

Situation of primary education deprived communities of North Gujarat – Results of Survey

The main objective of the institute in conducting a survey on Primary Education Status (in our work area North Gujarat) is based on understanding that right to education is a human right and it is an important tool for obtaining Social Justice. If education will bring awareness and alertness among children of the deprived communities. Then indeed they would be able to move on the path of desired social change riding on the information and knowledge gathered via education.

Box –3 Data showing primary education status

- Nearly 56% women are illiterate in India. Only 43.6% girls child got their name registered in the schools out of which only 40% obtain high school education. The ratio of girl child drop out is higher compare to that of boy child.
- In mind 90's, 41.5% of rural dalit were educated. The education level among dalits compare to other population is proportionately lower. i.e. In 1993-94 compared to 64.3% of educated Dalits there were 74.9% of educated children from other communities. In the same year the Dalits School drop out rate was 66.6%, which was 60.5% among other communities.
- According to 1991 census the level of education Adivasis is just 29.5%. That among Adivasi women is much lower. In 1991 18.2% of Adivasi women were educated.
- In 1989 a survey of 1 lakh children of mumbai slums had revealed that out of these 1 lakh children 73% of them had never gone to school while 39.6% of these children had dropped out.

Situation of primary education in India:

Even after 50 yrs of independence there are 40% to 50% population in India who are illiterate. In 1951 the India constitution had envisaged that by 1960 all Indian would become literate. But this target has been shifted back to 2015. Analysts of this situation suggests many aspects to this:

- Gujarat, which is one of the leaders in industrial development among states of India stand at 15th rank for education. Out of 5 crore population of Gujarat 30% (i.e. 1½ crore) population is illiterate. In this there are 90 lakh women and 60 lakh men.
- From 1960 to 1990 the indicators to gauge the level of primary education included number of schools, teachers' strength, allocation of necessary budget, scholarship expenses incurred. But gradually with increased understanding of the situation other indicators like the quality of education- What does any child who gets enrolled in a school learns there? Is the child able to understand language or not, is the child able to calculate simple mathematics or not? Does the school have basic infrastructure facilities like school building, latrines, playground, drinking water etc., knowledge level of the teachers, teaching methods, use of necessary aids; etc have surfaced.

In context of these indicators many NGOs developed new method of teaching, pedagogy tools, teachers training module and implement then on a small scale. Owing to this various

efforts the level of Primary Education improved significantly in 1990s. However, besides the efforts put in by the government the contribution made by the NGOs and other private company's contribution have also played a very major role in the spread of primary education.

This spread of education posed a question that if the efforts of individuals/organizations' have resulted in increase in education level then what are the reasons for the same? Does it mean that there is no political will to increase/spread education? Does it mean that all those people who are illiterate now and have reached an mature age always wanted to study but were able to do so due to lack of necessary infrastructure and money?

In this context some clarification and insights were drawn based on reality which have direct relation to development of our nations.

For e.g. nearly 25 to 30% of India's population lives below poverty line and 30% of them are illiterate. This means that the existing system of primary education is not providing necessary skills to earn a livelihood to our population. This mean that the relation between education and basic necessities required to live that we have developed – that is 'one can get high salary jobs through higher quality education' - needs to be checked. Research is necessary with reference to this.

One another fact is that all socially and economically deprived communities are also educationally backward. Most of the schools of our county discriminates students from backward communities. Thus, schools are also reflecting the face of our society like a mirror. The dire consequence of this is that the level of education among the socially marginalized and backward classes remain very low and they are never able to come out of this vicious circle of exploitation.

Still there are wide sections of society that are illiterate. This clearly indicates that measures undertaken by the government under social welfare schemes like scholarships to backward community students, mid-day meals in schools, parent-teacher committees, adult education programmes etc. needs to be fine-tuned and made more effective. Especially those children whose parents or elder siblings are not educated they have to put in greater efforts and the school teachers becomes the only source of knowledge for them.

Primary Education situation in Gujarat:

Gujarat ranks 15th in India with reference to education.

Literacy rates in Gujarat:

According to census of 2001, country literacy rate is 65.3% in which men literacy rate stands at 75.85% while that for women is 54.66%

In Gujarat, out of 69.97% literacy rate, male and female literacy rates are 80.5% and 58.6% respectively.

Compare to 69.97% of state literacy rate the women literacy rate in Gujarat is just 58.60%, which is 11 points lower. There are 8 districts in Gujarat that have less than 50% women literacy rate. Women literacy rate in the lowest in the Dahod, Banaskantha and Kutch districts.

Literacy rate in Kutch and BANASKANTHA districts:

According to 2001 census out of 25 districts of Gujarat; Kutch ranks 20th and B.K. ranks 23rd on literacy indicator. Dahod rank last on this parameters

Literacy rate among deprived sections:

According to survey 20-60% literacy is seen among the deprived communities in which the literacy rates among SCs in Kutch and Banaskantha is 40% and 43.7% respectively; while that in ST communities is 21.5% and 19.2% respectively, which is very low. Compare to ST state literacy rate of 36.45% the same for Kutch (19.21%) is nearly 17 points lows and in BANASKANTHA it is 15 points low. The number of SC students among total students in Gujarat is 9.68% in which 9.2% are boys and 10.3% are girl students. numbers of students in Kutch is 1.8% and that in BANASKANTHA is 3.2%. Total SC students in entire Gujarat is 16.7% out of which 16.1% are boys and 1.9% are girls.

School wise students' strength:

At state level on an average there are 222 students per school. This average is 199 in BANASKANTHA and 170 in Kutch.

Teacher strength per school:

At state level, there are 5 teachers per school. In BANASKANTHA there are 5-6 teachers per schools while in Kutch 4 teachers are found per school.

At state level, nearly 51% teachers are men while 49% teachers are women but this balance is not seen in BANASKANTHA when 68% men and 32% women teachers are found. There are 57% men and 43% women teachers in Kutch.

There is a notable difference in number of schools at rural and urban areas. At state level, 82% schools are in rural area while only 18% schools are in urban area. In BANASKANTHA 90% of the schools and 57% schools in Kutch are in the rural areas. 70% of Kutch's population lives in rural areas yet number of schools in Kutch rural is comparatively very low.

Drop out rate:

It is a mater of concern that a drop out of 9 to 10% is seen while student reaches from 2nd std. to 7th std. The drop out ratio in primary schools of Gujarat was 69.48% in 1991 which has been reduced to 38.92% in 2001.

Research Methodology:

There are two major objectives of this research:

1. To obtain information about primary education status in BANASKANTHA and Kutch districts of Gujarat.
2. To know the extent of education among deprived communities – i.e. Dalit (SC) Adivasi (ST) and Minority (Muslims). It primary education is low and if facilities available to them for this are inadequate then to find reasons for the same.

This information will be then used to study various aspects of primary education situation.

Research Question of this study:

Study of pedagogy methods of government run primary education and its related aspects like infrastructure facilities, allocation and use of money, policy making and its implementation etc.

To evaluate and critique steps taken in past by government or its constituents like Gram-panchayat or education department regarding education system in the state.

To understand the known as well as lesser known factors responsible for thwarting spread of primary education among deprived communities. Some of the factors like discrimination against dalits, cultural invasion, differences between local dialect and recognized language, economic problems, gender differences and discrimination especially in child upbringing, etc. can be included & considered.

If we want to assess the rate of primary education among the deprived communities, it is necessary to include the entire population. Since on the basis of this the situation of education between the deprived as well as other communities can be known and also can be compare with each other.

Weightage form

A questionnaire was used to obtain information about the quality of education, available facilities in the school etc. On the basis of this each school was given a weightage. Based on this weightage all schools were given ranks talukawise. We have filled such weightage forms for 58 schools of Kutch and BANASKANTHA.

According to proposed sampling total 59 villages of 5 talukas of both districts were chosen. Out of this we were not able to fill up the weightage form and school information form of a school of Fatehghadh village of Rapar Taluka Kutch district. So forms of 61 schools of 58 villages of 5 talukas have been filled up.

These forms have been filled on basis of information given by either school principal or teacher of the school. Strictly on these aspects the field worker has given weightage so that the evaluation through these weightage can be done impartially.

Moreover, some questions of the same questionnaire were asked to the parents and then weightages have been give accordingly to the schools.

In total 3 villages (Vandh and Adhoi villages of Bhachau taluka and Memadpur village of Vadgam Taluka) 2 primary schools instead of 1 have been included. On the basis of these, tools primary information was collected between December 2003 and February 2004.

Details and Strength of respondents included in the research.

Name of District	Name of Taluka	Type of respondent	Type of respondent / Numbers		Total population of Village
		Weightage of School	School questionnaire	Parent	
Kutch	Bhachau	09	09	533	07
	Rapar	09	09	482	10
Banaskantha	Danta	19	19	559	19
	Vadgam	12	12	585	11

	Vav	12	12	584	12
2 Districts	5 Talukas	61 Schools	61 Schools	2743 Parents	59 Villages
		58 villages		59 villages	

Analysis and Presentation of Primary data:

We have obtained the opinion of parents regarding education by mainly 3 methods - survey, interview and weighted average. The obtained information has been presented in chapter 3 & 4 of this report.

The first sub section of chapter 3 includes weightages given as per the weightage system based on availability of facilities in primary schools. In second sub section information about quality of education in primary schools is included while the third section talks about the parents' opinions about primary education. Chapter 4 talks about detailed information about different aspects related to education as well as in-depth discussion of the same in the form of question-answers (i.e. dialogue form).

Section –1

Weightage assigned according to facilities available in Government primary schools

50 education related facilities have been included in this form. This can be sub-divided into 3 parts:

1. Necessary infrastructure facilities available in the schools
2. School quality indicators
3. Dissemination of primary education via services rendered by the school.

The 50 questions incorporated in the form can be used as an indicator to measure available facilities, quality of education, tools available for imparting knowledge, etc. This list can be expanded or shortened or altered. However for this specific study these indicators have been considered and accepted.

The weightage form was administered to principals of government primary schools. They were asked questions about availability of 50 facilities in their school, on the basis of which the schools were given weightage as per the availability of the facilities.

The weightage were given as follow:

- 3 : if available facility was in good condition
- 2 : if available facility was in mediocre condition
- 1 : if available facility was in bad condition.
- 0 : if that facility was not available.

Similarly, for each question the field data collector has also given weightage for all questions. The weightage given by the principals as well as that given by the field worker have been totaled separately. The school having highest total has been given 1st rank and the school having least amount of facilities have been given the last rank. These ranks have been given out of total 150 weightage (marks).

Schools having more and better facilities, where these facilities have enhanced the quality and spread of education have been given top ranks. The ranks decrease as the facilities and quality start decreasing.

Weightage given to government primary schools of Kutch district (Rapar & Bhachau taluka) based on available facilities:

Top ranked school:

The girls' school of *Adhoi* has been given top rank while *Adhoi's* boys' school stood second. These schools received 122 and 101 marks respectively from their principals, while field workers have given them 118 and 112 marks out of total 150.

Lowest ranked school :

The school getting lowest rank is that of *Lodrani* village in Rapar district. The principal and the field worker have given 2 & 26 marks to this school respectively. Nearly 34 to 35 facilities (out of the inquired 50) are not available in this school.

School getting middle ranks:

15 schools have got weightage between 57 & 91, which clearly indicates that they have 35% to 70% of facilities available. i.e. out of 50% they do not have 8 to 19 facilities available in the schools which have made lag them behind in the ranks tally.

On arranging ranked schools talukwise it becomes very clear that out of 7 villages of the Bhachau taluka, the girls and boys schools in the two villages (*Adhoi* & *Vandh*) a minimum of 1-2 and a maximum of 8 facilities are not available. The *Davri* and *Selari* villages of Rapar taluka are ranked fifth on receiving a weightage of 79 & 86 from their principal and 85 and 69 weightage from field worker respectively.

Both these schools do not have 10 facilities available.

Weightage assigned to government primary schools of BANASKANTHA (Danta, Vadgam and Vav taluka) on the basis of available educational facilities:

Top ranked school:

Schools of *Jalotra* village of Vadgam & *Madka* village of Vav districts of BANASKANTHA have received more than 100 marks from their respective principals. While the former do not have 5 facilities available the latter does have 2. The top 5 schools have 93 marks and do not have 12 facilities available.

After this the ranks gradually are decreasing with decrease in available facilities.

Lowest ranked schools:

Out of total 43 schools, the school of *Vaghpora* have got the lowest marks 52 and 50 respectively from the principal and the field worker. School of *Manakchampa* village of Danta taluka has got 54 marks. Among all schools, school of *Vaghpora* village of Vav taluka has got the lowest rank of 30 with 50 marks. This school lacked 22 facilities.

Middle rank school :

Out of 43 schools of 42 villages, the school principals have given 4th rank to *Punjpur* village (Danta taluka) and *Dhota* village (Vadgam), 11th rank to *Khandor Umbri* village (Danta), *Dhanpura* village (Vadgam taluka) and *Vavdi* village (Vav taluka); 18th rank to *Kunvarsi* village

(Danta) & Basu village (Vadgam) and 24th rank to Golap village (Vav) and Khadol village (Vav).

In Danta taluka, except Makanchampa village the field worker has given 60 marks (Kesarpura) to 81 marks (Hadad) to those schools which do not have 8 to 22 facilities out of the 50.

In Vadgam Taluka, 12 schools of 11 villages have received 67 marks (in Hasanpura village) to 108 marks (in Jalotra village) from their principals while the field worker have given 58 marks (in Kodrali village) to 105 marks (in Jalotra village), in school not having 5 to 16 facilities.

In Vav taluka, schools from 12 village have got 57 marks (in Bahisar) to 111 marks (in Madka) from the principals while the field worker have given 53 marks (in Bahisar) to 98 (in Madka) marks. These schools did not have 2 to 18 facilities available.

If we compare all the three talukas, schools of Vadgam taluka have got more marks compared to those of other 2 talukas. Also, they have more facilities available compared to other 2 talukas.

If we compare schools of all five talukas of both districts, it is evident that Adhoi village school of Bhachau taluka of Kutch gets highest marks while school of Lodrani village of Rapar taluka gets the lowest marks.

Section - 2 **Survey of Schools**

A questionnaire was formed to collect information about government run primary schools in 58 villages of 5 talukas of Kutch & BANASKANTHA districts. The following information was obtained through this questionnaire. We have tried to understand the rules and regulation and the working style of these schools by this information. Looking at the facilities available in the villages, we have tried to find the situation of school and the level of education in villages that do not have various facilities available.

The following information was collected in this school survey:

Village information collected :

- total population, number of people educated, infrastructural facilities, communities that are socially and economically backward, development organization working in the area, details about all the schools in the village).

Information collected about the primary schools:

- Year of starting, ownership, number of classes offered, total working hours, location of school, details of teachers, students' strength, rate of registration, school drop out rate, ratio of students and teachers

Basic infrastructural facilities available in the school:

- Drinking water facility, latrine, play ground, electricity, library, laboratory, teaching aids availability and their conditions; questions related to quality of education included questions regarding conducting assembly, singing or national anthem, reading of

news, medals or awards received by the school, extra-curricular activities, evaluation of school etc.

Information about midday meals;

Principal's opinion about primary education;

From Kutch and BANASKANTHA, 61 schools of 59 villages of 5 talukas were covered and information was collected from these schools.

The break up schools from where these information was collected is as below:

- ◆ 9 schools of 7 villages of Bhachau of Kutch
- ◆ 9 schools of 10 villages of Bhachau of Rapar (except Fategadh village)
- ◆ 19 schools of 19 villages of Danta of BANASKANTHA
- ◆ 12 schools of 11 villages of Vadgam of BANASKANTHA
- ◆ 12 schools of 12 villages of Vav of Banaskantha

All villages have a primary school. 7 villages of Kutch and 15 villages of BANASKANTHA have a secondary school. Not a single village of Kutch has higher Secondary school while 7 villages of BANASKANTHA have a Higher Secondary School.

It is note worthy that out of 58 villages of Vav taluka none of the villages have 75% or more literate population.

25% to 50% increase in literacy rate is seen in 2 villages (Kodralli, Parkhadi) of Vadgam, one (Bamonaj) of Danta and in one village of Bhachau taluka of Kutch district.

The name of education-wise backward communities (i.e. whose literacy rate is less then 50%) have been known.

Rabari community and Bharvad community have emerged as education wise backward communities in 5 & 4 talukas respectively.

In Kutch district, in 15 out 18 villages SC (mainly koli) community and in 9 villages ST community have emerged as educationally backward communities. Also in 10 villages the Rabari and in 7 villages Bharwad and OBC communitieis following Islam have been identified as educationally backward communities.

In out of total 43 villages of BANASKANTHA, in 14 villages SC communities, in 13 village Rabari communities and in 8 villages Thakor or Thakarda communities are educationally backward.

Although being numberwise lesser significant the Aud, Darji, Bharthari communities included in Hindu OBC communities are traditionally more educationally backward than the OBC communities following Islam.

Details of the school: (this included)

Establishment, building, type, hours of working, number of classes and classrooms, teacher strength.

Day of establishment:

Out of 61 schools of 58 villages from 5 talukas of Kutch and BANASKANTHA, 3 schools of Kutch and 6 schools of BANASKANTHA were established in 19th century (between 1853 & 1900 A.D.). All other schools were started after independence in 1947.

School building:

Out of all these schools all schools of Kutch (18) and 4 out of 43 schools of BANASKANTHA have a proper school building while rest of 3 have a semi-proper built building.

Working hours of the school :

All schools work 5 hours everyday.

Number of classes and classrooms in the schools:

All primary schools of Kutch have 1 to 7 standard. While number of classes in BANASKANTHA vary from school to school.

Location of school:

Out of total 61 schools nearly half of them i.e. 35 are located centrally in the village while 26 schools are far from the village.

School environment /surroundings :

Nearly half i.e. 35 out of total 61 schools are located in peaceful surroundings while in 13 villages the surrounding environment was found chaotic or the sight of villagers passing by the school was noticed.

Number of staff room, store room in schools:

Out of 61 schools, only 11 schools have a separate staff room for teachers. 16 schools have a storeroom to store various things.

Strength of Teachers in School:

According to government statistics, there are 44 students per teacher at the state level, 40 students per teacher in BANASKANTHA and 42 students per teacher in Kutch. If we compare data obtained by this survey with these government figures it is clear that there are approximately 5-6 teachers per school in Banaskantha and around 4 teachers per school in Kutch. The ratio of male : female teachers are not balanced in BANASKANTHA i.e. there are 68% male teachers and only 32% female teachers.

In Kutch there are 57% male teachers and 43% female teachers.

Teacher- Student ratio:

In Kutch, excluding schools of 4 villages (i.e. Pethapur & Bela village of Rapar and Vandh Boys school & Chandroli village of Bhachau taluka), all schools have 40 or more students. The teacher-students ratio is a matter of concern in 3 villages (i.e. Selari village boys school and Lodrani school in Rapar and Aambliara village school of Bhachau taluka) where there are 100 to 150 students per school.

The situation in BANASKANTHA is not so bad as that in Kutch. Since in BANASKANTHA out of the total 43 schools surveyed, in none of the school the teacher : student ratio exceeds 1:55. If we consider the government figure of 1:40 as a base then in 12 villages out of 43 villages the number of students is more (41 to 54 more). But this is not a matter of concern because where the number of students is more the number of teachers is also more.

Number of female : male teachers:

There are no female teachers in 10 village schools, (5 of Rapar and 5 of Bhachau) taluka of Kutch. In BANASKANTHA, there are no female teachers in 12 schools.

Total no of teachers:

According to government figures there are 4 teachers per school in Kutch. But according to this survey, 8 out of 18 schools of Kutch have less than 4 teachers per school.

This includes schools of 5 villages (Pethapur, Davri, Sukhpar, Lodrani and Suvai) of Rapar taluka and 3 villages of Bhachau taluka namely - Aambliara, Chandrodi and Ner.

It is note worthy that spread of education in Chandrodi, Ner and Pethapur villages is very limited and these schools have received very low marks and ranks.

In BANASKANTHA according to government figures there are 5 teachers per school but in comparison to our figures in total 13 village schools there are less than 5 teachers. These villages are :

- ◆ 6 villages – Gajipur, Kantivas, Bamaniya, Mankanchampa, Motapipodra, Siyawada of Danta taluka
- ◆ 4 villages - Dhanpura, Hasanpur, Kodrali and Iqbalgarh of Vadgam Taluka
- ◆ 3 villages - Bahisar, Dungda and Vaghpora

Let us note that in all these villages the available facilities were found to be less and so these schools had received low marks and thus low ranks.

Section –3

Parents' opinions about education

A questionnaire was framed to elicit information from parents about their views of various aspects of primary education.

Through this questionnaire information was collected from literate as well as illiterate parents (who have literate or illiterate children) regarding their personal information (age, sex, education, occupation, annual income, property); need for education and expenses incurred for educating their children; how they are helping in their children's education; their perspective about the education of their children etc.

We had intended to include around 12% of the total parent population as respondents from 5 talukas of Kutch and BANASKANTHA districts. To this aim we have received responses from 2,743 parents, out of which 1,728 parents are from BANASKANTHA and 1,015 parents hailed from Kutch.

Sampling according to Social Division:

The SC, ST and Hindu as well as Muslim OBC communities totals up to 82% of the population. Communities other than this whom we have considered as 'upper caste' is around 14.6%. Also, we have no information for about 2% of respondents as to keep them in which social division.

In short, this survey has been focused on 82% of population comprising of the deprived communities which can then be compared with the remaining 15% population to understand their situation related to primary education.

Sampling according to religion :

As per this survey 88% respondents follow Hindu religion while 11.5% follow Islam. There was only one Christian respondent while we do not have information about the religion of 0.5% respondents.

According to education:

If we divide respondents into 'literate' and 'illiterate' category then it is very clear that 1,138 (41.5%) respondents are illiterate, especially in Rapar (72.6%), Bhachau (47.5%) and Vav (45.4%) where percentage of illiteracy is more than 45%. Total 1,600 (58.3%) of the selected sample parent population is literate. But this rate is 10% less than that of the literacy rate of government of Gujarat. Out of this 407 (40.1%) in Kutch and 1,191 (68.9%) parents of BANASKANTHA are literate.

Out of 1,600 literate parents 1,310 (82.4%) parents have not studied beyond 7th standard. Out of remaining 201 parents, 128 parents (i.e. 2/3rd parents) have studied up to 10th std., 40 parents out of 73 are graduates, 7 are post graduate, 18 are PTC pass or have done courses like B.ed. and 8 parents have studied beyond higher secondary but have not completed their graduation.

Other 282 parents have not given information about the kind of education they have obtained.

Approximately 7.4% parents generally migrate. Out of these, Rapar with 14.9%, Vav with 9.5% and Bhachau with 8.2% witness more migration than the total aggregate.

We had asked a question about '*what do these parents do about their children's education?*'

121 out of 204 parents have responded to this question, while 83 parents respondents have denied to give any information.

As per these response obtained, 41 (31.3%) parents do nothing for their children’s education when migrating while 25 (19.1%) parents admitted that their children have to leave education i.e. 66 parents are not taking care to educate their children. The remaining 26 (i.e. more than half of the respondents) get their children enrolled in a new school at the new place and 29 (22.1%) parents said that they do other efforts for educating their children.

Representation of deprived communities in this research:

Out of total 1,015 families selected from Kutch district, 155 (15.2%) belong to SC; 161 (15.9%) families belong to ST communities, 388 (38.2%) families belong to Hindu OBC communities, 111 (10.9%)families belong to Muslim OBC communities and 200 (19.7%) belong to upper caste communities.

In BANASKANTHA out of 1,728 families selected, 275 (16.9%) families are SC, 225 (13%) are ST, 818 (47.3%) are Hindu OBC, 151 (8.7%) are Muslim OBC & 201 (11.6%) families are upper caste families.

In BANASKANTHA no information is available about caste /social order of total 3.11% respondents.

Rate of Primary Education BANASKANTHA & Kutch:

On the basis of the sampling done in this study, the literacy rate in Kutch is around 43% in which that in Bhachau is 50% while in Rapar is 35%.

In BANASKANTHA the literacy rate is 59%. The literacy rate in Danta, Vadgam and Vav talukas is 58%, 67% and 53% respectively.

The literacy rate is calculated as shown below:

$$\text{Literacy rate} = \frac{\text{No. of literate population}}{\text{Total population (sample)}} \times 100$$

The literacy rate of BANASKANTHA is 16% more than that of Kutch.

If we compare the talukas of both districts it is very clear that among all the five talukas Vadgam is ranked first followed by Danta, Vav, Bhachau and the Rapar taluka gets the last rank.

Adivasi population in Danta taluka is around 40% . In comparison to this, the literacy rate significantly high.

What is the extent of Primary Education in various deprived communities?

This study has incorporated namely SCs (Dalits), STs (Adivasi) and OBC (including Muslims, Rabaris & Bharwad) from among the deprived communities of the society. Respondents other than these have been termed as ‘Savarna’- ‘upper caste’ for the sake of simplicity. This also includes minorities (Christians) since their number is very less. The communities & talukas provide a varied and composite comparison. If we assess the status of Primary Education keeping in the mind the entire society then it is evident that compared to total average literacy rate of taluka and the literacy rate of other communities, the primary education rate among ‘Savarna’ ‘upper caste’ communities is very high. This is followed by a high rate of literacy among Muslim OBC communities; especially in Vadgam, Bhachau and

Danta talukas. However one must not forget that rate of literacy among Muslims in Rapar is the lowest.

The situation of Primary Education is worst among the Adivasis; be it in developed taluka like Vadgam (where Adivasi population is 7%) or be it in economically and socially backward Rapar taluka. However, in Danta Taluka where Adivasi population, according to population census is 31% and as per the government figures is 40%, has 47.2% of literacy rate. This is more compared to other talukas but it is below the taluka literacy rate.

Among literacy rates of all five talukas for SCs, Danta ranks first followed by Vadgam at second position. But the different between this two taluka is negligible. SC literacy rate in Rapar taluka is lowest which is slightly more than the Taluka average literacy rate (35%) while the SC literacy rate in Bhachau taluka is less than the total taluka average literacy rate (50%). Similarly, the SC literacy rate (41.6%) in Vav taluka is more than the total taluka average literacy rate.

The SC literacy rate among all 5 talukas is highest in Danta taluka. However, it is quite less than the total average literacy rate of the entire taluka.

Rapar with 21.2% and Bhachau with 23.4% showcase the lowest rate of literacy. The Adivasi (ST) population in Vav as per the survey is 0.2% but out of these 41.6% Adivasis are literate.

For Hindu OBC The literacy rate is highest in Vadgam taluka (65.2%) which is less then that of SC population a Vadgam, Danta stand second with 59.3% literacy SC literary rate of the taluka Vav and Bhachau (51%) have the same rate of literacy. Raper comes last with 37.81% which is higher than the SC and ST literacy rates of the Taluka.

The literacy rate in Muslim OBCs is highest in Vadgam Taulka (72.9%) followed by Danta (70.5%) of second place and Vav Taluka (58.1%) at 3rd place. It is not worth y that the Muslim OBC literacy rate is all that 3 taluka is higher than their SC and ST literacy rate. In Bhachu taluka the SC literacyrate (48.7%), Hindu OBC (51.1%) rate Muslim OBC (49.8%) literacy rate is more or less the some. But it at roll both in Raper (29.6%) . The literacy rate among Muslim OBC is lower than that of SC and Hindu OBCs but it is higher than Muslim SC (Koli) communities.

- Literacy rate among 'Savarna' communities is highest in Vadgam (14.9%) followed by Bachau (71.6%) and Danta taluka (68.8%) at 3rd position literacy rate among then communities is quite high than that of any other communities which indicates the situation of P.E in the present by development process.

It is very clear from this finding that with reference to P.E from among all taluka, Raper takula need to be more focused upon also according to the social order the Adivasis need the most attention. After that it is also necessary to make conscious effort to increase literacy among OBC – both Hindu and Muslim communities.

Situation of P.E in Hindu majorities communities (Majorities) and Other religious (Muslims, Christians) majorities communities.

Acc to this survey out of 2,743 pare of respondents, 2413 (88%) follow Hindu religion 315 (11.4%) follow Islam 2 only 1 (0.03%) respondent follow Christianity. We do not have introduction about religion A 14 (0.5%) respondents.

Looking at their list of education, 1043 (43.2%), Hindu 90 (28.65) Muslim respondents are literate. From the Hindu respondents 669 (27.7%) from Muslim, 152 (48.2%) respondents have obtained P.E. only one Hindu graduate in Kutch while in B.K there are 39 Hindus and 1 Muslim graduate.

Out of 2417 respondents, 1043 (43.2%) Hindu respondents are illiterates while 90 (28.6%) Muslim respondents are illiterates. No information available about education of 22 Hindu respondents and 4 Muslims respondents 54 (92.3%) Hindu and 5 (1.6%) Muslim respondents are able to read and write.

Out of total 1,015 respondents of Kutch, 903 are Hindu and 112 are Muslim. Out of there 903 Hindu respondents 531 (58%) are illiterate while from remaining 368 Hindu respondents 238 (64.7%) percents have not obtained education beyond P.E, 68 (18.5%) of them have obtained education up to high school more and only 6 (1.6%) of respondents have recent education not beyond higher secondary.

Out of 40 literate Muslim respondents of Kutch, 28 (70%) have obtained P.E while 6(0.5%) have obtained education not beyond high school. Only one respondents A Raper takula have obtained higher secondary education. Remaining 72 (69%) Muslim respondents are illiterate.

If we compare the Hindu and Muslim literate, A Kutch district it become very clear that 65.70% respondents have not obtained education beyond primary education. There is only 1 Hindu graduate and 6 Hindus respondents who have studied up to secondary and only one Muslim respondent who have studied up to higher secondary. Thus, level of education among Muslims is lower than that among Hindus in Kutch districts.

□ In BK out of 1510 Hindus respondents 512 (33.9%) are illiterate and for 18(1.2%) no information about their education is available out of 903 literate Muslims respondents in BK, 431 (28.5%) parents have not obtained education beyond primary education, 372 (24.6%) respondents are educated up to high school and 111 (7.3%) respondents have not obtained education beyond higher secondary.

Besides this 7 (0.5%) respondents were not able to complete their graduation while 40 (2.6%) respondents have completed their graduation and 6 (0.4%) respondents are postgraduates.

This compared to the Hindu respondents of Kutch the Hindu respondents of BK have higher level of education. However the no of illiterate in both districts is the same.

In BK out of 203 Muslim respondents 8 (8.9%) are illiterate and 4 (2.1%) respondents' education details are not known. Out of 181 literate Muslim respondents of BK, 124 (68.5%) have obtained education not more than primary education, 43 (23.8%) parents are not educated beyond high school and 10 (15.5%) respondents have education up to higher secondary.

Only one Muslim respondent has completed graduation. There is one Muslim postgraduate respondent and one respondent have not completed graduation.

If we compare Hindu & Muslim respondents of BK district it is clear that compare to Muslim (9%) the more no of Hindu (34%) are illiterate. Comparing the literates one realized that primary, high school and higher secondary education among Hindu respondents most of the

respondents (68.5%) have had primary education no of graduates and post graduates in Hindus is more than that in Muslim.

If we compare level of education, religious and districts then it is very clear that:

- ❑ Muslim of Rapar taluka have lowest ----- of education
- ❑ No. of Hindu illiterates is highest in BK
- ❑ Kutch has more illiterate parents than that in BK.
- ❑ Excluding the Hindu respondents of Banaskantha, out of the Hindu and Muslim respondents of Kutch and the Muslim respondents of Banaskantha nearly 65-70 % respondents have not studied beyond primary education.

Changes in primary education scene in last 50 years:

The answer to this question is presented on the basis of the responses obtained from parents and leaders of the villages. While the leaders have commented on spread of education in last 50 years, the parents have commented for the same in last 10 years.

According to opinion of leaders, situation has remained as it is in 2 villages of Kutch and Banaskantha; 10 –20 %increase has been seen in 25 villages, 19 villages have shown 20-30 % increase, in which Danta taluka stands first and only one village of Bhachau taluka has shown significant change in the primary education level.

According to the opinion of the parents, among all the five talukas the progress of literacy in Danta taluka is noteworthy. Out of total 19 villages, 3 villages have seen 40 – 50 % increase in literacy, 9 villages have seen 30-40 % increase and 5 villages have seen 20-30% increase in the level of primary education. Complete contrast to this is the situation of Rapar taluka where except Fatehgarh village in 9 villages only 30 % increase and in other 6 villages only 20 % increase in literacy has been noted.

Comparing the responses of both parents and leaders it is clear that both agree about the progress of literacy in 11 villages. According to this, in 5 villages of Kutch upto 20 % and in 6 villages of Banaskantha nearly 30 % progress in literacy is seen. These villages include : 2 villages of Rapar (Pethapur and Selari), 3 villages of Bhachau (Ner, Chandrodi and Aambliyara), 2 villages of Vav (Dhanpura and Kodrali) and 2 villages of Danta Taluka (Vasi and Mankadi). Thus, the primary education scene in Banaskantha is far better than that in Kutch.

According to opinion of the leaders to increase the level of primary education in the area, the 2 villages where status-quo has been maintained (i.e Lodrani and Davri villages of Rapar) and around 25 villages where level of primary education has increased by just 10-20 %; i.e. in all these 27 villages, more focus and attention should be given.

As per this list the following 7 villages namely Pethapar village of Rapar taluka, Aambaliyara, Chandroli and Ner of Bhachau taluka, Vaghupura, Vavdi and Khadol village of Vav taluka - should be accepted as villages having intense demand for primary education and immediate steps should be taken to do the needful.

The top weightage and rank given by the parent respondents to the boys and girls school of Adhoi village and Kanthkot villages seems to be almost sitting in line with the ranks given to these schools by their principals and our field workers. Parents have given lowest rank to school of Chandrodi village, which is again aligning with the rank given to it by the principal respondents and our field workers. That means that the schools of Adhoi and Kanthkot

villages of Bhachau are the best schools in Kutch district while the worst schools are that of Ner and Chandrodi villages.

- In Kutch, Selari village school of Rapar taluka has been given high rank by all three kind of respondents; parent respondents have not rated Davri and Dhanithar schools and have given lowest rank to Pethapar school which again falls in line with the rank given by principals and field workers.
- In Banaskantha district schools of Punjpur, Hadad and Jeetpur villages of Danta Taluka have got top rank while Makanchampa and Kesarpura are having the lowest rank. These ranks have been given by consent of all three types of respondents we have considered for the study. Schools of Bamaniya, Motasad, Jasvantgarh and Gajpur have received top rank from the parents but their respective principals and field worker have given them medium rank. However this difference is negligible.
- In BANASKANTHA, Memadpura girls' school of Vadgam taluka has received top rank from all 3 respondents. Jalotra village school has received medium rank by the parent respondents while the principal and field workers have given it a top rank, which is a significant difference of perception. Also, the parent respondents have given top rank to school of Dhota and Hasnapura villages but the principal and field worker have given lowest ranks to these schools. Contrary to this, while the Parakhadi school have got lowest rank from the parents, the principals have given it a medium-rank and the field workers have given it a top rank, which is a very sizable difference.
- In BANASKANTHA school form Sanvol and Madka village of Vav taluka have got the top spot while Sui village lies at the bottom of the tally. This has been the unanimous choice of all 3 types of respondents. While the parents have given top rank to Morvada village school, the principal and fieldworker have given it a Medium rank. Similarly, parents have given a medium rank to Vaghapura school which is also a noteworthy difference in ranks.

Reasons responsible for preventing the spread of literacy:

- District, Taluka and Social community wise peculiarities:

Most of the responses we received for this are:

- ❑ Poverty
- ❑ Lack of necessary help and support from government
- ❑ Poor economic situation
- ❑ Traditional illiteracy or 'lack of understanding of importance of education'
- ❑ Children do not like study.
- ❑ Migration for earning livelihood.

All the factors play a very important role.

Looking at the factor responsible for preventing the spread of education for each caste it becomes very clear that compare to other deprived communities the Adivasis, Hindus OBC and Dalits respectively have been rendered backward educationally. Some of the reasons for this are poverty, migration, traditional illiteracy etc.

Suggestions for Spread of Primary Education:

While responding to role of parents to increase the spread of education the parents have opined that 'helping children in homework/education' is the most important thing.

We are found that one of the main factors preventing growth of primary education is that 'parent is illiterate'. If parents themselves are not educated they are not able to inspire their children to study and are not able to help them with their studies. Thus, parents play a very important role in the education of their kids. More than 1/3rd of the parents have said that 'effort should be made to see that children properly in school.'

Besides, the parents have also suggested that it is desirable that 'children receives education by extra-curricular activities'.

Nearly 13% parents emphasized on 'private tuition'. 12% parents stated that 'children should be sent to school regularly'.

Aspects necessary for qualitative education according to the parents:

According to the parents and school principals there on four main factors necessary for the spread of education as well as the quality of education.

They are:

- a. Teachers as a medium of imparting education- their educational qualifications, what kind of education do they give; teaching activities, use of textbook etc.
- b. Basic infrastructural facilities as well as educational facilities schools and education through extra-curricular activities.
- c. Government efforts for the spread of primary education like mid-day meal and its implementation, and
- d. Marks and rank received by schools on the basis of all these factors.

Major suggestions and opinions received from parents and principal about spread of education have been presented here :

The parents feel that the schoolteachers are good, they teach well and they generally cover the topics included in the textbooks. Also, advantage of mid-day meal scheme is adequately taken and the school have excelled because of the extra-curricular activities done in the school. However the parents have resented about the way the students i.e. their kids are studying and have shown dissatisfaction for the same. The parents have also complained about the available infrastructural and educational facilities available in the school.

If we understand these things through weightage and ranks then it is clear that it is imperative to have basic infrastructural facilities and educational facilities in the school for the growth of primary education. Besides this, if the government provides adequate support and the government schemes are properly implemented then the enthusiasm to avail education would increase among people. The parents and principals have stated in one tone that the number of students in schools will definitely increase if the mid-day meal scheme is properly implemented.

- ❑ **About the teachers:** Most of the parents have found the teachers to be good (capable) While 1/5th of parents have found them ok or mediocre.
- ❑ **How do the teachers teach:** It is note worthy most of parents feel that the teachers are good and that they impart quality education.
- ❑ **Textbook:** Textbook are an important aspect of education like schools. 2561 parents (93%) feel that the textbooks are good (power). This indicates that they have no objection against the content or presentation of topics in the present textbooks. Only 118 parents (4.3%) have stated that 'textbook are not useful'. 64 parents have not given their views on the textbooks.
- ❑ These responses given by parents about what the children are studying and how they are learning are not matching. This is because while respectively 77%, 66% and 93% parents feel that 'teachers are good', 'they teach well' and 'textbooks are useful', on the other hand 1,138 parents (41.5%) feel 'children are studying well' but 1296 parents (47%) 'children are studying so-so'. This may also mean that while parents are happy with the quality of education, they are not happy with the way their children are learning. This is a big question mark or else parents are not critically or seriously thinking about the different aspects and the complexities of education or they are definitively avoiding to give their opinion for the same.
- ❑ If we check the parents' responses on the extra-curricular activities that are conducted over and above what their children learn, it is clear that out of total 2,743 parents, 1,495 parents (54.5%) opine that 'schools have ok (mediocre) extra-curricular activities and 1,048 parents (38.2%) feel that 'schools undertakes good extra-curricular activities.'
- ❑ Out of the total 2,743 parents, most of the parents have a positive opinion about school buildings, location of the school, drinking water facilities, availability of mid-day meals. Especially, nearly 40% of the parents feel that the electricity equipment and the implementation of government schemes is reasonably ok. And 44% of parents feel that these facilities are really good.
- ❑ The opinion of parents regarding drinking water facility in Vav is slightly different from the average answer. Because 252 (9.18%) parents have said that 'drinking water is available but not regularly'. In this, 121 parents (20.7%) of Vav taluka have said that 'drinking water' available but not regularly' and 0.1 % have said that 'drinking water is not available. This opinion has come from Chitrod village of Rapar taluka.
- ❑ The situation of Kutch district is poorer than that of BANASKANTHA in availability of mid-day meals. Nearly 8% parents of Vav have said that 'mid-day meal are available irregularly'. But in Kutch nearly 1/3 to half of the parents i.e. 37.7% parents in Bhachau and 48.8% parents in Rapar have complained about the irregularity of mid-day meals.

Suggestion for increasing primary education among deprived communities:

From the selected five talukas, except Vadgam the Primary Education rate is around 35% to 56%. This means in order to get a 100% literacy rate we need to bridge the gap by around 44% to 35%. The situation becomes graver when the average literacy rate is lower and the literacy rate among the deprived community is even lower than the average literacy rate. The parents have suggested that in order to increase the literacy rate over and above the government, various groups of the society, donors, teachers will also have to contribute more consciously and ably.

To achieve this objective one will have to undertake a multi-dimensional and multifarious strategic approach. Most of the respondents of this survey have suggested that besides ensuring proper implementation of mid-day meals scheme; abolition of caste based discrimination, government should focus on clear of basic infrastructural facilities and to build the capacity and capability of its teachers and government officials. The government must also develop and allocate proper financial resource for the same.

Discriminatory Situation among deprived communities (especially among Dalit children):

Nearly 3 % parents have admitted that discrimination is practiced. Also, 10 % parents have stated that 'Discrimination exists' is not a myth. In this way nearly 1/7th (14.3 %) parents have stated in one way or other way that discrimination is practiced with the deprived communities. However, 2/3rd parents (66.7 %) have stated that it is a myth. Nearly 1/5th (19.7 %) parents do not have a clear response for this

Relation of enrollment or dropout of children from schools with the external factors like quality of school education facilities and available infrastructural facilities in the village:

The answer to this question is slightly complex. The information from 61 schools of 59 villages of 5 talukas of Kutch and BK for this question have been clubbed together and presented here-

- ❑ There are some schools where children enrollment has significantly increased and dropout rate has decreased which has brought in more stability level of education in these villages due to simultaneous increase in infrastructural and educational facilities. There are 12 such villages.
- ❑ Some schools have shown stable student strength since which here no of children enrolled has not increased but the simultaneously the dropout rate also remained zero or negotiable. However relation between spread of primary education and available infrastructure and education facilities in the village does not seem very apparent. These are 8 such villages.
- ❑ Stability in some schools have decreased because student enrollment has not increased but dropout rate has increased, stability might have increased or decreased, but the level of education, educational facility or infrastructural facility in the village is not matching with it or may be is creating a contradictory picture for example In Davri village of Rapar, 4 out of 6 infrastructural facility are available, 30-35 village people are literate and there has been no increase in its level of education in last 50 years, in spite of this. The school has received a higher rank on the criteria of available infrastructure and educational facility.

i.e. The school has educational facility and the village has the necessary infrastructure facility available but there also the dropout rate there very high.

There are 12 other villages where facilities are available yet spread of education is not noteworthy.

If we divided 37 village schools of 59 villages accordingly to above-mentioned categories then we find contradictory situation in remaining 22 schools where either dropout rate is very high or schools have got high or medium rank for its available educational facilities but the corresponding villages lack basic infrastructure facilities or have mediocre facilities.

One needs to conduct a study of the socio-economic situation prevalent of local level to understand the reasons for lesser spread of education or why drop rate is high in spite of infrastructures facilities being available.

Finally,

We have put the main issues that have emerged out of this entire survey as well as the main remedies that can be put into practice for the spread of primary education have been analysed. The main issues that have emerged out of our analysis and comparison have been enlisted here:

Taluka wise comparison:

On studying the situation of education it becomes very clear that out of the five talukas Rapar taluka has emerged as the most backward taluka. Lack of educational facility, quality of education and lack of education – all these three things are directly related to each other.

Besides this, the extent of education is significantly less in the ST and OBC of Rapar taluka; especially among the Muslim communities and the SC communities.

District wise comparison:

- ❑ Compared to Banaskantha the literacy rate of Kutch district is very low (16%).
- ❑ The villages of Kutch in last 50 years have not witnessed more than 30 % growth in education. While in Banaskantha in nearly 1/5th villages growth in education is seen. The order of talukas based on their literacy rate would be: Vadgam, Danta, Vav Bhachau and Rapar. This seriously indicates the development trend of these districts.
- ❑ In Kutch with an exception of one or two villages (Adhoi and Vondh), the lack of average educational facilities is quite evident.
- ❑ Over and above this, the lack of mid-day meal facility, government aid, participation of parents for the education of their children, level of education among the parents etc. is very low in Kutch district which is a bottleneck for the spread of education in this district.
- ❑ Compared to Kutch district the literacy rate among the SC communities and Muslim communities of Banaskantha is higher. However, the Hindu-OBC communities of Banaskantha namely Rabari, Vaghri, Bharwad, Thakrad, Darji, Bharthari etc have become education-wise backwards. One of the reasons for this can be that with compared to Kutch more number of parents in Banaskantha are spending more money for the education of their children. Number of parents spending more than 3 thousand Rs. for the education of their children are also seen in Banaskantha. Even here parents in Vadgam taluka of Banaskantha have shown willingness and capacity to spend more than Rs. 3000 for the education upto four children also.

Community wise comparison:

- ❑ In the entire state, the ST communities are most backwards in getting education.
- ❑ Besides this, the level of education in Hindu-OBC communities and Muslim communities of Kutch is very low. In which one by one Hindu communities like Rabari, Bharwad, Vaghri, Aud, Thakore / Thakarda etc and Muslim communities like Kumbhar, nayak/nai, Fakir, Rauma etc are included.
- ❑ The level education is highest among the 'savarna – uppercaste' communities in all the five talukas. A high amount of education is also seen in the Muslims of Vadgam taluka and the SC communities of Danta and Vadgam talukas. We can use these communities as live examples to encourage and create awareness about increase of education among other communities.

About the parents:

- ❑ Some of the major suggestions that we have received from the parents for improving the education situation are that, 'to help children do their homework / to help them in education', 'to take part in extra-curricular activities', 'to take private tuitions'. These suggestions show the positive attitude of the parents towards education.
- ❑ Most of the parents feels that the school teachers are good, that they give good education to their children and the required textbooks available for the curriculum are useful. However, they are dissatisfied with the way their children study in the school. Also, they are not very enthusiastic about their children taking part in any extra-curricular activities. Nearly 1/4th parents have given information about extra-curricular activities. In this the absence of parents of Rapar taluka is very indicative. The extra-curricular activities include sports, drama, cultural activities, essay writing, quiz etc which are quite inspiring activities.
- ❑ Nearly 3 % of parents have said that discrimination exist in schools. While 10 % of the parents have said that 'the deprived communities are subjected to discrimination in one or other way is not a myth'.
- ❑ Parents mostly spend upto Rs. 1000 per annum per child for education and generally bear these expenses for upto three children. If three children are studying simultaneously than the parents have to spend around Rs. 250-300 for their education. Around 20 % parents undertake other efforts for the education of their children. The remaining 60 % parents make no efforts for the education of their children.

Comparison of Schools:

- ❑ The weightage given by school principals in Kutch range from 21 to 122 and these schools lack in 2 to 35 facilities. While in Banaskantha the weightage ranges from 54 to 117 and lack in facilities is in the range of 2 to 22. This comparison clearly reveals that educational facilities in Banaskantha are far better than that in Kutch district.
- ❑ In comparison to Kutch district the student-teacher ratio in Banaskantha is almost like ideal ratio (i.e. 40 : 1). Three schools in Kutch district have 1 teacher per 100 to 150 students which clearly indicates the lesser number of teachers in Kutch.
- ❑ In more than half schools of both the districts (10 in Kutch and 23 in Banaskantha) number of class rooms is less than the number of divisions / classes in the school (6 in Kutch and 13 in Banaskantha). In 1/3rd schools the number of classrooms are less than the number of divisions in the school and in the remaining schools there is equal number of class rooms and divisions offered.

From all these factors it is very clear that lack of educational facilities (ie. Lesser number of teachers, less number of class rooms, lack of various educational tools etc) play a very significant role in the spread of education. Besides this, it is observed that the government has not put in any serious and conscious efforts to spread education among the traditionally socially and educationally backward communities. Some other factors like migration for livelihood options, poor economic situation, lack of understanding about importance of education, lack of interesting information in the textbooks, discrimination with the deprived communities etc have also emerged which although small in number if they are resolved can help the spread of primary education. Also, there is no doubt that availability of primary education will help to eradicate these problems.

Compared to the deprived communities the level of education among the 'savarna' communities is very high in all talukas. So this study also establishes the fact that over and above the government the contribution of socially and economically higher communities is also very important for the spread of primary education.

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