Diagnostic Analysis of Elementary Education Scheme in Rural Punjab

Dr Gursharan Singh Kainth
Principal Investigator

सत्यमेव जयते

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THE AIM OF EDUCATION IS THE KNOWLEDGE NOT OF FACTS BUT OF VALUES

William Ralph Inge

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The Institute

Guru Arjan Dev Institute of Development Studies *is a centre for advanced research and training in multi disciplinary areas as diverse as Agriculture and rural development; social change and social structure; environment and resource economics; globalization and trade, industry, labour and welfare; macro economics issues and models; population and development and health policy research. The institute is being runs under the aegis of Guru Arjan Dev Institute of Development Studies Society, Amritsar which is a registered national scientific and educational society under Societies Registration Act, XXI of 1860, Chandigarh in July 2009 vide Registration No. 77 of 2009-2010. The society was collectively conceived by a group of like-minded peoples drawn from different disciplines and backgrounds to promote research, publication, development, training and similar creative activities. Though the institute is at the embryonic stage, it has got* ***membership*** *into various world organizations, namely,* ***UN Global Compact; Global Water Partnership; Coherence in Information for Agricultural Research for Development; Forum: Science and Innovation for Sustainable Development;*** *Economic and Social Council (ECOSOC) of UN; Water Supply and Sanitation Collaborative Council (WSSCC)* ***and so on.***

Preface

India made a Constitutional commitment to provide free and compulsory education to all children up to the age of 14 years nearly sixty years ago. The goal, which was expected to be achieved by 1960, remains elusive, even now. Yet, one has to admit that developments in recent years have had significant impacts on the situation, raising the hope that universal basic education could be a reality within a reasonable period of time. Three factors seem to be making a distinct difference in the growth trajectory of elementary education in the country.

The first factor is the increased direct involvement of the central government in strengthening infrastructure and delivery of elementary education. This is important as historically the state governments have had almost complete responsibility for producing and delivering public elementary education. State governments, of course, continue to provide a major share of recurring financial expenditure, but the proactive manner in which the Government of India has acted following the adoption of the National Policy on Education 1986and revised version of National Policy on Education 1992 stands out as a landmark innovation in educational policy. This changed centre-state framework of action has made the central government the prime mover in designing and implementing development initiatives in elementary education in many states, although the situation is not uniform across the country. This relationship has further reshaped as external aid agencies have also claimed an important place in the partnership framework involving the central as well as state governments. Coupled with this enhanced initiative from the central government is the adoption of the district level as the base for planning development inputs for elementary education, and the concurrent move to decentralize governance by empowering local self-governance mechanisms through panchayati raj (local self-government) institutions play a significant role in the provision of Elementary Education. This second factor has added a new dimension to the multi-layered planning and implementation framework and created a new dynamic at the grassroots level.

The third factor that has begun to significantly reshape the elementary education scene in India in recent years is the massive social mobilization drive. This has been encouraged over the last 10-15 years within the elementary education sector, under the auspices of the National Literacy Mission. This has resulted in increased demand for elementary education, on the one hand, whilst substantially enhancing the role of non-state actors in the provision of elementary education and support services in the country, on the other.

Almost all official documentation, and in particular the successive Five Year Plans at national level, acknowledge these factors as significantly impacting the progress of elementary education. But *there are some critical questions whose answers we must seek if we want to achieve the target of UEE. These include: what is the nature and extent of impact of these developments on improving access to and participation of children in elementary education across the country? Are more children accessing and completing the elementary education cycle and moving to secondary schools? How different is the scene across different regions and social groups in the country? To what extent has the system overcome social and gender inequities in*

progressing towards the goal of universal elementary education? What factors seem to facilitate or hinder the smooth flow of children within the school system? To what extent are school factors responsible for ensuring that children attending schools achieve the expected levels of learning? These are critical questions that might possibly determine whether India achieves the targets and goals set at the national level under the flagship programme of ***Sarva Shiksha Abhiyan*** *(SSA), as well as the international level under the Dakar Declaration on Education for All (EFA) and the Millennium Development Goals (MDGs).*

The present study attempts to address some of these questions through analysis of the existing databases and field survey. The focus will be specifically on delineating the problems involved in achieving the goal of Universal Elementary Education (UEE) and identifying knowledge gaps in understanding the issues involved.

An initial version of the report was presented and discussed with Dr C Chandramohan, Senior Adviser, School Education and Literacy, Dr Pitam Singh Joint Adviser (HRD) and Mr Jagdish Singh Yadav Senior Research Officer (HDR) and other members of HRD Division of erstwhile Planning Commission now Division of Research of NITI(National Institution of Transforming India) Aayog. Detailed comments were also received from several Research Advisory Committee's members, including Dr. Rajinder Singh Bawa, Prof K. Sudha Rao and Dr Haneet Gandhi and UNESCO Lead Trainer Dr Termit Kaur Ranjit Singh from Malaysia. A number of improvements are due to the candidness with which they made suggestions

We are particularly grateful to Socio Economic Research Division of the erstwhile Planning Commission now Division of Research of NITI Aayog Government of India for providing necessary financial assistance. We would also like to acknowledge the continued support and cooperation extended by the authorities of State Project Officer-cum- Director General, School Education Punjab, and in particular its officials at the district and block level.

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List of Acronyms

AIE: Alternative and Innovative Education

AIES: All India Educational Survey

ASER: Annual Status of Education Report

DISE: District Information System for Education

DPEP: District Primary Education Programme

ECCE: Early Childhood Care and Education

EFA: Education for All

EGS: Education Guarantee Scheme

GDP: Gross Domestic Product

GER: Gross Enrolment Ratio

GNP: Gross National Product

HDI: Human Development Index

ICDS: Integrated Child Development Scheme

KGBV: Kasturba Gandhi Balika Vidyalaya

MDG: Millennium Development Goals

MHRD: Ministry of Human Resource Development

MICS: Multiple Indicator Cluster Surveys

MPERCENTE: Monthly Per Capita Consumption Expenditure

NCERT: National Council of Educational Research and Training

NER: Net Enrolment Ratio

NFHS: National Family Health Survey

NGO: Non Governmental Organization

NLM: National Literacy Mission

NPE: National Policy on Education

NPEGEL: National Programme of Education for Girls at Elementary Level

NPNSPE: National Programme of Nutritional Support to Primary Education

NSS: National Sample Survey

OBC: Other Backward Classes

PTR: Pupil-Teacher Ratio

SC: Scheduled Castes

SCERT: State Council of Education Research and Training

SSA: Sarva Shiksha Abhiyan

ST: Scheduled Tribes

TLC: Total Literacy Campaign

UEE: Universal Elementary Education

UT: Union Territory

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Executive Summary

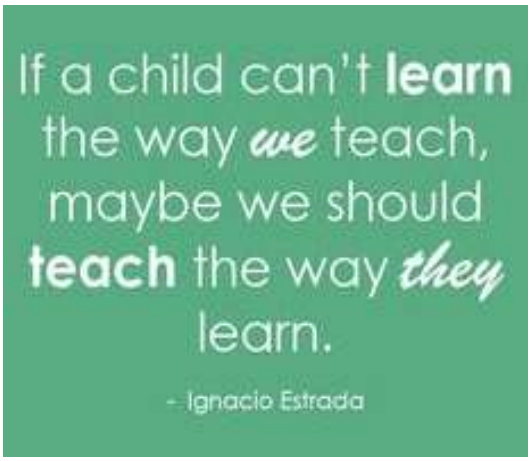
Education *is an important indicator of inclusive growth for an economy and a critical input for investment in human capital. It is indeed a fundamental right of every child to receive at least the basic education. India is in the process of transforming itself into a developed nation. Yet we have 350 million people who need education. The first major International affirmation on Education for All was at World Conference on Education in Jomtien (Thailand) in 1990 where 155 countries including India resolved to Universalize Primary Education and significantly reduce illiteracy by 2000. The conference adopted the vision that all children have the fundamental right to basic education. Later in the World Education Forum at Dakar Senegal (2004) 164 countries including India reaffirmed the goal of Education for All as laid out at Jomtien and other International conferences. It urged Governments to achieve quality basic education for all by 2015 or earlier with emphasis on girl's education. This was followed by the UN Millennium Development Goal 2000 which binds countries to ensure that all children any/everywhere must complete primary schooling by 2015.*

The Right to Basic Education is spelled out explicitly in Article 26 of Universal Declaration of Human Rights. Struggle to achieve goal of Universal Elementary Education in India began during the colonial period led by the rulers of some of the princely States and National leadership involved in independent movement. Yet planned efforts in real terms with concerted policy of mass education that ensures Elementary Education for all become a reality only after country got independence in 1947. In 1950, the Indian Constitution had resolved in Article 45 under the Directive Principles of State Policy, "Free and Compulsory Education to all Children up to the age of fourteen years". Since then, every five year Plan including, the National Policy on Education (1968), the revised National Policy on Education (1992) have attempted to refine India's efforts at Universal Elementary Education. There have been important Constitutional amendments as well to boost Elementary Education. The 42nd Amendment to the Constitution in 1976 brought education into the Concurrent list and made Elementary Education the responsibility of both Central and State governments. In 2002, Government of India took another significant step by making Elementary Education a fundamental right through 86th Constitutional Amendment. In 2009, India further passed the Right of Children to Free and Compulsory Education Act (2009). Regrettably where we are now? Despite all these significant achievements, the goal of Universal Elementary Education remains elusive and far a distant dream. The learner's achievement across the country remained unsatisfactory and far below than the expectations.

Punjab is no exception to all this: Punjab government has also taken various steps to improve educational status, but in spite of such efforts, the educational standard of government elementary schools in rural Punjab is not improving as per expectations. Besides affecting academic achievements of the bright students; the standards of education at elementary level are

declining fast, apparently due to paraphernalia of constraints which causes lethargy, de-motivation, lack of will and personal interests. Although number of primary schools has increased yet the enrollment of primary government schools is decreasing day by day. Study reveals a lack of infrastructure including teachers, lack of teaching aids in rural schools of Punjab and very importantly the indiscipline among the students coupled with very low standard of education. Parents too have failed to realize the importance of education and least bother about the education of their wards. The teachers of government rural schools did not take interest in teaching due to burden of non-academic work coupled with lack of interest among the parents. Moreover government schools are dominated by socially and economically disadvantaged categories enrollment due to obvious reasons. The general category students prefer to go for private schools due to various constraints prevalent in the government schools. No doubt, overall Pupil-teacher ratio in Punjab's elementary schools has declined indicating improvement in the pupil-teacher ratio - a healthy sign of development, shortage of teachers was noticed in many of the rural schools pointing to rationalizing/redeployment of the teaching staff.

On the other hand, the government rural schools face numerous problems. And one of the constraints under RTE Act is the areas or limits of schools coupled with no detention policy. According to RTE Act, primary schools should be established within a walking distance of one km of the neighbourhood. Moreover, upper-primary schools should be established within a walking distance of 3 km of the neighbourhood. That is why enrollment in primary section has declined in spite of increased primary schools. Moreover, majority of the schools had not sufficient/good infrastructure. Need of the hour is to merge primary and upper-primary schools into Elementary Schools, which should be established within a walking distance of 3 to 5 km of the neighbourhood. At the same time, government should provide free to and fro transport facility. By this, schools would be able to meet all its necessary requirements. It is an important step that government must take to improve quality of education. In rural government schools, old teaching methods and techniques were used. Teachers still prefer to use only Blackboards - that too restricted to teaching of Mathematics. They do not use CD's, projectors and computers etc due to lack of knowledge about innovative techniques of teaching. Through innovative educational technology, the students can easily grab the things whatever teacher wants to convey to their students. Need of the hours is to train the exisiting staff in the use of ICT through workshop; refreher courses and seminars.



Academic performance of government rural school students was very dismal. The students were not able to answer even simple questions out of their syllabus taught to them. Moreover the children did not know how to write in Hindi, English or even in Punjabi- their very mother tongue/native language. Their reading skill was also dull. Their learning achievements have to

be improved with the adoption of new innovative ideas and techniques. Getting of first divisions by those who could just manage to pass in subjects as science and maths is a worrying trend. It is hard to digest that the students who could not get even 5 marks in the theory exam can secure 80 to 90 per cent marks in the continuous and comprehensive evaluation (CCE). Education department must review the process and come out with a foolproof model. The government employees, right from the IAS officer to the peon, and public representatives get their children enrolled in government schools to improve the quality of public education.

There is a lot of political interference in the functioning of our schools, resulting in rewarding of non-deserving and punishing of non-sycophants. The other cause of the deplorable condition of school education is the apathy of the government. A grievous shortage of teachers in schools has done an irreparable harm to the system. Moreover, the teachers are engaged in multifarious non-academic activities, adversely affecting the quality of teaching. We need to strengthen the government schools and lend the required financial support to the privately managed schools as well, not leaving their fate to the market forces. No detention policy just helps the government show literacy figures, without imparting actual literacy. Government school buildings, infrastructure, furniture, cleanliness and sports facilities are poorly maintained. Students coming to these schools belong to poor and illiterate families. Some come just for the mid-day meal and uniform. Since the good and bad teachers are treated on the same scale, how can quality improve? Dereliction of duty in Education Department is hardly a secret. Is not it astonishing that institutions manned by a qualified teaching fraternity and an IAS-ranked dignified administrator, with enormous buildings and provisions, stand nowhere in providing qualitative education in comparison to the not-so-qualified private school managements? Sadly, most successful persons today have had their education from private schools. Today if a teacher applies for a government job, it is only because s/he knows that the work there is less and the salary good. This is the harsh reality. They need to work hard, like the teachers of private schools.

More teachers should be appointed so that the education of students do not effect adversely. Rigorous Pre-service/in-service training should be arranged for the teachers for the adoption of the new teaching technology on the pattern of NCERT. The new teachers should be appointed only after having training about how to teach in class. Moreover the non-academic burden of teachers should be reduced so that they can concentrate on teaching only and improve the student's academic capabilities. For reducing the teacher's burden, non-teaching staff should be appointed - may be on a rotational basis. Moreover, sweepers, peons, librarians etc should also be appointed in schools - may be on part-time or voluntary basis. Help of village Panchayats can be taken in the matter. For improving the concentration level of students necessary emphasis should be put on the health of children by giving healthy food in mid day meal programme. Moreover, sports competitions should be arranged. The confidence levels of students can be improved through debates and discussions. Their reading-writing and speaking skills should be improved which is also a part of education.

The unfinished task in terms of enrollment and out-of-school children (continuous long absence) is a challenging one. Rigorous efforts are needed to bring and retain them under the umbrella of education system. Disaggregated planning with block as its unit may help to identify disadvantage groups and areas. The community, in this direction, can play a vital role in bringing and retaining unenrolled children to schools. Micro planning exercises in this regard and development of village education plans may be useful. For creating the awareness among parents, help of NGOs can be taken. Some of children come to school only to take benefit of various freebies/schemes and mid day meal. Rather some of the parents' also demanded/ suggested/proposed pocket money for their wards. Government should take necessary steps for awaking the people about the importance of education in one's life.

Government should also pay whole-hearted attention to Early Childhood Development to fully develop childhood potential as it could lead to more peaceful societies. Return on investment data show that focusing resources on supporting young children is a "no-brainer". In addition to the economic argument, a burgeoning field is growing around the effect of early childhood education on social cohesion and peace building. That can boost up the level of education in Punjab. Majority of teachers opined that children should be admitted to elementary schools only after attending government owned Anganwadi centres or any other play pen schools. Access to primary education was universalized through flagship programmes of Government. However, despite this, a few children are still deprived of elementary education due to inability of their parents to send them to schools because of their poor economical status coupled with educated unemployment in Punjab. For these parents, sending their children to school means not only incurring extra financial burden but also depriving them of some money which their children would have earned otherwise by doing labour. That being the attitude of economically backward parents, need of the hours is to motivate the parents to bring their children to school. Several elementary level students scurried around collecting disposable plates, glasses, spoons and other trash. Numerous eight to thirteen year olds (sometimes in their uniforms in the unmistakable maroon sweaters that are part of the school uniform in Punjab) were working as waste-pickers-cum-waiters in various marriage palaces and other wedding ceremonies. The Child Labour (Prohibition and Regulation) Act, 1986, prohibits the employment of children below the age of 14 in occupations such as the above. The Right of Children to Free and Compulsory Education Act, 2009, mandates free and compulsory education for all children between the age of 6 to 14, but there was no voice of protest or concern to check this malpractice. Apparently, the total neglect of the government rural schools by the successive governments by not providing adequate number of teachers as well as infrastructural facilities has led to the collapse of the elementary education in the rural area of Punjab. In order to ensure quality education in government schools, emphasis should be on teacher's training, motivations and on basic issues related to school management. It is a very serious matter and state must find solution to the problem otherwise state will be Educated Illiterates in reality.

Chapter I

State of Elementary Education: An Overview

India is being recognized internationally as a knowledge hub; 11.18 million more children had been enrolled in the last three years and gender disparity in enrollment across social groups has gone down according to the recent independent study conducted by *Ministry of Human Resource Development (MHRD)*, but on the other side, this did not help in controlling the dropout rate significantly. Drop-out rate has come down marginally to 27 per cent at the primary level and 41 per cent at the elementary level. Worse, 13 per cent of students did not transit from the primary to upper primary level and there was not much to offer for migrant children, and dropouts who wanted to rejoin school, though the ***Right to Education (RTE) Act*** did provide for bridge courses. With eight million children never having stepped inside a school and 80 million dropping out without completing basic schooling, the United Nations Children's Fund has described the situation as a national emergency and called for equipping the government and civil society to implement the ***Right of Children to Free and Compulsory Education Act, 2009*** in true spirits. No doubt, there has been progress in implementation of the Act in the past three years but children are still dropping out, not for labour, but because they are not learning anything in schools," said *UNICEF* representative in India.

These children are the future of the country and can contribute to India's growth story but only if they get help in time. Education is the most important element of growth and a critical input for investment in human capital. It is indeed a fundamental right of every Indian child to receive at least the basic education. India is in the process of transforming itself into a developed nation. Yet we have 350 million people (according to *MHRD* report) who need literacy and many more that have to acquire employable skills to suit the emerging modern India and the globe. Can we allow the situation to continue in which million of these children are forced into lifelong poverty? The need of the hour is that: *" The parents should be able to go to any nearby school, admit their wards and happily come back with the confidence that their kids will get good value based quality education in that school"*.

The first major international affirmation on *Education for All (EFA)* was at *World Conference on Education* in *Jomtien (Thailand)* in 1990 where 155 countries including India resolved to *Universalize Primary Education* and significantly reduce illiteracy by 2000. The conference adopted the vision that all children have the *Fundamental Right* to basic education. Later in the *World Education Forum* at *Dakar Senegal* (2000); 164 countries including India reaffirmed the goal of *Education for All* as laid out at *Jomtien* and other international conferences. It urged governments to achieve quality basic education for all by 2015 or earlier with emphasis on girl's education. This was followed by the ***UN Millennium Development Goal (MDG***) 2000 which

binds countries to ensure that all children any/everywhere must complete primary schooling by 2015. The right to basic education is spelled out explicitly in *Article 26 of Universal Declaration of Human Rights.* The first paragraph of Article 26 proclaims that:

"Everyone has the right to education, Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory"

Education lays the foundation of a nation. It is considered to be critical component in enhancing the enjoyments of rights that we are entitled to and for overloading social and economic deprivation or poverty. Education is important, both as a right and as a means of promoting peace and respect for human rights. However much before these international commitments and affirmations, India has begun its journey towards *Universal Elementary Education (UEE).* Independent India's first Education Minister Maulana Abdul Kalam Azad, in an educational conference in 1948 remarked that:

"It is the birth right of every individual to receive at least the basic education without which he cannot fully discharge his duties as a citizen."

Struggle to achieve goal of *Universal Elementary Education* in India began during the colonial period led by the rulers of some of the princely states and national leadership involved in independent movement. Yet planned efforts in real terms with concerted policy of mass education that ensures elementary education for all become a reality only after country got independence in 1947. More than six and half decade ago in 1950, the Indian Constitution emphatically stated that:

"State shall endeavour to provide free and compulsory education for all children up to 14 years within ten years- by 1960."

The 1990's witnessed very intensive level of activities on the *Elementary Education* front leading to substantial improvement in the participation of children and also in overall literacy figures. Probably buoyed by this improvement, Tenth Plan set very stiff targets to achieve in terms of almost all indicators. *National Policy on Education* in 1968, 1986 and 1992(modified) reiterated the resolve to achieve *UEE*. Also numbers of schemes and programmes were launched over the past 70 years especially after the constitutional amendments in 1976 to include education in the *Concurrent List* making it the joint responsibilities of the Union and the States. Some of the major schemes initiated were:

- ***Non-formal Education*** - 1977 later revised as ***Education Guarantee Scheme*** and ***Alternative and Innovative Education*** in 2000 for targeting out of school children.
- ***Operation Black Board*** (1987) for improving human and physical resources in schools.
- ***Teacher Education Scheme*** 1987 for teacher's teaching and providing academic support.
- *UNICEF* assisted ***Janshala Programme*** (1988) for community participation in schools.

- ***District Primary Education Programme*** (1994) for achieving Universal Primary Educations.
- ***Mid-day-Meals Scheme*** (1995) to enhance nutritional status of students.
- ***Sarva Shiksha Abhiyan (SSA)*** was launched for achievement of *UEE* in 2001-2002.
- *Indian Parliament* enacted the ***Constitutional 86th Amendment Act 2002*** to make education a Fundamental right of every child.
- To give impetus to girls education two programme, ***National Programme for Education of Girls at Elementary level*** *(NPEGEL)* ***and Kasturba Gandhi Bal Vidayalaya*** *(KGBV)* were initiated in 2003.
- ***Parambhik Shiksha Kosh*** was created for a separate, dedicated non-lapsable fund to maintain by *Ministry of Human Resource Development, Department of Elementary Education and Literacy* by imposing two per cent cess on all direct and indirect taxes with effect from 2003-2004.
- ***Right of Children to Free and Compulsory Education Act*** has come into force from April 1, 2010.

Regrettably, where we are now? India has approximately half of the world's illiterates. Why is Indian record so dismal? But this journey was long and hard, as literacy and school participation rates were very low at that point of time. Consider the educational situation in 1950's; overall literacy rate was just 16.6 per cent (female literacy less than 9 per cent). The Gross Enrolment Ratio at the primary stage (Grade-I to Grade-V covering 6 to 11 age groups) was only 42.6 per cent. At the upper primary stage (Grade-VI to Grade-VIII in 11 to 14 age group), only 1 out of 8 child was enrolled in schools, and among girls only 1 out of 20. Even those who enrolled in the school, about two-third dropped out by Grade-V and four-fifth by Grade-VIII. The quality of education was poor and schooling facilities were dismal. Such was the education scenario when India embarked on the journey for attaining *Education for All* children.

Notwithstanding the expectations set in the constitution to achieve *UEE* benchmark within ten years; it should be recognized that the country began at an abysmally low-level in 1950 with respect to adult literacy rates and participation of children in schooling. Since then the country has achieved commendable success on the front of expansion of educational networks at different stages due to concert and conscious endeavor of both Central and State Governments. While at the dawn of independence, the literacy rate was 16.67 per cent; today, as per *Population Census of India 2011*, (Table 1.1), the literacy rate of India has shown as improvement of almost 9 per cent in the last 10 years. It has gone up to 74.04 per cent in 2011 from 65.38 per cent in 2001. World Economic Forum *Global Gender Gap* 2013 report ranked India at 101st position among 136 countries despite an improvement by four places since last year. India's *Gender Gap Index w*as 0.655 on a 0 to 1 scale, with 0 denoting inequality and 1 equality. India's position has improved marginally in recent years; after hovering between 114 and 112 position between 2007 and 2011, it has now shot to 101st position. However, India's best position so far was in 2006 - when it ranked 98th. It was at 105th position in 2012.

Although the country has made significant progress in improving the entry rates in grade-I and in enrollment ratio at primary level, the completion rates at both the primary (Grade-V) and upper primary (Grade-VIII) are still very low. Out of 100 children entering Grade-I in country, only about 61 reach Grade-V and only 45 Grade-VIII. This is despite significant improvement in retention rates during 1980's and the 1990's. Low enrollment ratios at upper primary and secondary levels coupled with high dropout rates even within the primary stages means low completion rates at various stages.

Recent study conducted by the *Human Resources Development Ministry* has found that one out of every two students enrolled in school drop out before reaching the ninth standard. Further the study reveals that one out of every four students does not go beyond class five. By class eight, the dropout rate gets worse at 50.8 per cent. The decline in dropout rates is only modest since 1990. The dropout rates of scheduled caste (SC) and schedules tribes (ST) children declined marginally from 68 per cent and 79 per cent respectively in 1990 - 91 to 57 and 66 per cent in 2005. Furthermore, as many as 60 per cent of SC and 67 per cent of ST girls leave school without completing upper primary cycle of education, compared to 51 per cent of girls from general category No doubt, government is striving to achieve *Universalization of Elementary Education* and confessed that one out of five students at primary level was not attending class. The government has implemented *Sarva Shiksha Abhiyan (Education for All) programme* for *UEE* by augmenting availability of school infrastructure and improving the quality of education in elementary schools, but the quality of elementary education is a matter of great concern.

Chairing the meeting of the Governing Council of the National Mission for *Sarva Shiksha Abhiyan* on February 21, 2005 at Vigyan Bhawan, then Prime Minister Dr. Manmohan Singh expressed his deep concern over the high dropout rates of students at primary and upper primary. The drop rate at primary level was 34 per cent and that at upper primary level was 52.9 per cent. Describing this drop rate as unacceptably high, attributed to the lack of adequate facilities, large scale absenteeism of teachers and inadequate supervision by local authorities. Reiterating the government's commitment to *UEE,* Dr. Singh said, "*We give dates that has lost meaning. We need education for all today*". Recognizing the importance of the right based approach to *Elementary Education,* Indian Parliament has in the recent past enacted the *Constitution (86th Amendment Act 2002).* The amendment places a legal obligation on states to make elementary education a *Fundamental Right* in India for children between the age group of 6 to 14 years. This is stated in Article 21(A) of the Amendments, which reads as follows:

"The states shall provide free compulsory education for all children aged between six to fourteen years in such a manner as the state may, by law determines".

The 86th constitutional amendment can be seen as a major step in the direction of clearly defining the entitlement of all children in the age groups of 6 to 14 years to formally receive at least eight years of elementary education. Although Indian Constitution always preceded this right in the form of Directive Principles (Article 45) of the *Directive Principles of State Policy of*

Indian Constitution, the amendment has made at a justifiable right and hence a step forward. However, in the absence of concrete measures in the right direction, the 86th amendment remains rhetoric. The Act alone cannot achieve the goals unless the education is delivered in a manner which will take into account the socio-economic reality, and perception of people to whom it is addressed. Apart from attracting children to schools, the education system should be able to provide nourishment and inject creativity among the children. Also the aim of the education system should be to build character; human values enhance the learning capacity through technology and build the confidence among the children to face the future. The challenge before us is not a small one. No nation can become strong when it ignores its most precious natural resource - *its people*. No great cause is achieved without even greater efforts. This is a great cause - one that can ennoble each of us – just as the freedom movement ennobled those who serve it. It is a cause that can be achieved only if each of us plays a part, and it is a cause, that must be achieved because the future of our nation depends on it.

The system of education in India should be learning-centric rather than exam-centric. Children must be allowed to choose subjects according to their interests. Instead of gaining knowledge from heap of books and lectures, children must be made to interact in groups and express their views on various topics. Rather than taking notes from the teacher and textbooks, children must be made to accumulate information on their own from library books and share them in the class. This will help them develop good reading habits, self-confidence and openness to criticism. Children will be able to remember what they learn when they apply it practically. They must be taken on field trips to museums, labs, excavation sites, botanical gardens, etc. where they can learn by interacting with knowledgeable and experienced people in varied fields. It will also help them improve their communication skills.

Furthermore, the Government of India had come up with a new dimensional strategy to nurture the rural children with the *Sarva Shiksha Abhiyan* with the aim of making elementary education universal "in a time bound manner" as mandated by the 86th amendment to the Constitution of India making free education to children aged 6 to 14 a fundamental right. There have been improvements in the field of education in India, but there is still a wide road ahead in becoming an economic power with the best educational reforms. Illiteracy in our country is by far the most serious problem. We all recognize that illiteracy is bad and that it prevents the cultural growth of people. But illiteracy in our country continues to exist on an appalling scale. Even today among ten in India about four are illiterate. Nor is there any organized effort to do away with this deplorable state of backlog. The states have ambitious programmes of setting up primary schools in every village, but these are yet in the cold shade of neglect. But illiteracy can be removed if concerted efforts are made both by private organizations and the states. Within a decade, the Russians got rid of ignorance as colossal as ours; and now the Chinese have also achieved it. They took a total war against illiteracy for which the services of all educated men and women were conscripted. For this, education must be made free and compulsory at least upto the age of fourteen. That is the plain directive of our Constitution. Government of India has taken several measures to improve the literacy rate in villages and towns of India. State Governments has been

directed to ensure and improve the literacy rate in districts and villages where people are very poor. There has been a good improvement in literacy rate of India in last 10 years, but there is still a long way to go. The present study attempts to address some of these questions through analysis of the existing database; field survey and group discussions. The focus was specifically on delineating the problems involved in achieving the goal of *Universal Elementary Education (UEE)* and identifying knowledge gaps in understanding the issues involved.

OBJECTIVES

The research problem for the present study is "***Diagnostic Analysis of Elementary Education in Rural Punjab"***. The main objective of undertaking this study was to examine the status of elementary education in rural Punjab and what were the shortcomings in the implementations of *UEE*. Specifically, the objectives of this study were:

1. *To examine the present status of elementary education in Rural Punjab.*
2. *To examine the academic performance of students in Rural Punjab.*
3. *To identify the various constraints in elementary rural schools in Rural Punjab.*
4. *To suggest various ways and means to improve the status of UEE.*

INDIAN EDUCATIONAL SCENARIO

Education in India has always been a significant instrument for social and economic transformation. Educated and skilled population not only drives national/economic development but also ensures personal growth. The challenge to ensure education for all requires concerted efforts to strengthen the education system at all levels -– elementary education, secondary and higher secondary education, higher and professional education. In addition, vocational education too needs to be addressed and integrated into the education system. It is an established fact that basic education improves the level of human well-being especially, with regard to life expectancy, infant mortality and nutritional status of children. Social justice and equity are by themselves strong arguments for providing basic education for all. Education is an effective instrument not only for the development of one's personality, but also for the sustained growth of the nation. Elementary education in India, therefore, is the foundation for the development of every citizen and the nation as a whole. Making quality elementary education available to all has been one of the important concerns of the government.

In order to build inclusive education system, Government of India has implemented a number of programmes at all levels of education. Keeping in view the ***Education – Vision and Goals*** (*Report to the People on Education 2009-10*), i.e., "*to realize India's human resource potential to its fullest in the education sector, with equity and inclusion*" the Ministry of Human Resource Development, viz., the Department of School Education and Literacy; and the Department of Higher Education have taken several new initiatives.

LITERACY RATES:

Literacy is at the heart of basic education for all, and of all human capabilities. Basic literacy is essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. Universal literacy also has special significance for those who have been historically deprived of access to

education. Besides empowering youth and adults through a variety of educational programmes, achieving universal adult literacy is a fundamental goal of *Adult and Continuing Education*. In fact, beginning with basic literacy programme activities; education in a lifelong learning perspective contributing not only to enhancing reading and writing capabilities, but also imparting a comprehensive set of life-skills that enable them to access all development resources. The *National Literacy Mission (NLM)* was set up by the Government of India in 1988; with the aim of eradicating illiteracy in the country by imparting functional literacy to non-literates. It has been playing a catalytic role by promoting context specific programmes for improving the literacy levels. With its core strategy of *Total Literacy Campaign (TLC), NLM* adopts some very novel strategies of mobilization and environment building to create a favorable public opinion with support from all sections of the community.

To know development in a society, Literacy rate is one of the proper indicators of economic development. From Census angle, a person in the age limit of seven and above, who can both read and write with understanding in any of the official language is considered as a literate in India. As per *Population Census of India 2011*, (Table 1.1), the Literacy rate of India has shown an improvement of 9 per cent. It has gone up to 74.04 per cent in 2011 from 65.38 per cent in 2001. It consists of male literacy rate 82.14 per cent and female literacy rate is 65.46 per cent. Kerala with 93.9 per cent literacy was at the top of the scale among different states of Indian Union.

Figure 1: Old and young, men and women, all sit for an examination conducted by NALM in Faridkot village

Lakshadweep and Mizoram stood at second and third position with 92.3 per cent and 91.06 per cent literacy rate respectively. Bihar with 63.08 per cent literacy rate is at the bottom of literacy scale among all the stats of Indian Union. Government of India has taken several measures to improve the literacy rate in villages and towns of India. State Governments have been directed to ensure and improve literacy rate in districts and villages where people are very poor. Though, there has been a good improvement in literacy rate of India in last 10 years but there is still a long way to go.

Various steps taken by Government of India to improve Literacy Rate in India:

- Free education programs to poor people
- Setting up of new school and colleges at district and state levels.
- Several committees have been formed to ensure proper utilization of funds allotted to improve literacy rate.

Table 1.1 Ranking of States in India by Literacy Rate (Per Cent)				
S. No.	***States & UTs***	***Literacy Rate (2011 Census)***	***Male Literacy Rate (2011 Census)***	***Female Literacy Rate (2011 Census)***
1	***Andaman & Nicobar Islands***	*86.3*	*90.1*	*81.8*
2	***Andhra Pradesh***	*67.7*	*75.6*	*59.7*
3	***Arunachal Pradesh***	*67.0*	*73.7*	*59.6*
4	***Assam***	*73.2*	*78.8*	*67.3*
5	***Bihar***	*63.8*	*73.5*	*53.3*
6	***Chandigarh***	*86.4*	*90.5*	*81.4*
7	***Chhattisgarh***	*71.0*	*81.5*	*60.6*
8	***Dadra & Nagar Haveli***	*77.7*	*86.5*	*65.9*
9	***Daman & Diu***	*87.1*	*91.5*	*79.6*
10	***Delhi***	*86.3*	*91.0*	*80.9*
11	***Goa***	*87.4*	*92.8*	*81.8*
12	***Gujarat***	*79.3*	*87.2*	*70.7*
13	***Haryana***	*76.6*	*85.4*	*66.8*
14	***Himachal Pradesh***	*83.8*	*90.8*	*76.6*
15	***Jammu and Kashmir***	*68.7*	*78.3*	*58.0*
16	***Jharkhand***	*67.6*	*78.5*	*56.2*
17	***Karnataka***	*75.6*	*82.8*	*68.1*
18	***Kerala***	*93.9*	*96.0*	*92.0*
19	***Lakshadweep***	*92.3*	*96.1*	*88.2*
20	***Madhya Pradesh***	*70.6*	*80.5*	*60.0*
21	***Maharashtra***	*82.9*	*89.8*	*75.5*
22	***Manipur***	*79.8*	*86.5*	*73.2*
23	***Meghalaya***	*75.5*	*77.2*	*73.8*
24	***Mizoram***	*91.6*	*93.7*	*89.4*
25	***Nagaland***	*80.1*	*83.3*	*76.7*
26	***Orissa***	*73.5*	*82.4*	*64.4*

+27	***Puducherry***	*86.5*	*92.1*	*81.2*
28	***Punjab***	*76.7*	*81.5*	*71.3*
29	***Rajasthan***	*67.1*	*80.5*	*52.7*
30	***Sikkim***	*82.2*	*87.3*	*76.4*
31	***Tamil Nadu***	*80.3*	*86.8*	*73.9*
32	***Tripura***	*87.8*	*92.2*	*83.1*
33	***Uttar Pradesh***	*69.7*	*79.2*	*59.3*
34	***Uttarakhand***	*79.6*	*88.3*	*70.7*
35	***West Bengal***	*77.1*	*82.7*	*71.2*
	INDIA	*74.04*	*82.14*	*65.46*

Source: Population Census of India 2011, the Literacy rate of India

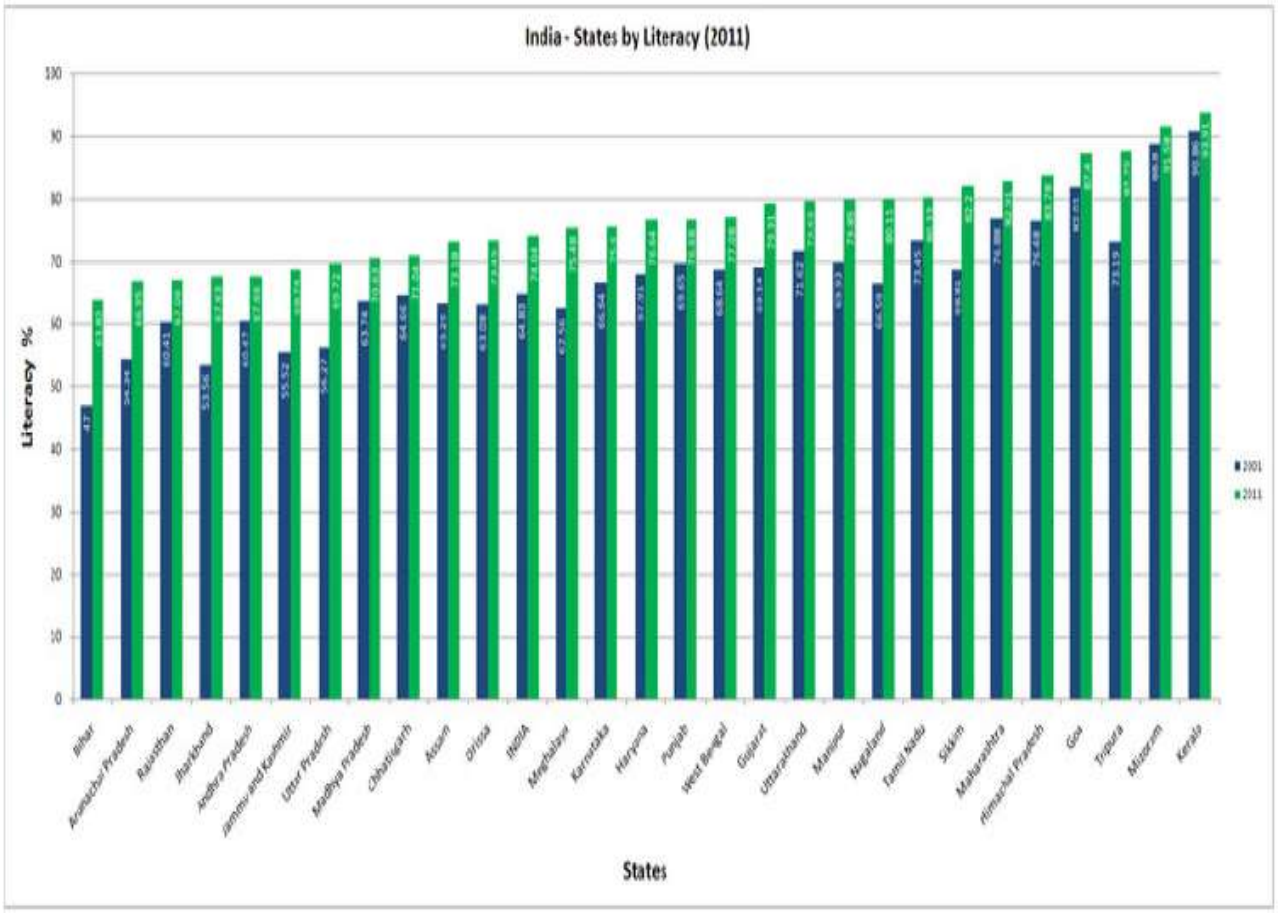


Fig 1.1: The graph shows the literacy rate of the 28 states of India in 2011 (blue) as compared to in 2001 (green). Union territories have not been included

SCHOOL DROP-OUT RATE:

Drop-out rates reveal the extent of discontinuation of study by the student at various levels. The gender gaps in drop-out rates depict the strength of economic and social taboos working against women/girls of the society. Access to primary education was universalized through flagship programmes of Government like *Sarva Shiksha Abhiyan*, *Mid Day Meal* scheme, *RTE Act* etc. However, despite this, a few children are still deprived of Primary Education due to inability of their parents to send them to schools because of their poor economical status. For, these parents, sending their children to school means not only incurring extra financial burden but also depriving them of some money which their children would have earned otherwise by doing labour. That being the attitude of these economically backward parents, one may, perhaps, have to motivate the parents to bring their children to schools.

According to the *2001 Census*, 8.5 crore children are out of school in India. However, latest figures from the *Human Resource Development Ministry* put the number at 80 lakh. This disparity is because the government has been trying to divide the children into two sections. According to the *National Crime Records Bureau*, every year around 65,000 children fall victim to trafficking. Only 10 per cent of such cases are registered with the police. Officially, therefore, only 6,500 children are trafficking victims. Besides this, around 1.20 crore children are involved in child labour (*2001 census*), keeping them out-of-school. One of the sections into which the government has tried to divide out-of-school children is those who have never enrolled in a school. But here the question arises: if these children have never been enrolled in school, how have they been counted? By which agency? And what was the methodology adopted?

The second section includes children who have dropped out of school. Children who do not attend school for three months are considered to have dropped out. In some states the period is 15 days; in others it's one month and or one week. Taking these two sections together, the total number of out-of-school children is around 80 lakh. Nevertheless, the disparity between the figures of the two departments -- a drop from around 8 crore to 80 lakh -- is nothing short of magic! And even if the 80 lakh figure is correct, it's still a huge number and the children are not out-of-school because of choice. To believe that the *RTE Act* will magically put all such kids into classrooms would be naive. But there are also hundreds of thousands of out-of-school kids involved in child labour or domestic work. In fact, of the children enrolled in school, 46 per cent drop out before they complete their primary education. Most of them were girls. At least 26 crore children in the country today are of school-going age. Going by the government statistics, 18 crore children are in school. What about the remaining 8 crore? The government needs to focus on this question in the context of the *Right to Education Act*.

The biggest hurdle today is checking the "dropout" i.e. discontinuity, and retention of children due to various inadequacies within the educational system as also in socio- economic matrices of the country. Major hurdles by *FAITH* (Government of Punjab 2009) identified are poor *Learning Environment* i.e., physical infrastructures of the schools, including class-room facilities, drinking water, and toilets etc., distance from home, unmotivated teachers, long absence of teachers due to non teaching duties coupled with shortage of teaching staff, the availability funds for

teachers, their capacity building as well as the cost of continuing teacher's education - though distance learning etc. are not available. Besides *Social Attitude* towards education especially of girl's education, are some of the major constraints in continuation of schooling by the students. Apart from availability, accessibility and mobility issues in spread of literacy and discontinuity of education (drop-out), there are number of other factors for school dropout, specially children of rural remote areas, children of BPL families, schedule caste, schedule tribe, OBC minority and specially girl children to discontinue (drop-out) their studies at various levels (Primary, middle and secondary) of school education. Prominent factors are: "poverty" and search for income generating activities for male children and/or marriage of girls in the children of these especially disadvantageous groups. Similarly, *Report on Basic Education in India* (PROBE Report: 1999) also painted a bleak picture of the schooling system in rural India. Dilapidated infrastructure, unmotivated teachers, irrelevant curriculum, and irresponsible management are recognized as the major challenges in the report. It outlined that increase in dropout rates can also be due to the unattractiveness of the school and teaching processes. Lack of or dysfunctional state of basic amenities in many schools (like playground, toilets, drinking water, etc.), lack of teaching aids, lack of libraries, involvement of teachers in teaching-learning process are also recognized in the report as the factors which influence school drop-out.

In addition, in recent years number of studies by researchers and government agencies point out the importance of *"Early Childhood Education (ECE)"* or *Pre-school Education* and social mobilization and community involvement in education. Early initiation in simple habits like sitting in classes at a stretch, taking the lessons/instructions from teachers understanding, assimilating and taking part in actions – though look very simple has great importance in shaping the child's future, school life. Retention of children in school and completion of schooling will be much higher for those children who have undergone pre-school training under various systems including Anganwadi Centers.

The *National Sample Survey (NSS),* 52nd round (1998) conducted for the year 1995-1996 identified lack of interest of parents or children, economic considerations, and compulsion to work for wages or looking after siblings elicited reasons for drop-out from schools. Other reasons cited for drop-out are school infrastructure and school curricula; unfriendly atmosphere in schools, doubts about the usefulness of schooling and inability to cope with studies. Further, *NSS,* 61st round (2006) highlighted need for supplementing household income for males, and household chores for females, in addition to the fact that education is not considered necessary at all by many as predominant reasons for those who left education before completion.

CURRENT POLICY INITIATIVES

Literacy, i.e., basic literacy is the main focus of Adult Education in India. *Adult and Continuing Education* aims to empower youth and adults through a variety of educational programmes including *National Literacy Mission* which has a core strategy of *Total Literacy Campaign (TLC).* Literacy rate has increased to 74 per cent in 2011 as compared to 64.83 per cent according to *Population Census 2001 and 2011*. The President of India in her Address to the Parliament, on 4th June 2009, stated that: "*Government will recast the* ***National Literacy***

Mission *as a* ***National Mission for Female Literacy****, to make every woman literate in the next five years."* ***Saakshar Bharat****,* a centrally sponsored scheme of *Department of School Education and Literacy (DSEL), Ministry of Human Resource Development (MHRD), Government of India (GOI),* aims to establish a Fully Literate Society through improved quality and standard of Adult Education and Literacy. *Jan Shikshan Sansthans (JSSs)* are also functioning to provide vocational training to non-literates, neo-literates, as well as school drop-outs by identifying skills as would have a market in the region of their establishment.

School Education from class 1-12 continues to play a fundamental role in growth and development of children. *Universalization of Elementary Education (UEE)* is the long cherished, yet elusive goal. *Education for All (EFA)* is an attempt to attain this goal and the Government of India is committed to it. The role of *Universal Elementary Education* for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. With the formulation of *National Policy of Education* (*NPE),* India initiated a wide range of programmes for achieving the goal of *UEE* through several schematic and programme interventions, such as *Operation Black Board, Shiksha Karmi Project, Lok Jumbish Programme, Mahila Samakhya, District Primary Education Programme and National Literacy Mission (NLM*) etc. Currently, *Sarva Shiksha Abhiyan (SSA)* is implemented as India's main programme for *Universalizing Elementary Education*. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. *SSA* provides for a variety of interventions, including ***inter alia***, opening of new schools and alternate schooling facilities, construction of schools and additional provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement. These provisions need to be aligned with the legally mandated norms and standards and free entitlements mandated by the *RTE Act*. The new law provides a justifiable legal framework that entitles all children between the ages of 6 - 14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

Figure 2: Artistes stage a play to create awareness about literacy

RIGHT TO EDUCATION: FUTURE COURSE OF ACTION:

The Right of Children to Free and Compulsory Education Act (2009) has come into force since April, 2010 and the RTE Act provides the legislative framework for ***"Universalization of Elementary Education"***. *MHRD* had set up a committee to prepare model rules under the ***RTE Act.*** The model rules were shared with the States in the meeting of State Education Secretaries. The central rules titled "*The Right of Children to Free and Compulsory Education Rules 2010*" were notified in the Official Gazette on 9th April 2010. As a follow-up of RTE Act, the Central Government has issued notifications authorizing the *National Council for Teacher Education* to lay down the minimum qualifications for a person to be eligible for appointment as a teacher. Since then, *NCTE* has notified teacher qualifications under the *RTE Act*. The Central Government also authorized the *National Council of Educational Research and Training (NCERT)* to develop a framework of national curriculum for elementary education. Implementation of the *Right of Children to Free and Compulsory Education (RTE) Act, 2010* is also a direction in this regard. With the recommendation of the committee for implementation of *RTE* and resultant revamp of *SSA*, the *SSA's* Framework of implementation has been revised and its norms have been modified to align them with the requirement of *RTE Act, 2009*. The fund sharing pattern between the Centre and the State has been revised with a new funding pattern of 65:35, (90:10 for Northeastern states) applicable for a period of 5 years with effect from 2010-11.

RTE Act has been a part of the directive principles of the *State Policy under Article 45* of the Constitution, which is a part of Chapter 4 of the Constitution and Rights in Chapter 4 are not enforceable. For the first time in the history of India this right has been made enforceable by putting it in Chapter 3 of the Constitution as Article 21. This entitles children to have the right to education enforced as a fundamental right.

The Right to Education is now justifiable in India with the coming into effect of the *Right to Education (RTE)* Act on April 1, 2010. If the State does not do all that it must do as per the Act, within the stipulated timeframe, any citizen can take the State to court. *Right of Children to Free and Compulsory Education Act* provides for free and compulsory education to all children of the age of six to fourteen years. It has come into force from April 1, 2010. This is a historic day for the people of India as from that day the right to education was accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution. Every child in the age group of 6 - 14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighbourhood. Any cost that prevents a child from accessing school will be borne by the State which shall have the responsibility of enrolling the child as well as ensuring attendance and completion of 8 years of schooling. No child shall be denied admission for want of documents; no child shall be turned away if the admission cycle in the school is over and no child shall be asked to take an admission test. Children with disabilities will also be educated in the mainstream schools. The Prime Minister Shri Manmohan Singh has emphasized that it is important for the country that if we nurture our children and young people with the right education, India's future as a strong and prosperous country is secure.

Under *RTE Act* all private schools shall be required to enroll children from weaker sections and disadvantaged communities in their incoming class to the extent of 25 per cent of their enrolment by simple random selection. No seats in this quota can be left vacant. These children will be treated at par with all the other children in the school and subsidized by the State at the rate of average per learner costs in the government schools (unless the per learner costs in the private school are lower).

All schools will have to prescribe to norms and standards laid out in the Act and no school, that does not fulfill these standards within 3 years, will be allowed to function. All private schools will have to apply for recognition, failing which they will be penalized to the tune of Rs 1 lakh and if they still continue to function will be liable to pay Rs. 10,000 per day as fine. Norms and standards of teacher qualification and training are also being laid down by an *Academic Authority - NCTE*. Teachers in all schools will have to subscribe to these norms within 5 year. Along with it several centrally sponsored schemes have been initiated to provide access with equity to girls and children belonging to minority groups.

PUNJAB EDUCATIONAL SCENARIO

HISTORICAL BACKGROUND

Punjab (Punjabi: ਪੰਜਾਬ) – the land of five rivers (namely, Ravi, Beas, Sutlej, Yamuna and Jhelum) is a state in north-western India - a treasure trove for an ardent individual. This land of great Gurus not only boasts ancient monuments but is also throb with historical embodiments. There is a saying that "*if you throw a Punjabi into the ocean he will climb the mountain".* It indicates that 'endeavor' and 'adventure' are two words that are reflected in the life of all Punjabis and '*impossible*' is a word which is never found in the dictionary of the people of Punjab. The people of Punjab have always been an enterprising lot. Capable of much hard work, sweat and toil, it is they who must be given the credit for showing the way to abundance and prosperity with the '*Green*' and *'White'* revolution. Maybe it's in their genes; or maybe it's in the waters of the land's five rivers; **Panj** (five) and **Ab** (water or rivers).

Punjab is a state endowed with rich culture, tradition, religion, and acknowledged for its self-dependence - self-reliance and glory. It is located in the North-Western region of India on 35 degree latitude and 74 degree longitude covering an area of 50362 sq. kms (2 per cent of the country's total geographical area) comprising mostly of plain and fertile soil and is bounded on the West by Pakistan, on the North by Jammu and Kashmir, on the North East by Himachal Pradesh and on the South by Haryana and Rajasthan. The economy of Punjab is characterized by a productive, increasingly commercial agriculture, a diversity of small and medium-scale industries and the highest per capita income in the nation. One can read the success story of

Punjab in every sector whether it is agriculture or technology. Punjab is widely acknowledged as the **"*Granary of India*"**. Modern Punjab has boundless opportunities, offering advantages in the fields like education, industry, agriculture, tourism, and politics. Some of India's best intellectuals, business people, sports personalities, artists, military and political leaders are from Punjab. Punjab is customarily value and show great respect for their traditions and history. Over different period of history Punjab has seen its boundaries expand and shrink. The state of Punjab was last divided in 1966 for administrative reasons creating Haryana.

The century old Punjabi culture is renowned for its tolerance, progressive and logical approach to life. The state is the location of one of the world's first and oldest civilizations - the Indus Valley Civilization. Above all, the warmth and hospitality of the people are the main attractions in this region. The state has many things to offer to an enthusiast who wants to explore Punjab. Prior to independence, this predominantly agricultural state was not very focused on education related issues. However, post independence, Punjab witnessed steady improvement in educational fields too. However, there still exists strong regional and gender variations in education within the state.

CULTURAL REGIONS OF PUNJAB

Culturally, Punjab can be divided into three regions - ***Majha, Malwa and Doaba***. These regions, over the time, have metamorphosed into distinct regions, separate in their physical environment, economic structure, social organization and cultural pattern. Thus, there are cultural variations and each region possesses a separate cultural identity of its own.

- ***Majha region*** is surrounded by three rivers Ravi, Beas and the Sutlej and embrace the modern districts of Amritsar, Gurdaspur, Pathankot and Tarn Taran. It comprises of 17.17 per cent of the total geographical area of Punjab and contributes to 21 per cent of the total population of the state. Average sex ratio is 892.33 per cent and literacy rate of Majha region is 75.9 per cent. With the average density of population at 681.66 persons per square km, it is most densely populated region of Punjab (*Census: 2011*). This region is called **"*the heartland of Punjab*"** and is celebrated as being the ***'Cradle of Sikhism'***.
- ***Doaba region*** of Indian Punjab lies between the rivers Beas and Sutlej. The name "*Doaba*" literally translates to "land between two rivers" ("**Do**" two, "**Ab**" river; in Punjabi). It is one of the most fertile regions of the world and was the centre of the *Green Revolution in India.* To this day, it remains one of the largest per capita producers of wheat in the world. It has an area of 8844 square km, 17.6 per cent of the total geographical area of Punjab. It is a densely populated region, accounting for 19.64 per cent of the population. Average density of the population is reported to be 539 persons per square km with average sex ratio of 935.33. Literacy rate of Doaba region is highest at 82.1 per cent as per *2011 Census*. The districts in the region are Nawanshahar, Jalandhar, Kapurthala and Hoshiarpur.

Figure 3: Districts of Punjab

- ***Malwa region*** is the area south of river Sutlej. Malwa region constitutes majority of the region in the state (largest region of Punjab) and constitutes of the eleven districts, namely, Mansa, Ferozepur, Faridkot, Fatehgarh Sahib, Rupnagar, Muktsar, Sangrur, Bathinda, Moga, Patiala and Ludhiana. It is the largest area and comprises of 65.21 per cent of the total geographical area of Punjab and contributes to 60.1 per cent of the total population. Average density of the population is reported to be 509 persons per square km. with lowest both in sex ratio (of 884.07) and literacy rate at 73.6 per cent. Malwa is famous for cotton farming.

EDUCATIONAL SCENARIO:

The Punjab government is aiming continuously to increase the number of educational institutions in Punjab so as no child is left behind in acquiring education. The education system is consolidated and primary and middle school and high and secondary school are grouped together. The earlier four-tier system— primary, middle, high and secondary schools — now has become a two-tier system. Overall educational performances of the state as reflected in various educational indices are discussed below:

Literacy Rate:

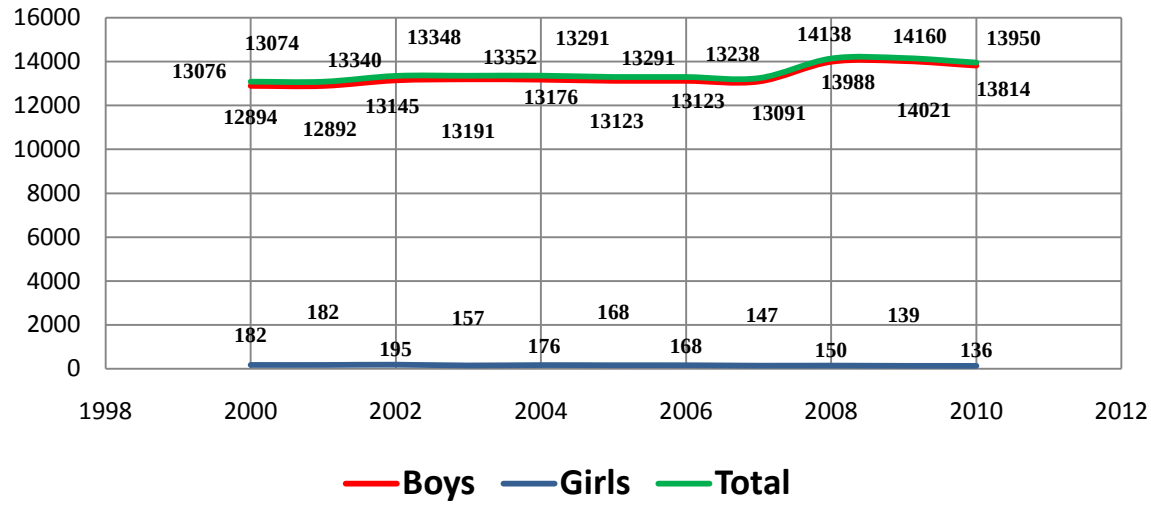
With the planned interventions and sustained efforts, considerable progress has been made in literacy level. Punjab has an all India rank of 16th on the literacy scale among Indian States/ Union Territories. Literacy rate according to *2001 population census* was 64.83 per cent, which improved to 74.04 per cent in 2011, slightly higher than the national average of 74.0 per cent. However, Gender Gaps in literacy rate are very prominent - Punjab male literacy is 81.5 per cent while female literacy is 71.3 per cent as compared to corresponding All India literacy rate of 82.1 per cent and 65.5 per cent respectively. The literacy rate for males rose from 75.26 to 81.48 per cent marking a rise of 6.9 per cent, it increased by 11.8 per cent for females rising from 53.67 per cent to 71.34 per cent (*Statistical Abstract of Punjab*). Interestingly, literacy rate improved sharply among females as compared to males. Furthermore, like most Indian states, Punjab also shows rural-urban differentials in the literacy rate, with higher literacy rate in the urban areas (83.7 per cent) than the rural areas (72.45 per cent). The literacy levels, however, remain uneven across the different districts, social groups and minorities. The government has taken positive measures to reduce the disparities by focusing on the backward areas and focused groups.

Growth of Schools:

State had adequate net work of educational institution. The number of elementary schools in Punjab has increased from 15610 in 2000 to 17742 in 2010 - an increase of 13.66 per cent. Elementary schools in Punjab increased at an annual compound growth rate of 3.4 per cent during the period under review. Nearly 89.26 per cent schools are located in the rural areas but less than the rural geographical area of Punjab. The remaining one – tenth of the schools are in the urban areas. During 2000's (as on 30th, September), on an average, one elementary school served a radius of 2.34 kms in Punjab. However, there was one elementary school for 2.46 kms in rural areas as compared to 1.12 kms in urban areas. Apparently Elementary Schools were more concentrated in rural areas. One primary school served a radius of 3.37 kms in rural areas while it was 1.51 kms in urban areas. Similarly one Upper-primary school served a radius of 9.11 kms in rural areas against 4.49 km in urban areas. The lower number of upper primary school for larger geographical rural area is due discontinuation of opening of new upper primary schools in Punjab. Moreover majority of the existing middle schools have been upgraded to secondary school (Matric). Apparently, primary schools were more concentrated in the rural areas whereas upper primary schools dominated the urban areas. In fact, two-tier situations were prevalent in the Punjab, that is, primary and high/higher secondary schools. Existing Primary schools need to be merged with Upper primary schools for better and quality schooling as defined below:.

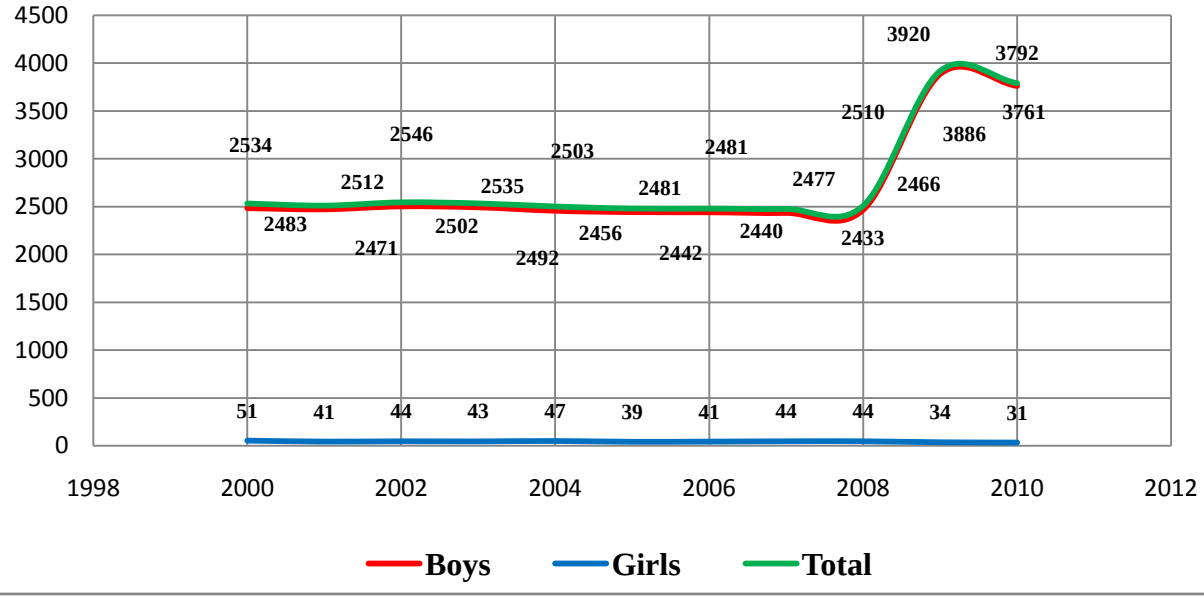
1. ***Elementary School*** from 1st up to 8th standard.
2. ***Secondary School*** from 9th up to 12th standard.

Fig. 1.2: Growth of Primary Schools in Punjab



Source: Various issues of ***Statistical Abstracts of Punjab***- an annual publication of Economic and Statistical Organization, Punjab Government, Chandigarh

Fig. 1.3: Growth of Upper -Primary Schools in Punjab



Source: Various issues of ***Statistical Abstracts of Punjab***- an annual publication of Economic and Statistical Organization, Punjab Government, Chandigarh

Table 1.2: Growth of Elementary Schools in Punjab: 2000 through 2010

Year	Primary			Upper Primary		
	Boys	Girls	Total	Boys	Girls	Total
2000-01	12894 (98.61)	182 (1.39)	13076	2483 (97.99)	51 (2.01)	2534
2001-02	12892 (98.61)	182 (1.39)	13074	2471 (98.37)	41 (1.63)	2512
2002-03	13145 (98.54)	195 (1.46)	13340	2502 (98.27)	44 (1.73)	2546
2003-04	13191 (98.82)	157 (1.18)	13348	2492 (98.30)	43 (1.70)	2535
2004-05	13176 (98.68)	176 (1.32)	13352	2456 (98.12)	47 (1.88)	2503
2005-06	13123 (98.74)	168 (1.26)	13291	2442 (98.43)	39 (1.57)	2481
2006-07	13123 (98.74)	168 (1.26)	13291	2440 (98.35)	41 (1.65)	2481
2007-08	13091 (98.89)	147 (1.11)	13238	2433 (98.22)	44 (1.78)	2477
2008-09	13988 (98.94)	150 (1.06)	14138	2466 (98.25)	44 (1.75)	2510
2009-10	14021 (99.02)	139 (0.98)	14160	3886 (99.13)	34 (0.87)	3920
2010-11	13814 (99.03)	136 (0.97)	13950	3761 (99.18)	31 (0.82)	3792

Source: Various issues of ***Statistical Abstracts of Punjab-*** an annual publication of Economic and Statistical Organization, Punjab Government, Chandigarh

The number of primary schools during the period under review has increased from 13076 in 2000 to 13950 in 2010 – an increase of only 6.68 per cent. Out of these, 12547 (89.94 per cent) were located in rural areas whereas only 1403 (10.06 per cent) were in urban areas. Furthermore, nearly 99 per cent were males/co-edu schools whereas only one per cent was purely girls' schools.

Likewise, the number of upper-primary schools in Punjab has increased from 2534 in 2000 to 3792 in 2010 - an increase of 49.64 per cent due to upgradation of primary schools. As expected 89 per cent of the upper primary schools were in rural areas and only 11 per cent were in urban areas. However, the number of urban upper primary schools has declined whereas the number of rural upper primary schools has increased comparatively. The gender wise distribution of upper

primary schools reveals that nearly 99 per cent of the schools were for boys/co-edu whereas only one per cent school was meant only for girls.

School Enrollment:

Table 1.3 shows the growth of enrollment in elementary education in Punjab both gender-wise as well as standard-wise. During the period of 2000-2010 (for which data was available) there has been a decline in the enrollment rate of elementary students, from 21.28 lakh in 2000 to 16.03 lakh in 2010 - a decline of 24.67 per cent. Furthermore this decline has been much pronounced at the primary level while at the upper primary level there has been improvement in the enrollment rate. The enrolment of primary standard students was 18.49 lakh in 2000 which decreased to 12.57 lakh in 2010 showing a decline of 32.02 per cent. The enrolment of male as well as female

Table 1.3: Growth of Enrollment in Elementary Schools in Punjab: 2000 Through 2010

Year	***Primary Class(1 to V)***			***Upper Primary Class(VI to VIII)***		
	Boys	***Girls***	***Total***	***Boys***	***Girls***	***Total***
2000-01	969768 (52.44)	879541 (47.56)	1849309	147558 (52.96)	131065 (47.04)	278623
2001-02	948403 (52.35)	863225 (47.65)	1811628	127643 (53.58)	110569 (46.42)	238212
2002-03	825049 (52.12)	757946 (47.88)	1582995	134522 (53.46)	117091 (46.54)	251613
2003-04	838986 (52.03)	773486 (47.97)	1612472	133522 (53.28)	117083 (46.72)	250605
2004-05	867120 (52.41)	787243 (47.59)	1654363	129643 (52.90)	115444 (47.10)	245087
2005-06	856226 (52.69)	769028 (47.31)	1625254	134676 (53.15)	118722 (46.85)	253398
2006-07	880051 (53.02)	779523 (46.98)	1659574	140229 (52.98)	124435 (47.02)	264664
2007-08	818097 (53.19)	719811 (46.81)	1537908	136686 (53.28)	119810 (46.72)	256496
2008-09	804594 (52.87)	717274 (47.13)	1521868	140571 (53.49)	122180 (46.51)	262751
2009-10	669790 (52.77)	599336 (47.23)	1269126	192454 (55.13)	156609 (44.87)	349063
2010-11	661536 (52.64)	595277 (47.36)	1256813	191488 (55.36)	154459 (44.64)	345947

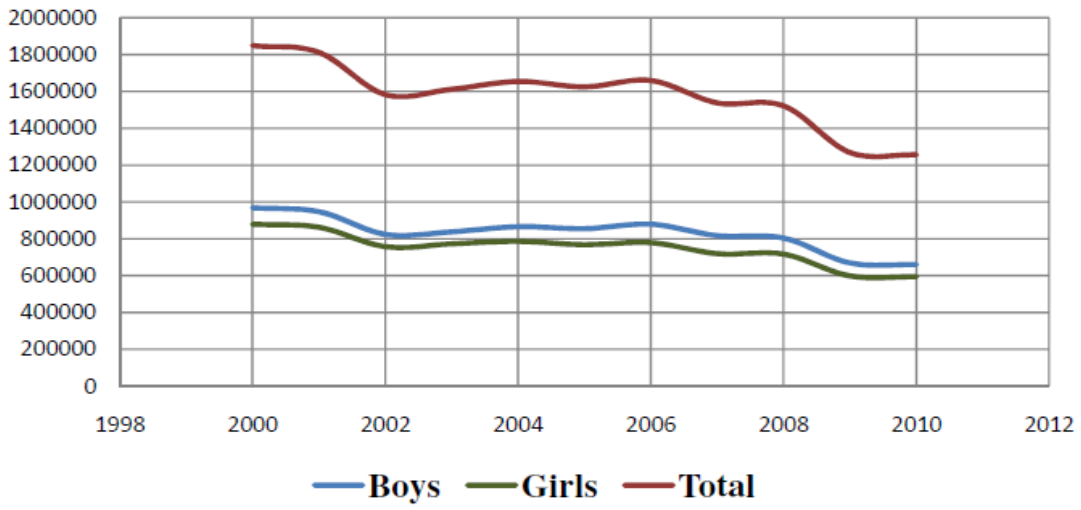
Source: Various issues of ***Statistical Abstracts of Punjab-*** an annual publication of Economic and Statistical Organization, Punjab Government, Chandigarh

students have shown a decline of 31.79 per cent and 32.31 per cent respectively. However, the share of females' students in the total enrolment remained the same, being 47.61 per cent in 2000-02 as compared to 47.29 per cent in 2009-11. The mushrooming of the so called public

schools in the un-organized sector attracts the sizable number of students in the nearby vicinity. The figures of such students are not available and hence not included.

The enrolment of Upper-primary standard students was 27.86 lakh in 2000 which increased to 34.59 lakh in 2010 showing an increase of 24.16 per cent. However, the increase in enrolment was more pronounced in case of male as compared to female students increase being 29.77 per cent and 17.85 per cent respectively. Furthermore, the relative share of females' enrolment showed a slight decline in the enrolment rates from 47.04 per cent in 2000 to 44.64 per cent in 2010. On the other hand, the share of male students had increased during the period under review.

Fig. 1.3: Growth of Enrollment in Primary class Elementary Schools in Punjab



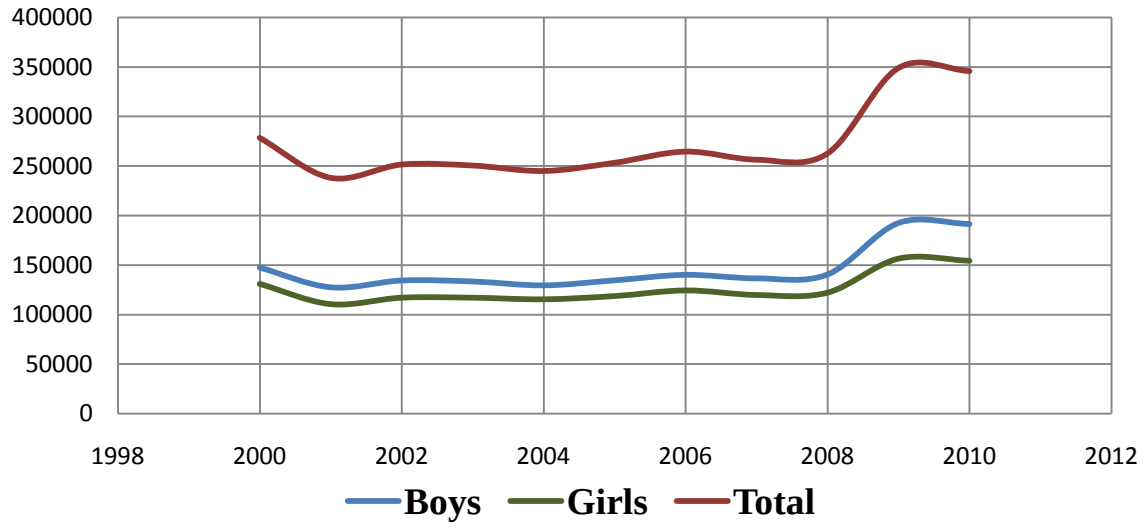
Source: Various issues of ***Statistical Abstracts of Punjab-*** an annual publication of Economic and Statistical Organization, Punjab Government, Chandigarh

Class Size/Pupil-Teacher Ratios:

Class size refers to the number of students a teacher faces during a given period of instruction. Dozens of studies on Class-size reduction demonstrate its positive impact on student performance, though a smaller number of studies attempt to cast doubt on the connection between class size and student learning. Although student-teacher ratio does not measure class size, some important studies and surveys have used student-teacher ratio as a proxy for class size. While it is clear that PTR has a significant impact on learning levels, average PTR in schools – at a district or state or national level – often hide the inequity among schools. Average PTR figures often cited by government schools can be misleading. Our study shows that significant variations exist in the PTR of the schools assessed although the average PTR is 35:1 which is not too far away from the RTE norm of 30:1. Schools will turn in good performances if

their Pupil Teacher Ratio is less than 30:1. At the same time, schools with PTR of more than 40 have very little chance of demonstrating that a majority of their children achieve the learning outcomes for their age or grade. It is imperative that government schools – both state and central – follow the guidelines laid out by the *RTE Act* and ensure they have enough teachers to guarantee learning in the classroom. There is also a need to simultaneously address issues of infrastructure, and the need to build the academic and pedagogic capability of teachers to take advantage of lower PTR.

Fig. 1.5: Growth of Enrollment in upper - Primary class Elementary Schools in Punjab



Source: Various issues of ***Statistical Abstracts of Punjab-*** an annual publication of Economic and Statistical Organization, Punjab Government, Chandigarh

Many of the crucial class room processes can be better implemented if the teacher could operate in favorable PTR environment. Table 1.5 shows the pupils - teacher ratio in Punjab with respect to primary and upper-primary classes. During the period under reference, the average pupils-teacher at the elementary stage is on the decline indicating the improvement in the pupil-teacher ratio scenario in Punjab. Similar situation has been observed both, at primary standard where the ratio declined from 42 to 26 as well as at the upper- primary standard where teacher-pupil ratio has decreased from 32 to 23. Apparently there has been more improvement in the PRT at the primary standard as compared to upper-primary level. Improvement in PTR is due to decline in the enrollment of students.

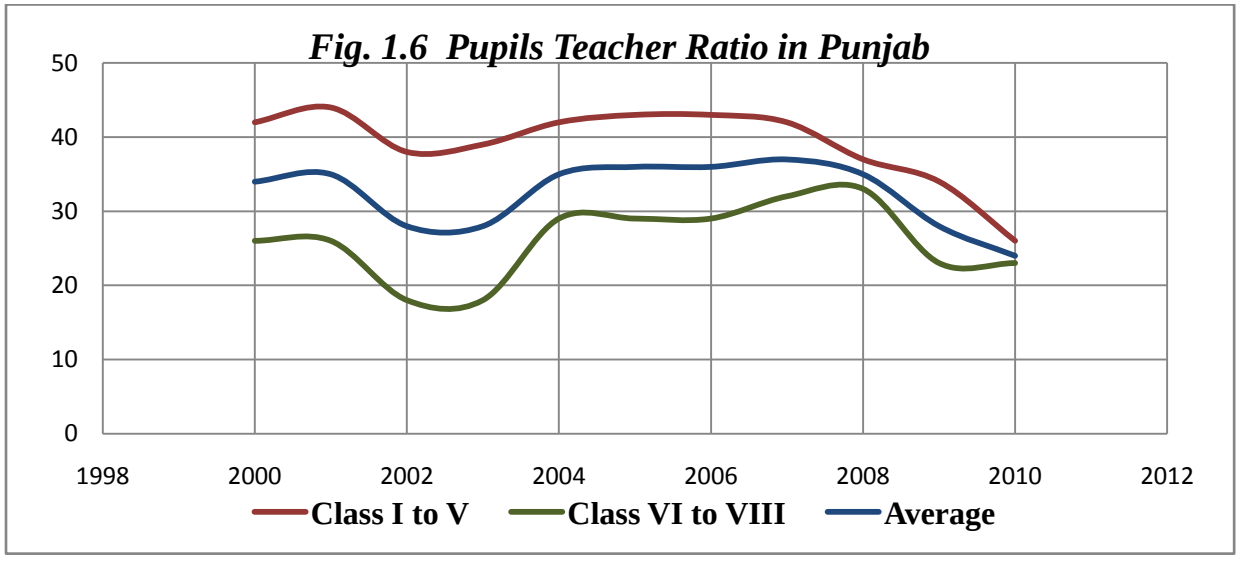
Universalization of Elementary Education in Punjab has been achieved to a very large extent in terms of access to schooling and improvement in gross enrolment ratio, especially of girls and those belonging to marginalized groups. Gender parity, especially at the elementary stage, has narrowed down appreciably as the result of a large number of programmes initiated, specifically for education of girls, and mild focus on disabled children, minorities and marginal groups, ultimately subsumed under *Sarva Shiksha Abhiyan.*

Table 1.4 Pupils - Teacher Ratios in Punjab

(As on September 30)

Year	*Class I to V*	*Class VI to VIII*	*Average*
2000-01	*42*	*26*	*34*
2001-02	*44*	*26*	*35*
2002-03	*38*	*18*	*28*
2003-04	*39*	*18*	*28*
2004-05	*42*	*29*	*35*
2005-06	*43*	*29*	*36*
2006-07	*43*	*29*	*36*
2007-08	*42*	*32*	*37*
2008-09	*37*	*33*	*35*
2009-10	*34*	*23*	*28*
2010-11	*26*	*23*	*24*

Source: Various issues of ***Statistical Abstracts of Punjab-*** an annual publication of Economic and Statistical Organization, Punjab Government, Chandigarh



Source: Various issues of ***Statistical Abstracts of Punjab***

Chapter II

The Research Method

Method means a regular and systematic way of accomplishing something and procedure means a way of performing or affecting something. The terms *method* and *procedure* are frequently used interchangeably in research literature. It is truism that no results are much better than the methods by which they are obtained. Apparently, the selection of the method is very important to have satisfactory results. Research methodology is a way to systematically solve the research problem where various steps are generally adopted by a researcher in studying the research problem along with the logic behind them. It describes the various steps to be adopted in solving a research problem such as the manner in which the problems are formulated, the definitions of terms, the choice of the subject of investigation, the validation of data gathering tools, the collection, analysis and interpretation of data and the process of inferences and generalizations. The basic purpose of the research is to find out solution to the certain questions by making use of scientific and systematic techniques. Before finding an appropriate solution to the problem, one has to design the way in which h/she wants to proceed in future, known as development of research design. Research design is concerned with the methods and ways in which the investigator manages the situation to study the selected problem. *A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure*. In simple words, research design is a process of deliberate application of research methods directed towards bringing an expected situation under control. The problem adopted for the present research was *Diagnostic Analysis of Elementary Education in Rural Punjab.*

OBJECTIVES:

The research problem for the present study was "*Diagnostic Analysis of Elementary Education in Rural Punjab"*. The main objective of undertaking this study was to check the status of elementary education in Rural Punjab and what were the shortcomings in the implementations of UEE. Specifically, the objectives of this study were:

1. *To examine the present status of elementary education in Rural Punjab.*
2. *To examine the academic performance of students in Rural Punjab.*
3. *To identify the various constraints in elementary rural schools in Rural Punjab.*
4. *To suggest various ways and means to improve the status of UEE.*

RESEARCH SAMPLE:

The locale of study was rural areas of Punjab. There are 20 districts of the state when the study was planned. All districts were grouped into three categories on the basis of rural population defined as densely rural areas; moderately rural areas and thinly rural areas. Distribution of different districts of Punjab is shown in Table 2.1.

Table 2.1: Distribution of Districts according to Rural Population

Thinly Rural Areas (less than 65 per cent RP)		***Moderately Rural Areas (65 to less than 75 per cent RP)***		***Densely Rural Areas (75 per cent and above RP)***	
District	*Block*	*District*	*Block*	*District*	*Block*
1.Amritsar	***8(2)***	***1.Gurdaspur***	***16(3)***	*1.Tarn Taran*	*8(2)*
2. Jalandhar	*10*	*2.Kapurthala*	*5(1)*	*2.SBS Nagar*	*5*
3.SAS Nagar	*3*	*3.Ferozepur*	*10*	***3.Hoshiarpur***	***10(2)***
4. Faridkot	***2(1)***	*4.Mukatsar*	*4(1)*	*4.Moga*	*5*
5.Patiala	*8(2)*	***5.Bathinda***	***8(2)***	***5. Ropar***	***5(1)***
6.Ludhiana	*12*	*6. Sangrur*	*9*	*6.Mansa*	*5*
		7. Barnala	*2*		
		8.Fatehgarh Sahib	*5(1)*		

SBS stands for Shaheed Bhagat Singh; SAS for Sahibjada Ajit Singh
Selected Districts are shown as bold

Selection of Villages:

From each group two districts was selected again on the basis of rural population. From each so selected district; one block was selected having up to five blocks and two blocks having more than five blocks again on the basis of rural population. From each block, two villages having *Government Elementary (Primary) Schools* were selected. However, an additional village was selected in Majitha block of Amritsar district due to lesser number of households in one of the village namely, Kotla Maza Singh. Accordingly there were 23 villages selected from 11 blocks of six districts of Punjab and is shown in Annex Table 2.1. The sampling method used was non-probability convenience sampling.

Selection of Households:

To acquaint with the various problems faced by the parents of students studying in various government elementary schools and their possible solution, all the households (5618) of the selected villages were adopted for detailed investigation/analysis.

Selection of Schools:

There were 938 elementary schools in the selected area and for this study a sample of 790 elementary schools (84 per cent) were selected for detailed analysis. Highest number of schools was observed in Amritsar district followed by Hoshiarpur and Ropar. Therefore majority of the schools surveyed were from these three districts. Distribution of selected Elementary Schools in rural Punjab is shown in Table 2.2. Only primary schools situated in the rural areas of the selected blocks were taken for detailed investigations.

Selection of Students:

To test the academic performance of outgoing class students, that is, 5th standard and 8th standard were selected for our purpose. The study sample consists of 3940 students consisting of both the gender (1750 boys and 2190 girls) from upper primary schools. Their academic performance was tested for English, Mathematics and Science subjects. Likewise a sample of 3830 students (of both the sex) from primary standard was selected.

Table 2.2: Distribution of Selected Elementary Schools in rural Punjab

District	***Total Schools***	***School surveyed***	***% of Schools surveyed***
Amritsar	207	180	87
Bathinda	141	116	82
Faridkot	96	77	80
Gurdaspur	117	103	88
Hoshiarpur	196	167	85
Ropar	181	147	81
Punjab	938	790	84

Source: Survey undertaken

To test the academic performance of fifth standard students in Mathematics and Environmental Science/General knowledge and all the three languages, namely, English, Hindi and Punjabi preliminary test was conducted from the syllabus already taught to the students during the visit to the different schools of the selected blocks.

DATA COLLECTION:

Both types of data, that is, primary as well as secondary data had been used in the present study. Secondary data was collected from various official publications such as *Statistical Abstract of Punjab* - an annual publication of Economic and Statistical Organization of Punjab Government, *Economic Surveys of Punjab; Economic Survey of India*- an annual publication of Ministry of Finance. The result of the study was further supplemented by *ASER* and *DISE NSSO* surveys reports where ever possible.

Primary data was collected through personal surveys of the selected households as well as of schools. In addition to this, to acquaintance with the various problems and their possible solutions, group discussion was also held with different teacher unions as well as teachers/Head teachers individually; village elders/Panchayats leader of the selected villages.

RESEARCH TOOLS:

Suitable statistical tools were used depending upon the nature of data. Traditionally there are three important indicators which give an idea of the proportion of population that is enrolled in educational institutions at different levels. These are Gross Enrollment Ratio (GER), Age Specific Enrollment Ratio (ASER) and Net Enrollment Ratio (NER). All the three ratios are estimated and presented in this report. Since here we consider attendance instead of enrolment, the corresponding attendance indicators have been used. They are defined as follows:

Attendance Ratios:

Traditionally, there are three important indicators which give an idea of the proportion of population that is enrolled in educational institutions at different levels. They are gross Enrolment Ratio, Age-Specific Enrolment Ratio and Net Enrolment Ratio. Departments of Education generally furnish Gross Enrolment Ratios and the NSSO, in various rounds, has been furnishing Age-Specific Attendance ratios while Net Enrolment Ratio takes into account both age and class of the students.

Gross Attendance Ratio:

Gross Attendance ratio has been estimated by using the formula:

$$GAR = \frac{\text{Number of persons attending Classes I-V}}{\text{Estimated population of age group 6-10}} \times 100$$

where 6-10 age group is the official age group for Classes I-V. Here, while the denominator consists of only the official age group, the numerator may include both over-aged and under aged children as long as they are studying in Classes I to V resulting in overestimation. In spite of this lacuna, this indicator, in fact its corresponding enrolment indicator, viz. gross enrolment ratio, is widely used because information on age of students is generally not available. As discussed earlier, because over-age and under-age children are included in the numerator while only children of age 6-10 form the denominator, it is possible to get figures above 100.

Age Specific Attendance Ratio:

Age-specific Attendance ratio has been estimated by using the formula:

$$AAR = \frac{\text{Number of persons of age group 6-10 attending Classes}}{\text{Estimated population of age group 6-10}} \times 100,$$

This measure gives an idea of the proportion of persons of a particular age group attending educational institutions irrespective of the class or level in which they are studying. Thus, a seemingly high age-specific attendance ratio for the age group, say, 11-13 (which corresponds to the official age group for Classes VI - VIII) may be due to a large number of children actually studying in Classes I – V but who belong to the age group 11-13.

Net Attendance Ratio:

Net Attendance ratio has been estimated by using the formula:

$$NAR = \frac{\text{Number of persons of age group 6-10 attending Classes I-V}}{\text{Estimated population of age group 6-10}} \times 100,$$

This indicator overcomes the deficiencies of both the gross attendance ratio as well as an age specific attendance ratio.

ACADEMIC PERFORMANCE:

Academic performance of the elementary standard students' studying in government was judged by conducting a surprise test. For this purpose outgoing class of the school that is, 5^{th} standard for Primary schools and 8^{th} standard of Upper primary school was taken into consideration. To check the reliability and validity of the test performed, discussion was made the Hon'ble members belonging to education field of the *Research Advisory Committee* of the institute.

Pattern of Test:-Both objective as well as subjective type of question paper was set. Syllabus for the test was the syllabus covered during last one month. Paper was set in consultation by the school teaching staff. Test was conducted for the outgoing class of the school. Various subjects covered in the test are discussed below:

Primary Standard: - For primary class (5th standard) test was conducted for following three subjects:

- Language- Paper consist of three section namely, English, Hindi and Punjabi
- Mathematics
- Environmental Science (EVS)

Upper Primary Standard: - For upper primary section (8th Standard) test was conducted as under:-

- Mathematics
- Science
- English

Grading System: - Grading system used in this study was the same as adopted by the State Council of Education Research and Training for government schools and depicted as below:-

Table 2.3 Grading Systems Adopted

Grade	Percentage of Marks	Remarks
A	*80 - 100*	*Excellent*
B	*65 - 79*	*Very Good*
C	*50 - 64*	*Good*
D	*35 - 49*	*Average*
E	*0 - 34*	*Below Average*

Test was conducted by the research team of all the students present on the day when the team visited the school. These results were compared with results obtained by the school test to judge the performance of the students.

LIMITATIONS:

The study is based upon both the types of data – primary as well as secondary. Therefore usual disclaimers apply as associated with the use of such data. The present study was restricted to the state of Punjab only. The socio-economic characteristics of Punjabi households being different in other parts of the country, the results of the study can be successfully generalized only if characteristics of households are similar. Further the study is based on the perception of parent, village elders, panchayats leaders as well as of the teachers/head teacher of the schools. Though every effort was made to elicit true responses, but memory bias cannot be ruled out. Moreover the officials of the education department might be different. The teachers might be under the influence of the officers hence true responses might be affected.

Annex 2.1

LIST OF SELECTED VILLAGES OF SELECTED BLOCKS OF SELECTED DISTRICTS

Thinly Rural Areas (less than 65 per cent RP)		***Moderately Rural Areas (65 to less than 75 per cent RP)***		***Densely Rural Areas (75 per cent and above RP)***	
District/Blocks		***District/Blocks***		***District/Blocks***	
District/Blocks	***Villages***	***District/Blocks***	***Villages***	***District/Blocks***	***Villages***
Amritsar		***Gurdaspur***		***Hoshiarpur***	
Chowan	*1. Khiala Khurd*	***Kalanaur***	*1. Bhikhwal*	***Mukerian***	*1. Khichian*
	2. Bhindi Saidan		*2. Amipur*		*2. Purika*
Majitha	*3. Kotla Maza Singh*	***Kahnuwan***	*3. Sathiali*	***Hajipur***	*3. Sibbochak*
	4. Romana Chak		*4. Nainokot*		*4. Sandhwal*
	5. Nag Nave	***Dorangla***	*5. Sekhon*		
			6. Daburi		
Faridkot		***Bathinda***		***Ropar***	
Faridkot	*6. Baja Khana*	***Bathinda***	*7. Manuuwan*	***Anandpur Sahib***	*5. Dagoh*
	7. Gondhara	***Talwandi Sabo***	*8. Milan*		*6. Jandala*
			9. Katha Lakhi angal		
			10. Giddewala		
Total	***Seven+***		***Ten+***		***Six = 23***

Chapter III

Socio Economic Profile of Households

Indian Education System is not keeping pace with the rapidly evolving technology, resulting in difficulty in finding suitable candidates where millions are unemployed. We have a paradoxical situation in our country. Employers complain of not finding suitably skilled candidates and on the other hand there are millions of unemployed in search of jobs. Perhaps, due to an outdated education system and lack of emphasis on vocational training there is a paradoxical situation in the job market. Obviously, there is a mismatch caused by the inability of our education system to keep pace with rapid and constantly evolving technology. A prominent factor of this mismatch is the lack of adequate mapping of the requirements of the learners. Another factor contributing to this mismatch is the low esteem associated with vocational education. Furthermore, the demands for skilled trainers are set to increase sharply in the coming years. To overcome this problem, there is need to change the education system from beginning stage because education is important to improve standard of living of person, reduce unemployment and help to become a person self dependent. Education helps a person to become aware of their rights. The drawbacks of traditional education system should be removed. For removing the drawbacks, thinking of people about education must be changed. They should be made aware about the importance of education in life and its positive effects. They must know that education is beneficial for their intellectual growth which is a part of a person's personality. In this chapter an attempt had been made to examine the various socio-economic-educational characteristics of the selected households. This had helped us to better understand the causes of educational backwardness and related variables. The Gross Enrollment Ratios, Net Enrollment Ratios and Age Specific Attendance Ratios of the elementary students of the selected households was computed and discussed in this chapter with regard to primary, upper primary as well as for both grouped taken together, that is, Elementary standards.

HOUSEHOLD STRUCTURE:

The Structural distribution of households (Table 3.1) revealed that. *Single family* system was dominating in the rural areas of Punjab, though *Joint family* system was still prevalent in some part of the rural areas of Punjab. Nearly 66.78 per cent of households comes under the single family system, 30.23 per cent of households comes under the *Joint family* type whereas only 2.99 per cent households comes under the *Nuclear family* system. *Nuclear* type of households has been observed only in *Malwa* region (nearly one third of the households) as well as *Shivalik foothill* areas of Punjab. Almost similar pattern was observed across different selected districts

with varying degree. Highest concentration of *Single family* pattern was noticed in Amritsar *(Majha region)* at 91.08 per cent while least in Faridkot at 41.36 per cent. *Joint family* system was highly dominant in Bathinda district *(Malwa region)* at 46.46 per cent while least in Amritsar *(Majha region)* district where little less than one fifth of the households belong to *Joint* category. Nuclear family system was more prevalent in Faridkot district followed by Bathinda district *(both of Malwa regions).*

Table 3.1: Distribution of Households According to Household's Type

District	***Single Households***	***Joint Households***	***Nuclear Households***	***Total Households***
Amritsar	*1032 (91.08)*	*101 (8.92)*	*0*	*1133*
Bathinda	*279 (46.97)*	*276 (46.46)*	*39 (6.57)*	*594*
Faridkot	*158 (41.36)*	*133 (34.82)*	*91 (23.82)*	*382*
Gurdaspur	*891 (61.11)*	*557 (38.20)*	*10 (0.69)*	*1458*
Hoshiarpur	*859 (71.05)*	*350 (28.95)*	*0*	*1209*
Ropar	*533 (63.30)*	*281 (33.37)*	*28 (3.33)*	*842*
Punjab	*3752 (66.78)*	*1698 (30.23)*	*168 (2.99)*	*5618*

Figures in parentheses are the percentages

Source: Based upon the Households Survey Undertaken

CASTE SYSTEM:

Caste-wise distribution of selected households (Table 3.2) revealed that majority of the households (a little more than one half) fall under the reserved category and was almost equally distributed among SC/ST and OBC categories; 28.80 per cent of the households belong to SC/ST category and 28.53 per cent to OBC category. As expected, the highest per cent of households (42.67 per cent) belongs to General category. It was, however, surprising to note that in Amritsar district 69.64 per cent (against the 2011 census figure of 27.34 per cent) households belong to SC/ST category. This may be attributed to sampling error coupled with the fact that many of general category low income households converted/adopted schedule caste in fake just to avail the benefits of various government schemes for schedule caste. Moreover the percentage of households belonging to OBC and General category was found to be 16.42 per cent and 13.94 per cent respectively. Least number (nearly 8 per cent) of SC/ST households was noticed in Gurdaspur. Majority of the households belonging to General category was noticed in Bathinda followed by Gurdaspur.

Table 3.2: Caste-wise Distribution of Selected Households

District	*SC/ST*	*OBC*	*General*	*Total Households*
Amritsar	*789 (69.64)*	*186 (16.42)*	*158 (13.94)*	*1133*
Bathinda	*149 (25.08)*	*76 (12.79)*	*369 (62.13)*	*594*
Faridkot	*139 (36.38)*	*44 (11.52)*	*199 (52.09)*	*382*
Gurdaspur	*116 (7.96)*	*475 (32.58)*	*867 (59.46)*	*1458*
Hoshiarpur	*246 (20.35)*	*555 (45.91)*	*408 (33.74)*	*1209*
Ropar	*179 (21.26)*	*267 (31.71)*	*396 (47.03)*	*842*
Punjab	*1618 (28.80)*	*1603 (28.53)*	*2397 (42.67)*	*5618*

Figures in parentheses are the percentages
Source: Based upon the Households Survey Undertaken

OCCUPATIONAL DISTRIBUTION:

The occupational distribution of selected households according to major source of income is presented in Table 3.3. The highest percentage of households in rural area of Punjab i.e. 53.39 per cent (little more than one half) were doing private job followed by agriculturist households who were doing farming, followed by government job and business. Almost similar trend was noticed in all the selected districts of Punjab with the exception of Bathinda where majority of households (61.12 per cent) were involved in agriculture and only 37.86 per cent households were doing private job. In Amritsar district, majority of households (73.61 per cent) were doing private jobs and was at the top of ladder among all the selected districts of Punjab. However, the district had lowest percentage of households doing agriculture (20.74 per cent). In fact the major source of the income of the selected households in Amritsar was daily wage earners. Moreover Hoshiarpur was at the top of the ladder and Bathinda was at the bottom of the scale in respect of both government jobs and business's households.

INCOME DISTRIBUTION:

Distribution of selected households according to monthly household income is presented in Table 3.4. Average monthly household income in rural Punjab was estimated at Rs 7741. However it varied in the range of Rs 5876 in Amritsar to Rs 9142 in Hoshiarpur. Higher monthly household income in Hoshiarpur was due to remittance from abroad as at least one family member from almost majority of the households had gone abroad. Least monthly household income in Amritsar district was attributed to the daily wage earner dominated households and the

Table 3.3: Distribution of Households According to Major Source of Income

District	Agriculture	Private Job	Government Job	Business	Total Households
Amritsar	235 (20.74)	834 (73.61)	58 (5.12)	6 (0.53)	1133
Bathinda	363 (61.12)	225 (37.86)	3 (0.51)	3 (0.51)	594
Faridkot	184 (48.17)	186 (48.69)	5 (1.31)	7 (1.83)	382
Gurdaspur	555 (38.06)	732 (50.21)	138 (9.46)	33 (2.27)	1458
Hoshiarpur	259 (21.43)	616 (50.95)	224 (18.53)	110 (9.09)	1209
Ropar	319 (37.88)	407 (48.35)	85 (10.09)	31 (3.68)	842
Punjab	1915 (34.08)	3000 (53.39)	513 (9.15)	190 (3.38)	5618

Figures in parentheses are the percentages

Source: Based upon the Households Survey Undertaken

Table 3.4: Distribution of Households according to their Income from Major Source

District	<5000	5000-10000	10000-15000	15000-20000	20000& above	Total Households
Amritsar	640 (56.48)	275 (24.28)	173 (15.27)	36 (3.18)	9 (0.79)	1133
Bathinda	153 (25.76)	271 (45.63)	101 (17.01)	37 (6.23)	32 (5.37)	594
Faridkot	122 (31.94)	140 (36.65)	75 (19.64)	23 (6.02)	22 (5.75)	382
Gurdaspur	613 (42.04)	446 (30.59)	273 (18.73)	90 (6.17)	36 (2.47)	1458
Hoshiarpur	436 (36.06)	288 (23.82)	224 (18.54)	174 (14.39)	87 (7.19)	1209
Ropar	311 (36.94)	254 (30.17)	169 (20.07)	72 (8.55)	36 (4.27)	842
Punjab	2275 (40.49)	1674 (29.79)	1015 (18.07)	432 (7.69)	222 (3.96)	5618

Figures in parentheses are the percentages

Source: Based upon the Households Survey Undertaken

selected villages are in the vicinity of the city/town or adjoining the cities but come under the preview of the rural areas.

Nearly two-fifth of the households in Rural Punjab (40.49 per cent of households) was having less than Rs. 5000 monthly household income. Almost similar scenario had been noticed in all the selected districts of rural Punjab except Bathinda and Faridkot where most of the households fall in the income group of Rs. 5000 to 10000. In least income category of less than Rs. 5000 monthly income, Amritsar had highest percentage of households (56.48 per cent) due to obvious reason whereas Bathinda had lowest percentage at 25.76 per cent.

On the other hand, there were only 4 per cent of households in the highest income group that have more than Rs.20000 monthly income. The Hoshiarpur district was at the top of ladder in the highest income group with 7.19 per cent and Amritsar district was at bottom of the scale with less than a per cent (0.79 per cent).

Table 3.5: Gender Wise Distribution of Total Population

District	***Total Males***	***Total Females***	***Sex Ratio***	***Total Households***	***Average Family Size***
Amritsar	*3115 (52.32)*	*2839 (47.68)*	*909:1000*	*1133*	*5.26*
Bathinda	*1659 (53.48)*	*1443 (46.52)*	*870:1000*	*594*	*5.22*
Faridkot	*788 (52.39)*	*716 (47.61)*	*908:1000*	*382*	*3.94*
Gurdaspur	*4112 (53.11)*	*3631 (46.89)*	*883:1000*	*1458*	*5.31*
Hoshiarpur	*3319 (52.64)*	*2986 (47.36)*	*900:1000*	*1209*	*5.21*
Ropar	*2447 (52.92)*	*2177 (47.08)*	*890:1000*	*842*	*5.49*
Punjab	*15440 (52.82)*	*13792 (47.18)*	*893:1000*	*5618*	*5.20*

Figures in parentheses are the percentages

Source: Based upon the Households Survey Undertaken

POPULATION COMPOSITION:

Gender wise distribution of rural population; sex ratio and average family size across selected districts of Punjab is presented in Table 3.5. The proportion of male and female was 52.82 per cent and 47.18 per cent respectively in rural Punjab giving a sex ratio of 893:1000 with the average family size of 5.20. Almost same trend was noticed across selected district in male and

female proportion and average family size except in Faridkot where average family size was 3.94. Sex ratio was highest in Amritsar at 909:1000 and lowest in Faridkot at 870:1000.

Adult Composition:

Gender distribution of adult population of selected households is presented in Table 3.6. In rural Punjab 51.86 per cent of adult population was male and 48.14 per cent female; giving a sex ratio of 928:1000. Almost similar scenario with varying degree was observed in all the selected districts of Punjab. The Bathinda district had lowest sex ratio of 897:1000. On the other hand in Amritsar district although the percentage of males was more than of females, yet it was lowest as compared to other selected districts with highest sex ratio of 944:1000.

Table 3.6: Gender-wise Distribution of Adult Population

District	*Male Adult*	*Female Adult*	*Total Adult*	*Sex ratio*
Amritsar	*1858* *(51.44)*	*1754* *(48.56)*	*3612*	*944:1000*
Bathinda	*1189* *(52.71)*	*1067* *(47.29)*	*2256*	*897:1000*
Faridkot	*642* *(51.86)*	*596* *(48.14)*	*1238*	*928:1000*
Gurdaspur	*2761* *(52.00)*	*2549* *(48.00)*	*5310*	*923:1000*
Hoshiarpur	*2336* *(51.57)*	*2194* *(48.43)*	*4530*	*939:1000*
Ropar	*1606* *(51.94)*	*1486* *(48.06)*	*3092*	*925:1000*
Punjab	*10392* *(51.86)*	*9646* *(48.14)*	*20038*	*928:1000*

Figures in parentheses are the percentages

Source: Based upon the Households Survey Undertaken

Educational Standard of Adults:

Educational standard of adult population of selected households is presented in Table 3.7. Majority of the rural Punjabi (two-fifth) adults had higher than primary education but less than secondary education (higher secondary or +2 standards). However, the proportion of females exceeds their male counterparts among uneducated category as well as educated up to Primary level. However the proportion of females declined after that which is not a healthy sign. Apparently, the educations of females are still restricted up to primary standard due to obvious reason. Almost similar scenario has been observed in all the selected districts of rural Punjab.

Gender wise proportion of having 6-11 standard education was 44.79 per cent adult males and 33.95 per cent adult females. Gurdaspur, Hoshiarpur and Ropar district were showing the same scenario.

Furthermore majority of rural Punjabi adults (32.56 per cent) was uneducated. However the proportion of uneducated female adults exceeds their male counterparts (27.65 males and 37.47 females). Amritsar had highest proportion of uneducated adult, both males and females i.e. 51.83 per cent and 64.19 per cent respectively. In Bathinda and Faridkot district also the percentage of uneducated males and females was very high as compared to other educational group. Moreover in case of higher education category Hoshiarpur was at the top of the scale both for males as well as females and Faridkot was at bottom of the scale. Apparently, rural Punjabi females were more uneducated and efforts are needed in this direction. To reduce the gender gap, efforts are needed on war footing to have adult literacy drive especially for the females under NALM and create very conducive environment.

Table 3.7: Distribution of Adult Population According to Educational Status

District	*Up to 5th*		*6-11*		*12 & above*		*Uneducated*		*Total Adult Population*	
	M	***F***	***M***	***F***	***M***	***F***	***M***	***F***	***M***	***F***
Amritsar	*211 (11.36)*	*228 (12.99)*	*523 (28.15)*	*282 (16.07)*	*161 (8.66)*	*118 (6.75)*	*963 (51.83)*	*1126 (64.19)*	*1858*	*1754*
Bathinda	*109 (9.17)*	*134 (12.56)*	*333 (28.01)*	*222 (20.81)*	*192 (16.15)*	*126 (11.81)*	*555 (46.67)*	*585 (54.82)*	*1189*	*1067*
Faridkot	*169 (26.33)*	*192 (32.32)*	*117 (18.23)*	*80 (13.42)*	*38 (5.92)*	*20 (3.23)*	*318 (49.52)*	*304 (51.03)*	*642*	*596*
Gurdaspur	*451 (16.34)*	*540 (21.18)*	*1484 (53.75)*	*1085 (42.56)*	*392 (14.19)*	*302 (11.85)*	*434 (15.72)*	*622 (24.41)*	*2761*	*2549*
Hoshiarpur	*253 (10.83)*	*260 (11.85)*	*1437 (61.52)*	*1065 (48.54)*	*420 (17.98)*	*380 (17.32)*	*226 (9.67)*	*489 (22.29)*	*2336*	*2194*
Ropar	*235 (14.64)*	*270 (18.16)*	*761 (47.38)*	*541 (36.41)*	*233 (14.51)*	*186 (12.52)*	*377 (23.47)*	*489 (32.91)*	*1606*	*1486*
Punjab	*1428 (13.74)*	*1624 (16.84)*	*4655 (44.79)*	*3275 (33.95)*	*1436 (13.82)*	*1132 (11.74)*	*2873 (27.65)*	*3615 (37.47)*	*10392*	*9646*

Figures in parentheses are the percentages

Source: Based upon the Households Survey Undertaken

Juvenile Composition:

Age-wise classification of *Juvenile* population is presented in Table 3.8. Nearly one third the rural population in Punjab was *Juvenile* comprising of 54.91 per cent males and 45.09 per cent females giving a sex ratio of 821 – an unhealthy picture. Gurdaspur district had highest proportion of *Juvenile* population followed by Amritsar and Faridkot was at the bottom the ladder followed Bathinda. Furthermore the proportion of male *Juveniles* was more than their female counterparts in all the selected districts of Punjab – a craze for male child.

Majority of the *Juveniles* were found in the age group of 7-10 years i.e. 29.38 per cent followed by 14-17 years age group and 0-3 years age group. All the selected districts of Punjab also depicted the same picture i.e. most of *Juvenile* population was falling under the age group of 7 to 10 years. Faridkot was at the top of the ladder (32.71 per cent) in 7 to 10 yrs *Juvenile* population group and Bathinda was at the bottom of the scale (26.60 per cent). The other age groups had wide variations with respect to highest and lowest position across all the selected districts of rural Punjab.

Table 3.8: Distribution of Juveniles According to Age

District	***Total Juveniles (0-17)***			***0-3***	***4-6***	***7-10***	***11-13***	***14-17***
	T	***M***	***F***	***Total***	***Total***	***Total***	***Total***	***Total***
Amritsar	*2342*	*1257 (53.67)*	*1085 (46.33)*	*514 (21.95)*	*300 (12.81)*	*661 (28.24)*	*337 (14.39)*	*530 (22.63)*
Bathinda	*846*	*470 (55.55)*	*376 (44.45)*	*150 (17.73)*	*104 (12.29)*	*225 (26.60)*	*147 (17.38)*	*220 (26.00)*
Faridkot	*266*	*146 (54.89)*	*120 (45.11)*	*21 (7.89)*	*41 (15.41)*	*87 (32.71)*	*64 (24.06)*	*53 (19.92)*
Gurdaspur	*2433*	*1351 (55.53)*	*1082 (44.47)*	*390 (16.03)*	*268 (11.01)*	*748 (30.74)*	*406 (16.69)*	*621 (25.52)*
Hoshiarpur	*1775*	*983 (55.38)*	*792 (44.62)*	*279 (15.72)*	*166 (9.35)*	*531 (29.91)*	*348 (19.61)*	*451 (25.41)*
Ropar	*1532*	*841 (54.89)*	*691 (45.11)*	*270 (17.63)*	*175 (11.56)*	*450 (29.37)*	*260 (16.97)*	*375 (24.47)*
Punjab	*9194*	*5048 (54.91)*	*4146 (45.09)*	*1624 (17.66)*	*1054 (11.46)*	*2702 (29.38)*	*1562 (16.99)*	*2250 (24.47)*

Figures in parentheses are the percentages

Source: Based upon the Households Survey Undertaken

Early Childhood Development:

Gender wise distribution of 0-3 age group population is presented in Table 3.9. Little less than one - fifth of the *Juvenile* population was in the age group of 0 to 3 years. Highest proportion of 0-3 yrs *Juvenile* population was in Amritsar followed by Bathinda and least in Faridkot followed by Hoshiarpur.

Furthermore, as expected only 4.13 per cent of these *Juvenile (belonging to well off households only)* were admitted to *Early Childhood Development - Care and Education – Centres* and or; play way wing of school in rural Punjab. Gender wise composition was 3.56 per cent males and 4.78 per cent females.

Table 3.9: Distribution of Early Childhood (Up to 3 Year's) Juvenile: Age Wise and Gender Wise

District	*Early Childhood Students*			*Total Population (0-3)*		
	M	***F***	***T***	***M***	***F***	***T***
Amritsar	*7 (2.68)*	*8 (3.16)*	*15 (2.92)*	*261*	*253*	*514 (21.95)*
Bathinda	*1 (1.28)*	*0*	*1 (1.39)*	*78*	*72*	*150 (17.73)*
Faridkot	*1 (12.5)*	*2 (15.38)*	*3 (14.28)*	*8*	*13*	*21 (7.89)*
Gurdaspur	*7 (3.14)*	*5 (2.99)*	*12 (3.07)*	*223*	*167*	*390 (16.03)*
Hoshiarpur	*10 (6.41)*	*15 (12.19)*	*25 (8.96)*	*156*	*123*	*279 (15.72)*
Ropar	*5 (3.45)*	*6 (4.80)*	*11 (4.07)*	*145*	*125*	*270 (17.63)*
Punjab	*31 (3.56)*	*36 (4.78)*	*67 (4.13)*	*871*	*753*	*1624 (17.66)*

Figures in parentheses are the percentages
Source: Based upon the Households Survey Undertaken

The Faridkot district had highest percentage of *Early Childhood Development - care and education centre Juvenile* across all the selected districts of Punjab with 14.28 per cent. Gender wise proportion was 12.5 per cent for males and 15.38 per cent for females. On the other hand Bathinda district had least percentage of *Early Childhood Development - Care and Education Juvenile* i.e. only 1.39 per cent and that too only a male (1.28 per cent) and none of the females was admitted to such early *Childhood Care and Education Centres*

RE PRIMARY STUDENTS:

The gender wise distribution of *Juvenile* population in the age group of 4-6 years and those admitted to pre-primary standard is presented Table 3.10. It is evident that in rural Punjab only little more than one fourth (28.27 per cent) was admitted to pre primary classes. However, male *Juvenile* exceed their female counterpart, the corresponding percentage being 30.85 per cent and 25.00 per cent respectively. Such *Juvenile* belongs to well of families. Similar scenario was noticed across all the selected districts of Punjab with the only exception of Bathinda where it was other way around. Moreover the Hoshiarpur district was at the top of ladder with highest percentage of pre primary *Juvenile* (44.58 per cent) where as Bathinda district was again at the bottom of the ladder with 7.69 per cent. However, majority of elementary teachers suggested that *Juvenile* after attending pre primacy classes/anganwadi centre be admitted to primary class only.

Table 3.10: Distribution of total pre primary students of 4-6 years: age and gender wise

District	***Total Pre Primary Juvenile***			***Total Juvenile (4-6)***		
	Male Juvenile	***Female Juvenile***	***Total Juvenile***	***Male Juvenile***	***Female Juvenile***	***Total Juvenile***
Amritsar	*45 (26.63)*	*29 (22.14)*	*74 (24.67)*	*169*	*131*	*300*
Bathinda	*4 (7.02)*	*4 (8.51)*	*8 (7.69)*	*57*	*47*	*104*
Faridkot	*3 (10.72)*	*1 (7.69)*	*4 (9.76)*	*28*	*13*	*41*
Gurdaspur	*58 (39.73)*	*31 (25.41)*	*89 (33.21)*	*146*	*122*	*268*
Hoshiarpur	*42 (45.65)*	*32 (43.24)*	*74 (44.58)*	*92*	*74*	*166*
Ropar	*30 (30.61)*	*19 (24.67)*	*49 (28.00)*	*98*	*77*	*175*
Punjab	*182 (30.85)*	*116 (25.00)*	*298 (28.27)*	*590*	*464*	*1054*

Figures in parentheses are the percentages

Source: Based upon the Households Survey Undertaken

SCHOOL WISE ENROLLMENT

Elementary Students:

Table 3.11 shows distribution of elementary students according to type of school. A lion share of the elementary (64.15 per cent) students was studying in government schools and rest 35.85 per cent in private schools because of large networks of government schools in rural areas of Punjab. However, such a huge proportion of elementary students studying in private schools are a matter of great concern and points towards the poor performance of the government schools due to indiscipline and lack of dedicated staff. Majority of the households complain of large scale indiscipline and shortage of teaching staff in the government schools coupled with poor infrastructural facilities as the major cause for not admitting their wards in government schools. Gender wise distribution reveals that proportion of male students in government and private schools was 62.98 per cent and 37.02 per cent respectively. Likewise, the percentage of female students was 65.57 per cent and 34.43 per cent respectively. Almost similar situation was observed across all the selected districts of Punjab with Bathinda at the top of the ladder and Hoshiarpur at the lowest rank where more than half of students were studying in private schools (53.28 per cent).

Table 3.11: Distribution of Elementary Students in Government and Private Schools

District	***Government***			***Private***		
	M	***F***	***T***	***M***	***F***	***T***
Amritsar	*338 (62.71)*	*295 (67.35)*	*633 (64.79)*	*201 (37.29)*	*143 (32.65)*	*344 (35.21)*
Bathinda	*256 (88.89)*	*196 (89.09)*	*452 (88.98)*	*32 (11.11)*	*24 (10.91)*	*56 (11.02)*
Faridkot	*81 (79.41)*	*61 (76.25)*	*142 (78.02)*	*21 (20.59)*	*19 (23.75)*	*40 (21.98)*
Gurdaspur	*469 (64.42)*	*396 (64.92)*	*865 (64.65)*	*259 (35.58)*	*214 (35.08)*	*473 (35.35)*
Hoshiarpur	*223 (43.47)*	*218 (50.58)*	*441 (46.72)*	*290 (56.53)*	*213 (49.42)*	*503 (53.28)*
Ropar	*273 (62.90)*	*234 (65.73)*	*507 (64.18)*	*161 (37.10)*	*122 (34.27)*	*283 (35.82)*
Punjab	*1640 (62.98)*	*1400 (65.57)*	*3040 (64.15)*	*964 (37.02)*	*735 (34.43)*	*1699 (35.85)*

Figures in parentheses are percentages
Source: Based upon the Households Survey Undertaken

Primary Students:

Table 3.12 shows distribution of primary students according to type of schools. As expected, in rural Punjab, 70.68 per cent primary students were studying in government schools and rest of 29.32 per cent was students of private schools. Gender wise classification of primary school reveals that 68.78 per cent males were studying in government schools and 31.22 per cent male

3.12: Distribution of Primary Students in Government and Private Schools

District	*Government*			*Private*		
	M	***F***	***T***	***M***	***F***	***T***
Amritsar	*108 (65.06)*	*88 (72.13)*	*196 (68.06)*	*58 (34.94)*	*34 (27.87)*	*92 (31.94)*
Bathinda	*92 (93.88)*	*69 (93.24)*	*161 (93.60)*	*6 (6.12)*	*5 (6.76)*	*11 (6.40)*
Faridkot	*36 (83.72)*	*27 (87.10)*	*63 (85.13)*	*7 (16.28)*	*4 (12.90)*	*11 (14.87)*
Gurdaspur	*190 (70.37)*	*137 (72.10)*	*327 (71.09)*	*80 (29.63)*	*53 (27.90)*	*133 (28.91)*
Hoshiarpur	*99 (53.22)*	*104 (63.41)*	*203 (58.00)*	*87 (46.78)*	*60 (36.59)*	*147 (42.00)*
Ropar	*105 (68.63)*	*85 (73.28)*	*190 (70.63)*	*48 (31.37)*	*31 (26.72)*	*79 (29.37)*
Punjab	*630 (68.78)*	*510 (73.17)*	*1140 (70.68)*	*286 (31.22)*	*187 (26.83)*	*473 (29.32)*

Figures in parentheses are the percentages
Source: Based upon the Households Survey Undertaken

students were studying in private schools. Likewise, the percentage of government and private school going females was 73.17 per cent and 26.83 per cent respectively. Almost same scenario was noticed across all the selected districts of Punjab. Furthermore most disheartening to note a gender bias that more females were admitted to government schools while more male students were admitted to private schools. This trend needs to be addressed too.

Upper Primary Students:

Table 3.13 shows distribution of upper primary students according to the type of schools. Here again majority of the students in rural Punjab (70.68 per cent) were studying in government schools and 29.32 per cent studied in private schools. However percentage of male upper primary students was 68.78 per cent and 31.22 per cent respectively. Likewise, 73.17 per cent females were in government schools and 26.83 per cent were in private schools. Similar scenario has been observed in the selected districts of Punjab. Moreover in Bathinda, percentage of government school going upper primary students was highest at 93.60 per cent followed by Faridkot district. However Hoshiarpur district had lowest percentage of government school going upper primary students (58.00 per cent).

Table 3.13: Distribution of Upper Primary Students in Government and Private Schools

District	Government			Private		
	M	F	T	M	F	T
Amritsar	230 (61.66)	207 (65.51)	437 (63.42)	143 (38.34)	109 (34.49)	252 (36.58)
Bathinda	164 (86.32)	127 (86.99)	291 (86.61)	26 (13.68)	19 (13.01)	45 (13.39)
Faridkot	45 (76.27)	34 (69.39)	79 (73.15)	14 (23.73)	15 (30.61)	29 (26.85)
Gurdaspur	279 (60.92)	259 (61.67)	538 (61.28)	179 (39.08)	161 (38.33)	340 (38.72)
Hoshiarpur	124 (37.92)	114 (42.70)	238 (40.07)	203 (62.08)	153 (57.30)	356 (59.93)
Ropar	168 (59.79)	149 (62.08)	317 (60.84)	113 (40.21)	91 (37.92)	204 (39.16)
Punjab	1010 (59.83)	890 (61.89)	1900 (60.78)	678 (40.17)	548 (38.11)	1226 (39.22)

Figures in parentheses are the percentages
Source: Based upon the Households Survey Undertaken

3.14: Distribution of Over/Under Age Students': Gender Wise

District	Over Age Students			Total Population (14-17)		
	M	F	T	M	F	T
Amritsar	149 (50.17)	118 (50.64)	267 (50.38)	297	233	530
Bathinda	57 (50.44)	43 (40.19)	100 (45.45)	113	107	220
Faridkot	15 (57.69)	7 (25.92)	22 (41.51)	26	27	53
Gurdaspur	294 (84.73)	212 (77.37)	506 (81.48)	347	274	621
Hoshiarpur	244 (91.05)	207 (96.73)	451 (93.57)	268	214	482
Ropar	157 (76.58)	118 (69.41)	275 (73.34)	205	170	375
Punjab	916 (72.93)	705 (68.78)	1621 (71.06)	1256	1025	2281

Figures in parentheses are the percentages
Source: Based upon the Households Survey Undertaken

Over- age Students:

Gender wise distribution of total population in the age group of 14 – 17 years along with over/under age students in presented in Table 3.14. It is evident from Table that in Punjab, out of the total population of 14 -17 age groups, little less than three fourth of them was students. Their gender wise proportion was estimated at 72.93 per cent male and 68.78 per cent female higher age students. The percentage of over/under age students was highest in Hoshiarpur district (93.57 per cent) followed by Gurdaspur and lowest in Faridkot (41.51 per cent) followed by Bathinda districts. Apparently, *Malwa* region of Punjab lags behind in bring over/under age students to classes.

ATTENDANCE RATIOS

Three types of ratios namely, Gross Enrollment Ratio (GER), Age Specific Enrollment Ratio (ASER) and Net Enrollment Ratio (NER) of the elementary students of selected households are estimated and discussed as follow

GROSS ATTENDANCE RATIOS:

The gender wise estimated value of gross attendance ratio across selected district of rural Punjab is presented in Table 3.15.

Table 3.15: Estimated Value of Gross Attendance Ratio in Selected Districts of Rural Punjab

District	*Primary*			*Upper Primary*			*Elementary*		
	Male	*Female*	*Pupils*	*M*	*F*	*Pupils*	*M*	*F*	*Pupils*
Amritsar	*105.07*	*103.27*	*104.24*	*94.86*	*75.31*	*85.46*	*101.69*	*93.59*	*97.89*
Bathinda	*154.47*	*143.14*	*149.33*	*98.99*	*154.17*	*117.00*	*129.73*	*146.67*	*136.56*
Faridkot	*113.46*	*140.00*	*124.14*	*134.37*	*96.87*	*115.63*	*121.43*	*119.40*	*120.53*
Gurdaspur	*116.24*	*118.64*	*117.38*	*112.03*	*115.15*	*113.30*	*114.65*	*117.53*	*115.94*
Hoshiarpur	*109.00*	*115.58*	*111.86*	*97.38*	*104.46*	*100.57*	*104.48*	*111.08*	*107.39*
Ropar	*114.69*	*117.07*	*115.78*	*103.38*	*103.57*	*103.46*	*110.43*	*112.31*	*111.27*
Punjab	*114.91*	*116.63*	*115.69*	*103.38*	*103.11*	*103.26*	*110.57*	*111.84*	*111.14*

Source: Based upon the Households Survey Undertaken

In rural Punjab, GAR ratios of primary students were estimated at 115.69 per cent. For male student, it was 114.91 per cent while 116.63 per cent for female primary students. Likewise, for upper primary section, Gross Attendance Ratio in rural Punjab was estimated at 103.26 per cent while it was 103.38 per cent for male students and 103.11 per cent for female upper- primary

students. The Gross Attendance Ratio for elementary students in rural Punjab was estimated at and 111.14 per cent. Gender wise it was 110.57 per cent for male category, 111.84 per cent for female category. Higher GAR of primary schools as compared to Upper primary school implied that more and more children are entering the school – a very healthy sign of development. Moreover Bathinda district had highest Gross Attendance Ratio and Amritsar district had lowest Gross Attendance Ratio in respect of primary, upper primary and elementary standards. Apparently, children in Amritsar left the schools without completing their elementary level education.

NET ATTENDANCE RATIOS:

Table 3.16 shows the estimated value of net attendance ratio across selected districts of rural Punjab. In rural Punjab the resultant ratios for primary standard were 87.04 per cent; 85.36 per cent for male students; 89.05 per cent for female students. The estimated value of net attendance ratio in rural Punjab for upper-primary standard was 65.62 per cent. Gender wise, the ratio was 64.78 per cent for male students and 66.72 per cent for female students. Higher NAR for primary

Table 3.16: Estimated Value of Net Attendance Ratio in Selected Districts of Rural Punjab

District	*Primary*			*Upper Primary*			*Elementary*		
	M	*F*	*Pupils*	*M*	*F*	*Pupils*	*M*	*F*	*Pupils*
Amritsar	*80.56*	*83.98*	*82.15*	*56.00*	*54.94*	*55.49*	*72.45*	*73.93*	*73.15*
Bathinda	*86.99*	*88.23*	*87.55*	*54.54*	*54.17*	*54.42*	*72.52*	*77.33*	*74.46*
Faridkot	*82.69*	*91.43*	*86.21*	*100.00*	*78.12*	*89.06*	*89.29*	*85.07*	*87.42*
Gurdaspur	*87.82*	*94.91*	*91.18*	*65.56*	*67.27*	*66.26*	*79.37*	*86.13*	*82.41*
Hoshiarpur	*87.67*	*86.58*	*87.19*	*71.20*	*79.62*	*75.00*	*81.26*	*83.76*	*82.37*
Ropar	*85.30*	*89.27*	*87.11*	*64.86*	*66.96*	*65.77*	*77.61*	*81.38*	*79.29*
Punjab	*85.36*	*89.05*	*87.04*	*64.78*	*66.72*	*65.62*	*77.62*	*81.14*	*79.19*

Source: Based upon the Households Survey Undertaken

Primary students as compared to Upper primary indicate that more and more children were admitted/started attending to schooling at primary level – a very healthy sign of development. On the other hand, the estimated value of net attendance ratio in elementary standard was estimated at. 79.19 per cent. Gender wise NAR for male category was 77.62 per cent and 81.14 for female elementary students. Across all the selected districts of Punjab, Gurdaspur district had highest net attendance ratio with respect to primary standard whereas Amritsar district was at the bottom

of ladder with respect to primary and elementary standard. Moreover Faridkot district had highest net attendance ratio both in upper primary and elementary standard. The Bathinda district had lowest net attendance ratio in upper primary standard.

AGE SPECIFIC RATIOS:

Table 3.17 shows estimated values of age specific ratios across selected districts of Rural Punjab. In rural Punjab the resultant age specific ratios for elementary standard was 82.06. Gender wise age specific ratio for elementary standard was 80.13 per cent for males and 84.44 per cent for females. Likewise, age specific ratio for primary students was estimated at 90.15 per cent. Gender wise the ratio for primary males and females students was estimated at 88.15 per cent 92.54 per cent respectively. In case of upper primary standard the resultant ratios were 66.82 per cent and 69.67 per cent for males and females respectively. However, total percentage recorded was 68.05 per cent for upper primary standard. On the other, Gurdaspur district had highest age specific ratio with respect to primary section where as Amritsar district was at the bottom of ladder with respect to primary and elementary section. Moreover Faridkot district had highest age specific ratio both in upper primary and elementary section. The Bathinda district had lowest age specific ratio in upper primary section. Since the age specific attendance ratio is more than the Net Attendance Ratio reveal that over and under age students were already going/attending school

Table 3.7 Estimated Value of Age Specific Attendance Ratio in Rural Punjab

District	*Primary*			*Upper Primary*			*Elementary*		
	M	***F***	***Pupils***	***M***	***F***	***Pupils***	***M***	***F***	***Pupils***
Amritsar	*83.66*	*86.60*	*85.02*	*58.29*	*61.11*	*59.64*	*75.28*	*77.78*	*76.45*
Bathinda	*87.80*	*96.08*	*91.55*	*56.57*	*71.05*	*56.46*	*73.87*	*89.29*	*77.69*
Faridkot	*88.46*	*94.29*	*90.80*	*100.00*	*78.12*	*89.06*	*92.86*	*86.57*	*90.07*
Gurdaspur	*90.35*	*97.17*	*93.58*	*67.63*	*68.48*	*67.98*	*81.73*	*88.05*	*84.57*
Hoshiarpur	*90.67*	*91.34*	*90.96*	*73.30*	*82.17*	*77.30*	*83.91*	*87.63*	*85.55*
Ropar	*88.16*	*92.68*	*90.22*	*66.89*	*69.64*	*68.08*	*80.15*	*84.54*	*82.11*
Punjab	*88.15*	*92.54*	*90.15*	*66.82*	*69.67*	*68.05*	*80.13*	*84.44*	*82.06*

Source: Based upon the Households Survey Undertaken

Undoubtedly the enrollment in government schools was more than private schools but the majority of government schools students belonged to SC or ST category. The reason could be belongingness to low income group or their standard of living and the various facilities provided by the government to SC/ST students. The people of other categories i.e. general category generally prefer to send their children to private schools due high income, lower standard of education, indiscipline in the government schools, lacks of/shortage of dedicated teaching staff and so on. Moreover there was lack of infrastructure in government schools and teachers took least interest in teaching due to burden of non academic work. No doubt, the government schools in Punjab are having the qualified teachers but the guide culture is ruining the creative and productive culture of the students and teachers and this is one of the major root causes of "coping culture" during the annual exams and is preparing the army of idle, inactive, jobless, lazy, useless, worthless and good for nothing. In the recent past the guide culture has overshadowed the text book culture that ruined the roots of education in Punjab for school students. What's more, 80 per cent of teachers have addicted to this guide culture. And it has become most difficult for them to come out of this. The need of the hour is to make a common syllabus for private and government schools and put a complete ban on publishing of guide and helps books except the text book to do something from cramming and readymade question solving culture and to brighten the creative, productive and constructive power of the students and teachers. Co-operative education that makes use of active participation and collaboration methods for students to work together to solve problems, is being emphasized in many countries. The CCE is founded on the principles of children's rights, equity and life skills. Its methods include simulated peer group learning, freely expressing opinions, democratic classroom management, sharing equal opportunity in class room processes, problem solving and conflict resolution. The complexity of the world has increased due to the influence of advancement of technology. Unfortunately, homes and schools have not been able to invent new and better-paced methods of social development of children to keep pace with the technological development and new lifestyles. In such a scenario, schools need to go for the cooperative, collective, participatory, integrative and inclusive processes and approaches of learning and school organization. Another alternative is that of home schooling or small schools with vertical grouping with continuous approach to learning. It is also known as interest driven, child-led, natural, organic eclectic or self directed learning. Lately the term unschooling has come to be associated with the type of homeschooling that does not use a fixed curriculum. It is about allowing children as much freedom to learn in the world as their parents can comfortably bear. The idea has found many takers in India in the recent past due to the dissatisfaction with the existing education system and a conviction that children do not flourish in a regimented life. But the parents and family have to be more innovative as nothing is available on a platter. Hat is the real challenge and also the exciting part of ***Unschooling***.

Chapter IV

School Infrastructure Development

Education plays an integral part in the overall personality development of the child. The government has come up with unique steps to make primary/elementary education compulsory for all. In simple words, elementary education implies eight years of compulsory schooling that begins from the age of six. The government ensures to make elementary education free and compulsory for all. After the inception of DPEP (*District Primary Education Programme*) in 1994, the government came up with the SSA or "*Sarva Shiksha Abhiyan" i*n 2001 so as to bring an improvement in the Elementary Education scenario. Lowering the poverty ratio, promoting female literacy, and emphasizing on rural education will help SSA fulfill their desired goal. The SSA aims at improving the ratio of teachers to students, emphasizing more on teachers training, provide learning materials for teachers and textbooks for children as well as to make every possible effort for their academic support. Besides, there are other programs like *Mid Day Meal Scheme* and *Right to Education Act, 2009* to help allure an increasing number of children towards literacy. All these efforts can go waste in the absence of proper environment needed for over all child development and imparting quality education. In addition, the government has also introduced compulsory elementary education, exclusively for girls. Young children's learning – and how their learning is distributed by social background – may be influenced by the structural and organizational properties of their school. This chapter focuses on one of the important structural dimensions of their educational context: Size with the selected rural schools of Punjab. The discussion of this chapter is based upon the School Survey Undertaken for this purpose as well as individual/group discussions with teachers/ head teachers and Block Education Officers.

AREA WISE DISTRIBUTION

Total Area of the School:

School size may be as important as class size in influencing student behavior. There's an inverse relationship between school size and student achievement. Generally smaller elementary schools are associated with higher achievement for elementary school students. School size was examined through the study of total area available with the school. Minimum geographical area for elementary school is estimated to vary between 10 to 15 thousand sq feet for five classes with class strength of 35 students (Annex 4.1). Majority of the schools in rural Punjab had less than 10000 sq. ft. area (43.67 per cent). Moreover, one fifth of the schools had total area of 10-20 thousand sq ft in rural Punjab. Similar situations were noticed across different selected districts of Punjab i.e. most of the rural schools in the selected districts of Punjab had less than 10000 sq. ft. area. However, Faridkot (58.46 per cent) was at the top and Hoshiarpur (34.13 per cent) at the bottom of the scale having less than 10 thousand square feet of the total area.

Table 4.1: Distribution of Schools according to Geographical Area

District	*Less than 10000 sq. ft.*	*10000-20000 sq. ft.*	*20000-30000 sq. ft.*	*30000-40000 sq. ft.*	*40000 sq. ft. & above*	*Not known*	*Total Schools*
Amritsar	*66 (36.67)*	*29 (16.11)*	*15 (8.33)*	*10 (5.56)*	*24 (13.33)*	*36 (20.00)*	*180*
Bathinda	*62 (53.45)*	*29 (25.00)*	*11 (9.48)*	*7 (6.03)*	*3 (2.58)*	*4 (3.46)*	*116*
Faridkot	*45 (58.46)*	*17 (22.08)*	*5 (6.49)*	*4 (5.19)*	*3 (3.89)*	*3 (3.89)*	*77*
Gurdaspur	*51 (49.51)*	*28 (27.18)*	*6 (5.83)*	*4 (3.88)*	*10 (9.71)*	*4 (3.89)*	*103*
Hoshiarpur	*57 (34.13)*	*31 (18.56)*	*14 (8.38)*	*30 (17.97)*	*21 (12.59)*	*14 (8.38)*	*167*
Ropar	*64 (43.54)*	*31 (21.09)*	*12 (8.16)*	*13 (8.84)*	*14 (9.52)*	*13 (8.84)*	*147*
Punjab	*281 (43.67)*	*134 (20.09)*	*51 (7.94)*	*55 (8.61)*	*61 (9.49)*	*61 (9.37)*	*643*

Source: Based Upon the School Survey undertaken

Moreover, one-tenth of the rural schools failed to define the exact area of the schools in rural Punjab mere out of ignorance or new to the school or in service. Majority of such schools were in Amritsar district followed by the *Shivalik foothill* areas of rural Punjab, which is, Ropar and Hoshiarpur. Only 8 per cent of the schools had a total area of 20 to 30 thousand square feet of the total area in rural Punjab. Apparently, majority of the schools in rural Punjab did not qualify for elementary schools based upon minimum geographical areas needed for over all child development and imparting quality education.

Covered Area of the School:

Table 4.2 shows the distribution of rural schools according to the area covered. Little less than one half (47.59 per cent) of the schools in rural Punjab had only less than one-fourth covered area of their school. Moreover one -third of the rural schools had additional 25 per cent of covered area (that is, 25 to 50 per cent). There were only 7 per cent of rural schools having 75 per cent or above as the covered area and 13 per cent of the rural schools were having 50 to 75 per cent as the covered area.

Faridkot was at the top of ladder with 67.53 per cent schools which were having less than 25 per cent as the covered area followed by Bathinda (55.18 per cent) district. However, Gurdaspur was at the bottom of ladder where nearly 36 per cent of schools were having less than 25 per cent area followed by Hoshiarpur. The imperative of the situation demand that more areas of the schools should be covered by constructing verandas; principal room; staff rooms, additional class rooms, Math/Science Labs, language lab; separate toilets for staff as well as for boys and girls, conference halls etc.

Table 4.2: Distribution of Schools According to Area Covered

District	*Less than 25 per cent*	*25-50 per cent*	*50-75 per cent*	*75 per cent & above*	*Total Schools*
Amritsar	*84 (46.67)*	*52 (28.89)*	*27 (15.00)*	*17 (9.44)*	*180*
Bathinda	*64 (55.18)*	*37 (31.89)*	*9 (7.76)*	*6 (5.17)*	*116*
Faridkot	*52 (67.53)*	*13 (16.88)*	*8 (10.39)*	*4 (5.19)*	*77*
Gurdaspur	*37 (35.92)*	*36 (34.95)*	*20 (19.41)*	*10 (9.708)*	*103*
Hoshiarpur	*70 (41.916)*	*67 (40.119)*	*20 (11.97)*	*10 (50988)*	*167*
Ropar	*69 (46.93)*	*47 (31.197)*	*19 (12.925)*	*12 (8.16)*	*147*
Punjab	*376 (47.59)*	*252 (31.89)*	*103 (13.03)*	*59 (7.46)*	*790*

Source: Based Upon the School Survey undertaken

CLASSROOM"s Availability:

Table 4.3 shows the distribution of primary schools in rural Punjab according to availability of classrooms. It had been noted that in rural Punjab, little less than one-fifth of the (15.82 per cent) schools had only two class-rooms, though there were 5 classes. Apparently, these schools had to either combine classes or the teachers had to teach in open space even in the extreme winter/ itching summer season too. Nearly one-third (34.43 per cent) of total rural schools had 3 or 4 rooms. Moreover, nearly two-fifth (40.63 per cent) of the schools in rural Punjab had total 5 to 10 rooms, being highest as compared to other groups. These schools are generally situated in the nearby/vicinity of the urban areas but falls under the rural areas and have double sections in every standard.

Almost similar scenario had been observed in all the selected districts of Punjab with a varying proportion of classroom's availability. Bathinda was at the top of the ladder in respect of classroom's availability where 64.66 per cent of the rural schools had 5 to 10 classrooms whereas Hoshiarpur was at the bottom of the ladder with only 20.36 per cent rural schools with 5 to 10 classrooms followed by Gurdaspur (33.98 per cent). In Gurdaspur and Hoshiarpur districts most of schools (but less than 50 per cent) had 3 to 5 classrooms. Nearly four-fifth of the rural schools in Amritsar had 3 to 10 classrooms. The need of the hours is to build new classrooms on war footing so that proper academic environment is created within the school premises.

Table 4.3: Distribution of Schools According to Availability of Rooms

District	Up to 2 Rooms	3-5 Rooms	5-10 Rooms	10 & above Rooms	Not fit for use	Total Schools
Amritsar	26 (14.45)	62 (34.44)	80 (44.44)	3 (1.67)	9 (5.00)	180
Bathinda	5 (4.31)	13 (11.21)	75 (64.66)	20 (17.24)	3 (2.58)	116
Faridkot	7 (9.09)	17 (22.08)	37 (48.05)	7 (9.09)	9 (11.69)	77
Gurdaspur	17 (16.50)	50 (48.54)	35 (33.98)	1 (0.97)	-	103
Hoshiarpur	47 (28.14)	79 (47.31)	34 (20.36)	1 (0.60)	6 (3.59)	167
Ropar	23 (15.65)	51 (34.69)	60 (40.82)	7 (4.76)	6 (4.08)	147
Punjab	125 (15.82)	272 (34.43)	321 (40.63)	39 (4.94)	33 (4.18)	790

Figures given in parentheses are percentages

Source: Based Upon the School Survey undertaken

DISTANCE FROM BLOCK HEAD QUARTER:

The distribution of schools according to the distance from block headquarter (in kms) was examined to study the communication - cum - supervisory/checking scenario by the *Block Level Officer* of the education department (Table 4.4). An ideal distance between the school and block headquarter is between 10 to 15 kms based upon the discussion with the block/district level officer. In rural Punjab little less than one fifth (17.72 per cent) of schools was situated within 5 km distance from block headquarter and 28.10 per cent of schools was situated from 5 to10 km distances from block headquarter. Moreover, 38.48 per cent and 15.69 per cent rural schools were situated at a distance of 10 to 20 km and 20 km & above respectively

Majority of the schools in Amritsar, Gurdaspur, Ropar and Hoshiarpur was situated within a distance of 10 to 20 kms from the block headquarter while in Faridkot, majority of schools was within the range of 5 to 10 kms from the block headquarter. Rural schools in Bathinda district were mainly evenly concentrated within the range of 5 kms and above from the block headquarter. Apparently, majority of the schools were within the easy reach of the block headquarter and block level officer can check and supervise the school easily. There is no need to establish/create additional Educational blocks in the districts of Punjab. However, some headquarter of some block office especially in Amritsar and Bathinda can be adjusted for easy communication and supervision.

Table 4.4: Distribution of Schools according to Distance from Block HQ

District	Less than 5 Kms.	5-10 Kms.	10-20 Kms.	20 Kms. & above	Total Schools
Amritsar	26 (14.44)	40 (22.22)	76 (42.22)	38 (21.11)	180
Bathinda	22 (18.96)	32 (27.58)	30 (25.87)	32 (27.58)	116
Faridkot	18 (23.37)	31 (40.26)	24 (31.17)	4 (5.194)	77
Gurdaspur	23 (22.33)	27 (26.21)	48 (46.60)	5 (4.854)	103
Hoshiarpur	26 (15.56)	51 (230.53)	69 (41.31)	21 (12.57)	167
Ropar	25 (17.006)	41 (27.89)	57 (38.77)	24 (16.62)	147
Punjab	140 (17.72)	222 (28.10)	304 (38.48)	124 (15.69)	790

Figures given in parentheses are percentages
Source: Based Upon the School Survey undertaken

YEAR OF ESTABLISHMENT:

Building infrastructure scenario of the rural Punjab's schools was examined through (Table 4.5) the year of establishment of the school. A lion share of the rural schools in Punjab (83.32 per cent) was quite old which was established 15 years and more ago. Their buildings were in dilapidated conditions and needs immediate repairs and renovations. Only one-tenth (9.36 per cent) of the rural schools were of recent origin, that is, less than 5 years old because the government had not established any new schools in last so many years. Even the conditions of these newly built schools were not good too due lack of annual maintenance funds/grant and needs immediate repairs. However, nearly one-tenth of the rural schools were established in Punjab during the last 5 to 15 years. Almost similar situation was noticed in all the selected districts of Punjab. Hoshiarpur district with 94.01 per cent had highest percentage of old schools which was established 15 years and more ago. Hoshiarpur district was followed by Faridkot, Ropar and Amritsar. Only four schools have been established in Hoshiarpur while seven schools have been established in the rural areas of Faridkot during the last five years. Keeping in view the unsatisfactory conditions of the existing building infrastructure, the imperative of the situations demands renovations of the schools buildings may be taken up on war footing to avoid any mis-happening. Majority of the schools had leaking roofs; broken doors and windows of the rooms and dampness in four walls of the rooms and lacks boundary walls. Sanctioning annual maintenance grant will go a long way in improving the school buildings.

Table 4.5: Distribution of Schools According to Year of Establishment

District	Less than 5 years	5-15 Years	15 years & above	Total Schools
Amritsar	19 (10.55)	14 (7.77)	147 (81.66)	180
Bathinda	21 (18.103)	21 (18.103)	74 (63.79)	116
Faridkot	7 (9.09)	4 (5.194)	66 (85.71)	77
Gurdaspur	10 (9.708)	13 (12.62)	80 (77.66)	103
Hoshiarpur	4 (2.39)	6 (3.59)	157 (94.01)	167
Ropar	13 (8.84)	13 (8.84)	121 (82.31)	147
Punjab	74 (9.36)	71 (8.98)	645 (83.32)	790

Figures given in parentheses are percentages
Source: Based Upon the School Survey undertaken

ENROLLMENT:

Table 4.6.1 reveals the enrollment of elementary students in rural Punjab for the last six years with effect from 2007-08 through 2012-13. It is evident from the Table that enrollment in government schools has declined over period of time under reference with the only exception of 2010-11 when there was a marginal increase over 2009-10 enrollment. Almost similar scenario has been observed in all the selected districts of Punjab with the only exception of Bathinda. In Bathinda district, enrollment has increased over period of time except in 2009-10 over 2008-09.

Gender wise Enrollment:

Gender wise distribution of students of rural government schools is presented in Table 4.6.2. Although there were a lot of variations in the proportion of male and female students in Punjab, however, in general the proportion of male students was higher than the corresponding proportion of female students. All the districts of Punjab were showing same trend except in Amritsar wherein during 2009-2010 when proportion of female students were more than the proportion of male students. Apparently, efforts are needed to enroll more girls' students for which conducive environment should be developed.

Table 4.6.1: Enrollment of Primary Schools in Punjab

District	*2007-2008*	*2008-2009*	*2009-2010*	*2010-2011*	*2011-2012*	*2012-2013*
Amritsar	*16885*	*16074 (95.20)*	*15829 (93.75)*	*14417 (85.38)*	*14398 (85.27)*	*12932 (76.59)*
Bathinda	*17219*	*17449 (101.34)*	*17183 (99.80)*	*17867 (!03.76)*	*18403 (106.88)*	*18082 (105.01)*
Faridkot	*9913*	*9867 (99.54)*	*9679 (97.64)*	*9606 (96.90)*	*9759 (98.45)*	*9491 (95.74)*
Gurdaspur	*5737*	*5391 (93.97)*	*5003 (87.21)*	*5292 (92.24)*	*5251 (91.53)*	*5018 (87.47)*
Hoshiarpur	*9151*	*10004 (109.32)*	*8371 (91.48)*	*9001 (98.36)*	*8143 (88.98)*	*8045 (87.91)*
Ropar	*17641*	*17003 (96.38)*	*16817 (95.33)*	*16732 (94.85)*	*16681 (94.56)*	*16592 (94.05)*
Punjab	*76546*	*75788 (99.01)*	*72882 (95.21)*	*72915 (95.26)*	*72635 (94.89)*	*70160 (91.66)*

Figures given in parentheses are percentages
Source: Based Upon the School Survey undertaken

Table 4.6.2: Gender wise classification of Enrollment of Primary Schools

District	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	M	F	M	F	M	F	M	F	M	F	M	F
Amritsar	8908 (52.76)	7977 (47.24)	8542 (53.14)	7532 (46.86)	7679 (48.51)	8150 (51.49)	7544 (52.33)	6873 (47.67)	7712 (53.56)	6686 (46.44)	6805 (52.62)	6127 (47.38)
Bathinda	9129 (53.02)	8090 (46.98)	9231 (52.92)	8218 (47.10)	9011 (52.44)	8172 (47.56)	9446 (52.87)	8421 (47.13)	9720 (52.82)	8683 (47.18)	9374 (51.84)	8708 (48.16)
Faridkot	5319 (53.66)	4594 (46.34)	5253 (53.24)	4614 (46.76)	5206 (53.79)	4473 (46.21)	5044 (52.51)	4562 (47.49)	5114 (52.40)	4645 (47.60)	4989 (52.57)	4502 (47.43)
Gurdaspur	3089 (53.84)	2648 (46.16)	2809 (52.10)	2582 (47.90)	2650 (52.97)	2353 (47.03)	2786 (52.64	2506 (47.36)	2764 (52.64)	2487 (47.36)	2623 (52.27)	2395 (47.73)
Hoshiarpur	4858 (53.09)	4293 (46.91)	5830 (58.28)	4174 (41.72)	4443(53 .08)	3928 (46.92)	5042 (56.02)	3959 (43.98)	4223 (51.86)	3920 (48.14)	4149 (51.57)	3896 (48.43)
Ropar	9374 (53.14)	8267 (46.86)	9158 (53.86)	7845 (46.14)	8696 (51.71)	8121 (48.29)	8893 (53.15)	7839 (46.85)	8804 (52.78)	7877 (47.22)	8654 (52.16)	7938 (47.84)
Punjab	40677 (53.14)	35869 (46.86)	40823 (53.87)	34965 (46.14)	37685 (51.71)	35197 (48.29)	38755 (53.15)	34160 (46.85)	38337 (52.78)	34298 (47.22)	36594 (52.16)	33566 (47.84)

Figures given in parentheses are percentages

Source: Based Upon the School Survey undertaken

TEACHING STAFF:

Table 4.7.1 shows the distribution of teaching staff according to the qualification. Nearly three fourth of the teaching staff is highly qualified in rural Punjab. Nearly one half of the teaching staff was highly educated with BA/MA and B. Ed/M.Ed as qualification. This was followed by BA/MA and ETT qualification with little more than one fifth of the teaching staff. Only one-fourth of the teaching staff had lesser qualification that is either matric or +2 with ETT or JBT as qualification.13.31 per cent of total teachers had passed 10th with JBT/ETT. Only 2.33 per cent teachers of Rural Punjab had taken higher education, that is, M.Ed or Ph.D.

Table 4.7.1: Distribution of Teachers on the basis of their Qualification

District	*10^{th} & ETT/JBT*	*+2& ETT/JBT*	*BA/MA & ETT*	*BA/MA & B.ED*	*Higher Education*	*Total Teachers*
Amritsar	*75 (14.18)*	*63 (11.91)*	*102 (19.28)*	*285 (53.88)*	*4 (0.76)*	*529*
Bathinda	*83 (16.44)*	*31 (6.14)*	*100 (19.80)*	*291 (57.62)*	*-*	*505*
Faridkot	*28 (9.36)*	*26 (8.70)*	*89 (29.77)*	*156 (52.17)*	*-*	*299*
Gurdaspur	*33 (11.50)*	*65 (22.65)*	*61 (21.25)*	*86 (29.97)*	*42 (14.63)*	*287*
Hoshiarpur	*50 (12.44)*	*65 (16.17)*	*89 (22.14)*	*197 (49.00)*	*1 (0.25)*	*402*
Ropar	*52 (13.37)*	*48 (12.34)*	*85 (21.85)*	*195 (50.13)*	*9 (2.31)*	*389*
Punjab	*321 (13.31)*	*298 (12.36)*	*526 (21.82)*	*1210 (50.19)*	*56 (2.33)*	*2411*

Figures given in parentheses are percentages
Source: Based Upon the School Survey undertaken

Almost similar scenario has been observed in all the selected districts of Punjab with the exception of Gurdaspur. Nearly one - third of the teachers in Gurdaspur had Matric/+2 with ETT or JBT as the qualification. Moreover teachers with higher qualification were highest in Gurdaspur district. But the question arises: Why the standard of elementary education is so dismal in spite of highly qualified staff? Is the higher qualification of teachers detrimental to poor quality of elementary education in rural Punjab?

Gender wise distribution of teachers in rural Punjab depicted in Table 4.7.2 revels teaching community is dominated by the females having more than two third of the entire teaching community. Almost similar situation was noticed in all the selected districts of Punjab with the only exception of Faridkot where teaching community was dominated by males.

Table 4.7.2: Gender wise distribution of Teachers

District	10^{th} & ETT/JBT		+2&ETT/JBT		BA/MA & ETT		BA/MA &B.ED		Higher Education		Total Teachers	
	M	F	M	F	M	F	M	F	M	F	M	F
Amritsar	12 (6.67)	63 (18.05)	36 (20.00)	27 (7.74)	32 (17.78)	70 (20.06)	100 (55.55)	185 (53.01)	0	4 (1.15)	180	349
Bathinda	23 (11.91)	60 (19.23)	16 (8.29)	15 (4.81)	48 (24.87)	52 (16.67)	106 (54.93)	185 (59.29)	-	-	193	312
Faridkot	9 (7.69)	19 (10.44)	15 (12.82)	11 (6.04)	39 (33.33)	50 (27.48)	54 (46.16)	102 (56.04)	-	-	117	182
Gurdaspur	7 (7.37)	26 (13.54)	22 (23.16)	43 (22.40)	27 (28.42)	34 (17.71)	25 (26.31)	61 (31.77)	14 (14.74)	28 (14.58)	95	192
Hoshiarpur	16 (11.19)	34 (13.13)	22 (15.39)	43 (16.60)	39 (27.27)	50 (19.31)	66 (46.15)	131 (50.58)	0	1 (0.39)	143	259
Ropar	21 (11.11)	79 (19.04)	43 (22.75)	88 (21.20)	47 (24.87)	131 (31.57)	59 (31.21)	96 (23.13)	19 (10.05)	21 (5.06)	189	415
Punjab	67 (9.20)	202 (15.61)	111 (15.25)	139 (10.74)	185 (25.41)	256 (19.78)	351 (48.21)	664 (51.31)	14 (1.93)	33 (2.56)	728	1294

Figures given in parentheses are percentages
Source: Based Upon the School Survey undertaken

Table 4.8: Distribution of Teachers according to Nature of Job

District	*Regular Teachers*			*Service Provider Teachers*			*On Contract Basis Teachers*			*Total Teachers*		
	M	***F***	***T***	***M***	***F***	***T***	***M***	***F***	***T***	***M***	**F**	**T**
Amritsar	*158 (87.78)*	*291 (83.38)*	*449 (84.88)*	*13 (7.22)*	*40 (11.46)*	*53 (10.02)*	*9 (5.00)*	*18 (5.16)*	*27 (5.10)*	*180*	*349*	*529*
Bathinda	*177 (91.72)*	*285 (91.35)*	*462 (91.49)*	*5 (2.59)*	*9 (2.88)*	*14 (2.77)*	*11 (5.69)*	*18 (5.77)*	*29 (5.74)*	*193*	*312*	*505*
Faridkot	*113 (96.58)*	*175 (96.15)*	*288 (96.32)*	*-*	*3 (1.65)*	*3 (1.00)*	*4 (3.42)*	*4 (2.20)*	*8 (2.68)*	*117*	*182*	*299*
Gurdaspur	*82 (86.32)*	*173 (90.10)*	*255 (88.85)*	*10 (10.53)*	*12 (6.25)*	*22 (7.67)*	*3 (3.15)*	*7 (3.65)*	*10 (3.48)*	*95*	*192*	*287*
Hoshiarpur	*129 (90.21)*	*235 (90.73)*	*364 (90.55)*	*5 (3.50)*	*12 (4.63)*	*17 (4.23)*	*9 (6.29)*	*12 (4.63)*	*21 (5.22)*	*143*	*259*	*402*
Ropar	*127 (90.71)*	*223 (89.56)*	*350 (89.97)*	*6 (4.29)*	*15 (6.02)*	*21 (5.40)*	*7 (5)*	*11 (4.41)*	*18 (4.63)*	*140*	*249*	*389*
Punjab	*786 (90.55)*	*1382 (89.57)*	*2168 (89.92)*	*39 (4.49)*	*91 (5.90)*	*130 (5.39)*	*43 (4.95)*	*70 (4.54)*	*113 (4.69)*	*868*	*1543*	*2411*

Figures given in parentheses are percentages

Source: Based Upon the School Survey undertaken

Moreover, as expected female teaching community dominated in all the qualification categories. Almost similar scenario has been observed for all the selected districts. Apparently, females go for higher education and considered teaching profession as one the best and most suited profession.

Table 4.8 shows the classification of teachers according to the ***nature of job***. Majority of teachers (nine-tenth) in rural Punjab were working on regular basis and the remaining one-tenth was equally divided into service providers and on contract basis. Regular teachers were equally divided between the gender, percentage being 90.52 per cent and 89.56 per cent respectively for male and female.

Almost similar scenario has been observed for all the selected districts of Punjab. Faridkot had highest percentage of regular teachers (96.32 per cent) whereas the district was at the bottom of ladder in respect of teachers provided by service providers and teachers working on contract basis. On the other hand, Amritsar district had lowest percentage of regular teachers (84.88 per cent) but had highest number of teachers who were provided by the service providers (10.02 per cent). The Bathinda district had highest percentage of contract teachers (5.74 per cent) whereas Faridkot district had the lowest percentage of contract teachers (2.68 per cent) only.

Figure 2: Teacher's Attendance Register

STUDENTS - TEACHER RATIOS:

The fundamental blocks trust of students and the teachers of an educational institution is build with the wall of love, affection, surrender, respect and mutual. A teacher is always a teacher. A true teacher expects nothing more than the respect and gratitude of his/her students. But some greedy, business-oriented teachers nowadays have spoiled the destroyed this beautiful relation. Students too, have damaged this harmony. To built the strong student teacher relation, size class should be kept to the minimum to have more interaction between its two pillars. Students-teacher ratios and per school teachers in the selected schools are reported in Table 4.9.

Table 4.9: Student-Teacher ratio of selected schools in Punjab

District	*Number of schools*	*Number of teachers*	*Enrollments*	*S-T ratio*	*Teacher per school*
Amritsar	*180*	*529*	*12932*	*25*	*2.943*
Bathinda	*116*	*505*	*18082*	*36*	*4.35*
Faridkot	*77*	*299*	*9491*	*32*	*3.88*
Gurdaspur	*103*	*287*	*5018*	*18*	*2.78*
Hoshiarpur	*167*	*402*	*8045*	*20*	*2.41*
Ropar	*147*	*389*	*16592*	*43*	*2.65*
Punjab	*790*	*2411*	*70160*	*29*	*3.05*

Figures given in parentheses are percentages
Source: Based upon the School Survey Undertaken

STR of Punjab is well within the specified limit as specified under RTE Act. However there is a wide variation among different districts of Punjab. Three districts namely, Ropar, Bathinda and Faridkot had more STR than the specified limit. Worst STR was for Ropar district followed by Bathinda. Most favourable STR was for Gurdaspur district followed by Hoshiarpur district. However, none of the surveyed schools meet the requirement of one teacher for every class. At the state level there were three teachers for five classes and the worst scenario was noticed in case of Hoshiarpur district followed by Ropar. The situation was quite comfortable for Bathinda district. There is a need to simultaneously address issues of school enrollment as well as new appointment/ rationalization of teachers, and the need to build the academic and pedagogic capability of teachers to take advantage of lower STR.

NON TEACHING STAFF:

Generally there is no provision of non teaching staff in elementary schools in Punjab with the only exception of cook-cum-helpers. Table 4.9.1 and 4.9.2 shows distribution of non teaching staff; working in rural schools of Punjab and their gender wise classification respectively. As expected, all the primary rural schools had the highest percentage of non-teaching staff as cook-cum-helpers because of introduction of Mid-day Meal scheme. A very few schools had clerks, peons, sweepers etc. on their rolls. In fact there was no post of clerks and peons in the primary schools and sweepers were appointed on part time basis. Almost similar scenario has been observed in all the selected districts of rural Punjab.

Gender wise distribution of non teaching staff revealed the dominance of female because majority of the cook-cum-helpers (89.66 per cent) appointed were females. In rural schools of Punjab, out of total male non teaching staff only 2.78 per cent were clerks, 27.78 per cent were cooks, 5.55 per cent were peons, 55.56 per cent were sweepers, 5.55 per cent were mali and 2.78 per cent were working as Chowkidar. The corresponding female non teaching staff was 86.40 per cent working as cooks, 1.57 per cent was peons and 12.03 per cent were sweepers. Only in Gurdaspur clerks and Mali's had been appointed out of teacher's contribution and in Bathinda only Chowkidar was appointed. To get rid of the teaching community from non academic works, need of the hours is to sanction non teaching staffs such as clerks – may be for a cluster of school and or on part-time basis so that teachers can depute more times to teaching. Post of sweeper cum Mali may be created on part time basis. Village Panchayat may be requested to depute village Chowkidar (watchman) from their funds.

Table 4.9.1: Distribution of Non teaching staff

District	*Clerk*	*Cook*	*Peon*	*Sweeper*	*Mali*	*Chowkidar*	*Total Non Teaching Staff*
Amritsar	-	*240 (81.08)*	*2 (0.68)*	*54 (18.24)*	-	-	*296*
Bathinda	-	*134 (88.75)*	*3 (1.98)*	*13 (8.61)*	-	*1 (0.66)*	*151*
Faridkot	-	*100 (86.96)*	*2 (1.74)*	*13 (11.30)*	-	-	*115*
Gurdaspur	*1 (0.70)*	*101 (71.13)*	*6 (4.22)*	*32 (22.53)*	*2 (1.41)*	-	*142*
Hoshiarpur	-	*204 (91.89)*	*3 (1.35)*	*15 (6.76)*	-	-	*222*
Ropar	*0 (00.00)*	*109 (84.50)*	*2 (1.55)*	*18 (13.95)*	*0 (00.00)*	*0 (00.00)*	*129*
Punjab	*1 (0.09)*	*888 (84.17)*	*18 (1.71)*	*145 (13.74)*	*2 (0.19)*	*1 (0.09)*	*1055*

Figures given in parentheses are percentages

Source: Based upon the School Survey Undertaken

Figure 3: Student Controlling the Class in the absence of teacher

Figure 4: Display of Teaching Aids

Table 4.9: Gender Wise Distribution of Non Teaching Staff

District	***Clerk***	***Cook***		***Peon***		***Sweeper***		***Mali***	***Chowkidar***	***Total Non Teaching Staff***	
	M	***M***	***F***	***M***	***F***	***M***	***F***	***M***	***M***	***M***	***F***
Amritsar	-	-	*240 (82.19)*	-	*2 (0.68)*	*4 (100.00)*	*50 (17.13)*	-	- -	*4*	*292*
Bathinda	-	*10 (71.43)*	*124 (90.51)*	*1 (7.14)*	*2 (1.46)*	*2 (14.29)*	*11 (8.03)*	-	*1 (7.14)* -	*14*	*137*
Faridkot	-	-	*100 (90.09)*	*1 (25.00)*	*1 (0.90)*	*3 (75.00)*	*10 (9.01)*	-	- -	*4*	*111*
Gurdaspur	*1 (12.50)*	-	*101 (75.37)*	-	*6 (4.48)*	*5 (62.50)*	*27 (20.15)*	*2 (25.00)*	- -	*8*	*134*
Hoshiarpur	-	-	*204 (94.44)*	-	*3 (1.39)*	*6 (100.00)*	*9 (4.17)*	-	-	*6*	*216*
Ropar	-	*9 (64.29)*	*100 (86.94)*	*2 (14.29)*	*4 (3.48)*	*2 (14.29)*	*11 (9.57)*	-	*1 (0.87)*	*14*	*115*
Punjab	*1 (2.00)*	*19 (38.00)*	*869 (86.47)*	*4 (8.00)*	*18 (1.79)*	*22 (44.44)*	*118 (11.74)*	*2 (4.00)*	*2 (4.00)*	*50*	*1005*

Figures given in parentheses are percentages

Source: Based Upon the School Survey undertaken

AVAILABLITY OF ROOMS:

Table 4.10 shows the distribution of total rooms in rural schools of Punjab. Nearly one – fourth of the rural schools were having Principal/Head teacher rooms and little less than one-tenth of the rural schools were having staff rooms in Punjab. Majority (83.98 per cent) of the rural schools in Punjab had sufficient class rooms and one third (35.95 per cent) of schools were having other rooms like computer labs, science labs, and Math lab; library-cum-reading rooms etc.

Table 4.10: Distribution of Rooms in Schools

District	***No. of Schools having Head teacher Rooms***	***No. of Schools having Staff Rooms***	***No. of Schools having Class Rooms***	***No. of Schools having Other Rooms***	***Total Schools***
Amritsar	*48 (26.67)*	*11 (6.11)*	*165 (91.67)*	*46 (25.56)*	*180*
Bathinda	*41 (35.34)*	*9 (7.76)*	*110 (94.83)*	*60 (51.72)*	*116*
Faridkot	*43 (55.84)*	*9 (11.68)*	*73 (94.81)*	*29 (37.66)*	*77*
Gurdaspur	*16 (15.53)*	*9 (8.74)*	*100 (97.09)*	*35 (33.98)*	*103*
Hoshiarpur	*23 (13.77)*	*18 (10.78)*	*165 (98.80)*	*61 (36.53)*	*167*
Ropar	*39 (26.53)*	*13 (8.84)*	*123 (83.67)*	*53 (36.05)*	*147*
Punjab	*210 (26.58)*	*69 (8.73)*	*663 (83.67)*	*284 (35.95)*	*790*

Figures given in parentheses are percentages
Source: Based Upon the School Survey undertaken

Faridkot was at the top of the ladder in respect of Principal/Head teacher room and staff room with 55.84 and 11.68 per cent respectively. Moreover the Hoshiarpur district had nearly 99 per cent of schools with sufficient number of class rooms being highest across all the selected districts of Punjab. On the other hand, Amritsar district had the lowest percentage in respect of staff rooms, class rooms and other rooms. Likewise, Ropar had the least number of class rooms across all the selected districts of Punjab. Apparently, the need of the hours is to create necessary infrastructure in the form of Principal/Head teacher-cum-office room, staff room, various labs such as Language Lab.; Math Lab; library- cum-reading rooms; Science Lab etc and at least a minimum of one class rooms for every standard.

Figure 5: Dilapidated Library View

Figure 6: Dilapidated View of School Store

Figure 7: Dilapidated View of Kitchen cum Store

Figure 8: Dilapidated Recent School Building

Table 4.11: Availability of different kind of Infrastructure Facility in selected Schools

District	*Kitchen*	*Library*	*Science Lab*	*Computer cum AV Lab*	*Play Grounds*	*Staff Toilets*	*Boys Toilets*	*Girls Toilets*	*Total Schools*
Amritsar	*163 (90.56)*	*14 (7.78)*	*1 (0.56)*	*2 (1.11)*	*114 (74.02)*	*62 (34.45)*	*145 (80.56)*	*154 (85.56)*	*180*
Bathinda	*102 (87.93)*	*40 (34.48)*	*14 (12.07)*	*9 (7.76)*	*73 (62.93)*	*79 (68.10)*	*107 (92.24)*	*108 (93.10)*	*116*
Faridkot	*71 (92.21)*	*17 (22.07)*	*3 (3.89)*	*4 (5.19)*	*33 (42.86)*	*47 (61.04)*	*69 (89.61)*	*73 (94.81)*	*77*
Gurdaspur	*99 (96.12)*	*9 (8.74)*	*1 (0.97)*	*2 (1.94)*	*53 (51.46)*	*27 (26.21)*	*82 (79.61)*	*84 (81.55)*	*103*
Hoshiarpur	*165 (98.80)*	*7 (4.19)*	*0*	*1 (0.60)*	*76 (45.51)*	*34 (20.36)*	*159 (95.21)*	*152 (91.02)*	*167*
Ropar	*137 (93.20)*	*20 (13.61)*	*4 (2.72)*	*4 (2.72)*	*80 (54.42)*	*57 (38.78)*	*128 (87.07)*	*131 (89.12)*	*147*
Punjab	*737 (93.29)*	*107 (13.54)*	*23 (2.91)*	*22 (2.78)*	*429 (54.30)*	*306 (38.73)*	*690 (87.34)*	*702 (88.86)*	*790*

Figures given in parentheses are percentages

Source: Based Upon the School Survey undertaken

INFRASTRUCTURE FACILITIES:

Table 4.11 shows distribution of rural schools having various types of infrastructure facilities. As expected rural Punjab had 93.31 per cent of schools with kitchens- cum- store due to introduction of mid day meal scheme in Punjab. It means that in nearly 7 per cent of schools in rural Punjab, cooks made food in open area which could be hazardous for the health of children. Not only in these schools, but in majority of the schools having kitchen facilities, cook cooked their foods in the open. These schools generally used fire woods and cow dung pastes as fuel against the LPG because majority of the schools did not have gas cylinder or stolen their gas cylinders. Nearly 13.53 per cent of rural schools had library-cum-reading rooms. Moreover it had been noticed that in rural schools of Punjab, teachers still focused on bookish language. That is why the percentage of those schools was very less in Punjab which were having science labs and computer labs i. e. only 2.95 per cent and 2.79 per cent respectively. None of the school had language lab in rural Punjab. Little more than one half (54.27 per cent) of schools had playgrounds. The percentages of schools with staff toilets, boy's toilet and girls toilets was 38.73 per cent, 87.40 per cent and 88.80 per cent respectively. But conditions of majority of the toilets especially of students were very dismissal due to non maintenance. In fact there is no provision of annual maintenance grant to school to meet day to day needs/renovation of the school buildings. In general similar scenario has been noticed across different selected districts of Punjab. Hoshiarpur district had highest percentage of schools (nearly 99 per cent) which had kitchens followed by Gurdaspur district (96.12 per cent). Moreover Bathinda district was at the top to provide practical knowledge with theoretical portion because this district had highest number of libraries-cum-reading rooms (34.48 per cent), science labs (12.07 per cent) and computer labs (7.76 per cent) whereas Hoshiarpur was at the lowest end of the scale.

Furniture:

Table 4.12 shows availability of furniture facility for teachers and students in schools. Though these facilities are not covered under *SSA/RTE Act*, but are necessary for the smooth functioning of the school. Majority of the rural schools in Punjab had sufficient furniture for teachers such as chairs; tables and almirahs, the percentage being 95.65 per cent, 94.40 per cent and 85.54 per cent respectively. However, there was lack of sufficient furniture for the students. That is why in nearly one – fourth (21 per cent) of the schools mats were used for sitting of students. Moreover, only 6.96 per cent of rural schools in Punjab had benches and 68.74 per cent schools had desks for their children. Furthermore, Faridkot was at the front end in providing furniture facility for teachers but it was at the back end to provide furniture facility for students. Nearly one half of the rural schools used mats for sitting of students in Faridkot. Even the conditions of the mats were worst. Bathinda district was at the top for having highest percentage of schools with furniture for students. Only one fourth of the schools used mats. Need of the hours is to provide sufficient furniture for the students.

Table 4.12: Number of Schools having Furniture

District	Chairs	Tables	Almirahs	Benches	Desks	Mats	Total Schools
Amritsar	168 (93.33)	167 (92.78)	146 (81.11)	115 (63.89)	115 (63.89)	31 (17.22)	180
Bathinda	108 (93.10)	109 (93.96)	97 (83.62)	104 (89.65)	101 (87.07)	28 (24.14)	116
Faridkot	76 (98.70)	75 (97.40)	73 (94.81)	25 (32.47)	58 (75.32)	38 (49.35)	77
Gurdaspur	101 (98.06)	96 (93.20)	87 (84.47)	61 (59.22)	61 (59.22)	19 (18.45)	103
Hoshiarpur	162 (97.00)	160 (95.81)	147 (88.02)	87 (52.09)	107 (64.07)	17 (10.18)	167
Ropar	141 (95.92)	139 (94.56)	126 (85.71)	90 (61.22)	101 (68.71)	30 (20.41)	147
Punjab	756 (95.70)	746 (94.43)	676 (85.57)	482 (61.01)	543 (68.73)	163 (20.63)	790

Figures given in parentheses are percentages
Source: Based Upon the School Survey undertaken

Table 4.13: Number of Schools having Teaching Material

District	Black Boards	Models	DVDs	Educational CDs	CD Player	Television	Computer	Total Schools
Amritsar	147 (81.67)	77 (42.78)	0	0	0	0	8 (4.44)	180
Bathinda	100 (86.21)	38 (32.76)	9 (7.76)	5 (4.31)	8 (6.89)	8 (6.89)	9 (7.76)	116
Faridkot	69 (89.61)	41 (53.25)	2 (2.59)	1 (1.29)	1 (1.29)	2 (2.59)	12 (15.58)	77
Gurdaspur	92 (89.32)	63 (61.16)	1 (0.97)	2 (1.94)	4 (3.88)	3 (2.91)	13 (12.62)	103
Hoshiarpur	145 (86.83)	77 (46.11)	3 (1.80)	4 (2.40)	5 (2.99)	2 (1.20)	10 (5.99)	167
Ropar	126 (85.71)	68 (46.26)	3 (2.04)	3 (2.04)	4 (.72)	3 (2.04)	12 (8.16)	147
Punjab	679 (85.95)	364 (46.08)	18 (2.28)	15 (1.90)	22 (2.78)	18 (2.28)	64 (8.10)	790

Figures given in parentheses are percentages
Source: Based Upon the School Survey undertaken

Teaching Material:

Table 4.13 reveals the level of teaching material in elementary rural schools of Punjab. Though these facilities are not covered under SSA/RTE Act, but are necessary for the smooth functioning of the school. In majority of the rural schools in Punjab, new teaching aids or innovative education technology was not used for teaching the students. The teachers still preferred to used only blackboards (85.95 per cent) and to some extent models (46.03 per cent) to teach the students because they were not aware about the effects of new teaching aids. Moreover they did not know the working of new education technology. Very few of the rural schools in Punjab had computers, TV's, projectors, CD players etc.

Table 4.14: Number of Schools providing Sanitary Facilities

District	*Parking Facility for Staff*	*Parking Facility for Students*	*Drinking Facility*	*Total Schools*
Amritsar	*13 (7.22)*	*13 (7.22)*	*176 (97.78)*	*180*
Bathinda	*14 (12.07)*	*15 (12.93)*	*114 (98.27)*	*116*
Faridkot	*9 (11.68)*	*10 (12.98)*	*75 (97.40)*	*77*
Gurdaspur	*6 (5.83)*	*9 (8.74)*	*101 (98.06)*	*103*
Hoshiarpur	*14 (8.38)*	*16 (9.58)*	*166 (99.40)*	*167*
Ropar	*13 (8.84)*	*14 (9.52)*	*144 (97.96)*	*147*
Punjab	69 (8.73)	77 (9.75)	776 (98.23)	*790*

Figures given in parentheses are percentages
Source: Based Upon the School Survey undertaken

However 2.33 per cent schools had DVDs and 1.86 per cent schools had CD players. The percentage of schools having educational CDs, TVs and Computers was only 2.79 per cent, 2.33 per cent and 8.08 per cent respectively. Same scenario was noticed in selected districts of Punjab. If we consider the innovative methods of teaching, then Bathinda district was showing improved position whereas Amritsar was showing worst picture.

Others Facilities:

Table 4.14 shows the distribution of total schools according to the availability of others various facilities. Though such facilities are not covered under SSA/RTE Act but are necessary under the

existing rules and regulation of the education department for the proper environment of the school and majority of the parents admit their wards to avail of these facilities. These are based upon the group discussion with the staff and parents of the students. It was found that in Punjab and across all the selected districts, very less percentage of schools had arranged separate ***parking facility*** for staff and students i.e. nearly one tenth of the rural schools. Almost similar scenario has been noticed across various selected districts of Punjab.

Moreover 98.29 per cent schools had ***drinking facility (Table 4.14)*** for their children. It means that nearly 2 per cent schools in Rural Punjab had not any drinking facility for students and staff in their schools. Some of the schools had also reported the poor quality of the available water. Almost similar scenario has been noticed across various selected districts of Punjab.

Table 4.15: Number of Schools providing other Facilities

District	***Text Books***	***Notebooks***	***Winter Uniform***	***Summer Uniform***	***Scholarship***	***Total Schools***
Amritsar	*161 (89.44)*	*6 (3.33)*	*57 (31.67)*	*50 (27.78)*	*37 (20.56)*	*180*
Bathinda	*105 (90.52)*	*2 (1.72)*	*14 (12.07)*	*11 (9.48)*	*17 (14.65)*	*116*
Faridkot	*73 (94.81)*	*1 (1.29)*	*32 (41.56)*	*11 (14.28)*	*4 (5.19)*	*77*
Gurdaspur	*96 (93.20)*	*2 (1.94)*	*10 (9.71)*	*4 (3.88)*	*5 (4.85)*	*103*
Hoshiarpur	*163 (97.60)*	*8 (4.79)*	*19 (11.38)*	*13 (7.78)*	*6 (3.59)*	*167*
Ropar	*137 (93.20)*	*4 (2.72)*	*30 (20.41)*	*20 (13.61)*	*16 (10.88)*	*147*
Punjab	735 (93.04)	23 (2.91)	162 (20.51)	109 (13.80)	85 (10.76)	*790*

Figures given in parentheses are percentages

Source: Based Upon the School Survey undertaken

Table 4.15 shows the distribution of other facilities provided in elementary schools of Punjab. As per government instructions, majority of the schools of rural Punjab provide Text books, Note books, Uniform etc to students free of cost. Moreover some of the schools also provided scholarship to students. The rural Punjab had 93.00 per cent schools which provide text books to students. However, only 2.95 per cent of schools had arranged to provide free notebooks to children. The percentage of schools providing winter and summer uniforms was 20.53 per cent

Table 4.16: Number of Schools Organizing Co Curricular Activities in Schools

District	*Debates*	*Discussions*	*Invited lectures*	*Annual day celebration*	*Sports day*	*Drawing comp.*	*Festival celebration*	*Total schools*
Amritsar	*56 (31.11)*	*44 (24.44)*	*2 (1.11)*	*83 (46.11)*	*92 (51.11)*	*102 (56.67)*	*108 (60.00)*	*180*
Bathinda	*27 (23.27)*	*34 (29.31)*	*3 (2.58)*	*41 (35.34)*	*39 (33.62)*	*83 (71.55)*	*94 (81.03)*	*116*
Faridkot	*16 (20.78)*	*19 (24.67)*	*16 (20.78)*	*25 (32.47)*	*25 (32.47)*	*48 (62.34)*	*66 (85.71)*	*77*
Gurdaspur	*34 (33.01)*	*29 (28.16)*	*2 (1.94)*	*50 (48.54)*	*56 (54.37)*	*62 (60.19)*	*66 (64.08)*	*103*
Hoshiarpur	*71 (42.51)*	*62 (37.13)*	*0*	*88 (52.69)*	*94 (56.29)*	*129 (77.25)*	*128 (76.65)*	*167*
Ropar	*47 (31.97)*	*43 (29.25)*	*5 (3.40)*	*66 (44.90)*	*70 (47.62)*	*97 (65.99)*	*106 (72.11)*	*147*
Punjab	251 (31.77)	231 (29.24)	28 (3.54)	353 (44.68)	376 (47.59)	521 (65.95)	568 (71.90)	*790*

Figures given in parentheses are percentages

Source: Based Upon the School Survey undertaken

and 13.84 per cent respectively. Moreover, only one-tenth of schools provided scholarship to students. The Hoshiarpur district was at the top with respect of providing free of cost text books and notebooks to students followed by Faridkot district.

CO-CURRICULAR ACTIVITIES:

Table 4.16 shows the distribution of rural schools according to the various co-circular activities conducted in the rural schools of Punjab. Much focus was not given to organize debates and discussions to build/improve the level of confidence among the students. Nearly 30 per cent of the rural schools in Punjab had organized such activities. Hoshiarpur was at the top of the ladder in organizing such activities while Faridkot was at the bottom of the scale.

A very little attention was paid to hold invited/special lecture by the rural schools of Punjab. However Faridkot was at the top of the scale in organizing special lecture where nearly one-fifth of the rural schools had organized such lecture.

On the other hand festival celebration was very popular among the rural schools of Punjab which was organized in three fourth (71.85 per cent) of the rural schools. The percentage of schools organizing annual day celebrations, sports day and drawing competition was 44.63 per cent, 47.59 per cent, 65.94 per cent respectively. Although such activities were carried out across all the districts, Hoshiarpur was at the top of ladder in respect of celebration of annual day; sports day and drawing competition while Faridkot tops in Festival celebrations.

To sum up, government schools in rural Punjab had many problems Firstly; the government schools are facing the problem of lack of the teachers. Some of schools have one or two teachers in spite of five classes which results into negative impact on the students' education. Moreover the schools had not good infrastructure. There is a lack of rooms in government schools due to which teachers combine the classes for delivering their lecture. Sometimes they have to arrange the classes in open areas where the concentration is reduced. On the other hand, the government schools had not furniture facilities for children and staff. Mats are still used for sitting of children. Some schools do not have Kitchens, due to which they cooked the food in open area then its smoke may cause the problem for children who are attending the lecture in an open area because still the food is cooked by using woods and dung cakes in many government schools. The reason for adopting traditional method of cooking is lack of cylinders provided to schools.

In government schools, old teaching methods and techniques are used because of which the government school students are not much aware about the new methods to apply in their studies. Teachers still prefer to use only Blackboards for teaching the students. They do not use CD's, Projectors and computers are used but in government schools these techniques and methods are not in use, the reason can be the lack of knowledge about new teaching aids or innovative techniques of teaching Technologies. Moreover teachers are not aware about the positive effects of new teaching aids. Though innovative educational technology, the students can easily grab the things whatever teacher can also easily convey to their students.

Annex 4.1

MINIMUM BASIC REQUIREMENTS OF GEOGRAPHICAL AREA FOR ELEMENTARY SCHOOL

ASSUMPTIONS:

1. One class for every standard
2. Maximum of 35 students per class

S. No	*Particular*	*Dimension in sq feet*	*Unit*	*Total area in sq feet*
1.	*Class Rooms*	*25 x 30 = 750*	*5*	*3750*
2.	*Math/Sci Lab*	*25 x 30 = 750*	*1*	*750*
3.	*Language Lab*	*25 x 30 = 750*	*1*	*750*
4.	*Computer cum audio visual Lab*	*25 x 30 = 750*	*1*	*750*
5.	*Kitchen cum store*	*25 x 20 = 500*	*1*	*500*
6.	*Head Teacher cum office*	*25 x 15 = 375*	*1*	*375*
7.	*Staff Room*	*25 x 15 = 375*	*1*	*375*
8.	*Staff Toilets* *Boys Toilets* *Girls Toilets*	*5 x 5 = 25* *6 x 6 = 36* *6 x 6 = 36*	*1* *1* *1*	*25* *36* *36*
9.	*Store*	*25 x 10 = 250*	*1*	*100*
10.	*Verandas*	*7.5 along the covered area*		*1300*
	Total(Covered area)			*7786*
11.	*Open space*			*1500*
12	*Play grounds*			*5964*
	Total Area			*15000*

These norms/specification were developed after having detailed discussions with the officials teachers the State Education Department as well as members of the research advisory council of the institute who have a very long experience in the field of education. There was a slight variation from the specification of the Education Department.

Chapter VI

ACADEMIC EVALUATION OF STUDENTS

Education is one of the most important ingredients to bring in transformation in once life. However, education at the elementary level is very essentials for future fellow citizens as no super structure built on week foundations will be strong. Governments both at the centre as well as State, has spent crores of rupees on the development and expansion of elementary education in the state. Majority of students studying in various government schools in rural areas of Punjab belongs to schedule caste/tribes or backward classes. Along with the other students, there is no barrier to the socially and economically disadvantaged individuals through various rigorous academic programmes of the central and state governments. *Bhai Jaita* was the Sikh who brought the severed head to *Guru Tegh Bahadur* to *Guru Gobind Singh* from Delhi to Anandpur Sahib for cremation. And he was part of ninth Guru's entourage. Though *Bhai Jaitta* was born in a family stigmatized as untouchable, the enabling environment created by the Gurus made it possible to transcend all barriers to reach the heights. The only need of the hour is to infuse grit and determination among the students to overcome various disadvantages with some crucial assistance provided at the right time. It is the duty of all the stakeholders in the field such as teachers, parents as well as the society alike to provide proper environment for the growth and development of child. Teachers have to play the major role to mentor the kids efficiently. Despite all these significant achievements the learner's achievement across the country remained unsatisfactory and far below than the expectations. *A*n attempt is made in this chapter to evaluate the academic performance of the elementary level students studying in government schools of rural Punjab. Academic performance of the elementary students of government run school in rural Punjab was judged by conducting a *Surprise Test* as discussed in the Chapter 2 on *Method and Materials*. Though there might be some reservation about the *Surprise Test* as compared with the usual examination, but the result of the *Surprise Test* points towards the unsatisfactory standard of elementary education in the state.

PERFORMANCE OF PRIMARY STUDENTS:

The results of the *Surprise Test* of 5th standard students of government owned schools from rural Punjab were indeed very shocking. Average marks obtained by 5^{th} standard students were merely 31 per cent. Performance of the students in Mathematics, however, was some but better and average marks secured were 38 per cent followed by EVS. Most disheartening is the poor performance of students in languages where average score was 26 per cent only. Nearly one - fourth of the students were not able to open up their score/ accounts, that is, got zero marks. Most disappointedly one third of the students didn't have even a single mark in the languages,

that is, Punjabi, Hindi and English. Worst scenario was noticed for EVS where the percentage was as high as 38 per cent, followed by Mathematics (32 per cent). Overall performance in Mathematics was much better as compared to EVS and languages. Fortunately, the performance of the topper, that is, students scoring more than 50 per cent marks were significantly better in the subjects of Mathematics as well as EVS/General Knowledge as compared to other languages. On the other hand nearly two-fifth of the students failed even to secure up to 20 per cent marks. Better performance of the students were from schools that are in the vicinity of the city or adjoining the cities but come under the preview of the rural areas

SCERT V/S TST:

The comparison of ***Surprise Test*** result with the result of the ***SCERT*** conducted Class V school examination of November 2012 were very dismal as students who had secured 70 per cent or more in their SCERT examinations managed to secure on average merely 4.7 per cent in Punjabi, 2.3 per cent in Hindi, 5 per cent in Mathematics, 8 per cent in EVS and as low as 2.3 per cent in English. The so-called public schools having adequate infra-structure were excluded from this experiment being out of the preview of the study. Apparently, the study exposed the inefficiency/unreliability of the SCERT conducted fifth standard examination system about judging the true performance of the students. The only conclusions that can infer is that: In the ***SCERT*** examination, the marking could have been very liberal and casual to show better performance of the teachers. Copying on a large scale and the use of unfair means was also reported (not on the record view of the teachers and students). The ***SCERT*** test was mostly on the pattern of Yes/No, Right/Wrong, True/False and did not involve recall, reasoning or written expression. Resultantly, guessing or thoughtful ticking could easily earn a score of 50 per cent marks.

Table 5.1: Per Cent Distribution of Primary Students according To Grade

Percentage of marks	***Languages***	***E.V.S***	***Math***	***Overall***
Score less	*33.04*	*37.72*	*35.35*	*23.76*
Less than 10	*35.65*	*38.16*	*35.67*	*31.07*
10-20	*11.01*	*9.65*	*1.91*	*10.44*
20-30	*20.00*	*8.33*	*7.64*	*14.88*
30-50	*17.68*	*13.60*	*11.46*	*20.89*
50-70	*8.70*	*15.79*	*24.52*	*13.58*
70 & above	*6.96*	*14.47*	*18.79*	*9.14*
Average Score	*26.29*	*31.93*	*38.31*	*30.65*

Source: Based Upon Surprise Test Results

PERFORMANCE OF UPPER-PRIMARY STUDENTS

Academic performance of upper primary/middle standard students (8th standard) of government owned schools of rural Punjab was more dismal. It was surprising to note that none of students had got A, B or C Grade in ***Surprise Test*** though final examinations was on the cards. The majority of students were falling in Grade E (97.72 per cent) that is, got less than 35 per cent of marks. Only 2.28 per cent students were placed in D Grade. Against this, as per *SCERT* schools test, nearly 8 per cent of students had got Grade A and nearly one-fourth of students were having B Grade. However, the majority of students got Grade C (40.43 per cent) and the remaining 23.32 per cent students got Grade D. Only 4.50 per cent students had got Grade E.

Percentage distribution of students who were placed in Grade D or Grade E in the ***Surprise Test*** was further probed. Nearly one-fifth (19.53 per cent) of students had not opened up their score/ account whereas 68.05 per cent students had got up to 20 per cent marks. Moreover marks of 12.42 per cent students varied from 21 per cent to up to 40 per cent. Performance of girls' students was slightly better than their boys' counterparts. In case of boys 29.91 per cent boys got zero marks in all the subjects and 57.63 per cent boys had up to 20 per cent marks. 12.46 per cent boys had 21 per cent to 40 per cent marks. In case of girls students only 9.26 per cent girls had zero marks in all the subjects and 69.39 per cent girls had up to 20 per cent marks. There were 21.35 per cent girls who had more than 21 per cent but up to 40 per cent marks.

Similar scenario was noticed for different individual subjects also. In ***English Surprise Test,*** the performance of students was very poor. It was surprising to note that 44.09 per cent students had got zero mark in English but the percentage of boys was much higher than their girl's counterparts; percentage being 50.00 per cent and 37.70 per cent respectively. Nearly 50 per cent of students had up to only 20 per cent marks in English subject. Almost similar picture was noticed in case of boys and girls. Moreover 5.35 per cent students got 21 to 40 per cent marks; percentage was 1.71 and 7.13 for boys and girls respectively.

Table 5.2: Per cent Distribution of Middle Standard Students according to Grade

Grade	English		Maths		Science		Overall	
	School Tests	TST	School Tests	TST	School Tests	TST	School Tests	TST
A	3.93	-	10.23	-	8.19	-	7.99	-
B	17.65	-	25.15	-	26.02	-	23.76	-
C	41.17	-	40.06	-	40.36	-	40.43	-
D	27.45	-	20.18	-	23.97	5.84	23.32	2.28
E	9.80	100.00	4.38	100.00	1.46	94.16	4.50	97.72

Source: Based Upon Surprise Test Results

The performance of boys and girls was the same in Mathematics subject whereas performance of girls was much better than their boy's counterparts in Science. The proportion of girls students obtaining 21 marks and more but up to 40 per cent was almost double than their boys counterparts Moreover only one - tenth of the girl's students failed to open their account in Science.

Subject Wise Performance:

Performance of students in different subject of English, Mathematics and Science was also examined separately. The performance of students in English language was very poor in ***Surprise Test*** because cent per cent students got E Grade (with 0 or 1 mark). But according to ***SCERT*** school records only 9.80 per cent students had got E Grade. Most of the students were falling in the Grade C with 41.17 per cent. Surprisingly, there were 3.93 per cent students who got A Grade in English.

Likewise, in ***Mathematics***, none of the students get through ***Surprise Test*** and all the students were placed in E Grade. But ***SCERT*** school exam records show a different picture where 10.23 per cent students had got A Grade and 25.15 per cent students had got B Grade. Most of the students i.e. 40.06 per cent were having C Grade. Others were placed in D (20.18 per cent) or E (4.38 per cent) Grade.

However, there was slight improvement in Science subject where 5.84 per cent students passed the ***Surprise Test*** but with less than 50 per cent marks and were placed in D Grade and the remaining 94.16 per cent students again failed to get through the ***Surprise Test*** and were placed in E Grade. But according to ***SCERT*** school records 8.19 per cent of students had more than 80 per cent marks (A Grade) in Science subject and 26.02 per cent had B Grade. The highest number of students (40.36 per cent) had C Grade and 23.97 per cent students had D Grade. The school had given E Grade to only 1.46 per cent of students.

Table 5.3: Per cent distribution of Middle standard students attaining D or E grade

Grade	***Eng***			***Math***			***Science***			***Overall***		
	Total	***Boys***	***Girls***	***Total***	***Boys***	***Girls***	***Total***	***Boys***	***Girls***	***Total***	***Boys***	***Girls***
No Marks	***44.09***	***50.00***	***37.70***	***58.60***	***59.81***	***57.41***	***22.33***	***35.51***	***9.26***	***19.53***	***29.91***	***9.26***
Up to 20 per cent	***50.56***	***48.29***	***55.17***	***38.84***	***39.07***	***39.95***	***55.14***	***52.02***	***58.36***	***68.05***	***57.63***	***69.39***
21 and up to 40 per cent	***5.35***	***1.71***	***7.13***	***2.56***	***1.12***	***2.64***	***22.53***	***12.47***	***32.38***	***12.42***	***12.46***	***21.35***

Source: Based Upon Surprise Test Results

GENDER WISE PERFORMANCE:

Gender wise performance of middle standard students of government run school in rural Punjab was examined through Table 5.4 and Table 5.5. Comparison of both the sexes revealed that performance of girl's students was much better than their boy's counterparts.

Table 5.4: Per cent distribution of Middle Standard Boys according to Grade

Grade	English		Maths		Science		Overall	
	School Tests	TST	School Tests	TST	School Tests	TST	School Tests	TST
A	8.89	-	20.81	-	13.42	-	15.21	-
B	34.44	-	35.57	-	41.61	-	37.63	-
C	32.22	-	30.87	-	32.21	-	31.70	-
D	14.45	-	8.72	-	10.07	10.58	10.56	4.11
E	10.00	100.00	4.03	100.00	2.69	89.42	4.90	95.89

Source: Based upon TST results

Table 5.5: Per cent Distribution of Middle Standard Girls according to Grade

Grade	English		Maths		Science		Overall	
	School Tests	TST	School Tests	TST	School Tests	TST	School Tests	TST
A	8.89	-	20.81	-	13.42	-	15.21	-
B	34.44	-	35.57	-	41.61	-	37.63	-
C	32.22	-	30.87	-	32.21	-	31.70	-
D	14.45	-	8.72	-	10.07	10.58	10.56	4.11
E	10.00	100.00	4.03	100.00	2.69	89.42	4.90	95.89

Source: Based upon TST results

Boy's Performance

Overall performance of males' students of government run schools was very striking. ***Surprise Test*** revealed that all the boys had failed and placed in E Grade. Against this, ***SCERT*** School tests shows that 2.40 per cent boys had got 80 per cent or more marks (Grade A) and 13.00 per cent boys were having B Grade. Majority of the boys students were placed in C Grade (47.20 per cent) and D Grade (33.20 per cent). There were only 4.20 per cent boys as per ***SCERT*** school examination's records who had failed with less than 35 per cent marks and placed in Grade E.

Subject wise performance of the Surprise ***Test*** was also very dismal. English Language test revealed that the entire cent per cent of boys were placed in E Grade, majority had obtained zero marks and others few had only single mark. The ***SCERT*** school examination records also show that none of students had A Grade in English subject and only 5 per cent boys had B Grade. The percentage of boys getting C (48.25 per cent) or D (37.72 per cent) Grade in English test as per ***SCERT*** school records was highest. Only 9.65 per cent of students had got E Grade.

The performance of boys' students in Mathematics ***Surprise Test*** was also very disheartening where all boys were placed in E Grade. On the other hand, surprisingly the school had given A Grade to 2.07 per cent boys and B Grade to 17.09 per cent boys. The percentage of boys getting C and D Grade was 47.16 per cent and 29.02 per cent respectively. However, only 4.66 per cent boys had got E Grade as per ***SCERT*** school records.

Likewise, all the boys too failed to qualify and got E Grade according to ***Surprise Test*** in Science subject. However, according to SCERT school exam, only 0.51 per cent boys had E Grade. Most of the boys had C Grade (46.63 per cent) and D Grade (34.72 per cent). Very less per cent of boys had got A Grade (4.15 per cent) and B Grade (13.99 per cent) in school test of Science.

Girl's Performance:

The performance of middle standard girls' students of government owned schools was somewhat better. According to the ***Surprise Test,*** all the girls were placed in E Grade except a very few girls who had got D Grade (passed with less than 50 per cent marks). Only 4.11 per cent girls had D Grade and rest 95.89 per cent girls had E Grade. But as per ***SCERT*** school records 15.21 per cent girls had got A Grade. The percentage of girls having B or C Grade was 37.63 per cent and 31.70 per cent respectively. Girls who had got D or E Grade were very low i.e. 10.56 per cent and 4.90 per cent respectively

Subject wise performance revealed that in English language, same trend was noticed i.e. cent per cent girls had E Grade in the ***Surprise Test*** but as per ***SCERT*** school records only one tenth of the girls had E Grade. Most of the girls had B (34.44 per cent) or C (32.22 per cent) Grade. Similarly, in Mathematics ***Surprise Test*** results were no different, that is, cent per cent of girls were placed in E Grade. But school records shows that nearly 1/5th of girls had got A Grade. Moreover the percentage of girls who had got B or C Grade was 35.57 per cent and 30.87 per cent respectively. 8.72 per cent girls had D Grade and only 4.03 girls had E Grade. Same scenario was noticed in the Science ***Surprise Test***. The percentage of girls having D (10.07 per cent) or E (2.69 per cent) Grade was very less in ***SCERT*** school tests but as per ***Surprise Test***

10.58 per cent girls had D Grade and remaining 89.42 per cent girls had E Grade. None of the girl students had got A, B or C Grade in ***Surprise Test*** in science subject.

The disheartening academic scenario of elementary students may be out of fear attributed to sudden examination without any notice and that too conducted by the outsiders. However, the results of the ***Surprise Test*** points to the dismal/unsatisfactory standard of elementary education in the state. The above results pertain to government-run schools only as the bright children, by and large, shifted to the non-government/public schools because of shortage of teachers and inadequacy of the desired infrastructure in the rural State-run schools. Much reliance cannot, therefore, be reposed on ***SCERT*** held examinations. For nearly 100 days in a year, 80 to 85 per cent teachers are assigned non-academic duties, for which they have to absent themselves from the schools. This accounts for poor performance of children. Further, in the ***SCERT*** test system, the answer books are marked internally and the entire exercise of evaluation is completed in 3 to 4 days and markings are not coordinated by different examiners and there does not exists uniformity of scoring procedure. In setting the question papers for the ***Surprise Test***, care was taken to include only such questions (in consultation of the teaching staff) which were within the reach of average or even below average grade of students and were very similar to the standards of ***SCERT*** examinations. As the ***Surprise Test*** was neither too tough, nor outside the prescribed syllabus, the only conclusion that may be arrived at is that in the ***SCERT*** examination, the marking could have been very liberal and casual. Copying on a large scale and the use of unfair means was also reported. The ***SCERT*** test was mostly on the pattern of Yes/No, Right/Wrong, True/False and did not involve recall, reasoning or written expression. Resultantly, guessing or thoughtful ticking could easily earn a score of 50 per cent marks or more.

To improve the present unsatisfactory conditions of elementary education in Punjab, the need of the hour is: that the sanctity of the system of examination must be maintained, by strengthening the relative evaluation and teaching, so that the teaching-learning process becomes meaningful by giving training to teachers for setting objectives of teaching different subjects in the syllabus. For fifth year in a row, *Annual Status of Education Report* (ASER) published by NGO Pratham has shown continuing poor levels of learning in schools, particularly government, across India adding that private enrolments in the 6 to 14 age group are rising every year on account of lack of performance in government schools. Only marginal increase in the children's ability to read was attributed to increase in private school children. The same kind of improvement in maths and basic subtraction is attributed again to private school children, stating that outcomes in government schools are poor and stagnant. According to *ASER* among Class V children enrolled in government schools, the percentage of children able to read Class II text decreased even more steeply - from 50.3 per cent in 2009 to 43.8 per cent in 2011 and 41.1 per cent this year.

It is admitted that at the primary level, internal assessment is the only answer. The present 'Yes-No' type of question papers must be discouraged which leads to cramming and guessing, on one hand, and retard development of reasoning or creative ability, on the other. Apparently, this is rendering the children unfit to write 3 to 4 lines coherently and express themselves freely in public examinations. This is the biggest snag in the ***SCERT*** test format.

The inflated marking of the ***SCERT*** conducted examinations cannot dilute the charge that educational standards are deteriorating. 97 to 98 per cent marks awarded is a deception, a trick which failed. An important step is to appoint more teachers so that thousands of understaffed schools work properly. The teachers' training must be given priority for which an infrastructure at state level must be created. Sick schools have to be identified and steps taken to stem the rot.

It has been observed in the present system of teaching that average and decimal fractions in Mathematics had not been attempted in the tests held showing a resistance to change or improvement. Union Ministry for Human Resources suggested that before Matriculation examination, the external tests of children should be replaced by internal tests and their scope enhanced. The public examinations frighten the students and create anxiety and tension in juvenile minds leading to possible sense of hatred and aversion for studies leading to cheating, copying and other unfair means. Till such time the amended systems are introduced, internal examinations must be made accountable.

Teachers should be given academic freedom for experimentation, and innovations must be encouraged by instituting awards and incentives to enable teachers to use new strategies to motivate the children to become innovative and creative. Good pedagogical practices largely depend upon the emotional relationship between the teacher and the taught. For effective communication with the students, teachers must be given a free hand to decide the syllabus and in organizing the schedule of teaching. Under regimentation, the academic achievements of the bright students also suffer and the standards of education are declining fast. Some apparent causes are (a) inadequate inputs, including teachers, (b) defective syllabus and examination system, (c) lack of supervision and guidance, (d) absence of clear-cut education policy, (e) centralization of authority in the minister, sidelining the education officers, (f) uneven distribution of resources, and (g) a parallel system of completely independent public schools. All these causes and prevalent lethargy, de-motivation, lack of will and personal interests, tuitions, absence from duty impinge on the progress of education. It is very serious matter and state must find solution to the problem of deteriorating standard of education.

The *Right to Free and Compulsory Education* (RTE) Act, 2009 has laid down stringent norms that all schools must adhere to in order to ensure that children get not just education but also quality education. Paradoxically, RTE resulted in less learning among the school goers. Even the current year's report (ASER) based on survey done by ***Pratham*** in 2012 has made a similar striking and disturbing claim. Even though RTE has resulted in improved infrastructure, better pupil-teacher ratio etc there has been a sharp drop in the learning levels of the students. There is need for serious investigation into this as in a way this means that RTE is on the wrong track. If the children are learning less as a consequence of the provisions under the Act, surely the provisions under the Act need re-thinking.

Punjab is shying away from increasing the number of working hours for government school teachers, as stipulated in the *RTE Act*- the working hours of government schools teachers to a minimum of 45 hours a week. The working hours in the states are 36 hours a week at present. RTE Act proposes increase in the working hours for teachers, but for students it remain the same. Teachers are expected to do their paperwork or prepare for the next day's classes during the extra hours in school. In compliance with the RTE Act, primary school teachers are expected to be in schools from 8 am to 3 pm in summers and from 9 am to 4 pm in winters. For upper primary teachers, the proposed working hours in summers are 8 am to 3.30 pm, and 9 am to 4.30 pm in winters. Punjab's Education department prepared a draft of the notification that proposed to increase the working hours of primary school teachers by an hour per day and by one-and-half hours per day for upper primary school teachers. The proposal was then returned to the top political brass for a final nod, but the issue seems to be hanging fire at the level of the political leadership. But the increase in timings is inevitable as it is part of the implementation of the RTE Act, which was adopted by the state government too.

Figure 9: Students in Uniform Picking Up Waste

Access to primary education was universalized through various flagship programmes such as *Sarva Shiksha Abhiyan, Mid Day Meal scheme, RTE Act* etc. However, despite this, a few children are still deprived of elementary education due to inability of their parents to send them to schools because of their poor economical status. For, these parents, sending their children to school means not only incurring extra financial burden but also depriving them of some money which their children would have earned otherwise by doing labour. That being the attitude of these economically backward parents, one may, perhaps, have to motivate the parents and children to bring them school. Several elementary level students scurried around collecting disposable plates, glasses, spoons and other trash. Numerous eight to thirteen year olds (sometimes in their uniforms in the unmistakable maroon sweaters that are part of the school uniform in Punjab) were working as waste-pickers-cum-waiters in various marriage palaces and other wedding ceremonies. The *Child Labour (Prohibition and Regulation) Act*, 1986, prohibits the employment of children below the age of 14 in occupations such as the above. The Act need to be implemented in its true spirit. Moreover; physical attendance of students must be ensured. The students with wrong and continue absence may be denied of various freebies. *The Right of Children to Free and Compulsory Education Act, 2009*, mandates free and compulsory education for all children between the ages of six and fourteen, but there was no voice of protest or concern to check this malpractice.

Why is RTE, in spite of huge public investment, having this paradoxical negative impact? This is quite literally a million-dollar question. This is most probably because of the controversial decision of doing away with traditional examination system in favour of Continuous Comprehensive Evaluation (CCE). The idea of CCE is a good one and this is what it should be under ideal circumstances as this eliminates the fear factor from the class-room that examination brings. But in rural India, Are teachers capable of doing CCE and ensuring that the child is learning regularly even when the fear of examination is not there? CCE is yet to be properly installed but the old exam system has been done away with, children are therefore learning less. Nonetheless, given the serious implication, it is important for all agencies working on *RTE* to do an independent checking on their own and *RTE* needs re-thinking. There is no point in wasting public money. One thing is clear - Government, Civil Society Organizations and international agencies working on basic education in India cannot afford to sit idle.

Moreover the current high tech era, the keyboard whether physical or on a touch screen has all but replaced handwriting. Is this good, bad or unimportant? There are several issues embedded in this important and topical question. Writing is frequently being discounted as a *passé* activity that was needed in its day but not in today's modern high tech world. Accordingly a common recommendation is to drop it with little concern as to the consequences. The abandonment of any significant activity should not be done lightly and so it's worthwhile considering just what is involved in taking this path. The first issue relates to the mechanical aspects of writing (i.e., what you need to do to get the letters on a page). Typically these have been carried out via handwriting (penmanship) but they are now produced primarily via keyboarding. These two forms of writing represent different physical skills, and neither is difficult to teach—particularly to young children where there is generally time in the curriculum. But in terms of time or pressure, there's little need to give up either of the two. Nevertheless, that well might happen since our society tends to move in the direction of discarding the old when new things come to the fore unless parents band together to pressure schools to retain both forms of writing. (There are even moves afoot to end keyboarding on the grounds that devices can now transform speech into written text; thereby eliminating the need for keyboarding.)

But there is a second aspect to the question that covers a quite different terrain. It concerns the "language of texting." Texting – and its offshoots such as Twitter which also relies on the 140 character limit of the text format – does not simply eliminate handwriting and minimize keyboarding; it eliminates almost all extended writing (of diaries, creative writing, essays etc). Here we are not discussing the mechanics of writing but the content that writing can create. Texting, with its short bursts of disconnected ideas — written in a shorthand known only to the group, works to smother many key forms of writing. It need not do so — it could and should co-exist with longer, better organized expressions. If the end result, however, is replacement and not co-existence, it will be a great loss to the society. Hopefully this will not happen. But once again, people have to be concerned and speak out. And our leaders in education must show a commitment to maintaining important key skills and enabling the best of the old and new to co-exist. To keep handwriting alive, we must teach children its significance.

Chapter VI

Summary and Concluding Remarks

INTRODUCTION

Education is an effective instrument not only for the development of one's personality, but also for the sustained growth of the nation. Educated and skilled population not only drives national/economic development but also ensures personal growth. The challenge to ensure education for all requires concerted efforts to strengthen the education system at all levels. Elementary Education is the foundation for the development of every citizen and nation as a whole. Making quality elementary education available to all has been one of the most important concerns of the government. In simple words, elementary education implies eight years of compulsory schooling that begins from the age of six years. The government ensures to make elementary education free and compulsory for all. The crucial role of *Universal Elementary Education* for strengthening the fabric of democracy, through provision of equal opportunities to all; for the development of their inherent individual potential, was accepted from the inception of our republic in Article 45 under the *Directive Principles of State Policy* in the Constitution, which provides for free and compulsory education to all children until they complete the age of 14 years. The 86th Amendment added a new clause to make elementary education a fundamental right. A state subject so far, education was brought on the Concurrent list. In order to build inclusive education system, Government of India has implemented a variety of programmes at all the levels of education. Keeping in view the *Education-Vision and Goals* (Report to the People on Education 2009-10), i.e. "to realize India's human resource potential to its fullest in the education sector, with equity and inclusion" the Ministry of Human Resource Development, viz., the Department of School Education and Literacy; and the Department of Higher Education have taken several new initiatives. After the inception of *District Primary Education Programme* in 1994, the government came up with the *Sarva Shiksha Abhiyan (SSA)* in 2001 so as to bring in an improvement in the elementary education. The SSA aims at improving the ratio of students to teachers, emphasizing more on teachers training, provide learning materials for teachers and textbooks for children as well as make every possible effort for their academic support. For optimum management control, the government also joined hands with the School Management Committees, Tribal Autonomous Councils, Mother Teacher Associations as well as Village and Urban Slum Level Education Committees. There are number of other programmes which were started by government for improving the level of education such as *Kasturba Gandhi Shiksha Yojana*, *Mid Day Meal Scheme*, *Lok Jumbish Project*, *Uttar Pradesh Basic Education Programme*, *Operation Blackboard* etc. ***Right to Free and Compulsory Education Bill*** was introduced in the *Rajya Sabha* - the upper house of Indian parliament on 15 December 2008 nearly seventy one years since Mahatma Gandhi gave a call for *Universal Education* in 1937;

sixty one years since independence; fifty eight years since the Constitution, instead of making education a fundamental right made it part of the *Directive Principles*; fifteen years since the Supreme Court in 1993 ruled on the *right to education*; six years after the 86th *constitutional amendment* was passed by the Parliament in 2002 by inserting *Article 21A* making education a *fundamental right* for children in the restricted age group of 6 to 14 years; and four years after the draft bill was prepared by the Central Advisory Board of Education (CABE) committee.

Regrettably where we are now? Despite all these significant achievements, the goal of *Universal Elementary Education* remains elusive and far a distant dream. The learner's achievement across the country remained unsatisfactory and far below than the expectations. Punjab is no exception to all this. Punjab government has also taken numerous steps to improve the educational status, but in spite of such efforts, the educational status of Punjab is not improving as per expectations. The present study is an attempt to address some of these questions through the analysis of the existing database and field survey. The focus was specifically on delineating the problems involved in achieving the goal of *Universal Elementary Education (UEE)* and identifying knowledge gaps in understanding the issues involved.

OBJECTIVES

The research problem for the present study is "***Diagnostic Analysis of Elementary Education in Rural Punjab"***. The main objective of the present study was to examine the status of elementary education in rural Punjab; and what are the shortcomings in the implementations of UEE. Specifically, the objectives of this study are:

1. *To examine the present status of elementary education of rural Punjab.*
2. *To examine the academic performance of students of rural Punjab.*
3. *To identify the various constraints in elementary schools of rural Punjab.*
4. *To suggest ways and means to improve the status of UEE.*

RESEARCH SAMPLE

The locale of study was rural areas of Punjab. There are 20 districts of the state when the study was planned. All districts were grouped into three categories on the basis of rural population defined as densely rural areas; moderately rural areas and thinly rural areas. From each group two districts was selected again on the basis of rural population. From each so selected district; one block was selected having up to five blocks and two blocks having more than five blocks again on the basis of rural population. From each block, two villages having *Government Elementary (Primary) Schools* were selected. However, an additional village was selected in Majitha block of Amritsar district due to lesser number of households in one of the village namely, Kotla Maza Singh. Accordingly there were 23 villages selected from 11 blocks of six districts of Punjab.

Selection of Schools:

There were 938 elementary schools in the selected area and for this study a sample of 790 elementary schools (84 per cent) were selected for detailed analysis. Only primary schools situated in the rural areas of the selected blocks were taken for detailed investigations.

Selection of Households:

To acquaint with the various problems faced by the parents of students studying in various government elementary schools and their possible solution, all the households (5618) of the selected villages were adopted for detailed investigation/analysis.

Selection of Students:

To test the academic performance of outgoing class students, that is, 5^{th} standard and 8^{th} standard were selected for our purpose. The study sample consists of 3940 students consisting of both the gender (1750 boys and 2190 girls) from upper primary schools. Their academic performance was tested for English, Mathematics and Science subjects. Likewise a sample of 3830 students (of both the sex) from primary standard was selected. Their academic performance was tested for Mathematics, Environment Science/ General Knowledge and all the three languages, namely, English, Hindi and Punjabi.

RESEARCH TOOLS

Suitable statistical research tools were used depending upon the nature of data. Traditionally there are three important indicators which give an idea of the proportion of population that is enrolled in educational institutions at different levels. There are *Gross Attendance Ratio (GAR), Age Specific Attendance Ratio (ASAR) and Net Attendance Ratio (NAR).* All the three ratios had been estimated and discussed.

DATA COLLECTION

Both types of data, that is, primary as well as secondary were used in this study. Secondary data was collected from various official publications such as *Statistical Abstract of Punjab*- an annual publication of Punjab Government, *Economic Surveys of Punjab* and Primary data has been collected through personal surveys of selected households. In addition to this, to acquaint with the various problems and their possible solutions, group discussion was also held with different teacher unions as well as teachers/Head teachers individually; village elders/Panchayats leader of the selected villages.

MAIN FINDINGS

PUNJAB EDUCATIONAL SCENARIO

Punjab has a strong network of elementary schools but these are yet in the cold shade of neglect. State has achieved Universalization of Elementary Education to a very large extent in terms of access to schooling and improvement in enrolment ratio, especially of girls and those belonging to marginalized groups. Gender parity, especially at the elementary stage, has narrowed down appreciably as a result of large number of programmes initiated. But the learner's achievement remained unsatisfactory and far below than the expectations

Growth of Schools: Punjab had adequate net work of educational institution. The number of elementary schools in Punjab has increased from 15610 in 2000 to 17742 in 2010 - an increase of 13.66 per cent. Elementary schools in Punjab increased at an annual compound growth rate of 3.4 per cent during the period under review. Nearly 89.26 per cent schools are located in the rural areas but less than the rural geographical area of Punjab. The remaining one – tenth of the schools is in the urban areas.

During 2000's (as on 30th September), on an average, one elementary school served a radius of 2.34 kms in Punjab - 2.46 kms in rural areas as compared to 1.12 kms in urban areas. One primary school served a radius of 3.37 kms in rural areas while it was 1.51 kms in urban areas. Similarly one Upper-primary school served a radius of 9.11 kms in rural areas against 4.49 km in urban areas. The lower number of upper primary school for larger geographical rural area is due discontinuation of opening of new upper primary schools in Punjab. Moreover majority of the existing middle schools have been upgraded to secondary school (Matric). Existing Primary schools need to be merged with Upper primary schools for better and quality schooling.

Enrollment in Government Schools:

Enrollment in Primary Schools: In spite of increase in the number of primary schools; the enrollment in primary government owned rural schools of Punjab has declined. The enrollment of primary standard students was 18.49 lakh in year 2000 which decreased to 12.57 lakh in 2010. Gender wise enrollment for male and females has shown a decline of 31.79 per cent and 32.31 per cent respectively. However, the share of females' students in the total enrolment remained the same, being 47.61 per cent in 2000-02 as compared to 47.29 per cent in 2009-11.

Enrollment in Upper-Primary Schools: On the other hand, in case of upper-primary schools, enrollment has been increased with the increase in number of upper-primary schools. The enrollment of upper-primary students was 27.86 lakh in year 2000 which further increased to 34.59 lakh in 2010 showing an increment of 24.1 per cent. Gender-wise enrollment of male as well as female students had shown an increment of 29.77 and 17.85 per cent respectively. However, the relative share of female enrollment showed a slight decline from 47.04 per cent in 2000 to 44.64 per cent in 2010.

Pupils-Teacher Ratio: Pupils-teacher ratio in schools of rural Punjab had improved in the recent past. In primary section, pupil-teacher ratio was 42:1 in 2000 which improved to 26:1 in 2010. In upper primary section, pupil-teacher ratio was 26:1 in 2000 which improved slightly to 23:1 in 2010. If we see the average of both, then pupil-teacher ratio was 34:1 in 2000 which improved to 24:1 in 2010 which is a healthy sign of development for Punjab. There is a need to simultaneously address issues of infrastructure, and the need to build the academic and pedagogic capability of teachers to take advantage of lower PTR.

Profile of Households

Undoubtedly the enrollment in government schools in selected households was more than private schools but the majority of them belonged to SC or ST category. Higher reserved category enrollment was due to dominance of low income group or their standard of living and the various facilities/freebies provided by the government to them. The parents of general category generally prefer to send their children to private schools because of high income coupled with lower standard of education; indiscipline among students'; lacks of shortage of dedicated teaching staff and so on in government schools. Moreover there was lack of infrastructure in government schools and teachers took least interest in teaching due to burden of clerical work.

Household Structure: Single family system was dominating in the rural areas of Punjab. Nearly, two third of the selected households come under this family system. Little less than one third of selected households come under the Joint family and only 2.99 per cent of the selected households come under the Nuclear type of family.

Caste System: Majority of the selected households (a little more than one half) fall under the reserved category and was almost equally distributed among SC/ST and OBC categories, i.e. 28.80 and 28.53 per cent respectively. However, the highest per cent of households were from general category (42.67 per cent respectively).

Occupational Structure: Little more than one half - of selected households in rural areas of Punjab were doing Private jobs (53.39 per cent) followed by farming community (34.08 per cent), government jobs (9.15 per cent) and business (3.38 per cent respectively).

Household Income: Nearly two-fifth of the selected households in rural Punjab (40.49 per cent of households) was having less than Rs. 5000 monthly household income. On the other hand, there were only 4 per cent of households in the highest income group that have more than Rs.20000 monthly income.

Gender Disparities: In rural area of Punjab percentage of males and females was 52.82 per cent and 47.18 per cent respectively with the average family size of 5.20 and a sex ratio of 893:1000. However, there were 51.86 per cent of adult male population and 48.14 per cent of adult female population respectively with an improved sex ratio of 928:1000. Juveniles population comprises of 54.91 per cent were males and 45.09 females. Majority of the Juveniles were found in the age group of 6-10 years i.e. 29.38 per cent followed by 14-17 years age group and 0-3 years age group.

Educational Standard: Majority of (two-fifth) adults had studied more than primary section but less than higher secondary or +2 standard. Gender wise proportion was 44.79 per cent of adult males and 33.95 per cent of adult females respectively. Moreover, one third of adults (32.56 per cent) were uneducated in rural Punjab - 27.65 males and 37.47 females respectively. Rural Punjabi women were more uneducated and efforts are needed in this direction. Majority of the parents of the rural area were uneducated which acted as an obstacle in admitting the students to schools. They were not interested to send them to schools due to poverty and forced them to work for earning.

Early Childhood Care and Education: In rural Punjab 4.13 per cent of children in the age group of 0 - 3 yrs were admitted to early childhood care and education centres. Gender wise composition was 3.56 per cent males and 4.78 per cent females. Little more than one fourth (28.27 per cent) was admitted to pre primary classes in rural Punjab. However, male students exceed their female counterpart and belong to well of families.

School Wise Enrollment: Nearly two - third of the elementary (64.15 per cent) students from selected households were studying in government schools and rest 35.85 per cent in private schools because of large networks of government schools in rural areas of Punjab. Furthermore two - fifth of the primary students were studying in private schools- a dangerous trend. Nearly

three - fourth of the over/under age population of 14-17 age group were students in rural Punjab. Majority of these students were males and from Hoshiarpur district. Such a large number of elementary students studying in private schools is a matter of great concern and fingers towards the poor performance of the government schools due mainly to indiscipline among students and lack of dedication in teaching staff coupled with poor infrastructural facilities.

Attendance Ratios: *Gross Attendance Ratio* for elementary students in rural Punjab was estimated at 111.14 per cent. - 110.57 per cent for male and 111.84 per cent for females. The corresponding GAR ratios of primary students were estimated at 115.69 per cent - 114.91 per cent for males and 116.63 per cent for females. Likewise, GAR for upper primary section in rural Punjab was estimated at 103.26 per cent - 103.38 per cent for male students and 103.11 per cent for female students. Greater than 100 GAR implies that both over-aged and under aged children are studying in elementary standard (Classes I to VIII) resulting in overestimation.

On the other hand, *Net Attendance Ratio* at elementary standard was 79.19 per cent. 77.62 per cent for males and 81.14 for female elementary students. In rural Punjab NAR for primary standard were 87.04 per cent - 85.36 per cent for male and 89.05 per cent for female students. *Net Attendance Ratio* for upper-primary standard was 65.62 per cent - 64.78 per cent for male and 66.72 per cent for female students. Higher NAR for primary students as compared to Upper primary indicate that more and more children were admitted/started attending to schooling at primary level – a very healthy sign of development Across all the selected districts of Punjab, Gurdaspur district had highest net attendance ratio with respect to primary standard whereas Amritsar district was at the bottom of ladder with respect to primary and elementary standard.

Age Specific Ratios for elementary standard was 82.06 per cent - 80.13 per cent for males and 84.44 per cent for females. Likewise, age specific ratio for primary students was estimated at 90.15 per cent. Gender wise the ratio for primary males and females students was estimated at 88.15 per cent 92.54 per cent respectively. In case of upper primary standard the resultant ratios were 66.82 per cent and 69.67 per cent for males and females respectively. Since the age specific attendance ratio is more than the Net Attendance Ratio reveal that over and under age students were already going/attending school

SCHOOL INFRASTRUCTURE DEVELOPMENT

Area of the School: Majority of the schools in rural Punjab did not qualify for elementary schools based upon minimum geographical areas needed for over all child development and imparting quality education. 43.67 per cent of the schools in rural Punjab had less than 10000 sq. ft. area and one - fifth of the schools had total area of 10-20 thousand sq ft in rural Punjab. Furthermore, little less than one half (47.59 per cent) of the schools in rural Punjab had only less than one-fourth covered area of their school. One - fifth of the rural schools had more than one half of the geographical area covered.

Availability of Classrooms: Little less than one-fifth of the (15.82 per cent) schools had only two class-rooms, though there were 5 classes. Apparently, these schools had to either combine classes or the teachers have had to teach in open space even in the extreme weather conditions

(winter/ itching summer season too). However, schools situated in the nearby/vicinity of the urban areas but falls under the rural areas had sufficient numbers of class rooms.

Distance from Block Head Quarter: To study the communication - cum - supervisory/checking scenarios by the Block Level Officer of the education department distance from block headquarter was examined. An ideal distance between the school and block headquarter is between 10 to 15 kms based upon the discussion with the block/district level officer. Majority of the schools were within the easy reach of the block headquarter and block level officer can check and supervise the school easily. There is no need to establish/create additional Educational blocks in the districts of Punjab. However, some headquarter of some block office especially in Amritsar and Bathinda can be relocated/adjusted for easy communication and supervision.

Year of Establishment: Building infrastructure scenario of the rural Punjab's schools was examined through the year of establishment of the school. A lion share of the rural schools in Punjab (83.32 per cent) was quite old which was established 15 years and more ago. Their buildings were in dilapidated conditions and needs immediate repairs and renovations. Even the conditions of these newly built schools were not good too due lack of annual maintenance funds/grant and needs immediate repairs. Keeping in view the unsatisfactory conditions of the existing building infrastructure, the imperative of the situations demands renovations of the schools buildings may be taken up on war footing to avoid any miss happening. Majority of the schools had leaking roofs; broken doors and windows of the rooms and dampness in four walls of the rooms and lacks boundary walls. Sanctioning annual maintenance grant will go a long way in improving the school buildings.

Enrollment: Enrollment in government schools has declined over period of time under reference (2007-08 through 2012-13). Although there was lot of variations in the proportion of male and female students in selected districts of Punjab, however, in general the proportion of male students was higher than the corresponding proportion of female students. Apparently, efforts are needed to enroll more girls' students for which proper/conducive environment should be developed.

Furthermore Government schools were dominated by reserved categories students, especially of Schedule castes followed by the OBC category and General category students. The number of General category students was lowest in government schools. General category students preferred to go for private schools due to various constraints prevalent in the government schools. They consider private schools as better option because private schools focus on English and Computer language.

Teaching Staff: Lack of teachers in some of the government schools was observed. Some schools had one or two teachers in spite of five classes in the school which resulted into negative impact on student's education. Due to this problem, teachers used to combine classes. Majority of the teaching staff (one-half) was highly educated with BA/MA and B.Ed in rural Punjab. Only one-fourth of the teaching staff had lesser qualification, that is, either matric or +2 with ETT or JBT. Furthermore, 2.33 per cent teachers of rural Punjab had also undertaken higher education

such as M.Ed/M. Phil/Ph.D. The teaching community in government schools of rural Punjab was dominated by the females having more than two third of the teaching community.

Students- Teacher Ratios: STR of Punjab is well within the specified limit as specified under RTE Act. However there is a wide variation among selected districts of Punjab. Three districts namely, Ropar, Bathinda and Faridkot had more STR than the specified limit. Worst STR was for Ropar district followed by Bathinda. Most favourable STR was for Gurdaspur district followed by Hoshiarpur district. However, none of the surveyed schools meet the requirement of one teacher for every class. At the state level there were three teachers for five classes and the worst scenario was noticed in case of Hoshiarpur district followed by Ropar. The situation was quite comfortable for Bathinda district. There is a need to simultaneously address issues of school enrollment as well as new appointment/ rationalization of teachers, and the need to build the academic and pedagogic capability of teachers to take advantage of lower STR.

Non-Teaching Staff: Lack of non-teaching staff was observed in Government schools due to which teachers had to handle the non-academic work of school and they could not concentrate on teaching work. Very few selected schools had appointed clerks for non- clerical work of the school. Only some of the schools had appointed sweepers, gardeners, peons etc. In fact there was no post of clerks and peons in the primary schools and sweepers were appointed on part time basis. Non-teaching staff was dominated of female as majority of the cook-cum-helpers appointed were females.

Availability of Rooms: Nearly one - fourth (26.59 per cent) of the rural schools in Punjab was having Principal/Head teacher rooms but less than one - tenth (only 8.71 per cent) rural schools were having staff rooms. Furthermore, 83.98 per cent of the rural schools in Punjab had sufficient class rooms and 35.95 per cent of schools were having other rooms like Computer labs, Science labs, Maths labs, Library-cum-Reading labs etc.

Teaching Aid: In Government schools, old teaching methods and techniques were used for teaching. Proportion of 85.95 teachers preferred to use blackboards. They did not use CDs, televisions and computers (2.78, 2.28 & 8.10 per cent respectively) etc. due to the lack of knowledge of new teaching aids and innovative methods. Moreover, they did not have knowledge about new teaching aids.

Extra Co-Curricular activities: Such events and activities tend to help in the overall development of the children. Apart from the course curriculum, schools were not able to involve children in other activities like sports, co-curricular activities and competitions. Nearly 30 per cent of the rural schools in Punjab had organized debates and discussion activities to build the confidence level of students. However, festival celebration was very popular among the rural schools of Punjab (71.85 per cent respectively).

Infrastructure: Rural Punjab had 93.41 per cent schools with kitchen. But nearly 13.53 per cent of rural schools had library-cum-reading rooms. Proportion of having Science and Computer labs in schools was also as low as 2.95 and 2.75 per cent respectively. None of the rural school in Punjab had Language lab. The conditions of majority of the toilets especially of students were pathetic/dismissal. Moreover, majority of the rural schools in Punjab had sufficient furniture for

teachers but not for the students. Only 6.96 per cent of rural schools in Punjab had benches and 68.74 per cent had desks for their children. Little less than one fourth of the school used for sitting. Apparently, the rural schools in Punjab did not have good infrastructure. A majority of elementary rural schools lack basic necessities such as:-

- Proper accommodation and furniture
- Toilet facilities separately for both boys and girls.
- Well equipped libraries.
- Laboratories for science subjects.
- Computer/Audi visual classrooms.
- Language lab
- Proper ventilated kitchen
- Rudimentary playing ground and games equipment for even common activities such as football, hockey, basketball, volleyball etc.

Funds Availability: One of the severe hurdles in the Punjab education system is non availability of funds. Some schools did not have funds for purchasing benches, blackboards, chairs, desks etc and to pay even electricity bills. There is no annual maintenance grant for buildings.

Functioning of Mid Day Meal Scheme: ***S***ome of the schools did not want to run mid day meal scheme due to non-availability/delay of funds, lack of utensils, non- availability/shortage of food grains, lack of cooking utensils, lack of drums, bins etc.

ACADEMIC EVALUATION OF STUDENTS

Result of the surprise test points towards the unsatisfactory standard of Elementary Education in the rural areas of Punjab state. The Surprise Test was performed on government owned school's students only as the bright children, by and large, shifted to the non-government/public schools because of shortage of teachers and inadequacy of the desired infrastructure in the rural State-r run schools. The disheartening academic scenario of elementary students may be out of fear attributed to sudden examination without any notice and that too conducted by the outsiders. However, the results of the Surprise Test points to the dismal/unsatisfactory standard of elementary education in the state.

Performance of Primary Students: Academic performance of 5^{th} standard students of government run schools from rural Punjab was indeed very shocking. Average marks obtained were merely 31 per cent. Performance of the students in Mathematics, however, was some but better and average marks secured were 38 per cent followed by EVS. Most disheartening was the poor performance of students in languages where average score was just 26 per cent only. Nearly one - fourth of the students were not able to open up their score/ accounts, that is, got zero marks. Most disappointedly one third of the students didn't have even a single mark in the languages, that is, Punjabi, Hindi and English. The students were not able to answer even simple questions from their syllabus. Moreover, the children did not know how to write in English, Hindi and Punjabi (mother tongue). Their reading skills were also dull, which showed that their performance had to be improved with the adoption of new ideas and techniques.

The study exposed the inefficiency/unreliability of the *SCERT* conducted fifth standard examination system about judging the true performance of the students. The only conclusions that can infer is that: In the *SCERT* examination, the marking could have been very liberal and casual to show better performance of the teachers. Copying on a large scale and the use of unfair means was also reported (not on the record view of the teachers and students). The *SCERT* test was mostly on the pattern of Yes/No, Right/Wrong, True/False and did not involve recall, reasoning or written expression. Resultantly, guessing or thoughtful ticking could easily earn a score of 50 per cent marks.

Performance of Upper-Primary Students: Academic performance of upper primary/middle standard students (8th standard) of government owned schools of rural Punjab was more dismal. None of students had got A, B or C Grade in *Surprise Test* though final examinations was on the cards. The majority of students were falling in Grade E (97.72 per cent) that is, got less than 35 per cent of marks. Only 2.28 per cent students were placed in D Grade. Against this, as per *SCERT* schools test, nearly 8 per cent of students had got Grade A and nearly one-fourth of students were having B Grade. However, the majority of students got Grade C (40.43 per cent) and the remaining 23.32 per cent students got Grade D. Only 4.50 per cent students had got Grade E. However, the performance in Science subject was better than that of Mathematics and English. Furthermore, the performance of middle standard girls' students of government owned schools however was much better than male counter parts.

These results pertain to government-run schools only as the bright children, by and large, shifted to the non-government/public schools because of shortage of teachers and inadequacy of the desired infrastructure in the rural State-run schools. Much reliance cannot, therefore, be reposed on *SCERT* held examinations. Further, in the *SCERT* test system, the answer books are marked internally and the entire exercise of evaluation is completed in 3 to 4 days and markings are not coordinated by different examiners and there does not exists uniformity of scoring procedure. In setting the question papers for the *Surprise Test* care was taken to include only such questions (in consultation of the teaching staff) which were within the reach of average or even below average students and were very similar to the standards of ***SCERT*** examinations. As the *Surprise Test* was neither too tough, nor outside the prescribed syllabus, the only conclusion that may be arrived at is that in the *SCERT* examination, the marking could have been very liberal and casual. Copying on a large scale and the use of unfair means was also reported. To improve the present unsatisfactory conditions of elementary education in Punjab, the need of the hour is: that the sanctity of the system of examination must be maintained, by strengthening the relative evaluation and teaching, so that the teaching-learning process becomes meaningful by giving training to teachers for meeting objectives of teaching.

SUGGESTIONS

Financial help to Government schools: Government schools requires large amount of funds for their proper functioning. It is the duty of the government to provide financial help to government schools for improvements like meals, rooms, new technology adoption, furniture for staff and students etc. If these requirements would be fulfilled then government schools could work

properly. If government not provides funds to the schools, then problem can be overcome of exploiting the role of school council.

Appointment of Teaching Staff: To provide quality education, there is need of good teachers. More teachers should be appointed in the under staffed schools so that education of students does not affect adversely. The problem of under staffed and over staffed schools should be removed. More teachers should be appointed in under staffed schools or the teachers from over staffed schools should be transferred to under staffed schools. Teacher's shortage problem can be overcome to a large extent by proper rationalization of teaching staff in schools.

Appointment of Non-Academic staff: In the government schools, there is a shortage of non-academic staff because of this mostly teachers did clerical work while the main function of the teachers is to provide qualitative education. So to improve this, the non-academic staff should be appointed in government schools for reducing the burden of teachers. If the non-academic staff is appointed in government schools then teachers can perform their duties properly.

Training of Teachers: Teacher is the only person which provides good education to students and for providing better education, teacher training must be provided to teachers. The training of teachers is a major area of concern at present, since both pre-service and in-service training of school teachers is inadequate and also poorly managed. Pre-service training needs to be improved and regulated in both public and private institutions, while systems for in-service training requires expansion and major reform that allows for greater flexibility. The teachers of government schools should be given training about the new teaching methods and aids so that they can teach properly. Moreover new teachers should be appointed only after giving the training.

Early Childhood Development: Government should pay whole-hearted attention to ***Early Childhood Development*** to fully develop childhood potential as it could lead to more peaceful societies. Return on investment data show that focusing resources on supporting young children is a "no-brainer. In addition to the economic argument, a burgeoning field is growing around the effect of early childhood education on social cohesion and peace building.

Attracting Children for Study: Student's enrollment in government schools are quite low due to *inter paraphernalia* of constraints. Efforts are needed to attract more students to government schools. And to create enthusiasm in them for learning; visual aids like projectors; television computer etc. can be used. Some educational movies can also be shown to them. To appreciate the efforts of students, some type of scholarships either in the form of gifts or books can be given to them who perform well in the class. Sports competition, debates and discussions should be conducted for the students to improve the level of their confidence. Their concentration level should be improved.

Engage Students: There are various learning styles in each classroom, and teachers can engage students by designing activities that appeal to individual strengths. For example, one student may choose to design a t-shirt to express an understanding of poetry elements and another may elect to build a model airplane to demonstrate the laws of gravity. By using this personalized strategy, students become engaged in lessons and deepen their understanding of content.

Infrastructure: It was observed that Infrastructures were not safe and easily accessible. Due to lack of infrastructural facilities, students felt less willingness to participate into sports and cultural programs. Results revealed that attitude varies with differences in socio economic status, districts, literacy rate of blocks, and with available school infrastructure facilities.

Interest among Parents: People should be made aware about the importance of education. They should understand that how education is important for their children. For creating the awareness among people help of Non Government Organizations can be taken. Although the Government is providing free education to the children yet some of the parents do not send their children to schools due to their poor financial condition. As their children help them in earning, some special sessions or classes should be conducted for the parents to make them realize the significance of education for their children.

Participation of Parents: It is believed that collaboration between home and school can result in improved student academic performance and communication with parents. Schools can foster this relationship by showing parents how to supplement school work at home. Parents feel empowered when they can help in planning the academic curriculum, and volunteer at the school in meaningful and interesting ways.

Proper Sanitation facility: Cleanliness towards school infrastructure should be initially conceptualized. Moreover, schools should have adequate facility of drinking water. This problem may be temporarily overcome by encouraging students to bring water bottles but schools should make efforts for permanent solution of this problem by either generating their own resources or asking help from the government or community.

Focus on Teacher's Empowerment: The critical role of teachers in the entire education set-up must be realized. Emphasis should be made to address their professional development needs. Processes should be set up to initiate a participative mode for the teachers in the development of curriculum, text-book, teaching-learning material and methodologies. However, simultaneously the teachers have to be made more responsible and performance-oriented.

Need for Reforms in Examination/Evaluation System: Examination system of government schools should also be changed. It is important to review the current examination system and consider possible alternatives. At present, the emphasis on education is on theory which is encouraging rote-learning without basic understanding. More practical work and activities should be encouraged, which would also discourage mass copying and rote-learning. It will be appropriate to adopt a regular grading system and emphasize on the year-long classroom work, instead of evaluating only on the basis of annual examinations. This will increase the attendance rate and the knowledge of the students.

Monitoring and Evaluation: For the improvement of the education system; institutionalized mechanism has to be set up for regular inspection, monitoring and follow-up. A school graduation and evaluation system, initiated by the state from this year, is a welcome step, which needs to be institutionalized. A similar system of appraisal of teacher and school heads must also be put in place. One needs a local-level body or institution to monitor the performance of teachers.

EPILOGUE

It is the total neglect of government schools by the successive governments by not providing adequate number of teachers as well as infrastructural facilities which has led to the collapse of the elementary education in the rural areas of Punjab. No doubt, the number of schools had increased but enrollment of the students had declined. Moreover, Government schools were dominated by the reserved category. However general category students preferred to go to private schools due to various constraints prevalent in the Government schools. Enrollment in the government schools was quite low as compared to the private schools due to lack of infrastructure, teaching aids, lack of funds availability and the basic thing is the lack of dedication among the teaching staffs and its shortage. The teaching staff in some schools was low while in other schools had over staff especially in the urban areas. Hence, there is a strong need of rationalization of school teachers.

An infrastructure facility in schools of rural Punjab was not good. The basic necessities which the school required was quite poor for e.g.: proper accommodation and furniture, toilet facilities for both boys and girls, well equipped libraries, laboratories, computer classrooms, proper kitchen, playing grounds etc. Non availability of non–teaching staff forced teachers to handle non-academic work of the school and hence could not concentrate on teaching work.

Now a day's new technology are used for teaching like smart classes but in government schools still old teaching methods and technologies are used for teaching. Extra co-curricular activities were quite low in the elementary schools in rural Punjab. Schools were not able to involve children in other activities like sports and competitions.

For providing good education funds are the basic need for rural government schools. Some schools did not have funds to meet even the routine work like; for purchasing benches, blackboards, chairs, desks etc.

Lack of literacy on the part of the parents also acts as an obstacle in attracting the students towards schools. Basically, rural areas parents were not interested in sending their children to schools. They forced their children to work at some place for earning due to poverty while female children look after their homes and or provide helping hands to their mothers. Special sessions or classes should be conducted for the parents to make them realize the significance of education for their children.

Academic performance of government schools students was very poor. They were not able to answer even simple questions out of their syllabus. Moreover, the children did not know how to write in English, Hindi and Punjabi (their mother tongue). Their reading skills were dull. To appreciate the efforts of students; some type of scholarships either in the form of gifts or books can be given to them who perform well in the class. To ensure quality education in government schools, emphasis should be on teacher's training, motivations and on basic issues related to school management. It is very serious matter and state must find solution to the problem of deteriorating standard of education.

Access to primary education was universalized through flagship programmes of Government like Sarva Shiksha Abhiyan, Mid Day Meal scheme, RTE Act etc. However, despite this, a few

children are still deprived of elementary education due to inability of their parents to send them to schools because of their poor economical status. For, these parents, sending their children to school means not only incurring extra financial burden but also depriving them of some money which their children would have earned otherwise by doing labour. That being the attitude of these economically backward parents, one may, perhaps, to motivate the parents and children to bring their children school by providing them food and nutritional needs. Several elementary level students scurried around collecting disposable plates, glasses, spoons and other trash. Numerous eight to thirteen year olds (sometimes in their uniforms in the unmistakable maroon sweaters that are part of the school uniform in Punjab) were working as waste-pickers-cum-waiters in various marriage palaces and other wedding ceremonies. The Child Labour (Prohibition and Regulation) Act, 1986, prohibits the employment of children below the age of 14 in occupations such as the above. The Right of Children to Free and Compulsory Education Act, 2009, mandates free and compulsory education for all children between the ages of six and fourteen, but there was no voice of protest or concern to check this malpractice.

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ADOPTION OF RTE IN PRIVATE SCHOOLS:
Status, Constraints and Policy Implications

SCHEDULE OF HEAD/TEACHER

1. Name of Principal/Teacher/Head-Teacher: _____ 2. Age:_____ Sex: M/F
3. Name of the School: _____ Exp: _____
4. Qualification details:
General: 10th/+2/G/PG//PhD./any other Professional: NTT/ E.T.T. / JBT/B.Ed/M.Ed/any other
Have you cleared NET/TET/CTET? (Specify): _____
5. Medium of instruction: Punjabi/English/Hindi/Combined
6. Detail of salary:

Amount	Mode of Payment	Perks if any	E.P.F. /C.P.F Deduction
	Cash/Cheque/NEFT/DBT		

7. Teaching experience:

Previous school exp.			Current school exp.			Administrative exp.	Total exp.
Period		Class	Subject	Period		Class	Subject		
From	To			From	To				

8. Teacher Training details:

Teacher Training	Level with Duration:				
	Cluster	Block	District	State	National
Pre-service					
In-service					

9. Class Incharge:

2009-10			2010-11			2011-12			2012-13			2013-14		
Enrollment			Enrollment			Enrollment			Enrollment			Enrollment		
Std	Total	EWS	Std	Total	EWS	Std	Total	EWS	Std.	Total	EWS	Std.	Total	EWS

10. Detail of fees (current year):

Class	No. of students & Fees amount						No. of students enjoying fee concession:			Mode of depositing fees: Cash/Cheque
Sr. No.	Total	EWS	SC/ST	OBC	Handi-capped	F.F.	Full fees	Half fees	Bro/Sis concess	

11. Do you think there are sufficient opportunities for parental involvement in the school? Y/N
If yes, (Specify); _____ If no, give suggestion: _____
12. For each of the following statements, Please write one option:

Teaching aides	Availability (Y/N)	Used (Y/N)	How many times:		
			Regular	Weekly	Sometimes
Black Board					
Flannel board					
LCD Projects					
Computers					
Hanging charts					

Smart classes					
Newspaper readings/Mag.					
Flash cards					
PPTs					
Posters/charts					
Smart boards					
Work books					
Any other teaching aid (specify)					

13. Is any attention given to your professional growth? Y/N
If yes, then how? (Specify): _____
14 How much attention is given to standardized exam system? _____
15. Does the school library include an adequate solution of books and periodicals? Y/N
If no, give suggestion: _____
16. New courses or curriculum materials are seldom implemented in the school. Y/N
17. Do you discuss teaching methods and strategies with other teachers? Y/N
If yes, then how? (Specify): _____
18. The supply of equipment and resources are adequate. Y/N
If no, give details: _____
19. Do you have to work long hours to complete all the work? Y/N
If yes, specify duration: _____
20. How difficult it is to get the resources you need to teach? v.diffi/diffi/v.easy/reasonable
Specify reason: _____
21. How much support does the administration give to the teaching staff?
_____
22. Are you encouraged to be innovative in this school? Y/N
If yes, specify how? _____ If no, specify why? _____
23. As Head of this school, about how many hours per month do you usually spend on each of the following activities?

Activities	Hours per month
Hiring Teachers	
Representing the school in the Community	
Internal administrative tasks (e.g. regulations, school budget. time table etc)	
Teaching (including preparation)	
Giving a demonstration lesson	
Discussing educational objectives with teachers	
Talking with parents	
Counseling of students	
Teachers training	
Professional development activities	
Other activities	

24. Does the school receive grant from government? Yes/ No; If yes, then give details:

Purpose	Amount	If any Delay in grant (specify duration)

25. How many staffs are on leave for more than 10 days in a month? _____
26. How many teachers of your school are working for more than 5 years? _____
27. Do teachers of your school meet regularly to discuss instructional goals and issues? Y/N
28. Are teachers in your school encouraged to share and discuss instructional ideas and materials? Y/N

ADOPTION OF RTE IN PRIVATE SCHOOLS:

Status, Constraints and Policy Implications

PARENT'S PERFORMA

1. Name of the student: _____ D.O.B.: _____ 2.Class: _____
3. Name of the school: _____ 4.Mode of conveyance: _____
5. Category (Tick): Gen/SC/ST/OBC/EWS/Handicapped/ Freedom Fighter (F.F.)
6. Did your child/children face any screening test? Y/N

If yes, give details: _____

7. Are your children enjoying fee concession? Y/N

Give details: _____

8. Family Details:

Sr. No.	Name	Sex	Age	Relationship	Qualification	Occupation	Annual Income

9. Type of Family: Single N/J Extended

10. Fees Detail (only elementary students i.e. 1-8th)

Fees detail	Charges	Mode of payment	Rebate if any
Monthly fees			
Annual fees			
Book charges			
Stationary charges			
Uniform charges			
Van charges			

Capitation/Donation charges			
Computer fees			
Examination charges			
Any other fees/charges (specify)			

11. Does the school have proper mode of furniture? Y/N
12. Does teacher give proper attention to your child/children? Y/N
13. Does any extra class provided to your child/children? Y/N
If yes, of which subjects: _____ Duration: _____Any extra fees charged for that (specify):___
14. In which way teachers give homework to your child/children:
Projects☐ Assignments ☐ Worksheets☐ PPTs ☐ Notebooks ☐ Charts ☐
15. Is/are your child/children participating in extra-curricular activities: Y/N
If yes, specify: _____
16. Did your child/children face any corporal punishment? Y/N
If yes, nature of punishment & what was your reaction (specify): _____
17. Is/Are your child/children bearing any mental burden regarding studies: Y/N
If yes, specify: _____
Any other kind of burden apart from studies? (specify): _____
18. Do you think there are sufficient opportunities for parental involvement in the school? Y/N
If no, give suggestion: _____

19. Time interval of P.T. meets: Weekly Fortnight Monthly

20. Who represent P.T. meets from School side:
Teacher Co-ordinator Principal All

21. Who attend P.T. meets from Parents side:
GF/GM Father/Mother B/S Any other

If any other, specify: _____
22. Does the school provide routine medical check-up facility to your child/children? Y/N
If yes, then does any medical facility provided to your child by the school? Y/N
If yes, what was the follow up (specify): _____
23. Do you feel comfortable and welcomed coming into the school? Y/N
If no, give reason & suggestion: _____
24. Does the school provide a safe, secure and green environment to your child/children? Y/N
If yes, how (specify): _____
If no, give suggestion: _____
25. Is the school maintain discipline of students? Y/N
26. Is regular feedback of your child/children given to you by the school? Y/N
If yes, how (specify): _____
And what was your reaction? : _____
27. Are you or your children facing any type of problem in the school? Y/N
If yes, specify: _____
28. Suggestions to improve (if any): _____

ADOPTION OF RTE IN PRIVATE SCHOOLS:
Status, Constraints and Policy Implications

SCHOOL PERFORMA

SECTION 1

General Information:

1. Name of the school & address: _____ CD Block: ____ ED Block: ____
District: _____ E-Mail address: _____ Phone No: _____ Nearest Police Station: _____
2. Name of the Principal/Head: _____ 3. Year of Establishment: _____
4. Whether the school recognized? Y/N; If yes, by which authority? _____
Recognition Number: _____
5. Name of Trust/Society/Managing Committee of the school: _____
6. Whether Trust/Society/Managing Committee/ is registered? _____
7. Type of management: Aided/Un-aided/Religious Organisation/Minority
8. Type of school: Boys/Girls/Co-education Category of school: Primary/Middle/Secondary
9. School building: Owned/Rented 10.Distance from city/town: _____
11. Average distance travelled by students to reach school: _____
12. Medium of instruction: Punjabi/English/Hindi/Combined
13. Whether school is approachable by all weather roads: Yes/No
14. Transport facility provided by school (specify):

SECTION 2

Physical Infrastructure:

15. Area of the school: (a) Total area: _____ (b) Covered area: _____ (c) Total rooms: ___
(d) Open space: ____ (e) Area under plantation: ___ (f) Playgrounds: _____ (g) Any other: ____
16. Whether the school campus is used only for the purpose of education and skill development?
_____
17. Infrastructure detail:

Type of Building	Nos.	Pucca	Partially Pucca	Kutcha	Condition
Principal room					
Staff room					
Class rooms					
Office					
A/V Lab.					
Math Lab.					
Science Lab.					
Computer Lab.					
Library					
Auditorium					
Canteen					
Any other (specify)					

18. Other facilities:

Sanitation facilities:	No.	Condition
Boys toilets		
Girls toilets		
Staff toilets		
Ramp for handicapped children		
Other facilities:		
Gardens		
Play grounds		
Parking for staff		
Parking for students		
Main Entry gate		
Any other (specify)		

19. Source of Drinking water:

Tap water	Quality of water				Any other
Yes/No	Filtered	Unfiltered	RO	Others	

20. Electricity connection in the school: Y/N; Load of electricity: _____

21. Number of hour's electricity available in school: Summer: _____ Winter: _____

22. Source of electricity at the time of interruption: Generator/ Inverter

23. Do all the classrooms/rooms have sufficient fans and tube lights: Y/ N

24. Additional requirements: Fans: _____ Tube lights: _____ Any other (specify): _____

25. Total number of computers: _____ Functional: _____

26. Furniture availability:

(a) Furniture for teachers: Chairs_____ Tables_____ Almirahs_____

(b) Furniture for students: Benches_____ Desks_____

(c) Whether furniture is in good condition: Y/ N

27. Classrooms under construction: Yes/ No; If yes, then how many: _____

How many additional rooms are required? ____ Land available for additional rooms: _____

SECTION 3

H.R. Information:

28. Staff Detail (Teaching & Non-Teaching):

Sr. No	Name	D.O.B / Age	Qualification	D.O.J.	Teachng Sub.	Exp.	Nature of Appointment	Cleared NET/TET/ CTET	Salary with mode

29. Students enrollment (current session):

Class	Total enroll.	Sections	Gen	SC	ST	OBC	F.F.	EWS
Pre-school								
1st								
2nd								
3rd								
4th								
5th								
6th								
7th								
8th								

30. Fees Detail (current session):

Fees detail	1st	2nd	3rd	4th	5th	6th	7th	8th
Monthly fees								
Annual charges								
Book charges								
Stationary charges								
Uniform charges								
Van charges								
Capitation/Donation charges								
Computer fees								
Examination charges								
Any other fees/charges								

31. Library Detail:

Particular	Number			Purchased			Gifted		
	Eng.	Hindi	Pb.	Eng.	Hindi	Pb.	Eng.	Hindi	Pb.
Books									
Newspaper									
Magazines									

32. Do the students utilize the Library: Yes/ No; If yes, when _____

33. Do you issue books from library to your students? Y/N

34. Does the school organize Co-curricular activities: Y/N; If yes, specify

Activities	Within school	Cluster level	Block level	District level	State level	National level	International level
Debates							
Discussions							
Science fair							
Maths quiz							
Annual day							
Sports day							
National days celebrations							
Arts competition							
Festival celebrations							
Educational trip							
Any other (specify)							

35. Does the school provide medical check- up facility to the students: Yes/No

If yes, then is it: Monthly ☐ Half yearly ☐ Yearly ☐ Any other ☐

Follow up action taken by school? _____

36. Details of teaching aid:

Particular	Numbers	Good	Average	Bad	Any additional requirement
Black boards					
Models: Still/Working					
DVD'S					
CD players					
Edu. CD's					
Television					
Computers					
Printables					
Work books					
Any other aid (specify)					

37. Does school has sufficient sports material: Yes/ No

If no, give details: _____

Additional requirements: _____

38. Grants received by the school? Y/N ; If yes, specify:

Types of Grants:	State govt.	Central govt.	Municipal Commtt.	Corporation
Concession fees				
Building fund				
Grant for running the school				
M.L.A quota				
Science fund				
Transport fund				
Any other fund				

39. In case of any grant or concession has been provided to the school, did the school have any liability attached with the grant or concession? If Yes (Please specify). _____

40. Is the school granting scholarship facility to the required students? Y/N