

Analysis of Social Sector Programme on Education

4.1 Introduction

The study has, so far, traced and discussed, at length, the role and place of social sector in the context of Indian Planning, impact of economic and new economic policies on it, the salient features of the sample districts and the socio-economic profile of the study area. In the ensuing chapter an attempt has been made to study and analyze the performance and impact of social sector programmes, the people's perception and their level of involvement in it.

The study has, in all, covered a total of fifteen major social sector programmes that have been in vogue in the sample villages of the two districts, viz. Varanasi and Saharanpur. The perusal of the programmes show that the launching year of these programmes in both the districts, by and large, has been identical probably because they were launched through out the country on that date. It was also observed that these programmes were being sponsored by different departments like the National Social Assistance Programme (NSAP) which contained the following programmes like National Old Age Pension, National Family benefit Schemes, National Widow Pension Scheme and National Maternity benefit scheme. All these programmes are being sponsored by welfare department launched in the year 1995. Similarly, the following four schemes i.e. Employment Assurance Scheme (EAS) which replaced the Jawahar Rojgar Yojana (JRY), the Indira Avas Yojana (IAY), Rural Domestic Cooking Energy and Rural Sanitation Schemes were being sponsored by rural development department while the supply department was looking after public distribution system (PDS) and the programme of neo literates (TLC), mid-day meals (MDM) and scholarship scheme were being organised by the

education department while the rural electrification was being taken care off by electricity board and rural water supply scheme by Jal Nigam department.

Likewise, the programmes could also be classified on the basis of their nature and coverage as the general programmes and specific programmes. The general programmes refer to those set of programmes that provided coverage to all 'focus group' of households uniformly with observing any caste, gender or region bias. Some of the programmes that broadly fall under this category were programme of rural electrification, neo literate, mid-day meal and rural water supply whereas specific programmes were those programmes that catered to the needs of specific group of people or region, such as the programmes like national social assistance, rural development or scholarship schemes etc. (Table - 4.1).

4.2 Focus Group of Households

As has already been stated earlier that due to inconsistency in the data, provided by supply department, on the status of house holds living below the poverty line, the study group has followed the data of focus group households provided by the block office in the two sample district which has identified 145 households as focus group households in Varanasi district and 324 households in Saharanpur district respectively. However, when the list was revalidated by our team at the village level, during the house to house listing, it confronted many such households who did not figure in the list provided by the blocks largely, because they had been benefited earlier by one of the social sector schemes and were believed to have crossed poverty line; as per the norms of the blocks, whereas our validation exercise found out that their socio-economic conditions had not undergone any significant change as the assets, provided to them under the scheme, have not been able to generate income as was expected of them and they were, for all practical purposes, living below the poverty line. Our sample, therefore, also identified such households or group of beneficiaries here after called other focus beneficiaries or the old focus group of beneficiaries largely because their involvement with social sector

programmes had begun much before the 1998 validation exercise, conducted by the block, to identify the BPL group of households. It was also included in the list provided by the block officials. Thus, our sample contained both types of beneficiaries viz. the current ones and the old ones. Further, it was also observed

Table 4.1
Profile of Social Sector Programmes in Sample Villages of Varanasi and Saharanpur District

(A) Specific Programme			
Name of the Programmes	Sponsoring Agencies/Department	Date of Launching Inceptions	
		Varanasi	Saharanpur
National Old Age Pension	Social Welfare Department	August 15, 1995	August 15, 1995
National Family Benefit Programme	Social Welfare Department	August 15, 1995	August 15, 1995
National Widow Pension Scheme	Social Welfare Department	August 15, 1995	August 15, 1995
National Handicapped Pension	Social Welfare Department	August 15, 1995	August 15, 1995
National Maternity Benefit Scheme	Social Welfare Department	August 15, 1995	August 15, 1995
Scholarship for Primary Education	Social Welfare Department	Not Available	Not Available
Employment Assurance Scheme/JRY	Rural Development Department	October 1993	October 1993
Indira Awas Yojana	Rural Development Department	1985-86	1985-86
Rural Domestic Cooking Energy	Rural Development Department	1986	1986
Rural Sanitation Scheme	Rural Development Department	1986	1986
(B) General Programme			
Public Distribution System	Supply Department	June 1, 1997	June 1, 1997
Rural Electrification	Electricity Board	Not Available	Not Available
Neo Literates (T.L.C.)	Non-Formal Education	April 1997	June 1996
Mid-day Meal	Public Supply Department	1995	1995
Rural Water Supply	Jal Nigam (R.E.S)	Not Available	Not Available

Source: *Field Survey.*

that the social sector programmes sponsored by different departments and each had its own base or criteria for selecting the beneficiaries. On account of this multiplicity or discrepancy, the data provided by these sources could not be made compatible, which forced us to modify our strategy analysis. Thus, for analyzing the performance of the programme and also studying their linkage pattern with different programmes, the list of beneficiaries contained both the set of beneficiaries viz. the current one as supplied by the block and the older of beneficiaries, which confronted by our validating team. However, for assessing the impact of social sector schemes on those set of beneficiaries have been taken into account whose list was provided by block office and their comparison with non beneficiaries, in cross sectional frame work has also been attempted. Further, it may also be pointed out that though the list provided by block was less inconsistent though not a fool proof one; as it also contained many factual errors which our team encountered and subsequently corrected during the field survey.

It has already been stated, earlier, that the social sector schemes could also be classified, on the basis their nature and coverage as specific scheme and general schemes, where the coverage of beneficiary was limited in the first category and large in the later one. The strategy adopted for covering these two programme, therefore, also varied. For general programmes, the collection of data was at two levels. In the first level, data from all the households was collected along with filling of household schedule in which beneficiaries socio-economic profile, information about their assets and liabilities etc. was recorded. In addition, some of the beneficiaries from each of the schemes were also randomly selected and their views on various aspects of programmes were solicited. However, for specific schemes, the selection of beneficiary has already been elaborated according to which a maximum of five beneficiaries per scheme were selected (Table 4.2 & 4.2A).

4.3 Profile of Social Sector Programmes on Education

Education forms one of the most crucial input of social sector programmes. It occupies prime place in the Minimum Needs Programme (MNP) right since its inception from the fifth five year plan, in the form of elementary education. However, adult education was also added to the list of MNP from sixth plan onwards.

The study covers the following programmes under in operation, in the two sample districts of Varanasi and Saharanpur districts:

- (a) National Programme of Nutritional Support to Primary Education or Mid-Day Meal (MDM),
- (b) Scholarship for Primary Education, and
- (c) Adult Education Neo-Literate Programme.

The perusal of these programme shows that while the first two fall under the purview of formal education, the later came under the informal stream. However, before analysing the performance of these programmes, an attempt has also been made to study the general profile of schools in the two sample villages of Varanasi and Saharanpur districts, in terms of basic facilities and amenities they offer, the teaching and learning material they provide to the students vis-à-vis the enrolment level of students because a comprehensive analysis of the performance of programmes depends, to a large extent, upon these factors.

4.3.1 Facilities and Amenities Pattern in sample School

The perusal of facilities and services offered by the schools, that were covered, five each from Varanasi and Saharanpur districts respectively have been scaled down to three distinct categories as poor, moderate and good where poor category refers that level of facilities which range between zero to forty per cent viz. school having no such facility to forty per cent of them having it, moderate level referring to forty one per cent to eighty per cent and good level to over eighty per

Table 4.2
Distribution of Beneficiary & Neo beneficiary Focus Group of households in Various Social Sector Programmes

Social Sector Programme	Current Focus Group of Beneficiaries				Old Focus Group of Beneficiaries				Total Beneficiaries				Sample Beneficiaries			
	Varanasi		Saharanpur		Varanasi		Saharanpur		Varanasi		Saharanpur		Varanasi		Saharanpur	
	Beneficiary	Non-Beneficiary	Beneficiary	Non-Beneficiary	Beneficiary	Non-Beneficiary	Beneficiary	Non-Beneficiary	Beneficiary	Non-Beneficiary	Beneficiary	Non-Beneficiary	Beneficiary	Non-Beneficiary	Beneficiary	Non-Beneficiary
National Old Age Pension	3 (12.0)	18 (66.7)	22 (20.9)	29 (78.4)	22 (88.0)	9 (33.3)	83 (79.1)	8 (21.6)	25 (100.0)	27 (100.0)	105 (100.0)	37 (100.0)	10 (40.0)	15 (55.6)	23 (21.9)	16 (43.2)
National Family Benefit Scheme	2 (50.0)	4 (40.0)	2 (50.0)	2 (40.0)	2 (50.0)	6 (60.0)	2 (50.0)	3 (60.0)	4 (100.0)	10 (100.0)	4 (100.0)	5 (100.0)	2 (50.0)	10 (100.0)	4 (100.0)	5 (100.0)
National Widow Pension Scheme	1 (2.0)	17 (73.9)	1 (7.7)	33 (73.3)	50 (98.0)	6 (26.1)	12 (92.3)	12 (26.7)	51 (100.0)	23 (100.0)	13 (100.0)	45 (100.0)	19 (37.3)	13 (56.5)	7 (53.8)	14 (31.1)
National Handicapped Scheme	1 (9.1)	6 (75.0)	1 (20.0)	7 (70.0)	10 (90.9)	2 (25.0)	4 (80.0)	3 (30.0)	11 (100.0)	8 (100.0)	5 (100.0)	10 (100.0)	5 (45.5)	7 (87.5)	5 (100.0)	10 (100.0)
National Maternity Benefit Scheme	14 (56.0)	22 (51.2)	23 (43.4)	18 (40.0)	11 (44.0)	21 (48.8)	30 (56.6)	27 (60.0)	25 (100.0)	43 (100.0)	53 (100.0)	45 (100.0)	18 (72.0)	15 (34.9)	24 (45.3)	13 (28.9)
Employment Assurance Scheme/JRY	45 (64.0)	43 (65.2)	146 (71.9)	123 (72.8)	25 (35.7)	23 (34.8)	57 (28.1)	46 (27.2)	70 (100.0)	66 (100.0)	203 (100.0)	169 (100.0)	25 (35.7)	19 (28.8)	25 (12.3)	15 (8.9)
Indira Awas Yojana	43 (60.6)	29 (65.9)	29 (63.0)	17 (68.0)	28 (39.4)	15 (34.1)	17 (37.0)	8 (32.0)	71 (100.0)	44 (100.0)	46 (100.0)	25 (100.0)	13 (18.3)	17 (38.6)	18 (39.1)	11 (44.0)
Rural Domestic Cooking Energy	4 (25.0)	43 (69.4)	-	47 (69.1)	12 (75.0)	19 (30.6)	-	21 (30.9)	16 (100.0)	62 (100.0)	-	68 (100.0)	11 (68.7)	15 (24.2)	-	14 (20.6)
Rural Sanitation Scheme	9 (39.1)	39 (69.5)	17 (36.9)	42 (79.2)	14 (60.9)	30 (43.5)	29 (63.1)	11 (20.7)	23 (100.0)	69 (100.0)	46 (100.0)	53 (100.0)	12 (52.2)	15 (21.7)	13 (28.3)	14 (26.4)
Public Distribution System	121 (100.0)	16 (100.0)	225 (100.0)	12 (100.0)	-	-	-	-	121 (100.0)	24 (100.0)	225 (100.0)	99 (100.0)	121 (100.0)	24 (100.0)	225 (100.0)	99 (100.0)
Rural Electrification	29 (100.0)	116 (100.0)	95 (100.0)	229 (100.0)	-	-	-	-	29 (100.0)	116 (100.0)	95 (100.0)	229 (100.0)	29 (100.0)	116 (100.0)	95 (100.0)	229 (100.0)
Neo Literates (T.L.C.)	N.A.	-	310 (38.2)	-	-	-	501* (61.8)	-	N.A.	-	811 (100.0)	-	48 (16.8)	-	49 (6.0)	-
Mid-day Meal	125 (8.3)	-	257 (36.9)	-	1383* (91.7)	-	38 (63.0)	-	1508 (100.0)	-	695 (100.0)	-	25 (17.0)	-	26 (3.7)	-
Scholarship for Primary Education	93 (31.4)	-	159 (42.2)	-	203** (68.6)	-	204 (57.8)	-	296 (100.0)	-	353 (100.0)	-	42 (4.1)	-	22 (6.2)	-
Rural Water Supply	130 (100.0)	-	225 (100.0)	-	-	-	-	-	130 (100.0)	-	225 (100.0)	-	130 (100.0)	-	255 (100.0)	-

Source: For beneficiary, data were provided by block and for non-beneficiary, on spot verification by the team with help of villagers was made.

Note: * These children may be from other community.

** These children may be from Non-BPL or other villages.

Table 4.2A
Classification of New and Old Beneficiaries in Sample

S. No.	Social Sector Programmes	Sample Beneficiaries								
		Varanasi			Saharanpur			Total		
		New	Old	Total	New	Old	Total	New	Old	Total
1	National old Age Pension	04 (44.4)	06 (25.0)	10 (30.3)	05 (55.6)	18 (75.0)	23 (69.7)	09 (27.3)	24 (72.7)	33 (100.0)
2	National Family Benefit Scheme	01 (50.0)	01 (25.0)	02 (33.3)	01 (50.0)	03 (75.0)	04 (66.7)	02 (33.3)	04 (66.7)	06 (100.0)
3	National Widow Pension Scheme	12 (75.0)	07 (70.0)	19 (73.1)	04 (25.0)	03 (30.0)	07 (26.9)	16 (61.5)	10 (38.5)	26 (100.0)
4	National Handicaped Scheme	01 (25.0)	04 (66.7)	05 (50.0)	03 (75.0)	02 (33.3)	05 (50.8)	04 (40.0)	06 (60.8)	10 (100.0)
5	National Maternity Benefit Scheme	09 (39.1)	09 (47.4)	18 (42.9)	14 (60.9)	10 (52.6)	24 (57.1)	23 (54.8)	19 (45.2)	42 (100.0)
6	Employment Assurance Scheme (JRY)	17 (47.2)	08 (57.1)	25 (50.0)	19 (52.8)	6 (42.9)	25 (50.0)	36 (72.0)	14 (28.0)	50 (100.0)
7	Indira Awas Yojna	03 (27.3)	10 (50.0)	13 (41.9)	08 (72.7)	10 (50.0)	18 (58.1)	11 (35.5)	20 (64.5)	31 (100.0)
8	Rural Domestic Cooking Energy	06 (100.0)	05 (100.0)	11 (100.0)	-	-	-	06 (54.5)	05 (45.5)	11 (100.0)
9	Rural Sanitation Scheme	05 (50.0)	07 (46.7)	12 (48.0)	05 (50.0)	08 (53.3)	13 (52.0)	10 (40.0)	15 (60.0)	25 (100.0)
10	Public Distribution System	121 (35.0)	-	121 (35.0)	225 (65.0)	-	225 (65.0)	346 (100.0)	-	346 (100.0)
11	Rural Electrification	29 (23.4)	-	29 (24.4)	95 (76.6)	-	95 (76.6)	124 (100.0)	-	124 (100.0)
12	New Literates (TLC)	48 (49.5)	-	48 (49.5)	49 (50.5)	-	49 (50.5)	97 (100.0)	-	97 (100.0)
13	Mid-Day Meal	25 (49.0)	-	25 (49.0)	26 (51.0)	-	26 (51.0)	51 (100.0)	-	51 (100.0)
14	Scholarship for Primary Education	42 (65.6)	-	42 (65.6)	22 (34.4)	-	22 (34.4)	64 (100.0)	-	64 (100.0)
15	Rural Water Supply	130 (50.0)	-	130 (50.0)	255 (50.0)	-	255 (50.0)	324 (100.0)	-	324 (100.0)

Source : Field Data.

Note : Figures in bracket denote percentage.

cent. It could be seen that the schools in Varanasi district were poorly equipped in terms of possessing reading and learning materials like chart, infrastructural facilities like class room, mats for students, play grounds and regular medical checkup facility and moderately equipped in teaching and learning kit like maps, globe, table and chairs for teachers, black boards, dust bins etc. However, they were placed at a fairly good level in terms of facilities like school bell, chalk and duster, drinking water, etc.

whereas, on the contrary, the schools in Saharanpur district were relatively better off in terms of offering teaching and learning materials and basic infrastructural facilities as most of them had them in the range of over eighty per cent level (Table - 4.3).

Table - 4.3
Distribution of Basic Facilities and Amenities in Sample Schools

Particulars	Varanasi	Saharanpur
Map	3 (60.0)	5 (100.0)
Glob	3 (60.0)	5 (100.0)
Chart	2 (40.0)	5 (100.0)
Playing Tools	4 (80.0)	5 (100.0)
Science Kits	3 (60.0)	2 (40.0)
Total Sample Schools	5 (100.0)	5 (100.0)
Maths Kits	3 (60.0)	5 (100.0)
Bell	5 (100.0)	5 (100.0)
Classroom for All Students	1 (20.0)	3 (60.0)
Mat for Students		
(a) All Students	1 (20.0)	4 (80.0)
(b) Some Students	4 (80.0)	1 (20.0)
Chair for Teachers	4 (80.0)	5 (100.0)
Table for Teachers	3 (60.0)	5 (100.0)
Black Board for all Classroom	4 (80.0)	4 (80.0)
Chalk/Duster	5 (100.0)	5 (100.0)
Water Pot	5 (100.0)	5 (100.0)
Dust win	3 (60.0)	4 (80.0)
Drinking Water	5 (100.0)	5 (100.0)
Toilet	5 (100.0)	4 (80.0)
Playing Ground	1 (20.0)	5 (100.0)
Health Checkup	2 (40.0)	3 (60.0)
Immunization	4 (80.0)	3 (60.0)
Total Sample Schools	5 (100.0)	5 (100.0)

Source: Field Survey.

4.3.2 Gender and Caste wise Enrolment Pattern of Students

The gender and caste wise enrolment patterns of students in Varanasi and Saharanpur districts share many similarities. The first and foremost being that in both districts the proportion of boys enrolled was higher than that of the girls. However, the proportion of boys going to school in Varanasi was much higher than that in Saharanpur district. The other feature, the study highlights, was that the level of enrolment for girls was higher in Saharanpur district than that in Varanasi and it was found that over 48 percent of them were going to school against 44.6 percent, observed in Varanasi district.

The study also brings to the fore that in both districts, the highest incidence of students enrolment in class I sharply declined uniformly for both boys and girls, as one moved from class I to higher classes viz. Class V. This drop, however, was more conspicuous in Saharanpur than in Varanasi.

The caste wise comparison shows that the highest proportion of students attending schools, were from OBC category, followed by others and the least from SCs, whereas, in Saharanpur district, the highest incidence of enrolment came from SC students followed by OBC and others. The highest incidence of drop outs in Varanasi district was observed in other caste group while in Saharanpur district it was from SC students, closely followed by OBC. The factors contributing to the increased drop out phenomenon by students could be identified as children providing assistance in agricultural operation, domestic work, cooking of food and even looking after the younger siblings in the family. Even the change of schools, poor students-teacher ratio, less number of class rooms for students and other non-existent facilities contributed to drop outs.

The study, further, shows that there were about 2.4 per cent of children between the age group of 6 to 14 years, in Varanasi and over 39 per cent in Varanasi who were enrolled in other schools that were private in nature and did not figure in

our study. It was also found that the proportion of boys attending these schools was relatively higher than girls in both the sample districts. The inter district comparison shows that proportion of students attending other schools was distinctly higher in Saharanpur district largely been on account of the fact that these private schools were more evenly spread out which brought them much closer to the peoples place of living. The analysis also shows that over 8.2 percent of children in Varanasi and about 5 percent in Saharanpur district did not go to any school. The share of girls, in this category, unfortunately, was higher than the boys. The plausible reason for higher proportion of students, both boys and girls, not attending schools in Varanasi could be their intensive involvement in cottage industries where they provided assistance in assembling of various components of artificial jewellery and prevalence of traditional values of elderly people, who accord low priority to education in particular which also has a strong bearing on female's education. Hence efforts should be made to attract this segment into the main stream of education if we cherish to attain the dream of universalizing of elementary education (Table - 4.4a, 4.4b, and 4.4c).

Table – 4.4 (a)
Class and Gender-wise Distribution of Enrolled Children in Sample School

Class	Varanasi			Saharanpur		
	Boys	Girls	Total	Boys	Girls	Total
1 st	181 (21.6)	180 (26.7)	361 (23.9)	146 (40.3)	129 (38.2)	275 (39.3)
2 nd	224 (26.8)	168 (24.9)	392 (26.0)	69 (19.1)	62 (18.3)	131 (18.7)
3 rd	184 (22.0)	148 (21.9)	332 (21.9)	58 (16.0)	71 (21.0)	129 (18.4)
4 th	155 (18.5)	106 (15.7)	261 (17.3)	49 (13.5)	43 (12.7)	92 (13.1)
5 th	92 (11.0)	72 (10.7)	164 (10.9)	40 (11.0)	33 (9.8)	73 (10.4)
Total	836 (100.0)	674 (100.0)	1510 (100.0)	362 (100.0)	338 (100.0)	700 (100.0)

Source: Field Survey.

Table – 4.4 (b)
Class and Caste-wise Distribution of Enrolled Children in Sample Schools

Class	Varanasi				Saharanpur			
	SC	OBC	Others	Total	SC	OBC	Others	Total
1 st	48 (17.4)	217 (24.4)	96 (27.9)	361 (23.9)	138 (43.1)	39 (39.6)	44 (30.3)	275 (39.3)
2 nd	76 (27.5)	240 (26.9)	76 (22.1)	392 (26.0)	56 (17.5)	36 (15.3)	39 (26.9)	131 (18.7)
3 rd	57 (20.6)	194 (21.8)	81 (23.5)	332 (21.9)	56 (17.5)	47 (20.0)	26 (17.9)	129 (18.4)
4 th	53 (19.2)	135 (15.2)	73 (21.2)	261 (17.3)	34 (10.6)	36 (15.3)	22 (15.2)	92 (13.1)
5 th	42 (15.2)	104 (11.7)	18 (5.2)	164 (10.9)	36 (11.3)	23 (9.8)	14 (9.6)	73 (10.4)
Total	276 (100.0)	890 (100.0)	344 (100.0)	1510 (100.0)	320 (100.0)	235 (100.0)	145 (100.0)	700 (100.0)

Source: Field Survey.

Table – 4.4 (c)
Classification of Enrolled and Not-Enrolled Children, 6-14 Years Age Group in Sample

Particulars	Varanasi			Saharanpur		
	Boys	Girls	Total	Boys	Girls	Total
Enrolled in Sample Schools	836 (89.6)	674 (89.2)	1510 (89.4)	362 (50.6)	338 (62.8)	700 (55.8)
Enrolled in other Schools	25 (2.7)	15 (2.0)	40 (2.4)	327 (45.7)	173 (32.2)	500 (39.9)
Not Enrolled in any school	72 (7.7)	67 (8.8)	139 (8.2)	27 (3.7)	27 (5.0)	54 (4.3)
Total Children	933 (100.0)	756 (100.0)	1689 (100.0)	716 (100.0)	538 (100.0)	1254 (100.0)

Source: Compiled from School records.

4.3.3 Scheme for Scholarship for Primary Education

The pre-matric scholarship scheme was started in 1977-78 primarily for the so called un-cleaned occupations viz. scavenging of dry latrines, tanning, flaying and sweeping with traditional links to scavenging. The scheme, as modified, with November 1991, provides scholarships of Rs. 25/- per month in classes I to V, Rs. 40/- per month in classes VI to VIII and Rs. 50/- per month in classes IX and X in respect of days scholars. However, for has tellers, a scholarship of Rs. 200/- per month in class III to VIII, and Rs. 250/- per month in classes IX and X is provided. An adhoc grant of Rs. 500/- per annum is also provided to day scholars as well as

hostellers. The additional provision for student amongst target groups with disabilities have also been introduced from April, 1998 (India, 2000).

Beneficiary Profile and Performance Level:

The perusal of distribution of scholarship in all the sample schools in Varanasi and Saharanpur districts shows that, by and large, over 95 percent of students belonging to SCs in Varanasi over 97 percent in Saharanpur were reported to be receiving scholarships. Further, about 5 percent of other castes, which included the Muslims minorities in Varanasi and about 18 percent in Saharanpur district were also receiving it. Amongst the OBCs, the proportion of students receiving scholarship was 2.2 percent in Varanasi and 6.4 percent in Saharanpur district respectively. It could be seen that the distribution of scholarship among students was, more or less, on lines, as has been stipulated in the guidelines.

The gender-wise comparison shows that the proportion of boys receiving the scholarship in both Varanasi and Saharanpur districts was marginally higher than girls whereas the inter district comparison shows that the ratio of boys and girls receiving the scholarship in Saharanpur was significantly higher than the proportion of students in Varanasi district. The plausible reason for this could be that the population of minorities viz. Muslims was higher in Saharanpur than that in Varanasi district. (Table 4.5a)

Involvement Level of Beneficiaries

The performance of schemes also has a bearing on the involvement level of beneficiaries. If the performance of scheme is high and consistent, it is suitably reflected on the level of involvement of beneficiaries. An attempt has also been made to seek the perception of beneficiaries about the programme, in both the sample districts of Varanasi and Saharanpur respectively. In all 12 student from Varanasi and 22 students from Saharanpur districts were further randomly selected. The caste configuration of the students covered showed that a majority of them either belonged to scheduled caste or were from minorities. Their views on the schemes were

solicited. It was shocking to learn that many a time, the scheme was being tampered by project functionaries, on flimsy grounds like the cost incurred by them in travelling to concerned offices like block, welfare department or bank. This incidence was more observed in both the districts, as a result of which the beneficiaries, many times, received lesser amount of scholarship. However, despite of all this, it was really heartening to see that none of the beneficiaries was prepared to leave schooling and in the event of withdrawal scholarship, over 33 percent of beneficiaries in Varanasi and over 13 per cent in Saharanpur were even prepared to work as labourers but were not prepared to give up studies (Annexure 4.5e).

4.3.4 National Programme of Nutritional Support to Primary Education or Mid-Day Meal

The national programme of nutritional support to primary education is also referred to as the Mid Day Meal (MDM) scheme, was launched on August 15, 1995 and aims at improving enrolment, attendance and retention while simultaneously having a positive impact on the nutritional status of the students in primary classes. The programme provides three kilograms of food grain per month to each of the primary student, who maintained an attendance level of eighty percent or more every month.

Performance Level

The study of the performance of the mid day meal scheme in both the sample district shows that its distribution was almost cent-percent viz. 99.8 percent in Varanasi and 99.3 percent in Saharanpur district respectively. The inter-caste distribution pattern shows that its coverage for Scheduled Caste & OBC students was cent percent in both the districts, while in other category, distribution of girls marginally dropped to 98.7 percent and 93.2 percent respectively. Thus, it could be said that performance wise its coverage level was of a very high order.

Involvement Level of Beneficiaries

In order to study the level of participation and involvement of beneficiaries the study randomly selected 25 students from Varanasi and 26 students from Saharanpur district respectively. Their views on the working of the scheme were recorded. It was found that majority of the students were not adequately informed regarding the condition laid down for qualifying for scheme nor were they aware of whether it was being followed by the respective schools. It was also brought to the notice that many a time the distribution of meal was less than the stipulated amount and, at times, its quality was poor.

Almost cent percent of the students in Varanasi and over 84 percent in Saharanpur were committed to come to school irrespective of whether the scheme continued or not. The distribution of mid day meal was, largely, taking place inside the school premises. In a few cases it was also being distributed in other village, as decided, in gram sabha. Thus, it could be said that except for some minor incidences, the programme was quite successful in terms of participation as well as performances (Annexure 4.5d).

Involvement of Functionaries

Since both the schemes were in vogue in ten schools of the two sample districts that were covered, the same set of functionaries were involved in the implementation and disbursement of material under both the schemes. Hence an attempts was made to invite their views on the schemes.

The subsequent talks reveal the though the distribution aspect in both the scheme was good, yet it suffered on many occasion mainly because its arrivals to school was with held or it arrived in lesser quantity, as a result of which it got distributed in lesser quantity. The day of distribution of MDM was also not fixed which created unnecessary anxiety among functionaries and beneficiaries alike. Similarly in scholarship scheme, the ratio of beneficiaries and students has not been maintained

which affect level of distribution. The joint account of teacher with pradhan was also creating difficulties in the disbursement of scholarships to the students and it is, therefore, recommended that it should be suitably modified as already stated that one of the statutory conditions of providing mid day meal to the students was their consistently high level of attendance in school, however in practice it was not being followed by teachers on account of their own vested interest which limited the scope of programme. It was also observed that the teachers were having work load and were often involved in multigrade teaching. Their involvement in the distribution of mid day meal programme was also affecting their primary work of teaching. The distribution mid day meal should take place in the schools premises only and not elsewhere as it may lead to enhancement in the level of enrolment of students in the school.

On the question of how the schemes could become more effective, a majority of project functionaries felt that by bringing about qualitative improvement in teaching and this could be attained by striking a balance between teacher and students ratio, teachers be assigned only teaching, work and no other administrative assignments, regular monitoring of schools. Similarly, teaching and learning material be provided in adequate quantities etc. This would also help in curbing the proliferation of private schools which were attracting students. It has also been observed that there has been inconsistency in the distribution of mid day meal, the poor quality of meal, lesser quantity, delay in arrival etc. This aspect could be effectively taken care off by mobilising grass-root level institutions like the panchayats, village education committees by hiring the services of some professional body like an NGO, etc. Likewise, guardians should also be made aware of the benefits of educating their children by organising joint teacher guardian meeting at regular intervals. (Table - 4.5a, Annexure - 4.5b and Annexure - 4.5c).

4.3.5 Neo-Literate Programme

The adult education programme has been in operation for quite some time. In fact, its roots could be traced back to the pre-independence period also. Though there had been considerable concern over the problem of illiteracy among masses since thirties, it was only in the early seventies, that the concept of non-formal education gained wider acceptance and adult education programme started receiving priority, figuring prominently in National Adult Education Programme (NAEP) for the first time in 1978. The NAEP targeted the poor and disadvantaged groups to achieve basic literacy and numeracy levels, provide some functional skills and means for participatory in the development process. Similar views were later on shared by National Policy of Education (NEP, 1986) and National Literacy Mission (NLM, 1988).

The total literacy programme (TLC) was started in 1989 in Ernakulam district of Kerala State and was based on the principle of wider participation, linking the elected representatives in local bodies, district administration, educational institution and volunteer agencies to create an upsurge of community participation for achieving the goal of eradicating illiteracy from the district. The focus of programme was to provide literary skills to beneficiaries from 15 years to 35 years who could not attend regular formal schools or were dropouts etc.

Table 4.5 (a)
Caste and Gender-wise Distribution of Mid-Day Meal, and Scholarship in Sample School

Caste	District	Mid-Day Meal			Scholarship			Total Enrolment		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SC	Varanasi	163 (100.0)	113 (100.0)	276 (100.0)	156 (95.7)	105 (92.9)	261 (94.5)	163 (100.0)	113 (100.0)	276 (100.0)
	Saharanpur	165 (100.0)	155 (100.0)	320 (100.0)	161 (97.6)	151 (97.4)	312 (97.5)	165 (100.0)	155 (100.0)	320 (100.0)
OBC	Varanasi	485 (100.0)	405 (100.0)	890 (100.0)	12 (2.5)	8 (2.0)	20 (2.2)	485 (100.0)	405 (100.0)	890 (100.0)
	Saharanpur	125 (100.0)	110 (100.0)	235 (100.0)	11 (8.8)	4 (3.6)	15 (6.4)	125 (100.0)	110 (100.0)	235 (100.0)
Others	Varanasi	188 (100.0)	154 (98.7)	342 (99.4)	4 (2.1)	11 (7.1)	15 (4.4)	188 (100.0)	156 (100.0)	344 (100.0)
	Saharanpur	72 (100.0)	68 (93.2)	140 (96.5)	17 (23.6)	9 (12.3)	26 (17.9)	72 (100.0)	73 (100.0)	145 (100.0)
Total	Varanasi	836 (100.0)	672 (99.7)	1508 (99.8)	172 (20.6)	124 (18.4)	296 (19.6)	836 (100.0)	674 (100.0)	1510 (100.0)
	Saharanpur	362 (100.0)	333 (98.5)	695 (99.3)	189 (52.2)	164 (48.5)	353 (50.4)	362 (100.0)	338 (100.0)	700 (100.0)

Source: Field Survey.

The Performance

The performance of the programme in the two sample districts of Varanasi and Saharanpur was evaluated by randomly selecting and testing a total of 48 beneficiaries in Varanasi, of which 25 percent were male and remaining 75 percent females. Similarly in Saharanpur district of the 49 beneficiaries selected, the number of males and females was worked out to 7 and 42 which was 14.3 percent and 85.2 percent of the total respectively. It is to be noted that, the evaluation of the programme was based on the norms specified by the National Literacy Mission (NLM), New Delhi, which states that:

- (a) the beneficiary should acquire atleast, fifty percent mark in all the three basic passing skills of learning viz. Reading (R_1), Writing (R_2) and Numeracy (R_3);
and
- (b) score an aggregate of not less than seventy percent mark in the three Rs.

The analysis of the performance of the neo-literate programmes shows that TLC in Varanasi district was relatively better organized than in Saharanpur, district, where hardly 6.1 percent of the beneficiaries attained the literacy norm as compared to 18.8 percent achieving it in Varanasi district. The gender-wise comparison shows that the performance of male beneficiaries was better than that of the female beneficiaries in both the sample districts. If we categorize the achievements as poor, marginal and good, where poor refers to the aggregate score of below fifty percentage points, marginal between fifty to seventy percentage point and good as a score of seventy percent or more; than the high proportions of poor score in both the district (over 64 percent in Varanasi and over 83 percent in Saharanpur district) reflects the over all poor performance of the programme.

The caste wise comparison shows that the performance of OBC in both the districts was of a high orders as over 88 percent in Varanasi and over 66 percent had succeeded in attaining the literacy norm, whereas hardly 11 percent of SCs in Varanasi and 33 percent of general had attained literacy norm in Saharanpur district.

The study also reveals that there were about 16.7 percent of beneficiaries in Varanasi and 10.2 percent in Saharanpur district who were identified to be marginal cases and who could quality the literacy norm, if a little effort on part of both the beneficiaries and functionary was made, that could enhance the performance of the programme of substantially. However, the high incidences of failures definitely calls for soul searching (Table - 4.6a & 4.6b).

Beneficiaries Involvement

The programme could also be termed to be successful if the involvement of beneficiaries and functionaries was high, which indirectly was reflection of their commitment towards the programme. The study of perception of beneficiaries shows that about 23 percent of them in Varanasi and 14 percent of beneficiaries in Saharanpur had prior knowledge about alphabet, yet over 30 percent in Varanasi and overwhelming 65 percent in Saharanpur district admitted that they did not foresee any benefits from TLC centres operating in their districts, though, most of beneficiaries also confessed to have faced problems while putting the signature or maintaining accounts or in reading and writing. The subsequent detail investigations revealed that the centres, in both the sample district were suffering from many accounts like the scarcity of reading and learning materials, proper seating arrangement, incidence of closer of centres, improper arrangement of lighting etc. To make the matter worse, it was also noticed that over 50 percent centres in Varanasi and 57 percent in Saharanpur districts were not being inspected. All this not only affected the performance of the programme as well as centres but also developed a sense of disenchantment amongst the beneficiaries which ultimately affected their level of involvement in the programme (Annexure - 4.6c)

Functionaries Involvement

The perception of voluntary trainer (VT), a programme functionary, was also solicited regarding programme and ways to improve it. The views of twenty VTs, ten

Table 4.6 (a)
Caste and Gender-wise Classification of Different Achievement Levels of Learners of Varanasi District

Caste	Below 50%			50% to Below 70%			70% and Above			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
SC	3 (42.9)	1 (4.2)	4 (12.9)	1 (50.0)	-	1 (12.5)	1 (33.3)	-	1 (11.1)	5 (41.7)	1 (2.8)	6 (12.5)
OBC	4 (57.1)	23 (95.8)	27 (87.1)	1 (50.0)	4 (66.7)	5 (62.5)	2 (66.7)	6 (100.0)	8 (88.9)	7 (58.3)	33 (91.7)	40 (83.3)
General	-	-	-	-	2 (33.3)	2 (25.0)	-	-	-	-	2 (5.5)	2 (4.2)
Total	7 (100.0)	24 (100.0)	31 (100.0)	2 (100.0)	6 (100.0)	8 (100.0)	3 (100.0)	6 (100.0)	9 (100.0)	12 (100.0)	36 (100.0)	48 (100.0)

Source: Field Survey.

Table 4.6 (b)
Caste and Gender-wise Classification of Different Achievement Levels of Learners of Saharanpur District

Caste	Below 50%			50% to Below 70%			70% and Above			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
SC	3 (50.0)	26 (74.3)	29 (70.8)	-	5 (100.0)	5 (100.0)	-	-	-	3 (42.9)	31 (73.8)	34 (69.4)
OBC	2 (33.3)	4 (11.4)	6 (14.6)	-	-	-	1 (100.0)	1 (50.0)	2 (66.7)	3 (42.9)	5 (19.9)	8 (81.6)
General	1 (16.7)	5 (14.3)	6 (14.6)	-	-	-	-	1 (50.0)	1 (33.3)	1 (14.2)	6 (14.3)	7 (14.3)
Total	6 (100.0)	35 (100.0)	41 (100.0)	-	5 (100.0)	5 (100.0)	1 (100.0)	2 (100.0)	3 (100.0)	7 (100.0)	42 (100.0)	49 (100.0)

Source: Field Survey.

each from Varanasi and Saharanpur district were recorded. It was found that, though all had received training, yet the poor resources at the centres coupled with poor monitoring and support services discouraged them. It was also observed that in majority of the centres no environmental building exercise had ever carried out and over seventy percent centres were found to be devoting less than an hours to teaching, which de-motivated the beneficiaries as has been reflected in their attendance level, with majority of them operating at half of their capacity and in most of the centre, the teaching work was being carried out for less than a months time. A good proportion of these centres also faced the position of closure in the event of VTs absence and no conspicuous effort was being made to operationalize them. All this, supplemented with poor monitoring, spelled havoc on the performance of centre as well as programme and discouraged the project functionaries.

They were further asked to state what they thought, to have been done, to make these centres vibrant with activities, a majority of them agreed that these centres be adequately equipped with teaching and learning material, proper arrangement of lightning, seating, monitoring. However, equally important was to build positive and receptive environment (Annexure - 4.6d).