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## **UNIT 3    EDUCATION OF RURAL CHILDREN**

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### **4.0    AIMS AND OBJECTIVES**

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This Unit aims to acquaint you with the educational status of children in rural India. After going through this Unit, you will be able to do the following:

- Describe the current educational situation of rural children.
- Enumerate the key provisions under various programmes of education for rural children.
- Identify the importance of Early Childhood Care and Education and the present provisions for the same.
- Discuss some major issues and problems in the field of education of rural children.

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### **4.1    INTRODUCTION**

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Our Constitution has enunciated the following Directive Principle of State Policy regarding Universalisation of Elementary Education(UEE) :

“The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years” (Article 45).

However, as you have read earlier, even three decades after the deadline (1960), as laid down in the Constitution, we are still nowhere near the goal of universalisation of elementary education (that is, up to class eighth), or for that matter even primary education (that is, up to class fifth). In 1966, the Kothari Commission proposed achieving the goal no later than 1986. This target, too, was superseded when the 1986 National Policy on Education articulated a goal of ensuring that by 1990, all children 11 years of age would have completed five years of formal or nonformal education (Mehta 1994). In fact, according to the Report of the Committee for Review of National Policy on Education 1986, studies show that if the present demographic, investment, enrolment and retention patterns persist, universalisation may continue to be an elusive goal. The targets are ever receding. This is particularly true of rural India. Our education programmes have failed to bring into their fold a large proportion of rural children. Why has this state come to be? Why have our efforts to provide education to all children been unsuccessful? Have we been able to identify the lacunae, develop remedial measures and translate them into practice? If yes, then to what extent have these measures succeeded? This Unit deals with these and other related questions and issues.

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## **4.2 CURRENT SITUATION**

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In the post-Independence period, the Government of India (GOI) has given high priority to Universalisation of Elementary Education (UEE) to fulfill the Constitutional commitment. It is evident from the Census data, 2001 that the percentage of literates to estimated population aged seven years and above has increased by over 20 percent in two decades [refer Table 4.2(i)]. Refer education unit of RD. D2 for the detailed State-wise figures of 2001 Census.

**Table 4.2 (i) : Percentage of Literates to Estimated Population Aged 7 years and above**

<b>Literates</b>	<b>1981</b>	<b>1991</b>	<b>2001</b>
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>
Persons	43.56	52.11	65.38
Males	56.37	63.85	75.85
Females	29.75	39.42	54.16

Source: Selected Educational Statistics, (1989 – 1990, Ministry of Human Resources Development, Government of India, New Delhi, 1991; India. Registrar General, 2001.

For proper planning of schooling facilities at the grassroot level and ensuring balanced growth in all areas of the country, the GOI conducts periodically, *All India Educational Surveys (AIES)* covering all the states and UTs. The first five surveys were conducted in the years 1957, 1965, 1973, 1978 and 1986. The sixth survey was launched in the country in 1993 with date of reference as 30th September 1993. This survey is based on complete enumeration for core variables as well as on sampling for issue specific variables.

**According to the Sixth All India Educational Survey (1993-94) published in 1998 – 1999, the main outcomes are:**

- 94% of rural population is served within 1.0 Kilometer by Primary stage.
- 85% of rural population is served within 3.0 Kilometer by Upper Primary stage.
- Of the total 8.2 lakhs schools in the country, 5.7 lakhs and 1.6 lakhs are Primary and Upper Primary schools, respectively.
- Of the total 154 million pupils enrolled in all the schools, 97 million and 34 million children are enrolled at Primary (grades I-V) and Upper Primary (grades VI-VIII) stage, respectively.
- Of the total 63 million girls enrolled in all the schools, 41 million and 13 million girls are enrolled at Primary and Upper Primary stages, respectively.

**Table 4.2(ii) : Rural -Urban Literacy Rates 1991-2001**

	<b>Males</b>	<b>Females</b>	<b>Persons</b>
<b>Rural</b>	57.8	30.6	44.7

<b>1991</b>	<b>Urban</b>	81.1	64.1	73.1
	<b>Total</b>	64.1	39.3	52.2
<b>2001*</b>	<b>Rural</b>	71.2	46.6	59.2
	<b>Urban</b>	86.4	73.0	80.1
	<b>Total</b>	<b>75.9</b>	<b>54.2</b>	<b>65.4</b>

Source: Census of India, Selected Educational Statistics 2000 – 01.

\*Provisional figures

As seen from the Table 4.2(ii), Rural-Urban gap in literacy over the decade has diminished drastically. However in all the selected States, one finds rural literacy rate still very low (Table 4.2(iii)). The reasons may be manifold, such as, working conditions for primary teachers are often poor in rural districts. Many classes lack class rooms and those that do have them are crowded, lacking furniture and instructional material. Electricity, toilet facilities and safe drinking water are seldom found in rural schools. In addition, other problems perceived by teachers in teaching environment are multi-grade teaching, heavy curriculum, student absenteeism and apathy among parents towards education. Refer annexure table 1-2 for state-wise percentage of villages having schooling facility for primary and upper primary stages and pupil-teacher ratio in different categories of schools in rural and urban areas, respectively.

**Table 4.2(iii): Statewise Literacy Rates in Rural/Urban Areas**

S.No.	State/UT	Literacy Rate		
		Rural	Urban	Total
1	2	3	4	5
1	Andhra Pradesh	55.3	76.4	61.1
2	Orissa	60.4	81.0	63.6
3	Assam	60.9	85.8	64.3
4	Bihar	44.4	72.7	47.5
5	Chhatisgarh	60.9	81.1	65.2
6	Punjab	65.2	79.1	70.0
7	Gujarat	58.5	79.2	70.0
8	Haryana	63.9	79.9	68.6
9	Rajasthan	55.9	76.9	61.1
10	Tamil Nadu	66.7	82.1	73.5
11	Jharkhand	46.3	79.9	54.1
12	Karnataka	86.9	81.1	67.1
13	Kerala	90.1	93.4	91.0
14	Madhya Pradesh	58.1	79.7	64.1
15	Maharashtra	70.9	85.8	77.3
16	Uttar Pradesh	53.7	70.6	57.4
17	Uttaranchal	69.0	81.5	72.3
18	West Bengal	64.1	81.7	69.2
	<b>India</b>	<b>59.2</b>	<b>80.1</b>	<b>65.4</b>

Source: Census of India 2001: Provisional, Selected Educational Statistics 2000-2001.

The 1986, National Policy on Education set the stage for the Central Government to play an increasingly important role in primary education. The policy explicitly recognized the need to make a concerted effort to expand and improve basic education, meaning formal and non-formal primary and adult literacy education. At the primary school level, the policy gave priority to reducing the disparities in enrolment for girls and for students from scheduled castes and scheduled tribes. To carry out the policy, **the Department of Education created a set of centrally sponsored grant schemes** to assist States in the development of basic education. These are:

- Operation Blackboard (1986): The scheme provides grants to states to construct building and provision for additional teachers in single-teacher schools, requiring that half the teachers posted be women.

- District Institutes of Education and Training, DIETs (1988): The Department of Education established a scheme to finance the creation of institutes of education and training in all rural districts by converting existing teacher training institutes and constructing new ones.
- Total Literacy Campaigns (1988): After an unsuccessful attempt to provide adult literacy instruction, along with vocational skills training through formal classes, the Department of Education turned to total literacy campaigns to increase adult literacy.
- Minimum Levels of Learning (1989): Inappropriately complex and difficult primary curricula and textbooks were recognized as a barrier to learning and a factor in decisions to drop out. To address this problem, the Department of Education initiated a national basic competencies in language, mathematics, and social and environmental studies to be taught in the primary grades, known as minimum levels of learning.

In 1992, the Central Advisory Board on Education (CABE) completed a revision of the National Policy on Education of 1986, calling for an integrated approach to primary education development focused on the district level. The result has been the **District Primary Education Program (DPEP)**, the most intensive effort by the Central Government to increase enrolment, retention, and quality of primary education.

The program is strengthening community and school organizations and replacing Operation Blackboard materials approach with grants to these organizations and to teachers for the purchase of materials. This program is also enhancing state education support programs, including textbook development and publication, planning and management, research and evaluation, and teacher training.

In 2001, 46 per cent of female and 24 per cent of the male population of India aged seven and above were unable to read or write. There were large disparities between regions. While the female literacy rate in rural Kerala was more than 90, only 44 per cent of persons aged seven and above in rural Bihar and 46 per cent in rural Jharkhand could read and write. In Rajasthan, the situation was only slightly better with rural literacy being 56 per cent. In many villages and urban, areas barriers to attend school regularly were even higher for certain groups of children, particularly working and street children, children belonging to ST or SC communities, and

children with special needs. In Madhya Pradesh, 30,000 habitations, mostly inhabited deprived communities, were without schooling facility when DPEP decided to pool together human and financial resources to ensure that the gap in access to and enrolment for education is bridged.

Community participation has been the mainstay of DPEP interventions: new child friendly schools and classrooms have been opened and specific interventions designed to reach the disadvantaged sections of children with the active support from the community. The role of Parent–Teacher Associations, Village Education Committees and other community groups to enroll children and ensure that they attend classes regularly has been commendable. The most interesting impact of the programme interventions has been their influence on other areas, as is visible from the story from Hirdua, Madhya Pradesh. Once the community got together to deliberate over issues regarding the village school, other developmental issues relating to health, family welfare, agriculture and livelihood also started to crop up. These community groups, thus, have great potential in transforming themselves into a vehicle of overall development for the village.

### **Check your Progress I**

1. Comment on the current literacy scenario, comparing urban and rural areas.

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2. Delineate the impediments of low rural literacy rate in India.

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## **4.3 EARLY CHILDHOOD CARE AND EDUCATION**

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A worldwide consensus has emerged about the crucial nature of early childhood years and their role in shaping the future well-being of the individual. As a result, there is a heightened interest in enhancing and ensuring growth and development of infants and young children. Ensuring that children are provided with optimal opportunities to grow and develop is acknowledged by nations as a strategy of human resource development and an important facet of their national development. Resultant to which, in most countries, there are policy initiatives, services and concrete programmes aimed as interventions to safeguard development of the young child.

It is well acknowledged that investment in young children, especially in the first six years, will show immediate results as well as long-term benefits. We need to know how this vast child population living in different settings and often different circumstances develop, in order to provide inputs to ensure their optimum development.

The National Policy on Education (NPE) included Early Childhood Care and Education (ECCE) in its priorities. It viewed ECCE as an important input in the strategy of human resource development, as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of society. The activities, which foster and promote the balanced development of the child in the age group of 0 – 6 years in all dimensions – physical, mental, social, emotional and moral--have been collectively described as Early Childhood Care and Education.

While the early years are important, the experiences that the child has in the early years will determine the outcome of this stage of development. Though biological factors establish a timetable for development, it is not a passive process, but interacts with the environment to provide experiences to the child. These, then, determine what sort of development has taken place. The child is endowed with a natural curiosity, which propels him / her to explore the environment as well as the ways in which she/he can act on it. This tendency to explore is sustained by a kind of internal feedback system that provides him / her with a sense of inner competence. It drives him / her to perform for long exhausting periods and fuels the mastery of newly acquired skills. In turn, the child is reinforced to move on to achieve the next developmental stage.

Learning from experience is the predominant mode of learning in the early years when other ways are still being developed, and remains an important aspect of human learning throughout life. Environment, which provides opportunities for the all-round development of the child optimizes the development gains that accrue from these natural linkages. This comprehensive understanding of development is central to ECCE.

Being holistic in approach, ECCE provides for all aspects of the child's development. The content of ECCE, in addition to the vital and central inputs of health care and nutrition, is a programme of structured and unstructured play activities, play materials and learning experiences, which promote the social, emotional, mental, physical and aesthetic development of the child.

Existing ECCE Programmes in the country include:

- Integrated Child Development Services (ICDS).
- Balwadis, crèches, day-care centers and early childhood education centers run by voluntary agencies with financial assistance from Government.
- Pre-primary schools and classes run by municipal and local authorities and State Government.
- Crèches run by employers (mandatory under existing labour legislation).

NPE emphasizes the Integrated Child Development Services (ICDS) programme, described in detail in another Unit of this Block, as the major vehicle for the achievement of the goals of ECCE. A proposal to make Early Childhood Education (ECE) a fundamental right has now been fully recognized and a Bill towards the same is put up in the parliament.

#### **4.3.1 Suggestions for Improvement**

Let us now take a look at some of the ways in which the ECCE services may be improved.

- (i) Access to ECCE: The very fact that ECCE is meant for very young children creates problems of making the service accessible to them. In fact, the ECCE centre should be located in or close to the local primary school, since in any case, it is mostly the older sibling who looks after the young children. However, there are many places, particularly in difficult terrains, where even a primary school is too far for children to negotiate every day. It is necessary to think of alternative strategies in such cases.
- (ii) Content of ECCE: Early introduction of formal teaching methods and three Rs should be discouraged. The emphasis should be on child-centred approach and on the primacy of play-way method. Keeping in view the regional and cultural diversities in our country, flexibility in models for ECCE should be encouraged. The basic curriculum of ECCE should be translated into localised content.
- (iii) Play Material: The young child, by his very nature is playful and active. It is through observation and manipulation that the child learns, which should be encouraged. Adequate budget allocation for play materials, of recurring as well as non-recurring nature, should be provided. Since most programmes suffer from financial constraints, it is important to develop low cost play materials and toys from waste and locally available material. For this, ECCE workers should be trained in toy making. Mere development of play materials is, however, not sufficient. What is more important is the extent to which it is provided to the children. For this, breakage and loss of equipment and play materials in ECCE centres should be viewed as normal and provision should be made for their periodic replacement. This would encourage the workers to let the children make use of the materials and not merely keep them as decoration pieces.
- (iv) Training of ECCE Workers: The ECCE worker emerges as the most crucial factor in determining the success of the ECCE programme. Under these circumstances, training of ECCE workers assumes great importance. At present, most training programmes deal with mechanical coverage of a syllabus. There is little or no field based first-hand experience. Higher level personnel view their jobs as administrative

and inspectoral rather than as one involving guidance. This ground level reality contrasts with what is desired. The prerequisite for a good programme is first hand experience in the field, supported by field guidance by supervisors. There should be continuity in training from pre-service to periodic in-service and on the job training.

### **Check your Progress-11**

- 1) How has early Childhood Care and Education been defined in NPE 1986?

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- 2) Why is Early Childhood Care and Education important?

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- 3) Mention two main problem areas in the field of ECCE and suggestions for improvement with regard to each.

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## **4.4 NON-FORMAL EDUCATION**

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In view of the fact that a large number of children do not enter school at all and of those who does, a vast majority drop out, the Central Government launched a scheme of non-formal

education in 1978 in collaboration with the State governments and a large number of voluntary agencies. The scheme is primarily for the 9-11 years olds. The purpose of this scheme is to supplement the efforts of formal schooling. As enunciated in "Challenge of Education- A Policy Perspective"(1985), the Government assigned non-formal education a very large responsibility in relation to the achievement of UEE by 1990. As per the document, it was expected that of the additional 64 million children coming up for elementary education, nearly 39 million will be educated entirely through this system.

The rationale behind this scheme is rather obvious. It has been thought that the fixed hours and rigidity of formal schooling are mainly responsible for the low attendance rates in rural areas. Many children are engaged in household chores, or in assisting their parents in the fields and in other income generating activities, and thus, find it difficult to attend school regularly. Non-formal education, therefore, has been viewed as a practical and appropriate mode of imparting education to such children, as it allows the child to progress at his/her own pace and study at a time convenient to him/her.

#### **4.4.1 Review**

Even though no systematic study to gauge the effectiveness of NFE has been carried out so far, a general observation is that the implementation of this scheme leaves a lot to be desired, especially in the context of coverage, attendance and achievement. A major accusation leveled is that the non-formal education, which was originally designed to reach out to the drop outs and those who were left out, has remained an inferior substitute of primary education. Even though there is a need to enroll as many children in the NFE centers, as are available and willing, most of the States have laid down admission criteria including entrance tests. When the problem is to bring a large number of drop outs and non attending children into the mainstream of education, it is not understood what purpose these tests serve.

Several deficiencies in the functioning of NFE centres have been observed. These include:

- Lack of flexibility and innovation, particularly in relation to teaching materials and methods.
- Inadequate teacher training and weak monitoring and evaluation.
- Irrelevant curricula, and
- Insufficient funds.

These criticisms have to be balanced against the necessity of using some mechanism to reach children outside the formal education system. In any case, in the diverse conditions that exist, there is perhaps no conclusive evidence of the uniform effectiveness of NFE. In the context of resource constraints for education, which has been a limiting factor, and adverse socio-economic conditions, introduction of new and innovative practices of learning to optimize the results should call for special emphasis. A key strategy for achieving universal elementary education has been to provide an alternative to formal schooling for working children and girls not in school.

#### **4.4.2 Some Innovative Schemes**

- **Alternative Schooling Through Moktabs (Assam):** The strategy to use the moktab schools for girls belonging to the minority community, particularly in Char (riverine) areas, was initiated during 1995-96. The moktabs are selected on the criteria of adequate number of out of school children, especially girls, in a particular village and the academic qualification of the jonab (religious teacher in the moktabs). The selected moktabs should have more than 25 out of school children, including a minimum of 15 girls and a matriculate jonab. After identifying the moktabs, advocacy campaigns are organized involving Village Education Committees (VECs) and local religious leaders. The most difficult aspect of this campaign is to convince the concerned jonab to conduct the extra hours of non formal education without any extra remuneration from DPED. An agreement is signed with the Village Education Committees (VECs) to formalize the process.

Before beginning the teaching of school textbooks, the willing jonabs are taken through an induction training to prepare them for teaching. The jonabs also undergo training in other aspects like, joyful learning, TLM preparation and multi-level teaching. No separate

textbooks have been prepared for these centres. The MLL based textbooks prepared for the NFE centres under DPEP are also distributed free of cost in these centres.

For running the centres, the jonabs are provided with certain requisite materials including, petromax lamp, an almirah, etc. The supervision of the centres is entrusted to the VECs. The Cluster Resource Centre Co-ordinators (CRCCs) provide regular academic support to the jonabs. Besides, Block Level Resource Persons also make periodic visits to the centres. The children are evaluated through an open evaluation system.

- **Nali-Kali – A Recipe for Joyful Learning :** The Karnataka government and UNICEF collaborated to create a virtual revolution in education in Mysore district. The walls in classrooms are hung with colorful charts and craftwork. Children of different ages are sitting in groups. A child mimics birdcalls. This is a class-room in a government school. And today's lesson is about 'Environment'. But there is no 'teacher' here; only a 'facilitator'. And, that is not just a meaningless change of nomenclature.

Government schools normally shy away from any change in models of teaching or learning. Nali-Kali is an exception, having created a veritable revolution in classroom transactions. Nali-Kali or 'joyful learning' was started as an experiment in classroom transaction, spearheaded by the teachers themselves.

It all began in Heggada Devana Kota taluk in Mysore district. UNICEF had prepared a micro-plan, which included a survey of in-school and out of school children in the taluk, a primarily SC/ST constituency. In 1995, M N Baig, Education Officer in Mysore district, along with UNICEF and the Commissioner of Public Instruction, decided to revive the micro-plan and look into activity-based learning. They held a meeting with school teachers in the taluk. The local teachers isolated some problems that they could tackle themselves. These included absenteeism of children involved in farm labour, unattractive curricula and teaching methods, lack of support at home and urban bias in textbooks.

The Government of Karnataka has been taking various initiatives to give a fillip to the cause of primary education. Initiative has been directed at different categories of stakeholders – the community, teachers and children. Some of the efforts have been successful, some not so successful. However, it is an indication that the government is fully aware of the education scenario.

- **Samudayadatta Shale:** This initiative is for enhancing community participation. Teachers are expected to organize some events in school, which will offer scope for interactions with members of the community. The purpose is to generate discussion on educational issues at the village level, leading up to suggestions and solutions from the local community for different problems and challenges in relation to education.

The effort did not quite work out as planned. Where teachers did respond, it turned out like any other cultural day – a format that they were familiar with. But teachers talked to parents about their children’s performance – an activity unfamiliar to both teacher and parent. The initiative does not look sustainable. It does not appear to have caught the fancy of parents, teachers or the community at large.

- **Chinnara Angala (children’s courtyard) :** This is for weaning drop-outs, who have earlier been identified, back to school. It consists of a package of attractive TLM and related methods, which form the basis for a bridge course to be conducted during the vacations, specifically for dropouts. Every school has to keep a record of dropouts and action has to be taken accordingly. In the study areas, teachers were very conscious that they should not be allowing children to drop out – consequently, in one village, the head teacher said that there were no drop-outs, so no records had been kept. Just outside the school, school-age children were wandering around aplenty – some had never before been to school and some were dropouts. In another school, records said that they had brought back two children to the fold. This programme is working well in some of the districts.

Vimala Ramchandran, in a recent research on Gender and Social Equity in Primary Education, supported by the European Commission, writes : ‘*A very accompanying impact of DPEP has*

*been the accompanying social processes by which education has been lodged firmly on the rural agenda in DPEP districts. DPEP, especially through its Lok Sampark Abhiyan in Madhya Pradesh and Chhattisgarh as well as similar surveys in Andhra Pradesh and Karnataka, has been able to practically isolate the 'out-of-school' children, shine the spotlight on them, and in the process, tried to convince the larger community of its collective responsibility to educate children as opposed to letting the burden fall on individual families.'*

### Check Your Progress III

1) What are some of the Government initiatives towards universalization of primary education?

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## 4.5 CRITIQUE

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Universal primary education of good quality is key to boosting economic growth, while also improving equity in India's liberalizing economy. Completing a good-quality primary education and acquiring basic skills will be essential in enabling India's poor to participate in growth the benefits from health and family welfare services. In the medium term, more and better primary education for girls will help them to realize their family's desired size, which will improve family health and slow population growth. And slower population growth will make it easier for states to mobilize the resources needed to improve and expand educational opportunities.

India has made substantial gains toward achieving these important benefits, but it still needs to address four overarching issues in education – access, efficiency, learning achievement, and school quality – as well as specific challenges in reform. In addressing these challenges, India can draw on a base of solid assets.

### Access

Access to primary schooling across states, within states, and by gender and social class. Differences among states in primary education coverage largely reflect differences in population growth trends.

Children from the poorest families and rural girls are most likely to be out of school. A third of rural children aged 6 – 10 years are not in school, and half the urban children not in school are from the poorest 20 percent of households.

### **Efficiency**

According to official government statistics, 65 percent of all boys and 60 percent of all girls who enroll in school complete the first five-year cycle of primary schooling. Rural dropout rates are higher than the national averages.

### **Learning Achievement**

Children, who do reach the final year of lower primary school, often have low learning achievement. In a 1991 study in 23 states, the National Council of Education Research and Training (NCERT) found that the average achievement on curriculum-based skills tests of arithmetic, reading, comprehension, and spelling for a sample of 65,000 urban and rural students in grade four was 46 percent.

### **School Quality**

The quality of rural schooling is often inadequate, as reflected in low levels of learning achievements and high dropout rates. Rural schools often are in poor repair, lack water supply and sanitary facilities, and have an average floor space per pupil well below norms.

### **Assets**

India faces these challenges with four assets. The first is an expanded primary education system that has put the basic elements of schooling within the reach of many children. The second policy framework has significant commitment from the central and state Governments. The third is an innovative and initially well-financed reform program aimed at strengthening primary education, with a principal focus on improving the quality of schooling. The fourth is an educational research and development community that is increasingly engaged with the problems of primary education.

### **Some Problem Areas**

There is ample evidence to indicate that the ECCE programmes are poorly implemented and managed. Very often, the emphasis is on expansion of programmes without adequate consideration being paid to the quality of services. There are a number of problems related to

administration and coordination of services. There is inadequate supervision or no monitoring of preschool education being provided to children. By and large, emphasis is laid on learning of the three Rs. Play activities are missing. Teachers are inadequately trained. In a nutshell, the quality of education and care provided to young children in our country during the formative years of their development are far from satisfactory. The phenomenon of mere lip service makes the situation worse. Though the need to provide services for the young child is emphasized by all significant quarters, the problem arises from the fact that this lip service does not get matched with financial allocation. When it comes to financial back- up, ECCE programmes get relegated to a back seat compared to other human resource development programmes.

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## **4.6 LET US SUM UP**

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Our Constitution had laid down as a Directive Principle of State Policy for the State to provide within 10 years, free and compulsory education for all children until they complete the age of 14 years. In reality, this continues to remain a distant goal. The enrolment and retention levels continue to be low, particularly for girls and for SCs and STs, more so in rural areas. NPE 1986 gives an unqualified priority to universalization of elementary education. Taking a practical view of the matter, it sets the goals of universalization of primary education by 1990 and elementary education by 1995.

A number of factors, however, have been found to impede progress in the field of education. Among the major factors are paucity of resources, lack of proper buildings, equipment and learning aids, lack of community involvement and perceived irrelevance of the curriculum and utility of education. Attempts to remove the deficiencies in the present system would have to be concerted on for any improvement in the educational scenario of the country.

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## 4.8 ANNEXURE

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**Table 1** Statewise Percentage of *Villages* having Schooling Facility for Primary and Upper Primary Stages

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Sr. No.	States/UTs	Total No. of Villages	Primary Stage	Upper Primary Stage
01	ANDHRA PRADESH	26650	88.31	30.44
02	ARUNACHAL PRADESH	3623	38.95	10.07
03	ASSAM	23888	69.13	23.87
04	BIHAR	67512	64.89	16.50
05	GOA	360	89.44	53.33
06	GUJRAT	18003	96.08	64.21

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07	HARYANA	6728	87.83	39.55
08	HIMACHAL PRADESH	16958	38.75	11.61
09	JAMMU & KASHMIR	6590	84.25	33.88
10	KARNATAKA	27073	83.94	40.39
11	KERALA	1384	95.88	89.60
12	MADHYA PRADESH	71611	77.36	15.96
13	MAHARASHTRA	40516	91.28	43.49
14	MANIPUR	2190	83.79	27.99
15	MEGHALAYA	5492	60.76	14.15
16	MIZORAM	682	87.39	53.81
17	NAGALAND	1228	83.88	28.26
18	ORISSA	46927	66.43	20.24
19	PUNJAB	12415	83.16	23.73
20	RAJASTHAN	37889	76.95	24.26
21	SIKKIM	440	85.91	40.91
22	TAMIL NADU	15822	84.94	35.63
23	TRIPURA	855	95.02	63.63
24	UTTAR PRADESH	112803	53.62	14.23
25	WEST BANGAL	37733	71.07	13.68
26	A & N ISLAND	504	44.84	17.46
27	CHANDIGARH	24	79.17	54.17
28	DADRA & NAGAR HAVELI	71	97.18	40.85
29	DAMAN & DIU	24	83.33	58.33
30	DELHI	200	84.00	50.50
31	LAKSHADWEEP	7	85.71	71.43
32	PONDICHERRY	263	66.54	27.76
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	INDIA	586465	71.18	23.32
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**Source:** Sixth All India Educational Survey (1993-94) published in 1998 – 1999.



**Table 2: STATEWISE PUPIL-TEACHER RATIO IN DIFFERENT CATEGORIES OF RURAL AND URBAN SCHOOLS**

Sl. States/U.Ts No.		Type of School											
		Primary			Upper Primary			Secondary			Higher Secondary		
		Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
		03	04	05	06	07	08	09	10	11	12	13	14
01	02	03	04	05	06	07	08	09	10	11	12	13	14
1	ANDHRA PRADESH	49.80	46.86	49.26	49.24	37.89	44.71	31.73	32.75	32.21	31.63	32.64	32.30
2	ASSAM	35.25	30.92	34.80	19.67	20.89	19.77	20.92	25.27	21.66	23.67	23.41	23.58
3	BIHAR	50.19	42.23	49.58	43.60	40.58	42.99	34.06	36.86	34.85	24.48	32.41	29.12
4	GUJARAT	33.31	43.14	35.98	38.88	45.50	41.08	27.28	34.02	29.22	29.95	32.38	31.64
5	HARYANA	48.93	39.46	47.22	41.88	32.13	40.17	38.04	34.77	37.29	35.16	36.67	36.04
6	HIMACHAL PRADESH	36.21	28.42	35.68	20.00	17.87	19.85	33.58	28.38	32.66	32.87	30.08	31.64
7	KERALA	30.97	31.36	31.05	30.88	28.73	30.40	29.54	30.92	29.94	29.95	27.83	29.33
8	MADHYA PRADESH	42.91	32.37	40.15	31.84	26.07	29.46	27.60	26.93	27.28	36.13	35.43	35.67
9	MAHARASHTRA	33.39	46.59	37.47	36.08	42.55	38.10	29.46	32.30	30.85	35.16	37.28	36.28
10	ORISSA	37.40	38.36	37.50	30.86	36.08	31.49	18.13	26.88	19.90	26.42	22.92	25.04
11	PUNJAB	43.50	36.05	42.29	22.30	25.41	22.85	27.22	34.72	29.35	23.97	35.95	31.02
12	RAJASTHAN	38.96	29.46	36.73	29.92	27.58	29.09	22.58	28.05	24.05	25.22	28.48	27.48
13	TAMIL NADU	37.86	34.98	37.19	43.19	40.56	42.22	40.19	33.45	37.63	41.80	38.35	39.69
14	UTTAR PRADESH	44.33	33.15	41.75	28.88	28.70	28.84	33.71	37.94	34.98	36.93	41.50	39.32
15	WEST BENGAL	45.28	37.41	43.38	33.66	34.06	33.74	39.23	35.51	37.95	39.51	36.68	37.89

16	CHANDIGARH	37.24	28.04	30.85	17.50	22.69	22.05	31.12	26.14	26.73	30.59	25.02	25.29
17	DELHI	43.94	43.39	43.46	30.38	27.77	28.05	24.88	28.99	28.46	24.61	26.61	26.46
<hr/> <i>INDIA</i>		<i>40.94</i>	<i>36.57</i>	<i>40.00</i>	<i>35.84</i>	<i>36.61</i>	<i>36.07</i>	<i>29.33</i>	<i>31.78</i>	<i>30.21</i>	<i>33.57</i>	<i>34.65</i>	<i>34.21</i>
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**Source:** Sixth All India Educational Survey (1993-94) published in 1998 – 1999.

