CHAPTER - I

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Education has become the symbol of hope and confidence for the future mankind. In the broadest sense, education means the process of development from infancy to maturity. It begins at birth and continues life till death from womb to tomb. Literacy is a part of education. The first and foremost problem of our country is "population explosion", which is the result of illiteracy and ignorance. ‘Literacy’ means the ability to read, write, and understand the thing properly. Being literate a man can be complete human being. Through education the individual receives training to be a good citizen, obtains some insight in the affair of the world and can help his government to take right decisions, which will establish peace and progress.

In the present world education is a birth right of human society. The word “Education”, is believed to be derived from ‘Educare’, which means bringing up of the children both physically and mentally. T.Lynn Smith defines education as a process where by the socially approved part of the cultural heritage is transmitted from one generation to the following one and where by nearly newly acquired knowledge is diffused among the members of the society. In the socialistic status of the world, education is given top
priority and is considered as the fundamental right. Now necessary steps have been taken to reach it to all sections of the population. At present the term education refers to formal schooling and a person is considered to be literate if he/she is able to read and write in any language with understanding. Literacy must encompass overall knowledge and also relate to a person’s occupation and of the society in which he/she lives. The ability to read and write must be linked with occupation. Hence, literacy must be considered as a fundamental and positive dynamic process. In 1962, International committee experts in literacy announced the following working definition, which has been accepted by “UNESCO”.

A person is literate when he/she has acquired the essential knowledge and skills which enables him/her to engage in all those activities in which literacy is required for effective functioning in his/her group and community and whose attainments in reading and writing make it possible for him/her continue to use those skills towards his/her own community development.

Education is one of the factors of social, economic and political life of the Indian rural communities. A society transmits its way of living through education. Education is thus a social activity,
which determines the structure of the society. Its form is
determined in a large part by the values of the society.

Education is one of the guiding forces of human life. It is the
eternal quest of knowledge and thirst that has laid mankind to
move towards the light of arts and science. It is at the roof of lofty
thoughts and the ideals that have inspired the mankind at all
times. It plays a vital role in the process of human evolution and
development. It is also the greatest expression of culture,
tradition, consciousness and wisdom of a nation.

Education is the key that opens the door of life. It brings
perception in human life, an upward mobility in social status and a
radical transformation in outlook and perfection. Education is
supposed as the most vital discovery of human intellect. It is
education, which transformed man from a mere ‘two-legged
animal’ into human being. It helps a man to differentiate between
what is wrong and what is right and makes man a complete
personality. It does not begin at school but begins at birth and end
in death. So it is a life long process. It gives all type of knowledge
to human mind and is the most powerful medium for achieving
socio-economic changes, development, national progress and
security.
A tremendous growth in educational facilities has been observed at all levels of education during the last 56 years of independence. The growth in enrolment, teacher and schooling facilities at the primary, middle and high school level of education is the result of government effort to implement the directive principles of the constitution to provide free and compulsory education to all the children up to the age of fourteen. For a better planning of school education at grass-root level, and for a balanced growth in all areas rural and urban a All India Educational (AIE) Survey was conducted by the ministry of Education and Social Welfare in 1957. After that the second, third, fourth, fifth and sixth AIE surveys were conducted by National Council of Educational Research and Training in 1965, 1973, 1978, 1986 and 1996. The specific objectives of this dissertation is to assess the present condition of educational facilities at various school stages, in respect of coverage of school-going population, enrolment in general and drop-out in particular and also to know about the reasons of variation in literacy.

The Concept of School Education:

The progress of school education is an index of the general, social and economic progress of the country as a whole. The entire school education of the country is divided into three parts (i)
Primary school (ii) Middle or Upper primary school and (iii) High or Secondary school. In the 10 years schooling pattern primary school is the foundation on first stage of formal education on which the whole fabric of education rests. It consists of classes I-V while the middle schools consist of classes VI-VII and high schools consist of classes VIII-X.

It is well known that the entire super-structure of the educational set up rests upon the school education. School education is the first step towards the formal education where the student lends into a new world in order to communicate their feelings, ideas, and thoughts and intelligence through their mother tongue. It is the education where the pupil can get an adequate mastery over the tools of learning. It brings about a harmonious development of the child’s personality by providing for his physical, intellectual, social, emotional, aesthetic, moral and spiritual needs.

**Development of School Education in India during Pre-Independence Period:**

The system of school education in India has undergone a number of changes from its inception. In the long past in the Vedic age, education was mostly confined to the “Gurukul Ashram” or learning centres located in the houses of famous teachers. After the arrival of the Christian Missionaries, the individualistic tone of
education was changed a bit. The Missionaries like Baptist Missionary, Roman Catholic Missionary and German Missionary made attempts for the spread of education in the length and breadth of the country. Due to the concealed attempts made by the missionaries to spread Christianity in the name of education and anticipating its future effect the famous “Woods Despatch” in 1854 was submitted by General Wood recommending the introduction of graded schools and emphasizing English education. In 1858 Mr. T.C. Hope; education inspector of Gujurat Division, urged the Government to introduce primary education in rural areas. In between 1870-1880 a number of educational acts were passed by different State Governments to expedite the expansion of primary, middle and secondary education. The desire to get school education was further toned up during the period of Lord Ripon. Introduction of Local self-Government in different parts of the country was a suitable step to spread school education.

Taking into account the progressive demand of the people to spread school education, government set up an educational commission known as the Hunter Commission in 1882. In 1904 Lord Curzon voiced for the universalization of primary education. Thus from 1882-1904 attention was given for the consolidation of primary education. Time rolled on. Under the Montague Chelmsford Reform in 1919 education was transferred to the
provincial control. Then in 1921 it transferred to the central control. Another wave of enthusiasm overflowed mass mind resulting in passing a number of primary education acts. To list a few

a. Bengal Primary Education act, 1919  
b. Bihar Orissa Primary Education act, 1919  
c. The Central Province Primary Education Act, 1920  
d. Punjab Primary Education Act, 1919  
e. The Bombay Primary Education Act, 1920

In the later phase Rabindra Nath Tagore opened his Shantiniketan in West Bengal in the year 1901, which was later converted to Viswa Varati in the year 1922. Both Shanti Niketan and Viswa Bharati were trying to develop national outlook, patriotic spirit based on Indian Culture and tradition among the people.

In Bihar also in the year 1919 a number of National Schools were opened to educate children. In 1921 in Punjab, Lala Lajpat Rai started his own national school to educate the people in the national system of education. In all India Level Dr. Zakir Hussain established a Zamia Milla and Islamic University of Delhi. Similarly Bal Gangadhar Tilak also started informal education centres to educate the people in the National Spirit. In Orissa Utkalmani
Gopabanandhu Dash, Mandhusudan Das, Viswanath Kar took the lead for establishment of a national school at Satyabandi in 1909.

**School Education in Free India:**

After a long drawn struggle, 15th August 1947 saw the dawn of freedom in India. India got freedom from the bondage of slavery of foreign rulers. With the emancipation of India from foreign yoke the political, social and educational conditions started taking rapid turn. After independence, school education has given greater attention. An effort towards qualitative and quantitative change of school education has made the rulers to make a commission i.e. 'Secondary Education Commission' or 'Mudaliar Commission' which was organized in 1953 under the Chairmanship of Dr. Lakshman Swami Mudaliar. The commission has made a novel contribution to school education by diversifying it towards practical and technical education, which make the student self-dependent and self-reliant.

Further, considering the importance of school education the constitution of India, in article 45 includes a directive that free and compulsory primary education for all children up to the age of 14 should be provided. But due to several obstacles, the desired objective is yet to be fulfilled even after 59 years of independence. However, it is no denying fact that since 1950, determined efforts have been made towards the achievement of this objective and
over the years there has been a very impressive increase in the number and spread of institution, teachers as well as enrolment. The "Education commission (1964-66)" made several far reaching recommendations for quantitative expansion and qualitative improvement of primary education in the country. As a result the number of primary and upper primary schools increased from 2,09,671 and 13,586 in 1950-51 to 5,79,826 and 1,55,842 in 1993-94. Then in 1968, National Policy on Education (NPE) was framed and several measures were taken for the development of school education in the country. Moreover, several incentives schemes and programmes were introduced to attract children to schools. As a result, the numbers of primary, middle and high schools were increased in a considerable rate. Enrolment (both primary and middle) increased from 19,155 and 3120 thousands in 1950-51 to 1,09,180 and 42,525 thousands in 1993-94. Moreover, the retention rate increased from 34% and 24% in 1965-66 in class V and VIII to 54% and 36% in 1993-94.

Under the Five Year Plan period from (1951-2002), there has been a tremendous growth in the field of school education. In these plan periods various educational research centres, advisory and counseling centres and technical institutes were created in the knock and corner of the country, which brings new channels in the development process of school education. Under this plan period,
plans were made to open new schools, appointments were given to more and more teachers, adequate facilities were provided to all the stages of schools. Attention was given for increasing the enrolment and decreasing the drop-out rate. The government has paid greater attention for the spread of school education in the rural and backward part of the country. Under this plan period the government has spent adequate amount for providing scientific and technical education.

And finally new educational policies and programmes under this plan provided a new step towards the growth and universalization of education throughout the country.

**Development of School Education in Orissa:**

Orissa has a rich tradition of education from ages. Primary education was imparted through “chatasalis” in Orissa. Western education came to Orissa with the coming of British and first modern schools were started in 1822 due to missionary efforts. By the end of 1823, such schools were started in and around Cuttack having 368 students. In 1836, Government for the first time felt interested for the spread of education in Orissa and in 1845-46 it was resolved to establish Zilla Schools at district head quarters. By 1884-85 the number of primary schools in Orissa had risen up to 942, out of which 208 were U.P. schools. Orissa became separate
province in 1936 and it comprised of 7 districts. During 1947-48, by the time India became independent and after about 100 years of the spread of western education in Orissa, there were 6,814 primary schools, 286 middle schools, 106 high schools and have an enrolment of 3,69,387 students in all the level of schools.

Further, with the implementation of five-year plans and National Policy of Education (1968), a qualitative and quantitative, expansion of education has come out. So the numbers of schools of all level increased from 10,302 in 1950-51 to 43,910 in 1978-79. For universalisation and technical growth the government implemented certain plans and programmes. In 1986 the government conducted its National education Policy and its Plan of Action (POA), which showed a greater improvement of education. The number of schools increased to 51,041 i.e. 38,004 in primary school, 9,082 in middle school and 3,955 in high schools. Afterwards a number of programmes like Operation Black Board, Mid-day Meal, EGS and DPEP were launched which gave a new step towards the spread of education to the backward parts of Orissa. As a result the number of schools, teachers and enrolments were increased. The number of schools in all stages increased from 52,657 in 1988-89 to 59686 in 2001-02. The teacher of all stages were increased from 165852 in 1988-89 to 1,92,147 in 2001-02.
Enrolment also increased in all stages from 52.38 lakh to 69.53 lakh in 2001-02.

Development of School Education in Sambalpur:

The development of school education in Sambalpur has gone through many stages. In the early ages education was imparted in the Ashram and Sevasram schools in the district. With the rise of eminent scholars and poets like Gopal Talenga, Bheema Bhoi, Gangadhar Meher, Raja Shri Sachidananda Tribhuban Dev, Balabhadra Dev and Jalandhar Dev education had increased into great height. Western education had its beginning in the district with foundation of Zilla Schools at Sambalpur in 1852. There was tremendous growth in the establishment of schools on 1906-07 with 120 schools attained by 10,852 students. The establishment of Orissa as a separate province in 1935 and independence of India in 1947 gave a new dimension to school education. Efforts were made for the growth of school education. As a result the number of educational institution of all stages of the district were increased to 778 in 1951 and 1806 in 1961. The implementations of Five Year Planning (1951) and National Policy of Education by the Central Government have augmented the school education of Sambalpur district. But after the divide of the district in 1992 into 4 parts, the numbers of educational institutions were decreased.
tremendously. The newly formed district gave much emphasis to the qualitative and quantitative development of the school education. In course of time the government implemented a number of schemes and programme like Operation Black Board, DPEP, EGS and others, which gave a boost to the education of the district. As a result the number of institution increased from 1284 in 1992-93 to 1403 in 2001-02. Growth was also found in case of teacher and enrolment pattern of the district.

**Study Area :**

The district Sambalpur has been selected as the study area. It lies between 20°54’ to 22°11’N latitude and 83°49’ to 84°54’E longitude. It is roughly triangular in shape and completely lies in the western part of the state. The district has been selected because of its special features especially scatter and sparsely populated villages, heterogeneous demographic composition of different tribal groups. Another factor of selecting he district for the research work is that the author serves as the Circle Inspector of Schools in the Sambalpur Educational Circle. Besides low per-capita income, absence of satisfactory infrastructure, drinking and medical facilities are the major factors, which adversely affect the development of school education in the district. There are still habitations without schooling facilities.
Objective of the Study:

The present study has been designed with the following objectives.

(i) To examine critically the growth of school education at every stage (primary, middle and high etc.).

(ii) To examine the growth and distribution of teachers in relation to sex and community.

(iii) To explain the growth and distribution of enrolment among the students.

(iv) To study about the trend of drop out in primary, middle and high schools.

(v) To identify the significance of difference in percentage of drop-out in each level with relation to gender and community.

(vi) To evaluate the different factors responsible for dropping out of the literacy classes, as perceived by the teachers and parents.

(vii) To study the physical environmental facilities of schools and the problems relating to the same.

(viii) To study the problems relating to teaching in different levels of school.

(ix) To study the defects in the existing school curriculum as perceived by the teachers.
(x) To analyse the related socio-ecological constraints responsible for the literacy level; and

(xii) To present an integrated development plan for literacy promotion and suggest for creation of an ideal situation for the development of literacy rate.

**Significance of the Study:**

From the point of latest developments in the field of education this will help in understanding the primary cause of finding out some effective means of measuring the literacy both in the case of general and backward in the district. The topic is itself so vital because firstly it has its own relevance. Secondly the pattern of literacy in this particular area will give a detail idea about trend and pattern of literacy. Thirdly, literacy distribution and their drop outs both sex-wise, and age-wise also give the knowledge about the distinction of educational institutions, literacy development programmes about its success and failures.

Thus, the study will be significant because it will throw light on some important aspects of education and the cause of dropouts, which will be of both practical utilities and academic value. Sambalpur district has a high population concentration of scheduled cast and scheduled tribe. Due to lack of various facilities maximum people remain illiterate. The spread of education to rural
communities has repercussions on every aspect of their inhabitant's life. As the development of education is quite essential and about 75 percent of people live in villages, the development of the whole country lies in the development of its villages.

An assessment of the educational backwardness and percentage of literacy and the percentage of drop outs is quite essential before we go to the complex process of educational development of any region. The assessment of this kind can help us in comprehending the direction and rate of social changes as well as economic changes, which have resulted due to the wider spread of rural education. The study will be very much significant as the success of national and regional plans depend mostly on the educational policy of the nation. Hence, the study will be more significant for the academicians, planners, political leaders for the understanding of the school educational problems and implementation of educational plans. The detailed study will highlight some possibilities to overcome the above problems for the development of school education in Sambalpur district.

With this assumption and understanding, this particular topic has attempted to highlight the educational status in Sambalpur district of Orissa.
Data Base and Methodology:

The principal technique of research is carried out through field observation and informal interview. In the empirical investigation data collected through informal interview has to be more reliable and objective. As a first step, basic data on topography, demography and socio-economic features of sample district were collected. Similarly data relating to physical, curricular and extra curricular aspects of the school are obtained with the help of school checklist. By the personal interview with the sample parents and teachers informations about dropout were collected.

The study will be based on data collected from various primary and secondary sources. The primary sources include the direct field survey through schedules or questionnaires. The secondary sources include collection of statistical data, records, documents, literatures, monographs, maps, charts and magazines etc from D.I and C.I of schools in Sambalpur district, Census of India, Directorate of Elementary Education, Orissa, District Statistical Handbook, Sambalpur etc.

The data collected by this process will be processed, computed and tabulated in various ways to fit the problem. These tabulated data will be interpreted and analysed by the help of
various techniques and idiographic approaches. Various theories, hypothesis will be discussed in the light of educational problem, patterns, growth, distribution and formulation of plans. Different cartographic techniques will be used to show the comparative and corrective features.

**Organisation of the study:**

The entire study entitled "Socio-Ecological Constraints in Literacy Promotion in Sambalpur District of Orissa - A Geographical Study" has been organized in the following six chapters.

Chapter – I gives a prelude to the whole study discussing the aspects of objectives, significance, methodology and organisation of the study. An over all idea about the concept of school education, development of school education in pre and post independence period in India as well as in Orissa has been precisely discussed in this chapter.

Chapter – II deals with the physical aspects of the study region. The location, climatic condition, demographic, economic, socio-cultural background of the whole district has been discussed in this chapter.

Chapter – III gives a description of educational development and literacy. It also highlights the distribution pattern of
educational institutions in the district and the literacy development programmes with their success and failures and the pattern of literacy distribution sex-wise. Again a comparative study has been made about the literacy pattern between general caste and backward caste in the district in this chapter.

Chapter - IV deals with the description of educational pattern, growth and distribution of teachers in the district. It also highlights the pattern and growth of enrolment both block-wise as well as the district as a whole. Besides the enrolment pattern the teacher-student ratio has been discussed in this chapter.

Chapter - V highlights the socio-ecological constraints associated with every stages of school education in Sambalpur District. The most important problems like dropouts, infrastructural barriers, faulty educational pattern, and defective administrative system have been discussed in this chapter.

Chapter - VI is the concluding part, which attempts to summaries all the chapters and highlights the major findings. Finally planning proposals and suggestions are given for further development of school education in Sambalpur district and to draw attention of the Government and administrators to provide necessary solution for the literacy development of the district.