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

Draft Report

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Allahabad
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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 into a dialogue with the investigator and suggest the remedial measures themselves. In order to

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 planning 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 regour and infusion of professional inputs in planning and appraisal
- (iii) More focussed targeting in that the district 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 Bhojpur district consists of areas under Arrah Sadar and Buxar sub-division of the old Shahabad district. It was created in the year 1972. Arrah town is the headquarters of the district and its principal town. Geographically the district lies between 25° 10' to 25° 40' North latitude and 83° 45' to 84° 45' East longitude. It is bounded on the north by the districts of Saran and Balia of Utter Pradesh; on the south by the district of Rohtas; on the west by the districts of Gazipur and Balia; on the east by the district of Patna and Gaya. The district (Educational district for the purpose of this study) consists of sub division viz. Arrah Sadar and Buxar and 19 Community Development Block, 1,799 inhabited villages and, 8 towns. Ganges, Karmanasa, Konch, Ganghat, Chher, Baas and Sone, rivers flow through the district which make its area fertile and provide perennial source of water.

2.2 The total geographical area of the district is 4,098 sq. Km. which is 2.36 per cent of the State and the total population of the district, as per 1991 census, was reported to be 28.80 lake or 3.23 per cent of the State. The proportion of male and females population in the district is 52.73 per cent and 47.27 per cent respectively. Over 88 per cent of its population lives in rural areas which is higher than the State average of 86.8 per cent. The Scheduled Caste and Scheduled Tribe account for 14.36 per cent and 0.25 per cent of the total population respectively. The density of population in the district is 703 persons per sq. km. which is much higher than the State average of 497 persons per sq. km. Similarly, gender ratio of 896 females per thousand males in the district is very low in comparison to 911 females of the State.

Industries and Infrastructure :

2.3 After the bifurcation of old Shahabad district in to the new districts of

Bhojpur and Rohtas, the large scale industries fell in Rohtas district. The district, however, has different types of small scale and cottage industries like soap industry, timber and furniture works, leather industry, etc. The district has good infrastructure and it is well connected by road, and railways. River Ganga is navigable all round the year and goods are transported outside the district through water route also.

Land use Pattern :

2.4 The net shown area of the district was reported to be about 77 per cent of the total reported area and just under 70 per cent of the area is gross irrigated. The average size of operational holdings was estimated to be 0.95 hecter which is marginally higher than the State average of 0.87 hecter. The remodeled Sone canal system has succeeded in pushing up the horticulture and orchards in the district. Rice, wheat, barely, gram and pulses are the main crops of the area. The other pulses grown in the district are Arhar, khesari and masur.

Socio-Economic Profile :

2.5 The classification of total population into main workers, marginal workers and non-workers category shows that about 25.38 per cent of the population belonged to main workers class; 73.39 per cent were non workers; and just 1.23 per cent of the total workers were marginal workers. Cultivators and agricultural labourers constituted the biggest class in the main workers category with their proportionate share being 40.58 per cent and 39.79 per cent respectively; together their contribution was worked out to be over 80 per cent. The proportion of population based on livestock, forestry, fishing, hunting and plantation, etc. was barely 0.38 per cent. The literacy rates are marginally better in the district than that of the State. The overall literacy rate being 37.46 per cent, is higher than the States average of 30.57 per cent. Even the male and female literacy level which are 51.81 per cent and 21.48 per cent respectively, are also higher than the State averages. The proportion of

urban literate in the district is over 52 per cent while just under 36 per cent of the rural population is literate. A brief profile of the district and its comparison with the State is presented below :

Table 2.1

A Comparative Profile of Bhojpur and Bihar.

Sn.	Variables	Bihar	Bhojpur
1.	Area (sq. km.)	1,73,877	4,098
2.	Total Population	8,63,74,465	28,80,447
	Male	4,52,02,091	15,18,950
	Female	4,11,72,374	13,61,497
	Rural	7,50,21,453	25,54,142
	Urban	1,13,53,012	3,26,305
3.	Total Population (0-6 yr. Age)	1,77,64,186	5,92,382
	Male	90,65,869	3,09,029
	Female	86,98,317	2,83,353
	Rural	1,57,75,776	5,30,218
	Urban	19,88,410	62,164
4.	Scheduled Caste	1,25,71,700	4,13,580
	Male	65,69,360	2,19,276
	Female	60,02,340	1,94,304
5.	Scheduled Tribe	66,16,914	7,262
	Male	33,57,563	4,096
	Female	32,59,351	3,186
6.	No. of Households	1,40,12,071	3,90,853
	Rural	1,21,75,277	3,47,089
	Urban	18,36,794	43,764
7.	Literate Population	2,64,02,898	10,79,466
	Male	1,89,68,636	7,87,042
	Female	74,34,262	2,92,404
	Rural	2,00,45,430	9,06,899
	Urban	63,57,468	1,72,547
8.	Total Main Workers	2,56,19,038	7,31,076
	Cultivators	1,11,64,519	2,96,645
	Agricultural Labours	95,12,892	2,90,910
	Live Stock/Forestry	99,444	2,797
	Fishing/Hunting/Plantation, etc.		
9.	Marginal Workers	21,58,033	35,365
10.	Non-Workers	5,85,97,394	21,14,006
11.	Density of population (per sq. Km.)	497	703
12.	Gender-Ratio	911	896

Source : Census of India, 1991, Primary Census Abstract, General Population, Part II-B(i), Vol.-I, Registrar General and Census Commissioner, Govt. of 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 handsome dividends in some areas. However, many locational, social, cultural and gender specific imbalances 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 health and nutritional status of the people.

2.7 Bihar is one of such States of Indian Union where the level of mass-poverty and under development still remains comparatively higher. According to Economic Survey, 1994-95, 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 54.9 years has also been below the national average of 59.7 years. Similarly, birth rate, death rate and infant mortality rates being 32.1 per thousand, 10.6 per thousand and 70 per thousand also lag behind the national averages. The Secondary data pertaining to health care and nutritional aspect of the people in the 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 pertaining to these aspects, 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 Bhojpur district and its comparison with the States is summarised in the forgoing pages. The comparative analysis of the districts with the State includes infrastructure and patterns and trends in development of primary education.
- 2.9 The distribution of primary and upper primary schools both in the urban as well as rural settings in the district has a remarkable similarity with the distribution of these schools at the State level. The number of primary as well as upper primary schools in the district were 1,192 and 268 respectively. It could be seen that over 92 per cent of the primary schools were located in the rural areas whereas only about 8 per cent were in urban region. The proportion of primary schools in the rural and urban areas at the State level was about 94 percent and 6 per cent respectively. Further, table 2.2 shows that a similar trend is observed in the case of upper primary schools where more than 85 per cent and 15 per cent of primary and upper primary schools are located in rural and urban areas respectively. However, the study shows that as we move from primary to upper primary level there comes a perceptible decline not only in the proportion of upper primary schools but also in the absolute number of upper primary schools in rural areas.

Table 2.2
Distribution of Primary and Upper Primary Schools in Rural and Urban Areas.

Area	Primary	Bhojpur Upper Primary	Total	Bihar		
				Primary	Upper Primary	Total
Rural	1,107 (92.9)	228 (85.1)	1,335 (91.4)	49,884 (94.4)	11,675 (85.2)	61,559 (92.5)
Urban	85 (7.1)	40 (14.9)	125 (8.6)	2932 (5.6)	2029 (14.8)	4961 (7.5)
Total	1,192 (100.00)	268 (100.00)	1,460 (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 More than 14 per cent primary schools have no building 5.4 per cent have been operating in kutcha buildings, 1.4 per cent in thatched buildings and about 22 per cent were partially Pucca; together these accounted for more than 42 per cent of the total primary schools in the district. The position of upper primary schools has also been not better as these building together accounted for more than 64 per cent of the total. The situation of primary and upper primary schools of the State level, however, was marginally better where no building, kutcha, thatched and partly pucca school buildings accounted for more than 35 per cent and 55 per cent of the total respectively.

Table 2.3
Distribution of Schools according to Types of Building

Type of Building	Bhojpur			State		
	Primary	Upper Primary	Total	Primary	Upper Primary	Total
No. Building	170 (14.3)	5 (1.9)	175 (12.0)	6077 (11.5)	384 (2.8)	6461 (9.7)
Kutcha Building	64 (5.4)	10 (3.7)	74 (5.1)	2,441 (4.6)	903 (6.6)	3,344 (5.0)
Thatched Building	17 (1.4)	1 (0.4)	18 (1.2)	1,386 (2.6)	183 (1.3)	1,569 (2.4)
Partly Pucca	257 (21.6)	154 (57.5)	411 (28.2)	10,426 (19.7)	6,081 (44.44)	16,507 (24.8)
One Pucca	157 (13.2)	2 (0.7)	159 (10.9)	6,143 (11.6)	116 (0.8)	6,259 (9.4)
Two Pucca	349 (29.3)	8 (3.0)	357 (24.5)	18,085 (34.2)	804 (5.9)	18,889 (28.4)
Three Pucca	80 (6.7)	6 (2.2)	86 (5.9)	4,226 (8.2)	578 (4.2)	4,839 (7.3)
3 Pucca	68 (5.6)	77 (28.7)	145 (9.9)	2,473 (4.7)	4,456 (32.5)	6929 (10.4)
Others	30 (2.5)	5 (1.9)	35 (2.3)	1,524 (2.9)	199 (1.5)	1723 (2.6)
Total	1,192 (100.00)	268 (100.00)	1,460 (100.00)	52,816 (100.00)	13,704 (100.00)	66,520 (100.00)

Source : 6th All India Educational Survey (Provisional), Education Group

2.11 The ideal teacher student ratio prescribed by the state is 1:40. However, the distribution of schools according to this ratio (table-2.4) clearly shows that the proportion of primary schools in the ranges of 1:>20 to 1:30-40 in the district is 26.9 per cent whereas it is about 56 per cent in the ranges of 1:50-60 to 90 and above, when compared to the State, these lower and higher ranges are 32.6 per cent and 46.3 per cent respectively. The analysis of data clearly points towards the fact that overburden on teachers on the one hand, and under utilization of their capacity, on the other at the district as well as State level need to be rectified immediately. On the lower side it needs efforts for increase in enrolment or reallocation of schools; and on the upper side more teachers schools or proper training of multi-grade teaching for teacher would be a desirable solution.

Table 2.4

Distribution of Schools according to Teachers Students Ratio

Number of Students Per Teacher	Bhojpur		Bihar	
	Primary	Upper Primary	Primary	Upper Primary
>20	21 (1.8)	18 (6.7)	1,530 (2.9)	834 (6.1)
20-30	108 (9.1)	39 (14.6)	5,439 (10.3)	2,227 (16.2)
30-40	191 (16.0)	71 (26.5)	10,229 (19.4)	3,308 (24.1)
40-50	209 (17.5)	49 (18.3)	11,154 (21.1)	2,894 (21.1)
50-60	225 (18.9)	43 (16.0)	8,155 (15.5)	1,938 (14.1)
60-70	136 (11.4)	25 (9.4)	5,210 (9.9)	1,021 (7.5)
70-80	115 (9.6)	10 (3.7)	3,338 (6.3)	610 (4.5)
80-90	54 (4.5)	3 (1.1)	2,135 (4.0)	310 (2.3)
<90	133 (11.2)	10 (3.7)	5,633 (10.6)	564 (4.1)
Total	1,192 (100.00)	268 (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 66,199 of which about 62 per cent were boys and remaining 38 per cent girls. The comparison of enrolment between the boys and girl students while they reach class-V shows that the overall decline in the percentage of boys is about 60 per cent as only about 40 per cent of the boys were enroled in class-V; this drop is estimated to be over 65 per cent in case of girls when they reach class V from class-I. At the State level, the proportion of girls enroled in class-I is only about 38 per cent. 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 picture appears to be worst at the district level than the state.

Table 2.5

Class-wise Enrolment of Student (Class I-V)

Class	Bhojpur			Bihar		
	Boys	Girls	Total	Boys	Girls	Total
I	40,938 (100.00)	25,261 (100.00)	66,199 (100.00)	18,36,291 (100.00)	10,92,041 (100.00)	29,28,332 (100.00)
II	22,178 (54.9)	13,839 (54.8)	36,017 (54.4)	11,41,607 (62.2)	6,36,456 (58.3)	17,78,063 (60.7)
III	21,216 (52.5)	11,955 (47.3)	33,171 (50.1)	9,51,087 (51.8)	5,10,152 (46.7)	14,61,239 (49.9)
IV	18,107 (44.8)	10,302 (40.9)	28,427 (42.9)	8,29,925 (45.2)	4,35,357 (39.9)	12,65,282 (43.21)
V	16,167 (40.0)	8,834 (35.0)	25,001 (33.8)	7,54,684 (41.1)	3,81,280 (34.9)	11,35,964 (38.8)
Primary stage	1,18,606	70,209	1,88,815	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 also is lower than their counterparts boys. However, compared to the primary stage the rate of movement from class VI to VIII is slower among girls at upper primary level. The position of Bhojpur district is at

disadvantage both in case of proportionate gender-wise enrolments and the rate of students who reach class-VIII from class-VI (table 2.6)

Table-2.6

Class-wise Enrolment of Student (Class VI-VIII)

Class	Bhojpur			Bihar		
	Boys	Girls	Total	Boys	Girls	Total
VI	15,170 (100.00)	5,537 (100.00)	20,707 (100.00)	5,20,243 (100.00)	2,30,815 (100.00)	7,51,058 (100.000)
VII	13,919 (91.8)	4,890 (88.3)	18,809 (90.8)	5,03,244 (96.7)	2,16,872 (94.0)	720116 (95.9)
VIII	13,031 (85.9)	3,603 (65.1)	16,634 (80.3)	4,40,423 (84.7)	1,67,235 (72.5)	6,07,658 (80.9)
Middle Stage	42,120	14,030	56,150	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 12 per cent come from Scheduled Caste families; about 0.2 per cent from the Scheduled Tribe families; while the proportion of other groups is over 87 per cent. The gender wise classification shows that while more than 73 per cent of the boys and only 27 per cent of girls in Scheduled Caste; and 72 per cent of the boys and only 28 per cent of girls among Scheduled Tribes were enrolled in class I-VII, these proportions were 60 per cent of the boys and 40 per cent for girls in case of other social group. Thus, the analysis clearly shows that disparity among boys and girls enrolment in case of Scheduled Caste and Scheduled Tribes are much more acute within these caste groups than observed in case of 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 in the enrolment within the caste groups is less in the State than at the district level.

Table 2.7
Gender and Caste wise distribution of students Enroled (Class I-VIII)

Caste	Bhojpur			Bihar		
	Boys	Girls	Total	Boys	Girls	Total
SC	22,680 (14.1)	8,348 (9.9)	31,028 (12.7)	10,76,422 (15.4)	4,72,758 (12.9)	15,49,180 (14.6)
ST	394 (0.2)	109 (0.1)	503 (0.2)	5,69,882 (8.2)	3,37,230 (9.2)	9,07,112 (8.5)
Others	1,37,652 (85.7)	75,782 (90.0)	2,13,434 (87.1)	53,31,200 (76.4)	28,60,220 (77.9)	81,91,420 (76.9)
Total	1,60,726 (100.00)	84,239 (100.00)	2,44,965 (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 student enrolment for opening a primary school is determined to 300 students by the State. However, in about 92 per cent of the primary schools at the State level only 50-200 students are enroled. The analysis of the data therefore clearly shows the gross under utilisation of the public resource (Table 2.8). This needs vigorous enrolment drives to ensure the maximum enrolment of out of school children.

Table 2.8
Distribution of Schools according to Number of Students

Number Students Teacher	Bhojpur		Bihar	
	Primary	Upper Primary	Primary	Upper Primary
>50	94 (7.89)	0	5,775 (10.93)	90 (0.65)
50-100	470 (39.44)	8 (2.99)	23,405 (44.32)	464 (3.39)
100-200	529 (44.38)	57 (21.27)	20,387 (38.59)	3,000 (21.89)
200-300	82 (6.88)	76 (28.36)	2,772 (5.25)	4,260 (31.08)
300-400	10 (0.84)	69 (25.75)	361 (0.68)	2,833 (20.67)
400-500	6 (0.50)	36 (13.43)	73 (0.14)	1501 (10.95)
<500	1 (0.08)	22 (8.21)	49 (0.09)	1,558 (11.37)

Contd...

Total	1192 (100.00)	268 (100.00)	52,823 (100.00)	13,706 (100.00)
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Source : 6th All India Educational Survey (Provisional), Education Group (NICNET), Department of primary Education, Government of Bihar, Sept. 30, 1993.

2.16 The distribution pattern of the schools according to the types of management reveals that almost all the primary schools in the district as well as State level are being managed by the government. The contribution of other non-government agencies, except a small proportion under minorities, is negligible. The monopoly of the government in primary education could be broken only when incentives are provided to non-government agencies to open up school. This will certainly lead to a variety of schools and healthy growth of elementary education in the State (table 2.9)

Table 2.9

Distribution of Schools according to Type of management

Type of Management	Bhojpur				Bihar			
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
Govt	1,107 (95.5)	228 (99.1)	84 (88.4)	34 (75.6)	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	1 (1.1)	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	52 (4.5)	2 (0.9)	10 (10.5)	5 (11.1)	1,737 (3.4)	335 (2.8)	245 (7.7)	206 (9.2)
Total	1159 (100.00)	230 (100.00)	95 (100.00)	45 (100.00)	51627	12012 (100.00)	3171 (100.00)	2233 (100.00)

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

Education Programmes and Incentives Being Offered :

2.17 The district has been recently taken up under DPEP to strengthen the access of primary schooling and provide quality education to its people.

As envisaged under DPEP, TLC has already been completed to create the demand for primary education among different sections of the people. However, the visible impact of the campaign in the area was observed to be negligible. Even the district level planning team members and other educational functionaries has no idea of the ongoing projects of DPEP. Secondary records and data regarding the State of primary education and other ongoing programme in the district were found to be so mismanaged and haphazard, that nothing could be interpreted out of the data that the study team could manage to collect from the official records.

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, economic and 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 19 community development blocks of which a little over 72 per cent were included in our study. Of the total sample of villages, the proportion of villages dominated by SC population was about 17 per cent, another 11 per cent were dominated by minority population and over 61 per cent of the villages belonged to the OBC category. together, 89 per cent of the sample accounted for those villages where population of socially disadvantaged groups and communities was in predominance. The remaining 11 per cent of the villages belonged to 'Others', mostly high Castes population category .
- 3.3 The study covered a total of 3,286 households of which 15.3 per cent came from SC, 21.0 per cent from the minorities section and over 49 per cent were from OBC group while only 14.5 per cent households belonged to 'others' category. Thus, the sample was by and large dominated by the OBC group.

Table 3.1

General Profile of the Sample Village		
	No.	(%)
Total No. of Sample Villages	18	
Total No. of Block in the District	19	
No. of Block in included in sample	13	72.2

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	No.	(%)
No. of Villages belonging to SC	03	16.7
No. of Villages belonging to ST	00	--
No. of Villages belonging to Minorities	02	11.1
No. of Villages belonging to OBC	11	61.1
No. of Villages belonging to Other	02	11.1
Total No. of Households	3,286	100.0
No. of Households belonging to SC	502	15.3
No. of Households belonging to ST	00	--
No. of Households belonging to Minorities	690	21.0
No. of Households belonging to OBC	1,617	49.2
No. of Households belonging to Other	477	14.5
Total No. of Children (6 to 11 yr. age group)	5,347	100.0
Boys	2,983	55.8
Girls	2,364	44.2
Total No. of Primary school	20	
Total No. of Working Teachers	60	
Total No. of Students enroled	2375	44.4
Boys	1446	48.3
Girls	929	39.3
Teacher Students Ratio	1:39.6	
No. of Village having		
Mahila Dal	00	--
Yuvak Mangal Dal	03	16.7
Cultural Centre	02	11.1
VEC	07	38.9
Mahila Samakhya	00	--
Jagjagi Centres	00	--

3.4 The number of children between the age of 6 to 11 years was estimated to be 5,347 of which the proportion of boys and girls was 55.8 per cent and 44.2 per cent respectively. The number of primary schools and the teachers working in them was observed to be 20 and 60 with the average number of teachers per school being 1:3. The total number of students enroled in these schools amounted to 2,375 which is little over 44 per cent of the total population of children in 6-11 years age group. The gender wise enrolment pattern in these schools shows that the boys clearly outclassed the girls as their proportion is over 48 per cent

against the girls which is just around 39 per cent. The teacher student ratio was found to be 1:39.6 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 16 per cent. The proportion of cultural centres was found in around 11 per cent and village education committee were operative in only about 39 per cent villages. Mahila Samakhya and the Jagjagi Centres were not functioning any where (table 3.1)

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 33 per cent of the villages in the sample district were located between 3 to 5 km. distance from the block; another 27.8 per cent were at a distance of 5 to 10 km. and 16.7 per cent of the villages were found situated at a distance of more than 10 km. In the case of banks, the study shows that about 6 per cent of villages had this facility either inside the villages or very close by, while in 39 per cent villages it was available at a distance of 1 to 3 km. and in the remaining 55.6 per cent villages, the banks were situated at a distance of more than 3 km. Likewise, about 33 per cent of the villages had a post office facility; in over 61 per cent it was available at a distance between 1 to 3 km. and in another 5.6 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	—	04	22.2	06	33.3	05	27.8	03	16.7
Bank	01	5.6	07	38.9	05	27.8	04	22.2	01	5.6
Post Office	06	33.3	11	61.1	01	5.6	00	—	00	—
Sub Centre/PHC	05	27.8	08	44.4	02	11.2	02	11.1	01	5.6
Railway Station	00	—	01	5.6	02	11.2	12	66.7	03	16.7
Bus Stand	03	16.7	09	50.0	02	11.2	04	22.2	00	—

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Facilities	Below 1 Km.	(%)	1 to 3 Km.	(%)	3 to 5 Km.	(%)	5 to 10 Km.	(%)	Above 10 Km.	(%)
Degree Collage	00	—	00	—	03	16.7	12	66.7	03	16.7
Market	01	5.6	06	33.3	06	33.3	05	27.8	00	—
Co-operative Society	03	16.7	06	33.3	04	22.2	04	22.2	01	5.6
Veterinary Centre	02	11.1	03	16.7	05	27.8	05	27.8	03	16.7
Weekly Market	02	11.1	07	38.9	03	16.7	05	27.8	01	5.6

3.6 Sub Centres (PHC) were available in about 28 per cent of villages and in a majority of 44.4 per cent villages it was located at a distance of 1 to 3 km. In the remaining 28 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 16.7 per cent of villages had a bus station facility close by, while in another 50 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. However about 17 per cent of village were located at a distance of 3 to 5 km. from these institutions and the remaining set of over 83 per cent were situated at a distance of more than 5 kms. only 5.6 per cent of the villages had market facility within their boundary while another 33.3 per cent were located at 1 to 3 kms. distance from the market place. The cooperative society was available to only 16.7 per cent of the villages while in another 33.3 per cent of it was located at a distance of 1 to 3 kms. Only about 11 per cent of the villages had a veterinary hospital facility while in another set of over 16 per cent villages it was available only at a distance of at 1 to 3 km. The weekly market was organised in only about 11 per cent villages whereas for another 38.9 per cent this was available at 1 to 3 kms. of distance.

3.7 The foregoing analysis clearly reveals that only a handful set of 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 amenities in the sample district is 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 in most of the villages irrigational requirements 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 30 per cent of the villages have Panchayat Bhawans, Sub-centres, private clinics, cooperative societies, telephone facility, bus stand, dairy milk centre, etc. Government primary schools are available in 83 per cent villages and in over 22 per cent villages upper primary schools are operating. Most of the villages (88 per cent) are having Hindu temples and in 11 per cent villages mosques are the places of prayer for Muslim.

Table 3.3

General Amenities available in Villages		
Particular	No.	(%)
Hand pump	18	100.0
Well	17	94.44
River	06	33.33
Pond/Tank	05	27.78
Canal	07	38.89
Govt. Boring/Private Boring	15	83.33
Panchayat Bhavan	04	22.22
Govt. Hospital/PHC/Sub-Centre	05	27.78
Private Health Clinic	04	22.22
Co-operative Society	03	16.67
Post Office	06	33.33
Telephone Facility	04	22.22
Bus stand	03	16.67
Dairy Milk Centre	01	5.56
Bank	01	5.56

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Particular	No.	(%)
Veterinary Hospital	02	11.11
Electricity	07	38.89
Rice Mill	01	5.56
Flour Mill	03	16.67
Fair Price shop	05	27.78
Brick Factory	05	27.78
Govt. Primary School	15	83.33
Middle School/High School	04	22.22
Private Schools	03	16.67
Adult Education Centres	00	--
Non Formal Education Centres	06	33.33
Temples	16	88.89
Mosques	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 dropout is highest in ST category followed by minorities and OBCs. The proportion of these children is comparatively very long among higher Castes (others). About 24 per cent of the boys and 50 per cent girls either never attend school or dropout from the school in SC category. These percentages for boys and girls are 38 per cent and 41 per cent, 19 per cent and 39 per cent and 9 per cent and 11 per cent for minorities, OBCs and others categories respectively. Caste and gender-wise proportion of school going children, however in inversely distributed over these groups. About 90 per cent boys and girls are attending school from the higher caste category followed by OBCs. The gender-wise difference between school going children within the caste groups interestingly is not so sharp in case of others and minorities, while it is highly biased against girls in SC and OBC communities.

Table 3.4

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

Caste Groups	School Going		Never Attended School		Dropout		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Scheduled Caste	315 (76.27)	135 (50.19)	58 (14.03)	100 (37.17)	40 (9.70)	34 (12.64)	412 (100.0)	269 (100.0)
Scheduled Tribes	-	-	-	-	-	-	-	-
Minority	387 (62.02)	288 (58.90)	180 (28.85)	163 (33.33)	57 (9.13)	38 (7.77)	624 (100.0)	489 (100.0)
OBC	1261 (81.09)	764 (60.63)	232 (14.92)	413 (32.78)	62 (3.99)	83 (6.59)	1555 (100.0)	1260 (100.0)
Other	353 (90.28)	309 (89.31)	17 (4.35)	16 (4.62)	21 (5.37)	21 (6.07)	391 (100.0)	346 (100.0)
Total	2316 (77.64)	1496 (63.28)	487 (16.33)	692 (29.27)	180 (6.03)	176 (7.45)	2983 (100.0)	2364 (100.0)

Cropping Pattern :

3.10 The cropping pattern of the ion 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 appears to be the staple crop which is cultivated in 16 out of the 18 villages thereby accounting to about 89 per cent. It is followed by paddy which is the main crop for more than 72 per cent of the villages; oil seeds accounted for about 28 per cent and pulses were being cultivated in about 67 per cent of the villages. Gram and lentil being the main produce under pulses, each accounted for more than 61 per cent and 55 per cent of the villages respectively. Among the cash crops potato and sugar-cane were being sown in over 61 per cent and about 28 per cent of villages while Bamboo and orchards each accounted for 16.67 per cent of the villages.

Table 3.5

Cropping Pattern in the Villages

Resource Available	No. of Vill.
Paddy	13 (72.22)
Wheat	16 (88.89)
Maize	03 (16.67)
Vegetable	09 (50.00)
Musturd	05 (27.78)
Pluse	12 (66.67)
Sugar Cane	05 (27.78)
Lentil	10 (55.56)
Gram	11 (61.11)
Potato	11 (61.67)
Orchard	03 (16.67)
Barley	02 (11.11)
Bamboo	03 (16.67)

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 191 days, or little over 52 per cent of the total days in a year and these busy six months' work account for more than 61 per cent (118 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 66 per cent, 88 per cent, 50 per cent, 61 per cent, 72 per cent and 88 per cent respectively. Likewise, the proportion of

migrant households during these six months was estimated to be 0.30 per cent, 1.06 per cent, 0.30 per cent, 1.06 per cent and 2.92 per cent of the total households respectively. Thus the months of December and April, when the farm operations remain at the peak, were reported by these villagers as the busiest months of the year and children equally take part in most of the farming works.

Table 3.6

Seasonal Analysis of Working Pattern, Children Assistance and Migrant households.

Month	Average Working day in a month	No. of Villages in which children assist elders	No. of households
January (%)	16 08.37	12 66.67	10 00.30
February (%)	12 06.28	07 38.89	00 00.00
March (%)	19 09.95	09 50.00	20 00.60
April (%)	25 13.09	15 83.33	35 01.06
May (%)	11 05.76	07 38.89	00 00.00
June (%)	06 03.14	02 11.12	00 00.00
July (%)	13 06.81	09 50.00	10 00.30
August (%)	18 09.42	11 61.11	00 00.00
September (%)	12 06.28	06 33.33	00 00.00
October (%)	13 06.81	06 33.33	00 00.00
November (%)	22 11.52	13 72.22	35 01.06
December (%)	24 12.56	16 88.88	96 02.92
Total Working day in Year	191 100.0	18 100.0	3286 100.0

3.12 Another interesting finding of the seasonal analysis is that the movement of labour force is not only restricted within the sample villages but also outside the region during the busy months of the year. It was also observed that during the months of December and January the primary school administration, 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 field 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 helps in understanding the process. The trend analysis of educational facilities in the sample district (table 3.7) reveals that twenty five years ago, primary school facility was available in only about 56 per cent villages which subsequently went up to 83 per cent in the next ten years and is presently available in the same number of villages. Non formal education which was available in only 6 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 had none where as it had been functional in about 39 per cent of the villages ten years 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 Caste, community and gender replied that about 50 per cent of children liked to go to school 25 years ago, however, all, of them want to attend school today.

Table 3.7

Trend analysis of educational facilities and villain of children to go to School

Variable	Today	10 Year before	25 year before	Total no. of vill.
Formal Education Centre (Primary School)	15 (83.33)	15 (83.33)	(55.55)	18 (100.00)
Non-Formal Educational Centre	06 (33.33)	05 (27.78)	01 (05.56)	18 (100.00)
Adult Education Centre	-	07 (38.88)	03 (16.66)	18 (100.00)
Children like go to School (6 to 11 yr. age group)	18 (100.00)	18 (100.00)	09 (50.00)	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 in general, girls education, teachers, etc. reveals that towards girls education their perception has undergone a perceptible change. The study shows that while 25 years ago a majority of villages, over 66 per cent considered it to be very bad and none appreciated or acknowledged sending their girls to schools, but today in over 16 per cent villages it is very much appreciated and people are willing to send girls to schools. Likewise, the study shows that even education of boys was also not prominently practiced earlier and hardly in about 11 per cent villages it was recognized and in about 22 per cent villages it was condemned. Today, however, things have undergone a sea change and boys education is being appreciated in over 61 per cent villages. Regarding teachers, the study shows that 25 years ago in more then 94 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 over 16 per

cent of villages who valued the teacher and his services and in over 44 per cent villages he was very much criticised or even condemned. Similarly the school remained as a highly appreciated institution. The study concludes that 25 years ago in over 44 per cent of village, the school was considered to be good or very good and in more than 16 per cent of villages it was highly respected. The institution with the passage of time, however, seems to have lost its glory. In only 11 per cent of villages today, it was considered to be satisfactory, over 44 per cent villages either thought it be not good or even bad, and over 16 per cent villages have no regard for school buildings as it is also treated just as an another government building.

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. employes	School building as a place of respect	School treated as a govt. building	No response	Total No. of village
Perception of villagers about girls education												
Today	3	2	9	2	1	1	0	0	0	0	0	18
	16.67	11.11	50.00	11.11	5.56	5.56	-	-	-	-	-	100.00
10th year before	0	2	9	5	2	0	0	0	0	0	0	18
	-	11.11	50.00	27.78	11.11	-	-	-	-	-	-	100.00
25 year before	0	0	1	1	4	12	0	0	0	0	0	18
	-	-	5.56	5.56	22.22	66.67	-	-	-	-	-	100.00
Perception of villagers about boys education												
Today	11	0	3	3	0	1	0	0	0	0	0	18
	61.11	-	16.67	16.67	-	5.56	-	-	-	-	-	100.00
10th year before	2	5	8	3	0	0	0	0	0	0	0	18
	11.11	27.78	44.44	16.67	-	-	-	-	-	-	-	100.00
25 year before	0	2	6	8	2	0	0	0	0	0	0	18
	-	11.11	33.33	44.44	11.11	-	-	-	-	-	-	100.00
Perception of villagers about teachers												
Today	1	2	0	2	6	0	1	5	0	0	1	18
	5.56	11.11	-	11.11	33.33	-	5.56	27.78	-	-	5.56	100.00
10th year before	1	4	5	4	0	0	1	2	0	0	1	18
	5.56	22.22	27.78	22.22	-	-	5.56	11.11	-	-	5.56	100.00
25 year before	8	7	0	0	0	0	2	0	0	0	1	18
	44.44	38.89	-	-	-	-	11.11	-	-	-	5.56	100.00
Perception of villagers about school												
Today	1	1	2	4	4	0	0	0	2	3	1	18
	5.56	5.56	11.11	22.22	22.22	-	-	-	11.11	16.67	5.56	100.00
10th year before	1	1	9	3	2	0	0	0	1	0	1	18
	5.56	5.56	50.00	16.67	11.11	-	-	-	5.56	-	5.56	100.00
25 year before	3	5	0	2	4	0	0	0	3	0	1	18
	16.67	27.78	-	11.11	22.22	-	-	-	16.67	-	5.56	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	7	6	8	8	3	2	7	6
Forming and Other outside Work	3	7	10	9	1	5	3	9
Look after Cattle	8	9	9	10	5	8	8	10
Playing	2	2	6	4	2	1	6	3
Daily Work (both/lave/lavatory)	5	3	5	5	6	6	5	4
Break/Lunch/Dinner	6	5	4	7	7	7	4	5
Domestic Work	4	4	2	2	4	4	1	1
Study (school/home/other place)	1	1	1	1	11	3	12	7
Collecting Fuel	0	0	0	0	10	10	11	11
Non agriculture wage work	0	0	0	0	9	11	10	12
Others	9	8	7	6	8	9	9	8

Note : (1) Performing (2) Priorities

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 if given a choice was addressed to the groups of boys and girls separately who were either going to school or not going to school. These preference were symbolically recorded by counting of clay tablets, small

woodengrass-sticks, match-sticks, etc. The work schedule of school going boys shows that attending school and playing, which they enjoyed, figured in their top two priorities respectively. 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 supporting their families. However, their priorities changed from farmwork, etc. The girls were found helping their families in farm operation and looking after cattles 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 parents towards their education. Similarly, girls who were not going to school recorded, top two activities as domestic work and providing financial assistance 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 an 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 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 25 per cent schools, had drinking water facility; only 5 per cent of were having provision for toilets; about 35 per cent school had play ground facility; 20 per cent of the schools were equipped with teaching aids; black board facility was available in only 70 per cent of schools and non 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 adversely affecting of children the over all performance of primary schools.

Table 3.10

Facilities Available in Primary Schools

Particular	(No. of Schools)	Facilities Available
Drinking Water	05 (25.00)	
Toilets	01 (05.00)	
Playground	07 (35.00)	
Teaching Aids	04 (20.00)	
Black Board	14 (70.00)	
Game Kit	00 --	
Total	20 (100.00)	

Facilities Required in Primary Schools:

3.19 The schools lack some essential and basic services as has already been shown in the foregoing discussion. In order to identify these essentially required facilities, the questions were passed on to the teachers of all the 20 primary schools located in the sample villages. The responses of the teachers ranged from acquiring hand pumps, toilets, furniture to the provision of playground, beautifying school, etc. However, there was some

unanimity in certain areas. The majority of teachers agreed that the schools should have additional classrooms, text books, teaching- guides, playing ground facility and sports kits. The installation of handpumps for drinking water and provision of toilets 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
Handpumps	09 (45.00)
Toilets	13 (65.00)
Games kits	14 (70.00)
By-Lanes from main Road to school	01 (5.00)
Tables/Chairs/Mats for seating Arrangement	08 (40.00)
Additional Class rooms/ Buildings/Boundary walls, etc.	13 (65.00)
Black Board/Chalk/Dusters/ Science kit, etc.	--
Text Books/Teaching guides, etc.	11 (55.00)
Additional Teachers/ Reinstating Transferred Teacher	03 (15.00)
Library	01 (5.00)
Almiraha	01 (5.00)
Play ground	08 (40.00)
Beautification of schools	01 (5.00)
Mid day Meal	01 (5.00)
Total	20 (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 what measures they have taken to motivate the local community to send their children to school. The majority of teacher (70 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. Some had taken the cooperation of village education committees or through cultural programmes and child fair and a few others tried the method of report building in the villages. It was reported that 75 per cent of the teachers felt that their efforts, have made positive effect on the level of enrolment and about 25 per cent of them succeeded in motivating the students towards education (table-3.12).

Table 3.12
Efforts made by teachers for improving level of enrolment

Teacher Opinion	Total no. of Teacher
Contacting Guardians/General Meetings	14 (70.00)
Drive for Primary Education/ Prabhat Pheri	06 (30.00)
Cooperation of VEC	02 (10.00)
Telling Importance of Education of people	02 (10.00)
Maintaining Child Enumeration Register	00 --
Cultural Programmes and Children Fairs	03 (15.00)
Environment Building	01 (5.00)
Total	20 (100.00)

Suggestions for Enrolment of Girls in Primary Schools:

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 of girl child. 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 report;
- (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)

Teacher Opinion	No. of Teacher	(%)
Free Supply of Reading/Learning material	04	20.00
Provision for Mid day meal	06	30.00
Awareness campaigns/Environment Building	08	40.00
Joyful Learning/Employment oriented Education	07	35.00
Motivating Guardians/Girls	11	55.00
To understand right to Equality in its Proper Context/Prevent Seclusion of Girls	04	20.00
Monthly meeting of Teachers with local Community	03	15.00
Increase in Number of Teachers/Regularity in Teaching	01	5.00

Contd...

Teacher Opinion	No. of Teacher	(%)
Awakening Women/Opening Schools	02	10.00
Provision of Drinking water and Toilets Facilities	06	30.00
Total	20	100.0

Suggestion for improving Boys Enrolment:

3.22 In the opinion of teachers, the level of boys enrolment can be improved by taking following Steps (table-3.14)

- (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 for all the children of School going age.

Table 3.14
Improvement of Enrolment for boys Education

Teachers Opinion	No. of Teachers
Interaction of teachers with local community/guardians to Motivate People	12 (60.00)
Prabhat Feris by Children/ Extension Drives	02 (10.00)
Calling VEC Meetings	01 (5.00)
Making attractive School Buildings	02 (10.00)
Mid-day meals/Free School Dress	02 (10.00)
Provision of sports kits/ Reading-learning/Materials	03 (15.00)

Contd...

Teachers Opinion	No. of Teachers
Making Education compulsory for all	03 (15.00)
Cultural activities/Advertisements on walls/Drama	03 (15.00)
Clearly telling differences between Literate and Illiterates	02 (10.00)
Increasing Number of Teacher	02 (10.00)
Financial Assistance to children by government	04 (20.00)
Others	--
Total	20 (100.00)

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 affect the enrolment and achievement levels of children. 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 of the landless labourers. An attempt has been made to draw the teachers opinion to rectify the prevailing situation and results of the analysis of responses (table 3.15) reveal that about 70 per cent of teachers felt the curriculum should not be disturbed; only 20 per cent believed that modification in the curriculum could enhance enrolment and achievement levels of students in the schools.

Table 3.15

Suggestions of teachers for adjustment
between school curriculum and seasonality

Teachers Opinion	Total no. of Teacher
School curriculum according to Farming operations	04 (20.00)
According to the requirement of Labour class guardians work	01 (5.00)
No change	14 (70.00)
Can not Say	00 --
Other	01 (5.00)
Total	20 (100.00)

Qualitative Improvement of Education in Primary Schools:

3.24 The low levels of enrolment and achievement may also be attributed to the poor quality of teaching in classrooms 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 aids to the teachers;
- (b) to make the guardians literate;
- (c) construction of boundary walls 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 about Improvement In Primary education

Teachers Opinion	No. of Teachers
to make guardians literate	09 (45.00)

Contd....

Teachers Opinion	No. of Teachers
Residential Facility to Teachers	02 (10.00)
Free dress/Midday food	02 (10.00)
Timely Operation of school Regular teaching	00
Education through games	01 (5.00)
Appointment of teacher Sections-wise/Subject-wise/	04 (20.00)
Teaching and provided to Organised	12 (60.00)
Scholarship/Drama/ Rally	02 (10.00)
Construction of Boundary wall/construct in/white washing	07 (35.00)
Mass contact and Enviorment Building	01 (5.00)
Seating arrangement for Children/Teacher	--
Cordial Conversation between teacher and guardian	--
Educational Administrative system to be imposed	--
Compulsory Ed./Vocation Oriented Education	04 (20.00)
Games kit/Pouse on for Entertainment	04 (20.00)
Total number of Teahcer	20 (100.00)

Medical Examination in Schools:

3.25 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 20 schools had undertaken the

medical examination of their students only once during the last year 1996
(table-3.17)

Table 3.17

Health check up of children in Schools (1996)

Frequency of Healths Check-ups	No. of School	Per cent
Once	20	(100.00)
Twice	00	--
Thrice	00	--
Four Times	00	--
Total	20	(100.00)

Teachers' Guide Books:

3.26 The use of teachers' manuals/guide in teaching not only helps in improving the quality of it 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)

Table 3.18

Availabilities of Teachers' Guide-books

Class	Literatures	Maths
I	01 (05.00)	01 (05.00)
II	01 (05.00)	01 (05.00)
III	01 (05.00)	00 (00.00)
IV	01 (05.00)	00 (00.00)
V	01 (05.00)	00 (00.00)
Total	20 (100.00)	20 (100.00)

Location of Teachers Residence :

3.27 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 adversely

affected. In the present study it was found that of the 60 teachers, only around 28 per cent were living in the concerned villages where the school was located and over 65 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	17	28.33
1 km. to 2 km.	02	03.33
2 km. to 5 km.	02	03.33
5 km. and above	39	65.00
Total	60	100.00

Frequency of School Inspections :

3.28 The pattern of how many times primary schools in sample villages were inspected during 1994, 1995 and 1996 and by whom the guidance was provided to teachers reveals that with the exception of BEEO, who is incidentally, located at the block level, none of the senior officer viz. DSE, DEO, DPC etc. have regularly visited these schools. What is most shocking is that the DEO has visited these schools not even once during the last three years.

Table 3.20

Inspections of Schools by Officers during the last three years

Designation of the Officers	Inspections Conducted (No. of schools)		
	1994	1995	1996
BEEO	08 (40.00)	09 (45.00)	13 (65.00)
AOE	03 (15.00)	03 (15.00)	04 (20.20)

Contd....

Designation of the Officers	Inspections Conducted (No. of schools)		
	1994	1995	1996
DSE	02 (10.00)	01 (05.00)	01 (05.00)
DEO	00 (00.00)	00 (00.00)	00 (00.00)
Others/DM/DDC/DPC/BDO	02 (10.00)	01 (05.00)	01 (05.00)
Total	20 (100.00)	20 (100.00)	20 (100.00)

Responses of the Senior Officials for Improvement in Primary Education:

3.29 The district level officials were also approached for providing suggestion to improve the standard of primary education in the district. These officials included the Deputy Development Commissioner, Block Education and extension officer. Their responses were recorded on the aspects including in service training to teachers; improving teaching qualitatively; measures to enrol the dropouts; and for correcting the negative feeling 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 activities 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 disadvantage 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.
- (vii) 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 turn, 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 teachers 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				ST	Total Households
			Oth.	OBC	Mino.	SC		
1.	Kunaria	Arrah	28 (3.34)	49 58.33	--	07 8.33	-	84 100
2.	Nima	Udwantnagar	--	123 100.00	-	-	-	123 100
3.	Lakhanpura	Jagadishpur	--	18 45.00	-	22 55.00	-	40 100
4.	RaniSagar	Behea	2 (0.26)	115 15.11	563 73.98	81 10.64	-	761 100
5.	Osain	Behea	41 (5.60)	493 67.26	16 2.18	183 24.96	-	733 100
6.	Bishunpur	Shahapur	--	22 88.00	-	03 12.00	-	25 100
7.	Keotia	Barhara	49 42.60	56 48.70	-	10 8.70	-	115 100
8.	Khawaspur	Barhara	69 28.63	146 60.58	06 2.49	20 8.30	-	241 100
9.	Daulatpur	Koilwarar	141 50.90	117 42.24	01 0.36	18 6.50	-	277 100
10.	Purdilgang	SKoilwar	--	64 46.38	70 50.72	04 2.90	-	138 100
11.	Pinjroil	Sandesh	34 40.96	49 59.04	-	-	-	83 100
12.	Kauwa khot	Charpokhari	--	06 33.33	-	12 66.67	-	18 100
13.	Mahadeopur	Tarari	28 17.28	61 37.66	12 7.14	61 37.65	-	162 100
14.	Bibi Ganj	Buxar	-	89 88.12	7 6.93	05 4.95	-	101 100
15.	Narayanpur	Itarhi	49 23.00	84 33.44	15 7.04	65 30.50	-	213 100
16.	Mungasi	Dumraon	--	51 66.24	-	09 11.69	-	77 100
17.	Hathelipur	Dumraon	--	65 30.52	-	02 2.99	-	67 100
18.	Bharkhara	Dumraon	19 67.86	09 32.14	-	-	-	28 100
			477 14.52	1617 49.21	690 21.00	502 15.28	-	3286 100