DPEP-I, DPEP-II and other Central Government funded primary education projects, certain procedures and district level planning methodologies have been developed and standardised. This innovative approach requires establishing district investment proposals as well as a complete package of studies. The package of studies included (i) a district baseline assessment study (ii) a district social assessment study (iii) a state based text book and teaching-learning material study, and (iv) a state based sector financial study.

1.11 Learning from the limitations of the social assessment studies (SASs) which has been completed for DPEP-II districts in India, the World Bank mission recommended to improve the social strategic thrust of DPEP and to incorporate a more appropriate and participatory methodology in the

district planning process. The mission also suggested to adopt the Participatory Rural Appraisal (PRA) technique of investigation with its set of tools such as social mapping, trend analysis, seasonality and triangulation for future studies to be undertaken under DPEP-III.

1.12 The present study is a 'Social' Assessment study of District Primary Education Programme in Bhojpur, Rohtas, and Muzaffarpur Districts of Bihar, Sponsored by the Bihar Education Project, Government of Bihar and funded by the World Bank. The study was assigned to Govind Ballabh Pant Social Science Institute, Allahabad for these three districts of the State. The guidelines provided by the World Bank and a common framework evolved during the State Level Workshops have been followed.

Objectives :

1.13 In order to integrate the socially disadvantaged groups into the main stream, and also provide the much needed impetus to primary education, the prime objective of the Social Assessment Study has been to identify social, economic and cultural factors. The idea is to examine dynamic forces which determine enrolment, retention and achievement of the disadvantaged group of children and to suggest strategies for formal and non-formal education. More specifically, the study aims at :

- (i) to study the existing social structure and social relation in the district and analyse their influence and impacts on the educational system.
- (ii) to study the pattern of access and exclusion to schooling and identify structural constraints such as location and also general social, economic and cultural factors that restrict access to schooling;
- (iii) to study the pattern of child labour, including its seasonal variations and the impact on their access to formal and non-

formal education;

- (iv) to identify social, economic and cultural factors that cause women's impoverishment and influence their perception of schooling of children particularly girls;
- (v) to identify various government schemes for women and child development such as ICDS that are in operation in all blocks of the district;
- (vi) to assess teacher-students and teachers mothers perception of education and schooling and how they help or hinder enrolment, retention and achievement of children, particularly, girls from socially disadvantaged communities.
- (vii) to assess whether the existing teaching and learning material builds on local knowledge, values culture and environment.
- (viii) to identify community participation and "centres of excellence" if any, in formal and non-formal education and effective teaching and learning materials within the district.

Scope of the Work :

1.14 The study would provide a better understanding of the educational problems of the socially disadvantage groups of the society. By highlighting the vulnerable areas and suggesting appropriate measures or interventions on the basis of the analysis and interpretation of information, materials and data collected, the social assessment study would provide a specific strategy and action plan for formal as well as non-formal education programme for the district that could be incorporated into the district investment proposal (DIP). This would include :

- (i) the strategy for enrolment, retention and achievement of girls and

other children from socially disadvantaged groups through formal and non-formal education programmes like opening up of new schools, introducing additional shifts in the existing schools or even setting up of new non-formal education centres;

- (ii) to identify appropriate sites for new schools as well as non formal education centres which would help to overcome social and other restrictions and facilitate easy access to the disadvantaged children;
- (iii) suggest measures to empower the females through programmes like Mahila Samakhya (MS) that could also help in increasing the enrolment, retention and achievement of their children;
- (iv) explore the possibility of setting up Early Childhood Care Education (ECCE) on the basis of linkage with existing schemes for child development to facilitate pre-school education and enrolment of elder children in the schools; and
- (v) suggest ways and means to improve the teacher students mothers interaction in different aspects of education with the help of Mothers-Teachers Associations and Village Education committees (VECs).

Methodology :

1.15 It was decided to carry out the PRA exercise in 18 villages of the district; of these villages, 15 were selected through stratified random sampling technique using population size of villages (small, medium and big) ,as one set of indicators and SC, ST and other social groups as the other set of indicators.

1.16 As the settlement pattern of population in the state varies considerably from one place to other and from one region to another, the following criteria was accepted to classify these villages into the specified groups

for North and South Bihar.

Region	Category of villages	Population range
North	Small	50-1000
	Medium	1001-3000
	Large	3001 and above
South	Small	50-500
	Medium	501-1500
	Large	1501 and above

1.17 Further, for identifying a village to be an SC village, it was proposed to accept those villages where the proportion of SC population was 5 per cent higher than the district average. Similarly, ST villages were considered to be those set of villages which had 5 per cent higher ST population than the concerned district average. Thus, a matrix of three by three containing nine cells was constructed and the villages were subsequently distributed over these cells. The nine cell matrix is depicted bellow :

3 x 3 Matrix of villages with 9 Cells

	Small	Medium	Big
SC			
ST			
Other			

1.15 For selecting the sample of 15 villages it was decided to randomly select at least one village from each of the cell. Thus, a set of 9 villages was selected and for selecting the other set of 6 villages, one village from

each of the small, medium and big category villages pertaining only to SC and ST groups was chosen from the remaining six cells. However, in case the cell contained no villages then a village having next highest proportion of the SC/ST population, as characterized by that concerned cell, was subsequently picked up from the list. The remaining three villages were identified by the concerned district authorities to be included into the study as decided by the sponsoring agency of the project.

1.16 To conduct the PRA exercise in sample villages, a team of 12 facilitators in each of the district were selected and imparted rigorous residential participatory and activity based training for five days by the experts of the Institute.

1.17 After the training and pre-testing of PRA study tools, six teams, comprising two facilitators with each team, went to six villages to conduct the study during the first cycle of six days from January 2, 1997. During their stay in the villages, these two facilitators engaged entire village in the process of environment building and identified a minimum number of five animators belonging to different caste and socio-economic groups from the concerned villages during the first two days. These animators were trained by the facilitators under the overall supervision of the experts from the Institute alongwith the process of environment building. Thus, a team of a minimum number of seven trained facilitators/animators under the guidance and supervision of the experts from the institute conducted PRA exercise in sample villages for six days and finally village education plans were worked out by villagers themselves on the last day in a general meeting assembled for this purpose.

1.17 The same process was repeated to cover the remaining villages in another two cycles of six days each. The work of field data collection was

completed on Jan 21, 1997. On January 22, 1997, a district level sharing workshops was organised in which the study team, including the facilitators, shared their experiences with the district planning team of DPEP and other government officials.

Limitations of the Study :

1.18 The study has some limitations. The first being the time and resource constraints which forced to restrict the size of sample to only eighteen villages per district. The size of the sample when compared to the total number of villages in the district works out to be only 0.8 per cent, 0.5 per cent and 1.0 per cent for Bhojpur, Rohtas and Muzaffarpur districts respectively. Similarly, the duration of PRA exercise to capture the ground realities of the sample villages was limited to only six days for each village which was found to be inadequate. And, the inherent limitations of a PRA exercise may have its bearing on the present study also.

Table-1.1

A Comparative Statistical Profile : Bihar and India

Sl.	Variables	Bihar	(%)	India	(%)
1.	Area (sq. km.)	1,73,877		30,65,027	
2.	Total Population	8,63,74,465		83,85,83,988	
	Male	4,52,02,091	(52.3)	43,52,16,358	(51.9)
	Female	4,11,72,374	(47.7)	40,33,67,630	(48.1)
	Rural	7,50,21,453	(86.9)	62,28,12,376	(74.3)
	Urban	1,13,53,012	(13.1)	21,57,71,612	(25.7)
3.	Total Population (0-6 yr. age group)	1,77,64,186	(20.6)	15,04,21,175	
	Male	90,65,869	(51.0)	7,73,22,151	(51.4)
	Female	86,98,317	(49.0)	7,30,99,024	(48.6)
	Rural	1,57,75,776	(88.8)	11,68,28,332	(77.7)
	Urban	19,88,410	(11.2)	3,35,92,843	(22.3)
4.	Scheduled Caste	1,25,71,700	(14.6)	13,82,23,277	
	Male	65,69,360	(52.3)	7,19,28,960	(52.0)
	Female	60,02,340	(47.7)	6,62,94,317	(48.0)

Contd...

Sl.	Variables	Bihar	(%)	India	(%)
5.	Scheduled Tribe	66,16,914	(07.7)	6,77,58,380	
	Male	65,69,360	(50.7)	3,43,63,271	(50.7)
	Female	32,59,351	(49.3)	3,33,95,109	(49.3)
6.	No. of Households	1,40,12,071		15,20,09,467	
	Rural	1,21,75,277	(86.9)	11,15,91,326	(73.4)
	Urban	18,36,794	(13.1)	4,04,18,141	(26.6)
7.	Literate Population	2,64,02,898	(30.6)	35,92,84,417	
	Male	1,89,68,636	(71.8)	22,95,31,935	(63.9)
	Female	74,34,262	(28.2)	12,97,52,482	(36.1)
	Rural	2,00,45,430	(26.7)	22,61,44,087	(36.3)
	Urban	63,57,468	(56.0)	13,31,40,330	(61.7)
8.	Total Main Workers	2,56,19,038	(29.7)	28,59,32,493	(34.1)
	Cultivators	1,11,64,519	(43.6)	11,07,02,346	(13.2)
	Agricultural Labours	95,12,892	(37.1)	7,45,97,744	(08.9)
	Live Stock/Forestry	99,444	(00.4)	60,40,739	(07.2)
	Fishing/Hunting/Plantation, etc.				
9.	Marginal Workers	21,58,033	(02.5)	2,81,98,877	(33.6)
10.	Non Workers	5,85,97,394	(64.8)	52,44,36,566	(62.5)
11.	Density of population (per sq. km.)	497		267	
12.	Gender-Ratio	911		927	

Source: Census of India, 1991, Primary Census Abstract, General Population, Part II-B (i), Vol. I, Registrar General and Census Commissioner, India, New Delhi.

CHAPTER - II

DISTRICT PROFILE

Overview :

- 2.1 The district of Rohtas, which consists of areas under Sasaram and Bhabua sub-division of the old Shahabad district, was formed in the year 1972. Geographically the district could be divided into two parts viz. (i) hilly and (ii) plain areas. The barren hill areas comprise the Kaimur plateau, while the plain areas on the eastern side are quite fertile and watered by Sone, Karmanasa and Durgawati rivers. It is bounded on the north by districts of Bhojpur and some part of Ghazipur district of U.P.; on the south by the districts of Palamu; on the west by Mirzapur and Varanasi districts of U.P., on the east by Aurangabad and part of Gaya. It is divided into 22 community Development Blocks consisting of 3,003 inhabited villages.
- 2.2 Bhabua was separated from Rohtas as a full fledged district in the year 1992. For the purpose of the educational administration, however, Rohtas includes the new district of Bhabua into it. The present study therefore combines both the districts together. The total geographical area of the district, as per 1991 census, was 7,213 sq. km. which is 4.15 percent of the state. The population of the district was estimated to be 29.0 lakhs with the proportion of male and female being 52.89 per cent and 47.11 per cent respectively. Scheduled Caste and Schedule Tribes population in the district was 18.81 per cent and 1.62 per cent of the total. The density of population was worked out to be 402 persons per sq. km. and the sex ratio 891 female per thousand males, both these ratios are well below the state average. Below 6 years of age group children population was 21.28 per cent of the total with boys outclassing the girls. About 90 per cent of the district's population resides in the villages which reflects the rural nature of the district.

Industries and Infrastructure :

2.3 Some of the important industries of the district are, Dalmianagar group of industries, the Benjari Cement, Rohtas Cement, Vegetable oil and Sugar industries. The district has a relatively good road link on the plains part and it is also connected with rail head.

Land-use and Cropping Pattern :

2.4 Forest occupy about 22 per cent of the total geographical area of the district. They are mostly found in Bhagwanpur, Chainpur, Adhura, Sasaram, Sheonagar, Rohtas, Nawhatta and Chenari blocks. The main produce from the forest are timber, bamboo, firewood and wood charcoal. The minor produce consists of honey, fodder grass, Sabai grass, flowers, hide and skins of wild animals and their horns. Paddy, wheat, maize and barely are the main cereal crops of the district. Among the pulses, gram occupies the maximum area followed by Masur, Arhar, Moong and Urd. Sugar cane and potatoes are the main cash crops. About 77 per cent of the area under cultivation is reported to be irrigated mainly with canals.

Socio-Economic Profile :

2.5 The classification of population into main workers, marginal workers and non-workers shows that about 27.76 per cent of the population consists of main workers while the proportion of marginal workers and non workers was are 1.71 per cent and 70.53 per cent respectively. In the main workers category the cultivators constituted the largest share of workers, closely followed by agricultural labours and together they constitute around 83 per cent of the total main work-force. The proportion of population engaged in livestock, forestry, fishing, hunting, plantation etc. has been barely 0.39 per cent. The literacy rates in the district are better than that of the state. While overall literacy rate for the 35.57 per cent it is only 30.57 per cent in the state. Likewise the male and female literary rates too are higher in the district. However within the district the gap between male and female literacy is more than two times.

About 52 per cent of the urban population is literate as compared to just under 34 per cent literacy in the rural areas. The brief profile of the district and its comparison with the state is depicted in table 2.1 below :

Table 2.1

A Comparative Profile of Rohtas and Bihar

S.N.	Variables	Bihar	Rohtas
1.	Area (sq. km.)	1,73,877	7,213
2.	Total Population	8,63,74,465	29,00,685
	Male	4,52,02,091	15,18,950
	Female	4,11,72,374	13,66,650
	Rural	7,50,21,453	26,06,489
	Urban	1,13,53,012	2,94,196
3.	Total Population (0-6 years Age Group)	1,77,64,186	6,17,326
	Male	90,65,869	3,16,793
	Female	86,98,317	3,00,533
	Rural	1,57,75,776	5,59,758
	Urban	19,88,410	57,568
4.	Scheduled Caste	1,25,71,700	5,45,656
	Male	65,69,360	2,89,542
	Female	60,02,340	2,56,114
5.	Scheduled Tribe	66,16,914	47,076
	Male	65,69,360	24,973
	Female	32,59,351	22,103
6.	No. of Households	1,40,12,071	4,06,362
	Rural	1,21,75,277	3,64,561
	Urban	18,36,794	41,801
7.	Literate	2,64,02,898	10,36,797
	Male	1,89,68,636	7,48,638
	Female	74,34,262	2,88,159
	Urban	63,57,468	1,52,650
	Rural	2,00,45,430	8,84,147
8.	Total Male Work	2,56,19,038	8,05,153
	Cultivators	1,11,64,519	3,43,515
	Agricultural Labours	95,12,892	3,25,569
	Live Stock/Forestry	99,444	3,178
	Fishing/Hunting/Plantation, etc.		
9.	Marginal Workers	21,58,033	49,721
10.	Non-Workers	5,58,97,394	20,45,811
11.	Density of Pop. (per sq.km.)	497	402
12.	Gender-Ratio	911	891

Source : Census of India, 1991, Primary Census Abstract, General Population, Part II-B(i), Vo.-I Registrar General and Census Commissioner, India, New Delhi.

Health And Nutrition :

2.6 Health and nutritional needs of the people of any country is not only a desirable goal but also an essential investment towards the realisation of human resource development. Our national Commitment to achieve this goal has also been reiterated in the National Health Policy of 1983 which aims at ensuring 'Health For All' (HFA) by 2000 A.D. The numerous programmes initiated during the plan periods have strengthened the health and nutritional care system in the country and also yielded hand some dividends in some areas. However many locational, social, cultural and gender specific imbalance are still prevalent in the system. Studies have shown that high incidence of poverty, unemployment, poor state of infrastructure, illiteracy etc. have a strong bearing on the status of health and nutritional level of the people.

2.7 Bihar is one of such state of Indian Union, where, the level of mass poverty and under development still remains comparatively higher. According to Economic Survey, 1995-96, 40.8 per cent of the people in Bihar were living below the poverty line against the national average of 29.9 per cent. Likewise the life expectancy at birth being 57.5 years has also been below the national average of 58.7 years. Similarly, birth rate, death rates being 32.5 per thousand, 10.4 per thousand and 70 per thousand also lag very far behind the national averages. The Secondary data pertaining to health care and nutritional aspect of the people in Rohtas district could not be made available by the district level authorities despite our best efforts during the course of field work. However, a micro level picture, based on the sample study of eighteen villages, is summarised in the subsequent chapter.

Educational Profile :

2.8 Based on the secondary records, the education profile of the Rohtas district and its comparison with the state is presented in forgoing pages. The analysis includes infrastructural facilities and patterns and trends in the development of primary education.

2.9 The distribution of primary and upper primary schools both in the urban as well as rural settings has a remarkable similarity with distribution of these schools at the state level. The number of primary and upper primary schools in the district was 1,196 and 332 respectively. Of this over 95 per cent in the primary and over 86 per cent in upper primary stage were located in the rural areas where as this proportion of schools falling under urban areas was a little over 4 per cent and 13 per cent level. At the state level also the subsequent breakup between rural and urban areas was reported to be over 94 per cent and about 5 per cent respectively for primary schools while the distribution of these schools for rural areas is about 85 per cent and 14 per cent respectively. Further, table-2.2 shows that as we move from primary to upper primary level, a perceptible drop is noticed not only in the proportion of upper primary school but also in their absolute in the rural areas in both district and state levels. The comparison clearly shows that the decline in the primary schools is higher in case of rural areas than in the urban areas.

Table-2.2

Distribution of Primary and Upper PRimary Schools in Rural and Urban Area as.

Area	Rohtas Primary	Upper Primary	Total	Primary	Bihar Upper Primary	Total
Rural	1147 (95.9)	286 (86.1)	1,433 (93.8)	49,884 (94.4)	11,675 (85.2)	61,559 (92.5)
Urban	49 (4.1)	46 (13.9)	95 (6.2)	2932 (5.6)	2029 (14.8)	4961 (7.5)
Total	1,196 (100.00)	332 (100.00)	1,528 (100.00)	52,816 (100.00)	13,704 (100.00)	66,520 (100.00)

Source : 6th All India Educational Survey (Provisional), Education group (NICNET), Department of Primary Education, Government of Bihar, Sept. 30, 1993

2.10 The physical state of any institution has a bearing on its total performance. An attempt therefore, has been made to study the distribution of schools according to the type of building in the district (Table 2.3). The data shows that about 12 per cent of the primary schools have no building, about 4.3 per cent have been operating in katcha buildings, 0.6 per cent in thatched buildings, while 23.5 per cent had partly pucca building. Together, these accounted for about 40 per cent of the total primary schools in the district. The position of upper primary schools has also been not better as these types of buildings accounted for 58 per cent of the total.

Table 2.3

Distribution of Schools according to Type of Buildings

Type of Building	Rohtas			State		
	Primary	Upper Primary	Total	Primary	Upper Primary	Total
No Building	138 (11.6)	8 (2.4)	146 (9.60)	6,077 (11.5)	384 (2.8)	6,461 (9.7)
Kutcha Building	51 (4.3)	09 (2.7)	60 (3.9)	2,441 (4.6)	903 (6.6)	3,3444 (5.0)
Thatched Building	07 (0.6)	1 (0.3)	08 (0.5)	1,386 (2.6)	183 (1.3)	1,569 (2.4)
Partly Pucca	281 (23.5)	176 (53.1)	457 (29.9)	10,426 (19.7)	6,081 (44.44)	16,507 (24.8)
One Pucca	260 (21.7)	2 (0.6)	262 (17.1)	6,143 (11.6)	116 (0.8)	6,259 (9.4)
Two Pucca	279 (23.3)	7 (2.1)	286 (18.7)	18,085 (34.2)	804 (5.9)	18,889 (28.4)
Three Pucca	108 (9.0)	18 (5.4)	126 (8.3)	4,226 (8.2)	578 (4.2)	4,839 (7.3)
< 3 Pucca	47 (3.9)	106 (31.9)	153 (10.0)	2,473 (4.7)	4,456 (32.5)	6929 (10.4)
Others	25 (2.1)	5 (1.5)	30 (2.0)	1,524 (2.9)	199 (1.5)	1723 (2.6)
Total	1,196 (100.00)	332 (100.00)	1,528 (100.00)	52,816 (100.00)	13,704 (100.00)	66,520 (100.00)

Source : 6th All India Educational Survey (provisional), Education group (NICNET), Department of Primary Education, Government of Bihar, Sept. 30, 1993

2.11 The teacher-student ratio prescribed the state is 1:40. However, the distribution of schools according to this ratio (table 2.4) clearly demonstrates that the proportion of primary schools in the ranges of 1:720 to 1:30-40 in the district is 32 per cent, whereas it is 46 per cent in the ranges of 1:50-60 to 90 and above. When compared to the state, these lower and higher ranges vary from 32.6 per cent to 46.3 per cent respectively. The analysis of data clearly points towards the fact that over burden on teacher, on the one hand, and under utilisation of their capacity, on the other, at the district as well as state levels. This needs to be rectified immediately. On the lower it needs efforts for increase in enrolment or reallocation schools and on the upper side more teacher/schools or proper training of multi grade teaching for teachers may above to be a desirable solution.

Table 2.4

Distribution of Schools according to Teacher Student Ratio

Number Students per Teacher	Rohtas		Bihar	
	Primary	Upper Primary	Primary	Upper Primary
>20	23 (1.9)	22 (6.6)	1,530 (2.9)	834 (6.1)
20-30	111 (9.3)	46 (13.9)	5,439 (10.3)	2,227 (16.2)
30-40	249 (20.8)	82 (24.7)	10,229 (19.4)	3,308 (24.1)
40-50	263 (22.0)	67 (20.2)	11,154 (21.1)	2,894 (21.1)
50-60	211 (17.6)	49 (14.8)	8,155 (15.5)	1,938 (14.1)
60-70	107 (8.9)	30 (9.0)	5,210 (9.9)	1,021 (7.5)
70-80	70 (5.9)	14 (4.2)	3,338 (6.3)	610 (4.5)
80-90	56 (4.7)	6 (1.8)	2,135 (4.0)	310 (2.3)
<90	106 (08.9)	16 (4.8)	5,633 (10.6)	564 (4.1)
Total	1196 (100.00)	332 (100.00)	52,823 (100.00)	13,706 (100.00)

Source : 6th All India Educational Survey (provisional), Education group (NICNET), Department of Primary Education, Government of Bihar, Sept. 30, 1993

2.12 The class-wise enrolment of boys and girls at the primary level in the district (table 2.5) shows that the total enrolment of students in class-I was 59,212 of which about 57 per cent were boys and remaining 43 per cent were girls. The comparison of enrolment between the boys and girls students when they reach class-V shows that the overall decline in the percentage of boys is over 50 per cent. This drop is about 58 per cent in case of girl students when they reach class-V from class-I. At the state level, the proportion of girls enrolled in class I is about 38 per cent only. The comparison of enrolment pattern between the boys and girls shows that the decline in enrolment in case of the girls is much greater than the boys while they reach class-V. However, the overall level of performance at the district level then the state.

Table 2.5

Classwise Enrolment of Student. (Class I-V)

Class	Rohtas			Bihar		
	Boys	Girls	Total	Boys	Girls	Total
I	34,088 (100.00)	25,124 (100.00)	59,212 (100.00)	18,36,291 (100.00)	10,92,041 (100.00)	29,28,332 (100.00)
II	21,902 (64.3)	15,602 (62.1)	37,504 (63.3)	11,41,607 (62.2)	6,36,456 (58.3)	17,78,063 (60.7)
III	19,265 (56.5)	13,124 (52.2)	32,389 (54.7)	9,51,087 (51.8)	5,10,152 (46.7)	14,61,239 (49.9)
IV	17,873 (52.4)	11,680 (46.5)	29,553 (49.9)	8,29,926 (45.2)	4,35,357 (39.9)	12,65,282 (43.21)
V	17,113 (50.2)	10,516 (41.9)	27,629 (46.7)	7,54,684 (41.1)	3,81,280 (34.9)	11,35,964 (38.8)
Primary Stage	1,10,241	76,046	1,86,287	55,13,594	30,55,286	85,68,880

Source : 6th All India Educational Survey (provisional), Education group (NICNET), Department of Primary Education, Government of Bihar, Sept. 30, 1993

2.13 The proportionate share of the enrolment of girls at upper primary stage is also very low than their counterparts boys. However, compared to the primary stage, the rate of movement from class-VI is better among girls at upper primary level. The positions of Rohtas district is at an advantage both in case of proportionate gender-wise enrolments and the rate of students who reach class-VIII from class-VI (table 2.6).

Table 2.5
Classwise Enrolment of Student(Class VI-VIII)

Class	Rohtas			Bihar		
	Boys	Girls	Total	Boys	Girls	Total
VI	13,411 (100.00)	6,555 (100.00)	19,966 (100.00)	5,20,243 (100.00)	2,30,815 (100.00)	7,51,058 (100.000)
VII	13,379 (99.8)	6,306 (96.2)	19,685 (98.6)	5,03,244 (96.7)	2,16,872 (94.0)	7,20,116 (95.9)
VIII	12,990 (96.9)	5,019 (90.8)	18,009	4,40,423 (84.7)	1,67,235 (72.5)	6,07,658 (80.9)
Middle Stage	37,780	17,880	57,660	14,63,910	6,14,922	20,78,832

Source : 6th All India Educational Survey (provisional), Education group (NICNET), Department of Primary Education, Government of Bihar, Sept. 30, 1993

2.14 The study of gender and caste wise distribution of students enrolled in the district shows that a little over 16 per cent come from scheduled caste families; about 0.6 per cent from the scheduled tribe families; while the proportion of other groups is over 82 per cent. The gender-wise classification shows that while about 68 per cent of the boys and only 32 per cent of girls, in the scheduled caste; over 72 per cent of the boys among scheduled tribes and only 28 per cent of the girls were enrolled in class I-VIII, these proportions were 60 per cent for boys and 40 per cent for girls in other social groups. Thus, the study clearly points to the disparity among boys and girls in case of schedule caste and scheduled Tribes which is much more acute within these caste groups than the one observed in other caste groups. The pattern of enrolment of students belonging to different caste and gender groups at the state level was more or less similar to the one observed at the district level. However, the gender difference within the caste groups is lesser, except in the case of STs, in the district than at the state level (table 2.7).

Table 2.6
Gender and Caste wise distribution of students Enroled (I-VIII)

Caste	Rohtas			Bihar		
	Boys	Girls	Total	Boys	Girls	Total
SC	28,050 (18.7)	13,162 (14.0)	41,212 (16.9)	10,76,422 (15.4)	4,72,758 (12.9)	15,49,180 (14.6)
ST	1,046 (0.7)	413 (0.4)	1,459 (0.6)	5,69,882 (8.2)	3,37,230 (9.2)	9,07,112 (8.5)
Others	1,20,925 (80.6)	80,351 (85.56)	2,01,276 (82.5)	53,31,200 (76.4)	28,60,220 (77.9)	81,91,420 (76.9)
Total	1,50,021 (100.00)	93,926 (100.00)	2,43,947 (100.00)	69,77,504 (100.00)	36,70,208 (100.00)	1,06,47,712 (100.00)

Source : 6th All India Educational Survey (provisional), Education group (NICNET), Department of Primary Education, Government of Bihar, Sept. 30, 1993

2.15 The ideal number of enrolment of students for opening a primary school is determined to be 300 students by the state. However, in about 90 per cent schools of the district and about 94 per cent of the state level, the number of students on their rolls varies from 50 to 200 only. The analysis of the data, thus, shows the gross under utilisation of the public resources. The situation is more acute at the district level.

Table 2.7
Distribution of Schools according to number of Students

Number Students	Rohtas		Bihar	
	Primary	Upper Primary	Primary	Upper Primary
>50	92 (7.69)	0	5,775 (10.93)	90 (0.65)
50-100	631 (52.76)	12 (3.61)	23,405 (44.32)	464 (3.39)
100-200	424 (35.45)	72 (21.69)	20,387 (38.59)	3,000 (21.89)
200-300	41 (3.43)	105 (31.63)	2,772 (5.25)	4,260 (31.08)
300-400	06 (0.50)	67 (20.18)	361 (0.68)	2,833 (20.67)
400-500	2 (0.17)	35 (10.54)	73 (0.14)	1501 (10.95)
<500	0	41 (12.35)	49 (0.09)	1,558 (11.37)
Total	1196 (100.00)	332 (100.00)	52,823 (100.00)	13,706 (100.00)

Source : 6th All India Educational Survey (provisional), Education group (NICNET), Department of Primary Education, Government of Bihar, Sept. 30, 1993

2.17 The distribution pattern of the schools according to the type of management reveals that almost all the primary schools in the districts as well as state level are owned by the government. The contribution of other non-government agencies, except a small proportion under minority is almost nil. The monopoly of the government in primary education could be broken only when incentives are provided to non-government agencies to open up schools. This will certainly lead to varieties of schools and healthy growth of elementary education in the state (table 2.9)

Table 2.8

Distribution of Schools according to Type of management

Type of Management	Rohtas				Bihar			
	Rural Primary	Upper Primary	Urban Primary	Upper Primary	Rural Primary	Upper Primary	Urban Primary	Upper Primary
Govt	1,147 (97.1)	286 (100.00)	49 (84.5)	46 (95.8)	49,595 (96.1)	11,505 (95.8)	2,857 (90.1)	1,859 (83.3)
Local Bodies	0	0	0	0	18 (0.0)	16 (0.1)	7 (0.2)	11 (0.5)
Private Aided	0	0	0	4 (8.9)	271 (0.5)	129 (1.1)	41 (1.3)	117 (5.2)
Private Unaided	0	0	0	2 (4.4)	6 (0.0)	27 (0.2)	21 (0.7)	40 (1.8)
Minority	34 (2.9)	0	09 (15.5)	2 (4.2)	1,737 (3.4)	335 (2.8)	245 (7.7)	206 (9.2)
Total	1,181 (100.00)	286 (100.00)	58 (100.00)	48 (100.00)	51,627	12,012 (100.00)	3,171 (100.00)	2,233 (100.00)

Education Programmes and Incentives Being Offered :

2.18 The BEP in the district was started in 1991 and with the inception of the project various formal and non-formal education programmes were started. At present, the programs of NFE through BEP and Adult Education Department is in operation in most of the blocks of the district. With the beginning of DPEP, PRA exercises have been started in the villages.

These exercise are not only helpful in the collection of data for preparing district level educational plans but also building the necessary environment to create demand for education and improving the capacity of educational functionaries. Similarly the midday meal scheme has been started in the district in which foodgrains are distributed to children up to class-V who maintain 80 per cent monthly attendance to ensure the attendance and enrolment of the children belonging to economically poor families. In some parts of the district Aganwadis and Balwadi centers are being run under the Integrated child Development Scheme (ICDs). Likewise Jagjagi Centers to cater to the needs of child education in villagers are being promoted through BEP. An another scheme of charwah vidyalaya is being run in Nawhatta Block of the district on an experimental basis to impart education to those socio-economically backward groups of children who cannot afford to attend school, leaving their cattle behind. With their cattle around, the disadvantaged group of children are provided with the facility of grazing grounds for their animals by the charwaha vidyalaya.

- 2.19 In addition, for improving teacher supervision and support services in primary education various training programme are initiated for teachers and other educational functionaries. The capacity of the District Institute of Education and Training (DIET), which houses the BEP office presently and located at the district headquarters of Sasaram, is being strengthened. It has been reported to the study team during field visit that several rounds of in service teachers orientation training in pedagogy have been completed in this district level training institute by the BEP project administration for achieving the target of imparting training to all primary teachers in the district shortly.

CHAPTER - III
FACTORS AFFECTING PRIMARY EDUCATION

General Profile of the Sample Villages :

- 3.1 The identification of problems affecting primary education cannot be made unless the detailed profile of the sample district is not intensively studied which includes the availability of resources, infrastructural facilities, amenities prevailing and the existing cultural social, and economic psychological factors. An attempt, therefore is made in this chapter to study the pattern of these variables at the district level.
- 3.2 The district has 22 community development blocks of which a little over 61.1 per cent were included in our study. Of the total sample of villages, the proportion of villages dominated by SC population was 22.2 per cent, 16.7 per cent were dominated by ST population and over 61 per cent of the villages belonged to the OBC category. Thus, the hold sample constituted those villages which were of socially disadvantaged groups and communities.
- 3.3 The study covered a total of 2,681 households of which 26.2 per cent came from SC, 4.2 per cent from the ST section and 5.9 per cent were from minority and over 56 per cent were from OBC group while only 7.4 per cent households belonged to 'others' category. Thus, the sample, was by and large dominated by the OBC group.
- 3.4 The number of children between the age of 6 to 11 years was estimated to be 3,308 of which the proportion of boys and girls was 53.8 per cent and 46.2 per cent respectively. The number of primary schools and the teachers working in them was observed to be 17 and 68 with the average number of teachers per school being 1.4. The total number of students enrolled in these schools amounted to 2,761 which is little over 83.5 per cent of the total population of children in 6-11 years age group. The gender wise enrolment pattern shows that, the boys clearly outclassed the girls as their proportion is over 93 per cent against the girls which is

just around 72 per cent. The teacher student ratio was found to be 1:40.6 which comes very close to the 'ideal ratio' of 1:40. The sample villages, here after called the 'district', had no Mahila Dal and however 'Yuvak Mangal Dal' existed in a little over 5 per cent. The proportion of cultural centre was found in around 11 per cent and village education committee were operative in only about 50 per cent villages. Mahila Samakhya and the Jagjagi Centres were found to be operation in over 16 per cent and over 11 per cent of the villages (table 3.1) respectively.

Table 3.1

General Profile of the Sample Village in Rohtas

	No.	(%)
Total No. of Sample Villages	18	
Total No. of Block in District	22	
No. of Block in included in sample	11	61.1
No. of Villages belonging to SC	04	22.2
No. of Villages belonging to ST	03	16.7
No. of Villages belonging to Minority	00	--
No. of Villages belonging to OBC	11	61.1
No. of Villages belonging to Other	00	--
Total No. of Households	2681	100.0
No. of Households belonging to SC	696	26.0
No. of Households belonging to ST	112	4.2
No. of Households belonging to Minority	159	5.9
No. of Households belonging to OBC	1516	56.6
No. of Households belonging to Other	198	7.4
Total No. of Children (6 to 11 age group)	3308	100.0
Boys	1781	53.8
Girls	1527	46.2
Total No. of Primary school	17	
Total No. of Working Teachers	68	
Total No. of Students enroled	2761	83.5
Boys	1667	93.6
Girls	1094	71.6
Teacher Students Ratio	1:40	
No. of Village having the facilities		
Mahila Dal	00	--
Yuvak Mandal Dal	01	5.6
Culture Centre	02	11.1
VEC	09	50.0
Mahila Samakhya	03	16.7
Jagjagi	02	11.1

Location of Basic Infrastructural facilities :

3.5 Infrastructure plays a vital role in the development process of any region. The analysis of data pertaining to these facilities (table 3.2) shows that about 5.6 per cent of villages in the sample district were located between 3 to 5 km. distance from the block another 44.4 per cent were at a distance of 5 to 10 km, over 33 per cent of the villages were found to be situated at a distance of more than 10 km. In the case of banks, the study shows that about 11.1 per cent of village had this facility either inside the villages or very close by while in 22.2 per cent villages it was available at a distance of 1 to 3 km. and in the remaining 66.7 per cent villages, the banks were situated at a distance of more than 3 km. Likewise, about 17 per cent of the villages had a post office facility, in over 45 per cent it was available at a distance between 1 to 3 km. and in another 6.7 per cent villages it was situated between 3 to 5 km.

Table 3.2

Location of Basic Infrastructural Facilities from the Sample Village

Facilities	Below 1 Km.	(%)	1 to 3 Km.	(%)	3 to 5 Km.	(%)	5 to 10 Km.	(%)	Above 10 Km.	(%)
Block	00	—	03	16.7	01	5.6	08	44.4	06	33.3
Bank	02	11.1	04	22.2	03	16.7	05	27.8	04	22.2
Post Office	03	16.7	10	45.5	03	6.7	00	—	02	11.1
Sub Centre/PHC	02	11.1	05	27.8	01	5.6	04	22.2	06	33.3
Railway Station	00	—	01	5.6	02	11.2	03	16.7	12	66.7
Bus Stand	04	22.2	05	27.8	02	11.2	04	22.2	03	16.7
Degree Collage	00	—	01	5.6	02	11.2	03	16.7	12	66.7
Market	00	—	04	22.2	03	16.7	04	22.2	07	38.9
Co-operative Society	01	5.6	02	11.1	00	—	05	27.8	07	38.9
Veterinary Centre	00	—	05	27.8	04	22.2	04	22.2	05	27.8
Weekly Market	00	—	05	27.8	04	22.2	04	22.2	05	27.8

3.6 Health Sub Centre was available is about 11.1 per cent of villages and in a majority of 27.8 per cent villages it was located at a distance of 1 to 3 km. In the remaining 61.1 per cent villages it was situated at a distance of more than 3 kms. None of the sample villages were connected with railway station and just around 5.6 per cent of villages were situated at a distance of 1 to 3 km. from the railway station, while

another 11.2 per cent were located at a distance of 3 to 5 kms. from the railway station. In the case of remaining villages, amounting to over 83 per cent, the railway station was located at a distance of more than 5 km. Similarly, only around 22.2 per cent of villages had a bus station facility close by, while in another 27.8 per cent villages it was located at a distance of 1 to 3 kms. The study shows that none of the villages had a degree college or other higher education institution located very closely. About 11.2 per cent of village were located at a distance of 3 to 5 km. from these institutions and the remaining set of over 38 per cent villages was situated at a distance of more than 5 kms. None of the villages had market facility, within their boundary while another 22.2 per cent villages were located at 1 to 3 kms. distance from the market place. The cooperative society was available to only 5.6 per cent of villages while in another 11.1 per cent of villages, it was located at a distance of 1 to 3 kms. Likewise, none of the villages had a veterinary hospital facility while in another set of over 27 per cent villages it was available only at a distance of at 1 to 3 km. None of the villages had and weekly market and in about 27.8 per cent villages it was available at 1 to 3 kms. of distance.

- 3.7 The foregoing analysis clearly reveals that only a few sample villages had easy access to basic infrastructure which, perhaps, has limited the impact of development in the region.

Availability of General Amenities :

- 3.8 The pattern of the availability of general in the sample district is amenities summarised under the categories of (i) agricultural, (ii) socio-economic infrastructural, (iii) educational and (iv) cultural. The study reveals that the district has a relatively developed agricultural infrastructure and only in 38.9 per cent of villages irrigational requirement are either met by government private boring or wells, rivers, canals and ponds. However, on the socio-economic front, the district

was poorly placed. By and large, less than 28 per cent of the villages have Panchayat Bhawans, 11.11 per cent had Sub-centres, 25.56 per cent had private clinics and cooperative societies, no telephone facility and over 22 per cent had bus stand, etc. Government primary schools are available in 66.67 per cent villages and in over 11 per cent villages upper primary schools are operating. Most of the villages (77.8 per cent) are having Hindu temples and in 11 per cent villages mosque are the places of prayer for Muslim.

Table 3.3

General Amenities available in Villages,

Particular	No.	(%)
Hand pump	17	94.44
Well	17	94.44
River	03	16.67
Pond/Tank	11	61.11
Canal	00	--
Govt. Boring/Private Boring	07	38.89
Panchayat Bhavan	05	27.78
Govt. Hospital/PHC/Sub Centre	02	11.11
Private Health Clinic	01	5.56
Co-operative Society	01	5.56
Post Office	03	16.67
Telephone Facilities	00	--
Bus stand	04	22.22
Dairy Milk Centre	00	--
Bank	03	16.67
Veterinary Hospital	00	--
Electrified Villages	08	44.44
Rice Mill	01	5.56
Flour Mill	00	--
Fair Price shop	06	33.33
Brick Factory	01	5.56
Govt. Primary School	12	66.67
Middle School/High School	02	11.11
Private Schools	02	11.11
Adult Education Centre	00	--
Non Formal Education Centre	06	33.33
Temples	14	77.78
Mosque	02	11.11

Gender and Caste-wise Schooling of Children (6-11 years age group) :

3.9 The study of gender and caste wise schooling of children in the sample district provides interesting results (table 3.4). The analysis clearly shows

that the proportion of school never going and drop out was highest in ST category followed by SC and OBC groups. The proportion of these children is comparatively very low among higher caste (others). Similarly, in the case of dropout students, the highest proportion of students was again from ST followed by SC and Minorities with least proportion from Other category. Caste and gender-wise proportion of school going children, however, is inversely distributed over these groups. About 86 per cent of boys and 79 per cent of girl are attending school from the higher caste followed by minorities, the OBCs and SCs. The gender-wise difference between school going children within the caste group is not so sharp in case of Others while it is highly biased against girls in SC, ST and OBC communities.

Table 3.4

Caste-wise and Sex-wise distribution of 6-11 Year Children School Going/School not Going/Dropout

	School Going		Never Attended School		Dropout		Total	
	Boys	girls	Boys	Girls	Boys	Girls	Boys	Girls
Scheduled Caste	300 (62.1)	169 (42.5)	153 (31.7)	203 (51.0)	30 (6.2)	26 (6.5)	483 (100.0)	398 (100.0)
Scheduled Tribes	39 (58.2)	22 (37.3)	23 (34.3)	33 (55.9)	05 (7.5)	04 (6.80)	67 (100.0)	59 (100.0)
Minority	90 (81.8)	71 (67.0)	16 (14.5)	33 (31.1)	04 (3.6)	02 (1.9)	110 (100.0)	106 (100.0)
OBC	771 (78.72)	477 (58.5)	176 (18.0)	305 (37.5)	33 (3.4)	33 (4.0)	980 (100.0)	815 (100.0)
Other	122 (86.5)	118 (79.1)	18 (12.8)	25 (16.8)	01 (0.7)	06 (4.1)	141 (100.0)	149 (100.0)
Total	1322 (74.2)	857 (56.1)	386 (21.7)	599 (39.2)	73 (4.1)	71 (4.7)	1,781 (100.0)	1,527 (100.0)

Cropping Pattern :

3.10 The cropping pattern of region helps in providing a better understanding of the movement of workforce and its seasonality which in turn affects the enrolment and attendance of children in schools. The study of cropping pattern in the sample villages (table 3.5) shows that among the

cereals, wheat and paddy appears to be the staple crop which is cultivated in 17 out of the 18 villages, thereby, accounting to over 94 per cent respectively, oil seeds accounted for more than 16 per cent and pulses were being cultivated in 50 per cent of the villages. Gram and lentil being the main produce under pulses and each accounting for more than 55 per cent and 44 per cent of the villages respectively. Among the cash crops potato and sugar cane were being sown in over 38 per cent each of the villages.

Table 3.5
Cropping Pattern in the Villages

Name of Resource	Resources Available
Paddy	17 (94.44)
Wheat	17 (94.44)
Maize	02 (11.11)
Vegetable	03 (16.67)
Mustard	03 (16.67)
Pulse	09 (50.00)
Sugar Cane	07 (38.89)
Lentil	08 (44.44)
Gram	10 (55.56)
Sweet Potato	01 (5.56)
Potato	07 (38.89)
Orchard	01 (5.56)

Seasonal Analysis :

3.11 The level of enrolment and attendance of students in school is also influenced by the seasonality of work which in turn regulates the movement of labour force. The study of seasonality in the sample villages (table 3.6) clearly shows that the following months draw labour force for farm operations viz. January, April, July, August, November and December. On an average sample villagers get work for about 180 days, or little

over 49 per cent of the total days in a year and these busy six months' work account for more than 60 per cent (109 days) of the total working days. Further, the study shows that the proportion of villages in which the children also assist the elders in the farm operations was reported to be over 55 per cent, 88 per cent, 72 per cent, 83 per cent 61 per cent and 94 per cent respectively. Likewise, the proportion of migrate house holds during these months was estimated to be about 3.36 per cent 5.04 per cent, 4.29 per cent, 7.09 per cent, 6.53 per cent and 8.65 per cent respectively..ls

Table 3.6
Seasonal Analysis of working Pattern, Children Assistance
and Migrant House holds

Months	Average Working days	No. of Villages in which Children also assist elders	No. of migrant Households
January	14	10	90
(%)	07.78	55.56	03.36
February	08	04	40
(%)	04.44	22.22	01.49
March	12	09	00
(%)	06.67	50.00	00.00
April	19	16	135
(%)	10.56	88.89	05.04
May	13	05	75
(%)	07.22	27.78	02.80
June	08	01	50
(%)	04.44	05.56	01.86
July	17	13	115
(%)	09.44	72.22	04.29
August	20	15	190
(%)	11.11	83.33	07.09
September	16	05	145
(%)	08.89	27.78	01.67
October	14	05	45
(%)	07.78	27.78	01.67
November	16	11	175
(%)	08.89	61.11	06.53
December	23	17	232
(%)	12.78	94.44	08.65
Total working days in Year	180	18	2681
	100.00	100.00	100.00

3.12 Another interesting finding of the seasonal analysis is that the movement of labour force is not only restricted withing the sample villages but also outside the region during the busy months of the year. For example, in

December migrate workers mostly landless toward wage out side for 232 days (about 8.65 per cent in January they got work for 90 days is .30 percent only. Higer wage reate was reported to be the motivating factor behind the migration. It was also fobserved that during in the months of December and January the primary administration school, by and large, holds examinations and subsequently starts the process of the enrolment of children. Being the busiest season of the year when children help their family members in fields operations, ultimately, affects the over all performance of students in examinations and simueltanenously decreases the level of enrolment in school.

Trend Analysis :

3.13 The trend analysis is an another tool of PRA exercise which analyses the growth of various educational facilities and institutions over the years and thereby help in understanding the process. The trend analysis of educational facilities in the sample district villages (table 3.7) reveals that twenty five years age, primary school facility was available in about 38 per cent villages which subsequently went up to over 66 per cent in the next fifteen years and is presently available in over 66 per cent villages. Not formal education which was available in about 11 per cent villages twenty five years ago is now available in more then 33 per cent villages. However, there has been a conspicuous drop in adult education centre as currently the sample district has non where as it had been functional in more than 55 per cent of the villages earlier. Another important aspect of the study has been the tremendous transformation in the perception of children towards schooling. The question, whether children like to go to school was addressed to elder people of the villages and respondents belonging to all case, community and gender replied that about 22 per cent of children liked to go to school 25 years ago, however over 88 percent of wanted to attend school today.

Table 3.7

Trend Analysis of Educational facilities and Willingness of Children to go to School

Variable	Today or Present	10 Year before	25 year before	Total no. of vill.
Formal Education Centre (Primary School)	12 (66.67)	12 (66.67)	07 (38.89)	18 (100.00)
Non-Formal Educational Centre	06 (33.33)	09 (50.00)	02 (11.11)	18 (100.00)
Adult Education	-	10 (55.56)	-	18 (100.00)
Children like go to School 6 to 11 age group	16 (88.89)	15 (83.33)	04 (22.22)	18 (100.00)

Perception About Primary Education :

3.14 Whether the concept of primary education has started taking its roots in any region could be understood by studying the perception of the people of that area. The analysis of data on the perception of villagers about the primary education, girls education, teachers, etc. reveals that the perception of villagers towards girls education has undergone a perceptible change. The study shows that while 25 years over 55 per cent considered it to be very bad or bad and none appreciated or acknowledged sending their girls to schools, but today it is very much appreciated and centper cent villagers are sending girls to schools. Likewise, the study shows that even education of boys was also not prominently practiced and hardly in about 61.12 per cent villages it was recognized and in about 16 per cent villages it was condemned. Today however things have undergone a sea change and boys education is being appreciated in cent per cent villages. Regarding teachers, the study shows that 25 years ago in more than 33 per cent of villages the schools teacher was held in high esteem and there was hardly any village which criticised him. But, today there were hardly any village who values the teacher and his services and in over 55 per cent villages he was very criticised or even condemned.

Similarly the school were appreciated institution. The study concludes that 25 years ago in over 77 per cent of village, the school was considered to be good or very good. The institution with the passage of time, however, seems to have lost its glory. In only 44 per cent of villages today, it was considered to be good institution, over 38 per cent villages either thought it be not good or even bad.

Table-3.8
Perception about primary education (opinion of villagers)

Particulars/Perception	Very good	Good	Satisfactory	Not good	Bad	Very bad	Teacher is respected	Teacher as a govt. employees	School building as a place of respect	School targeted as a govt. building	No response	Total No. of village
Perception of villagers about girls education												
Today	0	14	4	0	0	0	0	0	0	0	0	18
	-	77.78	22.22	-	-	-	-	-	-	-	-	100.00
10th year before	0	5	9	2	2	0	0	0	0	0	0	18
	-	27.78	50.00	11.11	11.11	-	-	-	-	-	-	100.00
25 year before	0	1	1	6	9	1	0	0	0	0	0	18
	-	5.56	5.56	33.33	50.00	5.56	5.56	-	-	-	-	100.00
Perception of villagers about boys education												
Today	0	18	0	0	0	0	0	0	0	0	0	18
	-	100.00	-	-	-	-	-	-	-	-	-	100.00
10th year before	0	13	3	1	1	0	0	0	0	0	0	18
	-	72.22	16.67	5.56	5.56	-	-	-	-	-	-	100.00
25 year before	1	7	3	4	3	0	0	0	0	0	0	18
	5.56	38.89	16.67	22.22	16.67	-	-	-	-	-	-	100.00
Perception of villagers about teachers												
Today	1	1	1	5	4	6	0	0	0	0	0	18
	5.56	5.56	5.56	27.78	22.22	33.33	-	-	-	-	-	100.00
10th year before	3	1	3	6	4	1	0	0	0	0	0	18
	16.67	5.56	16.67	33.33	22.22	5.56	-	-	-	-	-	100.00
25 year before	6	3	2	1	0	0	6	0	0	0	0	18
	33.33	16.67	11.11	5.56	-	-	33.33	-	-	-	-	100.00
Perception of villagers about school												
Today	0	8	3	3	4	0	0	0	0	0	0	18
	-	44.44	16.67	16.67	22.22	-	-	-	-	-	-	100.00
10th year before	1	5	2	9	0	0	0	1	0	0	0	18
	5.56	27.78	11.11	50.00	-	-	-	5.56	-	-	-	100.00
25 year before	0	10	0	1	1	2	0	0	0	0	0	18
	22.22	55.56	-	5.56	5.56	11.11	-	-	-	-	-	100.00

Daily Work Schedule of Children :

3.15 The efforts for universalisation of education cannot succeed unless the concept, significance and its relevance is not accepted by the children themselves, and they are able to sphere some time from their daily work schedule. An attempt has been made to analyses the daily work schedule

of the groups of children, gender wise as well as school going and school not going categories (table 3.9).

Table-3.9
Priority-wise responses of the children regarding their daily work schedule since morning to bed time

Name of the Activities	School going children				School not going children			
	Boys		Girls		Boys		Girls	
	1	2	1	2	1	2	1	2
Cattle Grazing	9	9	10	11	1	2	10	10
Farming and Other outside Work	4	6	11	9	2	4	8	7
Look after Cattle	5	8	8	8	3	3	7	8
Playing	2	2	7	4	4	1	6	3
Daily Work (bath/lavatory)	3	3	4	3	5	5	4	4
Break/Lunch/Dinner	6	4	6	7	6	6	5	6
Domestic Work	8	7	2	2	7	8	1	1
Wood Cutting	10	10	12	0	9	10	11	13
Study (school/home other/place)	1	1	1	1	10	7	12	9
Collecting Fuel	12	0	9	10	11	12	9	12
Non agriculture wage work	0	0	0	0	12	11	0	0
Cooking meal	11	11	3	5	13	13	2	2
Others	7	5	5	6	8	9	3	5

Note :(1) Performing, (2) Priority.

3.16 The perusal of table 3.9 shows that children carry out a number of operations in a day since the morning to their bed time in the night, which vary from cattle grazing farm work to collection of fuel wood, domestic work and even wood cutting. Further, in order to study, the existing daily work pattern of children and what would they like to do it if given a choice was separately addressed to the groups of boys and girls who were either going to school, or not going to school. These preference were symbolically recorded by counting of clay tablets, small wooden grass sticks, match-sticks, etc. The work scheduled of school going boys shows that their top priority was to attend respectively school and playing which they enjoyed. However, difference of priority started figuring from third work schedule onwards and their least priority was looking after castles and help in cooking of meals. Similarly in the case of school going girls the first work was to study which figured as their favorite top option, followed by the help in domestic work and financially

framework etc. The girls were found helping their families in farm operation and looking after castles which they did not like.

- 3.17 In the case of boys who did not attend schools, work chart and their priority pattern deviated from the first activity itself. It was disturbing to note that farm operations was their top activity followed by playing. Study did not figure prominently in their work schedule nor in their priority list which did not augers well for the region as it only reflects the indifference of their parents towards the education of their boys. Similarly, girls who were not going to school recorded their top two activities as domestic work and cooking meal to their families. The difference of opinion came from third activity onwards and what is again disturbing is the fact that education does not figure in the list of their priority and considered such on activity which gives no enjoyment and satisfaction the them. Thus, the analysis clearly shows the concept of child education has not taken roots in the sample villages perhaps either on account of unemployment and other such problems of socio-economic nature or because of the ignorance or illiteracy of guardians of the children. In such an environment child is forced to become a source of income earning and domestic help for these poor villagers.

Facilities Available in the Primary School :

- 3.18 The availability of basic facilities and amenities in the schools also has a direct bearing on the enrolment and achievement levels of children. The analysis of the facilities available in the district (table 3.10) reveals that only in about 58 per cent of the schools, had drinking water facility; only 11.1 per cent of the schools here having provision for toilets; about 38.9 per cent school had play ground facility; 33.3 per cent of the schools were equipped with teaching aids; black board facility was available in only 77.8 per cent of schools and 22.2 per cent of the schools had game kit. The primary schools in the sample district, therefore, are poorly placed in terms of providing facilities to the students. Even the basic

materials like black board, teaching aids, drinking water and toilet facility is missing in most of these schools. This may perhaps be, one of the factors affecting the enrolment and achievement levels as well as gender as the performance of primary schools.

Table 3.10

Facilities Available in Primary School in sample village

Particulars	Facility Available (No. of Village)
Drinking Water	10 (58.82)
Toilets	02 (11.11)
Play ground	07 (38.89)
Teaching aids	06 (33.33)
Black Board	14 (77.78)
Game kit	04 (22.22)
Total	17 (100.00)

Facilities Required in Primary Schools:

3.19 The schools lack some essential basic services and has already been shown in the foregoing discussion. In order to identify these essentially required facilities, the questions were passed to the teachers of all the 17 primary schools located in the sample villages. The responses of the teachers ranged from acquiring hand pumps, toilets, furniture to the provision of to playground, beautifying school etc. However there was some unanimity in certain areas. The majority of teachers agreed that the schools should have games kit, by lanes from main road to school, toilet, text book, teaching guides, and additional class room/building boundary walls. The installation of handpumps for drinking water and play ground facility were. another major requirements these teachers demanded (table 3.11).

Table 3.11
Facilities required in Primary Schools
(Responses of Teachers)

Facilities required	No. of Teacher
Handpump	07 (41.17)
Toilets	13 (76.47)
Games kit	13 (76.47)
By Lane from main Road to school	--
Tables/Chairs/Mats for seating arrangement	03 (17.64)
Additional Class rooms/ Buildings/Boundary walls etc.	10 (58.82)
Black Board/Chalk/Duster/ Science kits, etc.	02 (11.76)
Test Books/Teaching/guides	12 (70.59)
Additional Teachers'/ Reinstating Transferred Teachers	07 (41.17)
Library	01 (5.88)
Almirah	03 (17.64)
Play ground	06 (35.29)
Beautification of schools	--
Midday Meal	02 (11.76)
Other	--
Total	17 (100.00)

Efforts made by Teachers to Improve Enrolment :

3.20 Enrolment of students in a school also depends to a significant extent upon the performance of teachers and, the measures they take up to boost its level. To record the responses of teacher in this regard they were asked questions as to what measures they have taken to motivate the local community to send their children to school. The majority of teacher (35 to 94 per cent) had contacted the guardians, held general meetings and also had engaged themselves in organizing drive or campaigns for increasing the level of enrolment in schools primary. Some had taken the cooperation of village education committees or through cultural programmes

and child fair and a few others tried the method of rapport building in the villages. It was reported that all the teachers felt that their effort, have positive effect on the level of enrolment, and, about 11.76 per cent of them succeeded in motivating of students towards education (table 3.12)..tb30

Table 3.12
Efforts Made by Teachers for Improving level of Enrolment

Teacher Opinion	Total no. of Teacher
Contacting Guardian/General Meetings	16 (94.11)
Drive for Primary Education/Prabhat Pheri	06 (35.29)
Cooperation of VEC	01 (5.88)
By telling Importance of of Education to people	03 (17.65)
Maintaining Child Enumeration Register	02 (11.76)
Cultural Programme and Child Fairs	02 (11.76)
Environment Building	--
Total	17 (100.00)

Suggestions for Improving Girls's Enrolment :

3.21 Girl's education in the district has been a cause for concern. An attempt was also made to invite the opinion of primary school teachers to suggest measures for improving the level of enrolment in the schools of the district. (table-3.13). These suggestion covered a variety of answers right from providing free reading learning materials/technical teaching aids, mid day meal; taking out rallies to the enhancement in teachers number, providing drinking water and toilet facilities etc. The perusal of the suggestion clearly points out, by and large, towards the widespread poverty in the district and the low priority accorded to the education in

general and girls education in particular. Some of the provision on which teachers commonly agreed are:

- (a) to motivate the guardians as well as the girls;
- (b) to take out rallies and develop rapport;
- (c) providing mid day meal;
- (d) construction of drinking water and toilet facility; and
- (e) to provide free teaching learning materials and aids.

Table 3.13

Suggestions for Improving Girls Enrolment (6-11 years age group)

Teachers Opinion	No. (%)
Free Supply of Reading/Learning material	02 11.76
Provision for Mid day meal	04 23.53
Awareness campaigns/Environment Building	05 29.41
Joyful Learning/Employment oriented Education	01 5.88
Provision of free School Dresses	06 35.29
Motivating Guardians/Girls	06 35.29
To understand right to Equality in its Proper Context/Prevent Seclusion of Girls	01 5.88
Monthly meeting of Teachers with local Community	04 23.53
Increase in Number of Teachers/Regularity in Teaching	04 23.53
Awakening Women/Opening Schools	04 23.53
Provision of Drinking water and Toilets	01 5.88
Others	02 11.76
Total No. of Teachers	17 100.00

Suggestion for improving Boys Enrolment:

3.22 For improving the enrolment of boys in district (table-3.14) comprised the following :

- (a) teachers should meet the guardian and village community to motivate them towards education;
- (b) government should provide economic assistance from time to time to

the children of these socially disadvantaged groups of society.

- (c) both students and teachers must interact with parents and villagers through cultural programmes, plays, etc.;
- (d) make education compulsory etc.

Table 3.14

Suggestion for Improvement in Boys Enrolment
(6-11 years)

Teacher Opinion	No. of Teachers
Interaction of teacher with local community/guardians to Motivate them	12 (70.59)
Prabhat Feris by Children Extension services	01 (5.88)
By Calling VEC Meetings	01 (5.88)
By Making attractive School Building	02 (11.76)
Mid-day meals/Free School Dress	06 (35.29)
Provision of sports kits/ Reading learning/Materials	05 (29.41)
By making education compulsory for all	01 (5.88)
Cultural activities/Advertisements on wall/Drama	01 (5.88)
By telling differences between Literate and Illiterates	02 (11.76)
By Increasing Number of Teachers	01 (5.88)
Financial Assistance to children by government	04 (23.53)
Others	01 (5.88)
Total	17 (100.00)

Note : Figures in parenthesis indicate percentage

Modification in School Curriculum according to Seasonality:

3.23 The study has clearly demonstrated that the school curriculum clashes with the farm operations, which, in turn, affects, the enrolment and achievement levels of children level. It was observed that in the months of December and January the works of school examination and enrolment are performed. Unfortunately, this is the peak time of farm operations as well as the peak time for the migrant households belonging to the landless class labourers. An attempt has been made to draw the teachers opinion to rectify the prevalling situation and results of the analysis of responses revealed that about 23 per cent of teachers felt that the curriculum should not be disturbed only 11.76 per cent of believed that modification in the curriculum could enhance enrolment and achievement levels of students in the schools (table 3.15).

Table 3.15
Suggestions of teachers for Adjustment between
school curriculum and Seasonality

Teacher Opinion	Total no. of Teacher
School curriculum according to farming operations	11 (64.71)
According to the requirements of poor and labour class guardians	02 (11.76)
No change	04 (23.53)
Can not Say anything	--
Others	--
Total	17 (100.00)

Qualitative Improvement of Education in Primary Schools:

3.23 The low levels of enrolment and achievement may also be attributed to the poor quality of teaching in class room and lack of material facilities in schools. What measures should be taken up to improve it was also

addressed to the teachers of these village schools and their common suggestions are pointed towards :

- (a) to provide teaching aid to the teachers;
- (b) to make the guardians literate;
- (c) construction of boundary wall to enclose the school compound;
- (d) making education compulsory and job oriented;
- (e) introduction of multi-grade, section wise teaching; and
- (f) provision of sports kit and entertainment facility for children.

Table 3.16

Teachers Opinion on Improvement of Primary Education

Teachers Opinion	Total no. of Teacher
Make guardians literate provision of	--
Residential Facility to Teachers	02 (11.76)
Free dress/Mid day Meal	08 (46.00)
Regularity in school timing Teaching	02 (11.76)
Education through games	00
Appointment of teacher Section-wise, Subject-wise/ filling vacant position	07 (41.18)
Provision of Teaching Aids	05 (29.41)
Scholarship/Drama/ Rallies for children	03 (71.65)
Construction of Boundary wall/Repair/white washing	04 (23.52)
Mass contact and Environment Building	02 (11.76)
Seating arrangement for Children/Teacher	--
Cordial interaction between teacher and guardians	04 (23.52)

Contd...

Teachers Opinion	Total no. of Teacher
Educational Administrative Improvement in	01 (5.88)
Compulsory /Vocational Education	--
Games kit/ Entertainment facilities	06 (35.29)
Total number of Teacher	17 (100.00)

Medical Examination in Schools:

3.24 The provision of getting the children in the school medically examined from time to time by the competent authorities of the health department also forms part of extra curricular activity of the school. The study of schools in the district shows that all the 17 schools had undertaken the medical examination of their students only once during the last year 1995-96.

Table 3.17

Health Check-up of children in Schools (1996)

Frequency of Health Check-ups Conducted (1996)	No. of School	Per cent
Once	08	(47.06)
Twice	04	(23.53)
Thrice	00	
Four Time	03	(17.65)
Total	17	(100.00)

Teachers' Guide Books:

3.25 The use of teachers' manual/guide in imparting teaching not only helps in improving the quality of teaching but also forms an essential part of their duty. The study however shows that the teachers of the district are very poorly equipped and hardly 5 per cent of the schools from class-I to class-V had teachers guide for important subjects like literature mathematics and science right from class-I to class-V.

Table 3.18

Availability of Teacher's Guide Book
(Number of schools)

Class	Literature	Maths
I	02 (11.76)	02 (11.76)
II	01 (05.88)	02 (11.76)
III	00 (00.00)	00 (00.00)
IV	00 (00.00)	00 (00.00)
V	00 (00.00)	00 (00.00)
Total	17 (100.00)	17 (100.00)

Location of Teacher Residence :

3.26 The residential setting of teachers has a significance bearing on quality of teaching. If the teacher travels from a far off distance to the school on a regular basis, their quality of teaching is likely to be affected. In the present study it was found that of the 68 teachers only around 8.82 per cent were living in the concerned village where the school was located and over 66 per cent were commuting daily from a distance of 5 km. or more. This, perhaps, spells for the poor quality of teaching in the schools and thereby subsequent drop in the level of enrolment of students.

Table 3.19

Distance traveled by Teachers in Commuting
daily to Schools

Place of residence of the teachers	No. of teachers	(%)
In village	06	8.82
1 km. to 2 km.	03	4.41
2 km. to 5 km.	14	20.56
5 km. and above	45	66.17
Total	68	100.00

Frequency of Inspection, Supervision and Support Services:

3.27 The pattern of have many times primary schools in sample villages were inspected during 1994, 1995 and 1996 and by whom the guidances was provided to teachers reveals that with the exception of BEEO, who is incidentally located at the block levels, none of the senior officer viz. DSE and DEO have regularly visited these schools. What is most shocking is that the DSE has never visited these schools not even once during the last three years.

Table 3.20

Inspection of Schools by Officers During the Last Three Years

Designation of the Officers	Inspections Conducted (No. of schools)		
	1994	1995	1996
BEEO	06 (35.29)	05 (29.41)	10 (58.82)
AOE	03 (17.64)	04 (23.53)	05 (29.41)
DSE	00 (00.00)	01 (05.88)	00 (00.00)
DEO	00 (00.00)	00 (00.00)	00 (00.00)
Others/DM/DDC/BDO/DPC	01 (05.88)	08 (47.06)	07 (04.17)
Total	17 (100.00)	17 (100.00)	17 (100.00)

Responses of the Senior Officials for Improvement in Primary Education:

3.28 The official were also approached for providing suggestion to improve the standard of primary education in the district. These official included the District Magistrate, Deputy Development Commissioner, District Superintendent of Education, Block Education and Extension Officer and District Planning Coordinator. Their response were recorded on the aspects including service training; to teachers improving the teaching qualitatively; measures to enrol the dropouts; and on the negative tendency of the people towards primary education. The suggestions of the officers include the following

- (i) provision of basic infrastructural facilities and training for

teachers.

- (ii) provision of qualified instructors and modern teaching system.
- (iii) Motivating teachers for quality education;
- (iv) provide local residential facility to the teachers;
- (v) provide all basic facilities for teaching in these schools.
- (vi) contact the guardians and also suggest appropriate measure in the light of their problems.
- (vii) ensuring the participation of local people in all the academic activity of the schools;
- (viii) ensuring regular teaching in schools;
- (ix) enrolment of children of concerned government officials in these schools.

CHAPTER - IV

CONCLUSION & SUGGESTIONS

4.1 The analysis of primary data of social assessment study,, collected with the help of PRA technique, provides an interesting accounts of the working of the primary schools, the forces that are operating within and outside the system and thereby affecting the access, achievements and the overall quality of education. In brief, abstract of the inferences drawn from the district are presented in the following paragraphs :

Low Enrolment Level :

It has been clearly demonstrated that the district has a poor enrolment level in primary school and poor quality of teaching learning despite having an ideal teacher students ratio. This is leading to severe wastage of scarce resource and monotonous and uninspiring systems of primary education in the district. Some of the findings are as under :

- (i) study sample consisted a high proportion of Scheduled Caste, Minorities and OBCs constituting by and large to over 85 per cent of the total population. It was found that despite a high proportion of the children of these groups that goes to schools dropout after a few years schooling and the net result of this is the lowering of enrolment level;
- (ii) the enrolment rate in the primary schools located in the village and was low the percentage of school going children in the villages was comparatively high which points towards the fact that good proportion of these students are attending schools outside the village on accounts of the following reasons :.lm16
 - (a)poor villages school ratio which was worked out to be one, thereby implying that every village had just one schools,
 - (b)social factor such as fear of the high and influential cast communities which forced the socially disadvantaged hapless lot to

move to schools outside their respective villages, and

(c) the poor state of primary school also acts as a deterring factor and also forced many student to move towards schools located outside their villages,

- (iii) due to the poor quality of infrastructural facilities and basic amenities in primary schools many parents either do not send their wards or with draw them from the schools, particularly their female child;
- (iv) the districts economy is primarily agricultural and the main crops grown in the area are, by and large, paddy, wheat, sugar cane, potato, lentil, etc. The cultivation of these crops demands a high input of labour in which children also assist. Migration of labour in search of wage employment from one region to another also takes place. Above all these factors, responsible for the low enrolment, attendance and achievement levels is the schools besides the clash between the curriculum of the schools and timing of the work schedule of the villagers.
- (v) another factors contributing to the poor quality of primary schooling are the lack of infrastructural facilities in the schools, monotonous methods of teaching and poor state of approach roads to schools which restricts the mobility of students during the rainy season due to recurrence of floods.
- (vi) the district has a high proportion of agricultural labourers who keep on moving constantly and prefer to carry their families, including children, together during the period of farm operations which last for around six months. This naturally affects the education of their children.
- (vii) Non Formal Education centres, VECs, Yuvak Mangal Dal, Cultural Centres, Mahila Samakhya, Jagjagi Centres, etc. could be effectively used to further the cause of literacy in general and female literacy in particular. The near absence of these institutions puts extra

efforts on the part of administration which, in turn, is adversely affecting the quality of education.

- (viii) the perception of villagers towards education, in general, and female education, in particular, is highly negative. The motivation among teachers is also found to be lacking and the general environment of the schools is uninteresting and uninspiring. so long, the perception of local community and teachers does not change and the environment of schools is not made inspiring, any improvement in the state of primary education, in general, and education of girl child, in particular, is beyond imagination.

Quality of Primary Education :

- (i) the analysis shows that primary schools are not only poorly placed in terms of basic infrastructure, but also in terms of resources such as text books, teaching aids, teaching guides, and other classroom material to name a few. The non availability of these items, in turns, affects the quality of teaching in the schools;
- (ii) a sizable proportion of teachers have either not taken up in-service training or that is long over due. As a result of this most of the teacher are a depressed lot, lacking motivation and thrust which in turn is contributing to the detriment of quality in primary education in the district;
- (iii) it was also observed that many teachers in the district did not attend school for months together because of either the lack of motivation or personal reasons or due to the deteriorating law and order problems that generally prevail in these districts forcing the closure of respective schools for a long period of time which also badly impinge on the quality of education in these institutions;
- (iv) the schools, by and large, have been working in complete isolation from the village community and people were found hardly aware of their activities. In the absence of any interaction between the

teachers/school authorities and the guardians/village community, the indifference towards each other and also towards the education creeps in.

- (v) the schools are hardly inspected by the senior authorities of the district administration and their frequency of school visits have also declined over the years. The only official that has been visiting the schools was found to be BEEO and his visit to the school, by and large, were observed to be of perfunctory nature, lacking academic support and guidance;
- (vi) a large proportion of teachers do not reside in the villages and commuted daily to the school from a distance of 5 kms. or more. This regular commuting to school from far-off distances naturally affects their performance and the quality of teaching.

Observations of District Level Official on Quality of Education :

- (i) the performance of primary schools has suffered on account of lack of training to the teachers. It was observed that there is hardly any formal or specific policy to provide in-service training to the teachers on a regular basis. As a result of this the teachers are not aware of the latest developments and techniques that are being used in the field of pedagogy;
- (ii) it was clearly stated that there is no system of follow up of the training to the teachers, if at all some training is imparted to them. In the absence of a proper feed back mechanism, the training does not prove to be fruitful or effective;
- (iii) the teachers should be provided residential facility preferably inside the schools or in the vicinity of schools;
- (iv) teachers should not be so often deputed to do other departmental works;
- (v) teachers should be provided relevant and necessary teaching aids/kits;
- (vi) promotion and selection of the teachers should be based on merit;

- (vii) the transfer of teachers should be made with their prior consent;
- (viii) schools should be provided buildings, boundary walls, drinking water and toilet facilities;
- (ix) for addressing the problems of the dropout students, help of non-government organisation should be taken up and they should also be imported training in their respective places of work;
- (x) free teaching-learning materials should be provided to dropout students;
- (xi) the dropout students should be encouraged to take up vocational education;
- (xii) the guardian should be motivated and made aware of the educational needs;
- (xiii) education imparted should be based on the regional requirements;
- (xiv) the teachers should also try to motivate children and local community by making them aware of the advantages associated with the literacy.

Suggestions :

4.2 The study of primary schools in the district clearly demonstrates that the performance of the primary school which are suffering mainly on account of many factors that are not only closely related to one another but are deeply imbedded in the social set up and needs of the local community. The solution to the problems, therefore, lies in taking up a holistic view of the system. Piece-meal measures would not provide permanent and effective solution to the archival and monotonous set up of primary education in the district, in general, and, the problems of socially deprived sections of the society in particular. In the light of the analysis and conclusions, the study suggests the following :

- (i) all the resources of the region which could act as complimentary in the qualitative improvement of primary education should be pooled together. The system of formal education must be supplemented by

non-formal education. The existing resources such as a Mahila Dal, Yuvak Mangal Dal, Cultural Centres, VECs, Mahila Samakhya, Jagjagi Centres etc. should be fully operationalised.

- (ii) it is suggested that the village community must be involved in the functioning of schools through regular interactions with teachers and other concerned officials. People should be regularly invited to the cultural and other functions of the schools;
- (iii) the enrolment of students, particularly the girls, in the schools could be encouraged by taking the following steps :
 - (a) encouraging and motivating the guardians as well as girls to take up education;
 - (b) providing drinking water and toilet facilities;
 - (c) imparting vocation oriented education,
 - (d) organising monthly meetings with local inhabitants;
 - (e) carrying out rallies and environment building exercise in the villages;
 - (f) providing midday meal;
 - (g) distributing free dresses and reading-learning materials;
 - (h) providing economic assistance to the student from time to time;
- (iv) the school curriculum needs modifications so as to be in total conformity with the economic activities of the district. The study clearly shows that the enrolment and examination timing of the school, invariably, clashes with the harvesting time in which the children also help their elders and therefore do not attend school. Like-wise, during the monsoon seasons, some parts of the district are severely affected by floods and children could not reach schools,
- (v) efforts should be made to organise an effective system of teacher supervision and support services for the improvement in the

elementary education of the district. Not only BEEOs, but also the senior level officers of the district should regularly visit schools and provided real academic support to the teachers.

- (vi) the teacher should be provided relevant teaching aids, guides, and regular training to improve their teaching skills particularly in the important subjects of mathematics and science;
- (vii) teachers should be encouraged to reside near the schools and, if possible, they should be provided residential accommodation inside the schools;
- (viii) the primary schools in the district are mostly managed by the government so it enjoys a virtual monopoly over the system. No efforts have been made to encourage private agencies or NGOs to enter the fields which could rationalise the distribution of these school, on the one had and, on the other, encourage the enrolment of student and allow healthy competition between the two streams to improve its quality;
- (ix) a policy be introduced which makes mandatory for the families who are benefited through some government schemes like IRDP,, JRY, TRYSEM, etc. to educate their children;
- (x) the village education committee must include representatives of those members whose wards are enroled in these schools and maximum positions of memberships should be reserved for women and other weaker sections of the villages.

Annexure

Classification of Social Groups in Sample Village

Sr. No.	Name of Village	Name of Block	Household of Social Group					Total House
			Oth.	OBC	Mino.	SC	ST	
1.	Merh	Chainpur	01	195	11	30	-	237
2.	Usari-I	Moharia	0.42	82.28	4.64	12.66	-	100
			47	127	-	125	-	299
3.	Kurasan	Bhabua	15.72	42.48	-	41.80	-	100
			39	211	35	118	24	427
4.	Ganwan	Bhabua	9.13	49.41	8.2	27.64	5.62	100
			-	75	-	05	-	80
5.	Surapura	Ramgarh	-	93.75	-	6.25	-	100
			16	59	-	44	-	119
6.	Bhainsaha	Dehri	13.45	49.58	-	36.97	-	100
			35	203	73	38	-	349
7.	Budhua	Dehri	10.03	58.17	20.91	10.89	-	100
			18	188	32	99	04	341
8.	Sarangapur	Bhabua	5.28	55.13	9.39	29.03	1.17	100
			02	161	-	12	-	175
9.	Bardiha	Shivsagar	1.14	92.0	-	6.86	-	100
			02	13	-	28	-	43
10.	Babura	SaSaram	4.65	30.23	-	65.12	-	100
			03	14	-	48	-	65
11.	Usari II	Dawath	4.61	21.54	-	73.85	-	100
			-	137	01	40	-	178
12.	Har	Adhaura	-	76.97	.56	22.47	-	100
			-	04	-	-	08	12
13.	Bharsara	Kargahar	-	33.33	-	-	6.67	100
			09	64	-	31	15	119
14.	Chhuria	Shivsagar	7.56	53.78	-	26.05	12.61	100
			-	-	-	30	-	30
15.	Khairi Barki	Shivsagar	-	-	-	100	-	100
			15	40	-	38	-	93
16.	Dhangua	Kargahar	16.13	43.01	-	40.86	-	100
			10	22	06	08	-	46
17.	Kadhar Khurd	Adhaura	21.74	47.83	13.04	17.39	-	100
			01	03	01	02	18	25
18.	Dumaria	Nawhatta	4.0	12.0	4.0	8.0	72.0	100
			-	-	-	-	43	43
			-	-	-	-	100	100
			198	1516	159	696	112	2681
			7.38	56.55	5.93	25.96	4.18	100