

Issues and Quality Concerns in Primary Education: A Case Study of Nasik District, Maharashtra

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INTRODUCTION:

“Without education, expertise turned into lost; without knowledge, morals had been lost; Without morals improvement changed into lost; Without improvement wealth changed into lost; Without wealth the Shudras have been ruined; A lot has taken place via loss of education.” Said Mahatma Jyotiba Phule a pioneering anti-caste and feminist leader from India in the mid-nineteenth century, who envisioned a future where societal advancement was deeply intertwined with the advancement of Dalits. Education was an integral aspect of his vision of Mahatma Phule and Dr. Ambedkar for the progress of women and lower castes.

Education has been assigned high priority in the development policy of India. The Provision of free and compulsory education to all children in the age group 6-14 years is also a fundamental right guaranteed by the Constitution of India. The National Policy on Education (1986) was an important landmark in the journey towards this Constitutional commitment. The policy discourse in this context received a renewed Impetus with the adoption of Millennium Development Goals (MDG) in 2000. The demand for universalization of elementary education was finally endorsed with the enactment of the Right of Children to Free and Compulsory Education Act in 2009. The National Education Policy 2020 aims at to ensure all children access to education at all the levels of school and ensuring that no child left behind, and includes special measures to support disadvantaged groups.

While the Indian government has introduced several affirmative action policies to address the educational needs of SCs, criticisms abound regarding their effectiveness. Critics argue that reservation policies, while well-intentioned, often fall short of providing meaningful opportunities for SCs. Moreover, the implementation of these policies is marred by corruption,

favoritism, and inadequate monitoring, further exacerbating disparities. (Deshpande, 2007)

Challenges in Accessing Quality Education:

According to Anitha (2000), lack of educational facilities is singularly responsible for the poor quality of education in rural areas. The emphasis, therefore, has been to invest in improving the educational facilities. Government has implemented various schemes such as most popular has been the Operation Black-board (1987) with an emphasis on improving the educational facilities. However, the implementation of these schemes did not have any visible impact. The rural schools are still ill-equipped and it has been observed that there is a very little variation in educational facilities expect in the number of teacher. But this less relevance in rural context where multi-grade teaching is the rule rather than an exception, for which most of the teacher are ill-equipped in terms of training and qualification.

Teaching learning process in Indian rural schools is overwhelmingly teacher oriented (Kumar, 1989) In rural primary schools, practically for all reasons, the teacher is the only resource and hence forms the centre of the entire functioning of the school.

This study focuses on the influence of teacher's style for functioning on the educational outcomes of children, especially of those from the lower socio-economic background. The teachers in the rural schools do not function in isolation as schools in rural areas are not independent of the community within which they are located. Hence, the interaction between the teacher and community vis-a-vis parents of children is a determining factor of school quality.

Darveshi (2016) quotes the ASER study, in 2014, only a quarter in standard III, only a half in standard V and around 75% in standard VIII, of all children respectively could read a standard II text accurately. Rural India figures for arithmetic have remained almost same over the last few years. In 2012, only 26.3% of standard III children were able to do two-digit subtraction and which went down to 25.3% in 2014. Another worrying trend from findings shows that children in standard II who cannot recognize numbers up to 9 has increased from 11.3% in 2009 to 19.5% in 2014. The study quotes further, Statistics of English reading aptness is no better. In 2014 only 25% of standard V children could read simple English sentences, the same figure since 2009. In 2014, only 60% of those capable of reading words (irrespective of grade) could explain its meaning, and only 62.2% of standard V could narrate a sentence's meaning.

In the present scenario, SC communities grapple with myriad obstacles

when it comes to accessing quality education. One of the most glaring issues is the disparity in educational infrastructure between urban and rural areas. Many SC-dominated regions lack adequate schools, classrooms, and basic amenities, hindering students' learning opportunities. Additionally, discrimination and social stigma persist within educational institutions, creating hostile environments that deter SC students from pursuing education. As education increasingly relies on digital platforms for learning and skill development, SC students are left at a distinct disadvantage. Economic constraints pose another significant hurdle for SC students aspiring for higher education. Private education, with its exorbitant fees and expenses, remains out of reach for the majority of SC families. Moreover, the privatization of education and employment exacerbates socio-economic disparities, as SCs are often unable to compete on an uneven playing field. (Kundu, 2017).

Though the digitalization and technological advancement are rapidly transforming the educational landscape, SC communities find themselves marginalized once again. Limited access to technology, internet connectivity, and digital literacy programs widens the technological gap between SCs and their counterparts. (Thorat & Vanneman, 2016)

Poverty remains a significant barrier to education in rural areas. Many families struggle to afford basic necessities, such as uniforms, textbooks, and school fees etc. As a result, children from impoverished backgrounds are often forced to drop out of schools and able to enter in to higher education. They have to support their families financially, perpetuating the cycle of poverty.

Statement of the Problems:

The rounds of census observed that Indian villages are diversified with different natures in terms of socio-economic and political diversity. The most important diversity seen in the Indian villages is the social stratification. The villages are divided on the basis of different castes. The question is How far these divisions are affecting SC students at village level particularly, in the field of primary education and higher education. Despite several efforts by the Government, why the quality of education is very poor in all the levels of educational Institutions? And again, the SC students are more vulnerable in this situation. Why we are not able address this issue for a long time in India and particularly in rural areas of Maharashtra? We will try to probe some of these questions in this article.

Status of Education after Independence in India:

In India, traditionally and historically, the right to education was far away from the reach of the lower castes. According to the Indian

constitutional provision under Article 46, “the state shall promote, with special care for the education of the weaker sections of the people, and in particular of the scheduled castes and scheduled tribes”. The government has been providing different facilities to students from marginalized sections in which material facilities like hostel, financial assistance, mid-day meal etc. are granted. Non-material facilities such as reserved seats, free coaching classes, remedial schemes, per-admission coaching, and skill enhancement classes, relaxation of age limit etc. are also measures to bring in students from these sections into education. After the passing of right to children to free education at 2009, India has made great achievement in strengthening primary education. It has been observed that after the implementation of Sarva Shiksha Abhiyaan (SSA, 2001) the increased in infrastructure in educational institutions, educational capacities of government schools and development of teaching. Such programs are very helpful for the SC families as it enables them to send their children to school.

Present Status of Education in India

According to Gavhane (2022), at the time of Independence there were only 20 Universities, 500 colleges and one lakh students taking higher education in the country. Last 75 years the country is having 1043 Universities, 39,931 colleges, 11,923 Independent educational Institutions and there are 3 cores and 45 lakhs students taking higher education in the country. However, qualitative improvement in education is the big challenge in the country. The proper infrastructure, highly qualified teachers only can make the quality of education in the Universities. Though higher education has reached to the larger communities but all the youths do not have the equal opportunities in getting higher education. The caste hierarchy is one of the obstacles in higher education. The rich and higher-class students are getting good quality education in some elite Institution but poor and marginalised class students get poor quality education in other Ordinary Colleges, why this discrimination? There is only 27.1 percentage students (GER) of 18 to 23 age group attend the higher education. It means 73 per cent youth do not get opportunity to study higher education. These students are ‘out of college’ similar to ‘out of school’ aspect. Overall there are 12 corer youths (minimum) falls under this category. There are 80-83 best percentages of youths from developed countries get opportunities to do higher education and their average is 55 to 60 percentages. The global average of education is 42 percentages. India does not even able to attend global average of education. The ratio of higher education for Dalits is having 23.1 percentages and the 18 percentage for Adivasis (tribal). It is the fact that Dalits and Adivasis are not able to reach to the higher education in proportion to others.

Conceptual framework of the study:

The following figure outlines the conceptual framework of this study. It relates to the conceptual picture of the research regarding SC students studying at the primary level. The first provide clarity about the factors which can be regarded those affecting the academic performance of SC students. The major factors are divided into four groups, i.e. factors social level, family level, psychological level, and educational institution level. Each group has a different set of dimensions under it, in social factors, there are three major problems which are experience on the basis of caste, the living standard of the candidates and their economic condition as most of those who belong to the SC communities are economically poor. Factors related to the family background is the second dimension which too has three major problems being discussed, they are a lack of awareness amongst the family, parent's inability to pay attention to student's academic activities and that most parents are daily wage laborers. The third factor is related to psychological problems such as students face learning difficulties because most of them do not have a support system while they are studying. Most of the student do not have proper support system in their academic life due to many problems. The last factor deals with educational institutions where pedagogy of teachers is such that they merely focus on completing the prescribed syllabus after which they do not focus on whether students are able to understand what is being taught and how many students could not comprehend the course being taught, students do not get proper support, either from friends not from teachers. Furthermore, in the framework the second section deals with the above- mentioned factors which directly affected the academic performance of the students. This then converts into low learning outcomes. This is the reason which results in student facing several learning difficulties, many of which are difficulties faced at primary level. Our system and society have failed to create an interest among such student.

The present research aimed at examining the quality of present education system in Nasik district of Maharashtra, India. It further attempts to identify the factors responsible for the stagnant/ deterioration in the quality of education due to lack of infrastructure, and discrimination etc. and provide suggestions to make changes at local as well as policy well. The author has used her Mphil dissertation (2020) data for the purpose of analysis and discussion in this article.

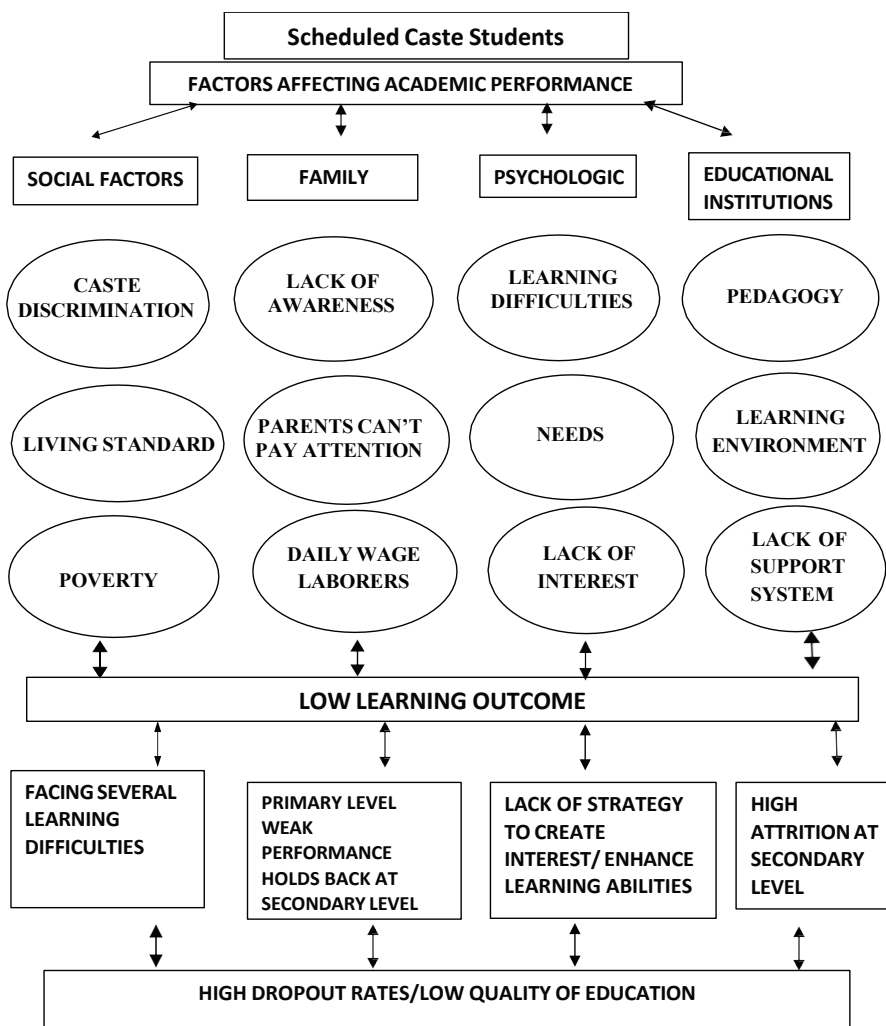


Figure: 1.1

INTRODUCTION OF THE VILLAGES:

Village Profile of Study Area:

Village	Ujjani	Nimgaon	Musalgaon
Block	Sinner	Sinner	Sinner
Total area	31.4km	13km	8.7km
Total Population	1549	3471	8124
Total household	291	604	1745

Social category	General, SC, ST, OBC	General, SC, ST, OBC	General, SC, ST, OBC
SC population	112	119	838
ST population	765	282	765
Total literacy rate	78.15%	69.8%	73.1%
Crops	Wheat, Ken sugar, Bajra, Grapes, Seasonal crops	Wheat, Soyabean, Bajra, Cotton, Seasonal Crops	Wheat, ken sugar, Bajra, Cotton, Pomegranate
Major occupation	Farming, agriculture laborer's	Farming, agriculture laborer's, Daily laborers	Agriculture laborer's, daily laborers
Anganwadi center	01	02	02
School	01	02	02
Hospital	01	1	00
ANM centre			
Private clinic	00	01	02

The present study was conducted in the Sinnar block of Nasik district of Maharashtra. The sample of students was done by using purposive sampling method. All Schedule students belong to the category were included in the Sample. The respondents were students, parents and teachers. Students from 5th, 6th and 7th Standards classes were selected for the study. All the three villages, viz. Ujjani, Nimgaon Sinnar and Musalgaon are located in the east side of Nasik district of Sinnar Block.

1. Sample size from the different standard:

Village name	Ujjani	Nimgaon	Musalgaon	Total
5 th	6	10	30	46
6 th	6	11	32	49
7 th	6	11	22	39
Total	18	32	84	134

The above-mentioned table shows the study sample selected for the study. All the Scheduled Caste students were from the above mentioned class were selected for the study. In Ujjani village, 6 students selected from 5th standard, 6 students from 6th standard and 6 students were selected from the class 7th standard. However, in Nimgaon village 10 students are selected from 5th standard, 11 students are selected from 6th standard and 11 students are from 7th standard. Similarly, In Musalgaon village

30 students from 5th standard, 32 students from 6th standard and 22 students from 7th standard.

Based on the primary data following aspects have been discussed in the article.

2. Whether relationship between teacher- students Caste biased:

Village Name	Ujjani (1)			Nimgaon(2)			Musalgaon(3)								
	Strongly Biased			Highly biased			Biased			Unbiased			Don't know		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Caste based	-	-	-	18	13	5	-	1	-	-	18	71	-	-	8
Economic Based	-	-	1	-	9	1	-	-	-	9	22	69	9	1	13
Gender based	-	-	1	6	8	1	-	-	-	12	24	50	-	-	32

In above table show that, in Ujjani village all the 18 students responded that teachers in their School are highly biased. In Nimgaon village out of 32 students 13 students were reported that the teachers were very highly biased. There are more than 40 per cent students who have responded that their teachers are biased on the basis of the caste in their school. The Musalgaon village not reported the biasness of teachers. Most of the times in their day to day conversation the teachers are very casual about mentioning the caste of the students in the school. They make derogatory and caste-based remarks on the students in the class. The teachers are biased about the capacities and the skill of the students. This caste biasness reflects in their teaching delivery. They do not take many interests in teaching to these students. They also responded that higher caste students discriminate them. Many times, the teachers use rough/ derogatory language and do not respect them as students. Students reported that the teachers do not provide them the necessary guidance. Students are scared to ask them the doubts in the class which affects their quality of learning.

The question was also asked the students whether the students practice caste discrimination in the school with each other's. Interestingly it is observed that though there is perception that hers are practicing the caste discrimination but students among each other do not practice caste discrimination. This seems to be very positive aspect in the village school. It was observed out of 18 students 11 students are agreed with that they are playing with the friends in the school and 7 were strongly agree with playing with friends in the Ujjani village. Similarly, in Nimgaon village out of 32 students 24 are agreed and 8 students are strongly agreed that they are playing with each other. In the Musalgaon village all 84 students

strongly agreed that they are playing with friends. It means the students do not practice caste discrimination in all the school. But schools there is discrimination among each other's

All these aspects are directly relating to quality of school and inequality in education.

II. Economic based relationship between teacher-student relationships:

This issue of economic based relationship between teacher and students is concern with how the students are poorly treated by the school administration and the teachers.

The above table indicates that It is observed from the that the 20 students out of 134 felt that the teachers are biased about their economic situation

iii. Gender based relationship between teacher and students:

In order to understand Gender sensitivity of the teachers in these three schools' students were asked how they have been treated by the teachers between boys and girls. It has been observed 'girls' students have been given the traditional role of women in the rural area. Particularly, the girl students have been asked to clean the classrooms every day. The teachers are assigning them to clean the tiffin of teachers. The girl students are asked to give the watering to the tree in the school campus etc. In Ujjani village out of 18 students 6 students responded that teachers are highly biased towards girl students, Similarly, in Nimgaon village out of 32 students, 8 students responded that the teachers are highly biased, In Musalgaon village out of 84 students 2 students responded that teachers are strongly biased. Overall it is observed that 16 students out of 134 felt that the teachers are biased towards the girl students.

3. Caste based relationship between peer- students in school:

Village Name	Ujjani (1)			Nimgaon(2)			Musalgaon(3)								
	Strongly Biased	Highly biased	Biased	Unbiased			Don't know								
	1	2	3	1	2	3	1	2	3	1	2	3			
Caste based	18	2	-	-	18	3	-	-	-	-	10	54	-	2	7
Economic Based	-	1	-	-	8	-	-	-	-	18	21	65	-	2	19
Gender based	-	-	-	18	5	-	-	-	-	-	20	62	-	7	522

Source: Primary data

This aspect is basically analysed to understand the relationship and communication pattern and support for each other within the student's group of different caste communities. To assess the caste-based situation about peer relationship in the school. Following data has been collected. It has been observed that in Ujjani village out of 18 students all students responded that students are highly biased on the basis of caste. It means they only support to the fellow students of their own caste. In Nimgaon village out of 32 students 20 students are highly biased, it means there are 75 per cent of the students who support to the peer students. 12 students they do not know about peer students' relationship.

The situation in Musalgaon village is different than two villages Students in this village reported that they do not feel the discrimination among and between their fellow students Musalgaon is big village, it is nearer Taluka place and It has Industrial area (MIDC) in the village. In this village there are several students those who are admitted not necessarily native of this village. Therefore, apart from their own class fellows, they also interact to other children out of their village.

ii. Economic based relationship between peer-students in school?

Out of 18 students all the students are unbiased about each other as per as economic based relationship between peers. The reason could be that in Ujjani village the economic condition of each other does not have much difference between each other's. In Comparison to Ujjani village, the Nimgaon village is economically better and there are few rich landlords are staying in the village. Therefore, out of 32 students 20 Students felt that others are discriminating them on the basis of their economic condition. Musalgaon has better situation as compare to Ujjani and Nimgaon village.

ii. Gender based relationship between peer-students in school

Gender based relationship amongst boys and girls students show how they treat each other and their communication patterns. It has been observed that in Ujjani village data indicates that all students i.e all the boys and all the girls are highly biased about their gender based relationship between peer-students. In Nimgaon village only 5 students felt that there is biasness among the boys and girls. Similarly, in Musalgaon village all 84 students are unbiased. The gender relationship among each other (boys and girls.) also depends on the family background, exposure to the students and the family members and most importantly sensitivity about the gender issues among the teachers. It seems in Musalgaon village this factor has strongly influenced the attitude of students in terms of their relationship with each other.

Lack of facilities in the school is one of the main reasons affecting the quality of the primary education in Rural areas. Based on the primary data collected from the students following observations are reported in this article.

4. Facility Provided by village School:

Village Name	Ujjani (1)						Nimgaon(2)						Musalgaon(3)					
	Very much satisfied			Satisfied			Partially satisfied			Not satisfied			Not provided/ available					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
Uniform	18	32	82	-	-	2	-	-	-	-	-	-	-	-	-			
Books	18	32	84	-	-	-	-	-	-	-	-	-	-	-	-			
Toilets for girls and Boys	-	1	84	-	-	-	-	-	-	18	31	-	-	-	-			
Playground		1	84	-	23	-	-	-	-	18	8	-	-	-	-			
Black Board	-	-	84	18	16	-	-	-	-	-	16	-	-	-	-			
Computer	-	-	50	-	-	34	-	-	-	-	-	-	18	32	-			
Counselling	-	-	-	-	-	-	-	-	-	-	-	-	18	32	84			

Primary Source

i. Uniform:

In all the three villages students are satisfied with the uniform which they get from the school. Similarly, in these villages also students are getting uniform regularly. However, it has been told by the students that school authorities charging Rs. 150 for each student from SC/ST students and Others are paying Rs. 300 for 2 pairs of Uniforms. The students and parents are failing to understand this aspect of collection of money though it is free of cost by the Govt. in all the schools.

ii. Books:

It has been observed and also the data indicates that students in these entire three village are getting the text books free of cost by the government. However, some students told that they received the books almost one month after the opening of the school. Apart from the test book there are no other books available in the school in short there is no school library available in the school, if they wanted to read anything or other than the text book. It is also observed that one of the NGO has provided

some books in Ujjani village for last one year, However these books are not been accessible to the students for last one year.

iii. Toilets for girls and boys:

It has been observed that in Ujjani village, all the students responded that they do not have proper toilet facilities, only urinal facilities available in the school but these urinals do not have water facilities hence it is not clean for several days in there school the students prefer to go for open defecation.

At the same time in Nimgaon village all students responded that they have 2 toilets in their school but these toilets are always locked. The toilets have been opened only when the outsiders come to the village for observational visits. Therefore, the students are going for open defecation every time. On the contrary in Musalgaon village there are separate toilets and urinals which have been constructed for students and teachers by the school authorities. Therefore, they are very much satisfied with the toilet facilities. Though there is a cleanliness issue but they do not have complaints about it.

iv. Playground facilities:

As per the data it is observed that there is no playground in Ujjani village school. During the time of physical training (P.T) class students are roam around the school. A small space is available in the school premises however only boys of the school occupy the same. In Nimgaon village 23 students are satisfied out of 32 with playground facilities. However, 8 students are not satisfied about the school. Similarly, In Musalgaon village all students are satisfied about playground facilities.

v. Black board:

As per the observation by the researcher there are no proper blackboard/ white boards in Ujjani village school. Out of 32 students 16 students were satisfied and remaining 16 students not satisfied in blackboard facilities? Students of Musalgaon have no issues of Blackboards. Computer facilities:

There are few sets are available Ujjani Village but none of the students aware about this facility that the Computer sets are purchases d for them. Similarly, All 32 students don't have computer facilities in the school. However, Musalgaon students gets opportunity learn computer in the school.

Table 4.11 indicates the list of problems faced by students in the schools. It is observed that the SC students face the problems of caste discrimination in all the school. The teachers make the derogatory remarks on their caste.

This has been observed mostly in Ujjani and Nimgaon village. Apart from this, the students mentioned that they require extra tuitions in almost in all the schools.

Drop-Out Rate: In these three villages there is no significant drop out rate observed in my observation and discussion with teachers and parents it seems the situation is changing. Due to awareness about education, dropout rate has been declined in rural areas. However, it has been observed that when the parents migrate for the labour work out of their villages they take children with them. When they return home the teachers manage their attendance and do not show them as drop out students' records. It is also observed that some student attend the morning sessions in the school and they go to their agriculture field along with their parents. However, this aspect has never been shown in the records. This aspect of irregularities in the school affects their quality of education/performance. Therefore, the aspect of dropout is needed to be probed in more rigours manner and throughout the year is suggested.

Quality of Education Ujjani, Nimgaon, Musalgaon village of Nasik district of Maharashtra:

In order to access the quality of education of the students in the three villages namely, Ujjani, Nimgaon and Musalgaon the class test of three subjects of Marathi, English and Maths were Conducted in the schools by researcher. The students of 5th, 6th and 7th standards were given these tests. The test was designed in a such a manner that the students were appeared one step lower to their existing standard. In short, the 5th class students have given the test on the syllabus of 4th standards, 6th class students have given the test on the syllabus of 5th standard and 7th standard students had given the test on the syllabus of 6th standard. The test was conducted of 50 marks of each subject. The sample of the students was selected up to

30 percent of the total students of each class. The male-female ratio of the students was 50 per cent of the total sample which was carefully selected for the class test. Apart from male- female ratio, all the students (100 per cent) from Scheduled Caste category were also selected as per the proportionate for the class test. Following table shows the details of sample of students are given below:

5. Subject are difficult to comprehend:

Village Name	Ujjani (1)			Nimgaon(2)			Musalgaon(3)								
	Strongly Agree			Agree			Don't agree			Disagree			Strongly disagree		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Maths	13	11	17	3	8	3	-	-	-	2	6	10	-	7	54
English	9	10	16	6	11	4	-	-	-	3	8	7	-	3	57
Marathi	13	1	2	-	1	1	-	-	-	5	9	4	-	21	77

This table indicates the difficult faced by students in Marathi, English and mathematics subject.

i. Mathematics:

In Ujjani village out of 18 students 16 students are strongly agreed that they are facing difficulties in mathematics. At the same time in Nimgaon village out 32 students 18 students strongly agreed that they facing the difficulties in maths subject. Similarly, In Musalgaon village 20 students were agreed that they are facing difficulties in subject. It observed that out of out of 134 students 54 students the problem understanding mathematics.

ii. English:

The above data shows that out of 18 students 15 students strongly agree that they are facing Difficulties in English subject. At the same time in Nimgaon village out of 32 students 21 Students are facing difficulties in English subject. In Musalgaon village there are 20 (23.80) students out of 84 faced students who difficulties in difficulties. Overall 56 students face the problem of understanding of English.

iii. Marathi:

The above data shows that out of 18 students 13 students strongly agree that they are facing difficulties in Marathi subject in Ujjani school. At the same time in Nimgaon village out of 32 students 2 students are facing difficulties in Marathi subject and 30 students do not face much difficulties in this Village. In Musalgaon village there are only 3 students out of 84 facing difficulties in Marathi subject remaining 81 students do not face the problem or difficulties in Marathi. The data shows that maximum students in the school in Ujjani village students face much difficulties in Marathi subject.

Major findings and Conclusion:

This section gives us overall picture of study findings. The findings are mainly from the primary data collected from the field there were different tools used by the researcher for primary data from the field.

1. In order to access the different activities enjoyed by the students in the school. It was Observed that in all the three schools' students enjoying the teaching. However, this enjoyment of students seems relates to teacher's giving them free time and giving those more marks and lots of freedom in the school. Therefore, the answer by the student that they enjoy the teaching does not transfer it in to the quality of education of the students.
2. As per the observation by researcher in ujjani village the students forms the groups as per their social and economic background and more specifically as per their caste communities.
3. The Infrastructural facilities in two villages i.e Nimgaon and Musalgaon do not have much Problem as per the responses by the students but in Ujjani village which is interior from the district is having lot of problems as per the observation by the researcher. It found that there is no proper classroom building, the classroom do not have proper and enough space for the children. There are no proper blackboards etc.
4. On an average all the school children satisfied with the mid-day meal facilities. But in Ujjani village 50 per cent students are not satisfied with the mid-day meal facilities. As per the observation by researcher, it is found that kitchen where the mid-day meal is cooked was very dirty and unhygienic.
5. As per as status of teacher student's relationship it is observed that almost in all the school teachers are caste biased. In Ujjani village researcher observed that teachers were making caste-based remarks openly in the presence of all the students. This is also reflect on the discriminatory behavior amongst the students with each other.
6. It is also observed that economically poor students have been treated differently than the economically well of students. The teachers paying more attention to those Students. Give them more marks in the examination and promote them for extracurricular Activities.
7. The girl students of the two villages (Nimgaon, Ujjani) felt that teachers are biased towards them.
8. Almost all the students have been satisfied with the facilities provided by the village School about uniform and books. This is distributed under the scheme of Serve Shiksha Abhiyan (SSA). The Uniform and books are provided free of cost regularly and on time. It was observed by the researcher that the purchase of uniform of the students is done by the Village Education Committee members or Village Grampanchayat Sarpanchas.
9. Toilet facility is no at all available in two villages namely Ujjani and

Nimgaon. Students go for open defecation during the break. The girl students are facing lot of problem due to non-availability of space where they can hide themselves at the time of defecation. They have to go far away from the school because or they go to their homes for urinals in their school breaks.

10. School do not have proper facilities of blackboards. Only in one village i.e Musalgaon have proper blackboards.
11. In all the three schools the teaching method is based on only lesson from the books. Power Point presentations (PPTs) through computer are only used in Musalgaon village. Other two villages (Ujjani and Nimgaon) there is no computer facilities available in the schools for the students. Though their computers and Internet facilities available in the schools but it has no access to students.
12. It has been observed that students are not permanently dropout but they are irregular in the school. The records about drop-out students are not maintain properly.
13. It is observed that in Ujjani and Nimgaon villages students are finding difficulties to Comprehend in mathematics and English subject. However, in Musalgaon village Situation is slightly better in mathematics. Students are also finding difficulties in Marathi Subject in Ujjani village.

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