
Exclusion and Opportunities: A Study of Rural Elementary Schools of Chhattisgarh

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Abstract: *Elementary education is the compulsory component of education. It lays foundation for further education and development of each person. In India elementary education is a constitutional commitment. Hence, Government of India is dedicated to provide elementary education to all children since independence. Sincere efforts have been made to provide schooling facilities. However, provision of schools does not guarantee availability of necessary facilities in school for quality education. Lack of necessary facilities makes education uninteresting. Students lose motivation to study and leave school. Hence, a study was undertaken to find out the areas that might encourage or discourage/push out/exclude students of rural areas of Chhattisgarh. The study found that rural parents and children are motivated for education but lack of necessary facilities (human as well as material) forces them to withdraw themselves from education.*

Keywords: *Exclusion, Opportunity, Discrimination, Accessibility*

1. INTRODUCTION

Education is most important component of human development. It has the capacity to develop human being socially, economically, politically and culturally. Realizing the essentiality of education for human development United Nations has declared education as human right¹ through its framework Universal Declaration of Human Rights, 1948. Not only this but time and again the United Nations through its framework, covenants and declaration like UNESCO Convention against Discrimination in Education, 1960; International Covenant on Economic, Social and Cultural Rights, 1966; Convention on the Rights of the Child, 1989; Convention on the Elimination of All Forms of Discrimination against Women, 1979; Convention on the Elimination of All Forms of Racial Discrimination, 1966; Convention on the Rights of Persons with Disabilities, 2006; Declaration on the Rights of Indigenous Peoples, 2007; Declaration on Human Rights Education and Training, 2011 etc. has recognized right of everyone to education and emphasized education as pre-requisite in the realization of other human rights. These declarations and covenants articulate commitment of the world community to ensure opportunity of basic education for every child.

In acquiescence to the United Nations India has accepted Universalisation of Elementary Education as the national goal. To achieve the goal of Universal Elementary Education Indian government has initiated a wide range of programmes. Article 45, 30, 29 (1), 350, 46 etc. have been incorporated in the constitution. Education was made a fundamental right through Constitution Act, 2002. It inserted article 21-A in the constitution of India with the intension to provide free and compulsory education to every child of the country. Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides a legal framework that warrants all children free and compulsory admission, attendance and completion of elementary education (MHRD, GOI). That is to say the 'Samagra Shiksha Abhiyan (SSA)' is being implemented as India's main programme for universalizing elementary education. The

¹ Article 26 of Universal Declaration of Human Right, 1948 read as follows "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory." And that "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace."

programme aims at universal access and retention, bridge gender and social gaps and improve children's levels of learning by providing new schools, additional teachers, regular teacher, in-service training, free textbooks, uniforms, mid-day meal etc (MHRD, GOI).

Government data about school education reveals some significant development in elementary education. The brighter side of the efforts is shown by the DISE data (2015-16). It reveals that in 2015-16 there were 1,449,078 government and private schools all over the country which are 29.5 per cent more than the schools existed in 2001. In same year 196,716,511 children were enrolled in these schools as against 156014030 in 2005 (U- DISE, 204-05). It means, the enrolment in 2015-16 was 20.70 per cent higher than 2005. Similarly, in 2015-16, Chhattisgarh had 50705 (36.3 per cent more schools than 2001) schools offering elementary education to 4457355 children (U-DISE, 2015-16). However, opposite to the brighter side there exist some dark spots. The dark spots were the high dropout rate and regional discrepancy in literacy rate. At the end of the year 2015-16 around 32.64 per cent children of the country and 32.10 per cent children of Chhattisgarh studying in elementary schools left school (U-DISE, 2015-16).

According to Census 2011, the literacy rate of Adivasis and Dalits are 58.96 per cent and 66.10 per cent respectively. These are 15.08 per cent and 7.94 percent lower than the national average. Further, literacy rate of female (65.46 per cent) and rural area (67.8 per cent) are also below national average. The table below lists the variations in literacy rates of the country according to social groups and residence.

Table-1: Variation in literacy rate among various group at national level

	Male			Female			Total			National Level		
	Urban	Rural	Gap	Urban	Rural	Gap	Urban	Rural	Gap	Country	Rural	Gap
All Cate	89.67	78.57	11.7	79.92	58.75	21.17	84.1	67.8	16.3	74.04	67.8	6.24
SC	83.30	72.60	10.7	68.60	52.60	16.0	76.20	62.80	13.4	66.10	62.80	3.3
ST	83.20	66.80	16.4	70.30	46.90	23.4	76.80	56.90	19.9	58.96	56.90	2.06

Source: GOI, Census 2011

In Chhattisgarh, the literacy rate of Dalits (70.8 per cent) is 0.5 per cent higher than the state's average (70.3 per cent). However, Adivasis (59.1 per cent) is 11.2 per cent lower than the state's average. The literacy rate of rural area (65.99 per cent) is 18.06 per cent lower than the urban area (84.05 per cent). Similarly, the literacy rate of female (60.2 per cent) is 20.1 per cent lower than their male counterparts and 10.1 per cent lower than the state's average. The table below (table 2) lists the variations in literacy rates according to social groups and residence in the state of Chhattisgarh.

Table-2: Variation in literacy rate among various group in Chhattisgarh

	Male			Female			Total			National Level		
	Urban	Rural	Gap	Urban	Rural	Gap	Urban	Rural	Gap	state	Rural	Gap
All Cate	90.58	76.98	13.60	73.39	55.15	18.24	84.05	65.99	18.06	70.3	65.99	4.31
SC	85.50	80.50	5.00	67.60	57.50	10.10	76.60	69.00	7.60	70.8	69.00	1.80
ST	84.90	68.40	15.60	69.00	47.10	21.90	76.90	57.60	19.30	59.1	57.60	1.50

Source: GOI, Census 2011

2. REVIEW OF RELATED LITERATURE

A number of studies on elementary schools in different parts of the country have been undertaken. Some studies are based on primary data and others have analyzed the secondary data made available by the different government and private agencies of the country. **Nambissan (2009)** made an exploratory study in two sites in the state of Rajasthan with the objectives to identify spheres, practices and processes in education in which exclusion, discrimination and opportunity of dalit children are manifested. The study reveals that even though the dalit children are included in school continue to experiences exclusion and discrimination. It points out a number of spheres like water place, programmes and functions where food is cooked, served and eaten, assignments of responsibilities, co-curricular activities, leading prayers in morning assembly etc. where the dalit children are discriminated and excluded. **Govinda and Bandyopadhyay (2010)** made an empirical study in 36 villages and 88 schools covering 9,653 children located in three different clusters in the states of Madhya Pradesh and Chhattisgarh.

The study attempts to explore the problems pertaining to access, participation and performance of children along with an understanding about functioning of schools. The study found improvement in infrastructure (building) facilities. However, other facilities like teacher provision, student absenteeism, and learning achievement have not improved. Thus, the policies of bridging disparities and achieving social equity have simply reproduced the existing inequities in different geographical areas. The study of 11 villages comprising of 23 government schools of Madhya Pradesh by **Das, (2011)** attempted to understand about the magnitude and process of the silent exclusion in the schools. He has pointed out very high level of silent exclusion in the government elementary schools. He further says that the exclusion is irrespective of caste, class and gender, moreover, children belong to socially backward communities exhibited with low self-esteem were more vulnerable. **Veerbahadranaika et. al (2012)** have presented a report which assess the impact of the current education system, to assess the factors of lower and poorer educational and career opportunities, the alternatives that can facilitate the establishment of more relevant and appropriately educational practices for Adivasi children. The report reveals that the dominant education system does not recognize the contemporary conditions, predicament, aspirations, interest and needs of majority of Adivasi children. The institutions, Ashramshala, tribal research institutes are inadequate in their reach, content and functioning. The dominant education system neglects the Adivasi knowledge forms, languages and cultural practices and seems operate in assimilation and domination mode which only reproduces inequalities and disadvantages. **Garg and Mandal (2013)** in their paper 'Mid-Day Meal for the Poor, Privatized Education for the Non-Poor' say that Mid-Day-Meal policy has benefited the disadvantaged people through increasing enrolment and attendance. However, such intervention has not bridge the prevailing educational inequalities but is on increase. The most important reason behind it is that the schooling in India is not universal (lack of common school system as envisaged by Kothari Commission or Indian Education Commission of 1964-66). Socio-economically advantaged group of the society use their advantage, power and influence to secure better quality schooling. Thus, the poor and rural disadvantaged remain excluded from the better schooling. The study conducted by **Human Right Watch (2014)** in four states (Andhra Pradesh, Bihar, Haryana and Utter Pradesh) of India found many incidences of teachers and other students of the school addressing children from Dalit and Tribal communities using derogatory terms for their caste, community, tribe, poverty, economic status etc. The children of Ghasia tribal community in Utter Pradesh were called dirty by both teachers and students, were placed in single grade irrespective of their age and level of maturity or knowledge and were made to sit separately from other students. The educational policies were implemented and monitored weakly, so much so the schools populated by children of these communities lack basic infrastructure, have fewer and untrained teacher. **Das (2015)** has studied inequality in educational opportunities across sex, regions and income groups by applying parametric and non-parametric techniques. The study reveals inability of central and state governments in providing adequate school facilities to accommodate all willing children or to provide facilities for quality education. He says that no child left school with reason to supplement family income or to do household chores. Thus, parents should be made aware about and better infrastructure, easy accessibility, more developed education facilities etc. should be provided in rural areas to reduce the significant regional gap in favor of urban areas. **Halder (2016)** carried out a study to explore the location of schools, distribution of schools with reference to habitation, provision of infrastructure and achievement of students in schools. Enrolment has increased manifold but widespread disparities in school set-up and infrastructure amenities. The study also reveals that the achievement of children in schools is related to the school's quality. **Mamidi (2017)** made a study to identify inclusive and exclusionary practices in government schools of Andhra Pradesh. The study reveals that non-teaching in mother tongue together with poor infrastructure facilities, and low opportunities of college education pushes the children out of school. **Kaur (2017)** made a study on the rural schools in Mansa district of Punjab with the objective to examine the quality of elementary education in rural areas through the academic performance of children and school quality indicators in government and private schools. The study reveals the dismal quality of education and academic performances at both government and private unrecognized schools. Though private schools are mushrooming and preferred by the poor, yet they provide better school infrastructure or quality of education.

The literatures reviewed reveal that the country has witnessed a growth in elementary education mainly in terms of access and enrolment. However, retention and completion of elementary education still remains a major challenge for the country. Exclusion has been reported irrespective of geographical area, caste, class, gender. The literatures

also reveal the lack of proper infrastructure facilities, teachers and other resources required for quality education elementary education. That is to say exclusion and lack of opportunities are found in the elementary education in India. However, no study undertaken in the elementary schools of rural area of Chhattisgarh has been within the reach of the researchers. Thus a study was undertaken to study the opportunity available in the elementary schools of rural Chhattisgarh and identify the areas that might be contributing factors of exclusion.

3. AIMS AND OBJECTIVES OF THE STUDY

Based on the above discussion the following objectives were set for the study.

1. To study the enrolment and retention in elementary schools of rural Chhattisgarh
2. To study the various facilities available in the rural elementary schools that can enhance and or help in the completion of elementary education.
3. To identify the areas in the school that might be the contributing factors of exclusion.

4. METHODOLOGY

This research is a descriptive survey research. Thus, a qualitative research design was employed to carry out the study. This research employed methods consisted of observation and questionnaire. Check list was used to study the availability of infrastructural facilities. Questionnaire was used to seek some general information of students, their parents, neighbourhood, their experience in school etc. The sample of the study consisted of three rural government elementary schools in Patheria block of Mungeli district. The informants were 30 students of class 7 (15 boys and 15 girls) and 30 students of class 8 (15 boys and 15 girls). Sample students were randomly selected. Caste, class, religion, disability etc. have not been considered in selection of sample. The study was undertaken in the academic year 2016-17 and the data for the study was collected in November-December, 2016.

Qualitative technique has been used to analysed the data obtained from observation and questionnaire of the informants. The descriptive data has been analysed using content analysis method. Sorting and coding have been derived directly from the interview data. The research was conducted by the author themselves. Hindi language was used to interview the students and parents. Responses were either in Hindi or in Chhattisgarhi. Transcription was done in English. The investigators are well versed in English and Hindi but have limited knowledge in Chhattisgarhi. Thus, some of the information significant in intended meaning could have been lost.

5. ANALYSIS AND DISCUSSION

5.1 Location of the Schools

The basis of school mapping would be to ensure that every habitation which can potentially have 50 children in the primary school should be provided one and an upper primary school opened on primary school catchment basis (POA, 1992).

All elementary schools of study are located at the outskirts of the principal village they serve. However, they are located within the reach of students of the village. There are some kinds of roads connecting the schools with the villages they served. However, there are no all weather roads between the schools and the villages. Most students of the schools came from the villages where they are situated. Thus, except few who preferred to ride bicycle, most students reached school walking. The schools start at 9.00 am with National Anthem sung by the students and teachers and ends at 3.00 pm. The villages are connected with the district headquarter and its mother district Bilaspur by narrow tarred road. However, public transport facilities are meager making commutation difficult for the school staff members who mainly commute either from district headquarter or block headquarter or Bilaspur.

5.2 Enrolment, Dropout and Retention

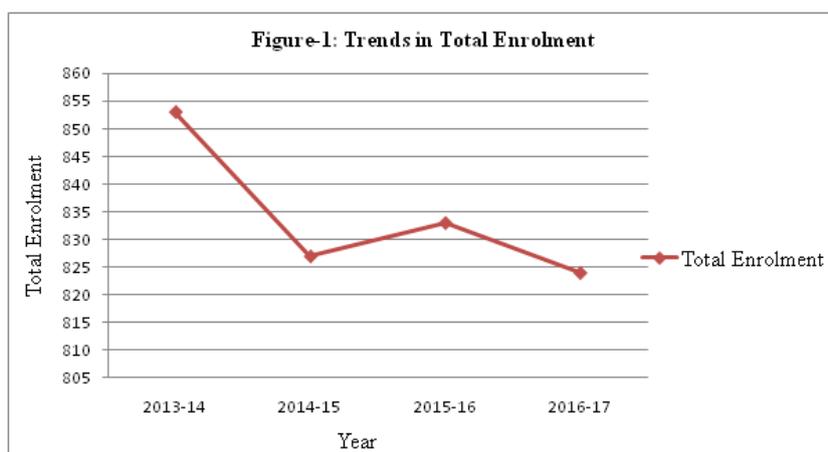
The table below provides the enrolment, dropout and retention rate of the rural elementary schools of Chhattisgarh. The table 3 presents the enrolment, dropout and retention data of four years (2013-14 to 2016-17). The data has been analyzed at tow levels: Primary and Upper Primary.

Table-3: Number of students enrolled in years

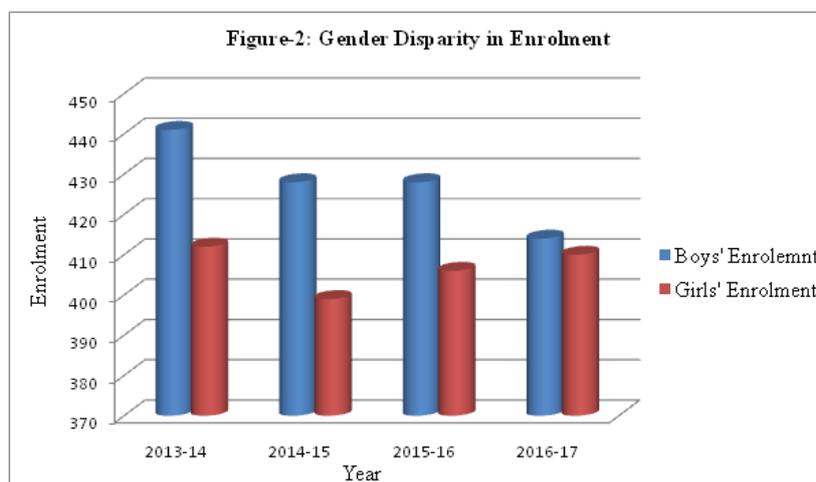
Year	2013-14			2014-15			2015-16			2016-17		
	Boys	Girls	Total									
I	49	43	92	43	34	77	41	37	78	47	42	89
II	43	37	80	47	42	89	41	33	73	33	35	68
III	51	45	96	41	37	78	44	42	86	37	33	70
IV	38	40	78	39	37	76	37	35	72	39	38	77
V	43	38	81	36	39	75	35	35	70	32	34	66
VI	79	76	155	79	75	154	94	90	184	87	83	170
VII	73	70	143	76	71	147	68	69	137	79	82	161
VIII	65	63	128	67	64	131	68	65	133	60	63	123
Total	441	412	853	428	399	827	428	406	833	414	410	824

Source: Attendance registers of the schools

According to the data received, 853 children (284 students in each school) were enrolled in the three sample schools in the year 2013-14. The following year in 2014-15 there were 827 students on role which is around 3.04 per cent lower than the previous year. The next two years, in 2015-16 and 2016-17; the schools had 833 and 824 students respectively on role. An average of 35 students studied every year in each class of these schools. It may be concluded thus, a sizeable number of students are studying in these schools every year and low enrolment is not a problem in these schools (see table 3 and figure 1).



Gender disparity in enrolment was visible. There were 412 girls on role in compared to 441 boys in 2013-14 which is 6.57 per cent lower than the boys. Similarly, in 2014-15 there were 399 girls against 428 boys which is also 6.57 per cent lower than boys' enrolment. In the following two years (2015-16 and 2016-17) enrolment of girls were 5.14 per cent 0.97 per cent lower than boys. There is a need to improve the enrolment of girls. Figure 2 shows the differences in enrolment between boys and girls.



A deeper analysis of year wise enrolment can provide another angle of the schooling of rural children. That angle can either be called dropout negatively or retention positively. 92 children began their schooling by enrolling themselves in class I of the sample schools in 2013-14, but after four years in 2016-17 only 77 students reached class IV. That means 15 (16.30 per cent) children stopped schooling in four years. Similarly in the same year 80 children were enrolled in class II, but only 66 (82.50 per cent) reached class V. Again in 2013-14, there were 155 students in class VI, but only 131 students reached class VIII. That means, 24 (15.48 per cent) students dropped out. Further, in 2014-15, 154 students were in class VI but 123 (79.87 per cent) students reached class VIII. Drop out at the school level is quite profound. Dropout rate of the school were 5.63 per cent in 2013-14; 5.93 per cent in 2014-15 and 7.80 per cent 2015-16. That is to say an average of 7.72 per cent students leaves school every year.

5.3 Human and Material Resources

In order to facilitate effective transaction of lessons and ensure smooth teaching learning process every school need to have adequate infrastructure facilities and efficient human resources. National Policy on Education, 1986²; Plan of Action, 1992³; RTE, 2009⁴ have envisaged to provide necessary facilities. Various commissions and committees on education have stressed the need of education for everyone. Promises have been made to provide proper infrastructural facilities for quality education since independence. However, the rural elementary schools where students from rural communities and economically poor study, perhaps cannot be expected to have appropriate infrastructure and facilities. These shortfalls have injurious impact on rural children mainly girls. The table below (Table- 4) presents availability of human and material resources in the sample schools.

Table-4: Physical facilities at the sample schools

Facilities	School I			School II			School III		
Rooms	09			09			09		
Teachers	06			05			07		
Library Rooms	No			No			No		
Laboratory	No			No			No		
Electricity	No			No			Yes		
Computer Lab	No			No			No		
Desk & Bench	Yes			Yes			Yes		
Drinking Water	Yes			Yes			Yes		
Playground	No			No			No		
Boundary wall	No			No			Yes		
Games Articles	No			No			No		
Toilet	Boys	Girls	Staff	Boys	Girls	Staff	Boys	Girls	Staff
	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes

Source: Observed data

Human and material resources of the sample schools presented in table 4 shows some positive progress mainly with regard to provision of all weather school building, drinking water, toilet facilities etc. However, deficiencies in numerous areas continue to exist.

5.3.1 School Building and Class Rooms

Availability of school building and class room are the most basic requirements for any kind of teaching and learning to take place. Therefore, it is necessary that each school, irrespective of geographical areas or the demographic

² The National Policy on Education, 1986 under the banner of Operation Blackboard promises to provide two all weather rooms, necessary toys and games material, blackboards, maps, charts, and other learning materials.

³ Modified National Policy on Education, 1986 (as modified in 1992) says that the primary school should be provided with three all weather large rooms and blackboards, maps, charts, toys, other necessary learning aids and school library. Three teachers should work in every school which will be increased to one teacher per class as early as possible and that 50 per cent female teachers will be recruited. The Operation Blackboard will be extended to upper primary stage also.

⁴ RTE Act, 2009 lays down nine essential infrastructure facilities: school building, one classroom per teacher, separate toilets for boys and girls, drinking water, kitchen to cook midday meals, boundary wall, playground, barrier-free access and one office-cum-store-cum-head teacher's room.

profile of the students, should have building with basic facilities. It is recommended that every class should have at least one room. In addition it is also important that the building and all the class rooms should be in good condition in all seasons.

Observations of the sample schools during active school hours reveal that they do not have sufficient number of class rooms. All schools of the study have 9 rooms in total. These rooms are spread in two separate buildings. One building in all three schools has been built recently and is in good condition. The new building in each school have 5 rooms, of which one room has been occupied by head teacher (this also serves as library and store), another one by other teachers. The rest three rooms have been allotted to classes VI, VII and VIII. The other buildings of the schools with 4 rooms are older and are in poor condition. They have been allotted to classes I to V. Class rooms of new buildings are large enough to accommodate 40 students. The class rooms have windows for the natural light to enter.

Classes VI to VIII of all schools though not sufficient and in good condition have desks and benches for students. However, class I to V in schools I and II sat on floor. There are no desks and benches for students of class I to III in all sample schools.

5.3.2 Drinking Water facility

The second important basic facilities required to be made available in schools is the drinking water. All schools of study provide drinking water facilities through hand pump. Students drink water directly from the hand pump. Moreover, as hand pump are the only source of water utensils of mid-day meal are also washed there. Thus, the water place remain untidy and possibility of students falling ill increases.

5.3.3 Availability of Toilet facility

With the exception few, most government elementary schools are co-educational. Both boys and girls study in the same schools. Thus, schools are expected to have separate toilets for girls, boys and staff in the school campus. Toilet facilities are available in all schools of study. However, they are not sufficient to cater to two hundred and above children. Two toilets in schools I and II are available. Of two one is kept locked by the teachers as there is no separate toilet for them. School III has three separate toilets for girls, boys and staff. Moreover, the toilets in all sample school used by students (both boys and girls) were unhygienic due to lack of cleaning.

5.3.4 Library facility

All schools need to have library facility. The textbook may be the only learning material present, even though regular access to library books can improve children's learning levels. The sample schools claims to have library facility just because they have a collection of few books other than the text books. But there is no separate room for library. Books are kept in an almirah in the rooms of head teachers. Students were not observed using them.

5.3.5 Other Facilities

Other facilities like Boundary wall and electricity connection are available in school III only. The sample schools have neither playground nor games teacher nor any kind of games articles it follows that there of no sports day celebration in the school. This hinder in the physical development of the students. Similarly, Computer, Science, Mathematics and Social Science lab are not present in the any sample schools. Some science equipments are available in all schools but are not used. Just like books they are kept locked in almirah due to fear of breaking and getting lost.

5.4 Availability of Teachers in Sample Schools

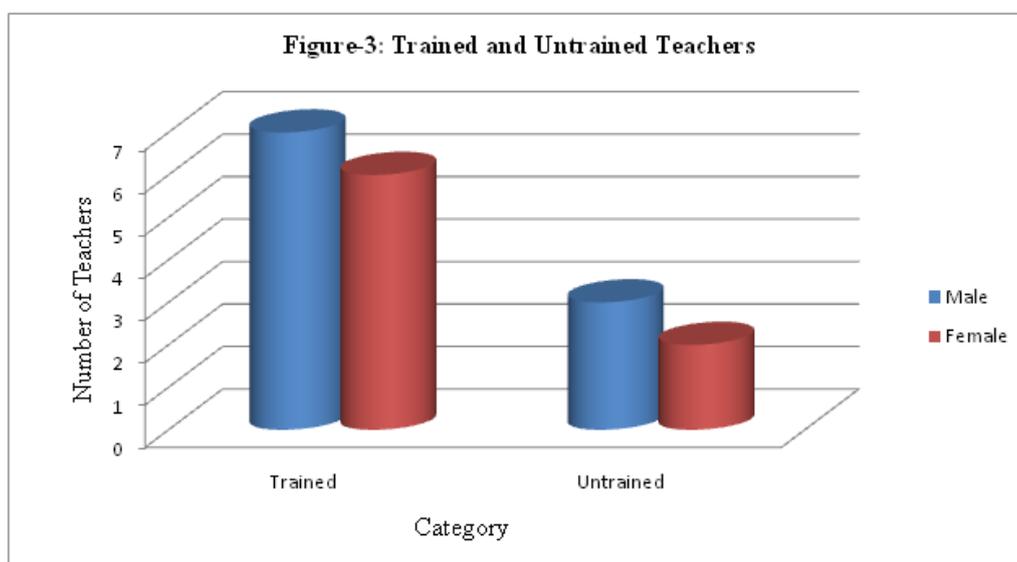
The presence of sufficient number of teachers is the second most (after the school building) important inputs in the education. Ideally, there should have at least one teacher for each class. However, the standard rule of the state is one teacher for 40 students (teacher pupil ratio is 1:40). In National Policy on Education 1986, it was reduced to at least 2 teachers in each primary school irrespective of the enrolment size. The Right to Education (RTE) Act 2009

also said that schools having more than 200 students, the pupil teacher ratio should not be more than forty⁵. Table-5 presents data on the number of teachers, their academic and professional qualifications.

Qualification		Post Graduate	Graduate	Intermediate	Total	Total
Trained	Male	02	04	01	07	13
	Female	03	03	00	06	
Untrained	Male	01	01	01	03	5
	Female	01	00	01	02	
Total		08	07	03	18	

Source: As informed by the heads of the schools

In 2016-17, there were 18 teachers in the sample schools: 06, 05 and 07 teachers (see table- 4) in school I, II and III respectively. Of this as the above table reveals that 13 teachers are professionally qualified for teaching and 5 are not. There are 10 male and 8 female (1 female teacher for 52 girl students) teachers of which 13 possess professional degree in teaching (see figure 3). The teacher pupil ratio of the sample schools (taken as a whole) is 1:46. Further, the teacher pupil ratio of trained or professionally qualified teachers is 1:63. In both case the number of teachers do not fulfill neither the ideal norms nor RTE, 2009.



5.5 Curricular and Pedagogical Practices

Sample schools follow the text book prescribed by SCERT, Chhattisgarh. The text books have been developed following the guidelines of National Curriculum Framework 2005. Local content from the state have been included but lack of clarity on addressing issues of social exclusion. The content of textbooks, curricular content and how it is transacted in the classroom by the teacher often can exclude rural learner.

The language of the text books as well as teachers of the sample school is Hindi. The children who study and might be studying in rural elementary schools of Chhattisgarh speak Chhattisgarhi in their home. Thus, even though they are familiar with Hindi, unable to comprehend classroom teaching and other activities fully and understand the text books properly. The study learnt that every sample students speak Chhattisgarhi in their home and neighbourhood.

⁵ At the primary level there should be 2 teachers for 60 students, 3 teachers for 90 students, 4 teachers for 120 students, 5 (a head teacher for above 150 students) for 200 students, above 200 hundred students the pupil-teacher ratio (excluding Head teacher) should not exceed forty. And at upper primary level (6th to 8th) there should be one teacher per class, 1 teacher for every 35 students and a regular head teacher enrolled students are above 100 (MHRD: RTE, 2009).

Thereafter, as much as 50 per cent students said that they find difficult to understand what is written in the text books and 20 per cent said that they even find difficult to understand what teachers teach in the class.

Teaching methods of teachers were monotonous. All subjects were taught through lecture method. Sometimes one of the students was asked to read a paragraph from the text book, thereafter explanation was provided by the teachers. Teaching through activity, demonstration, experimentation was very rare. The study reveals that no student reported that they have performed any experimentation in physical science or mathematics or social science.

Further, school curricula do not acknowledge the history and cultural of the rural children. 70 per cent students said that the text books say nothing about them, their community and culture and 50 per cent students said that teachers too do not give example from their community and culture.

5.6 Punishment and Discrimination

Except few small incidences of punishment (like standing inside or outside classrooms) due to breaking of discipline and failure to read and write corporal punishment have not been reported. Discrimination based on caste, class or religion was also absent. However, gender discrimination in assigning tasks was not reported as 20 per cent girls said that they were sometimes asked to serve mid-day meal. Further, verbal comments of teachers like 'gadha', 'ullu', 'buddhu', 'kamchor', 'apathniye' (donkey, owl, fool, slacker, un-teachable) etc have been reported by students but are not based on caste, class or religion. This reflects negative attitudes of teachers towards interest, motivation, capability of rural students in learning. As much as 60 per cent students said that such attitudes of teachers are discouraging and have felt like leaving school sometimes in their school life.

5.7 Exclusions and Opportunity in the Home

A number of researches show that home and community factors like poverty⁶, illiteracy of parents⁷, gender bias etc. crisscross school participation and create a vicious cycle of exclusion, illiteracy and poverty with education. This section explains the capability of parents to support the education of their children. The table below presents the educational qualification and the occupation of the parents of children studying in the sample elementary schools.

Table-6: Educational qualification and occupation of parents

	Qualification				Occupation		
	No Edu	Primary	High School	HS and Above	Farmer	Daily Wage	Govt. Job
Father	15	34	09	02	47	13	00
Mother	24	31	05	00	15	05	00

Source: As informed by the 60 sample students

The table above is the academic and occupational data of the parents of 60 sample students. It is clear from the table that 25 per cent fathers and 40 per cent mothers of students are with any education and 56.66 per cent fathers and 51.66 per cent mothers of students have studied till primary. Further, 15 per cent fathers and 8.33 per cent mothers have studied till high school. And fathers of only 3.33 per cent students have studied above high school. It can be derived thus; parents of children studying in rural elementary schools of Chhattisgarh are less likely to support their children academically.

⁶ Ferguson et al (2007), Capra (2009) and Govinda & Bandyopadhyay (2010) say that the depth, duration and timing of poverty affect a child's educational participation and outcomes both directly and indirectly through mediated, moderated, and transactional processes. Children from low-income families often start school behind their peers from affluent families.

⁷ Menheere & Hooge (2010) and Sreekanth (2010) say the involvement parents in the education affect children's achievement, motivation and wellbeing at school. Illiterate parents want to be involved but face many difficulties. Educated parents have positive attitude towards education of their children and their qualification enables them to enhance education for their children.

The data on the occupation acquaint us with the economic strengths of parents. The data provided by sample students reveal that fathers of 78.33 per cent and mothers of 25 per cent students farmer. Further, 21.67 per cent fathers 8.33 per cent mothers of students are daily wagers who commute everyday to the nearby towns and cities for work. Mothers of children remain at home as housewives are 66.67 per cent. Thus, it can be concluded none of the family of children studying in sample rural schools are economically very sound. Such data validate the response of 33 per cent (43 per cent girls and 23 per cent boys) students; that *'often they have to remain back at home on the pretext to guard the house, look after the animals, their siblings etc'*. Together with the illiteracy of parents and the poor economic condition of the family; lack of infrastructural facilities like separate rooms and furniture for study multiply the changes exclusion of rural students of Chhattisgarh. One positive about home is that all students said that they have electricity connection in their home.

6. CONCLUSION

Till few years back 'Accessibility' meaning lack of availability of schools⁸ was considered as a major factor of illiteracy or exclusion in education. However, at present physical accessibility of schooling is not a factor of exclusion. In recent years accessibility and infrastructure of government schools, particularly in rural areas have been improved under the banner of DPEP and SSA (PROBE Revisited, 2011). Yet, an enormous 'quality gap' remains in Indian schooling, even the most basic deficiencies like classrooms, teachers, toilets for girls etc. continue to cripple the education system in India (PROBE Revisited, 2011). Thus, it can be said that initiatives of Government in education have stressed on investing resources on expanding physical infrastructure (school building) and provision of incentives (scholarship, Mid-day meal), rather than on subtle but basic quality of education (Mander and Prasad, 2014). This resulted in provision of sub-standard facilities in government schools mainly schools for children from excluded section of society (Batty et al, 2014). No efforts have been made to create a framework that enables the participation of children in all aspects of school life, be it classrooms, playgrounds, toilets, drinking water facilities, books, library, computers, science lab with scientific instruments etc.

The analysis of the information received by the informants and observation of the field reveal the presence of positive and native factors in the rural elementary school of Chhattisgarh. The large number of enrolment every year is the indicative of the interest and awareness of rural parents and students towards education. The provision of school facilities, teachers, drinking water facilities, toilet facilities for girls, text books etc. is achievement to some extent. These are the opportunities which the children studying rural elementary school of Chhattisgarh can capitalize.

Absence of discrimination based on caste, class and religion in a caste ridden society like India and corporal punishment are big positive development of rural schools. These absences are the joyful celebration for students of rural Chhattisgarh.

On the other hand data reveal comparatively high student-classroom, pupil-teacher and pupil-trained teacher ratios. These reduce the prospect of rural children to receive quality education. High pupil-teacher or pupil-trained teacher ratios mean that every teacher of the schools has to take charge of a large class due to which he/she is unable to provide individual attention to students.

Rural elementary schools of Chhattisgarh provide toilet facilities for girls that have been able to attract girls to schools. However, unhygienic conditions of toilets expose them to hazardous illness which can lead girls to permanently drop out from schools. Besides, lack of facilities like play ground, library, laboratories, teaching aids etc. make learning uninteresting to rural children that might cause students to withdraw from schools.

⁸ PROBE (1999) says that the statement 'schools are available' is myth because once the attention shifts from primary to upper primary, the inadequacy of the schooling infrastructure reemerges as a major problem. Govinda and Bandyopadhyay (2011) say that the provision of primary schools in the habitations that qualify for the opening of a formal school is generally at a satisfactory level. However, children who live in smaller habitations continue to face difficulties in accessing school within walking distance. Sen (2005) says that there are not enough schools and the facilities available in the ones that exist are often very limited.

The curricula and the text books provided by the state fail to include the life, history, culture and language of rural Chhattisgarh. Instead of local language (Chhattisgarhi) Hindi is used as the medium of education. This absence makes the linkage between education and day-to-day life of rural children complicated and stressful.

Thus, there is need to provide proper facilities-- play ground; toilet for boys, girls and staff; rooms form library; rooms for science, mathematics and social science lab; furniture of good quality; blackboard; teaching aids etc. Life, history, culture and language of rural Chhattisgarh must find place in the schools. Such move only can reduce the possibility of exclusion and increase the opportunity in education for rural children.

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