Status of Schools in Raidih Block, Gumla District

2016-17

Report on the Local Education Governance Data collected from the Government Schools in Raidih Block ofGumla District in Jharkhand State.

Introduction

Decentralisation of education governance

Considerable efforts have been made in enhancing the accessibility and enrolment of children to primary schooling, through the massive investment in enhancing the schooling infrastructure in the country. The success can be seen in the in increased enrolments across the country and similarly in Jharkhand. Yet it is a commonly agreed fact that children are not learning.

This maybe due to the way education is perceived in the country. With education always been viewed from a utilitarian point of view rather than as an empowerment tool, the citizens have not been part of the dialogue of what we want as a nation from our education system. For this there has to be a shared vision of what a school means or does to a society. This essentially requires a process of learning that will strengthen people's relationship with their socio-cultural contexts, develop in them a perspective of collaboration, collective decision-making, inclusiveness and strengthen their innate potential for creativity and innovation. This learning process should also support in developing abilities to analyse issues that confront communities - especially issues of livelihood and lifestyles that ensures a democratic way of life and also enable them to find an appropriate balance between sustainable growth and preserving one's environment in order to be able to live in peace and harmony with one's surrounding.[1] It should enable them to appreciate every person and their abilities and find a way to let them thrive thus making it a truly inclusive community and society. This leads to education in the true sense. For this there needs to be an active engagement of the community with the schooling process. This is completely missing in the present scenario where the community has been alienated from the decision making process and thereby the learning process itself.

A decentralised approach to governance gains more importance in Education with the system becoming bigger with more and more children coming into its folds and the need for structures which are more closer to the actual grassroots (here it means

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[1]Facilitating a systemic change towards decentralization of education governance, 2015 : Prajayatna

the schools) to be involved in the actual functioning and decision making and thereby changing the patterns and dynamics of power distribution. Decentralisation and improvement of the governance system by involving communities and other stakeholders[2] is believed to improve the efficacy and have an effect on access, enrolment, attendance and the learning process of all the children.[3] Hence community ownership is the key to decentralization.

The National Policy on Education-1986 laid primary emphasis on decentralized planning and management of elementary education in the country. The Policy visualized direct community involvement through the formation of Committees representing parents and community members for the management and improvement of schools. This was reinforced by the Dakar Framework of Action (UNESCO, 2000) which explicitly calls for developing responsive, participatory and accountable systems of educational governance and management:

The experience of the past decade has under scored the need for better governance of education systems in terms of efficiency, accountability, transparency and flexibility so that they can respond more effectively to the diverse and continuously changing needs of learners. Reform of educational management is urgently needed — to move from highly centralized, standardized and command - driven forms of management to more decentralized and participatory decision -making, implementation and monitoring at lower levels of accountability. These processes must be buttressed by a management information system that benefits from both new technologies and community participation to produce timely, relevant and accurate information (UNESCO, 2000:19).[4]

Based on the suggestions of various studies and observations of committees, school level community based structures have been operationalfor several years; such as the Village Education Committees, School Betterment Committees and more

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[2]Stakeholders' as used in this paper refers to educational bureaucracy, local community, parents, teachers, elected representatives, children, academia etc.
[3]Changing Framework of Local Governance and Community Participation in Elementary Education in India, 2010 : R. Govinda, Madhumita Bandyopadhyay
[4]Changing Framework of Local Governance and Community Participation in Elementary Education in India, 2010 : R. Govinda, Madhumita Bandyopadhyay

recently the School Management Committees. The Right of Children to Free and Compulsory Education (RTE) Act was passed in 2009 in order to ensure that every child had the right to quality elementary education. As per the Act, the state, teachers, families and communities have to fulfill this entitlement together. The Act mandated the constitution of the School Management Committee (SMC) for every schoolas a crucial step in the implementation of the Right to Free and Compulsory Education for the child through the involvement of the community and more importantly the parent or guardian, in their children's education.[5]

Though this has created a structure to be involved in the schools, the SMC does not have the wherewithal to actually have a say in the management of the schools due to a number of reasons, mainly, that of the lack of information, training and an institutional framework which allows for them to truly participate in the governance of the schools. However, a need to strengthen these structures to work as an institution is seen across schools. A need to formalize and provide an institutional framework for functioning is necessary at this point of time.

Prajayatna

Prajayatna is a development initiative that has been working to facilitate systemic reforms in public education for the past decade and a half in various states in India. Through a decentralized approach towards education governance, Prajayatna has been working with all stakeholders towards enhancing community ownership to address quality in all aspects related to Government schools.

In this context, it realizes that the School Management Committees (SMC) form the primary unit of education governance and represents the needs and aspirations of the local community. Towards ensuring the holistic development of schools in a sustainable manner, it is critical that the SMCs are supported to understand and fulfill their roles and responsibilities.

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[5]Study report on the implementation of Right to Education Act, 2009, in the State of Telangana, 2014 : Alliance for Child Rights, An Advocacy Campaign on Rights of Children and Youth in Andhra Pradesh and Telangana States, which is supported by UNICEF

Local Education Governance Data

As a preliminary step towards facilitating community involvement and to improve decentralized governance of schools, it is important that all stakeholders – especially the SMCs have access to essential, relevant and recent information pertaining to their schools. Lack of information which in turn leads to lack of transparency and thereby accountability is one of the key reasons for the communities not interacting with the school. Information on enrolment of all children including those with disability, attendance, out of school children, learning levels of the children are all crucial information that the SMC should have to understand the various facets of the problems faced by the schools and initiate their engagement accordingly towards the development of the schools.

Enhancement of enrolment and attendance, bringing down the number of children dropping out of school including those with disabilities and improvement of learning levels of the children are the outcomes that the schools will be trying to achieve for the overall improvement of the schools. With the SMC being an important player in reaching these outcomes, it becomes imperative that they are aware of the status of the schools. The collection of information called Local Education Governance Data (LEGD) serves that purpose as it is the information that will support in the proper governance of the school and provides key stakeholders with not only information about their schools but also covers basic and relevant information about the locality and school surrounding.

This information forms the basis for initiating an engagement with local community and other key stakeholders. This will enable not only the School Management Committees but support in enhancing the understanding of other stakeholders as well about the condition and status of the schools which will in turn help in bringing about changes within the school and the system at large.

Through different interventions that utilize the information from the LEGD the following objective can be met:

- ➢ Eliciting community involvement and enhancing stakeholders' ability to articulate needs, issues and aspirations.
- ➢ Support the process of prioritizing needs and issues and facilitating the process of decision making.
- ➢ Inculcating practices of transparency and accountability amongst key stakeholders.
- ➢ Giving a bird's view of the entire block, which will help other stakeholders to understand the issues in a broader sense.
- ➢ A baseline to measure the progress of the schools in the block.

The LEGD was collected from all the Government Schools in Raidih block of Gumla District.

Tool – Questionnaire

The LEGD is a process that collates extensive and detailed information of school and its surroundings for the purpose of enabling main stakeholders to work towards the development of the school.

The main sections under which the LEGD captures information are:

- ➢ Basic information of the locality in which the school is situated.
- ➢ Basic information of the school.
- ➢ Detailed information on enrollment, attendance, children with disability and out of school children.
- ➢ Basic information on learning aspects (teachers, training, Teaching learning materials, grants).
- ➢ Information on availability of amenities and their condition.
- ➢ School management aspects.
- ➢ Anganwadi aspects.
- ➢ Monitoring and supervision.

Methodology followed

The following processes were followed to complete the LEGD process.

• Designing the LEGD questionnaire

Prajayatna follows a standard format for the LEGD processes that has been designed through its experience of several years on working with communities and Government schools. This is suitably modified according to the contextual needs.

• Training of team members

Local volunteers selected by the women of the Village Organisations of the Self Help Groups (women collectives formed by PRADAN) and trained on understanding the local context, the purpose of the LEGD process, understanding the format, eliciting information from appropriate stakeholders, verification of information, process of documentation and other procedures to be followed for completion of the process.

• Review of the information

The information from the first few schools from where the information was collected was reviewed and feedback given to the team members who were collecting information. This helped them to correct themselves and ensure that the data they collected later was of good quality.

• Conducting the LEGD data collection process

The actual process of collecting the information from schools was conducted and onsite support to team members who face issues during the collection was provided by the assigned coordinators.

• Quality check

There were random visits to the schools to check on the quality of the data collected and to verify the authenticity of the information as well.

• Data entry

The data was entered in spreadsheets by the field officers for consolidation and analysis.

• **Preparation of report**

The data was consolidated and then analyzed and a preliminary report made based on the observations. The report is then produced in different formats depending on the platform/stakeholders being addressed.

Profile of Raidih Block of Gumla District

Raidih block of Gumla district is situated at the border of Jharkhand and Chhattisgarh and is located about 15 km from the district headquarters of Gumla. To its East lies Palkot Block, to the West the state of Chhattisgarh, Chainpur block is at its North and Simdega district of Jharkhand makes its Southern border. This block primarily consists of the tribal population. Agriculture is the chief occupation of the villagers. There are many dams and check-dams but they are not in use, leaving the farmers dependant on the monsoon for irrigation. As a result, only Kharif crops are cultivated here. The chief crops grown here are Paddy, Marua, Gora, Urad etc. There are many Kutir Udyog running with the help of block administration.[6]

Key details of the block are as follows[7]:

Total Number of Panchayat	13
Total Number of Villages	61
Total Population	61123
Total Population of Male	30894
Total Population of Female	31229
Total Population of SC	12788
Total Population of ST	39490
Total number of Literate Male	16665
Total number of Literate Female	10856

[6] District Website: http://www.gumla.nic.in/beta/
[7] District Website: http://www.gumla.nic.in/beta/

There are 13 Gram Panchayats and total population of the block is 61,123 including male population of 30,894 and female population of 31,229. The sex ratio is 1011 females for every 1000 males, which is better than the national sex ratio of 930 females for every 1000 males.[8]

Data and Analysis

In Raidih, LEGD information has been collected from 120 out of the total 130 schools.

Details of Educational institutions in Raidih

The following are the number of schools and anganwadis in Raidih as per the data collected:

Educational institutions	Approved/functioning	Number of Schools (Data Collected/Total Number)
Anganwadi	**71 / 59**	
Primary Schools	-	**75/80**
Middle School	-	**45/50**

There are 71 anganwadi approved by the government but only 59 anganwadis are functioning of which 44 centres have their own buildings and the remaining function out of rented or rent free (community) spaces. It was seen that there was an enrollment of 3445 children in the age group of 3-6. With the government schools having initiated nursery in the school itself, only children below 5 are found to be in the anganwadis. Only 823 children were seen to be attending the Centres at the time of data collection. With the anganwadis playing a very important role in the development of the children, it is a matter of concern that only 23% of the children are attending these Centres.

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[8]http://www.census2011.co.in/sexratio.php

There are 80 government primary schools and 50 Government middle schools of which data was collected from 75 and 45 primary and middle schools respectively. The following report is an analysis of the data collected from the 120 schools

Caste wise details of children enrolled in the government schools

Caste wise details	Primary School -		Middle School –	
	Boys	**Girls**	**Boys**	**Girls**
Scheduled caste	127	110	281	265
Scheduled Tribe	595	592	1614	1682
Other backward communities	428	412	639	665
Minority	18	7	82	89
General	11	15	9	16
Total	**1179**	**1136**	**2625**	**2717**

Total number of boys and girls enrolled in the schools in Raidih are 3804 and 3853 respectively. This is an almost equal percentage in enrolment of both the genders with that of girls being slightly higher than that of the boys (boys 49.56% and girls 50.2%). It can be seen that the majority of the children in the schools belong to scheduled tribes with 59% coming from the tribal community. 28% belong to other backward communities such as Teli, Rautiya, Ahir, Gop, Chandravanshi, Dhobi (Washermen), Badhai (Carpenters), Gupta, Darji (Muslims), Kalal (Muslims), etc,with 10% belonging to the scheduled castes with only 3% from the minority community with just 1% from the general community. A more detailed look at these figures reveals the following:

Schedule caste: The enrolment of Schedule caste children in the schools shows that the enrolment of boys is higher than that of girls with the boys enrolment being 52.1% whereas the girls enrolment is only 47.9% showing a difference of 4.2%.

Schedule tribe: The enrolment of girls from the Schedule tribe community in schools shows that their enrolment is slightly higher than those of boys from the community. While there are 2209 boys, the number of girls stands at 2274.

Other backward communities: Almost equal number of boys and girls are enrolled in the schools of Raidih from Other Backward Communities. While there are 1067 boys, the number of girls stands at 1077.

Minority and General: 100 boys and 96 girls of minority communities are enrolled in the schools in the block. For the general category, these figures stand at 20 and 31.

One interesting thing that the data collected shows is that the number of enrolments is comparatively higher in Middle Schools than that in Primary Schools. Interestingly this is true for all the communities and for both boys and girls.

Attendance

Regular attendance at school is very important to help children achieve and get the best possible start in academic learning. Children who frequently miss school are bound to fall behind. There is a strong link between attendance and academic achievements. Studies have shown that young people who are frequently absent from school are more likely to become involved in or be a victim of crime and anti-social behavior. Overall regular attendance can result in the child not only progress academically but also avoid indulging in antisocial behavior. They have better chances of staying in school and graduating from school.

Details	Primary School –		Middle School –	
	Enrollment	Attendance	Enrollment	Attendance
Boys	1179	845	2625	1690
Girls	1136	919	2717	1744
Total	2315	1764	5342	3434

Looking at the above table containing the attendance details, it can be seen that only

76.2% of children enrolled in primary school and 64.3% of the children enrolled in Middle Schools are regular to the school.

Many reasons have been cited for the irregularity of the children. Reasons varying from housework, sibling care, marriage, festival etc make the children irregular at school. Disinterest in school is another major reason for many of the children remaining absent from school. Hence it becomes important that irregularity of the children is seen as a problem of the kind of pedagogy being used in the schools and not only that of social economic problems of the children and community. These conditions further aggravate the situation but it is time that the kind of teaching learning processes that is being employed in school is also reviewed.

This figure conveys that almost one-fourth of the children enrolled in Primary Schools and one-third of the children enrolled in Middle Schools do not attend school regularly. This is bound to have an adverse impact on the learning levels of the children. It is important that all stakeholders come together and work towards enhancing the attendance of the children in the classrooms.

Teacher Information

Teacher is the most important part of the education process. A teacher impacts the learning of children in the school and the lack of sufficient teachers at the primary level can lead to children not getting adequate attention and guidance for learning basic concepts which is required to build a strong foundation for the child's future. The lack of conceptual clarity at the primary stage leads the children to not learn in higher classes, thereby leading to very low learning levels and eventually dropping out of school.

Therefore, it is important to ensure sufficient teachers in the schools, especially at the primary level for a quality learning process and it is the responsibility of all the concerned stakeholders to ensure this. Though RTE norms clearly states that no school should function with single teachers and the ratio between the teacher and students at the primary level must be 1:30 and at the upper primary level 1:35, the figures in the table below shows that this rule has not been implemented in all the schools of the block.

Availability of teachers

School	Number of Sanctioned Posts	Number of Working Posts	Number of Para teachers	Number of Schools with only Para Teachers
Primary School	146	80	44	28
Middle School	190	96	67	5

The figures reveal that there are 111 para teachers functioning in the 120 schools. While 59 schools have one or more than one para-teachers with them, 33 schools (28 primary schools and 5 Middle) have only para-teachers with them. This means that children in more than one-fourth of all the schools in Raidih have only para-teachers to teach them. Out of the sanctioned posts, 66 and 94 teachers need to be appointed in Primary and Middle Schools respectively in order to completely fill the number of sanctioned posts in these schools. With the requirement of teachers being very important for quality learning to take place in the schools, it is imperative that this need should be addressed by all the concerned stakeholders.

Student-Teacher Ratio

The LEGD information shows unequal distribution of teachers which has resulted in a skewed teacher student ratio in primary and Middle schools of the block. The following table shows the student-teacher ratio in the schools of Raidih. In order to arrive at these figures, total number of students enrolled in a school has been divided by the number of 'working posts' of the teachers in that particular school.

PTR (30:1)	Primary Schools	PTR (35:1)	Middle Schools
30:1 or less	61	35:1 or less	25
31:1 to 50:1	11	36:1 to 50:1	11
51:1 to 70:1	2	51:1 to 70:1	7
71:1 to 100:1	1	71:1 to 100:1	2
More than 101:1	0	More than 101:1	0
Total	75		45

In Raidih, there are 61 primary schools and 25 middle schools with student-teacher ratio of 30:1 or less and 35:1 or less respectively. The are 11 primary schools with the ratio in between 31:1 to 50:1 and 11 middle schools with the ratio in between 36:1 to 50:1. There are 2 primary schools and 7 middle schools with ratio in between 51:1 to 70:1. While 1 primary school and 2 middle schools have this ratio standing in between 71:1 to 100:1, no school in the block has student-teacher ratio of more than 101:1. In some of these schools, local guest teachers have been engaged to help the teachers in the school, but it is to be pointed out that this is neither permanent nor an effective solution to the problem.

These figures show that that there is a dire need for sufficient number of teachers in the schools of the block in order to ensure adequate attention to the learning of children. If assured, this in turn will have a positive impact on both the enrolment and attendance of the children in these schools. Therefore all the stakeholders, including the Department of Education, should pay the attention required to increase the number of teachers in these schools.

While the situation is not as per the required standards, it is good that there is not even a single school in the block which has no teacher with it as is the case in many other places in the country. At the same time, there is only one single teacher school in the Block, namely Primary School, Kerarar.

Availability of Basic amenities

School	Class rooms		Kitchen		Toilet			Compound		Play ground	
	Usable	Not usable	Yes	No	Total	Usable	Not usable	Yes	No	Yes	No
Primary School	281	33	60	15	143	126	17	3	72	24	51

Middle School	319	68	40	5	106	44	10	6	39	24	21
Total	**600**	**111**	**100**	**20**	**249**	**170**	**27**	**9**	**111**	**48**	**72**

Good infrastructure creates a conducive environment for the children which in turn enable the learning process better. This should be provided keeping the safety and protection of the children in mind which is one of the primary responsibilities of all the stakeholders.

Classrooms: A safe environment which is provided by having good classrooms enhances the security of the children and creates a conducive learning environment. On the other hand, the premises or classrooms rooms which are old and are in dilapidated condition allow neither the students nor the teachers to feel safe in the school premises. Leaking roofs and walls full-of cracks cannot be expected to help in creating a good learning environment in the schools. The lack of enough classrooms for the children is another issue which at times prevents children from having a quality learning process.

A look at the data from the LEGD shows that in Raidih, out of a total of 701 class rooms, only 600 classrooms are in a usable condition and 111 of the total number, which is 17%, are in need of some kind of minor or major repairing and are not in a condition to be used as of now.

Kitchen: Every school must have a kitchen in order to provide hot cooked midday meals to the children. Kitchen also serves as a place to store the food grains provided by the department periodically. In the case of lack of a kitchen, the food needs to be cooked elsewhere or in the open premises of the school or in some cases in one of the classrooms, which again is hazardous to children. It also leads to unhygienic conditions which will affect the very purpose of serving meals to the children. This is the reason for all the schools to have kitchens. The data shows that 20 schools of the block don't have any separate kitchen.

Plates and Glasses: Schools are supposed to have plates and glasses with them so that mid-day meal may be served to its children in a dignified manner. However, 23 primary schools and 14 Middle Schools in Raidih were found to be without such plates and glasses.

Compound / Boundary Wall: Boundary wall is a must in a school as it helps not only in better management of children, but also ensures better safety of them as it keeps them from running out of the school campus as per their own whims. This becomes even more important in the cases of schools that are located near busy roadways or in the middle of busy market-places. There are many schools in which the community uses the space for its other non-educational, personal purposes. These factors affect the safety of children and cause disturbance in the learning environment. A boundary wall/compound also helps in better security of the physical assets and infrastructure of the schools.

The data shows 111 schools (or 92.5%) of the block still don't have any compound / boundary wall in the block.

Play ground: Free space allows children to move around freely and helps them in engaging in games and other physical activities which are very important for their overall physical development. It is seen that there are 72 schools (60% of all the schools) of the block are without playgrounds.

Toilet: Encouraging hygienic habits in young children has a great impact on the health of the child and thereby the community at large. Usage of toilet is one of the most important aspects of maintaining hygiene. It is mandatory for all the schools to have toilet facilities for the children with adequate supply of water which will also help in maintaining the cleanliness of the toilets.

According to the data while a total of 249 toilets are there in the schools of Raidih, only 170 of them are in usable condition. The rest 27 are in conditions which are not suitable for their use. This includes factors such as dilapidated structures and lack of water. The stakeholders must ensure that there are sufficient toilets for children and availability of water in these toilets is ensured.

Two schools in Raidih have no toilet facility at all. These are: PS Lohradera and PS Ambatoli.

Drinking Water

School	Available	Not available	Usable	Not Usable
Primary School	64	10	52	22
Upper Primary School	44	1	37	8
Total	108	11	89	30

Access to drinking water in the school is a necessity as water is a fundamental human need. Intake of unclean water and not drinking water for long hours can lead to health issues in the children. This may further result in missing out on school. Availability of water is also needed for cooking of meals. Hence, it is important for the stakeholders to ensure availability of safe and clean drinking water in the schools.

According to the data collected, drinking water is available in 108 schools (64 primary schools and 44 Middle schools) in Raidih block, of which it is usable only in 89 schools.

11 schools of the block don't have any drinking water availability. They are: UPS Tetardih, PS Telya, MV Hesag, PS Harinachhapar, PS Vasudevkona, PS Jhaliabandh, PS Karamtoli, PS Tedhachumba, PS Navatoli, PS Kerarar and UPS Fikpani.

Electricity

School	Available	Not available	Usable	Not usable
Primary School	5	70	5	70
Upper Primary School	22	23	21	24

Total	27	93	26	94

Having electricity in each school has become necessary as there are many learning programmes/activities broadcasted through the radio for children at primary and Middle level. It is also important from the perspective of providing computer education and using electrical devices in cultural events. It will also enable the usage of fans, television, tube light, etc in the school and will add to the comfort of the children in the schools. In the present context, lack of electricity can also cause hindrance to learning in different ways. In Raidih block, only 27 (23%) schools out of 120 have electricity. Out of these 27, it is in a useable condition in 26 schools.

Learning Materials: Besides books and copies, a school is supposed to have other learning aids such as radio/tape-recorder, computer, science-mathematics kits and other playing equipments.

However, in Raidih, a number of schools did not have these:

Sr. No.	Equipment Name	Primary Schools	Middle Schools	Total Schools without these Equipments
1.	Radio / Tape-Recorder,	34	14	48
2.	Computer	75	44	119
3.	Science-Mathematics Kits	41	4	45
4.	Other Playing Equipments	4	0	4

As per the LEGD data, only one school in Raidih (Rajkiya Madhya Vidyalay Patratoli) has computers

Library

School	Available	Not available
Primary School	67	8
Middle School	41	3
Total	**108**	**11**

The library plays a big role in schools as it enables the children in reaching out to a far wider world which is beyond their physical accessibility. This also exposes them to knowledge far beyond what their syllabus textbooks can cover and thus helps them in expanding their understanding of the world. It also helps in inculcating the habit of reading at an early age. Looking at the figure above, in Raidih, the library facility is available in 108 schools.

While there are libraries in these schools, it does not mean that the books available in them are also easily accessible to the children as most of these schools keep the books locked up in the cupboards. Thus, the children need special permission of the teachers in order to access them.

Regular Health Check up - Raidih Block

School	Health Checkup		First aid box	
	Yes	No	Yes	No
Primary School	24	51	41	34
Middle School	24	21	29	16
Total	**48**	**72**	**70**	**50**

Periodical health check up at schools for all students is required because this helps in identifying health related issues at an early stage. It supports in maintaining personal health, make parents aware of current health status of their children, enables early detection and early intervention. It also ensures appropriate immunization for all children and age appropriate supplements (iron capsules, calcium substitutes, etc.) to the children. This ensures that all children have taken

the necessary preventive measures to promote good health. Therefore, it is important for the schools not to miss the periodical health checkups of the children. From the data on the health check up collected from the block, it was seen that among the 120 schools, only 48 schools have got the health checkup done for their children, while in 72 schools these health check-ups have not been undertaken. At the same time, only 70 schools of the block maintain a first aid box with them while 50 schools do not have one.

School Management Committee

In order to ensure community ownership and community participation in education the School Management Committees are formed in all the government schools. These committees act as bridges in filling the gaps between school and the local community. The SMC holds responsibility of monitoring certain aspects in school functioning and resolve the issues encompassed at the local level. The consolidation of data shows that in all the 120 schools SMC committees have been formed. Though the committees have been formed, they do not meet on a monthly basis as is mandated but rather meets when the need arises or as per the requirement of the teachers. The SMC members do not seem to be aware of the issues that are there in the school.

Conclusion

The overall consolidated picture that is highlighted through the LEGD process clearly shows that there is substantial need for improvements in Government schools in the Raidih block of Gumla, Jharkhand.

There are critical aspects such as less than satisfactory level of attendance of children which needs to be addressed on priority. The dependency on the para teachers is to be corrected with the recruitment of regular teachers. Availability of good teachers and their judicious distribution among the schools are the most basic requirements that need to be addressed if the schools of Raidih are to become good seats of learning and to increase the enrolment and attendance of children therein.

Similarly, availability of better school infrastructure must be ensured in the schools where the same is lacking. A school must be equipped with good classrooms, drinking water facilities and toilets should be in usable conditions. In schools which don't have proper and regular electricity supply need to be ensured of it. The lack of basic infrastructure in itself leads to children not being regular, dropping out or joining private schools, etc. Further, the lack of a conducive environment for learning in the schools also leads to de-motivation in both the teachers and the students which harms the culture of the schools both in the short and in the long term.

The role of the various stakeholders like the SMC and the Gram Panchayats becomes critical here to improve the condition of the schools. Many studies in the past have shown that community involvement has enabled significant development in schools. Community participation can range from sending children to school regularly, attending parents or school committee meetings, monitoring school development initiatives, mobilization of required resources, appointment of local youths to address teacher shortage, identifying learning needs of children, contributing towards the development of schools plans, etc., thereby leading to increased accountability and transparency.