
An analysis of key indicators for enhancing school performance: Evidences from BISRA (CD block), Odisha

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Abstract

The aim of the paper is to provide an understanding into the improvement of school performance by identification of the interventions and determination of factors affecting the delivery of education in the schools. BISRA Community Development (CDBLOCK) has been selected for the study as it is one of the underdeveloped block of the district of Sundergarh. In this study a combination of descriptive and inferential statistical tools have been adopted to identify the areas that need improvement. Data has been collected from the publications of government agencies like the Census of India (New Delhi), DHDR (District Human Development Report) Sundergarh, Annual reports of Sambalpur University, database of Block Education Office Rourkela . The parameters have been quantified with indicators , which help in identifying the gaps that exist in the system. The present study involves a series of analysis starting from assessment of socio-economic disparities, assessment of disparities in the educational sphere, assessment of school capacity and existing norms on population for different level of school. Assessment of socio-economic disparity has been done based on various demographic indicators .The results indicate that the establishment of high schools and degree college in the villages of Bisra block is meagre. The literacy rate in Bisra Region is on the rise due to the aggressive implementation of Government programmes on promoting literacy and primary education, in the rural areas. It is found that there is inadequacy of qualified teachers in the region under study. The measures suggested here incorporate both strategic and operational aspects that affect education delivery and will ultimately bring about holistic development of human resource in the Bisra region.

Keywords: Improving school performance, demographic indicators, Bisra community development Block, socio economic disparities,

1. INTRODUCTION

The Indian school education system can be divided to the following categories:- Pre-primary, Primary, Secondary and High school education. Secondary education is of much importance as it is the bridge between elementary education and higher secondary education. It is important , as it prepares the students for higher education and employment. School environment comprises of general sanitation, air quality, noise control, soothing colour etc. The quality of school environment shapes the attitudes of students, teachers and staff. Attitude affects teaching and learning process. This in turn affects educational performance. The performance of student determines the quality of life in a society as a whole. Education assures success of democracy which ultimately brings about transparency in the governance. Poverty – the main hindrance in the economic development of a country can be eradicated by educating the masses. Due to poverty a large section of our population residing in rural and semi urban areas, do not opt for higher education due to inaccessibility or economic compulsion. A proper education

system aims at imparting appropriate knowledge and skills to bring about the desirable change in attitude and approach in the rights and duties of the individual

In the UN Millenium Summit 2000, education has been given high priority. The aim of the 2nd Millenium Development Goal (MDG) is to achieve Universal Primary Education . The tools to measure the achievement are –Net Enrolment Rate, completion of the elementary level of education , literacy rates of people in 15-24 age group (DHDR,Sundergarh, 2015). Hence education for rural people is important for achieving the EFA (Education For All) and MDG (Millennium Development Goals) for getting rid of poverty and hunger (United Nations 2008) to ensure primary education for all, removing gender inequality and ensuring environmental sustainability.

As it is found that rural areas comprise of majority of uneducated mass, it is imperative to make quality education accessible to them. (Sauvageot, 2007). To address this need , the Directors General of FAO and UNESCO jointly launched the flagship programmes on Education for Rural People (ERP) in September 2002, during the World Summit on sustainable development (FAO, 2008).

School Educational scenario in Odisha

There is a rapid transformation in education in Odisha. According to census 2011 the literacy rate of Odisha is at 73.5% whereas the national average is 74.04%.The state introduced the Right to Children to Free and Compulsory Education (RCFCE Act) in 2009. According to the Act, all children in the age group of 6-14 years have the right to receive free and compulsory education. If there is no school within a 1 kilometer radius of a neighborhood, the Act mandates the establishment of a new school within 3 years of the commencement of the Act. The RCFCE Act sets the required school hours, school days, pupil teacher ratios and mandates the quality of teachers for maintaining a specified standard of education.(Department of Administrative Reforms and Public Grievances)(<https://darpg.gov.in>).

To provide elementary education there are 35,928 primary and 20,427 upper primary schools in the state of Odisha. Going by the Sarva Shikshya Abhiyan (SSA), new 491 primary and 490 Upper Primary schools have been established in remote regions to provide access to education .there are 6,193 government and aided secondary schools alongwith 849 recognised high schools and 151 permitted high schools.

With the aim of universalizing secondary education , the Rashtriya Madhyamik Shiksha Abhiyan, was launched in 2009-10 with the aim of providing quality education which is accessible, affordable and equitable for all children in the age group of 14-18 years. Implementation of several Acts and Rules like Universalisation of Elementary Education (UEE), Right to Education (RTE), 2009 and Rashtriya Madhyamik Sikshya Abhiyan (RMSA), the state has been successful in achieving the goal of providing free education for all in the age group of 14-18 years.

The Sundergarh district is the second largest district of the state of Odisha covering an area of about 9,712 sq km that is 6.23 % of the total area of the state. The district is divided to 18 tehsils for the convenience of revenue administration, with Bisra being one of the tehsil. For the development of rural areas, the district is divided to 17 community development blocks, Bisra CD block being one of them.The Bisra CD block consists of 71 villages.

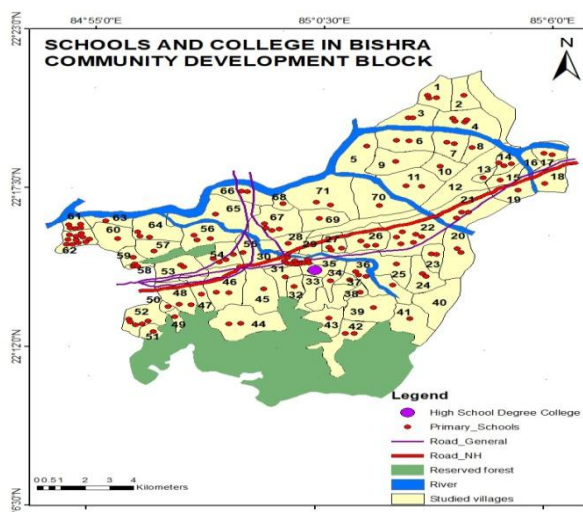
Identification of the gaps is essential for initiating development plans for reducing those gaps. To benefit from the limited resources, prioritization of factors for development of a region has to be done. The factors can be

- i) Identification of the populous regions not having adequate educational facilities
- ii) Identification of the regions not having any educational facilities.
- iii) Targeting efforts on that segment of society which lacks in getting the benefits of education.

DEMOGRAPHY OF BISRA COMMUNITY DEVELOPMENT BLOCK

The Bisra block situated on the eastern part of the district, is 125 km from the District Headquarters. The total area of the block is 175.84 sq km. The block shares its boundary on the east with Jharkhand State, on west with Rourkela city, Nuagaon block on the north, Kuanarmunda block on the northwest and Lathikata block on the south. The Bisra Tehsil is in charge of one Tehsildar. The Community Development block is under the jurisdiction of Block Development Officer. There are 15 Panchayats and 71 villages in the Bisra block. The Rourkela Dareikela Road connects with Bisra aiding the transport facilities. It is nearest to Rourkela Steel Plant. There are two railway lines passing through the Bisra block. In Bisra block there are two sub post offices and 13 branch post offices. Electricity is supplied by WESCO (Western Electricity Supply Corporation). Bisra block has one community health centre and 15 Primary Health sub centre. There are 68 hand pumps, 7 canals and 37 ponds in villages of Bisra block. As per census 2011, the total population of Bisra block is 90185, out of which there are 45179 males and 45006 females. Females constitute 50% of the total population. 100% of the population lives in rural areas. **(Table 1)**. All schools in the villages have permanent building. The drinking water facility includes 2 tap water facility, 67 well water facility in the villages, 68 hand pumps etc. there are two dispensaries and 15 primary health sub centres. Since Bisra lacks higher education facilities, the students move to nearby places like Rourkela, Jharkhand etc for pursuing higher education. They usually enroll in vocational training institutes to acquire the specialized skills which make them worthy for employment in industries and factories in nearby areas.

Map of Bisra CD block with schools and colleges in the villages of the block



2. LITERATURE REVIEW

With the help of PCA (Principal Component Analysis), Ahmed and Raza (1977), suggested methods for assessment of disparities and calculation of composite indicators. In the assessment of socio economic disparities, determination of literacy rates is an important consideration. Economic development and urbanisation plays a major role in increasing of the literacy rates and reducing the gaps between rural and urban category (McGee 1991). This brings about a change in both the physical and socioeconomic aspects of the urban and its peripheral areas. In the rear region of urban areas both the agricultural and non agricultural activities take place simultaneously, as development expands beyond the administrative areas of the city (Firman and Dharmapatni, 1994; Firman 1997; 2003; McGee, 1991; Swerts and Denis, 2014). In the East and South of Asian countries, urbanisation has eroded the boundaries between rural and urban (Brennan, 1999; Hugo, 2006; McGee, 1991; 1994; 1995; McGee and Robinson, 1995). Routray (1993) used the PCA method to study the disparities in agriculture, industry, socio culture and economy at the district level of Odisha. In their study on the development trend in Rajasthan, Nathawat and Kant (1988), analysed the demographic indicators like population growth, population density etc. Equitable distribution of educational facilities is necessary for development of the society. For this the disparities that exist in the education sphere have to be reduced. The National Institute of Educational Planning and Administration has determined some parameters relating to schooling to measure its efficiency and the disparities (Raza and Ahmed, 1990).

3. METHODOLOGY

In the study, data has been collected from the publications of government agencies like the Census of India (New Delhi), DHDR (District Human Development Report) Sundergarh, Annual reports of Sambalpur University. A detailed questionnaire pertaining to the information required was presented to the concerned authorities of the schools. The information collected is summarized and used for analysis purpose.

Formula for Sample size determination

$$\text{Sample size, } n = N * \frac{\frac{Z^2 * p * (1-p)}{e^2}}{[N - 1 + \frac{Z^2 * p * (1-p)}{e^2}]}$$

(Source: Cochran, W.G. 1977. Sampling Techniques, John Wiley and sons, New York)

N = Population size, Z = Critical value of the normal distribution at the required confidence level, p = Sample proportion, e = Margin of error

There are 114 Primary schools, 41 secondary schools, 02 High Schools and 01 Degree and Technical Institutes. All the institutions are completely surveyed.

The sufficiency of the available facilities and the resources have been analyzed with the following indicators- Population density, Population growth rate, Sex Ratio, % literacy, % Female literacy, % Total worker, % Main worker, % Marginal worker, Percentage of population served by the school within the walk-able

distance, Percentage of habitations having facility of a school level, Availability of number of schools per 1000 children in the age group of the corresponding school level, Literacy rates, Gross Enrolment ratios, Pupil Teacher Ratio, Percentage of educational institutions with permanent building, and Gender parity index(GPI).

All these parameters have been quantified with indicators, which help in identifying the gaps that exist in the system.

Percentage of population served by the school within the walkable distance: It is the percentage of population of habitation having the required school level to the total population of the habitation.

(Source <http://ncert.nic.in/sites/educationalsurvey>) According to the norms of All India Education Survey, 2002 (NCERT), the distance considered as walkable are: Primary- 1 km, Upper primary- 3km, Secondary – 5km, High school- 7km.

Percentage of habitations having facility of a school level: It is the percentage of habitations having an educational institution of any level to the total number of habitations. (Source <http://ncert.nic.in/sites/educationalsurvey>).

Percentage literacy: It is the percentage of total number of literates to the total number of population above 6 years. The literacy rates can be classified into the following categories: (>25%) very low, (25-40) low, (40-65) medium, (65-80) high, (<80) very high.

Gross Enrolment Ratio: This indicator assesses the use of the education facilities by the target population. It is the ratio of the total enrolment at a particular level to the total population of that level of education.

Pupil Teacher Ratio- It is the ratio of the total number of students to the total number of teachers at a particular level of education.

Percentage Schools With Permanent Building- It is the percentage of schools with permanent building to the total number of schools present in the region.

Gender Parity Index indicates the women's inclusion in the education system. It is measured as the ratio of the total enrolment of girls to the boys enrolled in the school level in a particular year.

Population density - It is defined as total number of persons per unit area.

Percentage literacy- It is percentage of total literates to the total population (excluding children below 6 years)

Percentage female literacy- It is the total female literates expressed as percentage to the total population.

Percentage participation ratio - Participation of people include two categories- main worker and marginal worker. Main workers are those who are employed for a period more than 6 months and marginal workers are those who are employed for period less than 6 months. The participation of people in activities include cultivation, agricultural labour, industrial worker, other worker viz., in service industry, government services etc. It is the total workers expressed as percentage to the total population.

Population growth rate- The population growth rate is the growth in population in a decade.

Sex ratio- It is the number of female population per 1000 male population in a region.

4. RESULTS and CONCLUSION

There is a 5% Decadal growth in population of Bisra Community Development Block. (Table 6). The density of population has been categorised to three classes of High, Medium and Low. Very low < 500, Low (500-1000), Medium (1000-2000), High (2000-4000), Very high (>4000). (Table 7). The density of population is low in the said region. Bisra (CD) block is less populous as the availability of amenities is less. The Sex ratio indicates the gender proportion of a region. Based on values the sex ratio has been categorized into the following classes. Very low < 800, Low (800-850), Medium (850-900), High (900-950), Very high (> 950) (Table 3).

The sex ratio of Bisra block is encouraging i.e. 1000 females per 1000 males. The literacy rate has been calculated by excluding the population of children belonging to (0-6) years. The literacy rate has been divided to following classes Very Low (<25%), Low (25%-40%), Medium (40%-65%), High (65%-80%), Very High (>80%). (Table 2) & (Table 5).

The literacy rates in the regions has a positive growth due to the

consistent and aggressive efforts of the Government in implementing the literacy programmes like Universal Elementary Education, SarvaShikshyaAbhiyan, Adult education programmes etc.. The major reason for illiteracy is reported to be lack of interest in education by illiterate parents. Female literacy indicates the social development of a region. The level of female literacy is high in this region. The Participation ratio has been grouped to different classes as follows :Very Low(< 20%), Low(20%-40%),Medium(40%-60%),High (60%-80%)Very High(> 80%).(Table 9). Participation ratio indicates the working population. It is at 42.70%. The main workers are engaged in agriculture, cultivation & household industries. The majority of the non working population comprise of females. As per the Government of India norms the percentage of population having access to different levels of school has been determined. In the primary school education, the status of Bisra block is quite encouraging. From (Table 10) it is clear that high percentage of population under study have access to Primary school facility. The accessibility to Secondary schools ranges from medium to high. The accessibility to High school in Bisra is very low. The Percentage of habitations having educational facility of any level is determined for different levels of schools. (Table 11). For holistic development of a region, it is necessary that sufficient number of schools should be available. The availability of schools of different levels per 1000 children measures this aspect. (Table 12). The Gross enrolment Rate measures the total enrolment in educational institutions. (Table 13) There are 68 schools in 71 villages providing primary education. Some 43 schools also provide secondary education. The number of enrolments decreases at higher level of education in the Bisra block. Since there is lack of higher education facilities, the students move to nearby places like Rourkela, Jharkhand etc for pursuing higher education. They usually enroll in vocational training institutes to acquire the specialized skills which make them worthy for employment in industries and factories in nearby areas. As per Government of India norms, the PTR for primary and secondary schools should be 1:40 and 1:30. For High school the ratio should be 1:30. As teachers are not specific for a particular level of education for classes from I-X, the total teachers in the school has been taken into consideration. The (Table 14) depicts the PTR in the region under study. In Bisra block the PTR is less than the norm of 1:40 laid out by Government of India. The reason is that there are few teachers who are employed in the villages. Teachers are not willing to that place due to lack of good amenities and continuous transport facilities. A school with permanent building attracts more students than a school not having its own building. Percentage of Schools with permanent building in different levels of schools and colleges in Bisra Community Development Block. (Table 15). As per the schools with permanent building index, Bisra has near about 100%. This indicates that almost all of the schools have their own building. The GPI at the Primary level and Secondary level is high. This indicates that the enrolment of girls to boys is comparable. In the High school level of education, there is more enrolment of girls than the boys in Bisra. Reason being the presence of less number of High school level of institutions in these regions. (Table 8). In the Degree level, the GPI is high in the regions under study. It is found that, the boys in the rural area either discontinue their studies after a certain level, for employment or they move to other places in search of higher education. The dropout rates in Bisra at the primary level for boys is 1.96% and for girls it is 2.15%. The dropout rates in the upper primary level is 5.85% for boys and 7.72 for girls (DHDR, Sundergarh, 2015) The reason is that the boys generally join their parents in earning livelihood for the family, or they get diverted from studies due to apathy towards education from their family and get into antisocial activities like theft, drug addiction etc. The railway yard adjoining the block has become the hub for petty theft for these children. The girls have to discontinue their studies due to lack of basic amenities in schools. Most of the schools do not have proper toilet facilities which is the main reason for dropouts in the case of girls of the block. Another reason is that due to shortage of secondary and senior schools, those children who wish to pursue higher studies have to move to nearby urban areas.

5. SUGGESTIONS

The Universal education for all is limited to the primary school level in the village of Bisra. That is why the coverage is very low. The values of the accessibility and availability indicators for the Bisra block is low in case of higher levels of education, which suggests that there is necessity to establish more secondary schools in some of the villages of the block to maintain equitability. The primary and secondary level of schools can expand their capacity to high school level to maintain the continuity of education of the students who pursue education in their schools till the secondary level. More high schools and vocational training institutes need to be set up in Bisra. Similar to the literacy drives and SSA programmes, campaigns for High school education can be started at the Government level. Degree colleges for Arts and Commerce stream can be set up in Bisra block, since it is difficult to set up modern science labs in the rural areas due to the lack of infrastructure. Some enterprising youth who belong to the locality and are well equipped with vocational training skills can be motivated to start vocational training institutes by providing them incentives, so that they can make the youth of the rural region of Bisra employable. The industries located in the nearby villages can adopt more villages as part of their Corporate Social Responsibility activities and promote high level and technical education in the villages. The steps taken towards increasing the reach of education to the multitude of population, will ultimately result in the development of the human resources. There will be more number of enterprising youth who can contribute largely towards increasing the productivity that will in turn enhance the economy of our country. Recruitment of teachers should be enhanced in the High school and Degree level. If the availability of basic amenities and good infrastructural facilities be increased, then there can be retention of students and teachers in the region. The dissemination of knowledge in the due course can bring about a higher level of motivation for entrepreneurial development through start ups.

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TABLES**Table 1. Demography of Bisra CD Block**

	TOTAL	MALE	FEMALE
Population	90185	45179	45006
Literates	57523	31824	25699
Children (0-6) years	10764	5543	5221
Scheduled caste	5075	2518	2557
Scheduled tribe	45846	22719	23127

Table 2. Literacy status in Bisra CD Block

Sex	Total Population	Category	Total	Percentage
Male	45179	Literates	31824	70.44
		Illiterates	13355	29.56
Female	45006	Literates	25699	57.10
		Illiterates	19307	42.90

Table 3- Sex ratio (Number of females/thousand males) in Bisra CD Block

Region	Years		Category
	2001	2011	
BISRA	965	1000	Very high

Table 4-Male and Female population in different categories of workers of Bisra CD Block

WORKER CATEGORY	MALE	FEMALE	TOTAL
POPULATION	90185	45179	45006
MAIN WORKER	23561	18268	5293
i) CULTIVATOR	6049	4727	1322
ii) AGRICULTURAL LABOURER	1064	642	422
iii) HOUSEHOLD IND WORKER	1030	759	271
iv) OTHER WORKER	15418	12140	3278
MARGINAL WORKER	10353	5327	5026
NON WORKER	56271	21584	34687

Table 5- Percentage of literacy in Bisra CD Block

Region	Total Population	Literate Population			Literate Population Percentage		
		Total	Male	Female	Total	Male	Female
BISRA	79421	57523	31824	25699	72.43	80.29	64.59

Table 6- Decadal growth in population of Bisra CD Block

Region	Population		Increase in Population	Decadal Growth (%)	Growth Rate
	2001	2011			
BISRA	85463	90185	4722	5.53	Low

Table 7 Population density (person/square Km) in Bisra (CD Block)

Region	Population (Number)	Area (Sq.Km.)	Population Density	
			Person/Sq.Km.	Class
BISRA	90185	175.84	512.89	Low

Table 8 Enrolment of females and males at different education levels in Bisra CD Block

Age Groups	Education Level	Females	Males
6-11 Years	Primary	2974	3005
12-15 Years	Secondary	1807	2054
16-18 Years	High School	177	149
>22 Years	Technical Education	133	48



Table 9 Participation Ratio of Bisra (CD Block)

Region	Total Worker	Total Population	Participation Ratio (%)
BISRA	33914	79421	42.70

Table 10 Percentage of population served by a school within the walkable distance

Region	Total Population	Population served by Primary school (1 km)	Population served by Secondary school (5 km)	Population served by High School (7 km)	Percentage of Population served by		
					Primary School	Secondary School	High School
BISRA	79421	71295	54160	12784	90	68.19	16

Table 11 Percentage of villages/wards having educational facility in Bisra Community Development Block,

Region	Total villages/wards	Number of schools/colleges					Percentage of villages/wards served by				
		Primary	Secondary	High School	Degree College	Technical institute	Primary School	Secondary School	High School	Degree Colleges	Technical institutes
BISRA	71	114	84	2	1	2	160.56	118.31	2.82	1.41	3

Table 12 Availability of different levels of schools and colleges per 1000 of the corresponding age group in Bisra CD Block

Region	Existing Number of Schools				Population of the Corresponding age group				Availability Index			
	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute
BISRA	114	41	2	3	10856	7534	5281	5215	1.05	0.54	0.04	0.58



Table 13 Gross enrolment ratio of different levels of schools and colleges in Bisra CD Block

Region	Enrolment				Population of the Corresponding age group				Gross Enrolment Ratio			
	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute
BISRA	7596	7281	431	181	10856	7534	5280	5215	69.97	96.64	8.16	3.47

Table 14 Pupil teacher ratio in different levels of schools and colleges in Bisra CD Block

Region	Enrolment of Pupil				Number of Teachers				Pupil Teacher Ratio			
	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute
BISRA	7596	7281	431	181	418	228	26	10	18.17	31.93	16.58	18.10

Table 15 Percentage of Schools with permanent building in different levels of schools and colleges in Bisra CD Block

Region	Schools with permanent building				Number of Schools				Percentage of schools with permanent buildings			
	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute	Primary School	Secondary School	High School	Degree College/ Technical Institute
BISRA	114	41	2	1	114	41	2	1	100	100	100	100