

Chapter V

Maharashtra : Survey Findings

(I)

RESPONSES OF TEACHERS

The profile here, means a representation of information by tables recorded in a quantified form. The profile in the present context is about teachers in the primary schools located in the ten selected villages. The first six tables give us a demographic profile of the teachers with regard to age, sex, caste, educational level, training and level of training.

Age -

Age as a factor in the present context is very important as the age of the teacher determines his or her experience in the field of imparting primary education to children of the age-group 6-14 and further implies maturity and understanding of the challenges inherent in teaching small children in the rural areas. The data presented in the following Table 5:1.1 shows the same.

Table 5:1.1

Age

S.No.	Age	Number of Respondents	Percentage (%)
1.	18 to 25	02	03.70
2.	26 to 35	15	27.80
3.	36 to 45	18	33.30
4.	46 and above	19	35.20
	Total	54	100.00

It would be seen from the data presented that the majority (68%) of the teachers fall into the age group of 36 years and above which is indicative of the fact that majority of the teachers are senior and experienced and therefore equipped with the experience to deal with the challenges of universalisation primary education in not only the rural areas but also for facing the hardships in remote and tribal areas.

Sex -

Sex differentiation is a fact of life from which two distinct sets of roles, statuses and societal groups emerge. Since the study is an attempt at promoting the girl child's literacy, it would help if female teachers were also recruited in the schools in the rural areas. She would be in a better position to understand the social problems faced by the girl child and also develop rapport with the girls to invite confidence and deal with their specific problems. Besides, the women teachers would act as role models for the girls in the school. The data presented in Table 5:1.2 shows the sex-distribution of the respondents :

Table 5:1.2

Sex

S.No.	Sex	Number of Respondents	Percentage (%)
1.	Male	31	57.40
2.	Female	23	42.60
	Total	54	100.00

It would be seen from the data that the majority of the teachers are male, but the presence of more than 40% female teachers is adequate for attracting and retention of the girl child in the school. The presence of the female staff is also important as females have traditionally carried out the role of teaching and socialising girls. The criteria of sex is being used by the Government for dispensing the benefits of its schemes for the universalisation of primary education or for giving priority to the girl child and raising awareness regarding the importance of education for girls.

Caste -

The centuries old caste system is the criteria used by the Government to distribute the benefits of the schemes / programmes initiated by it for the literacy of the girl child. The objective is to universalise primary education by targeting the weaker and backward sections of the society. The data presented in the Table 5:1.3 brings out the caste-wise distribution of the teachers.

Table 5:1.3

Caste

S.No.	Caste	Number of Respondents	Percentage (%)
1.	S.C.	05	09.30
2.	S.T.	21	38.90
3.	O.B.C.	11	20.40
4.	General	17	31.50
	Total	54	100.00

It would be seen from the data that the majority of the teachers (39%) belong to the Scheduled Tribe population of Mahadeokolis and the Thakkars. Since in the selected four villages and five schools the majority of the students belong to the adivasi community there is an adequate representation of teachers from the adivasi community. If the teachers of the school stayed in the village itself, the school children would be under their continuous observation and remain disciplined. Informally, the teacher would be able to create an atmosphere for education in the village.

Educational Status -

Qualified and trained teachers are the essence of providing quality primary education in the rural areas. If the teachers are well qualified and dedicated to the problem of girl child drop outs would be reduced and only then the goal of universalisation of primary education will be achieved. The data in Table 5:1.4 gives the educational level of the primary school teachers in the selected villages.

Table 5:1.4
Educational Status

S.No.	Educational Status	Number of Respondents	Percentage (%)
1.	Higher Secondary	32	59.20
2.	Graduate	17	31.50
3.	Post Graduate	05	09.30
	Total	54	100.00

It would be seen from the data that a majority (59.20%) of the teachers have the requisite qualification of higher secondary. 31.50 per cent teachers are educated upto graduation and rest 9.30 per cent teachers are educated upto post-graduation. It shows that majority of the teachers are educated upto higher secondary only.

Teachers Training -

Training of teachers is crucial for the qualitative improvement in primary education. It will equip the teachers with skills for inculcating interest in the young minds for education and thereby, strengthen elementary education. The data in the Table 5:1.5 gives the percentage of trained teachers.

Table 5:1.5
Teachers Training

S.No.	Teachers Training	Number of Respondents	Percentage (%)
1.	Yes	15	27.80
2.	No	39	72.20
	Total	54	100.00

It would be seen from the data that 27.80 per cent teachers have received training. Rest 72.20 per cent teachers are not trained.

Level of Training -

The data presented in Table 5:1.6 brings out the training level of the teacher.

Table 5:1.6
Level of Training

S.No.	Level of Training	Number of Respondents	Percentage (%)
1.	B. T. I	01	01.90
2.	B. Ed.	13	24.10
3.	D. Ed.	01	01.90
4.	No training	32	72.20
	Total	54	100.00

It would be seen from the data that just 28 per cent of the teachers have a formal degree / diploma in training. Out of 15 teachers, 13 teachers are trained upto B.Ed. 1 teacher has done B.T.I. and another 1 teacher has done D.Ed. It shows that B.Ed. is a prominent training degree received by teachers.

Survey of School Going Age (6-14) Children -

A Survey is conducted to find out the number of school going age (6-14) children to enrol them in the village primary school. The objective of the survey is to ensure that every girl is enrolled in the school to implement the goal of universalisation of primary education. The post of Kendrapramukh was created for carrying out surveys. About 95 surveys have been carried out in the Junnar block. The data in Tables 5:1.7 and 5:1.8 brings out that all selected schools carry out a survey and that all school going children are enrolled according to the survey list.

Table 5:1.7
Survey of School Going Age Children

S.No.	Survey of School Going Age Children	Number of Respondents	Percentage (%)
1.	Yes	54	100.00
2.	No	00	00.00
	Total	54	100.00

100 per cent of the teachers responded in the affirmative about carrying out

survey of children to ensure enrolment of all children belonging to the school going age group of 6-14. The data in Table 5:1.8 brings out that children are enrolled according to the survey list.

Table 5:1.8

Whether the Children are Enrolled According to the Survey List

S.No.	Whether the Children are Enrolled According to the Survey List	Number of Respondents	Percentage (%)
1.	Yes	53	98.10
2.	No	01	01.90
	Total	54	100.00

Attendance of the Children in School -

Most of the Government Schemes, such as, Rice distribution (3 kg), Upastithi Bhatta for girls, Adivasi allowance and even the community sponsored Savitribai Phule Dattak Yojana attaches the condition of above 75% attendance in school. In fact, one of the important reasons why girls are sent to school or attend schools regularly and don't drop out of the schools is the benefit accruing out of the Government schemes to which this attendance condition is attached. The most attractive scheme is that of rice distribution which is being implemented only in Pune district. The data in Table 5:1.9 brings out the percentage attendance of the children in school.

Table 5:1.9

Percentage of Attendance of the Children in School

S.No.	Percentage of Attendance of the Children in School	Number of Respondents	Percentage (%)
1.	No response	05	09.30
2.	3 %	01	01.90
3.	85 %	03	05.60
4.	90 %	19	35.20
5.	95 %	06	11.10
6.	98 %	02	03.70
7.	99 %	05	09.30
8.	100 %	12	22.20
	Total	54	100.00

It would be seen from the data that the majority (87%) of the teachers pointed out that attendance in their schools was above 85%. This explains why all the Government schemes are being implemented in this district which in turn has succeeded in retention of the girls in the school. The attendance of the children can be corroborated with Table 5:1.10 and Table 5:1.11 showing the percentage of absenteeism of boys and girls in the selected schools.

Table 5:1.10

Percentage of Absenteeism of Boys in the School

S.No.	Percentage of Absenteeism of Boys in the School	Number of Respondents	Percentage (%)
1.	No response	41	75.90
2.	1 %	03	05.60
3.	2 %	03	05.60
4.	5 %	03	05.60
5.	10 %	01	01.90
6.	21 %	01	01.90
7.	100 %	02	03.70
	Total	54	100.00

It is seen from the data that an overwhelming number of teachers (76%) did not respond to this question in the schedule. The reason could be that absenteeism is not a problem in the schools of Junnar Block. Secondly, and more importantly, whenever the question of attendance or absenteeism or enrollment was asked, the teachers kept giving their notebooks for giving such details. Since the teachers are used to regular and close inspection of their schools for these statistics they just handed over the day-to-day records maintained by them instead of answering the question. Direct observation of different classes also confirmed that the student strength was as reported by the teachers.

Table 5:1.11*Percentage of Absenteeism of the Girl Child in School*

S.No.	Percentage of Absenteeism of the Girl Child in School	Number of Respondents	Percentage (%)
1.	No response	16	29.6
2.	1 %	03	05.60
3.	2 %	03	05.60
4.	3 %	03	05.60
5.	4 %	01	01.90
6.	5 %	09	16.70
7.	30 %	01	01.90
8.	85 %	01	01.90
9.	90 %	01	01.90
10.	100 %	04	07.40
	Total	54	100.00

The data in the table shows 30 per cent of no responses for the reasons given above. There is a drop out percentage of 7 per cent and the absenteeism percentage mentioned by 58 per cent of the respondents is about and below 10 per cent. A comparison of boys and girls shows that absenteeism amongst girls is slightly higher but not so high as to lose out on the benefits of the Government schemes. Table 5:1.12 shows the class in which the absenteeism is the highest.

Table 5:1.12*Which Class has the Highest Absenteeism Rate in the School ?*

S.No.	Class	Number of Respondents	Percentage (%)
1.	No response	26	48.10
2.	II Std.	01	01.90
3.	III Std.	01	01.90
4.	V Std.	03	05.60
5.	VI Std.	14	25.90
6.	VII Std.	09	16.70
	Total	54	100.00

It would be seen from the data presented in Table 5:1.12 that the dropping out of school begins after the IV standard. In case of poor people, their children enter the school at an early age of six or seven (when they are more of a nuisance than a help at home) and leave school as soon as they are grown up, say age nine or more (to begin work in or outside the family). The girl child starts helping in the household work and taking care of the siblings, grazing cattle outside in the fields, etc. Also, the central scheme of rice distribution is only upto the V standard. Similarly, the Attendance Allowance (Upastithi Bhatta) for the girl child is only upto the IV standard so the need to supplement the household income contributes to the drop out rate from Standard IV. This is also the age of puberty for the girls which compels their parents to arrange marriage of the child. About 48 per cent of the teachers didn't respond. However, it is clear from the responses received that 48 per cent of the children drop out of school from the Vth Standard onwards.

The Table 5:1.13 brings out the reasons for the absenteeism of the girl child.

Table 5:1.13

Reasons for Absenteeism of the Girl Child

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	House work / care of siblings	25	46.30
2.	Over age	08	14.80
3.	Insecurity	09	16.70
4.	Economic condition	11	20.40

The data presented above indicate that 46 per cent of the reasons for absenteeism of girls is housework and the care of the younger siblings. Another reason of absenteeism/drop out is over age of the girl. About 15 per cent of the reason of over age contributes to absenteeism of the girl child. About 17 per cent of the reasons for absenteeism relate to the feelings of parents and girls of insecurity about the girl's personal safety. About 20 per cent of the population belongs to the poor category and therefore for economic reasons cannot send their girls to school especially after the Vth Standard when the 3 kg Rice scheme does not benefit the girl.

The data presented in Table 5:1.14 brings out the reasons for the non-enrolment of the girl child.

Table 5:1.14*Reasons for the Non -Enrollment of the Girl Child*

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Illiterate family	09	16.70
2.	Insecurity /safety	01	01.90
3.	Economic condition	03	05.60

It would be seen from the data that nearly 17 per cent of the reasons for non-enrollment relate to the illiteracy of the family, only 2 per cent do not enrol their daughters into schools because of their fear of her personal security and about 6 per cent do not enrol their girls because of their poverty. The majority of the reasons relate to illiteracy which handicaps the parents from understanding the importance of education, it's utility value and their inability to get the birth certificates of their daughters from the local authorities. Because of their illiteracy they cannot go to the Tahsildar's office for caste certificate also and therefore cannot take advantage of the Government schemes.

The data presented in Table 5:1.15 cites the reasons for the discontinuance of the girl child from the school.

Table 5:1.15*Reasons for Discontinuance of the Girl Child from the School*

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Child marriage	17	31.50
2.	Illiterate society	05	09.30
3.	Illness	04	07.40
4.	Insecurity /safety	01	01.90
5.	Over age	01	01.90

It would be seen from the data that the main reason for the discontinuance of a girl from school is her marriage nearing age on reaching puberty. 10 per cent of the reasons relate to illiteracy which contributes to not appreciating the value of education, Ill-health constitutes 7 per cent of the reasons for discontinuance of

the girl child from the school. In fact, health is one of the most urgently needed basic services in the tribal tract villages. Health has become a constant source of worry even for the teachers because of lack of transport, primary health centres and the ICDS anganwadi providing mostly nutrition facility. About 2 per cent of the reasons relate to personal safety of the girl child on attaining puberty and 2 per cent of the reasons are of over age.

The data presented in Table 5:1.16 show the drop out rate of girls in schools.

Table 5:1.16
Drop Out Rate of Girls in Schools

S.No.	Drop Out Rate of Girls in Schools	Number of Respondents	Percentage (%)
1.	No response	16	29.60
2.	1 %	10	18.50
3.	2 %	17	31.50
4.	3 %	02	03.70
5.	4 %	01	01.90
6.	5 %	05	09.30
7.	10 %	01	01.90
8.	16 %	01	01.90
9.	20 %	01	01.90
	Total	54	100.00

It is seen from the data that the problem of drop outs is not of grave concern. The no responses constitute 30 per cent because the teachers do not perceive it as a problem in the first place. Majority of the teachers, (65%) considered the drop outs to be below 5 per cent. Upto the primary stage the drop out problem is not significant in the selected village schools.

The data presented in Table 5:1.17 shows the drop out rate of Boys.

Table 5:1.17*Drop Out Rate for Boys in the School*

S.No.	Drop Out Rate for Boys in in the School	Number of Respondents	Percentage (%)
1.	No response	52	96.30
2.	2 %	01	01.90
3.	10 %	01	01.90
	Total	54	100.00

It is seen from the above data that the no responses constitute 96 per cent which means that for the teachers the problem of dropout for boys does not exist in the primary school. 4 per cent of the teachers feel it to be below 10 per cent. The data presented in Table 5:1.18 shows the level of interest shown by the parents for girls' education.

Table 5:1.18*Level of Interest Shown by Parents for the Girl Child Education*

S.No.	Level of Interest Shown by Parents for the Girl Child Education	Number of Respondents	Percentage (%)
1.	Very high	11	20.40
2.	High	25	46.30
3.	Moderate	16	29.60
4.	Low	02	03.70
	Total	54	100.00

It is seen from the above data that 96 per cent of the teachers felt that the level of interest shown by parents for their daughters education was well above moderate in fact, it was quite high.

Junnar block, as already stated is educationally progressive because of the community participation in the promotion of the education of their children. This explains the low percentages for absenteeism, non-enrollment, discontinuance and drop out of girls and boys from schools.

The Table 5:1.19 shows the reasons for the low interest for girl child education.

Table 5:1.19

Reasons for Low Level of Interest for Girl Child Education

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Care of siblings / house work	07	13.00
2.	Economic condition	09	16.70
3.	Illiterate parents	11	20.40

The data presented show that 13 per cent of the teachers felt that care of siblings and housework was responsible for the low level of interest taken in the education of the girl child. Then, after the V standard the parents felt that their daughter was anyway going to be married. About 17 per cent felt the reason for low interest in the education of the girl child was parents economic condition. The parents send the girl to the school during the age when she is incapable of doing either housework or outside paid work in the fields but benefits from the Government schemes. 20 per cent of the teachers were of the view that lack of interest was due to the illiteracy of the parents. Illiteracy prevents the parents from completing formalities of enrolling their daughters in the school and thereby from taking advantage of the Government schemes. They feel that of what use is the education of their girl if it is not going to get her a job and rid them of their poverty? The data presented in Table 5:1.20 shows whether the teachers have approached the parents of those children who often remain absent or have dropped out of the school.

Table 5:1.20

Whether the Teachers have Approached the Parents of those Children Who are often Absent or have Dropped out

S.No.	Whether the Teachers have Approached the Parents of those Children Who are often Absent or have Dropped out	Number of Respondents	Percentage (%)
1.	No response	01	01.90
2.	Yes	53	98.10
3.	No	00	00.00
	Total	54	100.00

It is evident from the data that majority of the teachers (98%) approach parents

of all those children who often remain absent or who have dropped out. Since the number of such children is small it is possible for the teacher to personally approach the parents.

Data in the Table 5:1.21 shows the response of the parents when contacted by the teacher regarding absenteeism or dropping out of their children from school

Table 5:1.21
Response of Parents When Contacted by the Teacher Regarding Absenteeism or Dropping Out of their Children from School

S.No.	Response of Parents When Contacted by the Teacher Regarding Absenteeism or Dropping Out of their Children from School	Number of Respondents	Percentage (%)
1.	Have no objection to sending them to school	44	81.50
2.	Willing to send them after the fieldwork	07	13.00
3.	After recovering from illness	02	03.70
4.	Insecurity about their safety	01	01.90

It is seen from the data that a majority of the parents (82%) have no objection to sending their children to school. 13 per cent of the parents were willing to send their children after their work in the fields had been completed. It is difficult, if not impossible, for the poor to send their children to formal primary schools for five to six hours everyday, a time which the children can devote to helps their parents on field. The Government scheme of non-formal education is relevant to the needs of such children belonging to the poor families. However, it would be rare to find a teacher for imparting non-formal education in the tribal belt area. About 4 per cent parents said that they would send their children after they had recovered from their illness while 2 per cent of them were worried about the personal safety of their daughters.

The data in Table 5:1.22 shows the awareness of the teachers regarding the Government Schemes for the girls' education.

Table 5:1.22

Awareness of the Government Schemes for Girls Education

S.No.	Awareness of the Government Schemes for Girls Education	Number of Respondents	Percentage (%)
1.	Savitribai Phule Dattak Yojana	53	98.10
2.	Rice distribution (3 kg)	54	100.00
3.	Upasthiti Bhatta	51	94.40
4.	Adivasi Attendance Allowance (Rs. 400 per girl)	50	92.60

This 5:1.22 shows that teachers who are responsible for the implementation of the Government schemes for the benefit of the girl students, were aware of these popular Government schemes. 98 per cent of the teachers were aware of the prestigious Savitribai Phule Dattak Yojana because a majority of them had adopted girls belonging to the non-backward castes and paying for their education through their salaries. About, 10,36,000 girls are covered under this scheme. During the year 1999-2000, Rs. 95,000 were collected and the amount was distributed amongst 318 girls. The villagers do not contribute to this scheme because of lack of awareness and motivation and since teachers do not want to do the motivational work they pay off the contribution from their salaries.

100 per cent of the teachers were aware of Central Government's rice scheme. It is this scheme which attracts girls into the school. It is this the scheme which has made Pune district educationally progressive with almost 100 per cent attendance in the schools. 94 per cent of the teachers were aware of the Attendance Allowance Scheme (Upastithi Bhatta) given to the girls belonging to the backward caste community. 93 per cent of the teachers were aware of the Adivasi Attendance Allowance (Attendance requirement of 75%) given to boys and girls (Rs. 400) belonging to the Scheduled Tribes (Standards V - VII) and which amongst other schemes was responsible for upto 95% attendance in the adivasi areas. In the Junnar Taluka about Rs. 10.00 lakhs is distributed for this scheme. Besides the above schemes, the teacher needs to be aware of free compulsory education, free uniforms, textbooks, pencils, slates, bags, compass, etc. to inform the parents. However, it is generally felt that these benefits cater to the needs of the parents rather than promoting interest in education.

The data in the Table 5:1.23 shows the role of the primary schools in the implementation of the Government schemes.

Table 5:1.23*Role of the Primary School in the Implementation of Government Schemes*

S.No.	Role of the Primary School in the Implementation of Government Schemes	Number of Respondents	Percentage (%)
1.	Adopt girls according to Savitribai Phule Dattak Yojana	49	90.70
2.	Prepare a list of beneficiaries and distribute the benefits of the schemes	48	88.90

It is clear from the data that 91 per cent of the teachers feel responsible for getting girls belonging to the poor (not backward castes) adopted under the Savitribai Phule Dattak Yojana. However, to achieve this end they must mobilise the village population by establishing a rapport with them. It should be the village people's responsibility to maintain the schools for their children. 90 per cent of the teachers feel that they have to prepare the list of beneficiaries and distribute the benefits of the Government schemes to the eligible students. It would also be their responsibility to bring any shortcomings in the schemes to the notice of the higher authorities. Instead of depending on the Government totally they can mobilise local initiative to make the village self-sufficient in schooling facilities.

The data in Table 5:1.24 shows the perception of the teacher regarding the value of the Government schemes.

Table 5:1.24*Perception of the Teacher About the Government Schemes*

S.No.	Perception of the Teacher About the Government Schemes	Number of Respondents	Percentage (%)
1.	Useful / beneficial	47	87.00
2.	Not useful	07	13.00
	Total	54	100.00

It is clear from the above data that 87 per cent of the teachers find the Government schemes useful. However, 13 per cent of the teachers find the schemes not facilitating the goal of universalisation of primary education. Also, they are not helpful in improving the quality of education.

The data in Table 5:1.25 shows the reasons for not finding the Government schemes useful.

Table 5:1.25
Reasons for not Finding the Government Schemes Useful

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Every one does not get the benefits of the schemes	08	14.80
2.	The quality of the educational material is very bad and does not reach in time	05	09.30
3.	Uniforms are not of correct size (Balvadi size)	01	01.90

This Table makes it clear as to why the Government schemes are not found useful and relevant to the educational needs of the girl child. About 15 per cent of the teachers felt that the schemes were limited in their scope. They do not cover the economically backward students. In a Taluka the schemes limit the target to 100 students only. The teachers pointed out that besides the backward caste criterion, the economically backward criterion should also be added. Also, they feel very embarrassed while distributing the benefits of the various schemes to the backward caste students in the presence of such brilliant but very poor students who deserve such facilities but are not entitled to receive them only because that they happen to belong to upper castes. They therefore suggest that instead of giving benefits in cash, educational aids in kind would be more beneficial. Cash ultimately reaches the parents, not the students, and this defeats the very purpose of the schemes.

9 per cent of the teachers felt that the quality of the educational material was very bad and that it did not reach them in time. As the text books and notebooks do not come in time, students purchase books etc. without waiting for them.

2 per cent of the teachers pointed out that the uniforms sent to them were of small in size to fit those for whom they are meant. As a result instead of the primary school students using them, for whom they are meant, their younger siblings use them at home.

The data in the Table 5:1.26 shows the opinion of the teachers about the adequacy of the infrastructural facilities (School building, teaching aid material,

requisite staff etc.)

Table 5:1.26

*Opinion of the Teachers About the Adequacy of the Infrastructural Facility
(School building, teaching aids materials, requisite staff)*

S.No.	Opinion of the Teacher About the Adequacy of the Infrastructural Facility	Number of Respondents	Percentage (%)
1.	Yes	41	75.90
2.	No	13	24.10
	Total	54	100.00

It is clear from the Table that majority (76%) of the teachers felt that the infrastructural facilities were adequate while 24 per cent of them felt that the Government was not maintaining the existing infrastructural facilities properly; a lot more was needed to be done in the field of girl child education.

The data in Table 5:1.27 shows whether the teacher had approached any authority for adequate infrastructural facilities?

Table 5:1.27

Whether the Teachers had Approached Any Authority for Adequate Infrastructural Facilities

S.No.	Whether the Teachers had Approached Any Authority for Adequate Infrastructural Facilities	Number of Respondents	Percentage (%)
1.	Yes	42	77.80
2.	No	12	22.20
	Total	54	100.00

To this question the response of 78 per cent of the teachers was that they had approached the higher authorities for the redressal of their grievances regarding infrastructural facilities. The general opinion was that when complaints were made to local authorities (in this case the Head Master/Kendra Pramukh) they got only assurances, not remedial action. Therefore the teachers felt that for grievance

redressal they should approach higher authorities.

The data in Table 5:1.28 shows the response of the higher authorities towards the inadequacy of the infrastructural facilities.

Table 5:1.28
*Response of the Higher Authorities
Towards the Inadequacy of the Infrastructural Facilities*

S.No.	Response of the Higher Authorities Towards the Inadequacy of the Infrastructural Facilities	Number of Respondents	Percentage (%)
1.	Made promises	35	64.80
2.	Authorities have limitations of resources etc.	01	01.90
3.	Very poor response	05	09.30

It is seen from the above data that 65 per cent teachers got mere promises from the local authorities for the redressal of the grievances related to the infrastructural facilities of the primary schools. 2 per cent of the teachers felt that the authorities had their own limitations, particularly the lack of resources. Therefore they could not do much to improve the infrastructural facilities of the schools. 9 per cent of the teachers stated that they got a very poor and discouraging response from the local authorities when they were approached for doing something about the inadequate infrastructural facilities.

Suggestions for improvement -

Table 5:1.29
Suggestions of the Teachers for the Improvement of the Girl Child Education

S.No.	Suggestions of the Teachers for the Improvement of the Girl Child Education	Number of Respondents	Percentage (%)
1.	Toilet / Water / Parks	33	61.10
2.	Science material availability	24	44.40
3.	Clerks and Peons	05	09.30
4.	Need to improve student-teacher relationship	05	09.30

It is seen from the data that 61 per cent of the teachers emphasised the need of toilets, water and parks in the school. A look at the priorities of the elected representatives suggests that they give top priority to funds for constructing new buildings and second priority to tap water etc. However, funds are not available for the maintenance of the existing school buildings. The Panchayat Samiti deputy engineers neither pay need to their requests nor do they send estimates for the repair of existing school buildings. It was pointed out by a Kendrapramukh that Rs. 15,000 were shown to have been spent for repairs of the school building but from the looks of the building in his tribal beat, it seemed that not even Rs. 3000 had been spent for the purpose.

The teachers pointed out that there was lack of storage tank for drinking water, and so was the case of toilet facilities in the school. This becomes a major problem in summer. They complain that this is also one of the reasons for girls and lady teachers to be absent from the school.

As regards toilet, this is an urban concept with the demand for it coming from urban/educated teachers posted in rural areas. The concept and need for a toilet does not fit into a rural agrarian culture. The agrarian culture is deeply rooted in the thinking that anything dirty - even human faeces-should be far away from the main building, in the open. With no water and a closed drainage system the thinking about sanitation and hygiene meant open air defecation. This thinking is so deeply ingrained in the rural psyche that even if the resources were made available, the feeling about the need for a toilet within the residential precincts would be outrageous for them. An example for this should suffice here : the Zilla Parishad paid a rent of Rs. 1566 to the villagers of Khamgaon for the primary school building, but the villagers didn't make any provision for drinking water and toilet in the school; perhaps for the cultural reasons mentioned here.

About 9 per cent of the teachers pointed out the need for peons and clerks in the primary schools. The teachers have to fill in at least 5 forms for each student

for the Government schemes which results in wastage of 8-10 days of teaching per month. A clerk could do this time consuming paper work. Presently, the students themselves have to clean the classrooms in the absence of peons.

The teachers stated also that they should be allowed to do their primary task of teaching only rather than involving themselves with sundry or development work, such as, water survey, family planning, census survey, election duty, veterinary survey, education survey and so much of report writing that there is no time left for teaching and improving the quality of primary education for the girl child.

(II)
RESPONSES OF PARENTS

The profile of the parents is the biographical sketch of a person which would give us an idea about the home situation in which the child is placed. The factors considered are sex, age, occupation, caste, income, educational status of both the husband and wife and the size of the family. All these factors impinge on the well-being of the child and the kind of input he gets from his home for his or her education.

Sex -

The data showing the sex distribution of the parents is presented in Table 5:2.1.

Table 5:2.1

Sex

S.No.	Sex	Number of Respondents	Percentage (%)
1.	Male	41	41.00
2.	Female	59	59.00
	Total	100	100.00

It would be seen from the data presented that the majority (59%) of the parents are female and the appropriate sample for understanding the situation regarding the girl child literacy. The socialisation and decisions regarding children, especially girl's education is the responsibility of the mother. The female's experience and viewpoint has an influence on whether her daughter would go to school and continue with her education.

Age -

The data showing the age distribution of the parents is presented in Table 5:2.2.

Table 5:2.2

Age

S.No.	Age	Number of Respondents	Percentage (%)
1.	18 to 25	07	07.00
2.	26 to 35	54	54.00
3.	36 to 45	27	27.00
4.	46 and above	12	12.00
	Total	100	100.00

It would be seen from the data that a majority (81%) of the parents fall within the age group 26 - 45. Younger parents are more likely to be aware about the importance of education for their daughters. It is only in the past 25 years that Junnar has become more aware about the value of education for the girls. The old superstitions and traditional conceptions about a girl's role have changed. However, in the tribal belt, it is still a question of economic poverty .

Occupation -

The data showing the occupation wise distribution of the parents is presented in Table 5:2.3.

Table 5:2.3

Occupation

S.No.	Occupation	Number of Respondents	Percentage (%)
1.	Agriculture	33	33.00
2.	Labour	23	23.00
3.	Business	07	09.00
4.	Housewife	29	29.00
5.	Others	08	08.00
	Total	100	100.00

The data presented above brings out that a majority (55%) of the parents are working in the field of agriculture thus implying that this is agrarian society. An agrarian society under the influence of urban industrialised Pune city because of the close proximity. Consequently we find two sets of value systems - one modern, progressive and accepting the importance of education characterising an urban industrialised society and the other - still traditional under the influence of customs, norms, religion and fearing loss of honour and social ostracism if the girl gets polluted before marriage. The bottom line of these built in contradictions in the value systems of a society in transition is economic poverty which has resulted in the girl child dropping out of school after the IV standard and lapsing into illiteracy permanently bringing to nought the investments made in formal education for the girls.

Caste -

The data presented in Table 5:2.4 shows the caste - wise distribution of the parents.

Table 5:2.4

Caste

S.No.	Caste	Number of Respondents	Percentage (%)
1.	S.C.	04	04.00
2.	S.T.	34	34.00
3.	O.B.C.	06	06.00
4.	General	54	54.00
	Total	100	100.00

It is seen from the data that a majority of the backward caste parents belong to ST (34%), only 4 per cent belong to SC and 6 per cent belong to the OBC. The majority of the parents (52%) belong to the upper castes and therefore during the interviews one finds that since this category does not get any significant benefits from the Government schemes except free education, scholarships for meritorious students since Vth standard and the 3 kg rice in rural areas, their responses have been lukewarm. But the parents belonging to the ST community are aware of the Government schemes.

Income -

The data presented in Table 5:2.5 shows the income - wise distribution of parents.

Table 5:2.5

Income

S.No.	Income	Number of Respondents	Percentage (%)
1.	Up to 11,000	84	84.00
2.	11,001 to 30,000	08	08.00
3.	30,001 to 60,000	02	02.00
4.	60,001 to 1,00,000	04	04.00
5.	1,00,001 and above	01	01.00
	Total	100	100.00

It would be seen from the data presented that a majority of the parents (84%) have an annual income of upto Rs. 11,000. 8 per cent are in the income group of 11,001 to 30,000. 4 per cent having an income of 60,001 to 1,00,000 may be belonging to the business occupation. Thus, majority of the parents are working in the agricultural sector and considering their income are marginal workers. The economic condition of the parents would be the most significant factor in girls pursuing education or dropping out of the school. The monetary benefits derived from the Government schemes is the most important factor for girls, especially of the tribal community to attend schools upto IV or Vth standard . Once the benefits cease after these standards they are grown up for outside employment in the fields as agricultural labourers, livestock grazing and rearing etc.

Educational status

The data in Table 5:2.6 shows the educational level of the parents.

Table 5:2.6
Educational Status

S.No.	Educational Status	Number of Respondents	Percentage (%)
1.	Illiterate	33	33.00
2.	Literate	13	13.00
3.	Up to primary	20	12.00
4.	Middle	26	26.00
5.	Higher secondary	04	04.00
6.	Graduate and above	04	04.00
	Total	100	100.00

It would be seen from the data presented that one third of the parents were illiterate, one fourth had been educated upto the middle school, 20.00 per cent had studied upto the primary level and 13 per cent were barely literate. Considering the educational profile of the parents it is obvious that their children would find it very difficult to go beyond the middle school. Since it has dawned on the parents that even after taking education there are no jobs so the feeling is why take education.

The data presented in Table 5:2.7 shows the educational status of the spouse.

Table 5:2.7
Educational Status of Husband/Wife

S.No.	Educational Status of Husband/Wife	Number of Respondents	Percentage (%)
1.	Illiterate	24	24.00
2.	Literate	09	04.00
3.	Up to primary	34	34.00
4.	Middle	26	26.00
5.	Higher secondary	04	04.00
6.	Graduate and above	03	03.00
	Total	100	100.00

It would be seen from the data that about 24.00 per cent of the spouses of

the respondents are illiterate. 9 per cent are barely literate and one third respondents have studied upto primary. One fourth respondents are educated upto middle school level. Since education is linked to one's social status and earning potential, the parents' educational status reflects the children's family background. Consequently, the children are either not encouraged to take education seriously or unfavourable family conditions resulted in disturbances in the children's education or poor performance on the part of the children, who after having dropped out of the Vth standard lapse into illiteracy.

Family Size -

The data in Table 5:2.8 shows the size of the family.

Table 5:2.8
Size of the Family

S.No.	Size of the Family	Number of Respondents	Percentage (%)
1.	Up to 4 children	44	44.00
2.	5 to 7	45	45.00
3.	8 and above	11	11.00
	Total	100	100.00

It is seen from the data that 44 per cent of the parents have upto 4 children, 45 per cent of the parents have children between 5 to 7 and 11 per cent have 8 and above children. The economy of the rural areas being agricultural, more number of hands are necessary for the cultivation of lands and hence the large number of children. The level of malnutrition in the rural areas and more so, the tribal tracts is so low, that the children suffer from ill-health. This increases the infant mortality rate and child death rate, thus contributing to a high birth rate. An average rural family also prefers sons for support in their old age which also contributes to a bigger family size.

The data in Table 5:2.9 gives the distribution of the girl child.

Table 5:2.9
Details of Girl Child

		Total No. of female children	Age group		Education level		School going
			6-14		Std. 1-4;	Std. 5-7	
1.	Female child No. 1	58	36		12	18	30
2.	Female child No. 2	61	41		18	18	36
3.	Female child No. 3	34	22		16	05	21
4.	Female child No. 4	18	11		04	04	08
5.	Female child No. 5	04	03		01	02	03

It is clear from the data presented regarding the female children that all the girls in the age group 6-14 are not going to school. For example in the case of the first female child in the school going age group 6-14, out of 36 girls only 30 are going to school. In case of the second girl child, out of 41 girls only 36 are going to school. In case of the third girl child, out of 22 school going age girls, 21 are going to school. In case of the fourth girl child, out of 11 girls only 8 are going to school and in case of the fifth girl child which would be younger in age all the 3 are going to school. One explanation for the discrepancy in the school going age girls could be that the girls have dropped out after the IV or V standard after having attained puberty.

Table 5:2.10 and Table 5:2.11 shows the distribution of school going age (6-14) boys and school going age boys going to school respectively.

Table 5:2.10
Number of School Boys of Age (6 to 14)

S.No.	Number of School Boys of Age (6 to 14)	Number of Respondents	Percentage (%)
1.	Families without Boys	36	36.00
2.	Families with one Boy	38	38.00
3.	Families with two Boys	21	21.00
4.	Families with three boys	05	05.00
	Total	100	100.00

Table 5:2.11

Number of School Going Age (6 to 14) Boys

S.No.	Number of School Going Age (6 to 14) Boys	Number of Respondents	Percentage (%)
1.	Families without school going Boys	36	36.00
2.	Families with one school going Boy	38	38.00
3.	Families with two school going Boys	21	21.00
4.	Families with three school going Boys	05	05.00
	Total	100	100.00

It is seen from the data presented in the above tables that there is no discrepancy between the number of boys in the school going age (6-14) group and those in this age group actually going to school. This accounts for the higher makes literacy rate of 77.19 per cent as compared to the female literacy rate of 47.93 per cent in the rural areas of Junnar.

Table 5:2.12 and Table 5:2.13 shows the distribution of school going age (6-14) girls and school going age (6-14) girls going to school respectively.

Table 5:2.12

Number of School Girls of Age (6 to 14)

S.No.	Number of School Girls of Age (6 to 14)	Number of Respondents	Percentage (%)
1.	Families without girls	33	32.00
2.	Families with one girl	42	42.00
3.	Families with two girls	19	19.00
4.	Families with three girls	06	06.00
	Total	100	100.00

Table 5:2.13

Number of School Going Girls Age (6 to 14)

S.No.	Number of School Going Girls Age (6 to 14)	Number of Respondents	Percentage (%)
1.	Families without school going girls	35	35.00
2.	Families with one school going girl	40	34.00
3.	Families with two school going girls	20	12.00
4.	Families with three school going girls	05	05.00
	Total	100	100.00

A comparison of the data presented in the two tables shows a discrepancy between the number of school going age (6-14) girls and the number of school going age girls going to school.

School Attendance

Table 5:2.14 shows the reasons for the girls of school going age not going to school.

Table 5:2.14
Reasons for Not Going to School

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	No response	75	75.00
2.	Underage	13	13.00
3.	Economic condition	08	08.00
4.	Caring for siblings/household work/ health / outside work	04	09.00
	Total	100	100.00

The data presented shows that majority (75%) of the parents did not respond to this question. The reason could be that the problem of not going to school is below 20 per cent. Besides, not wanting to respond to the question relating to the absenteeism of their children could also be the anxiety of not wanting to lose out on the benefits of Government schemes which have the conditionality of attendance

attached to them. However, during the field visit it was observed that most of the classes were full and the teachers were promptly thrusting the attendance musters in the hands of the field investigator. The reasons given for the children not going to school related to underage (13%), economic condition (8%), caring for siblings, household work, outside work and health problems (4%).

The Table 5:2.15 shows the reasons for not sending the girl child to school.

Table 5:2.15

Reasons for Not Sending the Girl Child to School

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	No Response	49	49.00
2.	Economic condition	18	18.00
3.	Dowry / marriage / failure	15	15.00
4.	Parents not aware of importance of education / house work	18	18.00
	Total	100	100.00

It is seen from the data that the no response level is about 49 per cent, perhaps because the question does not apply to them. 18 per cent of the parents gave their economic condition as the reason for not sending their daughters to school (mostly the middle school because there is no problem in sending the girls to Std. I to IV). 84 per cent of the parents have an annual income of upto Rs. 11.000. Since there are no Government schemes involving monetary benefit or food distribution after Std. V and the girls are of an age when they can work outside in the fields etc. they are not sent to school. 15 per cent of the parents gave the reason of dowry and marriage on failure in the class as a reason for not sending their daughter to the school. Mostly, girls join the school late at the age of 7 and above and if they attain puberty during their primary schooling due to loss of years through failure in any standard they are withdrawn from school and married off. 18 per cent of the parents don't send their girls to school because they are not aware of the importance of education for their daughter and feel that since she would be anyway doing housework all her life she should do it now itself rather than going to school.

Table 5:2.16 shows whether all children have been enrolled or educated in

primary school.

Table 5:2.16

Whether all Children have been Enrolled or Educated in Primary School

S.No.	Whether all Children have been Enrolled or Educated in Primary School	Number of Respondents	Percentage (%)
1.	Yes	92	92.00
2.	No	08	08.00
	Total	100	100.00

It is seen from the data presented that 92 per cent of the parents get their children educated at least upto the primary schooling level. A minority of 8 per cent has problems in doing so, which most of the times is because of their poverty.

Table 5:2.17 shows the reasons for not enrolling or educating all the children in primary school.

Table 5:2.17

Reasons for Not Enrolling or Educating all the Children in Primary School

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	No response	89	89.00
2.	underage	05	05.00
3.	Economic condition	04	04.00
4.	Field work	02	02.00
	Total	100	100.00

It is seen from the data presented that 89 per cent of the parents didn't respond since there is hundred per cent enrollment. 5 per cent of the parents didn't enrol their children because they were underage. The perception of underage varies in the rural areas. Officially the age for enrollment may be six but if the child is weak and sickly, which is quite a few times the case, parents give the reason of underage. 4 per cent of the parents cited the reason of economic condition which is valid for beyond the IV standard when the child will be employable. 2 per cent did give the reason of agricultural work for not completing primary education by their child.

The Table 5:2.18 shows whether the children have dropped out of primary

school.

Table 5:2.18

Whether Children have Dropped Out of the Primary School

S.No.	Whether Children have Dropped Out of the Primary School	Number of Respondents	Percentage (%)
1.	Yes	13	13.00
2.	No	87	87.00
	Total	100	100.00

It is seen from the data that 85 per cent of the parents have pointed out that their children have not dropped out of the primary school and only 13 per cent have agreed to their children having dropped out of the school. However, this process of dropping out begins after the IV or V standard.

Table 5:2.19 has presented the reasons for the dropping out of the children from the primary school.

Table 5:2.19

Reasons for Dropping Out of the Primary School

S.No.	Reasons for Dropping Out of the Primary School	Number of Respondents	Percentage (%)
1.	No response	82	82.00
2.	Economic condition	08	08.00
3.	House work	07	07.00
4.	Field work	03	03.00
	Total	100	100.00

It is seen from the data presented that 82 per cent of the parents did not respond because they did not face the problem of drop outs with regard to their children. 8 per cent cited their poverty as the reason for their children from dropping out of the higher standards of the primary school. 7 per cent of the parents mentioned housework as the reason for their daughters to drop out of the primary school. Given the high incidence of T.B and ill-health of the parents, especially the mothers in this tribal tract the daughters have to leave school. 3 per cent of the parents gave the reason of sending their children to work in the fields for income

as the reason for their children dropping out of the school. Since the problem of drop outs is below 20 per cent, it would be illogical to exaggerate it and be critical of the primary education system.

Table 5:2.20 shows the parents opinion about the education of the girl child.

Table 5:2.20
Parents Opinion About the Girl Child Education

S.No.	Parents Opinion About the Girl Child Education	Number of Respondents	Percentage (%)
1.	Girls can bring up their children properly	23	23.00
2.	Will become independent	25	25.00
3.	Will get good husband	02	02.00
4.	Get importance and social status	61	61.00
5.	No use of sending them to school	09	09.00

It is seen from the data presented that 23 per cent of the parents felt that girls can bring up their own children properly since primary education will make them aware about the caring for children. They would read newspapers etc. and learn about health, nutrition etc. because of their own education. 25 per cent of the parents felt that their daughters would become self-reliant and self-sufficient and that this independence would help them in their future life if some calamity befalls them. 2 per cent felt that education will raise their social status which will fetch them a good husband. The majority (61%) felt that being an educated person will mean getting importance in the society and enjoying social status and respect. 9 per cent of the parents felt that sending their daughters to the school was of no use as the education imparted had no relevance and use to the rural society. It would not get them jobs and that it was of no use to the lifestyle of their daughters after marriage. In the rural society still under the influence of traditions, marriage is the be all and end all for females.

Awareness about Government Schemes

Table 5:2.21 shows whether the parents are aware of the facilities being provided by the Government for the primary schooling of the girl child.

Table 5:2.21

*Whether the Parents are Aware of the Facilities being
Provided by the State Government for the Primary Schooling of the Girl Child*

S.No.	Whether the Parents are Aware of the Facilities being Provided by the State Government for the Primary Schooling of the Girl Child	Number of Respondents	Percentage (%)
1.	Yes	71	71.00
2.	No	29	29.00
	Total	100	100.00

It is seen from the parents responses that a majority of respondents (71%) are aware of the facilities being provided by the Government for their daughter's education. About 29 per cent are categorical about their not knowing anything about the facilities being provided.

Table 5:2.22 shows the parent's awareness about the facilities being provided by the Government.

Table 5:2.22

Parent's Awareness of the Facilities being Provided by the State Government

S.No.	Parent's Awareness of the Facilities being Provided by the State Government	Number of Respondents	Percentage (%)
1.	Free bus pass / Concession in fees	52	52.00
2.	Milk / rice distribution	45	45.00
3.	Books / Clothes distribution / Savitribai Phule Dattak Yojana / 30 % reservation	03	03.00
	Total	100	100.00

It is seen from the data presented that 52 per cent of the parents knew about the facility of free bus pass and concession in fees because 52 per cent of the general population benefits mostly from these. 45 per cent of the parents mentioned the rice and milk distribution because the backward castes girls are attending schools because of the economic benefits of these schemes. Only 3 per cent parents knew about the schemes of providing free books, notebooks, uniforms, etc. (direct educational benefits to the backward castes), Savitribai Phule Dattak Yojana covering only 318 girls for the entire block (very low coverage for the upper castes

but economically backward) this year and 30 per cent reservation (the result of the local leadership's campaigning and political mobilisation of the tribal community).

In the data collected through cross questioning about the awareness of Government facilities 33 per cent of the parents mentioned the benefit of 30 per cent reservation for girls. This confirms the statement made that teachers do a lot of political campaigning for political socialisation of the tribal community.

It is amply apparent, that efforts have not been made by the teachers to approach the parents in the villages and give them detailed information about the government schemes for the primary education of the girl child. The essence of the panchayati raj institutions is to mobilise people's participation in the local development efforts. The school teachers with the help of the village education committed are expected to raise local resources for the maintenance of the schools and encourage sustained interest in the schooling of the girls. Unless interest is created in education in the young minds it would not be sustained throughout their lives, and it would be very easy for the girls to slip into illiteracy. The very fact that teachers prefer to pay contributions to the Savitribai Phule Yojana from their own salaries means the lack of inclination, sensitivity and understanding of the villager's problems and wanting to get on with their jobs for earning their livelihood without having to raise local resources through awareness generation by interacting with the rural illiterates.

Difficulties in availing educational facilities

The Table 5:2.23 shows whether difficulties are encountered by the parents in availing the educational facilities for the girl child.

Table 5:2.23
*Whether Difficulties are Encountered
in Availing the Educational Facilities for the Girl Child*

S.No.	Whether Difficulties are Encountered in Availing the Educational Facilities for the Girl Child	Number of Respondents	Percentage (%)
1.	No response	02	02.00
2.	Yes	18	18.00
3.	No	80	80.00
	Total	100	100.00

It is seen from the data presented that 80 per cent of the parents had no

problem in taking advantage of the educational facilities provided for the girl child. 18 respondents did face some difficulties in getting benefit of the facilities.

The Table 5:2.24 shows the difficulties encountered by these 18 per cent of the parents in availing the educational facilities for the girl child.

Table 5:2.24

Difficulties Encountered in Availing the Educational Facilities for the Girl Child

S.No.	Difficulties Encountered in Availing the Educational Facilities for the Girl Child	Number of Respondents	Percentage (%)
1.	Everyday demands for certificates/ documents	05	27.74
2.	Do not give Government facilities	03	16.33
3.	Do not give information	10	56.13
	Total	18	100.00

It is seen from the data that out of the 18 respondents 27.54 per cent respondents pointed out that they were being harassed for certificates, such as, birth certificate which is necessary for enrollment in the school and caste certificate which is essential to benefit from the Government schemes meant for the backward communities. The scheduled tribe community is illiterate with most of the time births taking place in their houses which are not registered and therefore no birth certificate. They have to work everyday and only then they can have their evening meal. In such a situation it is difficult for them to visit the Tehsildar's office several times to get the caste certificate. Consequently, 16.33 per cent respondents pointed out that they do not benefit from the government facilities. 56.13 per cent of the parents pointed out that they are not given any information about the Government schemes by the teacher. The teacher, who is loaded with all kinds of panchayati raj developmental works perhaps is not getting time to do this legitimate work of his in universalising primary education for the girl child. The data from Table 2.22 supports the lack of awareness and difficulties faced by the parents in availing of the educational facilities.

Table 5:2.25 shows whether social problems are faced in sending daughters

to schools.

Table 5:2.25

Whether Social Problems are Encountered in Sending the Daughters to School

S.No.	Whether Social Problems are Encountered in Sending the Daughters to School	Number of Respondents	Percentage (%)
1.	No response	03	03.00
2.	Yes	01	01.00
3.	No	96	96.00
	Total	100	100.00

It is seen from the data that 96 per cent of the parents feel that they face no social problems in sending their daughters to school but it is social prejudice of questioning the importance of education for girls which makes them enrol late. Soon after puberty girls are withdrawn from school due to the insecurity about their personal safety which is a matter of family honour. The absenteeism of girls from school for helping in housework and taking care of the younger siblings confirms the traditional role of a girl. But for the economic nature of the Government schemes which target the parent's poverty rather than the girl child's education, the girls would not have been in schools fulfilling the requirement of 75 per cent to 90 per cent attendance. The kendrapramukh of the tribal belt, however pointed out that some adivasi girls go to high school by S.T bus to other villages and pay for their travel. About 50 per cent to 75 per cent of the adivasi girls have studied upto the 10th Standard. The attendance is 95 per cent even in the adivasi areas. A few well to do families do not send their daughters to school even if they can afford it economically.

Table 5:2.26 shows whether the parents are providing the necessary

environment to their children for studies at home.

Table 5:2.26
*Whether the Parents are Providing the
Necessary Environment to their Children for Studies at Home*

S.No.	Whether the Parents are Providing the Necessary Environment to their Children for Studies at Home	Number of Respondents	Percentage (%)
1.	No response	04	04.00
2.	Yes	77	77.00
3.	No	20	20.00
	Total	100	100.00

It is seen from the data presented that 77 per cent of the parents are providing the necessary environment for the study of their children. About 19 per cent of the parents have expressed their inability to do so.

Table 5:2.27 shows what kind of an environment has been provided by the parents for their children's education.

Table 5:2.27
Necessary Environment Provided for the Children's Studies at Home

S.No.	Necessary Environment for the Children's Studies at Home	Number of Respondents	Percentage (%)
1.	Making them sit for study	77	77.00
2.	Join tuition classes	32	32.00
3.	Provide good atmosphere	06	06.00

It is seen from the data presented that 77 per cent of the parents make their children sit for studies. 32 per cent of the parents make them join tuition classes. In the tribal village of Nimgiri, there is a demand for tuition classes from IV standard itself. 6 per cent of the parents stated that they create a proper atmosphere for studies and positive attitude towards education at home.

Table 5:2.28 shows the reasons for not being able to provide the necessary

environment for the children's studies at home.

Table 5:2.28

*Reasons why the Necessary Environment
cannot be Provided for the Children's Studies at Home*

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Economic condition / working in the field	16	16.00
2.	No time / No space / No electricity	12	12.00
3.	Government facilities not known	05	05.00

It is seen from the data presented that 16 per cent of the parents have to send their children to work in the fields because of their economic condition 12 per cent of the parents pointed out that they could not supervise their children's studies for lack of time, and three was no space to sit down for studies undisturbed or even electricity to study after sunset. 5 per cent of the parents pointed out that they were not aware of the Government facilities.

(III)

RESPONSES OF PANCHAYAT RAJ REPRESENTATIVES

The profile of the panchayati raj representatives provides a clear picture of the functioning of the primary schools. It is to know about the officials and non-officials and the factors considered are sex, age, occupation, caste, annual income, educational status and size of the family. This biographical sketch will enable us to understand their knowledge and awareness about the Government schemes for the primary education of the girl child, their opinion about the education of the girl child and their assessment of the impact of the schemes and programmes on the girl child's literacy level.

Sex -

The 73rd amendment to the Constitution has provided for 33 per cent reservation for women in the panchayati raj institutions. The objective was to facilitate the participation of women in the decision-making process in these local bodies for the articulation and representation of women's interests. Since the education of her daughter is the concern of every mother, it would be interesting to know how this concern has been dealt with by the panchayati raj representatives.

The data presented in the Table 5:3.1 shows the sex wise distribution of panchayati raj representatives.

Table 5:3.1

Sex

S.No.	Sex	Number of Respondents	Percentage (%)
1.	Male	37	74.00
2.	Female	13	26.00
	Total	50	100.00

It would be seen from the data presented that a majority (74%) of the panchayati raj representatives are male and only 26 per cent of the representatives were female. The active role of the women representatives is necessary for promoting quality education for the girl child.

Age -

Age as a factor in the present context is very important and necessary to consider, as the age of the representatives determines their experience in the field, and further provides them with the necessary maturity and understanding of the democratic process to represent and pursue the girls' right to primary education. The data presented in the Table 5:3.2 shows the age distribution of the panchayati raj representatives.

Table 5:3.2

Age

S.No.	Age	Number of Respondents	Percentage (%)
2.	18 to 25	03	06.00
3.	26 to 40	23	46.00
4.	41 to 55	09	18.00
5.	56 and above	15	30.00
	Total	50	100.00

It is seen from the data presented that 46 per cent of the respondents belonged to the age group 26 to 40. 30.00 per cent of respondents represented age group 56 and above. 18 per cent respondents belonged to age group 41 to 55. 6 per cent respondents there below the age of 25.

Occupation -

The occupations of the panchayati raj representatives reflects their experience and interest in the field in which they are working. It also colours their outlook and opinion about the importance of education for the girl child. The data presented in the Table 5:3.3 indicates the occupation wise distribution of the representatives.

Table 5:3.3*Occupation*

S.No.	Occupation	Number of Respondents	Percentage (%)
1.	Agriculture	31	61.00
2.	Labour	-	-
3.	Business	03	06.00
4.	Housewife	09	18.00
5.	Others	07	14.00
	Total	50	100.00

It is seen from the data presented that a majority of the representatives (61%) were agriculturists, 6 per cent had their business and 18 per cent were housewives who became representatives because of the reservation for women in the panchayati raj bodies. The predominantly agrarian economy implies traditional attitudes towards the education of the girl child.

Caste -

The caste wise distribution of the representatives would indicate whether they are aware of the Government facilities for the education of the girl child. Since the caste criteria has been applied for being eligible for the benefits of the schemes, the representatives of the backward castes should be pulling funds into their constituency, mobilising people and generating awareness amongst them about the importance of education for the girl child and the schemes of the Government for facilitating their education. Table 5:3.4 presents the data indicative of the caste wise distribution of the panchayati raj representatives.

Table 5:3.4*Caste*

S.No.	Caste	Number of Respondents	Percentage (%)
1.	S.C.	00	00.00
2.	S.T.	24	48.00
3.	O.B.C.	10	20.00
4.	General	18	36.00
	Total	50	100.00

It is seen from the data presented that a majority (48%) of the panchayat raj representatives belong to the scheduled tribe community considering a reserved constituency for them in the tribal belt of the Junnar block. 20 per cent belong to the other backward castes and 36 per cent belong to the general category.

Income -

The income of a person reflects his/her economic condition. It has been universally observed that the higher the income of the person, the better are the services provided by the individual. The data presented in the Table 5:3.5 shows the annual income (in Rs.) of the Panchayati raj representatives

Table 5:3.5

Income

S.No.	Income (Annual in Rs.)	Number of Respondents	Percentage (%)
1.	No response	01	02.00
2.	Up to 11,000	10	20.00
3.	11,000 to 30,000	29	58.00
4.	30,000 to 60,000	09	18.00
5.	60,000 to 1,00,000	01	02.00
	Total	50	100.00

It is seen from the data presented that 20 per cent of the representatives have an annual income of upto 11,000 and 78 per cent belong to the income group between 11,000 to 60,000.

Educational Status -

The educational level forms an important basis for differentiating between individuals, besides deciding their social status. It build's one's capacity to resolve personal and interpersonal problems and influences their role performance. The data presented in Table 5:3.6 shows the educational status of the representatives.

Table 5:3.6
Educational Status

S.No.	Educational Status	Number of Respondents	Percentage (%)
1.	Illiterate	01	02.00
2.	Literate	01	02.00
3.	Up to primary	16	32.00
4.	Middle	17	34.00
5.	Higher secondary	12	24.00
6.	Graduate and above	03	06.00
	Total	50	100.00

It is seen from the data presented that a majority (90 %) have studied from the primary level to the higher secondary level. Since most of them have been through the primary schooling stage they are aware of the problems related to it and are also aware of girls being educated upto the primary schooling stage.

Family size -

The family size indicates the burden on public resources for the provision of primary educational facilities. An increasing population means expansion in the existing schooling infrastructure, more teachers, more number of beneficiaries to be covered by the Government schemes, a demand for the increase in the scope and coverage of the schemes, etc. The data presented in Table 5:3.7 shows the family size of the representatives.

Table 5:3.7
Size of the Family

S.No.	Size of the Family	Number of Respondents	Percentage (%)
1.	up to 4 children	12	24.00
2.	5 to 7	31	62.00
3.	8 and above	07	14.00
	Total	50	100.00

It is seen from the data presented that 62 per cent of the representatives have 5 to 7 children. 24 per cent have upto 4 children and 14 per cent have 8 and above children.

The data in Table 5:3.8 shows whether adequate attention was being given to the schooling of the children by the villagers.

Table 5:3.8
*Whether the Adequate Attention was being
Given to the Schooling of Children by the Villagers*

S.No.	Whether the Adequate Attention was being Given to the Schooling of Children by the Villagers	Number of Respondents	Percentage (%)
1.	Yes	48	96.00
2.	No	02	04.00
	Total	50	100.00

It is seen from the data presented that 96 per cent of the representatives felt that the villagers were giving adequate attention to the schooling of their children.

The data presented in Table 5:3.9 shows why the representatives found the schooling facilities adequate. The underlying philosophy of panchayati raj institutions is people's participation. It is the obligation of the panchayat representatives to mobilise local resources and people for the maintenance and upkeep of schooling facilities for their children

Table 5:3.9
Reasons Why the Schooling Facilities were Adequate

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Primary school is nearby	46	92.00
2.	Well developed area so high level of awareness	03	06.00
3.	Mobilization of villagers and parents	02	04.00

It is seen from the reasons given that the location of the school nearby seems

to be the most important reason (92 %) for sending the girl child to school. About 6 per cent of the representatives felt that the area was well developed socio-economically and so there was a high level of awareness. 4 per cent pointed out that the parents and villagers are being mobilised for sending their daughters to school.

The data presented in Table 5:3.10 shows the representatives awareness about the Government schemes for the universalisation of primary education for the girl child.

Table 5:3.10
*Awareness of the Government Schemes for the
Universalisation of Primary Education for the Girl Child*

S.No.	Awareness of the Government Schemes for the Universalisation of Primary Education for the Girl Child	Number of Respondents	Percentage (%)
1.	Rice distribution	49	98.00
2.	Notebooks distribution	49	98.00
3.	Scholarships for girls	36	72.00
4.	Compulsion in primary education	09	18.00
5.	Not aware about scheme	01	02.00

It is clear from the data presented that the representatives are aware of the popular Government schemes for the education of the girl child. About 18 per cent pointed out the compulsion factor in primary education implying that there is no choice for the parents but to send their daughters to school.

The data in Table 5:3.11 shows whether the representatives find the Government schemes relevant and adequate for the girl child's education.

Table 5:3.11

*Whether the Government Schemes are
Relevant and Adequate for the Education of the Girl Child*

S.No.	Whether the Government Schemes are Relevant and Adequate for the Education of the Girl Child	Number of Respondents	Percentage (%)
1.	Yes	31	62.00
2.	No	19	38.00
	Total	50	100.00

It is seen from the data presented that 62 per cent of the representatives found the Government schemes adequate and relevant and 38 per cent did not find them to their satisfaction.

The data presented in Table 5:3.12 shows the reasons why the schemes were felt to be adequate and relevant.

Table 5:3.12
*Reasons for the Relevance and Adequacy of
Government Schemes for the Education of the Girl Child*

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Supply of educational material	31	62.00
2.	Free education / job oriented	06	12.00
3.	Role of media in education	01	02.00

It is seen from the reasons mentioned that 62 per cent found the supply of the educational material useful and beneficial, 12 per cent were appreciative of the free education which would subsequently lead to the getting of jobs and 2 per cent found the educational programmes on the T.V and lessons in local marathi language newspapers as relevant.

The data presented in the Table 5:3.13 shows the reasons why 37 per cent of the representatives did not find the Government schemes for the education of the girl child relevant.

Table 5:3.13

*Reasons for the Irrelevance and Inadequacy
of Government Schemes for the Education of the Girl Child*

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Lack of expert teachers (English/Maths)	13	26.00
2.	No Govt. scholarships for O. B. C.	02	04.00
3.	Bad quality of uniform and no shoes	01	02.00

It is seen from the reasons given by the representatives 26 per cent felt that teachers especially in maths and English were not available, 4 per cent felt that there were no Government scholarships for the O.B.C even though they were economically and even on the basis of caste a backward community, and 2 per cent felt that the quality of the uniforms supplied was bad and that shoes were not being provided.

The data presented in Table 5:3.14 shows the level of awareness amongst the villagers about the importance of education for the girl child.

Table 5:3.14
*Level of Awareness Regarding the Importance
of Education of the Girl Child Amongst the Villagers*

S.No.	Whether the Government Schemes are Relevant and Adequate for the Education of the Girl Child	Number of Respondents	Percentage (%)
1.	Very high	40	80.00
2.	High	08	16.00
3.	Moderate	01	02.00
4.	Low	01	02.00
5.	Very low	00	00.00
	Total	50	100.00

It is seen from the data presented that 96 per cent of villagers had a high to very high level of awareness regarding the importance of education of the girl child.

A minuscule 4 per cent of the women representatives did not have awareness about the importance of education of the girl child because they were housewives and did not

know the facilities being provided by the Government for girls' education.

The data in Table 5:3.15 shows whether problems exist in the dissemination of information regarding the Government schemes for the education of the girl child.

Table 5:3.15

Whether Problems Exist in the Dissemination of Information Regarding the Government Schemes for Education of Girl Child

S.No.	Whether Problems Exist in the Dissemination of Information Regarding the Government Schemes for Education of Girl Child	Number of Respondents	Percentage (%)
1.	Yes	10	20.00
2.	No	40	80.00
	Total	50	100.00

It is seen from the data presented that 80 per cent of the representatives did not feel that there was any problem involved in the dissemination of information regarding the Government schemes for the girl child. Only 20 per cent felt that there were problems related to informing the villagers in general and parents in particular about the existence of schemes for the education of the girl child.

The data presented in Table 5:3.16 shows the nature of the problems cropping up in the dissemination of information regarding the Government schemes for the primary education of the girl child.

Table 5:3.16

Problems in the dissemination of information regarding the Government schemes

S.No.	Problems in the dissemination of information regarding the Government schemes	Number of Respondents	Percentage (%)
1.	Teachers do not impart information	09	90.00
2.	Illiterate people do not understand about facilities	01	10.00

It is seen from the problems identified that out of 10 respondents 90 per cent feel teachers are responsible for not giving information regarding the Government schemes and rest 10 per cent feel that the illiterate people do not understand the

information given about the facilities.

The frequent pointing out that the teacher is responsible for not giving information about schemes only points out to the fact that the teacher being the only educated person in the village, is so overburdened with the development work of the panchayat raj bodies that he finds no time for doing his legitimate work of teaching and making the parents in particular and villagers in general aware about the importance of education for their mobilisation. The illiterate parents are not in a position to approach the relevant authorities for the requirements of birth or caste certificates which are necessary for availing of the benefits of the schemes.

The data presented in Table 5:3.17 shows whether the problem of girls dropping out of schools is critical in the rural areas.

Table 5:3.17

Problem of Girls Dropping Out of Schools in Rural Areas is Critical

S.No.	Problem of Girls Dropping Out of Schools in Rural Areas is Critical	Number of Respondents	Percentage (%)
1.	Yes	06	12.00
2.	No	44	88.00
	Total	50	100.00

It is seen from the data that the majority of 88 per cent of the representatives feel that the problem of girls dropping out of primary schools is critical in rural areas. Only 12 per cent feel that there is a problem of girl drop outs from schools in the rural areas.

The data presented in Table 5:3.18 shows the reasons for girls dropping out of schools.

Table 5:3.18

Reasons for Girls Dropping Out of Schools

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Failure in middle school /unavailability of jobs for girls	07	14.00
2.	Schools located at a long distance	01	02.00

It is seen from the reasons given that 14 per cent feel that girls drop out of the middle school when they fail and that there are no jobs available for girls. Just 2%

felt that girls drop out of schools in rural areas, because middle schools are located at a long distance.

Since failure was a main cause of drop outs in primary school the BJP-Shiv Sena Government had scrapped the annual examination system for the primary schools to achieve the goal of universalisation of primary education. The present Congress Government has restored the annual examination system.

The data in Table 5:3.19 shows the reasons for the girls continuing in schools.

Table 5:3.19
Reasons for Girls Continuing in Schools

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	People aware of the importance of education	40	80.00
2.	Govt. has built primary schools	06	12.00
3.	Schools are located nearby	04	08.00

It is seen from the reasons given that 80 per cent feel that the people are aware of the importance of education. The Junnar block was cited as educationally progressive because of the community participation in educational activities. Even though much needs to be done by the local community in this direction, the people have definitely cooperated and have been responsive to the Government's initiatives in universalisation of primary education by enrolling their children and sending them to school regularly. 12 per cent feel that the Government has built primary schools and so girls go to schools. 8 per cent pointed out that these schools are located nearby and so parents send their girls to school. Since no travel costs are involved and the girl is safe, she continues her schooling.

The data presented in Table 5:3.20 shows the reasons for the girl child absenteeism.

Table 5:3.20
Reasons for Girl Child Absenteeism

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Family ignorance	05	10.00
2.	Economic condition	12	24.00
3.	Nature of parent's work	10	20.00
4.	Traditional social structure	06	12.00
5.	No school in neighbourhood	16	32.00
6.	House work / No absenteeism	03	06.00

It is seen from the data that 32 per cent felt that the absence of a school in the neighbourhood contributed to absenteeism of the girls. 24 per cent of the representatives felt that the economic condition of the parents led to absenteeism of the girl child and a related reason given by 20 per cent was the nature of parent's work - if it involved migration then it leads absenteeism from school of their children. 12 per cent attributed absenteeism to the traditional social structure and 10 per cent mentioned family ignorance as the reason for absenteeism. However, these problems are not relevant upto the IVth or Vth standard in the Junnar block.

Adequacy and relevance of facilities for primary education

The data presented in Table 5:3.21 shows whether the facilities for primary education are adequate and relevant.

Table 5:3.21

Whether the Facilities for Primary Education are Adequate

S.No.	Whether the Facilities for Primary Education are Adequate	Number of Respondents	Percentage (%)
1.	No response	01	02.00
2.	Yes	31	62.00
3.	No	18	36.00
	Total	50	100.00

It is seen from the data that 62 per cent of the representatives felt that the facilities provided for primary education were adequate. However, a significant number - 36 per cent pointed out that the facilities were not adequate.

The reasons given for the facilities not being adequate by the representatives are presented in Table 5:3.22.

Table 5:3.22

Reasons for the Inadequacy of Primary Education Facilities

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Need for milk distribution etc.	11	22.00
2.	Need for high school teachers scholarships, nearby school buildings	05	10.00
3.	Need for Govt. schemes for the O.B.C. Children	01	02.00

It is seen from the data presented that 22 per cent of the representatives felt that milk should be distributed besides rice. However, milk distribution in the tribal tract would pose problems of transportation and distribution, everyday since milk is a perishable commodity. About 10 per cent pointed out the need for high school teachers, scholarships presumably for high school students and nearby school buildings. Since this study is limited to primary school, the problems of high school facilities do not come within its scope. About 2 per cent out of the representatives pointed out that the Government scheme's scope should be increased to cover the other backward caste's children. This disproves the assumption that representatives of a particular constituency, in this case the O.B.C. would represent the interests of their community.

The data in Table 5:3.23 shows whether the teachers have settled in the village in which the school is located.

Table 5:3.23

Whether Teachers have Settled in the Village

S.No.	Whether Teachers have Settled in the Village	Number of Respondents	Percentage (%)
1.	Yes	23	46.00
2.	No	27	54.00
	Total	50	100.00

It is seen from the data that 46 per cent of the teachers live in the village in which the primary school is located and 54 per cent of the teachers live out the

village where primary school is located. The assumption behind the staying of the teacher in the village itself is, that since the teacher would be teaching in a predominantly tribal belt with very low frequency of a public transport system it would be difficult and tiring for the teacher to reach the school every day. Besides, if he stays in the village itself he would be a role model for the children and will have the time to interact with the villagers, understand them, develop a rapport with them and mobilise them for self-help in developing and maintaining the primary schools for their children. This is the objective of the panchayati raj institutions - people's participation, in the different sectors of development, including school education development.

The data in Table 5:3.24 shows whether the teachers are punctual and regular in their reporting to work in the primary school of the village.

Table 5:3.24

Regularity and Punctuality of Teachers in the Village Schools

S.No.	Regularity and Punctuality of Teachers in the Village Schools	Number of Respondents	Percentage (%)
1.	Yes	50	100.00
2.	No	00	00.00
	Total	50	100.00

It is seen from the data presented that 100 per cent response of the representatives was that the teachers were regular and punctual to the school. However, the teachers are assigned all kinds of development activities besides, filling in all kinds of forms, attendance sheets of the children to receive and distribute the benefits of the Government schemes and the subsequent attending to the inspection staff, answering their queries etc. This reduces the time available for actual teaching, personal attention to students with difficulty in learning, dissemination of information about the facilities being provided by the Government for the education of the girl child and mobilisation of the educated and influential villagers for promoting primary education. There is a backlog of 18,000 teachers to be filled which means there is a shortage of teachers in the state of Maharashtra. The impact of the Government's initiatives has thus resulted in the starting of primary schools in every village, free and compulsory education which brought the girls into the school and the economic incentives, in cash and kind which have retained the backward community girls in school. The quality of education imparted,

however, is a different matter.

Table 5:3.25 shows the social problems faced in the spread of primary education for the girl child.

Table 5:3.25

Social Problems Faced in the Spread of Primary Education for the Girl Child

S.No.	Social Problems Faced in the Spread of Primary Education for the Girl Child	Number of Respondents	Percentage (%)
1.	Parents stop girls' education after puberty	08	16.00
2.	Traditional social structure treats primary education as last limit for the girl child	07	14.00
3.	No social problems in primary schooling	34	68.00

It is evident from the responses given that there is no problem in the primary schooling of the girl child. 63 per cent of the responses clearly asserted that there are no social problems faced by the parents in educating their daughters upto the primary level. 14 per cent of the representatives pointed out that the traditional social structure permits education of the girl child only upto the primary level which implies that social problems would emerge only if the parents try to educate her beyond the primary level. 16 per cent of the representatives pointed out that parents stop their daughter's education after she reaches puberty. After puberty, the girl may face problems regarding her personal safety which can bring dishonour to the family and affect her chances of getting married. In the rural areas, if the parents are illiterate or poor, they enrol their daughters late in school and so she reaches her puberty when she is in the IVth or Vth standard. After puberty, the parents get her married.

Suggestions for improvement -

The data in Table 5:3.26 shows the measures suggested by the representatives for improving the quality of girls' education in the villages.

Table 5:3.26

Measures to be Taken for the Betterment of Girls' Education in the Villages

S.No.	Measures to be Taken for the Betterment of Girls' Education in the Villages	Number of Respondents	Percentage (%)
1.	Build new middle school / water tank / urinals	21	42.00
2.	Milk etc. distribution	15	30.00
3.	Can not think	11	22.00
4.	Compulsory village education committee for mobilising parents	05	10.00

It is seen from the suggestion given, that 42 per cent gave the suggestion of starting a new middle school, building water tanks and toilets. Two of the schools selected for study at Kukdinagar and Vithalwadi were two-teacher schools only upto I to IVth standard. The schools were started in the tribal belt for about 10-15 children who would have dropped out of school if they had to go to a far off school. Therefore, for every wadi a school was started and since the student strength was less, these schools were one teacher schools which later on got converted to two teacher schools. A single teacher if absent for several reasons including the reason of collecting his salary every month would result in the school remaining closed hence two teachers were appointed. Later on due to increase in the population the student strength has increased leading to a demand for the starting of new middle schools for standards Vth to VIIth. The demand for the construction of water tanks and toilets has been consistently made by the teachers and educated villagers.

30 per cent of the representatives suggested the starting of the scheme for the distribution of milk by the Government. Perhaps this suggestion was made because of the non-availability of milk in the tribal belt and the difficulty in obtaining it for the infants and for tea consumption by the adults. 22 per cent of the representatives stated that they could not think of any other facilities or improvements in the existing system of primary education.

The suggestion made by 10 per cent of the representatives regarding compulsory village education committee for mobilising parents, implies that at present, the committee is advisory in nature and therefore cannot play an effective role. If the members of the committee are to play an effective role of building bridges between the primary education system and the rural society, their suggestions would have to be binding on the school authorities. In some villages, the village education committee has not been formed or has not been activated for mobilisation of the people's participation in promoting educational facilities through community action.

(IV)
**RESPONSES OF EDUCATED VILLAGERS,
SOCIAL WORKERS AND NGO WORKERS**

In Maharashtra, non-governmental organisations located in western Maharashtra, have been very active in the field of promoting literacy programmes in the rural areas. A couple of years ago the NGO's had tried to mobilise support for the 83rd amendment to the Constitution for making primary education a fundamental right. However, in the Junnar block no NGO was working actively in this development area. Since the incidence of T.B. in the tribal tract of Junnar, is high, social workers have been active in holding camps for the T.B. patients for their treatment. Since 1987, the Sevadham trust has been active in making these patients economically self-reliant by funding poultry, farming, goats rearing and starting kirana shops.

The Ganpati Mandal credit cooperative society (patpethi) in Narayangaon is active in distributing notebooks, compass, pen, pencils etc. to needy students. A few influential and business families like the Chordias in Narayangaon have made a deposit in the Bank of India, from the interest of which books, notebooks, pens, pencils, compass, etc. are distributed amongst the needy students. Shri Krishna Rao Munde -an MLA from Junnar was responsible for promoting the education of adivasi girls and boys in Junnar by starting residential adivasi schools. The adivasi village of Nimgiri has a high school and a primary school and is developed educationally because of the efforts of the Adivasi Parishad President - Dr. Govind Ghare.

The profile of the educated villagers and social workers in the ten villages selected for study provides a clear picture of the functioning of the primary schools. To know the biography of the educated villagers and social workers, the factors considered are-sex, age, occupation, caste and educational status.

Sex -

Sex wise differentiation is responsible for two distinct sets of roles, statuses and societal groups. Due to biological and sociological reasons the female has traditionally played a nurturing role which is the role of a primary school teacher. Since the study focuses on the girl child the perceptions of the females about the education of the girl child are important.

The data in table 5:4.1 presents the sex wise distribution of the educated

villagers and the social workers.

Table 5:4.1

Sex

S.No.	Sex	Number of Respondents	Percentage (%)
1.	Male	48	96.00
2.	Female	02	04.00
	Total	50	100.00

It is seen from the data that 94 per cent of the social workers or educated villagers are male and only 4 per cent are female. The villagers who play an active role in the rural community mainly confine themselves to issues such as, water, roads, construction of buildings and arranging marriages. They have not been very active in the field of education because the initiative has come from the Government in the form of free and compulsory primary education. Women, because of their domestic roles of care givers and their economic activities in the field of agriculture have little time left for doing community service.

Age -

The age of the social workers and educated villagers who have been active in community life would indicate their experience in the field and their understanding of the functioning of the primary schools and maturity in building support for the promotion of girls' education. The data presented in Table 5:4.2 shows the age wise distribution of the educated villagers and social workers.

Table 5:4.2

Age

S.No.	Age	Number of Respondents	Percentage (%)
1.	18 to 25	24	48.00
2.	26 to 35	16	32.00
3.	36 to 45	04	08.00
4.	46 and above	06	12.00
	Total	50	100.00

It is seen from the data that 79 per cent of the social workers and educated villagers belong to the younger age group of 18 to 35. One explanation for this could be that it is this group which has taken education and has children of primary school going age which makes them concerned and aware of the primary schooling of the girl child.

Occupation -

The occupations of the social workers and educated villagers gives the kind of perceptions they would have about the education of the girl child. The data in Table 5:4.3 shows the occupation wise distribution of the social workers and the educated villagers.

Table 5:4.3

Occupation

S.No.	Occupation	Number of Respondents	Percentage (%)
1.	Agriculture	31	62.00
2.	Labour	00	00.00
3.	Business	03	06.00
4.	Housewife	01	02.00
5.	Student/Social worker	15	30.00
	Total	50	100.00

It is seen from the data that the majority (62%) of this category of respondents belong to the agriculture field and in an agrarian economy the traditional perceptions of education for the girls prevail. 30 per cent of the social workers or educated villagers are students or are doing full time community work. Perhaps because they are not engaged in any occupation. 6 per cent belong to the business community and being the better off in the community can contribute to schemes like the Savitribai Phule Dattak Yojana for needy students belonging to the general category.

Caste -

Since the eligibility for the Government schemes for the primary education of the girl child is governed by the criteria of caste, it would be useful to find out the perceptions of the different communities about the impact of the Government's initiatives over the girls' literacy. Table 5:4.4 shows the caste wise distribution of

social workers and educated villagers.

Table 5:4.4

Caste

S.No.	Caste	Number of Respondents	Percentage (%)
1.	S.C.	01	02.00
2.	S.T.	14	28.00
3.	O.B.C.	04	08.00
4.	General	31	62.00
	Total	50	100.00

It is seen from the data that the majority (62%) belong to the General category of villagers doing community service. 28 per cent belong to the scheduled tribe community and 8 per cent belong to the OBC community. Since all the communities have been adequately represented a more holistic picture of their assessment of the schemes, awareness regarding the schemes and problems related to the implementation of the schemes can be obtained.

Educational Status -

Learning and education are closely linked with a person's social status and earning potential, one's capacity to resolve personal and interpersonal problems - all crucial for the taking on of a social leadership for community service and gaining acceptance and legitimacy in the society. The data in Table 5:4.5 shows the educational status of social workers and educated villagers.

Table 5:4.5

Educational Status

S.No.	Educational Status	Number of Respondents	Percentage (%)
1.	Illiterate	01	02.00
2.	Literate	00	00.00
3.	Up to primary	03	06.00
4.	Middle	18	36.00
5.	Higher secondary	18	36.00
6.	Graduate and above	10	20.00
	Total	50	100.00

It is seen from the data presented that 69 per cent of the respondents have an education upto middle to higher secondary. 21 per cent of the educated villagers are graduates and above. The higher educational level of the social workers indicates their interest in education and a better grasp of the primary education situation of the girl child.

Table 5:4.6 shows whether all school going age children are going to the primary school.

Table 5:4.6

Whether all School Going Age (6 to 14) Children go to Primary School

S.No.	Whether all School Going Age (6 to 14) Children go to Primary School	Number of Respondents	Percentage (%)
1.	Yes	49	98.00
2.	No	01	02.00
	Total	50	100.00

It is seen from the data that 98 per cent of the social workers were of the view that all school going children belonging to the age group 6 to 14 were going to the primary school located in the village.

Table 5:4.7 shows whether adequate attention is being given to the schooling of the girl child.

Table 5:4.7

Whether Adequate Attention is being Given to the Schooling of the Girl Child in the Village

S.No.	Whether Adequate Attention is being Given to the Schooling of the Girl Child in the Village	Number of Respondents	Percentage (%)
1.	No response	02	04.00
2.	Yes	42	84.00
3.	No	06	12.00
	Total	50	100.00

It is seen from the responses that 84 per cent felt that adequate attention was being given to the schooling of the girl child and 12 per cent felt that there were

inadequacies in the primary schooling facilities being provided for the girl child.

Table 5:4.8 shows the reasons for the perception that adequate attention was being given to the schooling of the girl child.

Table 5:4.8

Reasons for Adequate Attention being Given to the Schooling of the Girl Child

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Educational atmosphere	41	82.00
2.	Awareness regarding value of education	31	62.00
3.	No problem upto primary level	04	08.00

It is seen from the data presented that 82 per cent of the responses pointed out the maintenance of educational atmosphere in the village as an indicator of proper attention being given to the schooling of the girl child. 62 per cent felt that the awareness regarding the value of education was high amongst the rural people. 8 per cent pointed out that there were no problems related to adequate attention not being given to the education of girls upto the primary level. The responses of the social workers and the educated villagers corroborate the statements made by the teachers, parents and the panchayati raj representatives.

The data presented in Table 5:4.9 shows reasons for adequate attention not being given to the schooling of the girl child.

Table 5:4.9

Reasons for Adequate Attention not being Given to the Schooling of the Girl Child

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Illiterate parents	1	02.00
2.	Overwork in farmer's house	1	02.00

It is seen from the responses given about the inadequacy of attention being given to the schooling of the girl child that out of the 12 per cent responses only 2 respondents specified what inadequacies existed. 1 respondent pointed out the illiteracy of the parents which has been repeatedly stated by all categories of respondents and 1 respondent attributed it to the nature of work in the farmer's

house where extra pair of hands are always welcome.

Awareness level of Government schemes -

Table 5:4.10 shows the awareness of the State Government schemes for the universalisation of primary education for the girl child.

Table 5:4.10

*Awareness of the Various State Government Schemes
for the Universalization of Primary Education for the Girl Child*

S.No.	Awareness of the Various State Govt. Schemes for the Universalization of Primary Education for the Girl Child	Number of Respondents	Percentage (%)
1.	School uniforms	25	50.00
2.	Books	19	38.00
3.	Free education	04	08.00
4.	Milk etc. distribution	02	04.00
5.	Free bus pass	01	01.90

It is seen from the data presented that a majority (50%) mentioned school uniforms, 38 per cent pointed out the scheme of Books, 8 per cent mentioned free education, 4 per cent talked about milk etc. distribution and 2 per cent mentioned the free bus pass. Since a majority of the villagers interviewed belonged to the General category, they were not aware of the schemes specially meant for the scheduled tribes. In the Junnar block, milk is not being distributed and infect there is a demand for its distribution. Infect, in the area under study one finds the general category emphasising the existence of educational atmosphere and awareness about the importance of education and the backward community talking about the Government schemes.

Table 5:4.11 shows whether the Government programmes are relevant and adequate for the education of the girl child.

Table 5:4.11

Whether the Governmental Programmes

are Relevant and Adequate for Education of the Girl Child

S.No.	Whether the Governmental Programmes are Relevant and Adequate for Education of the Girl Child	Number of Respondents	Percentage (%)
1.	No response	25	50.00
2.	Yes	23	46.00
3.	No	02	04.00
	Total	50	100.00

It is seen from the data that 50 per cent did not respond because being from the general category and not benefiting from the special schemes of the Government. 46 per cent of the responses were favourable as regards the relevance and adequacy criteria were concerned and 4 per cent categorically stated that the schemes were inadequate and irrelevant for the universalisation of primary education for the girl child.

Table 5:4.12 shows the reasons for the relevance and adequacy of Government programmes for the education of the girl child.

Table 5:4.12
Reasons for the Relevance and Adequacy of Government Programmes for the Education of the Girl Child

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Importance of literacy for livelihood/ clothes/regularity in school attendance	15	30.00
2.	Food facility/books/financial help	05	10.00

It is seen from the data that 30 per cent of the educated villagers/social workers whose community benefited from the schemes pointed out that they promoted literacy which is important for obtaining livelihood and that benefits like clothes etc. promoted regularity in school attendance. 10 per cent felt that the facility of food (rice), books and financial help were adequate and relevant for promoting literacy of the girl child.

Table 5:4.13 shows the suggestions made for the improvement of primary education for the girl child.

Table 5:4.13

Suggestions for the Improvement of Primary Education for the Girl Child

S.No.	Suggestions for the Improvement of Primary Education for the Girl Child	Number of Respondents	Percentage (%)
1.	Govt. schemes are interrelated	18	36.00
2.	Qualitative improvement by paying more attention/good behaviour/treatment	12	24.00
3.	Extra tutions for girls/more economic assistance/ primary health centre for every village/ hostel facilities (college)/jobs	04	08.00

It is seen from the reasons given that 36 per cent pointed out the interrelatedness of the schemes. The schemes should be integrated, instead of being implemented as independent, parallel and competing schemes. For example the ICDS anganwadi programme and the balwadis and nutrition programme managed by the panchayati raj institutions for the primary education of the girl child. 24 per cent suggested qualitative improvements effected by the teacher giving personal attention to the students (difficult since a teacher has to manage 60% to 70% students) and giving good treatment to even the underprivileged students through good behaviour. The teacher should be morally upright in his behaviour and dealing with the girls in the primary school. It is usual for the parents to withdraw their daughter from the school if they have insecurity about her personal safety. 8 per cent mentioned extra tutions for girls, more economic assistance, primary health centre for every village, hostel facilities for college education and jobs after the completion of their education. These suggestions bring out the interconnected nature of the basic services necessary for empowering girls to become self-reliant and self-sufficient.

Table 5:4.14 shows whether the problem of dropping out of the girl child is critical in the rural areas.

Table 5:4.14

Whether the Problem of Dropping Out of the Girl Child in Rural Areas is Critical

S.No.	Whether the Problem of Dropping Out of the Girl Child in Rural Areas is Critical	Number of Respondents	Percentage (%)
1.	Yes	17	34.00
2.	No	33	66.00
	Total	50	100.00

It is seen from the data that 34 per cent of the educated villagers and social workers felt that the problem of drop out of girls is critical in the rural areas. However, the majority (66%) felt that the problem was not critical. The problem of drop out of girls reaches critical levels when she reaches the middle school. This problem as mentioned by the other category of respondents does not exist in the primary school.

Table 5:4.15 shows the reasons for the girl child dropping out from the school

Table 5:4.15

Reasons for the Girl Child Dropping Out from the School

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Illiterate people / Economic condition	15	30.00
2.	Not aware of importance of education/ difficulty in finding trained teacher/ caring for siblings/ far off school	08	16.00
3.	Villager not giving attention girls education/education quality not good	02	04.00

It is seen from the reasons given that 30 per cent of the responses attribute the dropping out of the girl child from the school to the illiteracy of the people and their economic condition. 16 per cent of the educated villagers perceived the problem to be because of the villagers not being aware of the importance of education, or if the middle school was located far away, or if there was a difficulty in finding trained teachers who had the skill of capturing the interest of the children in education and retaining them in the school and if the girls had to take care of the younger siblings. About 4 per cent of the social workers mentioned that the villagers were not giving proper attention to the education of girls and that the quality of

education was not good.

Table 5:4.16 shows the reasons why girls don't drop out of the schools.

Table 5:4.16

Reasons why the Girls do not Drop Out of School

S.No.	Reasons why the Girls do not Drop Out of School	Number of Respondents	Percentage (%)
1.	Educated people / awareness of the importance of education/girls are brilliant/no discrimination	29	58.00
2.	Better Government schemes	08	16.00

It is seen from the reasons given that 58 per cent of the social workers and educated villagers felt that the girls continue their schooling because people are educated and are aware of the importance of education. Besides, parents do not discriminate between boys and girls because they find their girls brilliant in their studies. 16 per cent pointed out that the Government schemes were better and useful and therefore the girls didn't drop out of school.

Table 5:4.17 shows the reasons for the absenteeism of girls from the school.

Table 5:4.17

Reasons for the Girl Child Absenteeism

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	No response	01	02.00
2.	Family ignorance	00	00.00
3.	Economic condition	08	16.00
4.	Nature of parents work	03	06.00
5.	Traditional social structure	03	06.00
6.	No absenteeism/domestic work/school far from residence	36	72.00

It is seen from the reasons given for the absenteeism of girl students that 16 per cent consider the economic condition of the parents responsible for girls not attending schools, 6 per cent consider the nature of the parent's work which may be migratory in nature, as responsible for absenteeism of their children, 6 per cent attribute it the traditional social structure and 72 per cent point out that there is no

absenteeism and if it exists to some extent then it is because the school is far off or the girl has to care for her siblings if the mother is sick or has gone out to work.

Table 5:4.18 shows the reasons for the low education status of the girl child in Madhya Pradesh and high educational status in Maharashtra.

Table 5:4.18

Reasons for the high education status of the girl child in Maharashtra

S.No.	Reasons	Number of Respondents	Percentage (%)
1.	Educated and aware parents/Govt. policy and programmes in Maharashtra	42	84.00
2.	Good quality teachers/personal attention	29	58.00
3.	Girls are brilliant	06	12.00

The educated villagers and social workers gave the reasons for the high status of girls' education in Maharashtra. 84 per cent of the responses pointed out that the parents were educated and aware and that the Government's policy and programmes in Maharashtra were adequate and relevant for promoting the education of the girl child. 58 per cent attributed the high educational status for the girl child to good quality teachers and these teachers giving personal attention to the students. 12 per cent pointed out that girls were brilliant and sincere in their studies and so did well educationally.

Table 5:4.19 shows the measures to be taken up for the betterment of girl's education in villages.

Table 5:4.19

Measures to be Taken up for the Betterment of Girls' Education in the Villages

S.No.	Measures to be Taken up for the Betterment of Girls' Education in the Villages	Number of Respondents	Percentage (%)
1.	Teachers should give proper attention	34	68.00
2.	Introduce English from primary level	16	32.00
3.	Gram panchayat should give attention towards education	02	04.00

It is seen from the suggestions given that 68 per cent of the educated villagers and social workers felt that the teachers should give proper attention. 32 per cent

felt that the English should be introduced from the primary level of schooling itself. The Education Minister for school education has recently announced that English would be introduced from the 1st standard onwards so that our children would be in a position to compete at the National level and in this age of globalisation. Retired English teachers would be recruited on a contract basis to impart education in the English language.

4 per cent pointed out that the gram panchayat should give attention to primary education and implement the demands being made for the maintenance of school buildings, water tanks and toilets. The gram panchayat can report to the panchayat samiti any inadequacies in the schemes being implemented for the primary education of the girl child. The gram panchayat is also expected to make the village self-reliant and self-sufficient in the schooling facilities for its children through people's participation or community action.