CHAPTER - V

SOCIO-ECOLOGICAL CONSTRAINTS OF SCHOOL EDUCATION IN SAMBALPUR DISTRICT
CHAPTER - V

SOCIO-ECOLOGICAL CONSTRAINTS OF SCHOOL EDUCATION IN SAMBALPUR DISTRICT

Education is the key to human perfection. It brings a radical transformation in outlook of people and an upward mobility in social status. It leads to political consciousness, awareness of rights and duties. The progress of the society also depends on education. But it is a matter of great regret that in spite of the impressive increase in number of schools, teachers and enrolment pattern and the seriousness shown by the government over the decades by giving top priority to education, the achievement is still far from satisfactory even after a lapse of 59 years of independence. There are still millions of students deprived of school education. The findings from the review of literature indicate that the most significant problems like drop out, infrastructural barriers, defective curriculum, language difficulties, defective administration and management act as a barrier in the way of successful school education.

Despite a more systematic, coordinative and uniform approach, these problems paralyse the positive aspects of school education. It is true that after independence a lot of effort have
been made by the government of India to provide effective school education through different five-year plans. But still we have not been able to uplift the school education.

Even though the directive principle of the constitutional commitment is to provide free and compulsory education to all children up to the age of 14 years it is still far from its goal. So the failure of the constitutional commitment, future of plan and programs of the Government are due to some overwhelming problems attached to the walls of educational systems. This chapter highlights the various constraints and path breakers which come in the way of successful school education in Sambalpur district.

The problems of school education in Sambalpur is not different from the problems related to Indian Educational setup. The district still has 46% of women and 22% of men as illiterate. Admittedly there is nothing new in the cause of the low literacy of people as the findings from the analysis indicate that socio-cultural barriers, poverty, infrastructural barriers and defective administration etc. are the main cause for the hindrance of school education in the district.

The problems associated with the school education have been given under the following heads:
A. Drop-Out

One of the major problems of Indian educational system is the massive wastage and stagnation, generally, termed as drop-out. Drop-out is the pre-mature withdrawal of children before the completion of school education. In other words, any child leaving the school at any stage before completing 10 years of schooling generally known for their socio-economic disadvantages are prone to be dropped out as soon as they enter the schools. The present study area is no exception to this matter. The focus of the section is to examine the variations in the effect of the varying backgrounds, the magnitude of the drop-outs, various causes of drop-out etc. The drop-out rates by sex at different levels from 1996-97 to 2001-02 are shown in Table 5.1 and Fig. 5.1.

Table – 5.1
Dropout Rates in (%) by Sex and Education in Sambalpur District (1996-2002)

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dropout Rate in Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>1996-97</td>
<td>53.6</td>
<td>59.8</td>
<td>56.7</td>
</tr>
<tr>
<td>1997-98</td>
<td>52.8</td>
<td>59.1</td>
<td>56.0</td>
</tr>
<tr>
<td>1998-99</td>
<td>50.2</td>
<td>58.0</td>
<td>54.1</td>
</tr>
<tr>
<td>1999-00</td>
<td>49.8</td>
<td>57.7</td>
<td>53.6</td>
</tr>
<tr>
<td>2000-01</td>
<td>48.4</td>
<td>56.6</td>
<td>52.0</td>
</tr>
<tr>
<td>2001-02</td>
<td>48.0</td>
<td>54.7</td>
<td>51.1</td>
</tr>
</tbody>
</table>

Source: (i) Directorate of Elementary Education (Statistics Cell), Orissa, Bhubaneswar
(ii) D.I. & C.I. of Schools, Sambalpur District.
Dropout Rates by Education in Sambalpur District (1996 to 2002)

Fig. 5.1
The Table – 5.1 indicates that the rate of drop-out is high at high school level and low at middle and primary level. It is observed that the rate of drop-out is decreasing year by year from 1996-97 to 2001-02 at every level of education. The drop-out rate is higher among girls than boys and at every year in different stage of schooling.

Problems of differential enrolments become more complicated by the existence of high drop-out rates. High drop-out or low enrolment rates are a result of not only socio-economic or cultural barriers, but also the nature of educational policies and priorities. Lack of essential infrastructure, health facilities, defective curriculum, and defective teaching method, language difficulties and differential treatment in relation to caste and sex by teachers and parents adversely affect the enrolment and retention pattern in Sambalpur district. From the institutional point of view, single point entry, full time instruction etc. may also be responsible for higher drop-out rates among certain categories of the poor population. State interventions through part-time schools and night schools have helped to some extent to increase the access of children involved in labour and girls over – burdened with domestic drudgery. However, these have not considerably altered the drop-out rates.
(a) The Magnitude of the Drop-out:

The present section is devoted to an analysis of magnitude of drop-outs of children from the school in Sambalpur district. The number of students dropped-out from a school has been computed by subtracting the number of students enrolled in the terminal stage Class-V in primary school, Class-VIII in middle school and Class-X in high school from the number of students enrolled in the initial stage Class-I in primary school Class-VI in middle school and Class-VIII in high school. The average drop-out for class in general has been computed by dividing the total number of drop-out by the number of classes. Finally the magnitude of drop-out in each class has been calculated by observing the movement of students or in other words by considering the number of students transferred from one class to other. The computed secondary sources drop-out data of all the schools in Sambalpur district has been presented for analysis.

It is observed from (Table - 5.2) that, on an average 48% boy, 54.7% Girls, 63.6% S.C. and 78.5% S.T. have dropped out in the primary school of the district. With generally 4 out of every ten boys and 5 from ten girls 6 from S.C. and nearly 8 out of every ten S.T. enrolled in Class-I in primary school dropping out. The situation is really grave in the district. The drop-out rate noticed in
middle school i.e. between Class VI to VII is alarmingly high as 50% and 59.6% among boys and girls after joining the Class VI level. It is also noticed that the dropout rate is high in the higher level schools i.e. 67.6% and 73.3% among boys and girls respectively.

Table - 5.2
Dropout Rate at Various Stages of School in Sambalpur District (2001-02)

<table>
<thead>
<tr>
<th>Stages of School</th>
<th>Dropout Rate in Percentage</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Community</td>
<td>S.C.</td>
<td>S.T.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Primary School(I-V)</td>
<td>48.0</td>
<td>54.7</td>
<td>61.1</td>
<td>57.2</td>
<td>71.1</td>
<td>63.6</td>
<td>70.0</td>
</tr>
<tr>
<td>Middle School (VI-VII)</td>
<td>50.0</td>
<td>59.6</td>
<td>55.4</td>
<td>47.2</td>
<td>67.0</td>
<td>57.4</td>
<td>67.5</td>
</tr>
<tr>
<td>High School (VIII-X)</td>
<td>67.6</td>
<td>73.3</td>
<td>70.5</td>
<td>67.5</td>
<td>73.5</td>
<td>70.7</td>
<td>68.3</td>
</tr>
</tbody>
</table>

Source: (i) Directorate of Elementary Education (Statistics Cell), Orissa, Bhubaneswar.  
(ii) D.I. & C.I. of Schools, Sambalpur District.

The data presented in the above table has established undoubtly the fact that large number of students dropout of school without completing the prescribed years of studies. The rate of dropout is higher in high school level compared to the primary and higher level. The incidence of dropout among SC and ST community is alarmingly high in primary, middle and high school level of the district. It is also noticed that the incidence of dropout is high among girls than that of boys at every stage of school in Sambalpur district. All these observations raise certain basic question, what are the factors compel the students for dropout?
Why the girls are more prone to dropout? Why the rates of dropout in SC and ST community have more? And what are the problems of the students forcing them to dropout from schools? etc. (Fig.5.2).

So a detailed description about the queries has been given below:

(b) **Causes of Dropout:**

The causes of dropout are complex in the district. A high rate of dropout among boys, and girls at all the stages of school highlights the problems related to success of school education. So the reason associated with the dropout were discussed in the following section.

The data relating to causes of dropout were collected from the sample, which covers 30 teachers and 75 students (both dropout and regular) and their parents in the district by conducting informal interview and using the questionnaire schedule.

(i) **Poverty:**

The most common factor for students dropping out from school prominently figuring the responses of both parents (90%) and teachers (80%) are poverty, which accounted for nearly 85% of the dropouts.
Fig. 5.2

Dropout Rate at Various Stages of School in Sambalpur District (2001-02)
The cause attributed by the teachers was further substantiated by the data collected from the children (dropouts) and their parents. About 66% (49) children out of 75 interviewed stated that they fail to continue their study mainly because of poverty. Rural and urban variation was also observed in terms of percentage of dropouts. About 75% of rural dropout, were from poverty stricken families. Whereas, this percentage was about 55% in the case of urban counterpart. Moreover, compared to female dropouts, the percentage of male dropouts are low. About 60% parents failed to send their children to school because of poverty. The drop out rate of scheduled Tribe (ST) was more than the other two communities (S.C. and General). The premature withdrawal of students especially from the tribal dominated blocks of Sambalpur remained a persistent problem. The poverty stricken Tribal people could not take the burden of school education for their children.

The overall picture shows that poverty was relatively one of the most dominating causes of dropout in Sambalpur district. It is the only cause which compels the parents to drop-out their children from school. Because it was not possible on their part to afford the recurring expenditure on education in the form of dresses, books and other learning materials. It seems that the
poor economic condition of the people compels them to engage their children in various economic activities that is domestic, agricultural, daily wager and grazing etc. to supplement the meager family income instead of sending them to schools.

(ii) **Parents illiteracy:**

In my informal interview with 30 teachers in the district, it is found that parents illiteracy was one of the causes of dropout. About 72% of teachers were of the same opinion and have expressed that the illiterate parents fail to understand the importance of education and hence withdraw their children from school. It has been observed that nearly 68% of the dropouts were from such families in which the parents were illiterate. Also, gender difference was found in this variable. Higher percentage of female dropouts compared to male dropouts were from families having illiterate parents.

The uneducated parents of the district lack the awareness regarding the significance of education in some one's life. Since, these parents had never been to school or despite having been in school (for a brief period, remains illiterate), there is no base on which the school education can anticipate any understanding of its aims or activities by such people. Though they are illiterate, they do not understand the value and necessities of education in
today's world and they also fail to understand that it is only the education which can release them from the clutch of poverty.

(iii) Parents indifferent attitude towards education:

It has been noticed during my investigation that about 60% of teachers were of opinion that parents indifferent attitudes towards education become the cause of children dropping out from the school, before completing primary education.

About 80% interviewed dropout students revealed that apart from other reason, they left school because of indifferent attitude shown by their parents. They stated that the lack of interest and attention towards education and insensitive in sending them to school become one of the cause for dropout. Even when the children are earnestly requesting their parents to have either a piece of paper, pencil, eraser and note book for their class examination, the parents refused to provide it. Having disgusted with such parental behaviour and attitude, the child voluntarily decided to dropout from school.

Moreover during interview with parents, it was observed that most of the rural parents had different attitude towards education. Because many parents feel that school education does not prepare their children for the traditional occupation and instead, inculcate a preference for white collar jobs. The child neither gets employment
nor takes interest in home work but continues to remain unemployed and becomes useless to the family. The parents have strong conviction that education has no distinctive role in the household economy. Therefore, premature withdrawal of children from school at lower and middle level happen to be the norm of the rural as well as the tribal society of the district.

(iv) Differentiation of sexes by parents:

About 57% (17) of teachers were of the opinion during interview that differentiation of sexes by parents is a reason for dropout among girls in the district. Such differentiation exists more among rural illiterate and economically backward parents than among urban educated and rich parents, although it is a common phenomenon in a socio-economically backward district like Sambalpur. So far as educating their children is concerned, many parents preferred boys over girls. In such families boys used to get a better deal than the girls, in almost all spheres. Less preference was given to the study of girls and the percentage of dropout is more among girls than boys. About 83% of drop out girls expressed that their parents were not interested in their study. Instead, they were engaged either in domestic work or to work after their young siblings.
Also 87.3 percent parents agreed that they preferred sending boys to school than girls. It was also observed that they withdraw their daughter from school after 2/3 years of schooling. They have viewed that girls will go to another family and it is useless to spend money in educating the girls.

(v) Lack of interest of children in study:

During interview with teacher, it was observed that about 78% of teacher were of the opinion that lack of interest among the children in study was also a cause of dropout of children from school education. In Sambalpur district higher percentage was found in case of female than male because of lack of interest in study. It was found that the children who dropped out because of this reason where from diverse background (ST and General), economically sound as well as weaker sections, families having illiterate as well as literate or educated parents. Among the community, the Scheduled Tribe have the highest rate of dropout because of lack of understanding of oriya language by them and teachers unpleasant behaviours towards them have combinedly added the fact. About 85% of dropout students were of opinion during informal interview that curriculum, unsympathetic behaviour of the teacher and differential treatment of teachers on
the basis of castes and sex have motivated them for apathetic in study and finally leads to dropout from school.

(vi) Early Marriage:

The convention of early marriage at the age of 12-13 years for girls and 14-15 years for boys create a great stabbing blow in the continuity of reading in school. About 43% of teacher were of the opinion that the early marriage deprived the student of the fruit of education and knowledge. Though Sambalpur is one of the tribal dominating district, the system of early marriage was high among the tribal and rural community. It was also noticed that a high percentage of dropout found among girls than boys at middle and high school stage of the district.

(vii) Distance of school from students residence:

The growth of enrolment and fall of dropout in a school depends upon the distance of school from student's residence. The continuation of the child in the school depends on the distance because the child is to commute daily to reach the school. According to 1986 National education Policy (NEP) there should be one primary school within 1 km radius from the village and the middle and high school should be within 3 km and 5 km radius respectively. So in Sambalpur district it is found that 80% (77,600) of primary school students of the district were coming
from a reasonable distance of less than 1 km radius. And the rest 20 Percent (19,400) students were coming from a distance more than 1 km. In the middle school level about 58.2 percent (13,386) student were coming from the distance of 3 km, while the rest 41.8 percent (9,516) student were deprived from this distance. Similarly in high school level only 52.7 percent (13,175) student were from a reasonable distance of 5 km and the rest 47.3 Percent (11,825) were covering a distance more than 5 km respectively.

However, rural-urban comparison gives a different picture. Almost all the urban children had a primary, middle and high school with a reasonable distance. But, in rural areas the situation was quite different. About 76 percentage of rural primary school children, 60% of middle school children and 54 percent of high school children were coming from a reasonable distance of 1 km, 3 km and 5 km respectively and the rest mass are the sufferer. The interview with teacher and students reveals that the students have to cover a distance of 2-5 km to attend primary school and 4-5 km to attend a middle school. So it becomes quite difficult for a young kid to travel such a great distance every day to attend school. Therefore the situation finally leads to be dropout of students from school.
(viii) Unsuitable School Schedules:

Yet another cause of dropout is unsuitable school schedule. The same were the view of 12 percent teaches of the districts and also states that the intensity of dropout due to this cause is high among ST and rural children than elite mass and urban children. This was a reason for dropout for those who were either daily wagers or agricultural and domestic labourer. It was not possible on their part to stay in school from 10 a.m. to 4 p.m. everyday through out the year. They wanted the school would run either in the morning or in the evening and to remain closed during those day when they had to work in field or to help their parents.

(ix) Single Teacher School:

The data revealed that about 22 Percent of primary school, 8 percent of middle school has served by single teacher and no more single teacher have been served by high school in the district. So the single teacher school is one of the causes for dropout of student.

It was observed that there were number of primary and middle schools located generally in rural and hilly areas which had up to class I-V and VI-VII but run by a single teacher. It is impossible on the part of a single teacher to pay proper attention to all the classes and the question of paying individual attention
did not arise. Very often, the teacher uses to engage him self/her 
self in the upper class and neglects the lower classes, some times 
the students of 2-3 classes are put together by teacher for the 
sake of convenience. Many teachers of the single teacher schools 
expressed that because the weak students do not get proper 
attention, which they deserve, they leave school. As the teacher 
do not get time to study each and every child, which is necessary 
to deal with these young children, no proper rapport between the 
teacher and students is established. As a result many children feel 
isolated which indirectly lead to dropout.

(x) Teachers Absenteeism :

It was observed in the district that about 8% of teachers in 
remote rural and hilly areas of district not only fail to realize their 
responsibilities for the school and students, but also deliberately 
remain absent from schools for a week, some times for a month. 
So teachers absenteeism and indifference to the students become 
cause for dropout.

(xi) Problems of Language :

Language problem is the biggest barrier for the aborigines 
and Scheduled Tribe (ST) of the district. The district is having one 
of the conglomeration of tribal community comprising 37.21 
percent of total population according to 2001 census. They have
their own standardized mode of communication or dialect, which governs their sounds, works, sentences, meaning and use almost completely different from other languages. So for the tribal groups, the writing of refined oriya poses serious difficulties. They take quite a long time to acquire the language skill, fail to make appropriate use during conversation with the teacher in class room and ultimately develop educational deficiency and it leads to dropout. It was found that the intensity of dropout due to this cause was high in remote rural and hilly areas than among urban tribals.

(xii) **Defective Teaching Method**:

One of the important causes for dropout in school education in the district is defective teaching method. About 6% of dropout students stated that they left school because of defective teaching method followed by teachers. They mentioned that their teachers failed to pay individual attention and clarify their queries. Even today the education is not child friendly and based on conventional and defective teaching method. Hence the defecting teaching methods, are very much detrimental for the education of the district and requires new and effective teaching methods keeping in view the needs and circumstances of the present time which should be adopted with immediate effect.
(xiii) Defective Curriculum:

The curriculum of school at all the level of the district, are narrow and unsuitable to the local needs. It was also opinion of 38% of teachers that defective curriculum was one of the cause of dropout, because all the students have to study one pre-fixed curriculum. They do not have the opportunities to select subjects according to their interest and desire. Besides, this, their curriculum is not related to the environment and practical life. The same were opined by 48% of dropout students in the district.

They revealed that their parents did not allow them to continue study beyond 3-4 years, as according to their parents there exist no relation between that a child learns in school and what he/she will do after completing school education. That is why they drop their students from school before completing its tenure.

B. INFRASTRUCTURE BARRIERS:

If schools are considered as the place where the destiny of the children are safe the sculptors (teachers) who are engaged in the noble task requires the best tool such as reasonable school building, library, furniture, science laboratory and other infrastructure such as teaching aid and amenities for the children.
The best curricular and perfect syllabus would be useless without adequate and suitable teaching aids. Several studies have indicated that poor quality of schooling is responsible for low retention. However, most of these studies look at the problems confined within the classroom. Besides poor quality of building, lack of motivation of teachers also constitute infrastructure barrier.

The scenario on elementary education of Orissa as a whole is no better. At present there are 43,148 primary schools in Orissa. Which accounts for enrolment of 38 lakhs students in Class-I, whereas there are only 11,510 middle schools to accommodate only 13.30 lakhs of children. This implies 2.5 million children are deprived of elementary education every year. Since there are no primary school to accommodate them.

In the previous section while analyzing the reason for dropout it is seen that factors such as teaching aids and school infrastructure are considered as important barriers for education in different stage of schools.

i) **School Building:**

It is said that 'Building are to education as body is to the mind'. Concurring with suggestion of the School Building Committee appointed in 1941, the Secondary Education Commission (1952) emphasized that the school plan should...
provide necessary facilities for efficient and effective accommodation of all the phases of the curricular, co-curricular and community activities. Further it should protect the healthy and safety of students particularly children.

It is found that 63% of primary school 78% of middle school and 82% of high school had pucca building whereas 37% of primary, 22% of middle and 18% of high school had kachha house respectively. However rural-urban variation was found to exist so far as types of school building is concerned. Coming to the usability of school building it is observed that 21% of schools were not usable in all the season, i.e. unusable in rainy reason. All these schools had to face many difficulties to carry out their day-to-day activities smoothly. Some such schools were used to make the students (students of all the classes) seated in one room (when there was a room in good condition) or make the students seated as a corner of each room (if possible). However, there were still a few schools, which had no option but had to suspend the classes on the rainy days.

ii) School Site:

It is obvious that the school site can not be built anywhere and everywhere because the environment of the school have a reasonable impact not only on the school as a whole but also on
the individuals within it. It is held that the school site should be healthy, fairly elevated and well drained. Its surrounding should be quite secluded and cheerful as possible. In order to ensure good air and adequate light, the school site should be isolated from other buildings particularly factories, railway stations, bus stands and market places. At the same time it should be easily accessible to students.

Though it was observed that about 66% of schools are away from the railway stations, bus stands and factories, but most of the schools were located inside the village. Above all, the overall environment in the villages being unclean the schools situated in them are surrounded by garbage pits, and stagnant pools of water with foul stench emanating from there.

iii) School Compound Wall:

On an average it was observed that 23% schools of all stages did not have compound wall. There also existed wide rural urban variation in percentage of schools having a compound wall and not having the same. Nearly 28 percentages of rural schools had no compound wall. On the other hand only 13 percentages of urban schools were not having compound wall.

So far as the types of compound wall are concerned (of the schools having compound wall) it was found that 58% schools
have thatched compound wall and 29% and 13% had pucca and kachha compound wall respectively.

The inadequacy of compound wall in school may hamper the safety measures of children and indirectly deprive many students from their extra curricular activities.

iv) Class Room:

Turning to class room the Secondary Education Commission (1952) has notified that “Every Class room should provide for an area of not less than 1.089 feet per student”. In addition to the above, in case of high schools the Secondary Education Commission has also suggested the provisions of separate room for the school office, the head master, the staff members and visitors. And as components of school buildings, there should also be provision for library, laboratory, lunch room, drinking water sheds, toilets and community hall in the case of high school.

Let alone complying with the specifications, a majority under study does not even have sufficient number of classrooms, shockingly; about 46% of primary and 28% of upper primary schools of the district have shortage of class room. In most of the schools 1<sup>st</sup> – 3<sup>rd</sup> class or 4-5<sup>th</sup> or 6-7<sup>th</sup> classes are combined taught in only one class room, even in the baranda (corridor) of schools. As regards the provision of a separate room for head master it is
conspicuous by its absence in 76% primary and 69% in Upper primary schools under study. Separate staff rooms and hall did not exist within major percentage of primary and upper primary schools under study.

As regards the situation in high school, it is found that there is no separate staff room and head master room in 72% and 64% of schools. The number of class rooms is insufficient under my sample study. In 78% of the high schools, head master chamber, office, school library, schools laboratory, sports room and staff room are all housed in a single small hall.

v) School Equipment: Furniture and Teaching Aids:

As such, furniture and infrastructure equipments are considered integral components of the school. Improper seating arrangements are injurious to health of the students and also cause discomfort irritation and indiscipline among them. These in turn may hamper their attention and concentration in classroom. It has been seen that about 89% of primary schools in the district have not been provided with tables and benches to the students. So they made to sit on the floor. Even in some school the teachers have not been provided with a chair and table. About 80% of middle schools in the district have been provided with inadequate number of wooden planes and benches without desks. It is seen
that there are six to seven students sitting in one bench, instead of five. In case of deficiency, the junior students are looser and made to sit on the floor. The situation is slightly better in high schools of Sambalpur district.

In my sample study of 25 schools of all level, it is found that in 10 of primary schools and 6 of upper primary schools even the basic teaching aids like alphabet charts and table charts does not exist. The most deplorable situation is the lack of such a basic requirement as a proper black bound in several schools. The teaching aids which has been provided by the UNICEF is defective in almost 80% of the schools. The audio system and T.V. which are provided are no more use, as there are no electricity facilities in most of the schools. The situation in high schools is also far from satisfactory.

In my sample study about 84% of schools at various stages have no science laboratory and library facilities respectively.

vi) Co-curricular Activities:

In the district like Sambalpur, it was observed that lack of adequate facilities for games, sports, athletics, singing, dancing, drawing, paintings, picnic, debate and drama have been considered to be the motivated factors for the students. They feel extremely dull and dormant just by sitting in class’s hours together
without any meaningful interaction and activities and finally leads towards dropout. So in order to make the student prompt, likely, up-to-date and expert in diversified field the co-curricular activities should be properly introduced in the education system of Sambalpur district.

C. Conventional and out of Date Teaching Method:

Yet another serious problem of school education in the district is that teaching methods have not been changed in accordance with the change of time and circumstances. Even today the education is not child centered in Sambalpur district whereas in other districts of developed states, endeavour has been made to make it as much child centered as possible. While other district of developed states have been adopting new methods of teaching, even today the district teachers are adopting the conventional and out of date teaching methods. The conventional and out-of-date methods, are very much harmful for the growth of school education and hence requires advanced teaching methods keeping in view the needs and circumstances of the present time.

D. Defective System of Examination:

The problem of examination system in Sambalpur district is as serious as the problem of curriculum and the method of teaching. The aim of our education has become only to pass
examination. Mostly, only one examination is held in a year with the result. Consequently, the students think that they will achieve success by studying some selective questions and consequently they do not devote themselves heart and soul into the studies throughout the years. As a result the students are not able to acquire proper and real knowledge. And one of the most important draw back in the lower class of the district is the automatic promotion of under serving students to the next higher classes, where they miserably fail to grasp the standardize course-content and find out a cause to withdraw themselves from study.

E. Problems Related to Teacher:

The observation during school visits provided many problems related to teachers. Teachers' absenteeism, lack of proper knowledge and indifference attitude towards students create serious problem. The teacher's passive attitudes towards lower caste and girl students have affected the enrolment pattern of the school. Their lacks of motivation towards education and absenteeism have also added to the cause for dropout of students. It was observed that lack of devotion and indifference attitude found in teachers is due to causes like lack of residential quarters, irregular payment of salary, irregularity in the maintenance of service books, delay in sanctioning promotions, increment, G.P.F.,
withdrawal of TA/DA etc. and mostly the unwanted transfer and posting. The facts combinely made the teacher less interest in the teaching practice and later on become a cause for dropout of students.

F. Problem of Control and Management:

The problem of control and management of education is also one of the chief problems in India. Mostly, the education up to primary, upper primary and high schools are organized by the local district board. Some schools are directly under the control of the State Government whereas some institutions are also under the control of private managements.

It is a matter of great regret that some members of the management committees are so influential that even the higher officials of the state education department hesitate to take any action against them. The Education Board of the state are not able to function properly because of groupism and party politics. In the same way it is a matter of great regret that groupism, favoritism, corruption etc. are rampant in primary as well as secondary schools. In the district teachers of secondary schools are also the victims of anger of the members of the management committees. Caste feeling, individual rivalry, jealously, groupism and corruption are rampant in the management committees of the Government
schools of the district. The poor teachers of these schools become the victims of these difficulties.

G. Problems of Inspection System:

The observation indicates the lack of impact of inspections, as the inspections seem to ignore the suggestions of the teachers and vice versa. Inspections are very erratic and no schedule is really adhered to. Out of a sample of 25 schools, inspections were done once within three months only in 6 schools. In nearly 60% of the schools there was either no inspection or one inspection in a year. The inability to sort out problems has reduced the inspection system to a false as no action is taken as a consequence of the inspection.