

# Improvement of Educational Level in Khardaha

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カルダハ村における教育水準の向上

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## I. Introduction

In recent years, the educational level of Indian people has remarkably improved on the whole. Literacy rate is 63.86 percent of male and 39.42 percent of female according to the 1991 census. There has been a remarkable increase in the number of enrolment of primary school from 9.64 million to 68.60 million, and in that of middle school from 1.13 million to 17.96 million between 1946-47 and 1980. On the other hand, the number of unenrolment of school has been increasing along with the population increase, and school attendance and literacy rates are still low for female and lower *jati* group. There can be seen the difference of educational level according to social classes or positions. It may be explained by Indian traditional social system. In order to carry out various economic development programs, the number of educated people should be increased by the spread of education. Otherwise, it would be very difficult to raise the economic standard of India. One of the main concerns of the author is to get the information

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about the present condition of education in rural India. The author had a chance to investigate two villages surrounding Varanasi City, UP, India, from September to November in 1991 as a member of the survey team which mainly consisted of Hiroshima University staff. In this report the author intends to outline the improvement of educational level at the village level on the basis of the result of this survey.

## **II. Educational level in 1967**

According to the survey which was carried out by Hiroshima University in 1967, the educational level of this village was as follows.

There was one primary school which consisted of 1st to 5th standard. There were two teachers in the school. This school met the basic needs for elementary education of this village. The nearest village which had much higher level of school was Danganj, 2 km west of this village. Illiteracy rate (over 10 years old) was 54.3 percent of male and 91.5 percent of female. Illiteracy rates varied with *jatis*. For example, the illiteracy rate of male ranged from 10.9 percent to 95.7 percent, and that of female from 78.0 percent to 100.0 percent. The number of graduates of high schools, colleges, pre-university course (PUC), or university was only 7. All of those was male and belonged to upper class *jatis*. It might be seen that villagers recognized school education was needed to male only. Higher education was entirely limited to upper class male only.

The percentage of school attendance was very low compared with the number of children of school age. In the age-class 5-9, which corresponds to 1st to 5th standard, 14 percent of male and 11 percent of female were attended to school. In the age-class 10-14, which corresponds to 6th to 8th standard, 38 percent of male and 11 percent of female attended school. It must be noted that there were a large number of drop-out pupils also.

## **III. Educational level in 1991**

### **1. School facilities**

At the stage of this survey there is one primary school that used to be in 1967 in the village. There should be 6 regular teachers, but 3 at present. There are 252 pupils in this school; 196 are male and 56 female. The percentage of girls to boys is 28.6. The number of pupils tends to increase year by year for the last decade. The subjects of this school

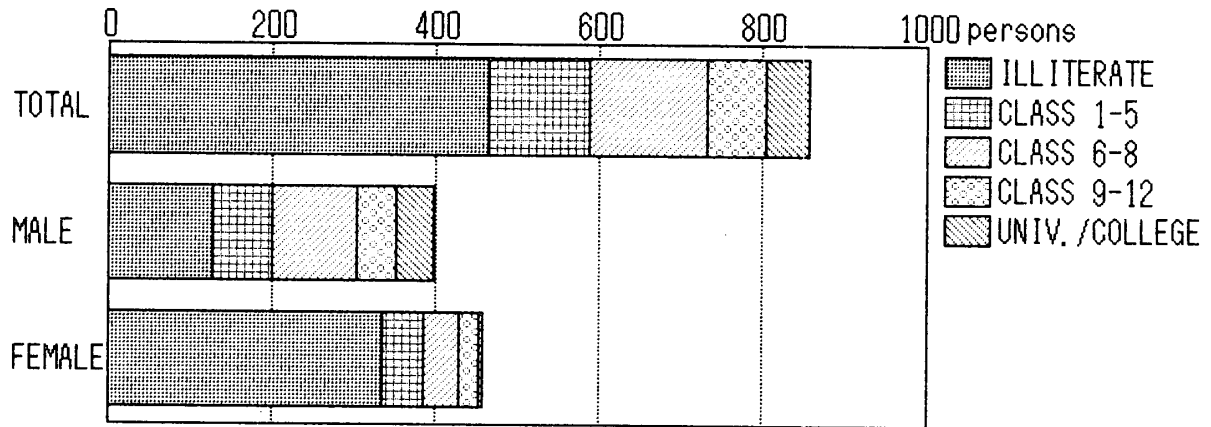


Fig.1 The number of people classified by educational level

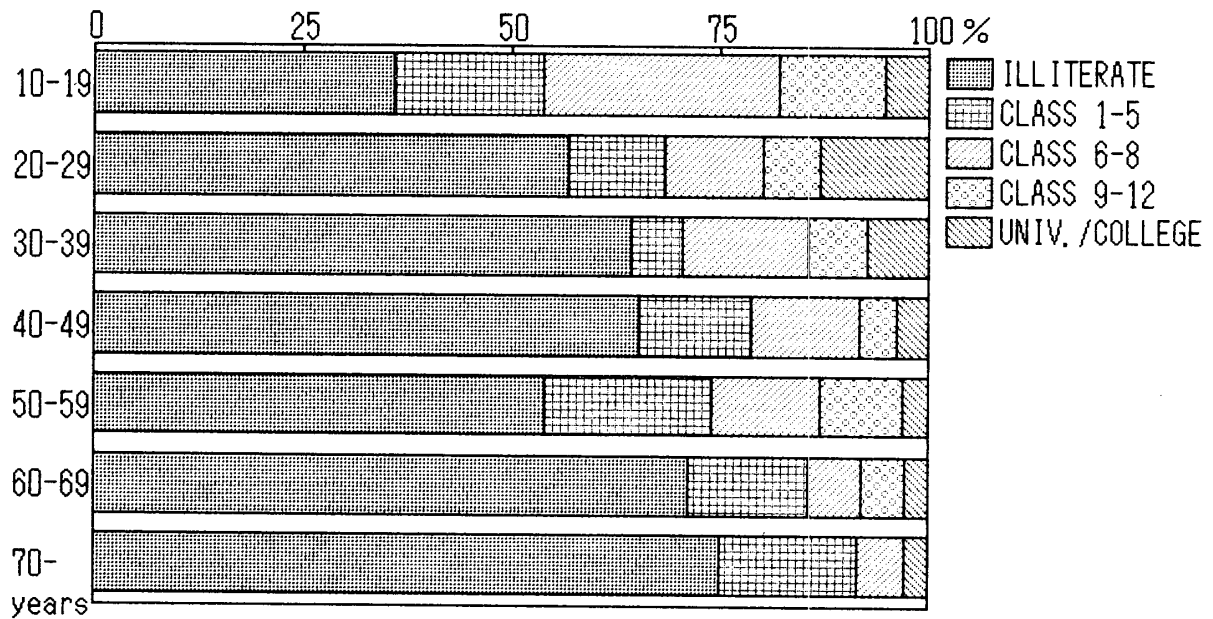


Fig.2 Educational level in total population in 1991

consists of Hindi, Mathematics, Social studies, Science, Agriculture, Athletics and Arts.

It can be seen that the system of elementary education is completed, but there are some problems left. At first, the number of pupils is too large compared with that of teachers. Facilities of this school have not been used because of the damage. Lessons are given on the school ground around the almost abandoned school buildings. School hour is from 10 A.M. to 4 P.M. After lunch time there are many pupils staying at home. School fee should be free according to the state policy. Nevertheless, pupil must pay 25 paise of game's charge and 1 Re of development fee in each month. It might be seen that these fees make the school attendance still worse especially for poorer groups. One of the teachers suggested that there still remained a kind of resistance to coeducation. This may be one of the reasons for the low percentage of girls' school attendance. There is a private women's school in the neighbouring village 3 km from this village. There is a few girls to go to that school, but the number of enrolment is very restricted because of expensive fee.

## 2. Educational level in 1991

The settled population of Khardaha in 1991 is 1,286 in total; 614 are male and 672 female. The educational level of this village is shown in Figure 1. The illiteracy rate (over 10 years old) is 32.3 percent of male and 72.3 percent of female. As for *jati*, Rajpoot, whose illiteracy rate was low, the illiteracy rate of male has been changed 10.8 percent to 3.2 percent, and the illiteracy rate of female has been remarkably improved from 78.0 percent in 1967 to 36.0 percent in 1991. In comparison with this low illiteracy rate group, *Rajbhar* and *Yadav* still have been keeping high illiteracy rates. In the case of *Rajbhar*, the illiteracy rate of male, which was 95.7 percent in 1967, has been improved to 65.2 percent in 1991. In another case of *Yadav*, the illiteracy rate of male, which was 76.9 percent in 1967, has been improved to 32.5 percent in 1991. Nevertheless, 96.8 percent of *Rajbhar* female and 91.7 percent of *Yadav* female are still illiterate in 1991. The illiteracy rate of those was 100 percent in 1967. It means that the improvement of educational level has not been made for all people equally.

The radical increase of higher school career holders is another important change on the educational level in this village. The number of graduates of high schools, colleges, PUC, or university is 125; 96 are male and 29 female. It amounts to 17.9 times greater

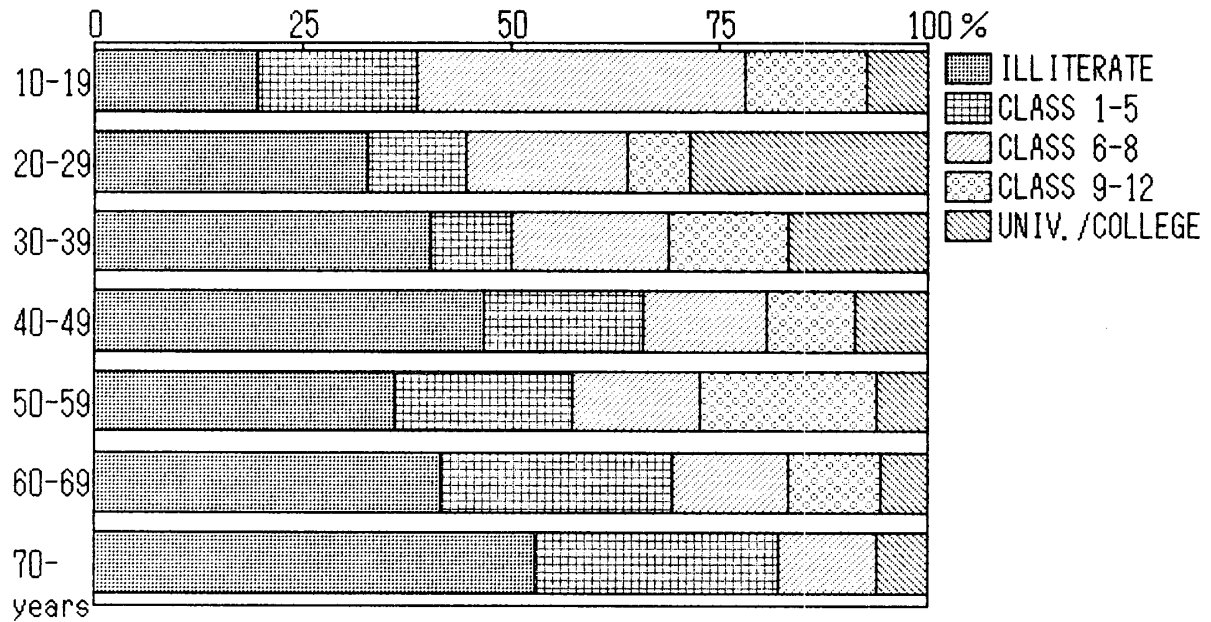


Fig.3 Educational level of male in 1991

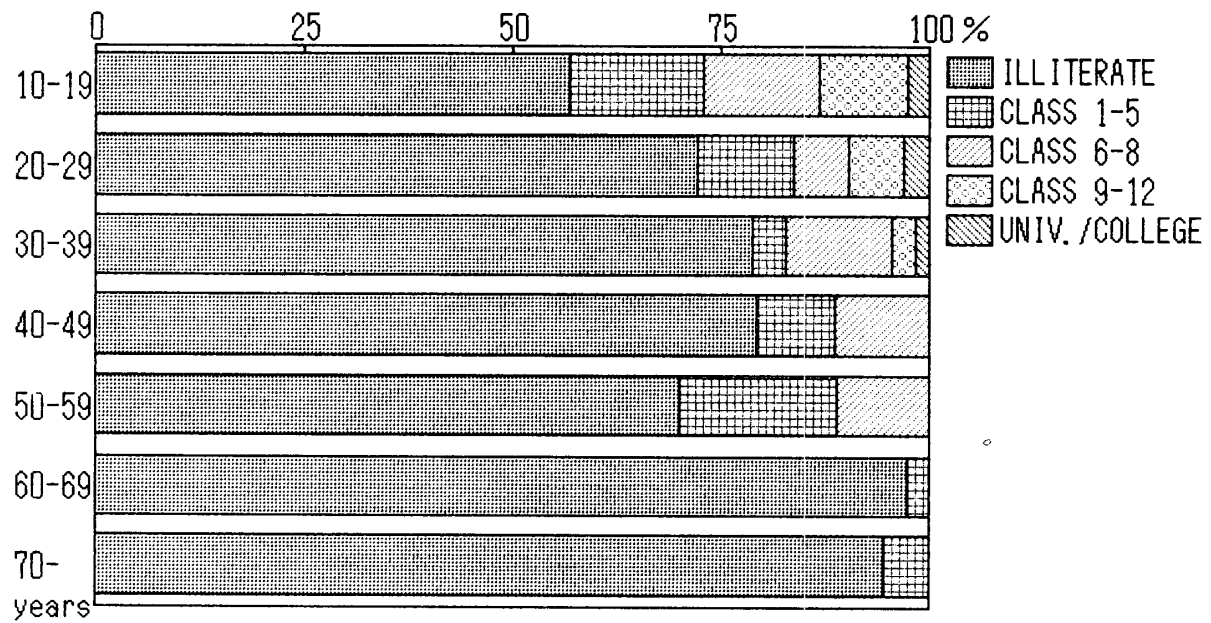


Fig.4 Educational level of female in 1991

than that in 1967. It must be noted again that there was no female in these higher school career holders in 1967. Within these 125 people, 17 are graduates or students of PUC; 14 are male and 3 female, and 36 are graduates or students of college or university; 32 are male and 4 female.

The difference between age groups should not be ignored as well. The present situation is shown in Figure 2, 3 and 4. Generally speaking, male has higher educational level than female. In the case of male, the number of graduates or students of high schools is 6 in age group 30-39, 5 in age group 40-49, 7 in age group 50-59, and 4 in age group 60-69. The number of graduates or students of PUC is 3 in age group 30-39, 3 in age group 40-49, and 1 in age group 60-69. The number of graduates or students of college or university is 4 in age group 30-39, 1 in age group 40-49, 2 in age group 50-59, 1 in age group 60-69, and 1 in age group above 70. These figures shows that the younger generation, especially under 40 years old, has become to receive the chances of getting higher level of education than older generations. In the case of female, the number of graduates of high schools is 2 in age group 30-39. The number of graduates of PUC is only one in the age group. There is no female who has higher school careers than primary school in age group above 60.

### **3. The situation of school enrolment of school age children**

It must be needed that an analysis of school enrolment for each age group in order to compare the situation in 1991 with that in 1967. The enrolment is 69.1 percent of male and 41.9 percent of female belonging to age group 5-9. The enrolment is 80.4 percent of male and 47.8 percent of female belonging to age group 10-14. These figures might be another index showing that the educational level of female is still lower than that of male. It could be imagined that female is confronting the difficulty for school enrolment caused by marriage. Therefore, an analysis should be given to the factor of their marital status. The result is as follows;

In the case of age class 5-9, all boys are single (97 people), so the rate of school enrolment is 69.1 percent as described above. Three girls are married, and 2 out of 3 married girls do not go to school. 87 girls are single, and the rate of school enrolment is 40.2 percent. In the case of age class 10-14, 10 boys are married and 82 boys are single. The rates of school enrolment are 80.0 percent for married boys and 80.5 percent for

single boys. 12 girls are married and 57 girls are single. The rates of school enrolment are 25.0 percent for married girls and 47.4 percent for single girls. It can be reduced that the school enrolment of boys is not influenced by their marital status, but girls are considerably influenced with their marital status. It might be suggested that their early marriages deprive only girls of the chance to receive school education.

## **VI. Concluding remarks**

The educational level of Khardaha, one of the villages in rural India, has been remarkably improved in comparison with the level in 1967. Various development programs of government helped these villages improve their socio-economic status. In fact, the illiteracy rate of this village has decreased within this quarter of a century, and the number of higher school career holders has been increasing so radically in recent years. Nevertheless, it could be mentioned that the improvement is limited to some groups, e.g. younger generation of male belonging to upper class *jatis*. Some of other groups still have difficulties to receive school education as well as in 1967. It might be noted that there remain many problems which should be solved from now on.