A STATUS
AND
EVALUATION STUDY
OF
THE UPPER PRIMARY SECTION
OF
THE ELEMENTARY
EDUCATION SYSTEM

Study sponsored by
Planning Commission, Govt. of India

Conducted by
Indian Institute of Education

October 2002

Indian Institute of Education
128/2, J. P. Naik Path, Kothrud, Pune 411 038

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FOREWORD

I consider it my privilege to present this Report on the Status and Evaluation Study of the Upper Primary Section of the Elementary Education System in India. The research study was sponsored by the Planning Commission, Govt. of India, and conducted by Indian Institute of Education, Pune. As a matter of fact, during the course of discussion with Prof. K. Venkatasubramanian, Member (Education and Health), Planning Commission, when he visited this Institute last, it was realized that while several studies have been conducted in the recent past on the functioning of Lower Primary Schools (I to IV or I to V) in India, not much has been researched on the status and functioning of Upper Primary Schools (V to VII or VI to VIII). A need was felt to conduct a research study covering the academic, infra-structural, financial and management aspects of Upper Primary Schools. Prof. K. Venkatasubramanian suggested that IIE conduct such a study. His suggestion was accepted and a detailed proposal was submitted to the Planning Commission.

I am very happy to say that the Planning Commission responded promptly by approving the proposal for conducting the study. IIE is grateful to the Planning Commission for this prompt sanction, and for the financial support provided for carrying out this field-based study.

It is hoped that the findings of this study will be of use to the Planning Commission and others concerned with Elementary Education in the country, for initiating action-programmes that will, in the ultimate analysis, improve the functioning of the rural schools and make them more acceptable to the rural children and the community.

Pune
October16,2002

Dr. Chitra Naik
Chairperson, Board of Trustees
Indian Institute of Education

PREFACE

The present study on the Status and Evaluation of the Upper Primary Sections/Schools of the Elementary Education system was carried out by Indian Institute of Education, Pune on behalf of the Planning Commission, Govt. of India. The study, which was conducted in four districts of Maharashtra, is the joint product of the hard-work put in by the young researchers of the Institute. The field-level inquiry was conducted with the help of experienced educationists of the selected areas. Prof. S.B. Gogate worked as Consultant for this study and helped me in several ways in its timely completion. I am grateful to them all.

Dr. Chitra Naik, Chairperson of the Board of Trustees of IIE, herself a well-known educationist of the country and a former member of Planning Commission (I/c Education) provided highly useful guidance in planning and implementation of this research project. I am indebted to her for her very valuable guidance, advice and suggestions.

We hope that findings of this field-based research will help, even if to a very small extent, in improving the Upper Primary Schooling System in the country.

Pune
October 16, 2002

S.K. Gandhe
Director General, IIE.

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AN EXECUITIVE SUMMARY OF FINDINGS AND CONCLUSION

1.1 Retrospect

Though the modern education system in India is said to have begun in 1813, there did exist before the British initiative, a substantially well-developed network of indigenous elementary schools. These informal, single-teacher schools ran without any infrastructure worth the name and without a formal certification process. Its main defect was that the system excluded girls, Scheduled Castes and the tribals. The large rural community was also outside its fold.

With the Charter Act of 1813 began the so-called modern system of elementary education in India. Over the next 140 years, some landmarks in the British-patterned education in India can be noticed. *Macaulay's Minutes* of 1835, *Wood's Despatch* of 1854, Report of the first Indian Education Commission, 1982-83 and the report of the Hartog Committee of 1929, are the important ones. A special mention needs to be made of the Zakir Hussain Report of 1937 which recommended a national system of education in the pre-independence era.

In the post-independence era, notable developments were the Second Education Commission (Chairman Lakshmanaswami Mudaliar), 1952, the Kothari Commission, 1964-66, the National Education Policy 1986, Rammurthi Committee, 1990, Janardan Reddy Committee, 1991, and of course the Programme of Action (PoA), 1992. Reports of these Commissions and Committees were discussed threadbare in various fora and the GOI (MHRD) initiated a series of programmes based thereon. Perhaps the most noteworthy among them was the Operation Black Board for the removal of constraints in the spread and efficient functioning of the Elementary Education System.

1.2 A Macro-Analysis of Present Status

In India it is a Constitutional commitment to provide free and compulsory education to all children in the age group 6-14. This age-group relates to the Lower Primary (I to IV / V) plus the Upper Primary (V/VI – VII/VIII), or 'Elementary Education' level. Education being a subject on the concurrent list, the States are free to decide their pattern. In 11 States / UTs Lower Primary represents I to IV and Upper Primary covers V to VII. In others, it is I to V and VI to VIII. In most of the States especially in the rural areas, the Upper Primary is not a separate school but is a part of the primary school itself. In Maharashtra, for example, where Primary Education is the responsibility of the Zilla Parishad, a primary school may have classes I to IV or I to VII.

A macro – analysis (national – level) presented in this study indicates that:

a) In 1993, almost 15 percent habitations did not have a Lower Primary school within a reach of one km. while 24 percent habitations did not have an Upper Primary School / Section within 3 kms.

b) Over the last five decades (1950-51 – 1999-2000) there has been 300 percent and 1450 percent increases in the number of Lower Primary and Upper Primary Schools / Sections. In 1950-51 there was an Upper Primary School / Section for every 15 Primary Schools. This ratio has improved to 3.2 by1999-2000. The national norm (PoA, 1992) is one Upper Primary School for two Lower Primary Schools.

c) Steady growth in enrolment is noticed, both for Lower Primary and Upper Primary levels. However, enrolment at the Upper Primary level is just about one third of that at Lower Primary level, thus pointing to heavy drop-outs between the two levels. The proportion of girls' enrolment is still much below that of boys at both the levels. The Net Attendance Ratio for the Upper Primary works out to only 43 percent (1995-96), which is unsatisfactory. Even for the Lower Primary, it was only 71 percent.

d) If India has to attain universalisation of primary education by 2007 (as stated in the Sarva-Shiksha-Abhiyan, 2000), there will have to be a net additional enrolment of 62.49 m. children at the elementary level. This is a tall order in that it envisages a 40 percent step up in enrolment in a period of seven years. Investment in infrastructure, men and materials, will have to be very heavy. Social education of rural parents especially in respect to girls' education, which is not an easy thing to achieve, must be vigorously pursued.

1.3 State Level Scenario

This study was conducted in Maharashtra, the second largest state in area and population, comprising 35 districts. A very low sex-ratio is an important demographic characteristic of this state. For the purposes of educational administration, the State is divided into several regions, each under one Deputy Director. Maharashtra is one of the States where primary education is the responsibility of Zilla Parishads in the rural areas. The primary course is of seven years' duration, the first four years (I to IV) forming Lower Primary and the next three years (V to VII) forming Upper Primary. A primary school has either I to IV classes or I to VII classes. There is no separate "Upper Primary School" alone. However, Upper Primary Sections are also attached to the Secondary Schools and in that situation "UP" become part of the secondary education rather than primary education.

The high-lights of the analysis of the state-level data are presented below:

a) Almost 96 percent of the rural population is served by primary schools within a walking distance of one km. There has been a steady growth of primary schools (both lower and upper) in the last two decades, the average annual growth rate being 1.3 percent.

b) As against the national norm of one Upper Primary School for every two Lower Primary Schools, Maharashtra has a ratio of less than two over the last two decades. However, the ratio has declined from 1:1.2 in 1980-81 to 1:1.71 in 2001-02.

c) The state has a high GER, being more than 100 for Lower Primary and between 80 and 90 for Upper Primary. Enrolment rates are better in Maharashtra, compared to the all-India position. In 1998-99, the State rates were 112.7 (LP) and 86.4 (UP) as against the national rates of 92.1 and 57.6 respectively.

d) Drop-out rates continue to be high in Maharashtra, and rise from lower levels to higher ones. However, over the last one decade drop-out rates upto VII (Primary-school level) have declined. The drop-out rate has come down from 49% in 1990-91 to 32% in 1999-00. Compared to all-India level, drop-out rates in Maharashtra are lower at all levels, and both for boys and girls.

e) In the last two decades, a growing trend is discerned in Maharashtra of attaching Upper Primary Sections to secondary schools, thus making it a part of secondary education. Not only the secondary schools (mostly run by private institutes, societies / trusts) are better equipped in respect of qualified

teachers and infrastructure, but there is also a general impression among the parents that the schools run by the Zilla Parishads (primary education) are not efficiently managed. Education in secondary schools involves some additional expenses and hence only the better off parents send their children to such schools after passing IV standards. Others, who are in majority, either withdraw the children from school or continue with Z. P. school.

1.4 Areas of Field Observation

For this study, four districts were selected for field-level observations, of which, two were the DPEP districts and two non-DPEP districts. The selected districts represent the four socio-economic regions of this state, viz. Costal, Western Mahareshtra, Marathwada and Vidarbha. From each district, one Block, and from each Block, five villages (each having at least one UP school) were selected. The methodology involved collection of secondary data from records at State, District and Block levels, empirical collection of primary data by field-investigation at the village and school level and interviewing knowledgeable persons at all levels, viz. village, Block, District and State. The national-level information for macro- analysis was collected from published reports and research-papers. The main objectives of the study were to know the present status of the Upper Primary schools/sections, evaluate their over-all performance, study the problems and difficulties faced at the various levels and make useful suggestions for tuning up their functioning.

1.5 Field level Analysis

The aim of the study was to assess the status of the functioning of the Upper Primary schools through a representative study of 21 selected villages from the four selected blocks in the districts of Jalna, Nandurbar, Chandrapur and Ratnagiri. Data was collected on significant variables that influence the quality of schooling, including academic aspects, infrastructural facilities, conditions of teachers, financial management, supervision and community involvement in the Upper Primary schools.

a) Drop-out: The dropout rates at the district level indicated two different trends. In Jalna, the dropout rates were higher in the early primary stage, whereas in Chandrapur and Ratnagiri the rates were higher in the middle stage. The latter was perhaps to be expected, as the dropout rate is significantly higher in the transition stage from the lower to the Upper Primary. The gender difference in dropout rate was not much in any of the districts except Jalna. In Jalna district, the gender difference was negligible in the early stage, but in the middle and higher levels, the girls' dropout rate rose so high, that it was three times that of the boys. The dropout rate has generally been noticed to sore at the lower to Upper Primary level. For instance, in Chandrapur, a dropout rate of 2.94% at the first to third standard level, increased to 52.35% at the third to fifth

stage, which means more than half the third standard class, dropped out by the time they reach the fifth standard, i. e. UP school level.

One important reason for the high level of dropout at the primary to Upper Primary stage was the inadequacy in the distribution of Upper Primary schools. It was found that all districts put together, the proportion of Upper Primary schools to lower primary schools was satisfactory, and confirmed to the national criterion. However, seen separately, there did not emerge such a rosy picture; the distribution of Upper Primary schools was found to be far from satisfactory in some districts like Nandurbar. It is more likely that certain cities that are well supplied with Upper Primary schools may be affecting the average positively. The DPEP district of Jalna did have adequate facility, but the other DPEP district of Nandurbar was lagging far behind, with only one Upper Primary school for every five lower primary schools. In the tribal blocks of Shahada and Chimur, the number of Upper Primary schools, was inadequate.

Among the four districts, only in Ratnagiri, the distribution of UP schools reached the optimum level, but the dropout rate here was nonetheless high. Thus it is evident, that though inadequacy of Upper Primary schools is one of the important reasons, it is not the sole reason for dropout. The accessibility and quality of schooling provided were equally important in influencing the retention level.

***b) Accessibility*:** The accessibility is dependent on the distance of the Upper Primary school from the habitation, the status of road connecting to the school, and availability of public transport. Out of the 21 selected villages, there were seven villages which had only one lower primary school within a periphery of three kilometers from the Upper Primary school, there were nine villages which had two lower primary schools within a periphery of three kilometers, and four villages which had more than two lower primary schools within a periphery of three kilometers. The distance parameter indicates the poor accessibility of the Upper Primary schools in most of these regions.

***c) Communication*:** Of all the schools in the sample, only nine had the facility of public transport for commuting to school, whereas schools in twelve villages did not have such a facility. Only four schools had a *pucca road*. It should be noted that none of the schools in Dapoli Block (Ratnagiri district) had transport facility to travel to school while, on the other hand, children in all the selected schools in Bhokardan Block in Jalna district had facility for commuting. The DPEP districts had better transport facilities than the non-DPEP districts. This is despite the fact that in DPEP districts, more than 90% had *kutcha* roads. Chandrapur had the highest number of schools with a connecting *pucca* road, whereas in all the other districts, only one school (out of five) was privileged to have a *pucca* road.

Examining the distance-wise distribution of the feeder Lower Primary schools, it was observed that in DPEP Blocks, the number of LP schools within the same village, within a distance of 3 km and at a distance of more than 3 km was 12, 9, and 3 respectively, whereas in non-DPEP Blocks the same were 11, 8 and 7 respectively. There was no significant difference in the number of schools in the same village and within a distance of 3 km. in either type of district. However, the number of schools at a distance of more than 3 km in the non-DPEP Blocks of Chimur and Dapoli was more than double that in the DPEP Blocks. Thus the availability of UP schools in non-DPEP Blocks within a distance of 3 km was lower as compared to DPEP Blocks. It shows that children from non-DPEP Blocks have had to travel longer distances as compared to those of the DPEP Blocks.

d) Class rooms: The next important determining aspect was infrastructure. From the information collected from schools, it was found that the schools in general were highly deficient in basic infrastructure. The greatest lacuna was the inadequate number of classrooms. For accommodating the seven classes (I to VII), the minimum number of class-rooms is expected to be seven. This requirement was found to be met only in six of the twenty-one schools. In general, schools in Dapoli Block of Ratnagiri district had very poor classroom facility. Here, no school had seven classrooms, one of the schools had six classrooms, one had five, two schools had four classrooms and one had only two classrooms. Schools in Bhokardan in Jalna and Chimur in Chandrapur Districts had an average exceeding 7 rooms, whereas Shahada in Nandurbar had on an average 5.6 classrooms. The headmasters reported that when the required number of classrooms was not available, they had no other alternative than to club the classes. This situation often resulted in nothing but chaos, and it would be unrealistic to expect meaningful teaching-learning environment in such circumstances.

e) Teachers: The same problem arose due to insufficient number of teachers. The rule was to sanction only one teacher per forty students. Most of the time, due to low enrolment, the class strength would be less than forty, and therefore, every class would not get a separate teacher. Added to this problem was the oft-noted delay in getting the vacant posts filled. This affected teaching in many ways, not only did teaching of the relevant subjects suffer; the other subject teachers too lost their efficiency due to overburdening and the chaos created by clubbing two or more classes in one room. Teachers were also asked to do non-academic duties that cost teaching time. Very often teachers were asked to take the headmaster's charge instead of making a fresh appointment. This again not only affected the teacher's performance, but also the functioning of the whole school, as a teacher would not be able to give undivided attention to the management aspects of the school. Aggravating this situation was the problem of teacher absenteeism not unoften unauthorized as reported by headmasters of many schools and also by parents.

It was found that in general, there was no deficiency in teachers' qualification and pre-service training. However, in majority of the schools, teachers did not have subject-specific training. This affected teaching and hence comprehension especially in English, Science and Mathematics. Another significant lacuna noted was almost a total absence of opportunities for in-service training. Inability to comprehend the subject matter and subsequent adverse effect on performance could be an important factor contributing to children's disinterest in school, leading to absenteeism or dropping out.

f) Toilets and Drinking-water: Equally crucial and fundamental are drinking water facilities and toilet facilities, both of which were either inadequate or wanting in the selected schools. Drinking water facility was available only in twelve out of 21 schools. In the non-DPEP schools of Ratnagiri and Chandrapur Districts, not a single UPS had toilet facility whereas Nandurbar (DPEP) had only one school without toilet facility. In Jalna district, the condition was very poor; two thirds of the schools did not have toilets. Among the total six schools, which had toilets available, five had separate toilets for girls too.

g) Playground: The playground, which is one of the important attractions for the children in school, was almost non-existent in most of the schools. More than 50% of the selected schools had no playground at all, whereas only one school in Nandurbar had a large playground having an area at about two acres. The rest of the schools had a playground of less than one acre. None of the schools in Dapoli (Ratnagiri) had a playground and in Chimur of Chandrapur only one had a playground. Though few schools did have libraries and laboratories, majority of them were in a poor condition.

h) Teaching-Learning Material: Compared to the inadequacy in basic infrastructural facilities, the availability of teaching-learning material was reported to be satisfactory. Though the teachers reported that they made good use of this material, a percentage of parents expressed dissatisfaction about the use. It should be noted that on this aspect, it would be very difficult to arrive at a conclusion without close observation and careful investigation. Nevertheless, it can be deduced that, due to lack of subject training among teachers, the use of teaching-aids, especially math/science kits was likely to be below the mark.

i) Role and Attitude of Village Community: If one set of problems was related to the quality of the schools, the other set of problems was related to the socio-economic condition of the villagers and also their attitudes. As can be rightly concluded from the data collected on distance, type of road and transport availability, accessibility to the Upper Primary schools was poor in most of the villages. The very fact that a child had to travel more often than not to another village for the Upper Primary studies was fraught with innumerable problems. Even when these villages were connected with public transport, many families

could not afford this additional cost of traveling, taking into account their lowly paid occupations and meager earnings. It should be remembered that though per child cost might be low; the cost per family would be far higher, given the larger family size of poorer households.

The poverty-ridden conditions of most of the families made it necessary for the children to work. There seemed to be an implicit feeling among most of the poor rural families that investing in education was not profitable, which led them to believe that it was better to train their children in skills with which they could earn their livelihood and particularly when such skills could be learnt in the household itself by working with the elders from early childhood. A case to be mentioned is Dapoli Block in Ratnagiri which, despite a good distribution of Upper Primary schools, has a high drop-out rate, higher in case of boys, caused due to the migration of boys from this region to the nearby cities for wage labour. Cities like Mumbai and Pune attract a large number of children from the costal region to work as hotel boys and some such jobs.

j) Incentives: The incentive schemes initiated by the government like attendance allowance and mid-day meal schemes are considered to be important by the village-level respondents in improving the retention rate. However, at the implementation level, these schemes failed to have any significant effect, as the grants necessary for the same, never reached the school in time. Efficient and effective management of these schemes is not beyond doubt. The text-books which were expected to be distributed freely, neither arrived in time nor met the actual requirement. The headmasters of many schools reported that this caused a misunderstanding between the villagers and the schools, proving detrimental to the very purpose of reducing drop-out rates, by creating an element of mistrust among the parents and the village community. Stories abound in number regarding misuse of grains (or even cooked food) of the mid-day meals scheme.

k) Attendance: Drop-out rate in itself does not provide the complete picture of the dissatisfactory status of the educational environment in schools. The data on school attendance showed that the retention rate was not sufficient to throw light on the overall scenario of schooling. A substantial number of children was frequently absent from school, which was in itself an important criterion to judge the quality of schooling and attitude of parents and children towards the school. Parents quoted a plethora of reasons for the absence of their children from the school. This included illness, household work, care of siblings especially in households where mothers went out to work, farm work in their own lands especially at the times of sowing and harvesting, frequent celebration of festivals, family functions and periodic visits to native villages and relations in other villages. This indicates that special attention has to be paid to this problem while diagnosing the illnesses of the school environment.

1.6 Conclusions and Suggestions

It is important to note that the lacunae are not at the policy level, but at the implementation level. Effective implementation of existing schemes like free mid-day meals, free provision of textbooks and attendance allowance has to be ensured in some way to reduce drop-out and raise retention and attendance. There could be ombudsmen appointed among the prominent people of the village to evaluate the implementation of these schemes, to check for delay, corruption, lethargy and inefficiency.

Creating better infrastructural facility is the need of the day. The first most important requirement is provision of adequate number of classrooms, which should not be lower than the minimum of seven, i.e., one classroom for each class from I to VII. Right from drinking water and toilet facility to providing playgrounds, libraries and laboratories, almost every single aspect requires equal attention. Adequate number of posts of teachers should be sanctioned, not on the basis of number of children in the class, but on the criterion of number of classes in the school. Speedy appointment of teachers and headmasters for the vacant posts is necessary to save some teachers from being overburdened. Apart from this, steps have to be taken to improve teacher performance. Provision of subject-specific training opportunities to subject teachers, special training for English teachers and also opportunities for in-service training for all teachers should be made. Residential facility for teachers and particularly the headmasters in school premises could be an incentive. The policy of allotment of non-academic work like census duties, election duties etc, to teachers needs to be reviewed at the highest level. With a better scale of remuneration for these periodic jobs and adequate orientation, college students and unemployed youth (boys as well as girls) could perhaps be attracted for these assignments.

What is most important, however, is to encourage better community involvement in school improvement. Wherever the Village-Education Committees played an active role, the functioning of the schools was marked to be much better, if not satisfactory. At present, the village community seems to be interested in organizing sport and other competitions on important days, and such other trivial things. From the point of view of community involvement in schools, it is necessary that the PTAs, SICs, and VECs take more active part in the significant aspects like buildings, class-rooms, libraries or laboratories. Higher involvement is expected especially from the politically powerful VECs, in terms of gaining sanctions for new Upper Primary schools or even high schools where needed, arranging for scholarships for the needy children, ensuring efficient and effective implementation of the government's incentive schemes, more constructive activities and timely appointment of teachers.

Another important aspect to consider is the need to socially educate rural community in the role and the importance of education in the life of their children, if for nothing else, at least as a basis for skill-acquisition. In Maharashtra, considerable progress has been made with regard to enrolment at the initial stage, but that does not mean much in that heavy drop-out rates continue to prevail especially at the transition stage from lower primary (I to IV) to Upper Primary (V to VII). The rural parents in general believe that a couple of years' schooling is sufficient to acquire reading and writing capabilities and bit of arithmetic and that was enough to face life. They do not seem to bother about relapse into illiteracy when the child drops out at the early stage. This study has brought out the heavy drop-out phenomenon at III to V and IV to V stages. The decennial literacy data is also deceptive to some extent in that the head of the household who generally responds to the census questionnaire believes that with 2/3 years of schooling all his children or wards have acquired literacy, which is defined as ability to read and write simple sentences in any language. The parents must be convinced that the minimum educational level has to be the elementary schooling (I to VII).

Last but not least is the need to critically review the growing trend of attaching UP schools to High schools rather than Primary schools (I to VII). The latter are supposed to be run by the ZPs, while the former (the High schools) are run by private institutes with or without government aid. Over the last two decades or so many private High schools have started the Upper Primary sections also. With the known unsatisfactory functioning of the Zilla Parishad schools parents who can afford, send their children to private High schools immediately after completion of IV standard. Those parents, who cannot afford, withdraw their children from schooling at that level. In one of our selected districts (Nandurbar), there are 95 High schools of which 90 have UP sections attached to them. These High schools are located at taluka towns or bigger villages and run by influential groups who collect fees and donations on one pretext or the other. On the other hand, the enrolment in ZP schools gets considerably reduced at the UP stage which affects quality education. The low enrolment does not permit additional teachers or infra-structure facilities.

Finally, it may be clarified that though two out of the four districts selected for this study, were intentionally selected from the DPEP, hardly any distinction is noted in the functioning of UP schools in the DPEP and the non-DPEP districts. Findings of most of the progress-related variables are more or less similar in both the types of sample-districts.

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CHAPTER II

ORIGIN AND DEVELOPMENT OF PRIMARY EDUCATION IN INDIA-A BRIEF RETROSPECT

2.1 Introduction

The modern education system of India has grown out of its colonial past, and therefore, has been shaped by the policies of the British Government prior to independence. Revisions and modifications in this structure have been effected by the free India based on the recommendations of different commissions and committees.

2.2 Status of Basic Education in Pre-Colonial India

Contrary to the popular belief that no education system of significance existed in India before the British took the initiative, there was a substantially well-developed network of indigenous schools, which was the mainstay for the spread of mass education. The instruction given in it was of a practical type. These schools were totally informal in nature. They had no buildings and were held sometimes in the home of the teacher or the patron of the school, often in a local temple and many a time under a tree in the center of the village. The hours of instruction and the days of meeting were adjusted to local requirements. The curriculum was narrow and depended on the teacher's ability and knowledge. These schools were significant in their adaptability to the local environment because of its organic nature that blended well with the society. Its main defect was that the system excluded girls, the scheduled castes and the tribals who lived in the forests from its coverage. The large rural community, which depended upon agriculture and allied occupations for livelihood, was also in general kept outside its fold.

2.3 Early Beginnings of the Modern System

The development of the modern system of education may be said to have begun in 1813, with the *Charter Act of 1813*, under which the British Parliament directed the East India Company to accept responsibility for the education of the Indian people and to spend a sum of not less than a lakh of rupees a year for this purpose. But even this meager amount was not fully utilized for the next ten years. From 1824 onwards, small sums were annually spent on education but obviously such expenditure could not go far enough to meet the educational needs of millions of people. The result of *Macaulay's Minutes* of *1835* was a decline in indigenous education in the country, as English was declared the medium of instruction. *Wood's Despatch* of *1854* too emphasized the importance of primary education. It suggested an improvement in the indigenous system for "imparting current elementary knowledge to the great mass of the people". It recommended the adoption of the grant-in-aid system to spread elementary education. The Wood's Despatch brought revolutionary changes in the educational policy of the British Indian Government. It declared that education of Indians was the responsibility and duty of the Government of India. Side by side, it also advocated and declared it essential to develop and spread Western education and knowledge in India.

2.4 The Indian Education Commission (1882-83)

The Indian Education Commission 1882-83, the first in the series, was set up under the chairmanship of William Hunter to enquire into the manner in which effect had been given to the principles of the *Despatch* of 1854, with particular emphasis on elementary education. The primary education system was given an impetus by the Report of the Hunter Commission. The Commission also recommended, "Primary education be regarded as the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading up to University". The inquiry of the Commission led to a great educational awakening in India and its main findings agreed largely with the *Despatch* of 1854, which dominated the Indian educational policy.

The Report of the Hartog Committee (1929) was another important document in the context of primary education. It found cause to lament the sheer waste and ineffectiveness throughout the whole educational system. "In the primary system, which from our point of view should be designed to produce literacy and the capacity to exercise an intelligent vote, the waste is appalling for only a small proportion of those who are at the primary stage reach class IV." There were many more reports and Acts that helped to foster the growth of primary education, the discussion of which may not be feasible here. Among others, it can be noted that Zakir Hussain Report of 1937 was the first

comprehensive report on national education in modern India which was inspired by the leadership of Mahatma Gandhi.

2.5 Post-Independence Policy Developments in Primary Education

The Secondary Education Commission appointed under the chairmanship of Laxmanaswami Mudaliar in 1952 is considered one of the most important educational documents of the post-independence period and reorganisation of secondary education. The Commission recommended that the total duration of the school course should be reduced from 12 years to 11 and felt that the Indian youth, who would be about 17 years of age at the time of completing the school course, would be mature enough to enter the University.

The next and the most important development was the *Education Commission* of 1964-66, popularly known as the *Kothari Commission Report*. Recommendations of this *Education Commission* were especially important in view of the structure of education. *The Kothari Commission* noted that there had been a different structure of elementary education in different states and therefore proposed a revised uniform nomenclature for various stages of education. For the primary section, the recommendation was as below:

Table No. 2.1: Structure of Primary Education

	Existing Nomenclature	**Proposed Nomenclature**
I-IV or I-V	Primary in some states e.g., Panjab Lower primary in some states e.g., Gujarat Junior Basic Lower elementary in some states. e.g., Madras	Lower Primary classes
V-VII or VI to VIII	Middle in some states, e.g., Punjab Junior High School e.g., U.P Upper Primary in some states, e.g. Gujrat Senior Basic Higher elementary in some states e.g., Madras	Higher (Upper) Primary Classes

2.6 National Policy of Education- 1986

After two decades of the Kothari Commission, a *National Policy of Education* was framed in 1986. Of its various recommendations, there was one,

which was important and relevant here in terms of its impact on the elementary education structure. To quote, "The NPE, 1986, aims at ensuring a national system of education which implies that up to a given level, all students irrespective of caste, creed, location or sex have access to education of a comparable quality. The common educational structure of 10+2+3 has been accepted in all parts of the country. The break up of the first 10 years will be 5 years of primary education, 3 years of upper primary education and 2 years of high school."

The NPE, 1986 also recommended "Minimum levels of learning will be drawn for each stage of education." This was aimed at ensuring comparable standard of education for each area of learning in the curriculum. The minimum level of learning was expected to serve as a reference in the development of instructional materials, selection of suitable teaching-learning strategies and evaluation of learners' progress. It would also help in maintaining reasonable standard of education throughout the country.

In order to increase enrolments at the Upper Primary Stage, it was planned that "the infrastructure at this stage will be expanded. The existing norm of providing an U.P.S. within 3 km of walking distance is generally inconvenient for girls. This norm will be relaxed and the new ratio between primary and upper primary schools will be 2:1. Action will be taken in the next 5 years to upgrade every second primary school to the upper primary level. It will be primarily the responsibilities of the state governments to observe this norm for school."

2.7 Other Committees

In the course of implementation of NPE, 1986, some new issues emerged and new concerns were expressed by subsequent governments at the national level. Hence, some more committees were formed like Acharya Ramamurti Committee (1990) and Janardan Reddy Committee (1991). In view of the emerging issues and priorities, the NPE 1986 was modified in its various provisions. To implement the revised 1992 NPE, the Ministry of Human Resource Development, GOI, initiated a series of grant programs, or centrally sponsored schemes, to assist states with the development of primary education. A scheme called "Operation Blackboard" was implemented to counter conditions seen as constraints on retention and learning: the large number of single-teacher schools, the lack of female teachers, and the inadequacy of teaching-learning materials and aids. The scheme provided grants to states to construct an additional classroom and post an additional teacher in single-teacher schools, requiring further that half the teachers posted be women. It also provided grants to finance the purchase and distribution by the State of a pre-determined, standardized package of teaching materials and aids.

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CHAPTER III

THE PRESENT STATUS OF ELEMENTARY EDUCATION IN INDIA - A NATIONAL PROFILE

The second chapter presents a brief retrospect of the modern system of elementary education in India. This chapter presents, *albeit* briefly, the national profile of the system in India. This national profile covers the macro-analysis of access, coverage, growth, enrolment (total and for boys and girls), net attendance, retention and drop-outs, etc. In the end, mention is also made of the stupendousness of task before the nation if the avowed objectives of Education For All (EFA) and Universalisation of Elementary Education (UEE) are to be attained.

3.1 Pattern

The schooling pattern in India comprises the following stages:

Primary	:	I to IV / V
Upper Primary	:	IV/V to VII/VIII
Secondary	:	VIII/IX to X
Higher Secondary	:	X to XII

The term Elementary Education covers the first two stages of schooling pattern, viz. Primary and Upper Primary (UP). It is the Constitutional commitment in India to provide free and compulsory education to all children upto fourteen years of age. Academically, a Primary school covers children in the age-group 5-10/11, whereas the UP school covers those in the age-group 11/12-14/15. Thus the Constitutional commitment, in general, refers to the provision of free and compulsory elementary education in India upto UP level. The Supreme Court decided in 1993, that education upto the age of 14 is a fundamental right of children in this country. According to the National Policy

of Education (NEP), a uniform pattern of school education is envisaged which divides the elementary education in two parts, the Lower Primary schooling covering the first five years and the Upper Primary (UP) school, covering the next three years. However, this pattern is not uniformly followed in all the States/Union Territories (UT) in the country. Education being a subject on the concurrent list meaning thereby that education is the responsibility of both the Central Government, (Govt. of India) as well as that of the respective State Governments., the States are free to decide their own schooling pattern. In as many as eleven States, Lower Primary school covers I to IV stds, while the UP school consists of V to VII stds. In the remaining 24 States / UTs the pattern is slightly different, the Lower Primary covering I to V stds., while the UP consisting of VI to VIII stds. In other words, in some States / UTs, a child completes elementary education in seven years' schooling, whereas in others, the child spends eight years to complete that stage. However, a child from either side has to complete ten years of schooling to attain the Secondary stage and another two years for the Higher Secondary stage. Though the officially prescribed age for entry to std. is 6, in many States / UTs, children of 5+ years of age are also admitted. The elementary education stage can thus be completed from 12 to 14 years of age. It is believed that within a State/UT, the schooling structure is uniform in all the divisions /districts / talukas.

It needs to be further clarified that in most of the States/ UTs, the UP is not a separate school but is attached to the Lower Primary school itself. In some States, the UP section is attached to the High schools also. Some private schools, mainly in urban areas, combine Lower Primary, Upper Primary and Secondary sections in one school, which is called a High school.

In Maharashtra, where this study is conducted, the elementary education level comprises:

Lower Primary	:	I to IV
Upper Primary	:	V to VII

A child has to spend 12 to 13 years of age to complete the elementary education in Maharashtra.

3.2 Access

India is often described as a land of villages. Many of the officially recognised villages have a number of small habitations attached to them. According to the Sixth All India Educational Survey, there were 586,465 villages covering 1060,612 habitations as on 30th Sept., 1993. As per norms prescribed by the Ministry of Human Resources and Development, G.O.I: a) a habitation should have a Primary school within one kilometer distance, if its population is 300 or more, and b) a habitation should have an UP school / section within three kms. if its population is 500 or more.

(Note: The norms are often relaxed in the case of hilly and tribal areas, difficult terrains and border districts)

The norms seem to have been drawn in relation to the child's capacity to walk to and fro every day for attending the school. The following table would make interesting reading in this connection.

Table No.3.1: Habitation-Coverage (percentage) by Primary Schools / UP Schools / Sections

Particulars	2nd Survey 1965	3rd Survey 1973	4th Survey 1978	5th Survey 1986	6th Survey 1993
% of habitations having Primary schools/sections within 1 Km.	68.53	75.58	80.23	83.83	85.36
% of rural population served by Primary schools/sections up to 1 Km.	86.33	90.34	92.82	94.45	93.76
% of habitations served by UP schools/sections within 3 Kms	55.50	56.85	69.97	74.00	76.15
% of rural population served by UP schools/sections within 3 Kms	68.24	68.80	78.83	83.98	85.00

(Source: NCERT Educational Survey Report)

About 68.58 percent habitations were having Primary schools within a reach of one km. in 1965. This proportion has improved to 85.36 percent in 1993. So far as the UP schools are concerned, the proportion improved from 55.5 percent (1965) to 76.15 percent in 1993 within a reach of three kms. The coverage of rural population by Lower Primary schools and UP schools in 1993 was 93.76 percent and 85 percent respectively. Though there has been considerable improvement in extension of schooling facilities within walking distances of the age-specific groups of children, both at the Primary and UP school levels, the flip side is that about 15 and 24 percent of habitations are without LP/UP school respectively. Population–wise, about 5 to 6 percent of rural population is not served by a Primary school; for the UP school, this proportion is 15 percent. The States, which are already marked as educationally backward, have a large number of unserved habitations at the Lower Primary, as

well as the UP school levels. Only two small Union Territories (Daman & Diu and Lakshadweep) can claim 100 percent coverage by Lower Primary and UP school education facilities as per the accepted access norms.

3.3 Growth of Schools

Over the last five decades, there has been a steady growth in the number of schools, both Lower Primary and Upper Primary. This may be seen from the table below:

Table No. 3.2: Decadal Growth in Pri / UP Schools or Sections

Year	Primary Schools	Decadal Growth (percent)	UP Schools/ Sections	Decadal Growth (percent)	No. of Pri. Schls. Per UP school
1950-51	209,671	-	13,596	-	15.4
1960-61	330,399	57.6	49,663	265.3	6.6
1970-71	408,378	23.6	90,621	82.4	4.5
1980-81	494,503	21.1	118,555	30.8	4.2
1990-91	560,935	13.4	151,456	27.7	3.7
1999-2000	641,695	14.4	198,004	30.7	3.2

(Source: MHRD Annual Report, 2000-01)

The growth in the number of schools, both Primary and UP, has been impressive no doubt. Over the last five decades, there has been 300 percent increase in the primary schools. In the case of UP school, the growth has been stupendous, i.e 1450 percent. The decennial growth-rates are also quite impressive, especially in the first two decades. It can also be interpreted to mean that the innate desire of rural masses to take to education was suppressed in the alien administration by neglecting the need for opening new schools. Independence gave a forceful vent to this aspiration and the new administration also responded to the extent possible within the given resources, monetary, physical and human. It also means that, if the alien administration was restrictive in its programme of Primary education, it was much more so in the case of UP schools / sections. In 1950-51, there was only one UP school for as many as 15Primary schools. This ratio improved to 4.5 by 1970-71 and further to 3.2 by 1999-2000. The Programme of Action (POA) 1992, stipulates one UP school for every two Primary schools. There is, therefore, no scope for any complacency about the steady growth in the UP school witnessed over the last five decades.

3.4 Enrolment

There has been tremendous growth in the enrolment at the Primary and Upper-Primary levels over the last 50 years. The following table is quite informative in this respect.

Table No. 3.3: Growth in School-enrolment (in Millions)

	Primary			Upper Primary		
Year	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
1950-51	13.8	5.4	19.2	2.6	0.5	3.1
1960-61	23.6	11.4	35.0	5.1	1.6	6.7
1970-71	35.7	21.3	57.0	9.4	3.9	13.3
1980-81	45.3	28.5	73.8	13.9	6.8	20.7
1990-91	57.0	40.4	97.4	21.5	12.5	34.0
1998-99	62.7	48.2	110.9	24.0	16.3	40.3
1999-00	64.1	49.5	113.6	25.08	16.98	42.07

(Source: MHRD; Selected Educational Statistics, 1999-2000)

Growth in enrolment at the UP level is relatively more impressive than at the Primary level. One reason for this phenomenon is the very low base-level enrolment in the UP Schools/Sections. Another is the steady growth in enrolment, both of boys and girls, in the last two decades, i.e., after 1980-81 at the Lower Primary level, which is the feeding ground for the UP schools. One would expect that enrolment in UP school would be *more or less* equal to that at Primary level. This, however, is not the case. **Total enrolment at UP school was only one-third of the enrolment at the Primary level.** Obviously, a lot of wastage and stagnation seems to continue to occur between the two levels, the reasons being failure and drop out.

A noteworthy feature is that the proportion of girls' enrolment has been steadily increasing. The girls enrolment in the UP school rose almost 34 times over the last 50 years, compared to only 10 time increase in the boys' enrolment. Again, a very low base-level enrolment of girls seems to account for this relatively impressive growth in the girl's enrolment. Another important phenomenon revealed by the enrolment statistics is that the proportion of girls' enrolment has steadily increased at both the levels. In 1950-51, girls accounted for about 16 percent of the enrolment of the UP school. This proportion has now gone up to 40 percent (1999-2000). Impressive growth in girls' enrolment has particularly been noticed after 1980-81. Assuming the sex-ratio to be more or less balanced at this age-group, the proportion of girls' enrolment is still much lower than that of boys both at the Primary and the UP levels.

3.5 Net Attendance Ratio

An ideal situation would be that near 100 percent boys and girls in the relevant age-group (11-14) attend the UP school. However, according to official estimates, the Net Attendance Ratio (NAR) for the UP school works out to only 43 in 1995-96, which is much below the ideal level. (Even for the Primary school the NAR is reported to be 71 in 1995-96). The retention rate is also quite depressing, being 45 percent in 1999-2000. In other words, out of the 100 children enrolled in Std. I in 1992-93, only 45 reached Std. VIII in 1999-2000, the remaining 55 having left the school on the way.

3.6 Transition Rate

The transition rate (i.e. percentage of students transiting from the last grade of Primary to the first grade of UP school) has shown a consistent improvement over the last thirty years. In 1970-71, the transition rates for boys and girls were 86.8 percent and 74.1 percent respectively. These rates continued to improve steadily and reached 95.6 and 90.3 respectively in 1998-99. The high transition rate for girls (9 out of 10 girls completing Primary joined the UP school) is a very healthy sign, especially as girls reach 10,11 or 12 years of age at completion of Primary stage. Problems of puberty in inhibiting girls' schooling, which were very prominent in the rural areas a few decades back, seem to have receded.

3.7 Upper Primary Education and Additional Enrolment

NIEPA has presented a very useful analysis of out-of-the school children and the net additional enrolment required to meet the avowed goal of EFA by 2006-07 as can be seen from the table below.

Table No. 3.4: Required Net Additional Enrolment (in millions)

	Primary	Upper Primary	Elementary
Boys	8.88	13.95	22.83
Girls	19.78	19.88	39.66
Total	28.66	33.83	62.49

(Source: NIEPA, Occasional Paper No. 30 February, 2002, Arun C. Mehta)

There will have to be a net additional enrolment of 62.49 million children by the year 2006-07 if the country's declared objective of EFA is to be attained. This is by no means a small target to achieve, in as much as it involves almost 40 percent step-up over the current (1999-2000) enrolment of 155 million children. Then again, almost two-thirds of the net additional enrolment

is expected to be of girls. The present enrolment of girls compared to that of boys, is pretty low both at Primary and UP school levels.

The estimates of additional enrolments will help educational planners to plan for new schools and to take up programmes for attracting higher enrolment and better retention at Primary as well as UP school levels. However, for drawing a proper plan of action, refined estimates of out-of-school children at micro-levels i.e. village and habitation levels, would need to be worked out, and planning for ensuring UP education by 2007 would have to be followed-up. Another important aspect that needs serious attention is the social-education of rural parents especially in respect to girls' enrolment. The macro-analysis of faster growth in girls' enrolment seems to be heavily weighed in favor of urban areas; situation in rural areas is improving at a low rate.

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CHAPTER IV

PRIMARY EDUCATION IN MAHARASHTRA
A Brief State-level Scenario

4.1 Maharashtra: A profile

Maharashtra borders on the north and north-west of the states of Madhya Pradesh and Gujarat and the Union Territory of Dadar and Nagar Haveli. Its southern and eastern boundaries are flanked by Goa, Karnataka and Andhra Pradesh. In the West, it is skirted by the Arabian Sea. The state can be divided into three physical divisions – the Coastal Plain, which runs along the Arabian Sea coastline, the Western Ghats, and the Deccan Plateau on the eastern side. There are numerous rivers, big and small, which flow through the state making it rich and fertile.

Maharashtra comprises 35 districts distributed over six revenue divisions, namely, Konkan, Nasik, Pune, Aurangabad, Amaravati and Nagpur. The population of Maharashtra, according to 2001 Census, is 9. 6 crores. It is the second largest state in India, both in terms of area and population, accounting for 9.63 percent of the area and 9.16 percent of the population in the country. The state has a density of population of 314 persons per square kilometer. Its sex ratio, 922 females per thousand males, is lower than many other states in the country.

4.2 Educational Administration

The literacy rate of Maharashtra as per the 2001 census is 77.27, of which the literacy rate of males is 86.27 and of females is 67.51. The 35 revenue districts of the State have been organized into seven educational regions as shown in Table 4.1. Each region is under the overall charge of a Deputy Director of Education. Except Greater Mumbai, each of these regions consists of at least four districts. Greater Mumbai is both a region and a district.

Table No.4.1: Education Regions and Constituent Districts

Region	Districts
Greater Mumbai	Greater Mumbai, Sub-urban Mumbai
Nasik	Thane, Nasik, Dhule, Nandurbar, Jalgaon
Aurangabad	Aurangabad, Beed, Jalna, Parbhani, Hingoli, Nanded, Osmanabad, Latur
Pune	Pune, Ahmadnagar, Raigad, Sholapur
Kolhapur	Kolhapur, Sangli, Satara, Sindhudurga, Ratnagiri
Nagpur	Nagpur, Chandrapur, Gadchiroli, Wardha, Bhandara, Gondia
Amaravati	Amaravati, Akola, Washim, Yeotmal, Buldhana

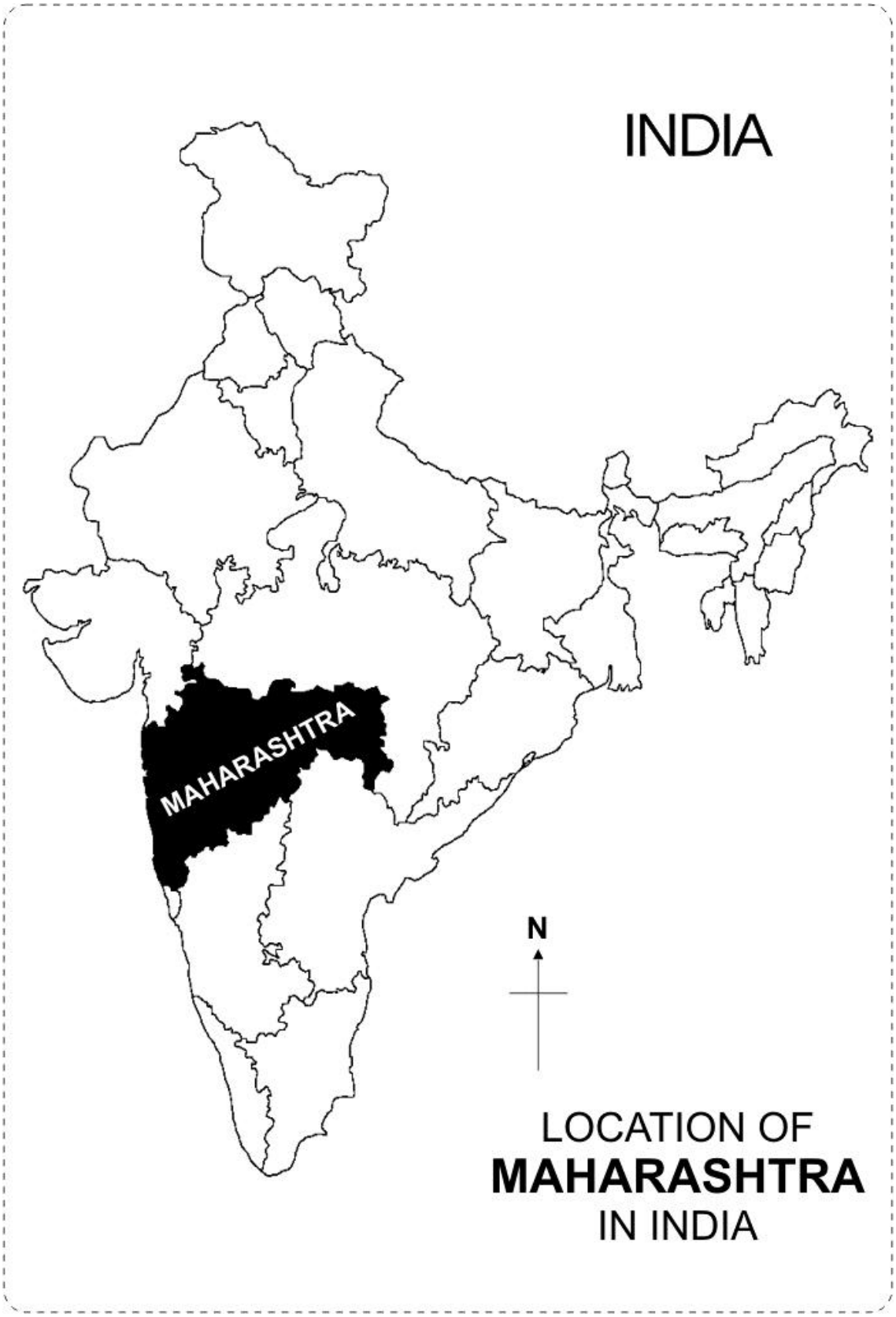
(Source: Information Booklet (2001), Department of Education, Government of Maharashtra)

All educational activities concerning the constituent districts of the seven regions are carried on under the advice, guidance and supervision of the regional office concerned.

4.3 Structure and Pattern of Schooling

The Government of Maharashtra has introduced the 10+2+3 pattern of education, providing for a uniform structure all over the State. The age of admission for formal instructions for Class I is 5+. The break-up of the 10 year school education is: Primary stage from classes I-IV, Upper Primary stage from classes V-VII and Secondary stage from classes VIII to X. The diagram on educational structure depicts the structure of schools in Maharashtra with regard to both age and class. According to a Government of Maharashtra report, the Primary course is of 7 years' duration. First four years (classes I to IV) form the Lower Primary or the Junior Basic Stage and the next 3 years (classes V to VII) form the Upper Primary or the Senior Basic Stage. Classes V to VII when attached to the High schools were treated as part of Secondary school.

The report also points out the distinction between the Upper Primary schools, which form the higher top three classes (V to VII) of a Primary school, and those, which form part of a Secondary school. In the former category, the qualifications of teachers are inferior (these are the same as for other Primary teachers) and the standard of facilities provided is at a lower level. In the latter, qualifications of teachers are superior- they are trained graduates as required for the Secondary schools and the standard of facilities provided is much superior. Consequently, the standard of education in the latter category of schools is supposed to be better than the former, which resemble their "poor relations."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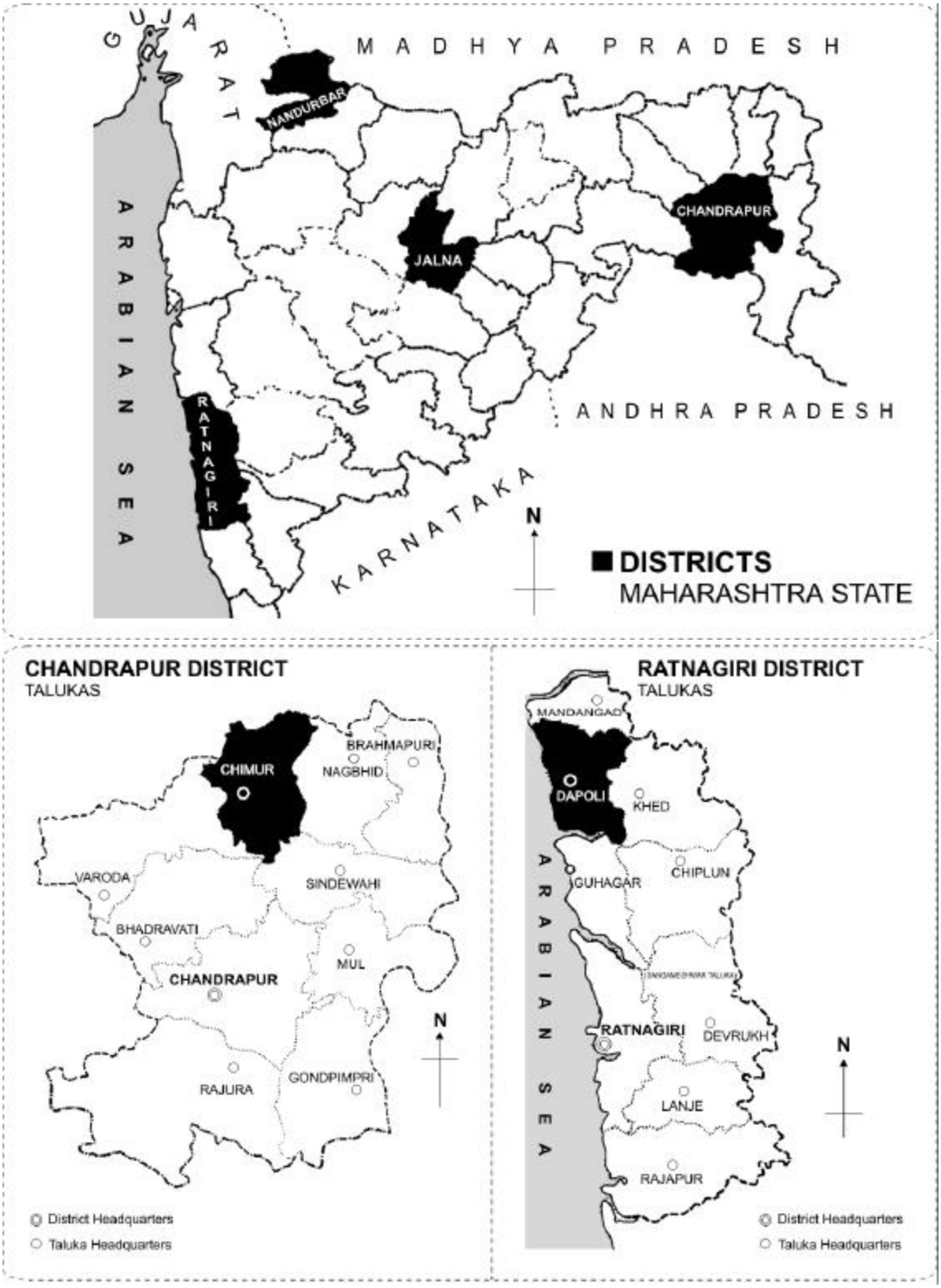
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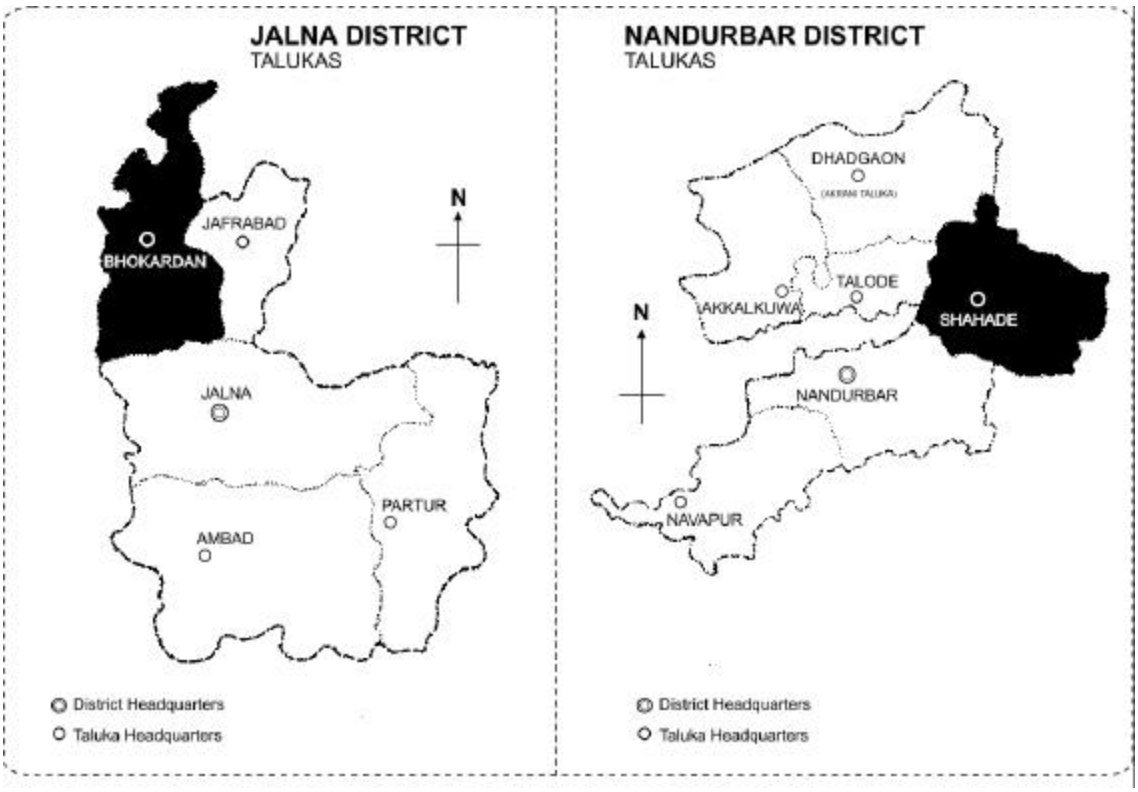
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TALODE
AKKALKUWA
SHAHADE
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NANDURBAR
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District Headquarters
Taluka Headquarters

In Maharashtra, considerable progress has been made in providing Primary education to the students of 6-14 years of age in the last four decades. The policy of the State Government is to open a Primary school within the radius of 1-1.5 kilometers of any village/wadi/habitation with a population of 200 plus. This norm is relaxed for the hilly areas and Primary schools are established in these places with a population of 100 or more. Access is an important determinant of enrolment and retention. Table No. 4.2 below provides relevant information with regard to access of Primary schools in the rural habitation in Maharashtra.

4.4 Access to Education

Table No.4.2: Distance-wise Rural Population with Primary Schools in Maharashtra (1993)

Distance	Rural population Served (%)
Within the habitation	90.65
Up to 1.0 km	95.82
Up to 2.0 kms	98.47
More than 2 kms	1.53

(Source: Sixth All India Survey, NCERT)

It can be noted that about 96 percent of the rural population was served by Primary education facilities within the radius of a kilometer.

4.5 Growth of Schools and Enrolment

There has been a tremendous growth in both the number of schools and the enrolment figures over the years. The following table gives data regarding Primary and Upper Primary schools.

Table No.4.3: Number of Institutions and student enrolment (1999-2000)

Educational Stage	Institutions	Enrolment		
		Boys	Girls	Total
Lower Primary Schools	41867	4847918	4469833	9317751
Upper Primary Schools	23719	1414786	1309608	2724394
Total Primary Schools	65586	6262704	5779441	12042145

(Education at a Glance (1999-2000), Directorate of Education, Govt. of Maharashtra)

While this is the scenario of education at the larger context in Maharashtra State, it is relevant here to focus on the subject matter of the present study, the Upper Primary schools. The growth rate for Upper Primary schools was 1.30 percent for the past two-decades. The total number of teachers

in the Upper Primary sections (V to VII) in the year 1999-2000 was 1,53,000 of whom 97.5 percent teachers were trained.

It is expected that for every two Lower Primary schools, there should be one Upper Primary school, or in other words, the ideal ratio of Upper Primary School to Lower Primary schools should be 1:2. The following table gives this ratio for the last two decades.

Table No.4.4: Number of LP Schools and UP Schools and their Ratio

Years	LP Schools	UP Schools	Ratio
1980-81	18966	15547	1:1.21
1985-86	20713	16595	1:1.25
1990-91	26035	18658	1:1.39
1995-96	40599	21743	1:1.86
2000-2001	41634	24326	1:1.71
2001-2002	42062	24574	1:1.71

(Education at a Glance (1999-2000), Directorate of Education, Govt. of Maharashtra)

It can be observed that the ratio of LP schools to UP schools in Maharashtra is better than the national requirement, At no point of time in the last two decades the ratio was more than two Lower Primary schools to one Upper Primary school, which is the norm prescribed in the PoA, 1992. However, it should be noted that this ratio is declining over the years, basically due to a faster expansion of Lower Primary school facilities.

With regard to enrolment, varied statistics are available, the relevant of which are quoted and discussed here. Table 4.5 gives the actual enrolment figures in the three classes of the Upper Primary section for the year 1999-2000.

Table No. 4.5: Total and Girls' Enrolment in the Upper Primary Schools

	Percentage of Girls
V	48
VI	48
VII	47

(Source: Education at a glance, 1999-2000. Directorate of Education, Government of Maharashtra)

Though there has been a steady fall in the student enrolment from the lower to higher classes, due perhaps to failures or dropouts, the proportion of girls remain almost the same. This indicates that the fall is shared almost equally by boys and girls.

As shown in the Table 4.6 below, the Gross Enrolment Ratio (GIR) of the students at the Upper Primary stage rose gradually from 42.5 in 1976 to 86.4 in 1995-96. The GER for girls also shows a promising note with a steady increase both at the Primary and Upper Primary levels. Comparatively speaking, the GER is lower for the UP schools in all the years, which is indicative of the fact that there is considerable leakage in progression of enrolment from Primary to Upper Primary level. It may be noted that there has been a steady decline in the GER of boys, both at the Lower Primary and the Upper Primary levels during the period 1991-1999. On the other hand, girls' GER has progressed better. However, the boys GER have always been higher than 100, indicating age-overlaps in different classes.

Table No. 4.6: Annual GER (%) at different School Stages

Year	Primary (6-11 years)			Upper- Primary(11-14 yrs.)		
	Total	**Boys**	**Girls**	**Total**	**Boys**	**Girls**
1975-76	94.5	106.4	81.5	42.5	53.8	30.3
1980-81	103.7	114.5	92.2	50.9	62.1	38.7
1985-86	117.53	127.33	107.30	63.36	76.15	49.75
1990-91	123.15	129.40	116.52	81.01	93.18	68.26
1995-96	122.9	125.5	120.2	85.0	92.4	77.2
1998-99	112.74	114.38	111.0	86.4	89.28	83.29

(Source: 1. Education in India, 1975-76, 1980-81, 1985-86, MHRD, Dept. of Education., Government of India. Selected education statistics, 1990-91, 95-96, 98-99, MHRD, Dept. of Education, Government of India.)

Table 4.7 gives a comparative analysis of the gross enrolment ratios for Maharashtra State against the National figures. It can be noted that the state ratios are higher at all the levels.

Table No. 4.7: Gross Enrolment Ratio in Classes I-V & VI-VII (1998-99)

	Classes I to V (6-11 years)			Classes VI to VIII (11-14 years)		
	Total	**Boys**	**Girls**	**Total**	**Boys**	**Girls**
All India	92.1	100.9	82.3	57.6	65.3	49.1
Maharashtra	112.7	114.4	111.01	86.4	89.3	83.3

(Source: Selected Educational Statistics, 1998-99, MHRD, Dept. of Education, Government of India**)**

It is obvious that so far as school enrolment is concerned, Maharashtra is doing better compared to the all-India position. What is striking is that girls' enrolment has steadily progressed and is quite impressive in the light of an adverse sex-ratio at this age-group.

4.6 Retention and Drop-outs

However, enrolment figures can be deceptive in the ultimate analysis of the educational situation. What is important for a realistic assessment of the educational system is its retention capability, and it is therefore important to note the drop-out rates, in order to draw a more accurate assessment of the state of education. Tables 4.8, 4.9 and 4.10 give the drop-out figures for the Upper Primary stages, current, annual, and comparative, respectively.

Table No.4.8 : Drop-out Rate Percent (Current)

	Boys	Girls	Total
V	14	17	16
VI	25	26	25
VII	30	34	32
VIII	35	42	38

(Source :Education at a glance, 99-2000. Directorate of Education, Government of Maharashtra)

Table 4.8 shows that drop-out rate increased at each level from V to VIII standard. At standard V, the total drop-out rate is 16%, at VI it is 25%, at VII it is 32%, and at VIII it is 38%. Girls' drop-out rate at every stage is higher than that of the boys. It is important to note that the gender gap in drop-outs increases at higher standards. The drop-out rate of girls compared to boys at VIII standard is much higher than the drop-out rate of girls compared to boys in V standard. This can be interpreted as an element of unwillingness on the part of the parents to send girls for education after the UP level. Std. VIII is a part of the Secondary school education, and such schools are generally located at a distance from most of the villages. Safety and security of girl students seem to worry the parents.

Table No. 4.9: Maharashtra State Drop-out Rate

Year	Upto VII Standard (Percent)		
	Boys	Girls	Total
1990-91	45	55	49
1991-92	43	52	48
1992-93	40	49	45
1993-94	38	47	42
1994-95	38	45	47
1995-96	34	40	37
1996-97	32	38	35
1997-98	33	35	34
1998-99	34	32	31
1999-2000	30	34	32

(Source- Information booklet (2001). Bombay Primary Education Act Committee, Directorate of Primary Education, Maharashtra State)

Table 4.9 shows that the general dropout rate has reduced every year from 1990-91 up to 1999-2000. The dropout rate, which was 49% in 1990-91, has come down to 32% in 1999-2000. The dropout rate has reduced by almost 34.69% in a decade's time. It should be noted that the gender difference in drop-out rate has also significantly decreased except for a small increase in the last year 2000.

Table No. 4.10: Comparative Drop-out Rates (1998-99)

	Classes I-V			Classes I-VIII			Classes I-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
All India	38.62	41.22	39.74	54.40	60.09	56.82	65.44	70.22	67.44
Mahara-shtra	20.45	24.78	22.53	38.78	44.09	39.14	55.02	64.22	59.33

(Source: Annual Report, 1999-2000 MHRD, Dept. of Education, Government of India)

The data in table 4.10 indicates that 22.53% of the children in Maharashtra do not reach the Upper Primary level, and a total of 39.14% children do not reach the Secondary level. At all levels, Maharashtra has a lower drop-out rate compared to the position at the all-India level. The difference is as great as 17% at the first two stages. However, the gap reduces at the I-X level, where the difference is around 8%. Though the general drop-out rate and that for the girls' is lower in Maharashtra, the gender differential in the drop out rates is somewhat higher in the State in comparison to the National rates.

4.7 New Trend

In the last two decades or so, a new trend has emerged in Maharashtra under which the Upper Primary education is made a part of the Secondary education by joining the Upper Primary sections (V-VII) to Secondary schools (V-X). This is so because, as said earlier, the Secondary teachers are better qualified (at least B.Ed) and the standard of facilities available in these schools is far better than the Primary schools. It is noticed in the four selected districts that a large majority of Secondary schools are run by private institutes (aided or unaided) while almost all the Primary schools are run by the Panchyati Raj bodies. There is a general impression created over the last two decades that the schools run by Zilla Parishad are not efficiently managed, are not properly supervised and the quality of education imparted is rather poor. Only those parents, who can afford, send their children/wards to private schools after the Lower Primary level as this involves additional expenditure (bus fares, uniforms, fees, food etc.). In the process children of the poorer sections of rural society, who are in majority, suffer. The private Secondary schools are located in taluka-towns/bigger villages and are controlled by socio-politically powerful groups or individuals.

CHAPTER V

METHODOLOGY AND SAMPLING DESIGN OF THE FIELD STUDY

5.1 Genesis

Several research studies have in the recent past been conducted in regard to the status of the Primary Schooling System in India. Some evaluative studies have also been undertaken. However, most of the studies confined their scope of inquiry to the Lower Primary sections (I to IV or I to V stds.). Not much has been researched about the status and evaluation (academic, infra-structural, financial and administrative aspects) of the Upper Primary schools, and hence this study has been undertaken. The hypothesis to be tested through field investigation is the inadequacy of various facilities, academic as well as infrastructural, necessary for quality education, and resulting into drop-outs especially of girls from the Upper Primary schools. In addition, also to examine the demand-side interventions including societal, attitudinal, and socio-economic and environmental issues, which lead to, drop-out especially the girl-drop-out at the Upper Primary level.

5.2 Objectives

The main objectives of this research study were as under :

(1) To study the present status of the Upper Primary schools with regard to:

(a) Academic aspects, viz.

- enrolment, retention and dropout rates in comparison with the status in the Lower Primary levels;

- teachers, their number, shortfall, qualifications (general and professional), age, experience, gender, pre-service and in-service training;
- teaching-learning materials, their use and utility;
- library activities, book-banks, free supply of books/text-books, etc.;
- teaching system, whether single-teacher integrated teaching or multiple teacher subject-wise teaching and its impact on the learning system.

(b) Infrastructural facilities, viz.

- buildings and class-rooms,
- drinking water facilities,
- toilets (general, boys' and girls'),
- play grounds,
- approach roads,
- communication facilities,
- furniture (for office, teachers, students) and equipment,
- other school aids (clocks, bells, gongs), staff housing,
- watch and ward, etc.

(c) Administrative and Financial aspects :

- location, whether attached to a Lower Primary school or a Secondary school,
- management, govt., local body or private,
- receipt of funds from government, local bodies, trusts/societies donations,
- fees, scholarships, endowments, etc.,
- other miscellaneous sources of receipt,
- contingency funds, its utilisation, etc.
- inspection, its utility and approach

(d) Community involvement viz.

- role of village-level bodies like Gram-Panchayats, VECs, SBCs, TPAs, any other such organisations.

(2) To examine the societal, attitudinal and socio-economic and environmental issues that attribute to high drop-out rates, especially among the girls at Upper Primary level.

(3) To examine policy-initiatives on the part of the Central/State governments over the last 10 years, evaluate their relevance to the field situations and the extent of their implementation or follow-up at the district/block/village-levels.

(4) To study the problems of children, especially the girls, from the access and equity angles;

(5) To evaluate the over-all performance of the Upper Primary schools in relation to the societal needs and expectations.

(6) To make suggestions for improving working of the Upper Primary schools.

5.3 Methodology

a) Design of the study and sampling

Four districts of Maharashtra were selected for field-level observations, of which two were the "DPEP" districts. This was done to enable a comparative analysis of progress in DPEP districts vis-à-vis non-DPEP districts. In Maharashtra, only 11 (out of 35) districts have so for been covered under the 'DPEP' scheme. Out of these 11 districts, eight are located in the 'Marathwada' region. In other words, all the eight districts of Marathwada are covered under DPEP. This region was for almost 225 years under the erstwhile Nizam (Hyderabad) state and covered by large feudal estates. For socio-cultural and political reasons, human development efforts in this part was conspicuous by its absence. This region which was transferred to Maharashtra state in 1960 on the basis of linguistic affinity, is still considered to be highly backward socio-economically as well as educationally. It was perhaps for this reason that all the districts of this region were covered under the DPEP. It was decided to select at least one district (DPEP) from Marathwada. Jalna, which had the least literacy rate (2001Census), was thus selected. The other three DPEP districts of the state are basically the tribal districts, two of which are in Western Maharashtra and one in Vidarbha region. Nandurbar, which is a tribal district from Western Maharashtra region, was selected on the criterion of least literacy rates among the districts of the region. The selection of two non- DPEP districts was done from the remaining regions, i.e., coastal and Vidarbha. The following table may be seen:

Table No. 5.1: Selected Districts, Region and Selection Criterion

Selected Districts	Region	Criterion	Literacy Status
1) Jalna	Marathwada	DPEP	Backward
2)Nandurbar	Western Maharashtra	DPEP	Tribal, Backward
3) Ratnagiri	Costal	Non-DPEP	Least advanced in the region
4) Chandrapur	Vidarbha	Non-DPEP	Tribal, Backward

Within each district, one Community Development Block was selected and from each Block, five villages having at least one Upper Primary school were selected. The selection of the Blocks was done keeping in view the literacy status. The list of villages from each Block was divided into five equal parts, making minor adjustments wherever necessary. From each part, the village having neither very high nor very low literacy level (which was at (n+1)/2 serial number within the part) was selected. The table given below indicates the selected districts, blocks and villages.

Table No. 5.2: Selected Districts, Blocks and Villages

Names of the Districts	**Names of the blocks**	**Names of the villages**
DPEP Districts		
1) Jalna (Marathwada)	Bhokardhan	1) Perjapur 2) Wakadi 3) Hisoda (Khurd) 4) Chandai (Eko) 5) Jawrkheda (Budruk) 6) Bhokardan
2) Nandurbar (Western region)	Shahada	1) Pariwadhe 2) Dongargaon 3) Sonwad 4) Manmode 5) Tembha
Non-DPEP Districts		
3) Chandrapur	Chimur	1) Usegaon 2) Shedgaon 3) Kolari 4) Kaparala 5) Doma
4) Ratnagiri	Dapoli	1) Jamage 2) Pophalwane 3) Sadve 4) Kangawadi 5) Ilane

(Note: In one Block (Bhokardan in Jalna district),two villages had identical literacy rates and hence the field staff selected both the villages for the village/ school level survey.)

b) Tools of Data Collection

Immediately after the Planning Commission's sanction was received, a small group of internal academics was constituted to make all preparation for

this study. After several meetings, the group prepared the following instruments of observation for this study:

1. UPS-1, District and Block level schedule cum questionnaire
2. UPS-2, School schedule
3. UPS-3, Parents and VEC members schedules
4. UPS-4, Interview guidelines for village leaders and headmasters
5. UPS-5, Interview guidelines for district-level / block-level officials

The field study involved empirical investigations at the village/school levels, and supplementary information was also collected by the interview method. The following information was collected with the help of the schedule cum questionnaires.

UPS-1 was designed for the District Education Officers and Block Education Officers. They were required to provide information about the number of UP schools and high schools, trained teachers, teaching-learning material supplied to schools in their districts/blocks, etc. Similarly they were also required to express their opinions regarding adequacy of number of teachers, timely supply of teaching-learning material, problems in management of UP schools, solutions to improve the conditions of UP schools, probable effects of attaching UP schools to High schools, etc.

UPS-2 was used to collect information regarding academic, infrastructural and financial aspects of the selected schools from the headmasters. Information was collected regarding type of management, location of the school, communication facilities available etc. Detailed information regarding infrastructural facilities was asked. Questions regarding ownership of the school building, availability of play-ground, number of rooms in the school, library, residential accommodation for teachers, furniture, drinking water facility and toilets were asked in this schedule. Similarly headmasters were also asked to inform about availability of teaching-learning material, number of teachers, vacant posts, qualifications of teachers and their experience. Headmasters were asked to specify details regarding financial management and supervision, which comprised information about scholarships, loans available and expected funds for miscellaneous expenditure, details of school inspections, etc. The same schedule was used to collect information regarding community participation in school activities, attitude of the villagers regarding girls' education reason for dropping out and difficulties in managing UP schools. The headmasters were requested to suggest solutions to improve the quality of education of UP schools.

UPS-3 was basically designed to receive opinions of the parents and the members of Village Education Committee regarding various aspects of UP schools of their villages. They were also asked about the extent of attendance of

their wards and reasons for absenteeism. Parents of the drop-outs were asked to give reasons for their children's dropping out, as well as to offer suggestions to help them continue their education.

UPS-4 provided guidelines for interview of the village leaders and headmasters of selected villages. They were expected to provide detailed information in regard of the working of the school, infra-structural facilities, problems and difficulties faced by the schools as well as the villagers, financial position etc.

UPS-5 provides guidelines for collecting data/information for district-level and block-level officials.

In the meantime, the leading educationists of the selected four districts were contacted and with their help district-level field investigators were appointed.

A two-day orientation workshop was organized in March, 2002 when the Field Investigators as well as the Institute's research staff were thoroughly oriented in the schedule-cum questionnaires and the interview guidelines prepared for this study. Before coming for the orientation, the field staff was asked to test the schedules and questionnaires from the angle of data-collection. Some suggestions made by the field staff on the basis of the field-tests were also considered and incorporated in the schedules/questionnaires. The fieldwork commenced in the first week of April 2002 and was completed by the end of May 2002. A tabulation plan was prepared and discussed with experts and revised in the light thereof. The filled- in schedules and interview notes received from the field staff were scrutinized and thereafter the data was tabulated in the set of tables prepared in advance. Wherever necessary, coding was done on the filled-in schedules. The work of table preparation was completed by the end of June, 2002 and the report-writing was completed by mid-August, 2002.

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CHAPTER VI

ANALYSIS OF FIELD DATA: DISTRICTS

As stated earlier, four districts of Maharashtra were selected for field-level observations, of which two were the DPEP districts. The selection of districts represents region, DPEP coverage and educational development level; Jalna and Nandurbar are the DPEP districts whereas Ratnagiri and Chandrapur are the non-DPEP districts. Given below is a brief profile of each district with details of its demographic and socio-economic structure.

6.1 District Profiles

a) *Jalna District*

Jalna is one of the districts of the Marathawada region. On 1st March, 1981, Govt. of Maharashtra declared Jalna as a district which comprises Jalna, Ambad, Bhokardan, Jafrabad, Partur, Mantha, Ghansavangi and Badnapur Tehsils. The area of this district is 7718 sq.km. and the total population (2001Census) is 16.12 lakh and the population density is 209. The general literacy rate is 64.52; the male literacy rate is 79.17, whereas female literacy rate is 49.25. The sex ratio of this district is 952 females per thousand males.

According to the geo-physical set up, there are two divisions of the district viz. the hilly region and the plain region. *Godavari* is the main river of the district with its principal tributaries, *Dudhana* and *Galhati.* So also the river *Purna* flows with its tributaries known as *Khelna, Dhamna,* and *Girija.* River *Kundalika* is a tributary of Dudhna, which flows from the center of the Jalna city. The climate of the district is generally hot and dry. West part of the district receives much less rainfall and proportion of the rainfall increases from west to east. Black cotton soil derived from volcanic rock that is rich in minerals is

found in this region. As this district receives very scanty rainfall, the forests in this region are not very dense.

Wells, lakes, reservoirs, and tube wells are used for irrigation. A number of bunds and small dams have been constructed on the rivers, which are the main sources of water supply. *Jowar, Bajra, cotton* and *wheat* are the main crops grown in this region. Cash crops like *sugarcane, grapes, banana* and *vegetables* and *spices* are also grown in the district.

Jalna has had educational facilities upto the High school level for over the last 110 years provided by the Christian Missionaries. The Jalna Education Society established a college in 1958. Presently there are 1286 primary schools, 530 UP schools/sections, 188 High schools and 23 Colleges in the district.

b) *Nandurbar District*

The district of Dhule in Western Maharastra was divided on 1st july1998 to form two new districts, Dhule and Nandurbar. The Nandurbar, Navapur, Akkalkuwa, Talode, Akarni, and Sahada talukas fall in Nandurbar district. This district lies in the north–western part of Maharastra bordering the state of Gujrat.

Different types of landforms exist in Nandurbar district. A major part of the *Tapi* river basin is in the district, which is alluvial plain. There are two physical divisions of the district, the Satpuda mountains and the *Tapi* river basin. The *Tapi* is the main river in Nandurbar district. Its tributaries are *Gomati, Waki, Shiva*, *Nesu*, etc. The river, *Narmada* flows along the northern boundary of the district.

The climate of this district is generally hot and dry. As the northern part of the district is hilly and high, the climate there is cool. The northern and western regions of the district receive good rainfall. There are forests in the hilly regions of the district. Wells, lakes and rivers are the main sources of water supply in Nandurbar district. *Rice, jowar, bajra, groundnut,* etc. are the crops grown in the *kharif* season in the district while *jowar, wheat* and *gram* are the *rabi* crops.

According to the 2001 census, the population of the district is 13.09 lakhs; the density is 260; the general literacy rate is 56.06, that of male is 66.32 and female is 45.55; sex ratio is 975 females per thousand males.

Nandurbar is predominantly a tribal district. Many tribals live in the hilly and forest areas in the north and the west of Nandurbar district. *Bhil, Gawit, Pawra, Kokana, Mavchi, Dhanka*, etc. are the tribes inhabiting in the district.

Educationally the district is highly backward. At present, there are 1348 primary schools, 211 UP schools, 204 High schools and 11 Collages.

c) *Chandrapur District*

Chandrapur district is located to the eastern part of Maharashtra. The district consists of twelve tahasils. Area of the district is 10,489 sq. km. The population of this district is 20.77 lakhs. The density is 182, while the sex ratio 961. The literacy rates are: general 73.07, male 83.19 and female 62.56.

According to the landforms, three physical divisions are formed. These are the hilly region of Mul-Chimur, the low-lying plain of the Wardha-Vainganga rivers and the hilly region of Chandrapur. *Pranhita, Bandia, Andhari Wardha, Vainganga* and *Penganga* are the important rivers in Chandrapur district. The climate of this district is generally hot and dry. The temperature is quite high in summer. The average annual rainfall in this region is 140c.m

This district is rich in forest and mineral wealth. There are thick forests in all tehasils of the district. Trees such as teak, *aina bija, tendu, moh, dhada* etc. are found in the forests. *Bamboo* is also found to a large extent. The teakwood from Chadrapur district is known to be of good quality.

Different types of crops are grown in this district. The main crops are *rice, cotton, jowar, wheat, barly, beans, sugar cane, oil seeds and gram.* Wells, canals and other facilities are used for water supply. A dam is built at Asolamendha in Shindewadi tahasil. Lift irrigation schemes are in operation on the lakes and rivers. Brahmapuri, Chandrapur, Nagbhid, Mul are the important market places for agricultural products.

Chnadrapur is a tribal district, the tribals accounting for 19.70 of the population (according to the census 1991). The main tribes of the region are *Gonds, Paradhan, and Kolam*. There are many tourist places and pilgrimages in the district.

d) *Ratnagiri District*

Ratnagiri district is in the costal region of Maharastra.. The ranges of Sahyadri mountain and its foothills cover most of the area of this district.

The area of the district is 8208 sq.kms. According to the census of 2001, the population of this district is 16.96 lakhs, while the population density is 207 and sex ratio is 1211 females per thousand male population. Ratnagiri district consists of nine tahasils, Mandangad, Dapoli, Khed, Guhagar, Chiplun, Ratnagiri, Sangameshwar, Rajapur, and Lanje. There are three physical

divisions of the district, the mountainous region of Sahyadris, the foothills region and the low land or coastal region. The important rivers in this district are the *Savitri, Vasishthi, Jagabudi, Shastri, Amba, Kajali, Suru*, etc. All of these rivers have their source in the Sahyadris. They flow westwards and meet the Arabian Sea. As this district is on the seacoast, the climate here is hot and humid. This district receives heavy rainfall; the average annual rainfall being 330 c m.

There are dense forests at the foothills of this district. The teak, *aian, kinjal, undins* and other trees are found in abundance in these forests. The main crop of Ratnagiri district is rice. Other important crops of this area are ragi *jowar*, groundnut, and *vari.* All these crops are rain-fed. Ratnagiri district is famous for the 'Alfanso' mango. Other important fruit trees of this area are coconut, cashewnut, jackfruit etc

According to 2001 Census, 75.35 population of this district is literate. The male literacy rate is 86.35 while the female rate is 65.98. Quite a large number of educational institutions function in the district. There are 2698 Primary schools, out of which 1108 are Upper Primary schools. 304 Secondary schools are functioning in the district. In every tahasil, at least one college has been established. University of Mumbai has established a Post-Graguate Research and Study Center at Ratnagiri. An Agriculture University set up at Dapoli in the district runs graduate and postgraduate level courses related to agriculture, horticulture, dairy and fisheries. A teacher training college is also situated at Ratnagiri. In addition, a number of other private and government institutes are there which run technical and computer courses. The district is considered to be educationally advanced.

As a first step of this study, a District-level Schedule-cum-questionnaire was designed for collecting data relating to the selected districts and eliciting views of the district officials on relevant issues. The following analysis is based on the data/information thus collected at the district level.

6.2 Upper Primary Schools in the District

The following table shows district wise distribution of Upper Primary Schools and Lower Primary Schools in the selected districts.

Table 6.1: Number of Lower and Upper Primary Schools in the Selected Districts

Sr. No.	Name of the Districts	No. of LPS	No.of UPS	Ratio of UPS to LPS
DPEP Districts				
1.	Jalna	671	530	1: 1.12
2.	Nandurbar	1137	211	1: 5.38
Non DPEP Districts				
3.	Chandrapur	1197	530	1: 2.25
4.	Ratnagiri	1596	1108	1: 1.44

If all the four districts are taken together, it would be noted that there is one UP school for every two LP schools, which is just equal to national expectation norm. Of the two DPEP districts, one (Jalna) can claim to have adequate facilities for UP education, but the other district (Nandurbar) is certainly lagging much behind. The position in this respect is quite satisfactory in the non-DPEP districts, in that there is one UP school for every 1.7 schools. Ratnagiri district is well advanced in this respect.

The table below presents the views of the district authorities in regard to the adequacy or otherwise of the UP school facilities. Except one (Nandurbar), all the other three feel that there is adequate number of UP school in the districts.

Table 6.2: Opinion on the Adequacy of UP schools

Sr. No.	Block	Adequate	Not Adequate
DPEP Districts			
1.	Jalna	✔	
2.	Nandurbar		✔
Non DPEP Districts			
3.	Chandrapur	✔	
4.	Ratnagiri	✔	

6.3 Drop-out Rates

Enrolment data for the batches of the students, who were in I, III and V standards in the year 1997-98 was collected for two consecutive years, that is, 1998-99 and 1999-2000, and was used for deriving dropout rates between the standards I to III, III to V and V to VII. This information is presented in table 6.3 (a). Data was collected from each district regarding the number of students in a particular batch for four consecutive years, based on which the drop out rate

for each standard of the primary school was calculated. The data is presented in the following table.

Table 6. 3 (a): District-wise Percentage of Drop-outs (1998-2000)

		DPEP		Non-DPEP	
		Jalna	**Nandurbar**	**Chandrapur**	**Ratnagiri**
I-III	**T**	12.69	5.69	2.94	1.39
	B	10.46	2.79	3.58	0.29
	G	14.91	8.83	2.68	2.49
III-V					
	T	7.80	7.75	52.35	24.80
	B	4.09	8.73	53.13	24.73
	G	12.16	6.64	51.54	24.88
V-VII					
	T	22.10	3.93	16.33	24.98
	B	19.61	5.74	16.09	22.89
	G	25.48	1.61	16.58	27.13

It can be observed that drop-out rates in **Jalna** are high (12.69) in the early stages of school, i.e., from first to third standard. The drop-out rate significantly reduces from third to fifth (7.80), and again rises to a very high level in the fifth to seventh standard stage (22.10). There is a significant difference in the drop-out rates between the genders, the girls having a high drop-out rate compared to that of the boys, especially in the higher classes. Though at the first to third level, the difference is less, it can be seen that the girls drop-out rate is three times that of the boys at third to fifth level.

In **Chandrapur** and **Ratnagiri** the trend is different. In these districts, the drop-out rates are significantly low in the first stage, but become considerably high in the next two stages. The drop-out rate is significantly high in the middle stage, i.e., the transition stage from the primary to the Upper Primary, especially so in Chandrapur, where the drop-out at this stage is 52.35%, which means more than half of the third standard students drop-out by the time they reach the fifth standard. In all the levels in these two districts, the drop-out rates are shared more or less equally by boys and girls. In the district of **Nandurbar**, the drop-out rate at the higher level is the lowest, which is some what strange, given the fact that it is the only district which has an inadequate number of Upper Primary schools compared to primary schools.

Table No. 6.3 (b) below provides drop-out data for standard IV to standard V, the stage at which the transition takes place from the Lower Primary to the Upper Primary school. Enrolment data for the batch of students which was

in standard four in 1998 was collected for two consecutive years and used for deriving this dropout rate. It is expected that the drop-out rate should sore at this level, due to the lesser number of Upper Primary schools available.

Table No. 6.3 (b): Drop-out Level at the Stage of Transition from Lower to Upper Primary

		DPEP		Non-DPEP	
		Jalna	**Nandurbar**	**Chandrapur**	**Ratnagiri**
IV-V	**T**	2.27	20.56	49.77	23.18
	B	0.04	21.34	50.26	21.96
	G	5.12	19.65	49.26	24.43

The table shows that except for Jalna (DPEP), the drop-out rates for all the other three districts were very high. In Chandrapur, almost half the children discontinue schooling after the Lower Primary school. In Nandurbar, 20.56% and in Ratnagiri 23.18% children drop out at this level. In Jalna, the drop-out rate is negligible, and for the boys it is near to zero. It can be noted that the drop-out rate of girls is slightly lower in Nandurbar and Chandrapur districts, whereas in Jalna and Ratnagiri, the girls' drop-out rate is slightly higher. The non-DPEP districts indicate higher rates of drop-outs. In any case, no general conclusion can be derived from this limited data.

6.4 Attachment of UP Schools to High Schools

In the state of Maharashtra, the general impression is that the UP schools are an extension of the LP schools i. e. the schools (called 'Primary Schools') consist of I to VII standards or classes, though officially I to IV is the Lower Primary school and V to VII is the Upper Primary school. However, our study reveals that there is no uniform pattern, and the UP schools are also attached to High schools, i. e. the High schools hold classes from V to X. the table below may be seen to this context.

Table No. 6.4: Number of High schools in the district

Sr. No.	Districts	Total No. of High schools	High schools having UPS	%of High schools with UP classes
DPEP Districts				
1.	Jalna	206	173	83.98
2.	Nandurbar	95	90	94.73
Non DPEP Districts				
3.	Chandrapur	368	272	79.30
4.	Ratnagiri	343	147	42.85

An attempt was made to collect data from the selected districts regarding the number of UP schools attached to High schools. While in the Jalna district, almost 83% High schools have UP sections attached to them, in Ratnagiri more than half the number of High schools do not have UP schools attachments. In Nandurbar district, almost 95% High schools had UP classes while in Chandrapur district, 79% High schools had UP classes. In Jalna District, which was a part of the erstwhile Hyderabad (Nizam) state, both primary and High schools were opened by the government and as such most High schools have UP classes. On the other hand, in Ratnagiri, the government from the colonial times concentrated on the spread of primary education, and High schools were mostly run by private societies/trusts. When the District Education Officers were asked about the effect of attaching the UPS classes to the High schools, they opined that in such a case, local children from villages would not be able to study beyond IV std. High schools are located mostly in taluka towns and some in bigger villages and education there involves additional costs on transport, food, fees, uniforms, etc. Rural parents are also worried about the security and safety of girls if the schools are located at longer distances, say beyond three kilometers or so.

6.5 Position of the Teacher

An overall view of the district authorities was sought in regard to availability of teachers in the UP schools of four districts.

Table No. 6.5: Opinion Regarding Number of Teachers

Sr. No.	Districts	Adequate	Not Adequate
DPEP Districts			
1.	Jalna		✔
2.	Nandurbar	✔	
Non DPEP Districts			
3.	Chandrapur		✔
4.	Ratnagiri	✔	

It was reported that in Ratnagiri and Nandurbar Districts there were sufficient number of teachers, but in the other two districts the number was not sufficient. There was no difference worth mentioning between the DPEP and the non-DPEP districts on this variable. There was a shortage of teachers in the schools of both the categories.

Table No. 6.6: Percentage of Trained Teachers in UP Schools

Sr. No.	District	Percentage of Trained Teachers
DPEP Districts		
1.	Jalna	100%
2.	Nandurbar	90%
Non DPEP Districts		
3.	Chandrapur	100%
4.	Ratnagiri	100%

Almost 100 percent teachers in UP schools in all the districts, except Nandurbar, were reported to be trained. In Nandurbar district, which is a DPEP district, 10% of the teachers were untrained. In Nandurbar and Jalna, both DPEP districts, 70% and 20% teachers of English are trained. In both the non-DPEP districts, the teachers for all subjects were found to be trained.

6.6 Teaching-Learning Material

The district authorities in all the four districts were satisfied that the supply of teaching-learning material to UP schools was both adequate and timely. Of course this is an impressionistic view expressed by the district level authorities in charge of the programme.

Table No. 6.7: Status of Supply of Teaching – Learning Materials to UP Schools

Sr.No	Block	Adequate	Net adequate	Timely	Not on time
DPEP Districts					
1.	Jalna	✔		✔	
2.	Nandurbar	✔		✔	
Non DPEP Districts					
3.	Chandrapur	✔		✔	
4.	Ratnagiri	✔		✔	

In Jalna, which is a DPEP district, teaching-learning material was purchased locally. In other districts it was supplied from district to block and from block to schools.

Table No. 6.8: Source of Material

Sr. No.	Districts	District to School	District to Block	Block to School	Local Purchase
DPEP Districts					
1.	Jalna				✔
2.	Nandurbar		✔	✔	
Non DPEP Districts					
3.	Chandrapur		✔		
4.	Ratnagiri		✔	✔	

6.7 School Inspection

Details regarding school inspection as provided by the district authorities have been tabulated in table 6.9 and 6.10 below:

Table No. 6.9: Authorities Responsible for School Inspection

Sr.No.	Districts	BEO	DEO	Both BEO DEO	None
DPEP Districts					
1.	Jalna			✔	
2.	Nandurbar	✔			
Non DPEP Districts					
3.	Chandrapur	✔			
4.	Ratnagiri			✔	

Table No. 6.10: Frequency of School Inspection

Sr. No.	Districts	Once a year	Twice a year
DPEP Districts			
1.	Jalna	✔	
2.	Nandurbar	✔	
Non DPEP Districts			
3.	Chandrapur		✔
4.	Ratnagiri	✔	
	Total	3	1

In Nandurbar and Chandrapur Districts, the school inspections are done by the BEO; while in the other two districts both BEO and DEO do the school inspection. There was no difference between the DPEP and the non-DPEP districts in this respect.

Regarding frequency of inspection, it was reported that in Chandrapur District every school was supposed to be inspected twice a year; in the other districts it is held only once a year.

6.7 Problems and Difficulties faced

The District Education Officers reported that they faced several difficulties relating to the management of the UP schools. The following were among the important ones mentioned by them:

- As a rule, only one teacher is to be appointed for 40 students. But enrolment for the classes V to VII is often less than 40, and hence every class would not get a separate teacher. This makes it difficult for the teacher to complete the course syllabus.

- Though one teacher per classroom is sanctioned, due to inadequate number of classrooms in many schools, students from V to VII std. are simultaneously taught by one or two teachers. This affects the quality of teaching to a large extent. There is lot of confusion in such classes.

- Teacher absenteeism is very common, which also affects the quality of teaching.

- Inadequate facilities, classrooms and teachers were a perpetual problem.

- Many schools did not have playgrounds, many did not have a compound wall, and most of the schools lacked laboratories and lab-assistants.

The district officers also came up with some suggestions, which they thought would help in improving the conditions of the Upper Primary schools. The following were some of the common suggestions that emerged.

- Criteria for selection of teachers should be fixed.

- Adequate number of teachers' posts should be sanctioned, and all the posts should be filled in.

- Sanction of posts of teachers should be according to the relevant medium of instruction and also related to geographical conditions.

- Responsibility of running classes from V to VII in smaller villages should be given to Z.P., even if this may be uneconomical due to inadequate number of students.

- Separate class-rooms should be provided for each class.

CHAPTER VII

ANALYSIS OF FIELD DATA: BLOCKS

As mentioned in Chapter V (Methodology and Sampling Design), one Block was selected from each district on the basis of literacy rates. The sample thus selected, consisted of Bhokardan Block from the district of Jalna, Shahada Block from the district of Nandurbar, Chimur Block from the district of Chandrapur and Dapoli Block from the district of Ratnagiri. Bhokardan and Shahada were the DPEP Blocks, whereas Dapoli and Chimur were the non-DPEP Blocks.

The field investigators interviewed the Block Education Officers with the help of a schedule-cum-questionnaire (UPS-1), to collect block level information regarding number of schools, teachers, drop-out-rate, and such other quantitative information relevant to the status and functioning of the Upper Primary schools. They were also asked to give opinions and suggestions with regard to the status and progress of Upper Primary schools in their respective blocks. Their responses are analysed hereunder:

7.1 Upper Primary Schools in the Block

Table No. 7.1 presents information regarding the number of UP schools in each block. Out of the 296 UPS in the four selected blocks, Shahada had the least number of UPS, i.e., a mere six. Bhokardan, which is under DPEP, had the largest number of UPS, a total of 123, whereas Dapoli had 112 and Chimur had 55 UP schools. The low number of UP schools in Shahada corresponded to the overall poor distribution of schools in the Nandurbar district, which had a ratio of only one UP school for every 5.38 Lower Primary schools.

Table No. 7.1 : Number of Schools in the Block

Sr. No.	Name of the block	No. of UPS
DPEP Blocks		
1.	Bhokardan	123
2.	Shahada	006
Non DPEP Blocks		
3.	Chimur	055
4.	Dapoli	112
	Total	296

The Block Education Officers of Shahada and Chimur felt that in their blocks, the number of UP schools was inadequate. In the remaining two blocks, it was adequate, as evident from the following table. Both these blocks belong to tribal districts.

Table No. 7.2: Opinion on the Adequacy of UP Schools

Sr. No.	Block	Adequate	Not Adequate
DPEP Blocks			
1.	Bhokardan	✔	
2.	Shahada		✔
Non DPEP Blocks			
3.	Chimur		✔
4.	Dapoli	✔	

7.2 Drop-out Rates

Data was collected from each Block, regarding the enrolment of students for three consecutive years, viz. 1997-98, 1998-99 and 1999-2000, based on which the drop out rates were calculated. The data is presented in the following table.

Table 7. 3 (a): Block-wise Percentage of Drop-outs (1998-2000)

		DPEP Blocks		Non-DPEP Blocks	
Classes		Bhokardan	Shahada	Chimur	Dapoli
I-III	T	30.57	22.93	0.84	-3.21
	B	31.27	21.81	3.23	-2.63
	G	29.85	24.14	-1.86	-3.77
III-V	T	4.51	86.42	27.35	29.96
	B	4.04	85.52	27.65	25.92
	G	5.06	87.37	27.06	33.66
V-VII	T	41.27	61.67	19.10	17.56
	B	41.72	56.63	19.58	19.42
	G	40.70	68.43	18.66	15.61

It can be observed that drop-out rates in all the Blocks except one (Bhokardan) substantially increased in the middle stage, which is from III to V standards. The highest drop-out rate at this level among all the four blocks can be observed in Shahada, which is as high as 86.42. Shahada has the highest drop-out level at next stage also (V-VII) in comparison to other blocks. In this Block, drop-out rates are consistently higher for girls. In other Blocks, girls' drop-rates are slightly lower than that of boys at the higher stage (V-VII). Low drop-out rates are observed at the III to V level in Bhokardan, i.e. 4.51. On the other hand, lowest rates are observed in Chimur for the first stage.

Table No. 7.3 (b) provides drop-out data for standard IV to standard V, the stage at which the transition is made from the Lower Primary to the Upper Primary school. It is expected that the drop-out rate should sore at this level, due to the lesser number of Upper Primary schools available.

Table No. 7.3 (b) : Drop-out Level at the Stage of Transition from Lower to Upper Primary

		DPEP Blocks		Non DPEP Blocks	
Classes		Bhokardan	Shahada	Chimur	Dapoli
IV-V	T	5.99	84.06	17.84	21.01
	B	-0.30	83.07	17.26	14.90
	G	12.82	85.22	18.40	26.31

The Shahada Block, which is tribal block and covered under DPEP, shows a very high drop-out rate of 84.06 at the transition stage. This is not surprising, as the number of UP schools is reported to be only six in this Block. The girls' drop-out rate is high in all the four blocks at this level, This is because

it is often noticed that girls are not allowed to travel longer distances far away to attend the UP school.

7.3 Attachment of UP Schools to High Schools

The table given below shows the number of UP schools attached to High schools in the four selected blocks.

Table No. 7.4 : Number of High Schools in the Block

Sr. No.	Block	Total No. of High Schools	High Schools – having UPS	% of UPS attached to HS
	DPEP Block			
1.	Bhokardan	37	28	82.35
2.	Shahada	51	36	70.59
	Non DPEP Block			
3.	Chimur	35	18	51.42
4.	Dapoli	34	16	47.06
	Total	157	98	62.42

Out of the total number of 157 high schools, 98 had UPS (V-VII) classes; the rest had only VIII-X classes. In Dapoli and Bhokardan Blocks, the proportion of high schools having UP classes was 47.06 percent and 51.42 percent respectively, whereas in Bhokardan and Shahada, it was much higher being 70.59 percent and 82.35 percent.

Though it can be noted that the non-DPEP blocks had significantly lower percentage of high schools with UP classes, compared that of to the DPEP blocks, it may not be correct to attribute this fact to the operation of the DPEP programme. This situation had existed even before the DPEP was introduced.

When the Block Education Officers were asked about the effect of attaching the UP schools to the high schools, they felt that this enabled the private institutes to collect fees and mop up additional revenues. In the process children of poorer families are deprived from education.

7.4 Position of Teachers

An overall view of block level authorities was sought regarding availability of teachers in the UP schools in their blocks.

Table No. 7.5: Opinion Regarding Adequacy of Teachers in UP Schools

Sr. No.	Block	Yes	Not Adequate
DPEP Blocks			
1.	Bhokardan		✔
2.	Shahada	✔	
Non DPEP Blocks			
3.	Chimur		✔
4.	Dapoli	✔	

In Dapoli and Shahada blocks, the number of teachers in UPS was reported to be sufficient; but in Bhokardan and Chimur the number of teachers was reported to be not adequate. It should be noted that Chimur Block had neither adequate number of schools nor adequate number of teachers, Bhokardan had adequate number of schools, but inadequate number of teachers, while Shahada had grossly inadequate number of schools, but adequate number of teachers. Dapoli was the only block, which reported to have adequate number of both teachers and schools. There was no difference in the overall status between the DPEP and non-DPEP blocks in this respect.

Table 7.6: Percentage of Trained Teachers in UP Schools

Sr. No.	Block	Percentage of Trained Teachers
DPEP Block		
1.	Bhokardan	100
2.	Shahada	100
Non DPEP Block		
3.	Chimur	100
4.	Dapoli	99.4

The Education Officers reported, on the basis of the block level records, that in their blocks, almost all the teachers were trained. In Dapoli block, there was one *Shikshan Sevak* (teacher on a contractual appointment on fixed pay basis). In response to a specific question, the Block-level authorities stated that trained teachers were available for English, Maths and Science. The situation in both the DPEP and non-DPEP districts was equally satisfactory.

7.5 Teaching-Learning Material

Block level officers expressed their views in regard to adequacy of supply of teaching-learning material to UP schools in their blocks.

Table No. 7.7: Status of Supply of Teaching–Learning Materials to UP Schools

Sr. No	Block	Adequate	Not adequate	Timely	Not on time
DPEP Block					
1.	Bhokardan	✔			✔
2.	Shahada		✔		✔
Non DPEP Block					
3.	Chimur		✔	✔	
4.	Dapoli	✔			✔

From out of the four blocks, supply of teaching–learning materials was reported to be adequate in two blocks, i.e., in Bhokardan and Dapoli. In the other two, it was not adequate. Except in the Chimur Block, in all the other blocks supply was not on time. There was no significant difference between DPEP and non-DPEP blocks on this variable.

Table No. 7.8: Source of Material

Sr. No.	Block	District to School	District to Block	Block to School	Local Purchase
DPEP Block					
1.	Bhokardan				✔
2.	Shahada		✔	✔	
Non DPEP Block					
3.	Chimur		✔	✔	
4.	Dapoli		✔		

In three of the blocks, the teaching-learning material was supplied from the Districts to the Blocks and then from the Blocks to the schools.

7.6 School Inspection

Below given table presents information regarding details of school inspection as provided by the block authorities.

Table No. 7.9: School Inspection Authority

Sr.No.	Block	BEO	DEO	Both BEO & DEO	None
DPEP Blocks					
1.	Bhokardan	✔			
2.	Shahada			✔	
Non DPEP Blocks					
3.	Chimur	✔			
4.	Dapoli			✔	

Table No. 7.10: Frequency of School Inspection

Sr. No.	Block	Once a year	Twice a year	As per time available to officials
DPEP Blocks				
1.	Bhokardan	✔		
2.	Shahada	✔		
Non DPEP Blocks				
3.	Chimur	✔		
4.	Dapoli	✔		

In two blocks, i.e., Bhokardan and Chimur, the BEO was the sole inspecting authority whereas in Shahada and Dapoli blocks, both the BEO and the DEO inspected the schools. In all the blocks the inspection was regularly held once a year. The status of DPEP and non-DPEP districts does not show any difference on this variable.

7.7 Problems and Difficulties faced

The Block Education Officers reported that they faced several difficulties relating to the management of the UP schools. The following were among the important ones mentioned by them:

- Non availability of play – ground, toilets and subject- teachers
- Funds for contingent expenditure are not provided in time
- Attendance of girls is very low
- Inadequate supply of teaching-learning material, especially the science kits.

The officers also came up with some suggestions, which they thought would help in improving the conditions of the Upper Primary schools. The following were some of the common suggestions that emerged.

- Active participation of the community is necessary.

- Provision of physical amenities.
- Trained teachers should be appointed for Science, Maths and English.
- Girls should be given incentive allowances.
- Uniforms and textbooks should be provided free of cost.
- Guidance should be given to the parents (Counselling).
- For every class, a separate teacher should be appointed.
- Science kits should be provided in adequate quantities.
- Laboratories should be provided in all UP schools and a lab-assistant should also be appointed.

* * * * *

CHAPTER VIII

ANALYSIS OF FIELD DATA: VILLAGES / SCHOOLS

From the selected four blocks i.e., Bhokardan (Jalna), Shahada (Nandurbar), Dapoli (Ratnagiri) and Chimur (Chandrapur) 21 villages having UP schools were selected as the sample of the study, of which 11 were in the DPEP and 10 in non-DPEP districts. A Schedule-cum-questionnaire (UPS-2) was used to collect information regarding academic, infrastructural and financial aspects of the selected schools. The principal respondents for this schedule were the headmasters of the respective schools. Information was collected regarding type of management, location of the schools and communication facilities available. Detailed information regarding infrastructural facilities was asked. Questions regarding ownership of the school building, availability of play-ground, number of rooms in the school, library, residential accommodation for teachers, furniture, drinking water facility and toilets were asked in this schedule. Similarly headmasters were asked to inform about availability of teaching-learning material, number of teachers, vacant posts, qualifications of teachers and their experience. Headmasters were also asked to specify details regarding financial management and supervision, which comprised information about scholarships, loans, contingent expenditure, and frequency of inspection and responsible authorities for the same. The same schedule was used to collect information regarding community participation in school activities, attitude of the villagers regarding girls' education, reasons for dropping out and difficulties in managing UP schools. The headmasters were requested to suggest solutions to improve the quality of UP schools. The present chapter presents the analysis of the data collected from the selected upper primary schools.

Most of the selected schools were found to have been established after Independence. The only exception was Ratnagiri District where many schools were established even prior to 1900. Practically all of the schools were managed by the Zilla Parishads (district level Panchayati Raj body). Except for one school

in Jalna district, which was a girls' school, all of the other schools were co-educational. In none of the UP schools Secondary school classes (VIII to X) were attached.

8.1 Accessibility of the Schools

A set of questions was framed to ascertain the accessibility of the school. These questions were regarding the distance of the school from the block head-quarters, the main road, the nearest high school and the number of lower primary schools in the vicinity. The following three tables summarise the data from the 21 schools. (Table 8.1 (a) to 8.1 (c).)

Table No. 8.1 (a): Distance of the School from the Block Head-Quarters

Sr. No.	Block	Less than 2 Km.	Between 2 and 5 Km.	More than 5 Km.
	DPEP Blocks			
1.	Bhokardan	1	1	4
2.	Shahada	0	0	5
	Non DPEP Blocks			
3.	Chimur	0	2	3
4.	Dapoli	0	0	5
	Total	1	3	17

Table No. 8.1 (b): Distance of the School from the Main-Road

Sr. No.	Block	On the road	Within 2 Kms.	Between 2 and 5 Kms.	More than 5 Kms
	DPEP Blocks				
1.	Bhokardan	5	0	1	0
2.	Shahada	2	1	0	2
	Non DPEP Blocks				
3.	Chimur	1	1	3	0
4.	Dapoli	3	0	1	1
	Total	11	2	5	3

Table No. 8.1 (c): Distance of the School from the Nearest High school

Sr. No.	Block	Less than 2 Km.	Between 2 & 5 Km.	More than 5 Km.
	DPEP Blocks			
1.	Bhokardan	2	3	1
2.	Shahada	2	3	0
	Non DPEP Blocks			
3.	Chimur	0	4	1
4.	Dapoli	0	3	2
	Total 21	4	13	4

The following was the pattern of accessibility of schools: Out of the 21 schools 17 were more than 5 kms away from the Block head-quarters, whereas three were at a distance between 2 kms and 5 kms from the block headquarters. Out of the selected schools, 11 were near the main road, two schools were within 2 kms, five schools between 2 and 5 kms and three were beyond a distance of 5 kms. Out of the selected schools, four were within a distance of 2 kms from the nearest high school, 13 schools were within a distance of 2 kms to 5 km from the nearest high school, whereas in the case of four schools, the nearest high schools were beyond 5 kms.

On the first variable on distance from block headquarters, there was no difference between DPEP and non-DPEP districts. Seven out of 11 Schools in DPEP districts were more accessible being located on the main road itself. However, in the case of 5 villages children have to walk between 2 to 5 kms. and in 3 cases, more than 5 kms, to reach the UP schools. The selected DPEP districts seem to have better access to high schools as they were situated nearer to their schools, i.e., within two to five kilometres, compared to the non-DPEP schools. The fact, however, remains that most of the UP schools and High schools were already in existence when the DPEP was introduced.

After distance, the second important variable concerning accessibility to school is the availability of public transport and the type of road that is connected to the school, the data of which is provided in Tables, 8.2 (a) and 8.2 (b).

Table No. 8.2 (a) :Availability of Public Transport for Coming to School

Sr. No.	Block	Yes	No
	DPEP Blocks		
1.	Bhokardan	1	5
2.	Shahada	5	0
	Non DPEP Blocks		
3.	Chimur	3	2
4.	Dapoli	0	5
	Total 21	9	12

Table No. 8.2 (b): Type of Road Joining the School

Sr. No.	Block	*Kutcha*	Pucca
	DPEP Blocks		
1.	Bhokardan	5	1
2.	Shahada	4	1
	Non DPEP Blocks		
3.	Chimur	1	4
4.	Dapoli	4	1
	Total 21	14	7

Table No. 8.2 (c) Distance wise distribution of the feeder LP schools

Sr.No.	Blocks	Distance wise Distribution of LP Schools which provide students to the Selected UP schools		
		Within the same village	Within a distance of 3 k.m. (excluding the same village)	Within a distance of more than 3k.m.
	DPEP Blocks			
1.	Bhokardan	4	2	0
2.	Shahada	8	7	3
	Non DPEP Blocks			
3.	Chimur	5	5	1
4.	Dapoli	6	3	6
	Total	23	17	10

Of all the selected schools, 9 had the facility of public transport for coming to school while 12 did not have such a facility. Again 14 villages had only a *Kutcha* approach road, while 7 had a *Pucca* approach road.

It should be noted that none of the selected schools in Dapoli Block of Ratnagiri district had any transport facility to travel to school. On the other

hand, children in all the selected schools in Bhokardan in Jalna district had transport facility for commuting. The DPEP districts had better transport facilities than the non-DPEP districts. This is despite the fact that in DPEP districts, more than 90% schools had *Kutcha* approach roads. Chandrapur had the highest number of schools with a connecting *pucca* approach road, whereas in the other districts, only one school each was privileged to have such a facility.

In DPEP Blocks, the number of LP schools within the same village, within a distance of 3 km and at distance of more than 3 km was 12, 9, and 3 respectively whereas in non-DPEP Blocks the same number was 11, 8 and 7 respectively. There was no significant difference in the number of schools in the same village and within a distance of 3 km. However, the number of schools at a distance of more than 3 km in the non-DPEP Blocks of Chimur and Dapoli was more than double than that in the DPEP Blocks. Thus the availability of UP schools in non-DPEP Blocks within a distance of 3 km was lower as compared to DPEP Blocks. It shows that children from non-DPEP Blocks have to travel long distances as compared to those of the DPEP Blocks.

8.2 Status of Infrastructure in the Schools

To assess the status of infrastructure of the school, the headmasters were asked to provide information regarding various variables like: the ownership of the building, the area of playground, if available, number of rooms in the building, seating arrangements, drinking water facility, toilet facility and residential accommodation facility for teachers. The following tables summarise the information available on each of these variables.

Table No. 8.3: Ownership of the School Building

Sr. No.	Block	Owned by the school	Rented	Rent free
	DPEP Blocks			
1.	Bhokardan	6	0	0
2.	Shahada	4	1	0
	Non DPEP Blocks			
3.	Chimur	4	0	1
4.	Dapoli	4	0	1
	Total	18	1	2

Table 8.4: Area of the School Play-ground

Sr. No.	Block	Less than 1 Acre	Between 1&3 Acres	More than 3 Acres	School has no playground
DPEP Blocks					
1.	Bhokardan	4	0	0	2
2.	Shahada	3	1	0	1
Non DPEP Blocks					
3.	Chimur	1	0	0	4
4.	Dapoli	0	0	0	5
	Total	8	1	0	12

Table No. 8.5: No. of Rooms in the School

Sr.No.	Block	HM's office	Class rooms	Other Rooms	Total	Average
DPEP Blocks						
1.	Bhokardan	4	41	5	50	8.3
2.	Shahada	4	28	3	35	7.0
Average no. of classrooms: **6.2**						
Non DPEP Blocks						
3.	Chimur	3	31	3	37	7.4
4.	Dapoli	2	21	1	24	4.8
	Total	13	121	12	146	6.95
Average no. of classrooms: **5.2**						

Table No. 8.6: Furniture Available in the School for Children

	DPEP Blocks		Non DPEP Blocks +		Total
	Bhokardan	**Shahada**	**Chimur**	**Dapoli**	
Duel Desks	0	0	0	0	0
Desks only	0	0	2	0	2
Wooden Plank	0	0	0	0	0
Cloth Strips	4	1	5	2	12
Tiled Floor	2	2	0	0	4
Untiled Floor	0	2	0	0	2

Table No. 8.7: Drinking Water Facility in the School

Sr. No.	Block	Yes	No
DPEP Blocks			
1.	Bhokardan	3	3
2.	Shahada	2	3
Non DPEP Blocks			
3.	Chimur	3	2
4.	Dapoli	4	1
	Total	12	9

Table No. 8.8 (a): Availability of Toilets (Latrines) in the School

Sr.No.	Block	Yes	No
DPEP Blocks			
1.	Bhokardan	2	4
2.	Shahada	4	1
Non DPEP Blocks			
3.	Chimur	0	5
4.	Dapoli	0	5
	Total	6	15

Table 8.8 No. (b): Availability of Toilets for Girls (Latrines) in the School

Sr.No.	Block	Yes	No
DPEP Blocks			
1.	Bhokardan	2	4
2.	Shahada	3	2
Non DPEP Blocks			
3.	Chimur	0	5
4.	Dapoli	0	5
	Total21	5	16

Table 8.9 Residential Accommodation for Teachers on the School Campus

Sr. No.	Block	Yes	No
DPEP Blocks			
1.	Bhokardan	0	6
2.	Shahada	1	4
Non DPEP Blocks			
3.	Chimur	0	5
4.	Dapoli	1	4
	Total	2	19

Of the 21 selected schools, 18 were held in ZP owned buildings, two in rent-free buildings whereas only one school in Shahada was held in a rented building.

About 60% of the selected schools had no playground for the children to play, whereas only one school in Shahada (Nandurbar) had a large playground having an area of about two acres. The rest of the 8 schools had a play-ground of less than one acre. None of the schools in Dapoli (Ratnagiri) had a playground and in Chimur (Chandrapur) only one school had a playground. It seems the DPEP schools had better playground facilities than the non-DPEP schools.

For accommodating the seven classes of an UP school (I to VII), the number of classrooms per school was expected to be a minimum of seven. This requirement was found to be met only in six of the 21 schools i.e. one in Shahada (Nandurbar), two in Chimur (Chandrapur), and three in Bhokardan (Jalna) districts. In general, the schools in Dapoli (Ratnagiri) had very poor classroom facility. Here, one of the schools had six classrooms, one had five, two schools had four classrooms and one had only two classrooms. Schools in Bhokardan (Jalna) were better off regarding number of classrooms. Three of them had the stipulated number of seven classrooms or more, whereas the other three had only one less than the required number. On an average schools in Bhokardan and Chimur Districts had better classroom facilities. In general, it can be said that the condition in the DPEP schools was better than the non-DPEP schools in respect of this variable. The average number of classrooms for DPEP districts was 6.2, whereas it was 5.2 for the non-DPEP districts.

Headmasters in only 13 schools had a separate room for his/her office. Head masters in all schools had a table and a chair for their use. Similarly all classrooms had tables and chairs for the use of the teachers. Children in most of the schools, i.e., in 12 schools, sat on square cloth-mats (*baskar).* In six schools, children sat on the bare floor, of which two schools had untiled floors. Only two schools out of the total 21, had desks. The DPEP schools were a shed better than others in the provision of seating arrangements for children.

Drinking water facility was available only in 12 out of the 21 UP schools. Surprisingly, the situation in the DPEP schools was no better than the non DPEP schools. In the non DPEP schools of Dapoli and Chimur not a single UP school had toilet facility whereas Shahada (DPEP) had only one school without toilet facility. In Bhokardan, the condition was poor with two-thirds of the schools not having toilets. Among the total six schools (out of 21) which had toilets available, 5 had separate toilets for girls also.

Residential accommodation for teachers in school campus was available in only two schools, one in Shahada and one in Dapoli. No school had appointed a watchman, as no post of watchman is provided. This, inspite of the fact that

some Headmasters expressed apprehension regarding misuse of school premises with absence of a compound wall.

8.3 Teaching-Learning Resources

The following tables provide detailed information on the type and quantity of teaching-learning material available in the school for use by the teachers, the condition of the school library, skills taught under work-experience and whether computer education was available in the school.

Table No. 8.10 (a): Teaching-Learning Material in the School

		DPEP Block		Non DPEP Block		
Sr. No.	**Item**	**Bhokardan**	**Shahada**	**Chimur**	**Dapoli**	**Total**
1.	Maps	5	4	5	4	18
2.	Globe	4	4	4	5	17
3.	Charts	6	5	4	5	20
4.	Sports Material	5	5	4	5	19
5.	Science Kits	6	5	4	5	20
6.	Maths Kits	5	5	4	5	19
7.	Toolbox	4	4	4	3	15
8.	Musical Instruments	4	0	5	1	10
9.	Books in Library	3	5	5	1	14
10.	Wall Clock	5	5	5	4	19
11.	Bell	2	5	5	4	16

Table 8.10 (b): Use of Teaching-Learning Material

Sr. No.	**Block**	**Adequate**		**When do teachers use**		
		Yes	**No**	**Often**	**Sometimes**	**Never**
DPEP Blocks						
1.	Bhokardan	5	1	5	1	0
2.	Shahada	5	0	4	1	0
Non DPEP Blocks						
3.	Chimur	4	1	3	2	0
4.	Dapoli	3	2	4	1	0
	Total	17	4	16	5	0

Except for toolboxes for work-experience and musical instruments, teaching-learning material (TL) were by and large available in most of the schools. 20 of the schools had charts and science kits, 19 schools had sports material, wall clocks and maths kits, 18 schools had a school library and maps, 17 had globes, 16 had bells, 15 had farm implements, and 10 had musical instruments. 17 schools reported that they had adequate teaching–learning material and 16 schools reported that teachers often used this material. There was no significant difference in the availability of TL material between the DPEP and the non-DPEP schools.

Table 8.11: Details of School Library

Sr. No.	Block	Library		Children take books home		Book Bank		Free Text Book	
		Yes	No	Yes	No	Yes	No	Yes	No
	DPEP Blocks								
1.	Bhokardan	4	2	3	3	2	4	6	0
2.	Shahada	5	0	2	3	3	2	3	2
	Non DPEP Blocks								
3.	Chimur	5	0	5	0	5	0	4	1
4.	Dapoli	4	1	4	1	2	3	1	4
	Total	18	3	14	7	12	9	14	7

Out of the 21 schools, 18 had a school library. However, in only 14 schools children are issued books to take home. 12 schools had the provision of a free book bank, whereas free textbooks were distributed in 14 schools. More non-DPEP schools had book banks than DPEP, whereas free textbooks are distributed in more DPEP schools than non-DPEP. The DPEP schools were behind the non-DPEP schools in the matter of issuing books to children.

Table No. 8.12: Work Experience in UP school

Sr. No.	Block	Skills taught
	DPEP Blocks	
1.	Bhokardan	Paper work
2.	Shahada	Clay, paper work, gardening
	Non DPEP Blocks	
3.	Chimur	Embroidery, paper work, gardening, Clay work
4.	Dapoli	Paper work, gardening

Table No. 8.13: Computer Education

Sr. No.	Block	Is Computer Education Available in school		Is Computer Education Available in village	
		Yes	No	Yes	No
DPEP Blocks					
1.	Bhokardan	0	6	2	4
2.	Shahada	1	4	2	3
Non DPEP Blocks					
3.	Chimur	0	5	0	5
4.	Dapoli	0	5	0	5
	Total	1	20	4	17

Paper-work, gardening, clay-work and embroidery were the work-experience subjects introduced in the UP schools. No computer education was available in any of the selected schools. However four villages out of 21 reported having facility of computer-education.

8.4 Teachers and Teachers' Training

Details were collected regarding the number of teachers available in the school, their qualifications, and data about their in-service training, all of which are presented in Tables 8.14, 8.15, and 8.16 respectively.

Table No. 8.14: Number of Teachers in the School

Sr. No.	Block	Sanctioned Number	Actually Working			Vacant Positions
			Men	Women	Total	
DPEP Blocks						
1.	Bhokardan	53	39	7	46	7
2.	Shahada	47	26	15	41	6
Non DPEP Blocks						
3.	Chimur	39	25	6	31	8
4.	Dapoli	23	19	3	22	1
	Total	162	109	31	140	22
	Per school Average	7.71	5.19	1.47	6.66	1

Table No. 8.15: Qualifications of Teachers

Sr. No.	Block	Untrained SSC/HSC	Trained SSC/HSC	Untrained Graduates	Trained Graduates
DPEP Blocks					
1.	Bhokardan	2	33	4	8
2.	Shahada	2	26	4	9
Non DPEP Blocks					
3.	Chimur	2	16	2	11
4.	Dapoli	0	15	2	5
	Total	6	90	12	33
	Average	.28	4.28	0.57	1.57

Table No. 8.16: In-service Training

Sr. No.	Block	In-service Trainings for UP School Teachers.		Total Number Trained
		Yes	No	
DPEP Blocks				
1.	Bhokardan	6	0	20
2.	Shahada	5	0	25
Non DPEP Blocks				
3.	Chimur	5	0	27
4.	Dapoli	5	0	20
	Total	21	0	92

Out of the sanctioned strength of 162 posts of teachers, only 140 teachers were teaching in the schools. Thus 22 (13.58 percent) posts were found to be vacant. On an average one post per school was vacant. In Dapoli, there was only one unfilled post. More posts were vacant in the DPEP blocks than the non DPEP Blocks. In all the four blocks taken together, the number of male teachers was much larger (109) than the number of female teachers (31). In DPEP blocks, proportion of the female teachers (25%) was greater than that in the non-DPEP Blocks (20%). In-service training was available for teachers in all the UP schools. Out of the total number of teachers, 90 (63.83%) were trained SSC/HSC, 33 (23.40%) were trained graduates while the remaining 17 were untrained. No school had any non-teaching staff. There were no separate teachers for English, Mathematics and Science in any of the schools. No teacher was specially trained to teach English, Maths or Science. However, all teachers teaching these subjects had the minimum required teaching qualification, i.e., D.Ed.

8.5 Financial Management And Supervision

The following tables present information that would help in assessing the structure and style of financial management and supervision followed by the schools.

Table No. 8.17: Arrangement for Scholarships and Loan

Sr. No.	Block	Yes	No
DPEP Blocks			
1.	Bhokardan	2	4
2.	Shahada	1	4
Non DPEP Blocks			
3.	Chimur	4	1
4.	Dapoli	0	5
	Total	7	14

Table No. 8.18: Finance from Other Sources

Sr.No.	Block	Yes	No
DPEP Blocks			
1.	Bhokardan	0	6
2.	Shahada	1	4
Non DPEP Blocks			
3.	Chimur	0	5
4.	Dapoli	2	3
	Total	3	18

Table No. 8. 19: Grant Availability for Contingent Expenditure

Sr.No.	Block	Available	Not available
DPEP Blocks			
1.	Bhokardan	6	0
2.	Shahada	5	0
Non DPEP Blocks			
3.	Chimur	5	0
4.	Dapoli	5	0
	Total	21	0

Table No. 8.20: Grants Received for Contingent Expenditure During the Years 1999, 2000 and 2001

Sr.No.	Block	1999	2000	2001
	DPEP Blocks			
1.	Bhokardan	56412	48514	57130
2.	Shahada	29765	23154	15729
	Non DPEP Blocks			
3.	Chimur	29654	48752	105934
4.	Dapoli	34526	16275	17143
	Total	150357	136595	195936
	Average	7517.85	6829.75	10312.42

Table No. 8.21: Adequacy of Grant for Contingent Expenditure

Sr.No.	Block	Adequate	Not Adequate
	DPEP Blocks		
1.	Bhokardan	4	2
2.	Shahada	2	3
	Non DPEP Blocks		
3.	Chimur	1	4
4.	Dapoli	2	3
	Total	9	12

Table 8.22 : Items of Contingent Expenditure

Sr.No.	Block	News papers	Periodicals	Repairs	New Apparatus
	DPEP Blocks				
1.	Bhokardan	5	6	6	6
2.	Shahada	4	5	5	5
	Non DPEP Blocks				
3.	Chimur	4	5	4	5
4.	Dapoli	4	4	5	5
	Total	17	20	20	21

All schools received their finance from the Zilla Parishads. Only 3 out of 21 schools received finance from sources other than Zilla Parishads also. All schools received grants from Z.P. for contingent expenditure. Purchase of news-papers, periodicals, repairs and new apparatus were the main items of contingent expenditure in almost all the schools. In 7 out of 21 schools, there was an arrangement for awarding scholarships. On an average, it was observed that schools received a grant of Rs. 7517.85, 6829.75 and 10312.42 respectively in 1999, 2000 and 2001 for contingent expenditure. Headmasters of 12 (out of 21)

schools reported that the grants received by them were not adequate for the contingencies. Two headmasters expressed that the grant should be at least 4% of the total amount spent on the teachers' salary, another suggested that it should be 6% of the teachers' salary and a third headmaster expected it to be 10%. Four others have suggested an annual block grant amount of Rs. 12,000, 10,000, 6,000 and 4,000., respectively.

There was no significant difference between the DPEP schools and the non DPEP schools in respect to financial management and supervision. It can be noted that in the years 1999 and 2000, the average grant received by schools in DPEP districts for contingent expenditure was more than the schools of the non DPEP districts but the *vice versa* was true in the year 2001. More DPEP schools than non DPEP schools felt that the grants received for contingent expenditure was adequate.

8.6 Academic Inspection And Supervision

Another aspect that needed close attention was the nature of academic inspection and supervision that these schools underwent. Tables 8.23 (a)-(c) and Table 8.24 summarise information obtained on these aspects from the 21 schools.

Table No. 8.23 (a): Authority of School Inspection

Sr. No.	Block	Block Edu. Officer	District Edu. Officer	By both
DPEP Blocks				
1.	Bhokardan	6	0	0
2.	Shahada	4	1	0
Non DPEP Blocks				
3.	Chimur	5	0	0
4.	Dapoli	5	0	0
	Total	20	1	0

Table No. 8.23 (b): Nature of Annual Inspection

Sr.No.	Block	In a casual manner	In a detailed manner
DPEP Blocks			
1.	Bhokardan	0	6
2.	Shahada	1	4
Non DPEP Blocks			
3.	Chimur	2	3
4.	Dapoli	2	3
	Total	5	16

Table No. 8.23 (c) : Frequency of Inspection

Sr.No.	Block	Once in year	Once in 2-3 years	Once in 5years	Any time
DPEP Blocks					
1.	Bhokardan	6	0	0	
2.	Shahada	5	0	0	
Non DPEP Blocks					
3.	Chimur	4	0	0	
4.	Dapoli	5	0	0	

Table 8.24: Perception of Inspection Day

Sr.No.	Block	A day of tension	A day of joy/relief
DPEP Blocks			
1.	Bhokardan	0	6
2.	Shahada	3	2
Non DPEP Blocks			
3.	Chimur	1	4
4.	Dapoli	0	5
	Total	4	17

Out of the 21 selected UP schools, annual inspection was conducted by the BEO in 20 schools whereas in only one school it was conducted by the DEO. Annual inspection was conducted in a detailed manner in 16 schools, and in a casual manner in 5 schools. Except in one school, in all the other schools, inspection was conducted once a year. Similarly, in all schools except one, the inspecting authorities gave detailed suggestions for improvement. In 4 selected schools, the day of inspection was perceived as a day of tension. In the rest of the schools it was experienced as a day of joy or relief. There was no difference in the frequency of inspection between the DPEP and the non DPEP schools, but there was a significant difference in the nature of annual inspection. In the DPEP schools, the inspection was more detailed.

8.7 Community Participation

The final set of questions dealt with the nature and extent of community participation in the school. Data was collected to find out how many schools had organised parent-teacher associations, School Improvement Committees, and Village Education Committees. The frequency at which they held their meetings, the extent of their participation in school activities were also reported by the headmasters. The nature of the help given by them was also recorded.

The following tables summarise the information provided by all the selected schools on these aspects.

Table No. 8.25: Details of Organisations related to School

Sr.No.	Block	PTA		SIC		V E C	
		Yes	No	Yes	No	Yes	No
DPEP Blocks							
1.	Bhokardan	5	1	3	3	6	0
2.	Shahada	5	0	5	0	5	0
Non DPEP Blocks							
3.	Chimur	1	4	1	4	5	0
4.	Dapoli	5	0	2	3	4	1
	Total	16	5	11	10	20	1

Table No. 8.26: Frequencies of Meetings of PTA/SIC/VEC

Sr. No.	Block	Once in a year	Twice in a year	As per need
DPEP Blocks				
1.	Bhokardan	0	0	6
2.	Shahada	1	0	4
Non DPEP Blocks				
3.	Chimur	0	0	5
4.	Dapoli	0	0	5
	Total	1	0	20

Table No. 8.27 (a): Participation by PTA, SIC and VEC Members.

Sr.No.	Block	Upto 20%	20% to 50%	More than 50%
DPEP Blocks				
1.	Bhokardan	0	0	6
2.	Shahada	0	0	5
Non DPEP Blocks				
3.	Chimur	0	0	5
4.	Dapoli	0	1	4
	Total	0	1	20

Table 8.27 (b) : Community Participation at School Functions and Help at the Time of School Difficulties

Sr.No	Block	Participation in functions		Help with Difficulties	
		Yes	No	Yes	No
	DPEP Blocks				
1.	Bhokardan	5	1	6	0
2.	Shahada	5	0	4	1
	Non DPEP Blocks				
3.	Chimur	5	0	5	0
4.	Dapoli	5	0	5	0
	Total	20	1	20	1

Table 8.27 (c) : Nature of Help Given by PTA, SIC and VEC Members.

Sr.No.	Block	Building	Library Books	Text Books	Prizes
	DPEP Blocks				
1.	Bhokardan	1	1	1	5
2.	Shahada	1	0	1	3
	Non DPEP Blocks				
3.	Chimur	2	0	1	5
4.	Dapoli	4	2	2	4
	Total	8	3	5	17

Among the 21 sample schools, 16 schools had PTAs, 11 had School Improvement Committees whereas 20 villages had Village Education Committees. In 20 schools, the meetings of PTA, SIC and VEC were held as and when required rather than following any fixed schedule. In 20 schools, more than 50% members attended meetings. 20 schools reported that members of committees attended functions and helped schools in the time of difficulty. In 17 schools, members of PTA and also others extended help in giving prizes for winners of school competitions. However, their participation in building construction, purchase of library books and text-books was found to be minimal. Educational Quality Forum existed only in Shahada Block (Nandurbar). It is important to note that the DPEP schools had more number of PTAs, SICs and VECs than the non-DPEP schools. However, there was no significant difference between the DPEP and non-DPEP districts in respect of any of the other variables.

8.8 Environment Around the School

The headmasters were asked to describe the kind of environment which was around the school, the socio-economic status of the community, the congeniality of the environmental circumstances for academic activity, especially for girls' learning, etc. This data is tabulated in the following tables.

Table No. 8.28: Socio-Economic Environment Around the School

Sr.No.	Block	Rich Parents	Well to do	Ordinary	Poor
	DPEP Blocks				
1.	Bhokardan	0	0	2	4
2.	Shahada	0	0	4	1
	Non DPEP Blocks				
3.	Chimur	0	0	1	4
4.	Dapoli	0	0	1	4
	Total	0	0	8	13

Table No. 8.29: Assessment of Congeniality of External Environment to Schooling

Sr.No.	Block	Congenial	Not Congenial	Society Apathetic
	DPEP Blocks			
1.	Bhokardan	3	2	1
2.	Shahada	4	1	0
	Non DPEP Blocks			
3.	Chimur	4	0	1
4.	Dapoli	3	0	2
	Total	14	3	4

Table 8.30: Congeniality to Girls' Education

Sr. No.	Block	Congenial	Not Congenial	Society Apathetic
	DPEP Blocks			
1.	Bhokardan	3	2	1
2.	Shahada	5	0	0
	Non DPEP Blocks			
3.	Chimur	4	0	1
4.	Dapoli	3	0	2
	Total	15	2	4

In 14 out of 21 schools, the atmosphere around the school was considered congenial; in 3 schools, it was not so; whereas in 4 schools, the societal atmosphere was reported to be apathetic. In most of the schools, economic environment around the school was reported to be just poor (13) or just ordinary (8). Thus most of the rural areas in these districts have poor families living in the villages. In 6 out of 21 schools the atmosphere around the school was considered to be not congenial or favourable for girls' education. This reflected on the distances, safety-consideration, sanitation, etc. However, the Headmasters of 15 schools appeared to be satisfied In this respect.

8.9 Problems and Difficulties Faced

Apart from providing quantitative information on the existing facilities, academic as well as infrastructural, the headmasters were also requested to provide their qualitative analysis of the school conditions on certain aspects. Their opinions on the issue of drop-out and also about the difficulties and constraints they faced in their day-to-day management of the schools are briefly presented below:

The headmasters' opinions on the reasons for children's dropping out of the school assume great importance, considering their intimate knowledge of the social environment surrounding the school or the village. The following are the important causes they have ascribed to the prevalence of a high drop-out rate in the schools in their villages.

- Indifference on the part of the parents due to ignorance and illiteracy.
- Poor economic conditions
- Need to send children for farm / agricultural work
- Need to retain children at home to look after younger siblings.
- Children travelling to other villages for work.
- Migratory nature of work of parents.
- Distant locations of some UPS discouraging parents to send girls to such schools.

The headmasters expressed several problems and difficulties faced by them in managing the upper primary schools. The following were among the most common responses in this respect.

- Most of the time, the post of Head Master was kept vacant and not filled in time.
- Lack of trained subject teachers especially for English, Maths and Science was a very common problem.
- Posts of teachers were not filled in time.

- Extra work like census, family planning, educational survey etc. was assigned to teachers which in turn affected the quantum and quality of teaching.
- No clerical assistance was available.
- Student–teacher ratio was unfavourable; often one teacher had to look after more than one class at a time.
- Irregularity of attendance of students was demotivating.
- There was no adequate number of classrooms.
- Lack of laboratories.
- Lack of educational atmosphere in the villages.
- Interference by political leaders, indifference on the part of villagers and village leaders.
- Inadequate educational aids.
- Absence of compound wall and watchman for the school.

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CHAPTER IX

ANALYSIS OF FIELD DATA : INTERVIEWS

Quantitative data collected in the study was presented and discussed in the last three chapters. To get a better insight into the data, qualitative information was also collected by interviewing the parents, village education committee members, village leaders and school headmasters. Interview responses of parents and village education committee members are presented in 9.1 followed by interview responses of village leaders and headmasters in 9.2.

9.1 Responses of Parents and Village Education Committee Members

In all, 83 parents and Village Education Committee (VEC) members from 21 selected villages from Bokardan, Shahada, Chimur and Dapoli blocks were interviewed. From these responses, it was learnt that the oldest of all the Upper Primary schools was the one in the Kapla village of Chimur, which was established in 1958. Other Upper Primary schools from the selected blocks were established in different years between 1960 to 1996. The most recently established school (1996) was in a village named 'Manmode', again in Chimur.

Out of the 83 respondents, five were parents of the dropouts. Four of these children had dropped out after standard VI and one had dropped after standard V. These children were reported to have left school due to financial problems, illness, to look after younger siblings, or to provide assistance in the farm work. At present, these children were engaged in goat-grazing and farm-work, and in future also they would continue to do similar kind of work for which schooling is not a necessity. The parents of the dropped out children suggested different alternatives for allowing them to continue their education. Some of them opined that opportunity should be provided for children to earn and learn. Government should take full responsibility of providing education to all children by providing textbooks, uniforms, nutritious food and other necessary material free of charge and also giving permanent jobs to the parents,

so that their children do not have to be working. In short, financial constraints seem to be the main cause for the dropping out the school by the children of the interviewed parents

If the UP schools had not existed in their village, the parents would have sent their wards either to nearby UP school or to the school situated at the Taluka Head Quarters. Only one respondent reported that in such a situation, he would not have sent his child / ward to school at all. Only one respondent said that he would have made all efforts to open an UP school in his village. Respondent from Bokardhan Block reported that they would send their children to the Taluka headquarters. Similarly, respondents from Shahada would also have sent their children to the Taluka town. In other Blocks also, parents claimed that they would have sent the children to the Taluka town/other villages, if there was no UP School in the village itself.

Different reasons were put forth by the respondents for the irregular attendance of school by their wards, viz., illness, household work, sibling care, farm work, religious festivals and visit outside the village. Number of days of absence reported by the respondents ranged from 10 to 40. However 49% of the respondents did not give any response to this question.

89% respondents reported that the teachers of their schools came regularly to school. 44.40% respondents stated that the teachers who taught Mathematics, Science and English in their village school were not trained. However 7.2% respondents mentioned that teachers who taught English were trained.

63.85% respondents reported that there was an appropriate sitting arrangement in the school of their village. However, 18% mentioned that it was inadequate. 62.40% respondents stated that their school had sufficient teaching and learning material but 26.40% mentioned that these aids were inadequate. 51.60% respondents reported that drinking water facility was available in their school. 57.6% responses revealed that facilities of separate toilets for girls and boys were not available in the schools of their villages.

For a better functioning of schools, different views were offered by the parents and the members of the VEC. Many of them were ready to pay frequent visits to the school and enquire about the wards. Similarly, they expressed their readiness to send their wards regularly to school; many of them offered financial aid as well as manual labour. They were also ready to give prizes to the students who would achieve remarkable success in academics, co-curricular activities and sports. They expressed their desire to encourage other children to attend school and to motivate other parents to send their children to school.

Parents and members of VEC gave a number of suggestions for improving the school attendance. Every school, they felt, should be provided with a television set and sports materials besides basic facilities like separate toilets for girls and boys, compound wall, adequate arrangement of drinking water and electricity, play ground, library and gymnasium. They also pointed out that besides appointing an adequate number of trained teachers, non-academic work like census data collection or election duty should not be assigned to school teachers.

9.2 Responses of Village Leaders and Headmasters

The village leaders and headmasters pointed out that the dropout rates significantly increased in standards VI and VII. Some girls from poor families dropped out at the UP school stage as they had to earn their livelihood. The common reasons ascribed for dropping out at the UP school stage were the following:

- Financial problems.
- Problems of travelling due to lack of transport and also additional costs involved.
- Marriages of girls at a young age.
- Ignorance of parents regarding importance of education.
- Some parents were reluctant to send their daughters out to study due to their conservative attitude or considerations of security.

Some of them reported that the incentives given in terms of free meals or free food-grains for the children who attended the school had reduced the dropout rate in the primary schools. On a positive note, they also reported that compared to the past few years, the proportion of girls in UP schools had increased due to a change in the attitude of parents.

When asked whether any special incentive schemes were available for girls, backward class and handicapped students, they reported that handicapped students were given scholarships and free uniforms. However, no preference was shown to girls while allotting scholarships or other facilities.

The general opinion was that it was desirable to keep UP classes separate from High schools. In the UP schools under the control of Zilla Parishad, adequate educational opportunities were available to the students who belonged to the 'below poverty line' families and to the students from Scheduled Castes and Scheduled Tribes. If the UP classes were removed from Zilla Parishad run Primary Schools and joined to high schools which are run by private institutes, such children would not be able to study beyond standard IV (Lower Primary) because High schools were not available in every village. Such children could not afford to bear the expense of travelling to reach the high schools. Besides this, young children would find it difficult to travel in monsoon and winter. The

girls would find it more difficult due to societal constraints. Instead of attaching Upper Primary classes to the existing high schools run by private institutions (aided or unaided), the Zilla Parishad should take the responsibility of running the High schools in the villages where UP schools existed. This, they felt, would help in the spread of education.

Village leaders and headmasters were asked whether there was a Secondary school near the Upper Primary school in their village and if not, whether they had made any efforts to open a new one. It was reported that in some of the villages, Secondary schools were not very far away, and therefore no effort was necessary to open another new one. In some of the villages, though there was no Secondary school easily accessible, efforts were not made to establish a new school because the number of children was not sufficient, and therefore they would not get recognition. In some villages efforts made to start Secondary school were unsuccessful.

The respondents reported that teachers in most of the schools had undertaken pre-service training. However, for subjects likes Mathematics, Science and English, separate teachers trained in the respective subjects were not appointed. In some schools, separate teachers were appointed only for English, but these teachers were not given any special training for teaching that subject. Only in some schools were the teachers given the opportunity for undergoing in-service training. It was reported that no special training was given to headmasters for running the UP schools. It was also very common that instead of appointing a headmaster, schools teachers were given the additional charge of managing the school as 'acting head masters/head mistresses'.

Funds for contingent expenditure were given by the Zilla Parishads. However these funds did not cover the payment of peons who were appointed by the Village Panchayat or the Panchayath Samithi. Funds meant for contingencies never arrived in time, as a result of which it could not be spent in times of necessity.

Respondents had given some suggestions to improve the conditions of UP schools, which can be summarized as follows:

- It is necessary to have an UP school in every village, so that students after completion of standard IV would not have to go to other villages for further schooling.
- Some parents do not like to send their daughters to other villages for UP schools, as a result of which they drop out. These parents need to be educated on the benefits of education.
- It is necessary to appoint specially trained subject teachers.

- As teachers do not have a residential accommodation facility near the school, it affects their performances. Such an arrangement should be made.
- Sufficient number of teachers is not appointed. Many of the UP schools were single teacher schools. Unless this problem is resolved, there cannot be any improvement in the quality of schooling.
- Number of classrooms is not sufficient. Children from more than one or two classes are often made to sit in one classroom, which creates chaos and confusion.
- In many of the schools, compound wall is not built, as a result of which there is a possibility of misuse of the premises. In addition to this, stray cattle enter in the schools, and no garden can be maintained.
- Political leaders interfere in school administration; steps should be taken to prevent such interference.
- Unless the contingency funds are released in time and in sufficient quantum, the school is not able to meet urgent items of contingent expenses.
- Attendance allowance given to the backward class girls, and the food grains (rice) provided under the scheme of free meals, do not reach in time to the school and this creates misunderstanding among the villagers, even leading to mistrust.
- Separate laboratories, subject teachers are not available, as a result of which teaching suffers, and due to these students' subject-knowledge remains poor.
- The school does not receive sufficient number of textbook sets for free distribution.

Computer education was not available in any of the selected schools, though the respondents felt that it was important to include this in the curriculum. In general percentage of computer literacy was almost negligible in the village children.

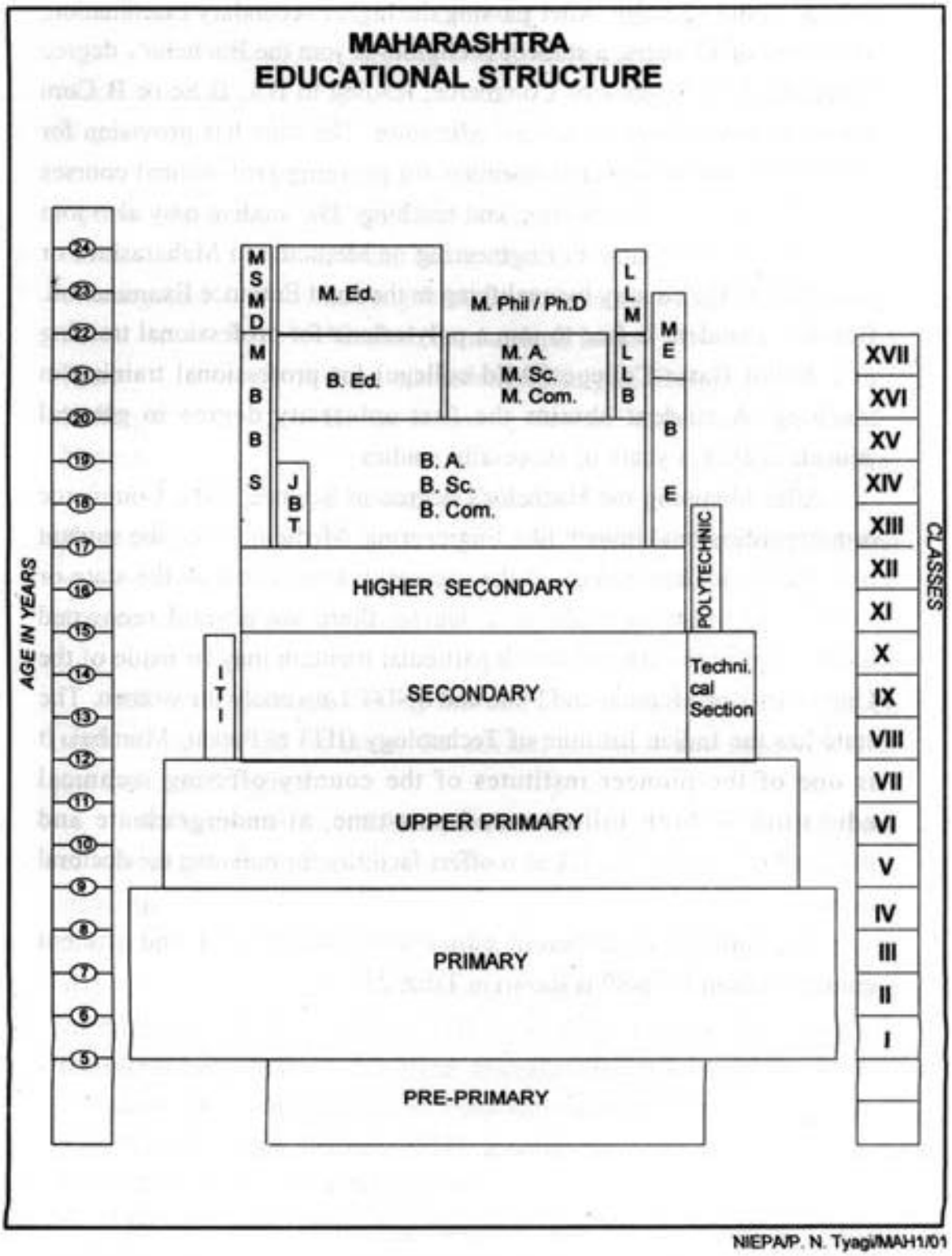
When the village leaders and headmasters were asked what steps they had taken to enhance the quality of UP schools, they gave varied responses that can be summarized as follows:

- Guiding and encouraging students.
- Arranging extra classes.
- Visiting houses of children and meeting their parents.
- Arranging cultural programmes for the parents.
- Organising Parent-Teacher camps.
- Celebrating Enrolment-Weeks.
- Providing financial aid through VECs.
- Organising women's camps.

- Arranging for guidance and help for children from the local community.
- Organizing sports and 'healthy baby' competitions.
- Efforts were made to enhance community participation. This included discussing the problems and difficulties with villagers and obtaining their help in finding solutions.
- Trying to resolve parents' problems, so that they feel committed towards their children's studies by involving in school activities. Feeling of belongingness was created to increase participation.
- Awarding prizes and certificates to the students who achieve high ranks in annual exams.

In almost all the villages, Village Education Committees existed. VECs organized an enrolment week annually, to improve enrolment. They gave opportunities for the villagers to assemble, by arranging programs like tree plantation, rural hygiene campaign that again worked towards improving enrolment. The VEC members also claimed that they along with the teachers involved in home-to-home campaign for enrolment. They helped the schools by guiding parents and assisted the schools in arranging prizes for various competitions.

* * * * *



NIEPA/P. N. Tyagi/MAH1/01

APPENDIX A

इंडिअन इन्स्टिट्युट ऑफ एजुकेशन, पुणे

उच्च-प्राथमिक शाळा : एक सर्वेक्षण

oOëhm / ãbm°H$ gyMr

जिल्हा :	.....
ब्लॉक (तालुका) :	.....
प्रमुख शिक्षण अधिकाऱ्यांचे नाव :	.....
पत्रव्यवहाराचा पत्ता :	
पिनकोड नं.:	....
टेलिफोन नं. :	....

१. तुमच्या जिल्ह्यात/ब्लॉकमध्ये एकूण किती उच्च-प्राथमिक शाळा आहेत? संख्या लिहावी.	(……..)
२. या शाळांमधील गेल्या तीन वर्षातील एकूण विद्यार्थी संख्या लिहावी. (सोबतच्या कोष्टकात माहिती भरावी.)	(……..)
३. (अ) तुमच्या जिल्हा/ब्लॉकमधील एकूण हायस्कूलची संख्या (ब) त्यापैकी किती हायस्कूलमध्ये उच्च प्राथमिक वर्ग (५ते७) जोडलेले आहे?	(……..)
४. इयत्ता ४थीनंतर मुले/मुली सामान्यतः कोणत्या शाळात जातात? हायस्कूलमध्ये (१) उच्च-प्राथमिक शाळेमध्ये (२)	_wb{ _wbr (……) (……..)
५. इयत्ता ७वी नंतर मुले/मुली सामान्यतः काय करतात? हायस्कूलमध्ये जातात (१) शाळा सोडून जातात (२)	_wb{ _wbr (……) (……..)
६. एकूण उच्च-प्राथमिक शाळेत पुरेसे शिक्षक आहेत काय? होय (१) नाही (२) (पुरेसे म्हणजे मान्य पदांच्या किमान ९० टक्के)	
७. उच्च-प्राथमिक शाळेतील किती टक्के शिक्षक प्रशिक्षित आहेत?	(……..)
८. खालील विषयांसाठी किती टक्के शिक्षक प्रशिक्षित आहेत? इंग्रजी गणित शास्त्र	(……..) (……..) (……..) (……..)
९. तुमच्या जिल्ह्यातील / ब्लॉकमधील उच्च प्राथमिक	

शाळांसाठी अध्ययन-अध्यापन साहित्याचा पुरवठा पुरेसा व वेळेवर होतो का? पुरेसा असतो (१) पुरेसा नसतो (२) वेळेवर होता (१) वेळेवर होत नाही(२)	(……..)
१०.ऱ्हील साहित्याचा पुरवठा कोणाकडून होतो? जिल्ह्याकडून शाळेकडे (१) जिल्ह्याकडून ब्लॉककडे (२) ब्लॉककडून शाळेकडे (३) स्थानिक खरेदी (४)	(……..)
११.उच्च-प्राथमिक शाळांची वार्षिक तपासणी कोणते अधिकारी करतात? ब्लॉक शिक्षण अधिकारी (१) जिल्हा शिक्षण अधिकारी(२) दोघे मिळून (३) कोणीही नाही (४)	(……..)
१२. ही तपासणी नियमित होते का? दरवर्षी (१) दोन वर्षातून एकदा (२) अधिकाऱ्यांना वेख होईल त्याप्रमाणे (३)	(……..)

13. उच्च प्राथमिक शाळांचे बाबतीत कोणत्या प्रमुख अडचणी येतात?

१४. तुमच्या जिल्ह्यातील / ब्लॉकमधील उच्च-प्राथमिक शाळांची परिस्थिती सुधारण्यासाठी कोणते उपाय सुचवाल? (प्रथम तीन उपाय सांगा)

१५. उच्च-प्राथमिक शाळा बंद करून ते वर्ग हायस्कूलला जोडले तर काय परिणाम होईल असे वाटते?

१६. तुमच्य ाजिल्ह्यात/ब्लॉकमध्ये उच्च-प्राथमिक शिकणाच्या उपलब्ध सोयी पुरेशा आहेत का?
(आहेत-१, नाही-२)

१७. निदान तीन गावांची नावे सांगा, जेथे नव्याने उच्च-प्राथमिक शिक्षणासाठी शाळा सुरू करण्याची गरज आहे.
(हा प्रश्न ब्लॉक सूचीसाठीच आहे.)

स्वाक्षरी

जिल्हा/ब्लॉक शिक्षण अधिकारी संशोधन सहाय्यक

UPS-2

APPENDIX B

इंडियन इन्स्टिट्यूट ऑफ एजुकेशन, पुणे
उच्च - प्राथमिक शाळा : एक सर्वेक्षण
शाळेच्या माहितीसंबंधी सूची

(१) शाळेसंबंधी सर्वमान्य माहिती

जिल्हा ----------

ब्लॉक ----------
खेडेगाव ----------
शाळेचे नाव ----------
पत्रव्यवहाराचा पत्ता ----------

पिनकोडनंबर ----------
गावातील संपर्काचा टेलिफोन क्रमांक ----------
(एसटीडी कोडसह)

(२) शाळेसंबंधी इतर सर्वसामान्य माहिती

(अ) शाळेच्या स्थापनेचे वर्ष ----------
(ब) व्यवस्थापनाचा प्रकार (कंसातील कोडनंबर लिहावा)

शासकीय १
जिल्हा परिषद २ ( )
खाजगी अनुदानित ३
खाजगी विना अनुदानित ४

(क) शाळेचा प्रकार
मुलांसाठी १
मुलींसाठी २ ( )
मुला-मुलींसाठी ३
(सहशिक्षण)

(ड) शाळेला जोडून माध्यमिक शाळेचे वर्ग
(इ. ८ ते १०) आहेत काय ? ( )
होय - १ नाही - २

(३) <u>शाळेचे स्थान</u>

(अ) ब्लॉक मुख्यालयापासूनचे अंतर
दोन किलोमीटरपेक्षा कमी १
दोन ते पाच किलोमीटर २ ( )
पाच किलोमीटरपेक्षा जास्त ३

(ब) शाळेचे मुख्य रस्त्यापासूनचे अंतर
शाळा मुख्य रस्त्यावर आहे १ ( )
दोन किलोमीटरपेक्षा कमी अंतरावर २
दोन ते पाच किलोमीटर अंतरावर ३
पाच किलोमीटरपेक्षा जास्त अंतरावर ४

(क) सर्वात जवळच्या माध्यमिक शाळेपासूनचे अंतर
दोन किलोमीटरपेक्षा कमी १
दोन ते पाच किलोमीटर अंतरावर २ ( )
पाच किलोमीटरपेक्षा जास्त अंतरावर ३

(ड) तीन किलोमीटर अंतराच्या आत असलेल्या कनिष्ठ प्राथमिक शाळा
एक १
दोन २ ( )
तीन ते पाच ३

(४) <u>दळणवळण</u>

(अ) शाळेत जाण्यासाठी सार्वजनिक वाहनव्यवस्था उपलब्ध आहे काय ?
होय १, नाही २ ( )
(ब) जोडणारा रस्ता कोणत्या स्वरुपाचा आहे ?
कच्चा १ , पक्का २ ( )

(५) <u>शाळेचा परिसर</u>

अ) शाळेची इमारत

स्वत:च्या मालकीची १

भाड्याची २ ( )

भाडे नसलेली ३

(ब) शाळेचे क्रीडांगण

एक एकरापेक्षा कमी आकाराचे १

एक ते तीन एकर आकाराचे २

तीन एकरापेक्षा जास्त आकाराचे ३ ( )

शाळेला क्रीडांगण नाही ४

(क) शाळेतील खोल्या (संख्या लिहावी)

मुख्याध्यापकांसाठी वेगळी कचेरी खोली ( )

वर्गखोल्या ( )

इतर खोल्या ( )

(ड) शाळेत पिण्याच्या पाण्याची सोय उपलब्ध आहे काय ?

होय १ , नाही २ ( )

(इ) (१) शाळेत स्वच्छतागृह (संडास) उपलब्ध आहे काय ?

होय १, नाही २ ( )

(२) शाळेत मुलींसाठी स्वतंत्र स्वच्छतागृह (संडास) उपलब्ध आहे काय? ( )

(फ) खालील साधनसामुग्री शाळेत उपलब्ध असल्यास बरोबर ( ) ची खूण करावी.

(नसल्यास जागा कोरी ठेवावी)

(१) नकाशे

(२) प्लॅस्टिकचा पृथ्वीगोल

(३) शैक्षणिक तक्ते

(४) खेळाचे साहित्य

---

(५) विज्ञानसंच

---

(६) गणित संच

---

(७) अवजार पेटी

(८) संगीत वाद्ये

(९) ग्रंथालयाची पुस्तके

(१०) भिंतीवरील घड्याळे

मोठी घंटा (गजर)

(ग) शाळेत उपलब्ध असलेले फर्निचर

(१) मुख्याध्यापकांच्या व शिक्षकांच्या खोलीत पुरेशी टेबले व खुर्च्या उपलब्ध आहेत काय ?
होय १ नाही २

(२) वर्गखोल्यात मुलांची बसण्याची व्यवस्था खालीलप्रमाणे आहे
बाके (ड्युअेल डेस्क स्) १
नुसती बसण्याची बाके २ ( )
लाकडी फळ्या ३
कापडी पट्ट्या ४
फरशीवर ५
सारवलेल्या जमिनीवर ६

(ह) शाळेच्या आवारात शिक्षकांची रहाण्याची सोय आहे काय?
आहे १ , नाही २ ( )

(क्ष) शाळेसाठी वेगळा रखवालदार आहे काय ?
आहे १ , नाही २ ( )

(६) शाळेसंबंधी शैक्षणिक माहिती

(१) पटावर नोंदलेली विद्यार्थी संख्या व वर्गातील त्यांची सरासरी उपस्थिती

वेगळ्या कागदावर कोष्टक जोडले आहे , ते भरावे

(२) शाळेतील शिक्षकांची एकूण संख्या : चौकोनात संख्या लिहावी

मुख्याध्यापक /मुख्याध्यापिकेसह
१. मंजूर संख्या ( )
२. प्रत्यक्ष कामकरणारे पुरुष शिक्षक ( ) स्त्रिया ( ) एकूण ( )
३. रिक्त जागा ( )

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(३) सेवांतर्गत प्रशिक्षण

(१) उच्च - प्राथमिक शाळातील शिक्षकांसाठी सेवांतर्गत प्रशिक्षणाची सोय आहे काय ?
होय १ , नाही २ ( )
(२) सेवांतर्गत प्रशिक्षण घेतलेल्या शिक्षकांची संख्या किती आहे ? ( )

(४) अध्ययन -अध्यापन साहित्य

(१) शिक्षकांसाठी पुरेसे अध्यापन साहित्य आहे का ?

होय १ , नाही २ ( )

(२) शिक्षक अध्यापन साहित्याचा केव्हा उपयोग करतात ?

नेहमी १, कधीतरी २, कधीही नाही ३ ( )

(५) शाळेतील ग्रंथालय

(१) शाळेत ग्रंथालय आहे काय ?

आहे १ , नाही २ ( )

(२) मुले ग्रंथालयतून ग्रंथ वाचनासाठी घरी नेतात का ?

होय १ , नाही २ ( )

(३) शाळेत ग्रंथ-पेढी आहे काय ?

होय १, नाही २ ( )

(४) विद्यार्थ्यांना विनामूल्य पाठ्यपुस्तके पुरविली जातात का ?

होय १ , नाही २ ( )

(७) विषयवार शिक्षक ( )

शाळेत खालील विषयासाठी वेगवेगळे शिक्षक आहेत का?

होय १, नाही २

इंग्रजी ( )

गणित ( )

शास्त्र ( )

(८) विषयवार शिक्षकांची शैक्षणिक अर्हता

(१) इंग्रजी विषयाचे शिक्षक प्रशिक्षित पदवीधर आहेत काय ?

होय १ , नाही २ ( )

(२) गणित विषयाचे शिक्षक प्रशिक्षित पदवीधर आहेत काय ?

होय १ , नाही २ ( )

(३) शास्त्र विषयाचे शिक्षक प्रशिक्षित पदवीधर आहेत काय ?

होय १, नाही २

९) कार्यानुभव

(१) शाळेत कोणत्या विषयाचा कार्यानुभव दिला जातो ?

नाव लिहावे -

(२) तो विषय शिकविणाऱ्या शिक्षकानी त्या कार्यानुभवाचे प्रशिक्षण घेतले आहे काय ?

होय १ , नाही २ ( )

(७)वार्षिक परिक्षांचे निकाल

एप्रिल १९९८, १९९९ व २००० मध्ये झालेल्या वार्षिक परिक्षांचे निकाल खालील कोष्टकात भरावेत.

कोष्टक वेगळे जोडले आहे , ते भरावे.

(८) **<u>शाळेतील आर्थिक व्यवस्था आणि पर्यवेक्षण -व्यवस्थापन</u>**

(१) शिक्षकांचा पगार आणि इतर खर्चासाठी शाळेला कोणाकडून निधी मिळतो ?
जिल्हा / तालुका पंचायत - १ स्थानिक खाजगी संस्था २, देणग्यातून ३ ,
विद्यार्थ्याकडून मिळणारी फी ४ ( )

(२) विद्यार्थ्यांना शिष्यवृत्ती किंवा तात्पुरती कर्जाऊ रक्कम किंवा आर्थिक मदत मिळण्याची सोय आहे काय ?
होय १, नाही २ ( )

(३) शाळेला वरील १ व २ व्यतिरिक्त इतर ठिकाणाहून निधी मिळतो काय ?
होय १ , नाही २ ( )

(४) आकस्मिक (सादिलवार) खर्चासाठी निधी उपलब्ध आहे काय ?
होय १ , नाही २ ( )

(५) सादिलवार खर्चासाठी गेली तीन वर्षे किती निधी उपलब्ध झाला ?
पूर्ण रुपयात लिहावा :
१९९९ ( )
२००० ( )
२००१ ( )

(६) सादिलवार खर्चासाठी मिळणारा निधी पुरेसा आहे काय ?
होय १ , नाही २ ( )

(७) निधी पुरेसा नसल्यास हा निधी किती असावा असे वाटते ( )

(८) सादिलवार खर्चाच्या बाबी : होय १ नाही २
वर्तमानपत्रे ( )
मासिके ( )
उपकरणांची दुरुस्ती ( )
साहित्य खरेदी ( )
तुमच्या मते आणखी कोणत्या बाबींचा समावेश केला पाहिजे ?

(अ)----------
(ब)----------
(क) ----------

(९) **<u>तपासणी (इन्स्पेक्शन आणि पर्यवेक्षण)</u>**

तुमच्या शाळेची तपासणी होते काय ?

अ) तालुका / ब्लॉक अधिकाऱ्याकडून १ ( )
जिल्हा पातळीच्या अधिकाऱ्याकडून २
ब्लॉक आणि जिल्हा अधिकाऱ्याकडून ३

(ब) नेहमीच्या सर्वसाधारण पध्दतीने १ ( )
तपशीलवार २ ( )

(क) वर्षातून एकदा १
दोन किंवा तीन वर्षातून एकदा २ ( )
पाच वर्षातून एकदा ३
केव्हाही (अनियमितपणे) ४

२ (अ) इन्स्पेक्टर फक्त ढोबळ सूचना देतात १ ( )
इन्स्पेक्टर विषयवार तपशीलवार सूचना देतात २

३ इन्स्पेक्शनच्या दिवशी आपणास काय वाटते ?
(अ) हा दिवस तणाव / भिती/ दडपणाचा वाटतो १ ( )
(ब) हा दिवस शाळा सुधारण्याच्या दृष्टीने सुखकारक वाटतो २ ( )

(१०) **<u>शाळा आणि पालक व गावकरी</u>**

(१) शाळेमध्ये पालक - शिक्षक संघ अस्तित्वात आहे काय ?
होय १ , नाही २ ( )

(२) शाळेसाठी शाळा-सुधार समिती अस्तित्वात आहे काय ?
होय १ , नाही २ ( )

(३) गावात ग्राम - शिक्षण समिती अस्तित्वात आहे काय ?
होय १ , नाही २ ( )

(४) वरील समित्यांच्या सभा /बैठका किती वेळा होतात ?
वर्षातून एकदा १
वर्षातून दोनदा २
गरजेनुसार अधिकवेळा ३ ( )

(५) सहभाग

(अ) समित्यांच्या सभेत किती सभासद भाग घेतात ?

२०% पर्यंत १, २० ते ५० % पर्यंत २,

५० % हून अधिक ३ ( )

(ब) शाळेच्या समारंभाचे वेळीच सहभागी होतात

होय १ , नाही २

(क) शाळेच्या अडचणीचे वेळेस सहभागी होतात

होय १ , नाही २ ( )

(ड) सभासदांनी कोणत्या प्रकारे मदत केली ?

होय १ , नाही ( )

शाळेच्या इमारतीसाठी ( )

ग्रंथालयासाठी पुस्तके मिळण्यासाठी ( )

विद्यार्थ्यांना पाठ्यपुस्तके मिळवून देण्यासाठी ( )

विद्यार्थ्यांना बक्षिसे देण्यासाठी रक्कम मिळविण्यासाठी ( )

(११) **<u>शाळेभोवतालचे आर्थिक / सामाजिक वातावरण</u>**

(१) शाळेभोवतालचे सामाजिक वातावरण कशा प्रकारचे आहे असे तुम्हाला वाटते?

शिक्षणास पोषक आहे १

शिक्षणास पोषक नाही २

सर्वसाधारण समाज शिक्षणाबद्दल उदासीन आहे ३ ( )

(२) शाळेभोवतालचे आर्थिक वातावरण

बहुसंख्य पालक श्रीमंत वर्गातील आहेत १

बहुसंख्य सुखवस्तू कुटुंबातील आहेत २

बहुसंख्य पालक सर्वसामान्य कुटुंबातील आहेत ३

बहुसंख्य पालक गरीब वर्गातील आहेत ४ ( )

(३) मुलींच्या शिक्षणाचे बाबतीत भोवतालचे वातावरण कसे आहे असे तुम्हाला वाटते?

मुलींच्या शिक्षणास पोषक आहे १

मुलींच्या शिक्षणास पोषक नाही २ ( )

सर्वसाधारण समाज मुलींच्या शिक्षणाबद्दल उदासीन आहे ३

(४) मुले अथवा मुली शाळा मध्येच का सोडून जातात याची कारणे अग्रक्रमाने नमूद करावीत

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(१२) **उच्च- प्राथमिक शाळा (इयत्ता ५ ते ७) चालविण्यात कोणत्या प्रमुख अडचणी येतात**

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(१३) **तुमच्या उच्च-प्राथमिक शाळेचा दर्जा कसा आहे असे तुम्हास वाटते ?**

उत्तम १
चांगला २
सर्वसाधारण ३
निकृष्ट ४ ( )

(१४) **या उच्च- प्राथमिक शाळेचा दर्जा सुधारण्यासाठी कोणते उपाय योजावेत असे तुम्हास वाटते?**

मुख्याध्यापकाची स्वाक्षरी
ठिकाण ----------

संशोधकाची स्वाक्षरी
दिनांक ----------

शाळेतील शिक्षकांची व इतर सेवकांची शैक्षणिक पात्रता (अ) शिक्षक (मुख्याध्यापकाचे नाव पहिले लिहावे)							
अनु.	नाव	हुद्दा	वय वर्षे	शैक्षणिक पात्रता	व्यवसायिक शिक्षण	अध्यापनातील अनुभव शाळेतील /एकूण	शेरा
१							
२							
३							
४							
५							
६							
७							
८							
९							
१०							

APPENDIX C

UPS-3

इंडियन इन्स्टिट्यूट ऑफ एजुकेशन, पुणे
अप्पर प्रायमरी शाळांचा अभ्यास
पालक आणि ग्राम शिक्षण समिती सभासदांसाठी प्रश्नावली / मुलाखत प्रश्न

(१) पालकांचे/सभासदांचे नाव -

(२) गाव -
(३) तालुका -
(४) जिल्हा -

(५) शाळेतील पाल्याचे नाव - इयत्ता -

(६) तुमच्या गावात किती वर्षापासून अप्पर प्रामयरी शाळा आहे ? वर्षे -
(७) गावात ही शाळा नसती तर तुम्ही तुमच्या पाल्यास कोणत्या शाळेत घातले असते ?

(८) ७वी पास झाल्यानंतर तुम्ही तुमच्या पाल्यास कोणत्या शाळेत पाठविणार आहात ?

(९) तुमचा पाल्य वर्षातून अंदाजे किती दिवस शाळेत हजर असतो ?
(१०) किती दिवस गैरहजर असतो ?
काय कारण ?

(११) शाळेतील शिक्षक नियमितपणे शाळेत येतात का -
नसल्यास का येत नाहीत ?

(१२) शाळेत गणित, शास्त्र, इंग्रजी या विषयांसाठी प्रशिक्षित शिक्षक आहेत का ?

(१३) शाळेत शैक्षणिक व इतर सुविधा आहेत का ?
- बैटकीची व्यवस्था
- शैक्षणिक साहित्य
- पिण्याचे पाणी
- संडास-मुतारीची सोय (मुलींसाठी व मुलांसाठी वेगळी सोय)

(१४) शाळेचे काम अधिक चांगले चालण्यासाठी तुम्ही काय सहकार्य करू शकाल ?

(१५) शाळेत काय सुधारणा व्हाव्यात असे तुम्हास वाटते ?

ज्यांचे मूल ५वी ते ७वी दरम्यान शाळा सोडून गेले आहे अशा पालकांसाठी

(१६) तुमच्या पाल्याने कोणत्या इयत्तेत शाळा सोडली?

(१७) शाळा का सोडली?

(१८) पाल्य सध्या काय करतो?

(१९) तुम्ही त्याला पुढे कोणते काम देणार?

(२०) मुलांनी शाळा सोडू नये म्हणून काय करावे असे तुम्हास वाटते?

APPENDIX D

UPS - 4

INDIAN INSTITUTE OF EDUCATION, PUNE

UPPER PRIMARY SCHOOL PROJECT

Interview guidelines for Village Leaders and H.Ms.

1. Please give a brief historical sketch of the UPS in your village since its inception. This should include year of establishment, type of management, change and growth of infra-structural facilities, teacher's position over the years, growth in enrolment from the beginning upto 2001-2002 (atleast upto 2000-01) role of villagers, Village Panchayat, community leaders, etc.

2. Is there a high-school in your village? Does it have V-VII classes attached? If not what efforts are made, if any, to start one?

3. Are independent teachers available for English, Science and Maths? What are their qualifications? What about their in-service training?

4. Is there a science-kit in the school? Are experiments/practicals performed in classes?

5. What steps have been taken, if any, to enhance the quality of UPS? (Less drop-out, better results, better facilities, school atmosphere).

6. Which is the stage (class) where there are most drop-outs?

7. Are any fees charged in UPS? Please give classwise details.

8. Are HMs given any special training for running the UPS?

9. What are the arrangements for Inspection and Supervision? What are your comments on the quality of inspections? Are these useful to the school? How?

10. What is the quantum of funds required by UPS for non-salary expenditure? Source? Give details of demand and receipts over the last five years. (1996-97 to 2000-01)

11. What in your view are the defects, deficiencies, shortcomings of your UPS? What are your suggestions for improvements.

12. Is it desirable to close UPS (V to VII) classes and join them with the High Schools? What problems and difficulties do you envisage?

13. What do children (particularly girls) do after VII? Do they go to High School? Get married? Take up economic activity? Just sit idle at home?

14. Can you indicate some reasons why the students (especially girls) do not join the high-school? What are your suggestions to persuade them to join High Schools?

15. What are the special facilities / incentives provided to girls, SC/ ST/ OBC students, hadicapped children in the UPS?

16. What role does the VP/ VEC/ village-community play in improving enrolment / Quality in UPS?

17. Is there arrangement for computer-education / training in the UPS? If yes, do you consider it useful? How? Who has supplied the computers? How many? If not, would you like to introduce such education / training? Why?

18. Are there computer training classes in this village or in a nearby village / town? Do children of your village attend these classes? How many children have completed computer courses? What benefits have they derived?

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APPENDIX E

UPS - 5

INDIAN INSTITTUE OF EDUCATION, PUNE

Interview Guide-lines for district-level / block-level officials

1. Are there primary schools desirous of opening V-VII classes? Give details.

2. Are there requests for opening High School classes of VIII-X? Give details.

3. What is the policy of ZP in respect of (1) and (2) above?

4. Are the following infrastructural and teaching-learning facilities generally adequate in UPS?
   a) Building and class-rooms
   b) Lighting in class-rooms
   c) Furniture
   d) Equipment
   e) Science-kit
   f) Drinking water arrangement
   g) Sanitary Blocks – particularly for girls?
   h) Play grounds
   i) Separate teachers for English, Mathematics and Science

5. What is the arrangement for inspection and supervision. Please provide all the relevant details.

6. Are Upper Primary schools provided with grants for misc. expenses? How much per year? What are the approved items on which schools are allowed to spend this amount?

7. Do the local people / VECs participate in the affairs of the school? Do officials have rapport with these people?

8. Specific suggestions to make UPS more effective?

9. Are there plans to introduce computer-training in the UPS of your district / block? Please provide all the relevant details.

10. Are there plans to train UPS teachers in use of computers to enable them to adopt technology-based education system? If yes, please provide all the relevant details.

* * * * *

APPENDIX F

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