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STATUS OF ELEMENTARY EDUCATION IN MUZAFFARPUR DISTRICT IN BIHAR

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ABSTRACT

Elementary Education is considered as the base of the educational pyramid-super structure of system. It is the elementary education which lays strong foundation for the child's physical, intellectual, emotional and social development. Dr. Kothari rightly said "the destiny of India is being shaped in its classrooms". Thus there is no denying the fact that the nation's strength rests on the strong foundation of elementary education. It is elementary education which helps in eradication of adult illiteracy and makes the most significant contribution to the efficient functioning of our democracy.

KEYWORDS: Elementary Education , child's physical, intellectual, emotional and social development.



INTRODUCTION –

The dictionary of Education defines education as the aggregate of all the process by which a person develops ability, attributes and other forms of behavior of practical values in the society in which he lives; the social process by which the people are subjected to the influence of a selected and controlled environment so that they may obtain social competence and optimum individual development.

Elementary education covers the primary (6-11 years) and upper primary (11-14 years) age group. In most Indian states, this

translates into the successful completion of prescribed educational requirements till Class VIII. The essence of the goal is for every 14-year old to have acquired foundation skills such as the ability to read and write with fluency, numeracy, comprehension, analysis, reasoning and social skills such as teamwork. Equally, elementary education should instill in children courage, confidence, curiosity, independence, resourcefulness, resilience, patience and understanding. While this is recognized by Indian policy documents, in practice, the formal elementary school system is often accused of not

developing these skills in children.

According to World Development Report 2012, "Primary/ elementary Education refers to programs normally designed to give students a sound basic education in reading, writing, and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured".

Elementary Education refers to the first formal stage of education from class I-VIII or the age group of 6-14. As per Right to Education Act 2009 "Elementary education means the education from first class to eighth class".

A brief Historical Profile of Muzaffarpur District- The district of Muzaffarpur forms part of the North Bihar plains and is located centrally in Tirhut Division. The

old Muzaffarpur district was created in 1875 for the sake of administrative convenience by splitting up the earlier district of Tirhut. It was named after its principal city, Muzaffarpur, founded in the 18th century by Muzaffar Khan, an amil (revenue farmer). After formation of Sitamarhi and Vaishali districts (which earlier were subdivision of Muzaffarpur district) in the year 1972 as a result of reorganization of districts in the State, Muzaffarpur district now has 2 subdivisions, viz., Muzaffarpur East and Muzaffarpur West consisting of 9 and 7 development blocks respectively. The district is bounded on the north by Purba Champaran, Sheohar and Sitamarhi districts, on the south by the district of Vaishali, and part of Saran district, on the east by the district of Darbhanga and Samastipur (part) and on the west by Saran and Gopalganj districts. The headquarters of both the subdivision are located in Muzaffarpur town which is the principal city and also the headquarters of the district. The name of the district, as stated earlier, has been derived after its principal city, Muzaffarpur. The earlier part of the history of the district as described in the 1961 District Census Handbook mentions that little is known about the original inhabitants of this ancient land of North Bihar. Glimpses of its early history can, however, be had from the accounts and legends preserved in the Vedic literature.

GENERAL STATISTICS OF MUZAFFARPUR DISTRICT

Physical and geographical situation

Table 1 showing geographical sketch of Muzaffarpur district

Total Area	3,172 Sq. Kilo Meter
Urban Area	15.6 Sq. Kilo Meter
Rural Area	3,156 Sq. Kilo Meter
Latitude	25 ⁰ 54' (North) to 26 ⁰ 23' (North)
Longitude	84 ⁰ 53' (East) to 85 ⁰ 45' (East)
North	Sitamarhi/ Eastern Champaran
South	Vaishali/Saran
East	Darbhanga/Samastipur
West	Saran/Gopalganj
Total Clusters	270
Total Villages	1,828

Census of India, 2011

Total Population and Literacy Rate-

Table 2 showing total population and literacy

	Male	Female	Total	SC	ST
Total Population	1,487,117	1,022,115	2,509,232	7,51,975	5,979
Literacy Rate	71.28	54.67	63.43	50.51	65.78

Census of India, 2011

According to Census 2011, there are 14, 87,117 male and 10, 22,115 females in Muzaffarpur. Total population is 25, 09,232 which can be said densely populated. There are 7, 51,975 persons belongs to SC community in total population. Population of ST persons are very less i.e. 5,979. Muzaffarpur district is 63.43 percent literate and this is below than national percentage. Males are more literate comparatively females. 71.28 percent males are literate and 54.67 percent females are literate in total population. In SC category, they are 50.51 percent literate which is too less in comparison to national percentage. Persons belongs to ST category are better than SC category persons, ST are 65.78 percent literate.

Number of Elementary School in Muzaffarpur (Block wise)**Table 3 showing distribution of primary schools block wise**

Serial No.	Block Name	Primary Schools	Upper Primary Schools	Total
1	AURAI	174	21	195
2	BOCHAHAN	146	15	161
3	GAIGHAT	162	27	189
4	KATRA	108	21	129
5	MINAPUR	176	24	200
6	MURAU	46	16	62
7	MUSHAHARI	108	18	126
8	SAKARA	129	33	162
9	BANDRA	69	17	86
10	KANTI	114	22	136
11	KURHANI	181	34	215
12	MOTIPUR	155	35	190
13	PAROO	178	31	209
14	SAHEBGANJ	139	21	160
15	SARAIYA	200	31	231
16	MARWAN	75	12	87
17	NAGAR PANCHAYAT MOTIPUR	6	4	10
18	NAGAR PANCHAYAT KANTI	8	1	9
19	MUNICIPAL MUZAFFARPUR CORP.	37	45	82
20.	Total	2,221	428	2,649

Above table indicate that distribution of primary schools in all blocks are not equal. Some blocks i.e. Saraiya, Kurhani, Aurai has good number of schools but on other hand blocks like Bandra, Muraul are having less primary schools. However only City Municipality have most schools among all municipalities.

Detailed structure of elementary schools-**Table 4 showing details distribution of primary schools at district level**

Key Data	Primary only	Primary with U.P.	Primary with U.P. & Sec. & H. Sec.	Upper Primary only	Upper primary with Sec. & H. Sec	Primary with U. Primary	U.P. with Secondary	Total
Total Schools (2015-16)	1,720	1,444	95	7	4	67	2	3,339
Total Schools (2013-14)	1,790	1,376	27	6	6	59	7	3,271
Government Schools	1,675	1,263	65	7	2	53	2	3,067
Private Schools	7	33	10	0	2	6	0	58
Madarsa & Unrecognized schools	38	148	20	0	0	8	0	214
Government School (Rural)	1,627	1,206	65	5	1	52	1	2,957
Private School (Rural)	6	32	9	0	0	6	0	53

NEUPA, Analytical tables 2015-2016

The distribution of primary and upper primary schools both in the urban as well as rural settings can be seen in above table. In 2013-14 total number of Primary schools were 3,271 and this number increases in 2014-15 up to 3339. In rural and urban both settings government schools were almost equally. In urban and rural there were 1,675 and 1,627 schools respectively. At primary level, primary schools were in less numbers which were 111. However there were total 214 Madarsa and un-recognized schools in Muzaffarpur district.

Of this over 97 per cent schools in the primary and about 85 per cent in upper primary stage were located in the rural areas whereas the proportion of schools falling under urban areas was a little over 2 per cent and 15 per cent for primary and upper primary respectively. At the state level the subsequent breakup between rural and urban areas is over 94 per cent and over 5 per cent for primary schools, while it is over 85 per cent and 14 per cent for upper primary schools respectively. Further, as we move from primary to upper primary level, a perceptible drop is noticed not only in the proportion of upper primary school but also in their absolute numbers in the rural areas in both district as well as state level.

According to RTE provisions several schools were open and several were to be open to reach the every child. Due to some technicalities and hard reach of administration un-recognized schools and Madarsa were operating through local person but they were having good number of students especially in Madarsa.

Enrolment-

Table 5 showing details distribution of enrolments in primary schools at district level

Key Data	Primary only	Primary with U.P.	Primary with U.P. & Sec. & H. Sec.	Upper Primary only	Upper primary with Sec. & H. Sec.	Primary with U. Primary	U.P. with Secondary	Total
Total Enrolment (2015-16)	2,63,346	6,18,549	58,897	1,603	589	43,270	1,339	9,87,593
Total Enrolment (2014-15)	2,62,259	6,13,527	55,657	1,522	566	42,592	481	9,76,604
Total Enrolment (2013-14)	2,72,745	5,91,059	16,269	1,154	1,161	35,497	1,273	9,19,158
Enrolment in Govt. Schools	2,55,286	5,63,068	38,337	1,522	324	35,812	481	8,94,830
Enrolment in Private Schools	1,062	9,822	5,627	0	242	3,356	0	20,109
Enrolment in Madarsa & Unrecog.	5,911	40,637	11,693	0	0	3,424	0	61,665
Enrolment in Govt. Schools (Rural)	2,48,575	5,40,337	38,337	1,393	219	35,565	406	8,64,832
Enrolment in Private Schools (Rural)	907	9,405	4,136	0	0	3,356	0	17,804

NEUPA, Analytical tables 2015-2016

As it is clearly indicated by above table total enrolment in 2014-15 increases in comparison to 2013-14. In 2013-14 total enrolments in primary level were 9, 19,198 and in 2014-15 these increases to 9, 76,604. Most of the enrolments were found in government schools either in rural or urban places. However is some cases i.e. Primary with upper primary Madarsa and un-recognized schools were significantly playing their role. Total number of enrolments in these types of schools were 61,665. Enrolments in private public schools were very low in comparison to government schools. Private schools in urban and rural places enrolls 20,109 and 17,804 students respectively.

Classification of schools according to Enrolment ratio-

Table 6 showing enrolment in primary schools on the basis of enrolment strength

Enrolment strength	Government	Government Aided	Private	Total
20 or less than 20	2	5	174	181
Between 20 to 60	72	2	6	80
Between 60 to 120	514	3	14	531
Between 121 to 200	758	3	29	790
Between 201 to 300	495	4	40	539
Between 301 to 500	627	8	24	659
More than 500	582	3	34	619

U-DISE, 2015-2016

Table 9 is indicating the detailed structure of schools on the basis of enrollment. Mostly government schools has more than 50 students. There were 758 government schools where enrolments were ranging from 121 to 120 and in this category there were only 29 private schools. There were 582 government schools where enrolments were more than 500 and there were only 34 schools where enrolments were more than 500.

Teachers-**Table 7 showing Teacher's strength in primary schools**

	Government	Government Aided	Private	Total
Male	9,068	131	1,871	11,070
Female	7,234	32	1,017	8,283
Total	16,302	163	2,888	19,353
% of Female Teachers	44.4	19.6	35.2	42.8
Schools where Female teachers are appointed	462 (15.1%)	17 (60.2%)	149 (46.4%)	628 (18.5%)
Single teacher schools	160 (5.2%)	1 (3.6%)	4 (1.2%)	165 (4.9%)
Untrained teachers	7,157 (43.9%)	97 (59.5)	2,741 (94.9%)	9,995 (51.6%)

U-DISE, 2015-2016 (According to RTE provisions)

Teacher is the main human resource for education system. Table 10 clearly indicating the total strength of employed teachers in primary schools in Muzaffarpur district. In government and private sector there were total 19,353 in which 11,070 were male teachers and 8,283 were female teachers. Total 7,234, 32 and 1,017 female teachers were employed in government, government aided and private schools respectively. The percentage of female teacher in government, government aided and private schools was 44.4, 19.6 and 35.2 respectively. Total female percentage in employed primary schools was 42.8%.

Distribution of deployment of female teachers in primary or elementary schools was 18.5%.

15.1% government schools, 60.7% government aided schools and 46.4% private schools were running in Muzaffarpur district where female teachers were employed.

There were some schools where only one teacher was working. 160 government schools, 1 government aided school and 4 private schools were running by only one teacher.

Total 51.6% teachers were untrained in primary/elementary schools. It consist more than half of total strength of teachers. 43.9%, 59.5% and 94.9% teachers were found untrained in government, government aided and private schools respectively.

Teacher's qualification details**Table 8 showing Teacher's strength in primary schools on the basis of their qualification**

School Category	Below Secondary	Secondary	Higher Secondary	Graduate	PG	M.Phil./Ph.D.	Post-Doctoral
Primary only	51	414	2,158	1,162	254	22	0
Primary and Upper Primary	87	833	3,127	2,729	1,298	79	0
P.+ U.P.+ Sec.+ H.S.	7	53	207	285	288	7	1

U. Primary only	0	4	19	8	9	1	0
U. Prim. + Sec.+H.S.	0	2	1	0	43	0	0
Pri.+U.P.+Sec	3	47	161	237	133	4	1
U.P. + Sec.	0	1	1	2	2	0	0
Contractual	22	222	1,758	1,431	564	35	0

NEUPA, Analytical tables 2015-2016

Glimpses of Table 11 clearly shows that maximum teachers were having average qualification. 3,127 teachers were only higher secondary, 2,729 were graduate and 1,298 were having Post Graduate degree in their account. 79 teachers were there with Ph.D. degree and only 2 teachers were there with Post-Doctoral degree.

In the case of contractual teachers maximum teachers 1,758 were qualified higher secondary exams, 1,431 were graduate, 564 were post-graduate and 35 were holding Ph.D. degree.

Professionally Trained Teachers

Table 9 showing percentage of teachers on the basis of nature of job

Status	Percentage
Government Regular Male	63.1
Government Regular Female	60.6
Government Regular Total	62.0
Government Contractual Male	40.5
Government Contractual Female	40.8
Government Contractual Total	40.6
Private Male	9.5
Private Female	13.8
Private Total	11.0

NEUPA, Analytical tables 2015-2016

Table 12 demonstrate the status of teachers on the nature of their job. In government sector total 62% teachers were professionally trained and was working on regular basis. In regular basis teachers 63.1% teachers were male and professionally trained and 60.6% were female professionally trained. On other hand, on the basis of contractual basis there were working 40.5% male teachers were professional trained and 48.8% were female trained teachers.

In private sector data were very interesting. Only 11.0% teacher were having professional degree.

Pupil Teacher Ratio-

Pupil teacher ratio are a general way to measure teacher's workloads and resource allocation in schools, as well as the amount of individual attention a child is likely to receive from teachers, pupil teacher ratios are often used as broad indicators of the overall quality of school. In addition, ideal pupil teacher ratio will depend on a wide variety of complex factors, including the age and the academic need of the students represented in the ratio or the experience, skill, and effectiveness of teachers. Pupil teacher ratios also directly affect per-pupil spending-or the average amount of money spent to educate students in a school, district, or education system.

Table 10 showing pupil teacher ratio in different types of schools

	Government	Government Aided	Private	Total
Pupil Teacher Ratio	58	35	17	52

U-DISE, 2015-2016

According to RTE ideal Pupil-teacher ratio was recommended 1:30 but data are indicating that government school have higher pupil teacher ratio. In government aided schools it was nearly recommended ratio but in private schools this ratio was only 1:17 which is a good indicator.

FINDINGS-

Findings obtained, particularly, pertain to some major aspects of elementary education. This research includes findings related to infrastructure of schools, facilities available, enrolment, dropouts, mid-day meal, etc. of elementary schools of district Muzaffarpur (Bihar). The condition of the buildings in case of most of the elementary schools was not satisfactory. Most of the schools had no sufficient number of chairs and tables for students to sit. Blackboards were not in good condition in most of the schools. There were no separate toilets for girls. But, on the whole infrastructure of these schools was found to be not bad or disappointing.

Literacy Rate-

A.Total average literacy rate was 63.43%.

B.Total 71.28% male and 54.67% females were literate.

C.50.51% and 65.78% Scheduled caste and Schedule tribes were literate respectively.

Details of Elementary Schools in Muzaffarpur district-

- + There were total 3,339 in 2015-16 which was increased in respect the 2014-15 that was 3,271.
- + There were 3,067 government schools and 58 private schools.
- + 214 Madarsa and unrecognized schools were running there in Muzaffarpur district.
- + 2,957 Government schools and 53 Private schools were situated and running in rural background.

Total enrolment-

A.In the academic year 2015-16, total enrolment were 9,87,593 which was increased in respect to preceding years 2014-15 and 2013-14.

B.In government schools total enrolment were 8, 94,830 and in private schools this data was 20,109.

C.Surprisingly 61,665 students were enrolled in Madarsa and unrecognized schools.

D.In rural area total 8, 64,832 students and total 17,804 students were enrolled in government and private schools respectively.

Detail structure of working teachers-

A. There were total 19,353 teachers who were teaching in elementary schools in Muzaffarpur. In this strength 11,070 were male teachers and 8,283 were female teachers.

B. Total percentage of female teachers was 42.8% in respect to total strength.

C. 44.4%, 19.6% and 35.2% female teachers were employed in Government, Government aided private schools respectively.

D. Only 18.5% schools were found where female teachers were appointed on overall strength. Maximum female teachers were appointed government aided schools.

E. 165 schools were identified where only one teacher was appointed which is called as single teacher school. This ratio was much higher in government schools.

F. Amazingly 51.6% teachers were untrained in comparison to total strength and this strength was highest in Private schools. In government almost half of teachers were untrained.

Qualifications of Teachers-

- A. A variety was found in the qualifications of teachers working in elementary schools.
- B. Maximum regular teachers were with higher secondary qualification. After them, maximum teachers were holding graduate degree.
- C. In some rare cases some teachers were holding highest degree i.e. Ph.D.
- D. Contractual teachers were more qualified in comparison to government teachers.

Pupil-teacher Ratio-

Pupil-teacher ratio was much higher in Government schools but in private schools it was found satisfactory.

CONCLUSIONS-**The main conclusions of the study are –**

- Enrolment ratio was increasing slowly in every academic year.
- There are a big strength of teachers in elementary schools which was untrained.
- Imbalances were noticed in the distribution of female teachers. It should be borne in mind that the absence of women teachers in schools may be serious obstacle to improving the girl's education.
- Teachers are not properly supported by the parents of the students.
- The fact that the parents stated that lack of encouragement from the school as well as their family problems. They indirectly influence school dropouts.
- Pupils' home environment certainly plays an important role in school failure and dropping out from the studies.
- As we seen in the research many dropouts found in slum area and live in houses without electricity, drinking water facilities, etc.

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