



Social services Synergy: a case study from Uttrakhand hill

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ABSTRACT

This study was conducted to determine the existing social service and community requirements in rural area of Uttrakhand Hill. Most of the hill village community in India including Uttrakhand have very poor to poor options of quality school education and health related assets option in their local places. Under this study also assess the community priority for education, health services and child development. The results stated that the Government education and health services are ultimate options for marginal and low economy groups but scarcity of modern educational assets and health services accelerate the high out migration from these villages. Thus to stop the fast out migration of middle and middle upper groups from rural area the planning policies of State and Central Government have need to give promotion to public private partnership in social services as per their priority. This efforts further supplement to minimize the out migration and avail services with local employment generation, deliver as the new catalyst for rural social revitalization.

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Introduction

Social services Policies of India always claims that education and health is an instrument for national development, fosters the worth and development of the individual and the general development of the society. Since last four decades, the hill region of Uttrakhand have experience an extensive problems of diminishing of natural resources (Joshi 2004 and 2006) and shrinking of employments results of that a tremendous out migration occurs. The migration is primarily motivated by socioeconomic condition of households, development of road transport and communication sources, level of education and various geographical and physical conditions Joshi *et al.* (1983) and Mehta (1991). Like the other developed or developing countries (Lichter, McLaughlin, & Cornwell, 1995, Gibbs & Cromartie, 1994; Miller, 1995 and Leach, 1999). The Indian hill states facing a similar problems of out migration, where the rural have looking "best and the brightest" leave their native place in search of greater opportunity elsewhere. The Uttrakhand hill the pursuit of quality education and diverse post-college job opportunities frequently necessitate long distance moves, taking youth out of rural areas. As this process of uneven development gains momentum, many rural communities face serious threats to their social and economic sustainability. There is no approach of Government to promote the Public private partnership for social services development in the region.

In present Government of India also believes poor lives in villages hence bridge them for education, health, employment and infrastructure divide for them. These have been complemented by specific policies for inclusion of SCs, STs, minorities and women. Among them Sarva Shiksha Abhiyan (SSA) was conceived to improve the educational status of all children of 6-11 age groups in the State, to complete the primary education by 2007 and upper primary education by 2010 of all enrolled children and to ensure universal stay of all children up to the year 2010. This interventions designed to improve accessibility, reduce gender and social gaps and improve the quality of learning and Education Guarantee Scheme into primary schools, upgrading primary school to upper primary

school, repair and maintenance of primary & upper primary school buildings, training to teachers and the activities relating to quality improvement of the elementary education are being implemented. To elaborate to outreach of education Government of India launched Mid-day-Meal (MDM) scheme, hot cooked meal of a minimum 300 calories and 8-12 gms of protein is being provided to children studying in primary schools/upper primary school/ Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) centers. This program is expected to help to connect the Elementary Education by improving enrolment and regularity of attendance, by reducing drop-outs, and by improving children's level of learning and self-esteem. In keeping view to poor health status in rural area, Central Government of India runs a program in April, 2005 National Rural Health Mission (NRHM) to provide accessible, affordable and accountable quality health services to the rural poor with the objectives of the mission include reduction in child and maternal mortality, universal access to public health care services, prevention and control of communicable and non communicable diseases, population stabilization, revitalization of local health traditions, mainstreaming AYUSH and promotion of healthy life style. To enhance the health, nutrition and learning opportunities of infants, young children (0-6 years) and their mothers an Integrated Child Development Services (ICDS) Scheme was launched to deliver the services by pooling services of Health, Rural Development, education, Panchayati Raj Institutions departments, which converging at the Anganwadi Centre. It is the foremost symbol of State's commitment to its children about State's response to the challenge of providing pre-school education on one hand and breaking the vicious cycle of malnutrition, mortality and morbidity on the other.

Thus such programs was implemented to comprehensive schooling to each group of society and be geared towards self-realization, better human relationships, individual and national efficiency, effective citizenry, national consciousnesses, national unity as well as towards social, cultural, economic, political, scientific and technological progress. From the above, it can be

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seen that education is a priceless instrument for the attainment of individual and national development. In order for these objectives to be successfully actualized, there are some fundamental needs that must be adequately provided. These basic needs include the resources of both human and materials. The manpower, devices and functioning tools for minimum education and health related service are often pursued with a view of satisfying these goals of development for the society. There is more pressure on the socio-economic development of a developing state like Uttarakhand hill. However, to actualize these goals i.e.(i). Determine the outreach such services target groups (ii) Determine the constraints between community groups in light of running social services programs and their priority (iii) Ascertain the adequacy of community priority to minimize the gaps and out migration of middle and upper middle families from the source less villages.

The Study Site- In keeping view the census about 4902 villages have population < 500 and 1878 village of Uttarakhand which has 501-1000 population are more or less common educational, geographical and physical conditions with developed road network and communication resources are assumed developed area have lower chances of out migration. Present studied representative site located between 29^o, 65' to 29^o 78' N and 79^o 42' to 79^o 63' E at elevation of 1200- 1450 m amsl in District Almora Uttarakhand. The Village Barsimi and Pagasa located 16 km and 40 km far respectively from the District head quarter. Further the village has a very strong and complex social institutions and line agencies for dealing community and resource management. In 2010 the village population of Barsimi was 173 (80 male and 93 female) and for Pagasa was 840 (417 male and 423 females), is presented in Table (1). The entire village is surrounded by agriculture and pine forest with small patches of pastures.

Methodology- A survey was conducted at village level with help of various primary and secondary sources- questionnaire survey, interactions observed by Rapid Rural Appraisal (RRA) with residing people. Data obtained from Aganbari Kendra - Pagasa, District Census Hand Book, Census of India (2001) and information obtained from Tahsildar office Ranikhet and local revenue records. The detail investigation of population dynamics and educational status of inhabitant was carried out by primary survey and available secondary data records in 1995, 2000, 2005 and 2010. A complete inventory was made for major worked performed for different groups (Labour, craft person, Personal occupation and Government servant) to reflect their physical capabilities, nature of work usually they perform and the inherited traditional families responsibilities.

Study Group-

Group -I This group is a lower economic group and land less families whose children's are either infant or young child registered for schooling in nearest government's school/ Aganbari. Due to very poor economic conditions especially girl child above than 5 years old are highly engaged in household activities, child care and a little bid farm based activities. Obtained data show these are highly capable and humiliated hill human resource have least options for sell their services for agricultural activities, local building constructional activities and different Government employment schemes like MNERGA, JRY, RES and disaster based programs. The women of this age group are much contributed their services for their livestock caring with agriculture activities.

Group-II-This groups related to craft based occupation i.e. iron smith, carpentering, tailoring like traditional jobs for livelihood,

practices and daily routine. The women and children of this group's hardest working group engaging in proper functioning of agriculture related work of upper class along with own livestock caring work. The women of this group are much contributed to household, child care and animal care.

Group III- The interaction with rural and data illustrated in this study shows the studied group have a slightly higher land hold size and one or more person working in private institutions and defense services in other town/city or other state but the child are residing in the village. Most of young men and women/ girls are engaged in professional course i.e. polytechnic, ITI and other courses but lack of government and industrial units in the surrounding places laying still unemployed. Among them few of unemployed looking for jobs in share taxi driving, local level shops etc. The female of this group is totally engaged in farm based activities and livestock caring, a few exception engaged in self employment i.e. shop keeping, weaving etc.

Group IV- Related person engaged in Government services (mostly men) and have good land hold size but residing out side the agriculture totally depends on lower economic groups. This group has very low percentage among the all groups. The women of this group contributed their services for child caring own shop keeping, and hardly engaged in government private and Government jobs.

Result and discussion

Community and Education resources - The results obtained for village Barsimi and Pagasa in Table (1) reverse trend of population in different interval. In case of Barsimi the population decreases 2000 to 2010, whereas in case of Pagasa the population increases slightly in every 5 year interval. This trend due to remote location of Barsimi village from road head and higher percentage of Government service personal migrated to other place for better education and job facility Fig (1). The number of infant registration in nearest Aganwari; registered in Primary/upper primary of 6-14 years child and IXth to XIIth level students show similar trend for both the villages. However the dropout after Vth level and VIIIth level was quite higher in case of Pagasa. This might be due to poor economy and poor resources of education and awareness to improve the carrier.

District level school statistics- The District school level education data 2005 shows about 48 students in one primary school in the district, which are decreases at 39 in 2010 Table (2). However, in case of Upper Primary school the average value was 72 students in 2005 and it decrease by 45 in 2010. In 2005 the Government Primary school has teacher: student is 28, which further decreases 24 in 2010. In case of Upper Primary school the student: teacher ratio was observed 20 in 2005 and only 17 in 2010. This is interesting in case of Private public school's student teacher ratio was below than 1 in 2005 and 5 in 2010. In Upper Primary public school the student ratio was 47 in 2005 and was decreased 15 in 2010. This might be due to the trained teacher were not appointed upto 2005 and after the compulsion of Sarv Shiksha Abhiyan the private institutions appointed the trained staff in their institution show significant changes in student: teacher ratio. In over all when we compare the total registration of students' upto senior secondary in Government and private institution the total registration in Government institution a wide difference in 2005 It was 85.2% and in 2010 it was 72.6%. This show the middle and upper middle class students sifted towards Public school due to charm of English medium and are recognized by CBSE (Central Board for Secondary Education) or ICSE (Indian certificate of Secondary Education).

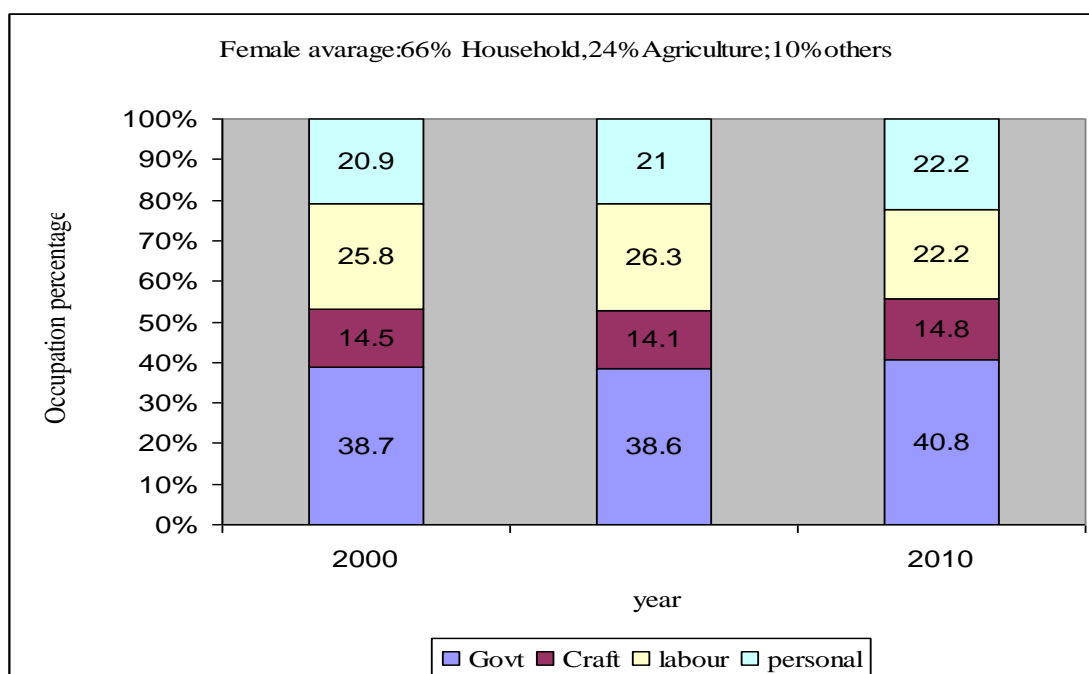


Fig 1(a) People occupation Status of village Barsimi

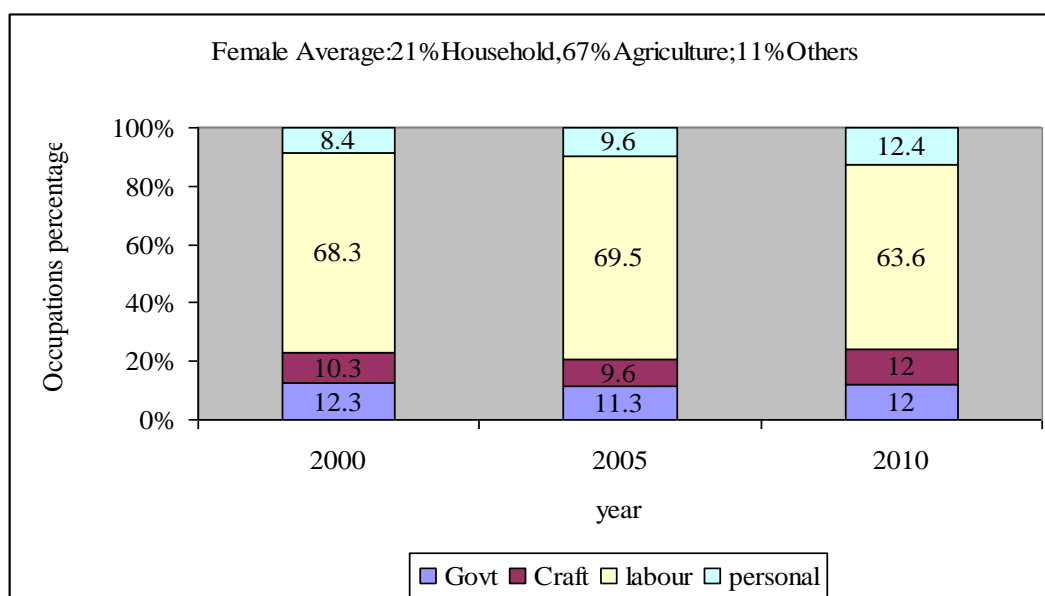


Fig1(b) People occupation village Pagasa

Table 2. Student teacher statistics of District Almora during 2005 & 2011

Year	Type of institution	2005	2011	Percent Enhanced
Primary school	Government	1254	1426	13.71
	Private	73	195	16.71
Upper Primary	Government	139	212	05.25
	Private	13	37	184.61
Total Enrolled students Primary	Government	57304	55743	-02.72
	Private	5091	4578	-10.07
Total Enrolled students upper Primary	Government	10071	9465	-06.01
	Private	997	2105	111.11
Primary school Teacher appointed	Government	2028	2348	15.78
	Private	230	804	249.56
Upper Primary Teacher appointed	Government	490	555	13.26
	Private	21	144	585.71
Total Enrolled students up to Sr. secondary	Government	85161	81284	-04.55
	Private	14857	30595	105.92
Transition rate	Combined	81.5	92.8	13.86
Gender parity	Combined	1.07	0.99	-07.47

Source: District Information System for Education District Almora

Table 1. Population and Educational statistics of village Barsimi and Pagasa during 1995-2010

Village Name	Sex	Barsimi			Pagasa		
		2000	2005	2010	2000	2005	2010
Year							
General cast	M	59	58	52	272	280	284
	F	74	65	62	279	282	283
	T	123	123	114	551	564	565
Schedule cast	M	32	29	28	129	135	135
	F	36	33	31	126	132	140
	T	68	62	59	255	267	275
Total	M	91	87	80	401	415	417
	F	110	98	93	405	412	423
	T	201	185	173	806	827	440
Percentage <06 years children's	M	10	9	10	29	20	23
	F	7	6	08	24	17	25
	T	17	15	18	53	37	48
Percentage 06-14 years children's	M	11	11	09	81	88	84
	F	10	08	10	84	83	87
	T	21	19	19	165	171	171
Percentage of up to senior secondary level	M	08	10	07	29	25	27
	F	06	5	05	21	23	29
	T	14	15	12	50	48	56
Students Enrolled	M	29	30	26	139	133	134
	F	23	19	23	129	123	141
	T	52	49	49	268	256	275
Students dropout after V th level	M	03	02	02	2	3	3
	F	04	02	03	6	4	4
	T	07	04	05	8	7	7
Students dropout below X th level	M	04	03	04	13	17	20
	F	03	03	02	14	10	11
	T	07	03	06	27	27	31

Table 3. Social services programs and their outreach at study area during 1995-2010

S.N	Schemes & Objectives	Barsimi	Pagasa
1.	<i>Sarv Shiksha Abhiyan (SSA)</i>		
I	Reduced gender & social gaps	Social and gender gaps reduced but charm of English medium education upper/middle class not preferred the Government school.	Social and gender gaps reduced but charm of English medium education upper/middle class preferred nearest Public school.
ii	Quality learning (6-11Yrs)	Since 1977 a combined primary/upper primary school is running with sufficient staff and building.	A primary school running since 1998 in the village with sufficient staff.
2.	<i>Mid Day Meal (MDM)</i>		
i.	Increase enrolment, retention & attendance	100% enrolment & retention but lower attendance of schedule cast children.	Cent percent enrolment & retention but lower attendance of schedule cast children.
ii.	Nutrition Status	Not as per recommendation of the program	Not as per recommendation of the program
iii.	Drop out rate	No dropout in last 10 years	Minimized in last 10 years
3.	<i>Integrated Child Development Services(ICDS)</i>		
i.	Learning opportunity in infants	Since 2010 infants registered	Since 1993 a main Aganwari and since 2011 a mini Aganwari is running in village.
ii.	Nutrition enhancement	Given as per supply of the program	Given as per supply of the program
iii.	Malnutrition eradication	Not sufficient for lower economic group.	Not sufficient for lower economic group.
iv.	Control morbidity & mortality	Control in some extent	Control in some extent
	<i>National Rural Health Mission(NRHM)</i>		
i.	Provide accessible, affordable and accountable health services	Due to far distance form road network very poor access.	Due road connectivity such health facilities are easily access.
ii.	Reduction in child and maternal mortality	Community health service, Asha worker are available with very poor facilities.	Community health service, Asha worker are available with very poor facilities.
iii.	Control of communicable and non-communicable diseases	District /base hospital located within 16 Km from road head.	District /base hospital located about 40 Km far from village.

The rapid rural appraisal shows that the Government school education is purely for marginal and low economic groups' choice.

Community and occupation –The livelihood of both the villages depends on very complex hill agriculture and universally depends on women labours. In case of Barsimi village the agriculture of the rural depends on Schedule cast people who are land less, cultivate the upper cast crop. In present to much dependency on others difficulty, the rural has been left their agriculture barren and also leave the village for better education of their childrens' towards developed/developing cities/town. Whereas in case of Pagsa about 70% agriculture has no dependency on other, and people make trail and error to harvest best yield from their crop field. In case of Barsimi about 38.7% - 40.8% people are engaged in Government services and 22.2% - 25.8% in agriculture activities rest personal occupation craft and own business. This show reverse trend for village Pagasa 63.6% -69.5 % people engaging in agriculture activities and is followed by 11.3%-12.9% in Government services. Even though agriculture done traditional methods which are very expensive in labour cost and has low productivity. The average total yield of crop is fulfilling grains

demands upto 4- 6 months hardly. In keeping view the rest months the cereals demands is satisfied by buying local markets. Thus grains are totally imported from terrine area or Government subsidies shops of the state. Besides this there are limited options of income generating services in the area. Even though since last decades after starting of loan facilities form local located banks some middle classes families takes initiatives for self employments generation i.e. buying of share taxi , bakery works, house construction etc.

Health services and outreach- The observed data in Table (1) & (3) and field verification showed <15yrs child's including infants 24.54% to 26.60% in of the total population are under schooling is registered in nearest Aganbaries, government /private schools in both villages. The number of total student enrolled in the school 49 -52 in Barsimi and 256-275 for Pagasa during 2005 -2010. Student drop out after Vth was recorded highest 8 in 2000 and it was 7 for Barsimi in same period. However the total number of dropout after secondary education was higher 31 in 2010 for Pagasa lowest for Barsimi 6 in 2010. Thus the dropout upto senior secondary educated people has needed more options for their livelihood in the local area.

Table 4. Factor differentiate to Government and Private organization in social services

Factors	Government services	Public/Private services
School Education		
Medium of education	Hindi	English
Teaching Staff	Not sufficient & engaged in teaching other duty	Sufficient engaged only for teaching
Drinking water & Sanitation	Available/not available with/without water supply	Available with water & staff
Teaching material & Dress	Free books without interesting syllabus, Free dress, Scholarship to Scs students	Books are interesting & are costly ,sufficient dress for different season,days
Co-curricular activities	Limited co-curricular activities	Sufficient co-curricular activities
Computer education	Not available in maximum cases	Well equipped computer labs & staff
Parent response	Partially involve	Fully involve, keenly observed every day
CCE	In common way	Scheduled as an examination
Health services under NRHM		
Emergency Vehicle, 108	Limited up to road heads	Limited up to road heads
Maternity care	As per availability	Keenly observed
Child care	As per resources	Keenly observed
Availability of staff	Shortage of staff	Sufficient staff
Medicine	As per availability & supply	Recommended good quality
Immunization	At ANM centre & depends on ASHA	
Integrated Child Development service		
Learning opportunity	Limited opportunity	Infants play games & develop their skill
Health & nutrition enhance	As per government supply	Depends on family status
morbidity & mortality control	As per availability of resources	Maximum controlled with few exception
Staff	Staff engaged in multidisciplinary works	Skilled NNT teachers available

Table 5. Social services assets and Group priority

Institutions/Services	Group priority			
	Group I	Group II	Group III	Group IV
Education services				
Government school	I	III	IV	IV
Public school	III	II	I	I
Sarswati Vidhya Mandir	II	I	II	III
Computer education	IV	IV	III	II
Health Services				
Community health services	III	II	I	I
ANM centre	II	III	III	III
108 Ambulance service	I	I	II	II
Asha worker	IV	IV	IV	IV
Child Development (ICDS related)				
Aganwari centre	I	I	II	II
Play group school	NR	NR	I	I

NR: No response

This is the most burning and crucial problem of the studied villages. In all above than 50% people required a sustained service for self and their dependents. The present government programs and policies could not retrieve or facilitated jobs for them. The developments of such groups might be solved by initiating of professional courses/vocational trainings.

The ICDS and NRHM related services also very poor in both of the villages, particularly the remote locating Barsimi villages which located more than 4 Kms far away from the road head. The Asaha worker, ANM like services not provide sufficient services to Delivery of pregnant women and their child in time. The emergency services have no scope to avail such facility in the village. However in case of Pagasa the village is connected with road network but no sufficient medicine and medical worker available in time. In some times little causality were recorded in last 5 years.

Strategy The Himalayan villages have need to some special efforts by which the tremendous migration has been reduced. Really each and every village has no scope to stay over there to conduit the basic daily needs. The confidence of hill people was not winning by any Government /policies to stay over there. The school education and health are basic need including 'Livelihoods Improvement Project for the Himalayas' (LIPH) aims at helping vulnerable groups in the rugged highlands of the Himalayas to improve their livelihoods and develop alternatives for increasing their incomes. After this vulnerable issue no Government/planner subjected it to as prime problem of the state. Since independence, efforts of the government to curb poverty and provide employment guarantee have grown. After foundation of Utrakhand state two Five year plan (10th and 11th) focuses on the hill area development, but development limited upto foothill towns/cities. The tremendous migration was also verified that the number of hill constituencies, at least one from each District is reduced in the Utrakhand State election was 2012. It is a question to policy makers/administrator to root out the major social and economic problems of rural hill. If programs are not successes to minimize the out migration from hill area this further raise a big problems to terrain plain town and cities along with native villages of migrants. Thus the rural area has need multidirectional development in terms of Government Grant, implementation of major Pilot projects in Public Private Partnership (PPP) mode to encourage the about 70 percent poor economy groups as studied villages. The nature of social and economic services implementation via PPP mode is the foremost demand to succeed the out migration. The conduction of present mode of social and economic services taught us lessons improper planning with their failure. Thus, new plans inspired from the successes and failures of previous schemes were launched. Out of the lot, the schemes which endured.

Conclusion

If basic and secondary level students are to be successful in attracting and retaining more registration in school, they must change their thinking about their schooling. The schooling model that predominates must be exchanged for one that is based on their parents' perceptions of their goals and purposes and that addresses the realities of their lives. To aware the parents, the education principles can be one vehicle for effecting this change. Planner and special reform groups in other subject areas refer to a process known as "problem-based learning," which has many similarities to the problem-solving approach. In problem-based plans, all adaptation is done in context, within the user's social environment. Adoption occurs as users negotiate with others and evaluate the viability of each individual understands

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