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

Draft Report

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PREFACE

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

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

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

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 literary 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 below :

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 Muzaffarpur district is one of the oldest districts of Bihar with a rich cultural heritage. It was created in the year 1875. The district was further divided into two districts namely Sithamari and Vaishali in 1972. Two major rivers Budi Gandak and Bhagamati flow through it. The district consists of 15 community development blocks and 1,729 inhabited villages. The total geographical area is around 3,172 sq. Km. which is about 1.82 per cent of the State. The Population, as per 1991 census, was estimated to be 2.95 lakh with the proportion of male and female being 52.53 per cent and 47.47 per cent respectively. Scheduled Castes and Scheduled Tribes population comprises 15.72 per cent and 0.04 per cent of the total. The density of population was 931 persons per square kilometer and the sex ratio was worked out to be 931 females per thousand males which is lesser than the state's ratio. The proportion of children below six years of age was 20.13 per cent with boys and girl's ratio being 51.47 per cent and 48.53 per cent respectively. The district is highly rural in nature as more than 90 per cent of the population resides in these areas.

Geographical Location :

2.2 Geographically the district is located between 25° 51' to 26° 23' North Latitude and 84° 53' to 85° 45' East Longitude. It is bounded on the north by Purba Champaran and Sithamarhi districts, on the south by the district of Vaishali, on the east by Darbhanga and Samastipur district and on the west by Saran and some part of Gopalganj districts.

Industries and Infrastructure :

2.3 Muzaffarpur district is the centre of many big and small industries. The Bharat Wagon and Engineering Ltd., I.D.P.L., The Prabhat Trade Factory, Zarda Factory, a unit of Bihar State Dairy Corporation, to name few, are

the major industries located here. It has good infrastructural facilities with a network of roads and railway lines.

Land-Use Pattern :

2.4 The district is largely agricultural in character and about 82 per cent of the total area is cultivable. The soil is highly calcareous. Rice is the main crop of the district and accounts for major portion of the gross sown area. It is followed by maize which is the next importance crop. Sugar cane, potato, and barely are some of the non-cereal crops grown in the area. The district is famous for 'Lichi' which is exported to other parts of the State and the country.

Socio Economic Profile :

2.5 The classification of population into main workers, marginal workers and non-workers shows that main workers constitute 27.87 per cent of total population while the share of marginal workers and non-workers was 1.07 per cent and 71.06 per cent respectively. Cultivators in the main workforce constituted the biggest share accounting for over 66 per cent of the total workers while the proportion of population engaged in livestock, forestry, fishing, hunting, plantation, etc. was 0.60 per cent. The share of SC population in the total population of the district was 15.7 per cent; this share in case of ST population is barely 0.04 per cent. In comparison to the state whereas the proportion of SC population of the district is higher, it is in a very small fraction in case of the ST population. The district could be called educationally backward as overall literacy rate was 28.84 per cent against the state average of 30.57 per cent. The female literacy in the district was 17.74 per cent only which is again much below the State's average. There exists a wide range of disparity in the urban and rural literacy rates of the population. Whereas about 60 per cent of urban population was literate, the share of rural population among literates was about 26 per cent only. A brief profile of the district and its comparison with the state is presented in

table 2.1 below :

Table 2.1
A comparative profile of Muzaffarpur and Bihar

Sn.	Variables	Bihar	Muzaffarpur
1.	Area (sq. km.)	1,73,877	3,172
2.	Total Population	8,63,74,465	29,53,903
	Male	4,52,02,091	15,51,637
	Female	4,11,72,374,	14,02,266
	Rural	7,50,21,453	26,78,938
	Urban	1,13,53.012	2,74,965
3.	Total Population (0-6 yr. age groups)	1,77,64,186	5,94,651
	Male	90,65,869	3,06,070
	Female	86,98,317	2,88,581
	Rural	1,57,75,776	5,49,826
	Urban	19,88,410	44,825
4.	Scheduled Caste	1,25,71,700	4,64,362
	Male	65,69,360	2,42,830
	Female	60,02,340	2,21,532
5.	Scheduled Tribe	66,16,914	1156
	Male	65,69360	591
	Female	32,59,351	561
6.	No. of Households	1,40,12,071	4,83,406
	Rural	1,21,75,277	4,42,367
	Urban	18,36,794	41,039
7.	Literate	2,64,02,898	8,51,9957
	Male	1,89,68,636	6,03,298
	Female	74,34,262	2,48,697
	Rural	2,00,45,430	6,87,917
	Urban	63,57,468	1,64,078
8.	Total Main Work	2,56,19,038	8,23,341
	Cultivators	1,11,64,519	3,14,314
	Agricultural Labours	95,12,892	3,47,436
	Livestock/Forestry	99,444	4,945
	Fishing/Hunting/Plantation etc.		
9.	Marginal Workers	21,58,033	31,660
10.	Non Workers	5,58,97,394	20,98,902
11.	Density of Population (per sq. km.)	497	931
12.	Gender-Ratio	911	904

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

Health And Nutrition :

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

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

Educational Profile :

2.8 Based on the secondary records, the educational profile of Muzaffarpur district and its comparison with the state in the foregoing pages. The

comparative analyses of the state with the district includes infrastructure and patterns and trends in the development of primary education.

Infrastructure :

2.9 The distribution of primary and upper primary schools both in the urban as well as rural settings is some what different between the district and at the state level. The study of table-2.2 shows that the total number of primary and upper primary schools in the district was estimated to be 1,532 and 448 respectively. Of this over 97 per cent schools in the primary and about 85 per cent in upper primary stage were located in the rural areas whereas the proportion of schools falling under urban areas was a little over 2 per cent and 15 per cent for primary and upper primary respectively. At the state level the subsequent breakup between rural and urban areas is over 94 per cent and over 5 per cent for primary schools, while it is over 85 per cent and 14 per cent for upper primary schools respectively. Further, as we move from primary to upper primary level, a perceptible drop is noticed not only in the proportion of upper primary school but also in their absolute numbers in the rural areas in both district as well as state level.

Table 2.2

Distribution of Primary and Upper Primary Schools in Rural and Urban Areas

Area	Muzaffarpur			Bihar		
	Primary	Upper Primary	Total	Primary	Upper Primary	Total
Rural	1,489 (97.2)	380 (84.8)	1,869 (94.4)	49,884 (94.4)	11,675 (85.2)	61,559 (92.5)
Urban	43 (2.8)	68 (15.2)	111 (5.6)	2932 (5.6)	2029 (14.8)	4,961 (7.5)
Total	1,532 (100.00)	448 (100.00)	1,980 (100.00)	52,816 (100.00)	13,704 (100.00)	66,520 (100.00)

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

2.10 The physical state of any institution has a bearing on its total performance. An attempt has, therefore, been made to study the distribution of schools according to the type of building in the district (Table 2.3). The data highlights that about 9 per cent of the primary schools have no building, 5.4 per cent have been operating in katcha buildings, 2.3 per cent in thatched buildings while 32.7 per cent school had partly pucca buildings. Together, these accounted for about 50 per cent of the total primary school in the district. The position of upper primary schools has also been not better as these types of building accounted for over 80 per cent of the total. Table 2.3

Distribution of Schools according to Types of Building

Type of Building	Muzaffarpur			State		
	Primary	Upper Primary	Total	Primary	Upper Primary	Total
No. Building	137 (08.9)	23 (5.1)	160 (8.10)	6077 (11.5)	384 (2.8)	6461 (9.7)
Kutcha Building	81 (5.4)	42 (9.4)	123 (6.2)	2,441 (4.6)	903 (6.6)	3,344 (5.0)
Thatched Building	35 (2.3)	4 (0.9)	39 (2.0)	1,386 (2.6)	183 (1.3)	1,569 (2.4)
Partly Pucca	501 (32.7)	292 (65.2)	793 (40.1)	10,426 (19.7)	6,081 (44.44)	16,507 (24.8)
One Pucca	88 (5.7)	7 (1.6)	95 (4.8)	6,143 (11.6)	116 (0.8)	6,259 (9.4)
Two Pucca	453 (29.6)	9 (2.0)	462 (23.3)	18,085 (84.2)	804	18,889 (28.4)
Three Pucca	152 (9.9)	13 (2.9)	165 (8.3)	4,226 (8.2)	578 (4.2)	4,839 (7.3)
<3 Pucca	48 (3.1)	51 (11.4)	99 (5.0)	2,473 (4.7)	4,456 (32.5)	6,929 (10.4)
Others	37 (2.4)	7 (1.5)	44 (2.2)	1,524 (2.9)	199 (1.5)	1,723 (2.6)
Total	1532 (100.00)	448 (100.00)	1980 (100.00)	52,816 (100.00)	13,704 (100.00)	66,520 (100.00)

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

2.11 The teacher student ratio prescribed 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 about 16 per cent, whereas it is about 63 per cent in the ranges of 1:50-60 to 90 and above. When compared to the state, these lower and higher ranges vary from 32.6 per cent to 46.3 per cent respectively. The analysis of data clearly points towards the fact that over burden on teachers on the one hand, and under utilisation of their capacity, on the other at the district as well as state levels. This needs to be rectified immediately. On the lower side it needs efforts to increase in enrolment or reallocation of schools and on the upper more teachers/schools or proper training of multi-grade teaching for teachers may prove to be a desirable solution.

Table 2.4

Distribution of Schools according to Teachers-Students Ratio.

Number Students per Teacher	Muzaffarpur		Bihar	
	Primary	Upper Primary	Primary	Upper Primary
>20	32 (2.1)	20 (4.5)	1,530 (2.9)	834 (6.1)
20-30	52 (3.4)	38 (8.5)	5,439 (10.3)	2,227 (16.2)
30-40	159 (10.4)	104 (23.2)	10,229 (19.4)	3,308 (24.1)
40-50	318 (20.8)	105 (23.4)	11,154 (21.1)	2,894 (21.1)
50-60	283 (18.5)	73 (16.3)	8,155 (15.5)	1,938 (14.1)
60-70	195 (12.7)	35 (7.8)	5,210 (9.9)	1,021 (7.5)
70-80	144 (9.4)	28 (6.3)	3,338 (6.3)	610 (4.5)
80-90	92 (6.0)	16 (3.5)	2,135 (4.0)	310 (2.3)
<90	257 (16.8)	29 (6.5)	5,633 (10.6)	564 (4.1)
Total	1,532 (100.00)	448 (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 1,46,393 of which about 61 per cent were boys and remaining 39 per

cent only were girls. The comparison of enrolment between the boys and girls students while they reach class-V shows that the overall decline in the percentage of boys is over 75 per cent. This drop is about 80 per cent in case of girl students when they reach class-V from class-I. At the state level, the proportion of girls enrolled in class-I is about 38 per cent only. The comparison of enrolment pattern between the boys and girls shows that the decline in enrolment in case of the girl is much greater than the boys while they reach class-V. However, the overall level of performance appears to be lower at the district than the state.

Table 2.5
Class-wise Enrollment of Students
(Class I-V)

Class	Muzaffarpur			Bihar		
	Boys	Girls	Total	Boys	Girls	Total
I	89,862 (100.00)	56,531 (100.00)	1,46,393 (100.00)	18,36,291 (100.00)	10,92,041 (100.00)	29,28,332 (100.00)
II	45,673 (50.8)	25,646 (45.4)	71,319 (48.7)	11,41,607 (62.2)	6,36,456 (58.3)	17,78,063 (60.7)
III	32,214 (35.8)	16,462 (29.1)	48,676 (33.3)	9,51,087 (51.8)	5,10,152 (46.7)	14,61,239 (49.9)
IV	27,232 (30.3)	13,242 (23.4)	40,474 (27.6)	8,29,925 (45.2)	4,35,357 (39.9)	12,65,282 (43.21)
V	22,364 (24.9)	11,041 (19.5)	33,405 (22.8)	7,54,684 (41.1)	3,81,280 (34.9)	11,35,964 (38.8)
Primary Stage	2,17,345	1,22,922	3,40,267	5,13,594	30,55,281	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 in girls of upper primary stage is also very low than their counterparts boys. However, compared to the primary stage, the rate of movement from class-VI to class-VIII is better among girls. The position of Muzaffarpur district in comparison to state appears to be at an advantage both in case of proportionate gender-wise enrolments and the rate of students who reach class-VIII from class-VI (table-2.6).

Table 2.6

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

Class	Muzaffarpur			Bihar		
	Boys	Girls	Total	Boys	Girls	Total
VI	15,670 (100.00)	7,025 (100.00)	22,695 (100.00)	520243 (100.00)	230815 (100.00)	7,51,058 (100.000)
VII	15,710 (100.3)	6,695 (95.3)	22,465 (98.7)	5032244 (96.7)	2168872 (94.0)	720116 (95.9)
VIII	13,618 (86.9)	5,345 (88.6)	18,963	4,04,423 (84.7)	1,67,235 (72.5)	6,07,658 (80.9)
Middle Stage	44,998	19,065	64,063	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 of caste-wise distribution of students enrolled in the district shows that about 18 per cent come from SC families; 0.3 per cent from ST families; while the proportion of other groups is about 89 per cent. The gender wise classification shows that while about 67 per cent of the boys and only 33 per cent of the girls in SC 69 per cent of the boys and 31 per cent girls in ST were enrolled in class-I to VIII, this proportion is about 64 per cent and 36 per cent in other social groups. Thus, the analysis clearly reveals that the disparities among boys and girls in case of SC and ST 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 within the caste groups is lesser in the district than at the state level (table 2.7).

Table 2.7

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

Caste	Muzaffarpur			Bihar		
	Boys	Girls	Total	Boys	Girls	Total
SC	48,258 (18.4)	24,058 (16.9)	72,316 (17.9)	10,76,422 (15.4)	4,72,758 (12.9)	15,49,180 (14.6)
ST	837 (0.3)	381 (0.3)	1,218 (0.3)	5,69,882 (8.2)	3,37,230 (9.2)	9,07,112 (8.5)
Others	2,13,248 (81.3)	1,17,548 (82.8)	3,30,796 (88.8)	53,31,200 (76.4)	28,60,220 (77.9)	81,91,420 (76.9)
Total	2,62,343 (100.00)	1,41,987 (100.00)	4,04,330 (100.00)	69,77,504 (100.00)	36,70,208 (100.00)	1,06,47,712 (100.00)

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

2.15 The ideal number of enrolment of students for opening a primary school is determined to be 300 students by the State. However in about 84 per cent of the district and about 94 per or the state level, the number of students on their rolls from varies from 50 to 200 only. The analysis of the data, thus, highlights the gross under utilisation of the public resources. The situation at district level is a little better than the state.

Table 2.8

Distribution of Schools according to number of Students

Number of Students per School	Muzaffarpur		Bihar	
	Primary	Upper Primary	Primary	Upper Primary
1	2	3	4	5
>50	44 (2.87)	1 (0.22)	5,775 (10.93)	90 (0.65)
50-100	377 (24.61)	9 (2.01)	23,405 (44.32)	464 (3.39)
100-200	860 (56.14)	46 (10.27)	20,387 (38.59)	3,000 (21.89)
200-300	211 (13.77)	110 (24.55)	2772 (5.25)	4260 (31.08)
300-400	29 (1.89)	120 (26.79)	361 (0.68)	2,833 (20.67)

1	2	3	4	5
400-500	10 (0.65)	76 (16.96)	73 (0.14)	1501 (10.95)
<500	1 (0.07)	85 (18.97)	49 (0.09)	1,558 (11.37)
Total	1,532 (100.00)	448 (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

2.16 The distribution pattern of the schools according to type of management reveals that almost all the primary schools in the district and state levels are owned by government. The contribution of other non-government agencies except a small proportion under minorities, is almost nil. The monopoly of the government in primary education could be broken only when incentives are provided to non-government agencies to open up schools. This will certainly lead to 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	Muzaffarpur				Bihar			
	Rural		Urban		Rural		Urban	
	P	UP	P	UP	P	UP	P	UP
Government	1,489 (92.4)	380 (97.9)	43 (76.8)	66 (86.8)	49,595 (96.1)	11,505 (95.8)	2,857 (90.1)	1,859 (83.3)
Local Bodies	0	0	0	1 (1.3)	18 (0.0)	16 (0.1)	7 (0.2)	11 (0.5)
Private Aided	0	0	0	0	271 (0.5)	129 (1.1)	41 (1.3)	117 (5.2)
Private Unaided	0	0	0	1 (1.3)	6 (0.0)	27 (0.2)	21 (0.7)	40 (1.8)
Minority	123 (7.6)	8 (2.1)	13 (23.2)	8 (10.6)	1,737 (3.4)	335 (2.8)	245 (7.7)	206 (9.2)
Total	1,612 (100.00)	388 (100.00)	56 (100.00)	76 (100.00)	51,627	12,012 (100.00)	3,171 (100.00)	2,233 (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 BEP in the district was started in 1991 and with the inception of the project various formal and non-formal education programmes were started. At present, the programs of NFE through BEP and Adult Education Department is in operation in most of the blocks of the district. With the beginning of DPEP, PRA exercises have been started in the villages. These exercises are not only helpful in the collection of data for preparing district level educational plans but also building the necessary environment to create demand for education and improving the capacity of educational functionaries. Similarly, the midday meal scheme has been started in the district in which foodgrains are distributed to children up to class-V who maintain 80 per cent monthly attendance to ensure the regularity in school and enrolment of the children belonging to economically poor families. In some parts of the district Aganwadis and Balwadi centers are being run under the Integrated child Development Scheme (ICDs). Likewise, Jagjagi Centers to cater to the needs of child education in villages are being promoted through BEP. An another scheme of charwaha vidyalaya is being run in Turki, Muzaffarpur on an experimental basis to impart education to those socio-economically backward groups of children who cannot afford to attend school, leaving their cattle behind. With their cattle around, the disadvantaged group of children are provided with the facility of grazing grounds for their animals by the charwaha vidyalaya.
- 2.18 In addition, for improving teacher supervision and support services in primary education, various training programmes are initiated for teachers and other educational functionaries. The capacity of the District Institute of Education and Training (DIET), which houses the BEP office presently and located at the district head quarters, is being strengthened. It has been reported to the study team during field visit that several rounds of in-service teachers orientation training in pedagogy have been completed

DIET by the BEP project administration for achieving the target of imparting training to all primary teachers in the district shortly.

CHAPTER - III

FACTORS AFFECTING PRIMARY EDUCATION

General Profile of the Sample Villages :

- 3.1 The identification of problems affecting primary education cannot be made unless the detailed profile of the sample district is not intensively studied which includes the availability of resources, infrastructural facilities, amenities prevailing and the existing social, economic cultural 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 15 community development blocks of which a little over 61.1 per cent were included in our study. Of the total sample of villages, the proportion of villages dominated by SC population was 44.4 per cent, 5.6 per cent of villages belonged to ST another 11.1 per cent were dominated by minority population and over 38.9 per cent of the villages belonged to the OBC category. Thus the whole sample constituted those villages which were of socially disadvantaged groups and communities.
- 3.3 The study covered a total of 5,955 households of which 21.0 per cent came from SC, 0.1 per cent from ST 12.2 per cent from the minorities section and over 53 per cent were from OBC group while only 25.4 per cent of households belonged to 'others' category. Thus, the sample, was by and large dominated by the OBC group.
- 3.4 The number of children between the age of 6 to 11 years was estimated to be 8,260 of which the proportion of boys and girls was 55.5 per cent and 44.5 per cent respectively. The number of primary schools and the teachers working in them was observed to be 20 and 83 with the average number of teachers per school being 4.15. The total number of students enrolled in these schools amounted to 4,922 which is little over 59.6 per cent of the total population of children in 6-11 years age group. The gender wise enrolment pattern shows that, the boys clearly outclassed the

girls as their proportion is over 63.3 per cent against the girls which is just around 55.1 per cent. The teacher student ratio was found to be 1:59.4 which is much higher than the 'ideal ratio' of 1:40. The sample villages, here after called the 'district', had three Mahila Dal accounting to over 16 per cent and four 'Yuvak Mangal Dal' existed in a little over 22 per cent of villages. The proportion of cultural centre was found in around 39 per cent and village education committee were operative in only about 72 per cent villages. Mahila Samakhya and the Jagjagi Centres were functioning in 16.7 per cent and 11.1 centres (table 3.1) respectively.

Table 3.1
General Profile of the Sample Villages

	No.	(%)
Total No. of Sample Villages	18	
Total No. of Blocks in District	15	
No. of Blocks included in sample	11	61.1
No. of Villages belonging to SC	08	44.4
No. of Villages belonging to ST	01	5.6
No. of Villages belonging to Minority	02	11.1
No. of Villages belonging to OBC	07	38.9
No. of Villages belonging to Other	00	--
Total No. of Households	5955	100.0
No. of Households belonging to SC	1251	21.0
No. of Households belonging to ST	06	0.1
No. of Households belonging to Minority	728	12.2
No. of Households belonging to OBC	3166	53.2
No. of Households belonging to Other	804	25.4
Total No. of Children (6 to 11 age group)	8260	100.0
Boys	4582	55.5
Girls	3678	44.5
Total No. of Primary school	20	
Total No. of Working Teachers	83	
Total No. of Students enroled	4927	59.6
Boys	2901	63.3
Girls	2026	55.1
Teacher Students Ratio	1:59.4	

	No.	(%)
No. of Village having the facilities		
Mahila Dal	03	16.7
Yuvak Mangal Dal	04	22.2
Cultural Centre	07	38.9
VECs	13	72.2
Mahila Samakhya	03	16.7
Jagjagi Centres	02	11.1

Location of Basic Infrastructural facilities :

3.5 Infrastructure plays a vital role in the development process of any region. The analysis of data pertaining to these facilities (table 3.2) shows that about 28 per cent of villages in the sample district were located between 3 to 5 km. distance from the block another 50.0 per cent were at a distance of 5 to 10 km, 5.6 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 38.9 per cent of village had this facility either inside the villages or very close by while in 22.2 per cent villages it was available at a distance of 1 to 3 km. and in the remaining 33.3 per cent villages, the banks were situated at a distance of more than 3 km. Likewise, about 78 per cent of the villages had a post office facility, in the remaining 22.2 per cent 22 per cent it was available at a distance between 1 to 3 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	02	11.1	01	5.6	05	27.8	09	50.0	01	5.6
Bank	07	38.9	05	27.8	01	5.6	03	16.7	02	11.1
Post Office	14	77.8	04	22.2	00	--	00	--	00	--
Sub Centre/PHC	12	66.7	03	16.7	00	--	01	5.6	02	11.1
Railway Station	02	11.1	02	11.1	01	5.6	04	22.2	09	50.0
Bus Stand	05	27.8	04	22.2	04	22.2	03	16.7	02	11.1
Degree Collage	02	11.1	01	5.6	00	--	09	50.0	06	33.3
Market	08	44.4	03	16.7	02	11.1	03	16.7	02	11.1
Co-operative Society	02	11.1	00	--	00	--	00	--	16	88.9
Veterinary Centre	03	16.7	04	22.2	04	22.2	04	22.2	03	16.7
Weekly Market	09	50.0	05	27.8	01	5.6	00	--	03	16.7

3.6 Health Sub Centres were available in about 67 per cent of villages and in the 17 per cent villages it was located at a distance of 1 to 3 km. In the remaining 5.6 per cent villages it was situated at a distance of 5 to kms. About 11 per cent of the sample villages were connected with railway station and another 11.1 per cent of villages were situated at a distance of 1 to 3 km. from the railway station, while other 5.6 per cent villages were located at a distance of 3 to 5 kms. from the railway station, while in more than 72 per cent the distance was over 5 kms. Similarly, around 28 per cent of villages had a bus station facility close by, while in another 22 per cent villages it was located at a distance of 1 to 3 kms. The study shows that around 11.1 per cent of the villages had a degree college or other higher education institution located very closely, about 5.6 per cent of village were located at a distance of 1 to 3 kms. from these institutions and the remaining set of over 83 per cent villages was situated at a distance of more then 5 kms. About 44.4 per cent of the villages had market facility, within their boundary while another 16.7 per cent villages were located at 1 to 3 kms. distance from the market place The cooperative society was available to only 11.1 per cent of villages while in the remaining 89 per cent of villages, it was located at a distance of over 10 kms. Only about 17 per cent of the villages had a veterinary hospital facility while in another set of over 22 per cent villages it was available only at a distance of at 1 to 3 km. of distance. The weekly market was organised in only about 50 per cent villages whereas for another 28 per cent villages 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 more than 88 per cent of villages irrigational requirement are either met by government private boring or wells, rivers, canals and ponds. However, on the socio-economic front, the district was poorly placed. By and large, less than 22.2 per cent of the villages have Panchayat Bhawans, 66.7 per cent had Sub-centres, 11.11 per cent had, over 22 per cent had cooperative societies, telephone facility around 28 per cent had bus stand, etc. Government primary schools are available in 83 per cent villages and in over 66 per cent villages upper primary schools are operating. Most of the villages (72.2 per cent) are having Hindu temples and in 27.8 per cent villages mosque are the places of prayer for Muslims.

Table 3.3

General Amenities available in Villages

Particular	No.	(%)
Hand pump	16	88.89
Well	17	94.44
River	04	22.22
Pond/Tank	10	55.56
Canal	04	22.22
Govt. Boring/Private Boring	16	88.89
Panchayat Bhavan	04	22.22
Govt. Hospital/PHC/Sub Centre	12	66.67
Private Health Clinic	00	--
Co-oprative Society	02	11.11
Post Office	14	77.78
Telephone Facility	04	22.22
Bus stand	05	27.78
Dairy Milk Centre	00	--
Bank	07	38.89
Veterinary Hospital	03	16.67
Electricity	09	50.0
Rice Mill	14	77.78
Flour Mill	14	77.78
Fair Price shop	14	77.78
Brick Factory	03	16.67

Particular	No.	(%)
Govt. Primary School	15	83.33
Middle School/High School	12	66.67
Private Schools	11	61.11
Adult Education Centre	01	5.56
Non Formal Education Centre	03	16.67
Temples	13	72.22
Mosque	05	27.78

Gender and Caste-Wise Classification of Students (6-11 years age group) :

3.9 The study of gender and caste-wise schooling of children in the sample district provides an interesting results (table-3.4). The analysis clearly shows that the proportion of school never going and dropout is highest on OBCs followed SC and minorities. The proportion these children is comparatively very low among higher caste (others). Similarly in the case of dropout students, the highest proportion of students was from SC followed by OBCs and minorities with least proportion from others category. Caste and gender-wise proportion of school going children, however, is inversely distributed over these groups. Highest proportion (about 92 per cent of boys and 86 per cent girls) are attending school from the higher caste followed by minorities, the OBCs and SCs. The gender-wise difference between school going and the children with in the caste group is not so sharp in case of others, and minorities while it is highly biased against girls is SC and OBC communities. Another interesting finding of the study through personal interviews and investigations shows that the number of school going boys and girls in the sample village was 2,316 and 1,496 respectively. However the enrolment data recorded from the schools in the sample villages was only 1446 for boys and 929 for girls (table 2). The immediate question arises is that why a large proportion of children is attending schools outside from their villages. Among the factors cited by the people are and communities the fear of caste groups, better educational facilities, in outside schools, etc.

Table 3.4
Caste-wise and Gender-wise distribution of 6-11 Year Children
School Going/School not Going/Dropout

	School Going		Never Attended School		Dropout		Total no. of Children	
	Boys	girls	Boys	Girls	Boys	Girls	Boys	Girls
Scheduled Caste	681 (67.8)	426 (53.9)	220 (21.9)	285 (36.1)	103 (10.3)	79 (10.1)	1004 (100.0)	790 (100.0)
Scheduled Tribes	-	-	15 (1.68)	09 (0.76)	-	-	594 (100.0)	485 (100.0)
Minority	483 (81.3)	353 (72.8)	93 (15.7)	126 (26.0)	18 (3.0)	06 (1.2)	594 (100.0)	485 (100.0)
OBC	1754 (72.7)	1085 (56.4)	533 (22.2)	720 (37.4)	124 (5.1)	120 (6.2)	2411 (100.0)	1925 (100.0)
Other	513 (91.9)	405 (86.4)	34 (6.1)	46 (9.8)	11 (2.0)	18 (3.8)	558 (100.0)	469 (100.0)
Total	3431 (74.9)	2269 (61.7)	895 (19.5)	1186 (32.2)	256 (5.6)	223 (6.1)	4082 (100.0)	3678 (100.0)

Cropping Pattern :

3.10 The cropping pattern of region helps in providing a better understanding of the movement of workforce and its seasonality which in turn affects the enrolment and attendance of children in schools. The study of cropping pattern in the sample villages (table 3.5) shows that among the cereals, wheat and paddy appears to be the staple crop which is cultivated all of the 18 villages, oil seeds accounted for more than 83 per cent and pulses were being cultivated is more than 66 per cent of the villages. Among the cash crops potato and sugar cane were being sown in over 88 per cent and other 27 per cent respectively while Bamboo accounted for 83 per cent of the villages.

Table 3.5

Cropping Pattern in the Sample Villages

Name of Resources Available	No. of Villages
Paddy	18 (100.0)
Wheat	18 (100.0)
Maize	16 (88.89)
Vegetable	09 (50.00)
Mustard	15 (83.33)
Pulse	12 (66.67)
Fruits	16 (88.89)
Tobacco	02 (11.11)
Sugar Cane	05 (27.78)
Date/Tar	15 (83.33)
Lentil	00 --
Gram	00 --
Sweet Potato	00 --
Potato	16 (88.89)
Barley	00 --
Bamboo	15 (83.33)
Tadi Khana	16 (88.89)

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 214 days, or little over 39.0 per cent of the total days in a year and these busy six months'

work account for more than 58 per cent (125 days) of the total working days. Further, the share of children work along with their elders in Further, the study shows that the proportion of villages in which the children also assist the elders in the farm operations was reported to be over 55 per cent, 66 per cent, 72 per cent, 55 per cent and 50 per cent respectively. Like wise the proportion of migrant households during the month was estimated to be about 7.27 per cent 2.35 per cent, 2.35 per cent, 6.29 per cent and 6.81 per cent respectively. 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.

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. Higher wage rate was reported to be the motivating factor behind the migration.

Table 3.6

Seasonal Analysis of Work Pattern, children Assistance and Migrant Household

(Average No. of Working Days)

Months	Average Working days	No. of villages in which children asst.	No. of Migrant Households
January	16	10	433
(%)	07.48	55.56	07.27
February	17	10	400
(%)	07.94	55.56	06.71
March	20	09	240
(%)	09.35	50.00	04.03
April	26	12	140
(%)	12.15	66.67	02.35
May	22	11	105
(%)	10.28	61.11	01.76
June	16	13	195
(%)	07.48	72.22	03.27
July	19	13	140
(%)	08.88	72.22	02.35
August	16	10	275
(%)	07.48	55.56	04.61
September	04	02	527
(%)	01.87	11.11	08.84
October	10	03	567
(%)	04.67	16.67	09.52

Months	Average Working days	No. of villages in which children asst.	No. of Migrant Households
November	23	10	375
(%)	10.75	55.56	06.29
December	25	09	406
(%)	11.66	50.00	06.81
Total Working day in Year	214	18	5955
	100.0	100.0	100.0

It was also observed that during in the months of December and January the primary administration school, by and large, holds examinations and subsequently starts the process of the enrolment of children. Being the busiest season of the year when children help their family members infields 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 analyse the growth of various educational facilities and institutions over the years and thereby help in understanding the process. The trend analysis of educational facilities in the sample district villages (table 3.7) reveals that twenty five years ago, primary school facility was available in only about 78 per cent villages which subsequently went up to over 83 per cent in the next fifteen years and is presently available in over 83 per cent villages. Non formal education which was available in about 6 per cent villages twenty five years ago is now available in more then 16 per cent villages. However, there has been a conspicuous drop in adult education centre as currently the sample district has round 6 per cent where it had functioning in more then 33 per cent of the villages ten years ago. 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 61 per cent of children liked to go to school 25 years ago, however over 83 the them wanted to attend school today.

Table 3.7

Trend analysis of Educational Facilities and willingness of children to go to school

Variable	Today or Present	10 Year before	25 year before	Total no. of vill.
Formal Education Centre (Primary School)	15 (83.33)	15 (83.33)	14 (77.78)	18 (100.00)
Non-Formal Educational Centre	03 (16.67)	04 (22.22)	01 (05.56)	18 (100.00)
Adult Education	01 (5.56)	06 (33.33)	01 (5.56)	18 (100.00)
Children like go to School 6 to 11 yr. age group)	15 (83.33)	16 (88.89)	11 (61.11)	18 (100.00)

Perception About primary Education :

3.14 Whether the concept of primary education has started taking its roots in any region could be understood by studying the perception of the people of that area. The analysis of data on the perception of villagers about the primary education, girls education, teachers, etc. reveals that the perception of villagers towards girls education has undergone a perceptible change. The study shows that while 25 years ago, over 5 per cent considered it to be very bad and none appreciated or acknowledged sending their girls to schools, but today in over 11 per cent villages it is appreciated and people are willing to send girls to schools. Likewise, the study shows that even education of boys was also not prominently practiced and hardly in about 33 per cent villages it was recognized and in about 22 per cent villages. Today however things have undergone a

sea change and boys education is being appreciated in over 44 per cent villages. Regarding teachers, the study shows that 25 years ago in more than 16 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 6 per cent of villages who valued the teacher and his services and in over 61 per cent villages he was very much criticised. Similarly the school were appreciated institutions. The study concludes that 25 years ago in over 83 per cent of village, the school was considered to be good or very good and in more than 11 per cent of villages it was highly respected. The institution with the passage of time, however, seems to have lost its glory. In only 16 per cent of villages today, it was considered to be good institution, over 11 per cent villages either thought it be not good and about 27 per cent thought it to be even bad.

Table 3.8

Perception about primary education (opinion of villagers)

Particulars/Perception	Very good	Good	Satisfactory	Got good	Bad	Very bad	Teacher is respected	Teacher as a govt. emply	School building as a place of respect	School treated as a govt. building	No responce	Total No. of village
Perception of villagers about girls education												
Today	4	9	4	0	0	0	0	0	0	0	1	18
	22.22	50.00	22.22	-	-	-	-	-	-	-	5.56	100.00
10th year before	0	7	9	0	1	0	0	0	0	0	1	18
	-	38.88	50.00	-	5.56	-	-	-	-	-	5.56	100.00
25 year before	0	2	0	2	1	1	0	0	0	0	1	18
	-	11.11	5.56	11.11	5.56	5.56	-	-	-	-	5.56	100.00
Perception of villagers about boys education												
Today	7	8	2	0	0	0	0	0	0	0	1	18
	38.88	44.44	11.11	-	-	-	-	-	-	-	5.56	100.00
10th year before	0	13	4	0	0	0	0	0	0	0	1	18
	-	72.22	22.22	-	-	-	-	-	-	-	5.56	100.00
25 year before	0	4	6	1	0	0	0	0	0	0	1	18
	-	22.22	33.33	5.56	-	-	-	-	-	-	5.56	100.00
Perception of villagers about teachers												
Today	0	1	3	1	8	3	0	1	0	0	1	18
	-	5.56	16.67	5.56	44.44	16.67	-	5.56	-	-	5.56	100.00
10th year before	0	7	5	0	3	0	2	0	0	0	1	18
	-	38.88	27.77	-	16.67	-	11.11	-	-	-	5.56	100.00
25 year before	7	7	0	0	0	0	6	0	0	0	1	18
	38.88	38.88	-	-	-	-	16.67	-	-	-	5.56	100.00

Particulars/Perception	Very good	Good	Satisfactory	Got good	Bad	Very bad	Teacher is respected	Teacher as a govt. emply	School building as a place of respect	School treated as a govt. building	No response	Total No. of village
Perception of villagers about school												
Today	1	3	1	2	5	3	0	0	0	2	1	18
	5.56	16.67	5.56	11.11	27.78	16.67	-	-	-	11.11	5.56	100.00
10th year before	0	11	4	1	0	0	0	0	1	0	1	18
	-	61.11	22.22	5.56	-	-	-	-	5.56	-	5.56	100.00
25 year before	5	10	0	0	0	0	0	0	2	0	1	18
	27.78	55.55	-	-	-	-	-	-	11.11	-	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 analyse 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	3	6	10	12	1	3	3	8
Farming and Other outside Work	10	7	12	10	5	6	10	11
Look after Cattle	0	0	0	0	0	0	0	0
Playing	2	2	2	2	2	2	5	3
Daily Work (both/lave/lavatory)	5	4	7	5	7	7	9	7
Break/Lunch/Dinner	4	3	4	4	4	5	6	6
Domestic Work	7	10	9	9	8	9	7	10
Wood Cutting	0	0	0	0	0	0	0	0
Study (school/home/other place)	1	1	1	1	0	1	0	1
Collecting Fuel	0	0	0	0	0	0	0	0
Non agriculture wage work	6	5	6	6	3	4	2	5
Cooking meal	0	0	5	7	0	0	1	2
Weaving	0	0	0	0	0	0	0	0
Others	0	0	0	0	0	0	0	0

Note : (1) : Performance
(2) : Priority

3.16 The perusal of table 3.9 shows that children carry out a number of operations in a day since the morning to their bed time in the night, which vary from cattle grazing farm work to collection of fuel wood, domestic work and even wood cutting. Further, in order to study, the existing daily work pattern of children and what would they like to do if given a choice was separately addressed to the groups of boys and girls who were either going to school, or not going to school. These preference were symbolically recorded by counting of clay-tablets, small wooden grass sticks, match-sticks, etc. The work scheduled of school going boys shows that their top priority was 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 castles, which they did not like.

3.17 In the case of boys who did not attend schools, work chart and their priority pattern deviated from the first activity itself. It was disturbing to note that farm operations was their top activity followed by playing. Study did not figure prominently in their work schedule nor in their priority list which did not augers well for the region as it only reflects the indifference of their parents towards the education of their boys. Similarly, girls who were not going to school recorded their top two activities as cooking meal and providing financial assistance to their families through non agricultural wage work. However the difference of opinion came from first activity onwards and what is again disturbing is

the fact that education does not figure in the list of their priority and considered such on activity which gives no enjoyment and satisfaction the them. Thus, the analysis clearly shows the concept of child education has not taken roots in the sample villages perhaps either on account of unemployment and other such problems of socio-economic nature or because of the ignorance or illiteracy of guardians of the children. In such an environment child is forced to become a source of income earning and domestic help for these poor villagers.

Facilities Available in the Primary School :

3.18 The availability of basic facilities and amenities in the schools also has a direct bearing on the enrolment and achievement levels of children. The analysis of the facilities available in the district (table 3.10) reveals that only in about 45 per cent of the schools, had drinking water facility; 55 per cent of the schools were having provision for toilets; 55 per cent school had play ground facility; 25 per cent of the schools were equipped with teaching aids; black board facility was available in only 70 per cent of schools and hardly 10 per cent of the schools had game kit. The primary schools in the sample district, therefore, are poorly placed in terms of providing facilities to the students. Even the basic materials like black board, teaching aids, drinking water and toilet facility is missing in most of these schools. This may perhaps be, one of the factors affecting the enrolment and achievement levels as well as gender as the performance of primary schools.

Table 3.10
Facilities Available in Primary Schools

Particular	Facilities Available (No. of Schools)
Drinking Water	09 (45.00)
Toilets	11 (55.00)
Playground	11 (55.00)
Teaching Aids	05 (25.00)

Particular	Facilities Available (No. of Schools)
Black Board	14 (70.00)
Game Kit	02 (10.00)
Total	20 (100.00)

Facilities Required in Primary Schools:

3.19 The schools lack as essential as basic services and has already been shown in the foregoing discussion. In order to identify these essentially required facilities, the questions were passed to the teachers of all the 20 primary schools located in the sample villages. The responses of the teachers ranged from acquiring hand pumps, toilets, furniture to the provision of to playground, beautifying school etc. However there was some unanimity in certain areas. The majority of teachers agreed that the schools should here games kit, additional classrooms, text book, teaching guides, and table/chairs/mats for seating arrangement etc. The installation of handpumps for drinking water and provision of toilets were another major requirements these teachers demanded (table 3.11).

Efforts made by Teachers to Improve Enrolment :

3.20 Enrolment of students in a school also depends to a significant extent upon the performance of teachers and, the measures they take up to boost its level. To record the responses of teacher in this regard they were asked questions as to what measures they have taken to motivate the local community to send their children to school. The majority of teacher (60 to 80 per cent) had contacted the guardians, held general meetings and also had engaged themselves in organizing drive or campaigns for increasing the level of enrolment in schools primary. Some had taken the cooperation of village education committees or through cultural programmes and child fair and a few others tried the method of rapport building in

the villages. It was reported 75 per cent of the teachers felt that their effort, have positive effect on the level of enrolment, and about 20 per cent of them succeeded in motivating of students towards education (table 3.12).

Table 3.11

Facilities required in Primary School
(Responses of Teachers)

Facillties required	No. of Teacher
Handpump	09 (45.00)
Toilets	08 (40.00)
Games kit	17 (85.00)
By Lane from main Road to school	02 (10.00)
Tables/Chairs/Mats for seating arrangement	09 (45.00)
Additional Class rooms/ Buildings/Boundary walls	12 (60.00)
Black Board/Chalk/Duster/ Science kits etc.	05 (25.00)
Text-Books/Teaching/guides, etc.	11 (55.00)
Additional Teachers'/ Reinstating Transferred Teachers	05 (25.00)
Library	01 (5.00)
Almirah	03 (15.00)
Play ground	03 (15.00)
Beautification of schools	02 (10.00)
Midday Meal	01 (5.00)
Others	02 (10.00)
Total	20 (100.00)

Table 3.12
Efforts made by Teachers for Improving level of enrolment

Teacher Opinion	Total no. of Teacher
Contacting Guardian/General Meetings	16 (80.00)
Drive for Primary Education/ Prabhat Pheri	12 (60.00)
Cooperation of VEC	03 (15.00)
By telling Importance of Education to	04 (20.00)
People Maintaining Child Registrar	02 (10.00)
Cultural Programme and Child Fairs	04 (20.00)
Environment Building	16 (80.00)
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 in general and girls education in particular. Some of the provision on which teachers commonly agreed are:

- (a): to motivate the guardians as well as the girls;
- (b) to take out rallies and develop rapport;
- (c) providing mid day meal;

- (d) construction of drinking water and toilet facility; and
 (e) to provide free teaching learning materials and aids.

Table-3.13

Suggestions for Bringing Girls to School
 (6-11 years age group)

Teachers Opinion	No. (%)
Free Supply of Reading/Learning material	06 30.00
Provision for Mid day meal	05 25.00
Awareness campaigns/Environment Building	06 30.00
Joyful Learning/Employment oriented Education	03 15.00
Provision of free School Dresses	07 35.00
Motivating Gaurdians/Girls	07 35.00
To understand right to Equality in its Proper Context/Prevent Seclusion of Girls	03 15.00
Monthly meeting of Teachers with local Community	01 05.00
Increase in Number of Teachers/Regularity in Teaching	02 10.00
No Response	01 05.00
Awakening Women/Opening Schools	01 05.00
Provision of Drinking water and Toilets	01 05.00
Others	06 30.00
Total	20 100.0

Suggestion for improving Boys Enrolment:

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

- (a) teachers should meet the guardian and village community to motivate them towards education;
- (b) government should provide economic assistance from time to time to the children of these socially disadvantaged groups of society.

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

Table 3.14
Suggestion for Improvement in Boys Enrolment (6-11 yrs.)

Teacher Opinion	Total no. of Teachers
Interaction of teacher with local community/guardians to Motivate them	15 (75.00)
Prabhad Pheris by Children Extension Services	04 (20.00)
By Calling VEC Meetings	03 (15.00)
By Making attractive School Building	04 (20.00)
Mid-day meals/Free School Dress	07 (35.00)
Provision of sports kits/Reading learning/Materials	07 (35.00)
By making education compulsory for all	02 (10.00)
Cultural activities/Advertisements on wall/Drama	06 (30.00)
By telling differences between Literate and Illiterates	01 (5.00)
By Increasing Number of Teachers	01 (5.00)
Financial Assistance to children by government	05 (25.00)
Others	06 (30.00)
Total	20 (100.00)

Note : Figures in parenthesis indirect Percentage

Modification in School Curriculum according to Seasonally:

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 also peak time of farm operations as well as the peak time for the migrant households belonging to class 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) revealed that about 45 per cent of teachers felt that the curriculum should not be disturbed, another 45 per cent believed that modification in the curriculum could enhance enrolment and achievement levels of students in the schools.

Table 3.15

Suggestions of Teacher for Adjustment
between School Curriculum and Seasonality

Teacher Opinion	Total No. of Teacher
School curriculum according to farming operations	09 (45.00)
According to the requirements of poor & Labour class guardians work	01 (5.00)
No change	09 (45.00)
Can not Say Anything	01 (5.00)
Othesr	-
Total	17 (100.00)

Table 3.16

Teacher Opinion on Improvement of Primary education

Teachers' Opinion	Total no. of Teachers
Make guardians literate	04 (20.00)
Residential Facility to Teachers	03 (15.00)
Free dress/Midday meal	07 (35.00)
Regularly in school Teaching	02 (10.00)
Education through games	05 (25.00)
Appointment of teacher Section-wise/Subject-wise/ filling of Vacant position	08 (40.00)
Provision of to Teaching Aids	10 (50.00)
Scholarship/Drama/Rallies for Children	01 (5.00)
Construction of Boundary Wall/Repairs/White Washing	06 (30.00)
Mass-contact and Environment Building	01 (5.00)
Seating arrangement for Children/Teacher	04 (20.00)
Cordial Interaction between Teacher and Guardians	01 (5.00)
Improvement in Educational Administration	01 (5.00)
Compulsory/Vocational Education	02 (10.00)
Games kit/ Entertainment facilities	04 (20.00)
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 teachings 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 aid to the teachers;
- (b) to make the guardians literate;
- (c) construction of boundary wall to enclose the school compound;
- (d) making education compulsory and job oriented;
- (e) introduction of multi-grade, section wise teaching; and
- (f) provision of sports kit and entertainment facility for children.

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 1995-96.

Table 3.17
Health check up of Children in Schools (1996)

Frequency of Health Check-up Conducted	No. of School	Per cent
Once	20	(100.00)
Twice	00	--
Thrice	00	--
Four Time	00	--
Total	20	(100.00)

Teachers' Guide Books:

3.26 The use of teachers' manual/guide in imparting teaching not only helps in improving the quality of teaching but also forms an essential part of their duty. The study, however, shows that the teachers of the district are

very poorly equipped and hardly 5 per cent of the schools from class-I to class-V had teachers guide for important subjects like literature mathematics and science right from class-I to class-V.

Table 3.18

Availability of Teachers' Guide Books
(Number of/Literature schools)

Class	Literature	Maths
I	01 (05.00)	01 (05.00)
II	01 (05.00)	01 (05.00)
III	01 (05.00)	01 (05.00)
IV	01 (05.00)	01 (05.00)
V	01 (05.00)	01 (05.00)
Total	20 (100.00)	20 (100.00)

Location of Teacher 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 affected. In the present study it was found that of the 83 teachers only around 13 per cent were living in the concerned village where the school was located and over 78 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	11	13.25
1 km. to 2 km.	01	1.20
2 km. to 5 km.	06	07.23
5 km. and above	65	78.32
Total	83	100.00

Frequency of Inspection, Supervision and Support Services:

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

Table 3.20

Inspection of Schools by Officers During the Last Three Years

Designation of the Officers	Inspections Conducted (No. of schools)		
	1994	1995	1996
BEEO	10 (50.00)	10 (50.00)	08 (40.00)
AOE	06 (30.00)	06 (30.00)	07 (35.00)
DSE	01 (05.00)	01 (05.00)	00 (00.00)
DEO	01 (05.00)	00 (00.00)	00 (00.00)
Others/DM/DDC/BDO/DPC	05 (25.00)	06 (30.00)	05 (25.00)
Total	20 (100.00)	20 (100.00)	20 (100.00)

Responses of the Senior Officials for Improvement in Primary Education:

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

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

CHAPTER - IV

CONCLUSION & SUGGESTIONS

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

Low Enrolment Level :

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

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

move to schools outside their respective villages, and

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

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

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

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

Quality of Primary Education :

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

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

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

Observations of District Level Official on Quality of Education :

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

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

Suggestions :

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

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

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

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

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

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

Annexure
Classification of Social Groups in Sample Village

Sr. No.	Name of Village	Name of Block	Household of Social Group					Total Househo
			Oth.	OBC	Mino.	SC	ST	
1.	Baghnagri Urf Bishunpur	Sakra	192	217	182	181	-	772
			24.87	28.10	23.58	23.45	-	100
2.	Piar urf Bishunpur	Bandra(Moraul)	81	205	33	89	-	408
			19.85	50.24	8.10	21.81	-	100
3.	Saraiya	Sahabganj	98	152	39	106	-	395
			24.81	38.48	9.87	26.84	-	100
4.	Jita Chhapra Chhapra Horil	Sahabganj	58	269	55	14	-	396
			14.65	67.93	13.88	3.54	-	100
5.	Mahual	Motipur	38	502	9	70	-	619
			6.14	81.10	1.45	11.31	-	100
6.	Harka Mansahi	Meenapur	149	155	-	12	-	316
			47.15	49.05	-	3.80	-	100
7.	Bazidpur	Kurdhani	3	69	-	20	-	92
			3.26	75.00	-	21.74	-	100
8.	Pachrukhi	Motipur	16	73	1	239	-	329
			4.86	22.19	0.30	72.65	-	100
9.	Ratwara Hatu	Paroo	30	210	24	12	-	278
			10.86	76.09	8.70	4.35	-	100
10.	Turky	Kurdhani	60	924	42	284	-	1310
			4.68	70.53	3.21	21.68	-	100
11.	Chakbullah	Bochahan	-	-	85	14	-	99
			-	-	85.86	14.14	-	100
12.	Tal garhwa	Kurdhani	-	-	-	7	6	13
			-	-	-	53.85	46.15	100
13.	Binda	Musahari	27	208	20	126	-	381
			7.08	54.60	5.25	33.07	-	100
14.	Basti sonali	Saraiya	-	20	33	5	-	58
			-	34.48	56.90	8.62	-	100
15.	Lautan	Meenapur	44	40	1	19	-	104
			42.31	38.46	0.94	18.27	-	100
16.	Bathnaha	Karti	-	15	132	17	-	164
			-	9.15	80.49	10.36	-	100
17.	Mankipur	Saraiya	7	81	33	11	-	132
			5.30	61.36	25.00	8.34	-	100
18.	Harpur	Musahari	1	26	39	25	-	91
			1.10	28.57	42.86	27.47	-	100
TOTAL			804	3166	728	1251	6	5955
			13.51	53.17	12.22	21.01	0.10	100.00