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Paper for  
Discussion

**EDUCATIONAL DEVELOPMENT OF TEHSIL GANDEBAL**  
(District Srinagar)

**A PLAN MODEL**



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F O R  
EDUCATIONAL  
DEVELOPMENT

Tehsil Ganderbal  
Distt. Srinagar

PLANNING, STATISTICS & SURVEY UNIT  
EDUCATION DEPARTMENT, CIVIL SECRETARIAT  
GOVERNMENT OF JAMMU AND KASHMIR  
JAMMU

## FORE WORD

Amidst the present revolution of rising expectations, there is a universal recognition that sustained economic growth cannot be possible without perspective planning. And as economic growth is dependent on the quantity and quality of educated man-power, education cannot escape the purview of the planner. Furthermore, living in a scarcity economy, it is essential for us to use our resources for competing demands in such a manner that maximum results are obtained. This can be possible only through planning. First four plans and the exercise regarding 5th Plan did recognise these facts and the educational plans were given due weightage in the overall strategy of Plan.

The main shortcoming of our planning process has been that decisions are being taken at the national and state levels, while the authorities at the Tehsil and institutional level are ignored or slighted. The consequence is that officers at this level lose initiative and there is no commitment to implement these plans. They generally become conformists and "yes men" and keep themselves busy in transfer of teachers or other routine administrative matters. Similarly 'Planning from above' results in total apathy on the part of the local community and its main role has been to make demands only and not involve itself in the gigantic task of educational reconstruction. We should also be clear in our minds that no administrative machinery, howsoever efficient it maybe can deliver goods without active cooperation of the community at large.

The Plan Model for Educational Development of Tehsil Gandherbal prepared by the Planning, Statistics and Survey Unit of the Education Department needs to be viewed in this context. It is a new venture and an attempt to bring the planning process to base from the apex and thus provide an opportunity to the teachers, educational officers and the community to play their role in identification of problems and their solutions.

The survey has made in-depth analysis of following aspects:-

- 1- Location of schools and the problem of rationalization of existing institutions and opening of new ones.
- 2- Quantitative and qualitative analysis of Teaching staff and rational allocation of the same;
- 3- Enrolment projections and Universalization of elementary education;
- 4- Provision of school buildings and other physical facilities
- 5- Work experience, School Complex, Non-formal education etc

The study, though a micro one, yet is revealing and has got relevance for the whole of State. It has influenced the Department in formulation of plan and strategy for 1976-77. The solutions of the problems are also suggested. The Department has got a challenging task of implementing the plan and experience gained from Ganderbal project can be fruitfully utilized in tackling the problems of the whole State.

\*CLAN\*

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Education Commissioner  
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## INTRODUCTION

Educational planning can only be effective if it is practised not only at the national and state levels but also at the district, tehsil and institutional levels. An effort has been made in this direction, for the first time, in our State to prepare comprehensive plans for the development of education, both in quantitative and qualitative terms, taking tehsil as a basic unit. To start with Ganderbal Tehsil of Srinagar District has been selected for this experimental project.

This document has been prepared by the Planning, Statistics and Survey Unit of the Education Department, in collaboration with the field education officers under the guidance of Shri M.M. Kapoor, Assistant Director on the basis of the data collected through 3rd Educational Survey and Intensive Educational Survey specially conducted in Ganderbal Tehsil in August, 1975. This comprehensive model of educational development does not only visualise the perspectives of educational development in quantitative terms, but also seeks to draw attention to some of the important implications for educational development that have become evident when specific data have been examined systematically and quantitatively. It is also designed to illustrate the inter-relationship of some of the main factors involved in educational development and to show how they may be viewed in combination.

Before steps are taken to implement this plan and adopt this model for other Tehsils, this document should be thoroughly discussed at various levels. The views expressed in this publication/<sup>need</sup>not necessarily be construed of that of the government.

( A. H . Khan I.A.S  
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1. GENERAL BACKGROUND

1.1. Educationally Ganderbal is one of the most backward tehsils of the State with only 11% literacy as compared to the State level percentage of 19. There is no urban area in this tehsil of 264 sq.kms and 0.95 lakh of population as per 1971-Census which represents all types of religions as under:-

Muslims -	92,832
Hindus -	1,577
Sikhs -	251
Budhists-	110
Christians & others -	13

1.2. As per the 3rd Educational Survey of 1973-74, the total population of this tehsil has been estimated as 1.03 lakhs. Out of this population the number of speakers of different dialects in various habitations are as under:-

Table:I Distribution of <sup>p</sup>speakers and Habitations according to Dialects

Name of Dialect	Number of Speakers	No. of Habitations where spoken
Kashmiri	90,259	157
Gojri	9,849	8
Ladakhi	1,487	2
Balti	1,291	2
Pushto	312	1

1.3 According to this Survey, there are 170 habitations in 139 villages which can be distributed among various <sup>population</sup>slabs as under:-

TableII: Distribution of Habitations according to Population 1973-74

<u>Population Slabs</u>	<u>Number of Habitations</u>
Above 5,000	-
2000-4,999	4
1000-1,999	26
500- 999	45
400- 499	15
300- 399	18

200-299	29
100-199	23
Below -100	10

1.4 This Survey has also revealed that most of the villages (139) and one Forest block of this tehsil are connected with the pacca roads as under:-

Table-III: Distribution of Villages according to distance from Pacca Roads

<u>Distance from the nearest Pacca Road</u>	<u>Number of Villages</u>
0 Km.	75
0-1/2 Km-	9
1/2-1 km	24
1-1 1/2 km	1
1 1/2-2 km	10
2-2 1/2 km	3
2 1/2-3 kms	11
3-4 kms	2
4-5 kms	2
Above 5 kms	1
Total	<u>139</u>

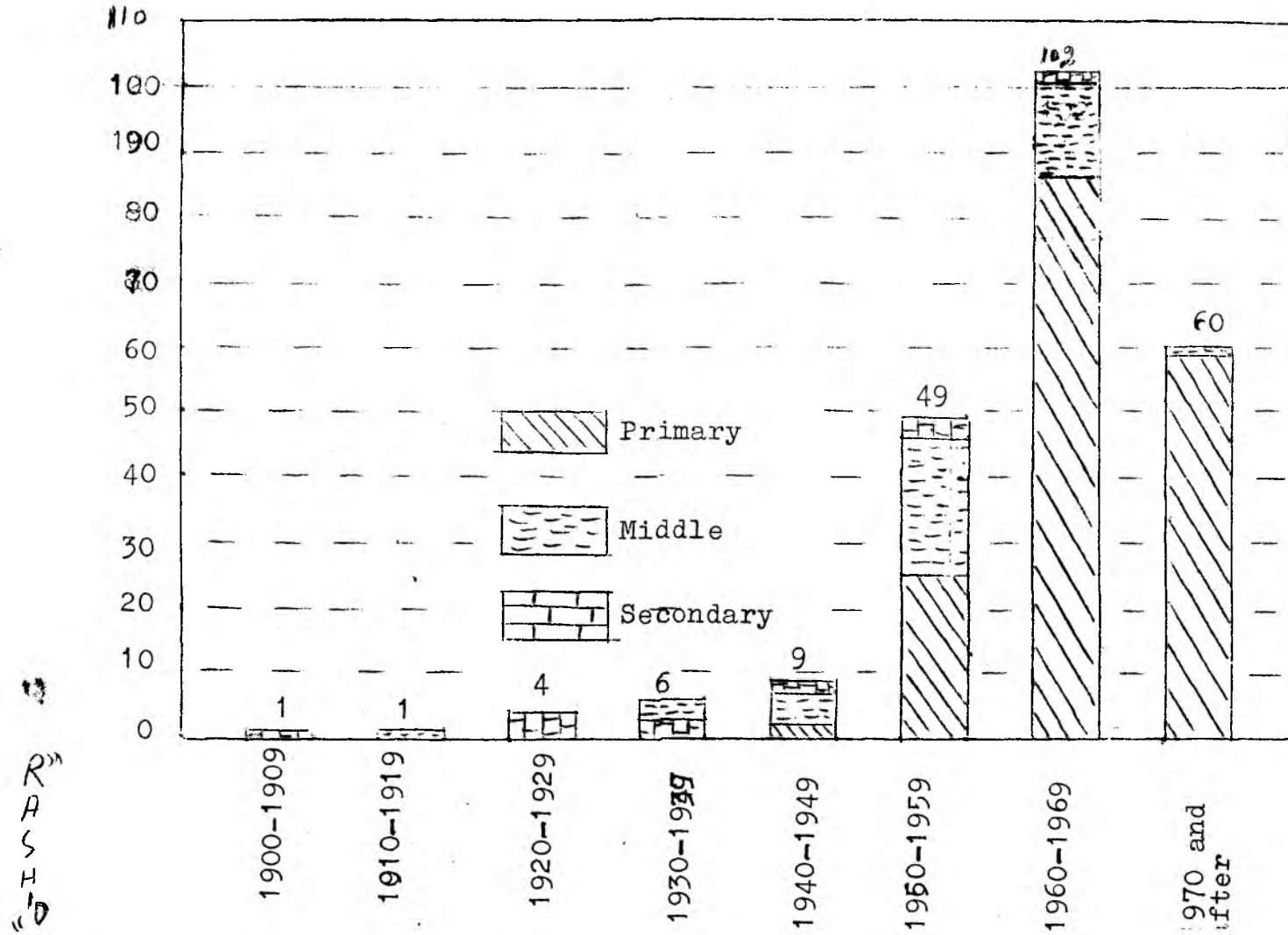
1.5. The percentage of workers as per 1971-Census is 33% which is higher than the State average of 30% and District Srinagar average of 29%. The distribution of workers in various trades and profession is as under:-

Table IV: Distribution of Workers in Various Trades and Professions: 1971-Census

<u>Trade/Profession</u>	<u>Population of workers</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>
i/ Cultivators	22,473	1,507	23,980
ii / Agriculture Labourers	824	8	832
iii/ Other Allied Agricultural Activities	1,122	45	1,167
iv/ Manufacturing, processing, servicing and repairs	1,129	100	1,229
v/ Construction	657	.	657
vi/ Trade & Commerce	504	1	505
vii/ Transport etc.	279	-	279
viii/ Other services	<u>2,439</u>	<u>63</u>	<u>2,502</u>
TOTAL	<u>29,427</u>	<u>1,724</u>	<u>31,151</u>

1.6 The Ganderbal Tehsil has two blocks viz. Kangan and Ganderbal. Both the blocks are separate educational administrative units for boys schools - one Tehsil Block

DISTRIBUTION OF SCHOOLS ACCORDING TO YEAR OF ESTABLISHMENT IN GANDERBAL TEHSIL 1900-1975





Officer for Ganderbal and one Additional Tehsil Education Officer for Kangan Block. For girls schools, only one Tehsil Education Officer is there in whole of the Tehsil. At present, there is no private recognised school in the tehsil. The Block-wise number of various schools in the Tehsil is as under:-

Table V: Number of schools in Ganderbal Tehsil 1975

Type of School	Schools for boys			Schools for Girls	Total
	Ganderbal Block	Kangan Block	Total		
1. Higher secondary Schools	1	-	1	-	1
2. High Schools	5	6	11	2	13
3. Middle Schools	6	6	12	3	15
4. Central Schools	12	12	24	6	30
5. Primary Schools	<u>56</u>	<u>52</u>	<u>108</u>	<u>65</u>	<u>173</u>
Total	<u>80</u>	<u>76</u>	<u>156</u>	<u>76</u>	<u>232</u>

1.7. The oldest school in the Tehsil is Boys High School, Tulla Mulla which was started in 1907. Upto 1950 there were only 21 schools, but within a period of 25 years their number has increased to 232. The school-wise distribution according to years of establishment is given in the following table:-

Table VI: Distribution of schools according to years of establishment in Ganderbal Tehsil

Period of Establishment	Primary Schools	Middle Schools	Secondary Schools	All Schools	Cumulative Totals
1900-1909	-	-	1	1	1
1910-1919	-	1	-	1	2
1920-1929	-	-	4	4	6
1930-1939	-	3	3	6	12
1940-1949	2	5	2	9	21
1950-1959	25	21	3	49	70
1960-1969	87	14	1	102	172
1970 & after	59	1	-	60	232
Total	<u>173</u>	<u>45</u>	<u>14</u>	<u>232</u>	

1.8 About 9% of the total population of this Tehsil is at present going to schools. The class-wise enrolment

and the percentage of school-going children in corresponding age-groups (enrolment ratios) as on August, 1975 are given below:-

Table VII: Enrolment and Enrolment Ratios: 1975-76

Classes/Age-group	Enrolment			Enrolment Ratios(in %)		
	Boys	Girls	Total	Boys	Girls	Total
IV Classes (6-11 Age-group)	4987	1328	6315	70.26	20.56	46.59
VI-VIII Classes (11-14 age-group)	1756	276	2032	45.89	8.25	28.33
IX-XI Classes (14-17 age-group)	920	122	1042	26.34	4.04	16.01
Total	7663	1726	9389	53.15	13.46	34.47

## II- PROVISION OF SCHOOLING FACILITIES

## A-Extent of Existing schooling Facilities

2.1 The extent of existing educational facilities has been assessed with the help of the 3rd Educational Survey separately in respect of Primary Schools/Sections, Middle Schools/Sections, High Schools/Sections and Higher Secondary Schools/Sections. The following table depicts the number of habitations with/without primary schools/sections and the population covered.

Table VIII Habitation with/without Primary Schools/Sections as per Education Survey 1973-74

Primary School/ Section	Habitations		Population covered	
	Number	% to Total	Total ( In lakhs)	% to Total
i) Within the habitation	130	76.47	0.95	91.80
ii) within the distance of 0.5 Km.	5	2.94	0.01	0.96
iii) Within the distance of 0.5 Kms to 1.00 Km.	24	14.12	0.05	4.81
Sub-Total (i to iii)	159	93.53	1.01	97.57
iv) 1.1 Km to 1.5 kms.	1	0.59	0.004	0.39
v) 1.6 kms to 2.0 kms	3	1.76	0.005	0.49
vi) More than 2 Kms	7	4.12	0.016	1.55
Total (i to vi)	170	100.00	1.035	100.00

2.2. From the above table it is clear that there are 11 such habitations which have no schooling facilities within the walking distance of 1.00 Km. Provision of schools to these habitations will depend upon the population factor also. The population-wise distribution of these habitations is given in the following table:

Cont....14.

Table IX: Population-wise distribution of Habitations having a school within a distance of more than one Kilometre as per Educational Survey 1973-74

Population Slabs	Number of Habitations having a School within walking distance of			
	1.1 to 1.5 Kms	1.6 to 2.0 Kms	More than 2 Kms	Total
400-499	-	-	1	1
300-399	1	1	1	3
200-299	-	-	1	1
100-199	-	1	3	4
Below 100	-	1	1	2
Total	1	3	7	11

2.3. Similarly, the following table indicates the number of habitations with/without middle schools/sections alongwith the population covered as per the 3rd Educational Survey.

Table X:-Habitations with/without Middle Schools/Sections as per Educational Survey; 1973-74

Middle School/Section	Habitations		Population covered	
	Number	% to Total	Total (in Lakhs)	% to Total
i/ Within the habitation	33	19.41	0.42	40.38
ii/ Within a walking distance of 1 Km	49	28.82	0.22	21.15
iii/ 1.1 Kms to 2.0 kms.	40	23.54	0.19	18.27
iv/ 2.1 Kms to 3.0 Kms	27	15.88	0.11	10.58
Sub-Total(i to iv)	149	87.65	0.94	90.38
v/ 3.1 to 4.0 Km	11	6.47	0.05	4.81
vi/ 4.1 to 5.0 Kms	3	1.76	0.01	0.96
vii/ More than 5 Kms	7	4.12	0.04	3.85
Total	170	100.00	1.04	100.00

2.4 The population-wise distribution of 21 habitations having a middle school/section within a walking distance of more than

3 Kms is given in the following table:

Table XI : Population-wise distribution of Habitations having Middle School/Section within distance of more than 3 Kms

Population Slabs	Number of Habitations having a school within walking distance of			Total
	3.1 to 4.0 Km	4.1 to 5.0 Kms	More than 5 Kms.	
2000-4999	-	-	-	-
1000-1999	1	-	1	2
500- 999	1	1	3	5
Below 500	9	2	3	14
Total	<u>11</u>	<u>3</u>	<u>7</u>	<u>21</u>

2.5 Out of 170 habitations only 9 habitations have a high school/section within the habitation. The following table shows the habitation with/without high schools/Sections:

Table No: XII Habitations with/without High Schools/Sections according to the Educational Survey 1973-74

High Schools/ Section	Habitations		Population covered	
	Number	% to Total	Total (In lakhs)	% to total
i/ Within the habitation	9	5.29	0.16	15.38
ii/ Within a walking distance of 1 K.m	25	14.71	0.15	14.42
iii/ Within a distance of 1.1 to 2 Km	23	13.53	0.12	11.54
iv/ 2.1 to 3.0 Kms.	33	19.41	0.15	14.42
v/ 3.1 to 4.0 Kms	28	16.47	0.18	17.31
vi/ 4.1 to 5.0 Kms	13	7.65	0.04	3.85
Sub-Total(i.vi)	<u>131</u>	<u>77.06</u>	<u>0.80</u>	<u>76.92</u>
vii/ More than 5 Kms	39	22.94	0.24	23.08
Total	<u>170</u>	<u>100.00</u>	<u>1.04</u>	<u>100.00</u>

2.6. In the following table population-wise distribution of those habitations has been given which have a high school/section within a distance of more than 5 Kms:-

Cont...16.

Table XIII: Population-wise Distribution of Habitations having High School/Section within a distance of more than 5 Kms.

Population	Number of Habitations having a school within walking distance of more than 5 Kms
2000-4999	-
1000-1999	7
500- 999	10
Below 500	22
Total	<u>39</u>

2.7 With regard to facilities provided by the Higher Secondary schools, there is only one such school at the Tehsil Headquarter and all the habitations are served by it.

B- Plan for opening and upgrading of schools

i) Opening of Primary Schools

2.8 The first priority needs to be given to the provision of facilities of primary schools within a walking distance of one kilometre to all such habitations which remain to be covered as per table IX. By adopting the following criteria for opening of new primary schools, we are required to open only 9 primary schools:

- i/ Distance from the nearest primary school section not to be less than one kilometre; and
- ii/ the population of the habitation not to be less than 100.

The list of where new schools are to be opened is given in statement-I.

ii) Up-grading Primary Schools to Middle Standard

2.9 The second priority should be given to up-grading of primary schools to middle standard. The following criteria may be adopted for this purpose:

- i/ Distance from the nearest Middle School/Section not to be less than three kilometres; and
- ii/ the population of the habitation village/area covered not to be less than 500; and
- iii/ the enrolment in the 5th primary class not to be less than 5 students.

2.10 With the adoption of this criteria, on the basis of table XI we require only 7 primary schools to be upgraded to middle standard. The list of such schools is given in Statement-II.

It may also be mentioned that other things remaining the same, weightage should also be given to the old established schools and schools having good buildings.

2.11 At present there are 30 Central Schools out of which 9 are upto 7th class and remaining upto 6th class only. These schools should be upgraded to middle standard. The schools proposed for upgradation from primary to middle standard in Statement-II, should be given 6th class in the 1st year, 7th class in the 2nd year and 8th class in the 3rd year automatically. The practice of having separate Central Schools should be done away with.

iii) Up-grading Middle Schools to High Standard

2.12 The third priority be given to upgrade middle schools to high standard. Following norms may be adopted in this respect:-

- i/ The nearest high school/section should not be less than 5 kilometres;
- ii/ The population of the habitation/village to be covered should not be less than 1000;
- iii/ The enrolment in 8th class of the middle school should not be less than 15 students.

2.13 Other things remaining the same, preference should be given to such middle schools which have sufficient accommodation and were established earlier than others. The list of such middle schools which need to be up-graded to high standard is given in Statement-III. The number of such schools comes to seven only.

2.14. At present there is no lower high school in the tehsil and all have been upgraded to high standard. We should discourage the practice of having lower High Schools. Every middle school which is upgraded to High standard, should automatically be given 9th and 10th classes in subsequent years.

iv) Opening and upgrading of Schools for Girls

2.15 The creteria given in the above paragraphs are preferably for schools for boys exception the case of opening of primary schools which are to be mixed schools. The existing policy of opening of mixed primary schools has shown encouraging response which should continue. Lady teachers preferably trained ones should be deployed in these schools except in areas where teachers from the fair sex are not forthcoming.

2.16 In case of upgrading of schools, the creteria given above cannot be strictly followed. It should provide only the guidelines and only such schools for girls should be upgraded which prove to be viable educational units with sufficient enrolment. In addition to distance and population factors, the existing and

anticipated enrolment should be the major guiding factor. For next five years the names of schools for girls to be upgraded to middle and high standard have also been in statements-II and III. The general criteria for opening and of schools is given in Statement IV.

2.17 It is also interesting to note that a sizable percentage of girls are reading in schools for boys as shown in the following table:

Tablez XIV: Number of Girls reading in Schools for boys in Ganderbal Tehsil 1975

Class	Total number of Girls	Number of Girls in Boys Schools	Percentage of girls in boys school
I-V	1328	174	13%
VI-VIII	276	54	20%
IX-XI	122	59	48%
Total	<u>1726</u>	<u>287</u>	<u>17%</u>

2.18 As a matter of fact middle and secondary schools are not Co-educational but girl students are admitted to schools for boys when there is no school exclusively for girls in the vicinity. As it would not be possible to provide easily assessable middle and secondary schools specially for girls, it is suggested that the existing policy of permitting girls to join boys' schools need not be stopped.

#### 47) Problems of Defunct Schools/Classes

2.19 The incidence of defunct schools is very high in the Ganderbal Tehsil specially among girls schools. The following definition needs to be adopted for declaring a particular school/Section as defunct:

- i/ When a school is sanctioned but is not functioning at all or
- ii/ When a Primary School/Section have enrolment of less than 10 students; or
- iii/ When any section/class from 6th to 10th classes have enrolment of less than 5 students.

2.20 There are 39 defunct schools (13 for boys and 26 for girls) which have enrolment of less than 10. A list of



these schools alongwith the years of their establishment has been given in statement-IV. It is also interesting to note that the Primary School, Chattargulbala which was started in 1968 has no enrolment at all. Even schools started as early as 1960 or even earlier also fall under this category. The distribution of such schools according to the year of establishment is as under:

Table: XV: Distribution of Defunct Primary Schools according to the year of establishment

Year	Schools for boys	Schools for Girls	All Schools
Upto 1960	5	-	5
1961-1965	1	5	6
1966-1970	3	8	11
1971-1974	4	13	17
Total	<u>13</u>	<u>26</u>	<u>39</u>

There is also a Central School at Batwina for Girls in Genderbal Block which has enrolment of only 9.

2.21 There are so many schools where classes/sections have enrolment of less than 5. But there are five following Central Schools ( three for Boys and two for Girls) which have no enrolment at all in 6th class:-

- i/ Central School for Boys, Burzahama
- ii/ Central School for Boys Yachawa
- iii/ Central School for Boys, Tangehattar.
- iv/ Central School for Girls, Wakoora
- v/ Central School for Girls, Urpash.

2.22 No school class should be allowed to remain defunct for more than a year in any case. Either it should be closed down, shifted or amalgamated with the nearest school. Before taking any such action, these schools should be notified and the public of the area be taken into confidence so that there may not be any public displeasure with the closure of the class/school. But every effort should be made, rather it should be obligatory on the part of the teacher to bring the children to school with the cooperation of the local people to avoid the closure of the school. The basic objective is not to close the school but to increase its roll.

D- Rationalization of Location of Schools

2.23 There are many primary schools and also middle schools whose location needs to be rationalised. Rationalisation of primary schools and sections is proposed as under:-

- a) Shifting of a school to more suitable location in order to widen its area of their coverage.
- b) Amalgamation of boys and Girls schools or sections as mixed schools/Sections in areas where both exist with low enrolment and are either of them is facing accommodation problem.

2.24 The schools which need to be shifted alongwith the proposed location are given in the Statement-V. The schools which are proposed to be made mixed schools by amalgamation of two separate schools for boys and girls or merging primary sections of middle or high schools with local primary schools for boys or girls or vice-versa mostly due to accommodation problem are given in Statement VI. Through this process, the 64 posts in the grade of 220-430 could become surplus which can be utilised to some extent for opening and upgrading of schools as proposed above. This may also give rise to the administrative problem of posting of male or female teachers in schools. In case of more than one teacher in a school, all teachers should belong to one sex. Posting of two relatives specially two brothers or sisters or husband and wife in one school should also be avoided as it gives rise to the problem of converting the school into a residential house and the school usually remains a single-teacher-school.

III. PROVISION OF STAFF IN SCHOOLS:A. Study of Existing Position of Teaching Staff:i) Grade-wise distribution of Teachers:

3.1 There are 697 posts of teachers in Ganderbal out of which only 15 are lying vacant. The grade-wise position is as under:-

Table: XVI Grade-wise sanctioned and filled in posts of Teachers: in Ganderbal: 1975:

Grade (in Rupees)	Sanctioned posts			Filled in			Vacant posts		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
220-430	451	142	593	450	141	591	1	1	2
350-470	12	8	20	12	8	20	-	-	-
340-700	55	7	62	43	7	50	12	-	12
475-850	20	1	21	19	1	20	1	-	1
520-900	1	-	1	1	-	1	-	-	-
<b>Total:</b>	<b>539</b>	<b>158</b>	<b>697</b>	<b>525</b>	<b>157</b>	<b>682</b>	<b>14</b>	<b>1</b>	<b>15</b>

3.2 From above it is clear that the number of vacancies in the grade of Rs. 220-430 is only marginal as there is direct recruitment to this grade whereas maximum number of vacancies are in the grade of Rs. 340-700, which is a grade for trained graduates on promotion from the lower grades. Since teachers of lower grades are also working against posts of higher grade and in one of the cases, a person in the Peon's grade of Rs. 170-230 is working against a post of a Senior master in the grade of Rs. 340-700.

ii) Qualification-wise distribution of Teachers:

3.3 Out of 682 Teachers, about 52% are matriculates whereas this percentage in females is as high as 80% as shown in the following table:-

Table: XVII Qualification-wise Number of Teachers: 1975

<u>Schools:</u>	<u>Number of Teachers:</u>					
	<u>Post-graduate</u>	<u>Graduates</u>	<u>Under-Graduate</u>	<u>Matric</u>	<u>Special line</u>	<u>Total</u>
<u>Primary Schools:</u>						
Men	1	10	37	92	-	140
Women	-	6	-	79	-	85
Total	1	16	37	171	-	225
<u>Middle Schools:</u>						
Men	9	42	39	99	2	191
Women	3	4	-	38	-	45
Total.	12	46	39	137	2	236
<u>Secondary Schools:</u>						
Men	54	73	21	37	9	194
Women	6	8	2	9	2	27
Total.	60	81	23	46	11	221
<u>All Schools:</u>						
Men	64	125	97	228	11	525
Women	9	18	2	126	2	157
Total.	73	143	99	354	13	682

3.4 Similarly , there are 64 % trained teachers , the school-wise position is given in the following table:

Table: XVIII School-wise distribution of trained and Untrained Teachers:

<u>Type of School:</u>	<u>Number of Teachers:</u>								
	<u>Trained</u>			<u>Untrained</u>			<u>Total</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
<u>Primary Schools:</u>	82 (59)	62 (73)	144 (64)	58 (41)	23 (27)	81 (36)	140 (100)	85 (100)	225 (100)
<u>Middle Schools</u>	123 (64)	32 (71)	155 (66)	68 (36)	13 (29)	81 (34)	191 (100)	45 (100)	236 (100)
<u>Secondary Schools:</u>	121 (62)	18 (57)	139 (63)	73 (38)	9 (33)	82 (37)	194 (100)	27 (100)	221 (100)
<u>All Schools:</u>	326 (62)	112 (71)	438 (64)	199 (38)	45 (29)	244 (36)	525 (100)	157 (100)	682 (100)

(Note: Percentages to total are given in brackets)

3.5 From the point of view of qualifications, percentage of trained teachers is high among matriculates as shown under:

Table: XIX Qualification-wise distribution of trained and untrained teachers (percentages to total given in brackets)

Qualification:	Number of Teachers:								
	Trained			Untrained			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Post-graduates.	38 (59)	1 (11)	39 (53)	26 (41)	8 (89)	34 (47)	64 (100)	9 (100)	73 (100)
Graduates.	81 (65)	9 (5)	90 (63)	44 (35)	9 (95)	53 (37)	125 (100)	18 (100)	143 (100)
Under-graduates.	64 (66)	-	64 (65)	33 (34)	2 (100)	35 (35)	97 (100)	2 (100)	99 (100)
Matriculates.	134 (59)	100 (79)	234 (66)	94 (41)	26 (21)	120 (34)	228 (100)	126 (100)	354 (100)
Special line.	9 (32)	2 (100)	11 (85)	2 (18)	-	2 (15)	11 (100)	2 (100)	13 (100)
Total: <u>XX</u>	326 (62)	112 (71)	438 (64)	199 (38)	45 (29)	244 (36)	525 (100)	157 (100)	682 (100)

iii) Age-wise distribution of teachers:

3.6 According to the 3rd Educational Survey, about one third of the total teachers in this tehsil belong to age-group of 25-30 years and 83% of the total teachers are below 35 years of age as shown in the following table:

Table: Percentage of school-wise Teachers in various age-groups: 1973-74

Age-group (in years)	Primary schools	Middle schools	Secondary schools	All Schools	(in percentages)
					Commulative of percentages of Col.
1	2	3	4	5	6
Below-20	6	1	2	3	3
20-25	35	15	15	22	25
25-30	35	38	31	34	59
30-35	18	29	25	24	83
35-40	5	11	14	10	93
40-45	1	2	8	4	97
45-50	Neg	3	4	2	99
50 and above.	-	1	1	1	100
Total.	100	100	100	100	

iv) Experience wise distribution of Teachers:

3.7 This tehsil has the privilege of having a team of Young and experienced teachers. The following table based upon the findings of 3rd Educational Survey reveals that more than 50% of the teachers have teaching experience of eight years and more:

Table: XXI Distribution of school-wise teachers according to Teaching Experience : 1973-74: (in percentages)

Years of Experience:	Primary Schools	Middle Schools	Secondary Schools	All Schools	Commulative total of percentages of col
1	2	3	4	5	6
Below 1 year:	11	10	6	9	9
1-2	17	19	10	15	24
2-3	13	6	9	10	34
3-4	3	1	2	2	36
4-5	3	1	1	2	38
5-6	2	"	2	1	39
6-7	5	3	2	3	42
7-8	4	11	3	6	48
8-9	13	9	2	9	57
9-10	6	3	3	6	63
10 & above.	23	37	55	37	100
Total.	100	100	100	100	

v) Distribution of schools according to Teachers and Enrolment:

3.8. The pattern of staffing in various types of schools is not rational. Most of the schools seem to be over staffed as compared to the number of students reading there as given in the following three tables, separately for Primary, Middle and Secondary Schools:

Table: XXII Distribution of primary schools according to Teachers and Enrolment : 1975

Number of Teachers:	Number of schools with Enrolment											
	Less than 10		10-25		25-50		50-100		Total		% to total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
1	2	3	4	5	6	7	8	9	10	11	12	13
One Teacher	13	20	50	23	13	2	"	"	76	45	121	71%
Two Teachers.	"	6	2	8	19	4	3	"	24	18	42	25%
Three Trs.	"	"	"	1	4	"	3	"	6	1	7	4%
Above 3 Trs.	"	"	"	"	"	"	"	"	"	"	"	"
Total.	13	26	52	32	36	6	4	"	106	64	170	100
Percentages to total.	8%	15%	31%	19%	20%	4%	3%	"	62	38	100	

Table: XXIII Distribution of Middle Schools according to teachers and Enrolment : 1975

Number of Teachers:	Number of schools with Enrolment:														% to total
	Less than-10		10-25		25-50		50-100		Above-100		Total		Total	%	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
One Teacher.	-	-	1	-	1	-	-	-	-	-	-	2	-	2	4%
Two Trs.	1	-	1	-	-	-	-	-	-	-	-	2	-	2	4%
Three Trs.	-	-	-	2	5	1	1	-	-	-	-	6	3	9	20%
Four Trs.	-	1	-	-	4	1	3	-	-	-	-	7	2	9	20%
Five Trs.	-	-	-	-	1	-	2	-	-	-	-	3	-	3	7%
Above 5 Trs.	-	-	2	-	-	1	6	2	8	1	16	4	20	45%	
<b>Total:</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>11</b>	<b>3</b>	<b>12</b>	<b>2</b>	<b>8</b>	<b>1</b>	<b>36</b>	<b>9</b>	<b>45</b>	<b>100</b>	
Percentages to total:	2	2	9	5	24	7	27	4	18	2	80	20	100		

Table: XXIV Distribution of Secondary Schools according to Teachers and Enrolment : 1975

Number of Teachers:	100-150		150-200		Above-200		Total		% to total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
	2	3	4	5	6	7	8	9		10
9 Trs.	1	-	-	-	-	-	1	-	1	7%
10, Teachers.	-	1	-	-	-	-	-	1	1	7%
Above 10 Trs.	2	-	-	-	9	1	11	1	12	86%
<b>Total.</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>1</b>	<b>12</b>	<b>2</b>	<b>14</b>	<b>100</b>
Percentages to total .	21%	7%	-	-	65%	7%	-	-	100	

VI. Summary of Conclusions:

3.9 On the basis of the threetables given above, following main conclusions are arrived at:

a) In addition to 682 teachers working at present, 15 posts of teachers are lying vacant. The total number of posts of teachers in this tehsil . Thus comes to 697.

b) Against requirement of about 60 Special line teachers in Drawing Hindi and other languages , only 13 are working at present.

c) Whereas 36% of the teachers are untrained , this percentage is 38 among male teachers and only 29 among female teachers. This percentage is the highest among post graduate teachers. The percentage of trained teachers is low / due to heavy recruitment of teachers in last few years.

d) About 83% of the total teachers working at present will continue in the Department for next 20 years or more in case the attrition rate is assumed as nil.

e) The average teaching experience of a teacher comes to about 7 / the age as years and average/29 years.

f) 71 % of the primary schools are single teacher schools . Even there are two single teacher middle schools.

g) 23 % of the primary schools have enrolment of less than 10 and 18% of middle schools with less than 25 enrolment.

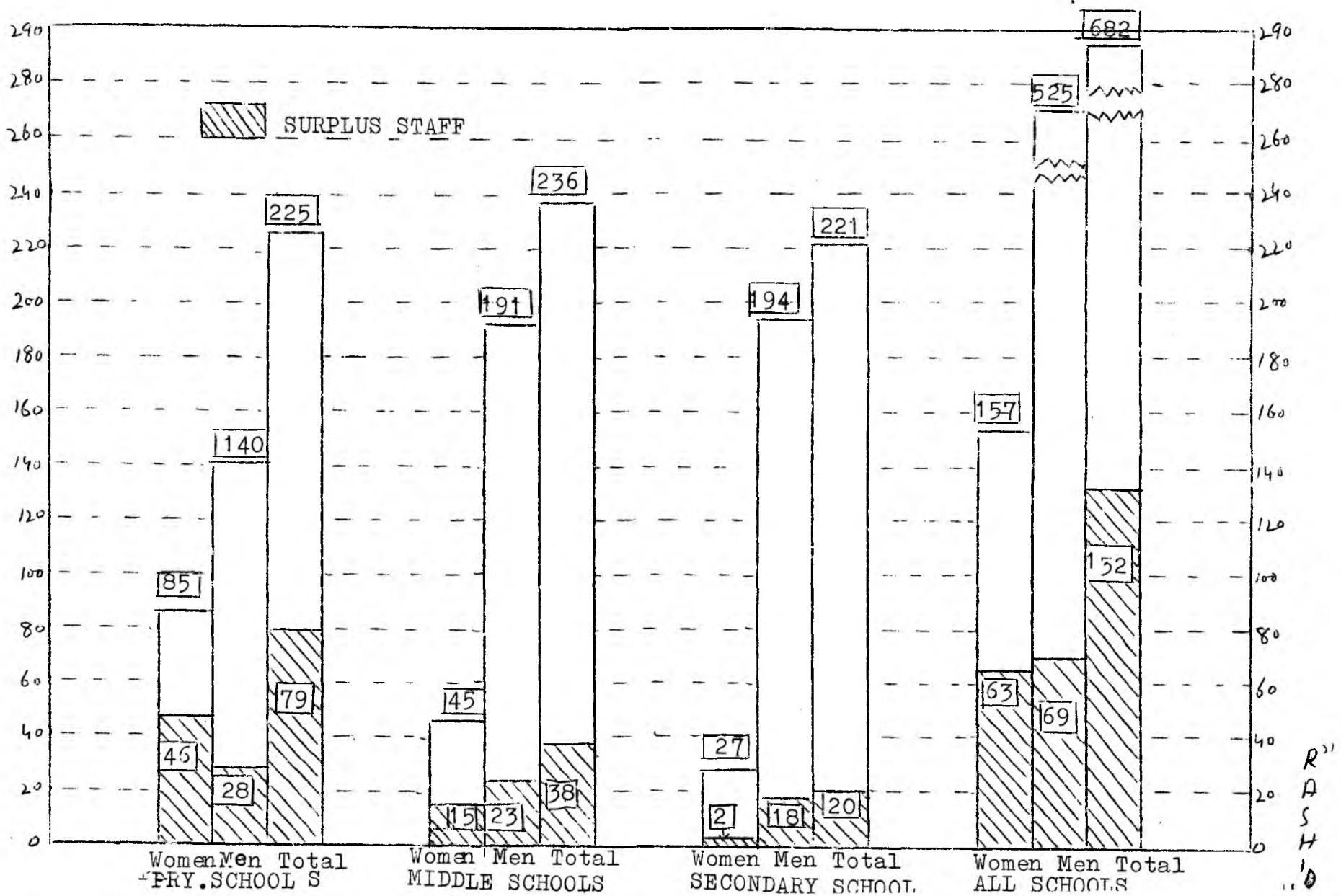
h) There is a primary school with enrolment of 25 and three teachers and also a Middle school with four teachers and less than 10 students.

B. Proposal for Rationalisation of staff:

3.10 From the point of view of teaching staff , Ganderal Tehsil has very favourable position , rather its existing teacher-pupil ratio of 14 can be raised to the optimum level by increasing enrolment and without providing any additional staff. The following table gives Teacher-pupil ratio and Institutions teachers ratio:



SURPLUS TEACHING STAFF IN GANDERBAL TEHSIL 1975



R  
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S  
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Table: XXV Teachers-Pupil Ratio and Institution-Teacher Ratio in Ganderbal Tehsil: 1975

Type of Schools:	Teacher Pupil Ratio			Institution Teacher Ratio in		
	in schools:			in School		
	Boys	Girls	Total	Boys	Girls	Total
Primary schools:	18	10	15	1.3	1.3	1.3
Middle Schools:	14	9	12	5.3	5.0	5.2
Secondary Schools:	14	12	14	16.2	13.5	15.8
All Schools:	15	10	14	3.3	2.1	2.9

3.11 The position is more alarming in the schools for girls where the teacher pupil ratio is only 10. Even this ratio is deceptive as the teachers have not been evenly distributed in schools on the basis of enrolment as already pointed out. Moreover, it has also been found that the policy of recruiting general line teachers has created acute shortage of special line teachers specially in art, drawing and language subjects. Similarly the percentage of trained teachers is also very low due to heavy recruitment of untrained teachers.

i) Norms for Rationalisations:

3.12 Instead of having general teacher pupil ratio as a norm for rationalisation, detailed norms for provision and staff based upon enrolment, classes and subject requirements have been suggested in Statement VII. In case these norms are adopted, we would get 132 surplus teachers out of which 69 would be in Boys, and 63 in girls wing.

School wise position is shown in the following table:

Table : XXVI Surplus and Shortage of Teachers in case the proposed norms of rationalisation of staff are adopted in Ganderbal 1975

Type of Schools:	Surplus			Shortage			Balance		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
1. Primary School.	29	46	75	1	-	1	+28	+46	+74
2. Central School.	30	16	46	3	7	3	+27	-16	+43
3. Middle School.	1	1	2	5	2	7	-4	-1	-5
4. Secondary Sch.	21	4	25	3	2	5	+18	+2	+20
5. All Schools.	81	67	148	12	4	16	+69	+63	+132

3.13 The shortage of 16 teachers does not include the shortage of about 50 special line teachers which are required to replace the existing general line teachers. As already pointed out there are 15 vacant posts, which would increase the number of surplus posts to 147. In case the location of schools is also rationalised, 20 more teachers would be rendered surplus and the total would increase to 167. Thus, 23 % of the existing posts of teachers in this tehsil are surplus which need serious consideration both from the point of view of economy and manpower.

ii) Adjustment of surplus staff:

3.14 There are two alternative to overcome this problem of surplus teachers:

a) To shift all the surplus teachers alongwith posts to other areas where additional there/ requirements of teachers or

b) To undertake all the programmes of expansion i.e opening and upgrading of schools as proposed in this report.

3.15 Both these alternatives need to be adopted simultaneously.

Only those schools be opened or upgraded which confirm to the criteria given in this report and where teachers be provided by internal adjustment out of the surplus staff. All efforts be also made to increase the enrolment in 39 defunct primary schools where enrolment is less than 10. Even in other schools where there is poor roll, enrolment drives\* should be undertaken to increase their enrolment so as to utilise the surplus staff. And even after all these efforts, there remain any surplus staff the first alternative i.e to shift the surplus teachers to other tehsils where there is deficiency of teachers, be adopted.

\* Modus operandi of enrolment drives given in the last chapter.

iii) Provision of Special line Teachers:

3.16 To overcome the problem of shortage of special line teachers it is suggested that a separate cadre of these teachers be made in the following subject:

- i) Art and Drawing Teachers;
- ii) Language Teachers;
- iii) Craft Teachers and
- iv) Physical Training Instructors;

The present shortage of teachers cannot be made up just by transferring these teachers from other areas because there is general problem of shortage of these teachers. As a matter of policy, we must do away with the present practice of appointing only general line teachers. Subject-wise posts should be specified for special line teachers and appointments be made accordingly.

C. Teacher Training Programmes:

3.17 The backlog of untrained teachers in this tehsil is very high. Out of 682 teachers 244 are untrained. Every step should be made to train all the teachers during the 5th five year plan. Moreover, as already pointed-out that the mean age of a teacher in this tehsil is 29 years, only one year formal teacher-training programme would not suffice to this young age group with average teachers experience of 7 years. We must have regular programmes teacher trainings through refresher and re-orientation courses not only in pedagogy but also in various subjects of the school. Training in new math is of great importance. These programmes should be organised in such a way that every teachers should have atleast one re-orientation course in a period of three years. So if we may have one T.T. School in the Tehsil which need not be restricted to elementary stage teachers like existing schools, but should function as a centre for training courses for teachers with varying qualifications from all categories of schools.

Future Requirements of Teachers:

3.18 At present the Teacher-pupil ratio in Ganderbal Tehsil is only 14 in all types of Schools . The future requirements of teachers should be met by internal arrangement till it is brought to the level of 25, The future requirements of teachers , on the basis of this ratio from 1976 to 1984 would be as under:-

Table : XXVII Requirements of teachers in schools from 1976-77 to 1983-84 in Ganderbal Tehsil:

<u>Year</u>	<u>Enrolment projection</u> (in 000)	<u>Number of Teachers Required *</u>
1976-77	10.18	407
1977-78	11.09	444
1978-79	12.12	485
1979-80	13.36	534
1980-81	14.80	582
1981-82	16.36	654
1982-83	18.11	724
1983-84	19.99	800

From the above figures , it is clear that for next six years no additional teacher is required in this Tehsil . It is only after 1982-83 that the need for Teachers would be there.

\* Calculated with the formula  $T_y = \frac{E_y}{TP}$

Where E= Enrolment

TP= Teacher-Pupil Ratio (25 in this case)

Y= Year.

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**B. Provision of Non-Teaching Staff:**

3.1 Non Teaching staff to be provided in the schools can be divided in two Categories:

- i) Clerical ; and
- ii) Non-clerical

The clerical staff includes accounts clerks, library assistants etc. whereas the non-clerical staff includes peons, Chowkidars, Waterman etc. At present there are only , four posts of clerk in the grade of Rs. 200-320 and 14 posts of non-clerical staff in Rs. 170-230. Out of 14 High schools , only four schools have these posts. Following norms are suggested on the basis of which we should provide this staff in the schools;

**1. Primary and Middle Schools:**

3.20 The non-teaching staff need not be provided in primary and middle schools . However, in a middle school with enrolment of more than 300, a post of peon should be provided .

**2. Secondary Schools:**

3.21 For High schools following norms are proposed:

a) A High school with enrolment of 500 or above in middle and high sections should have one clerk , one Library assistant , one Chowkidar, one Waterman and two Peons.

b) A High school with enrolment of 300 to 500 in middle and high section should have one clerk, one Waterman and two peons .

c) A High School with enrolment of less than 300 in primary and middle sections should have one clerk and two Peons.

3.22 As every High School is not to be provided with the library assistant it is suggested that one of the teachers of the school should be assigned this responsibility for which he should/given a short duration orientation course and a special allowance of Rs. 50/- per month

3.23 On the basis of the above norms , the requirements of non-teaching staff are as under:-

<u>Posts</u>	<u>Grade</u>	<u>Existing</u>	<u>Required</u>	<u>Additional Requirements</u>
Clerical Posts	Rs. 220-320	4	14	10
Non-Clerical Posts	Rs. 170-230	14	30	16

ENROLMENT PROJECTIONS AND UNIVERSALISATION AT  
ELEMENTARY STAGE

A. Enrolment Projections from 1973-74 to 1983-84

4.1 The rate of growth of population in the Ganderbal Tehsil is only 1.7% as compared to State level growth rate of 2.6%. In order to prepare a plan for the next ten years, estimates of population-sex-wise and also in school age groups- have been worked out in Statement VIII. On the basis of class-wise enrolment figures for 1973-74 and 1975-76 and estimates for 1974-75, enrolment has also been projected upto 1983-84 in statement IX. The enrolment has been projected by adopting the 'Crude Cohort Method' on the basis of linear growth in \*Promotion rates,- with the following assumptions:-

- i) Atleast 200 additional children will be enrolled in class I by special efforts every year;
- ii) The existing system of single point entry will continue; and
- iii) The rate of wastage and stagnation will go on decreasing.

4.2 No doubt on the basis of percentages the population is increasing at the rate of 1.7% and the enrolment in schools at about 9% but, in/absolute figures the magnitude of the problem needs serious considerations. On the basis of statement VIII and IX the following table has been prepared:-

\*Promotion rate:

$$PR_{Y}^G = \frac{E_{Y+1}^{G+1}}{E_Y^G} \times 100$$

Where PR = Promotion Rate, G= Grade, Y=Year, E= enrolment.

Table XXIX: -Increase in Population and Enrolment in Ganderbal  
1974-75 to 1983-84 ( Fig. in thousands)

Year	Yearly increase in Population			Yearly increase in enrolment	
	Population	School-age population (6-17 yrs)	Age-group 6-14 only	Enrolment in Schools I-XI Classes (6-17 Years)	Enrolment in I-VIII Classes (6-14 years)
1	2	3	4	5	6
1974-75	1.77	0.47	0.36	0.68	0.50
1975-76	1.80	0.48	0.36	0.69	0.51
1976-77	1.83	0.49	0.37	0.79	0.68
1977-78	1.86	0.49	0.38	0.91	0.83
1978-79	1.89	0.50	0.38	1.03	0.93
1979-80	1.92	0.51	0.39	1.24	1.11
1980-81	1.96	0.52	0.40	1.44	1.25
1981-82	2.00	0.53	0.41	1.56	1.35
1982-83	2.04	0.54	0.41	1.75	1.45
1983-84	<u>2.08</u>	<u>0.55</u>	<u>0.42</u>	<u>1.88</u>	<u>1.77</u>
Total	<u>19.15</u>	<u>5.08</u>	<u>3.88</u>	<u>11.97</u>	<u>10.38</u>

B-Targets for Universal Enrolment at Elementary stage

4.3 In the next ten years, in this tehsil the total population would increase by 19150 and the total enrolment in schools by 11,970 only. Taking the school-age-groups, the enrolment in I-XI Classes will increase double than the increase in population (6 to 17 years) whereas in the age-group of 6 to 14 years the enrolment will increase by about three times than the population. At this rate of growth the constitutional commitment in the age-group of 6-14 can be honoured only by 1988-89 as shown in the following table: and graph:



Table XXX. Enrolment and Enrolment Ratios in the age-group 6-14 years in Ganderbal 1973-74 to 1988-89

Year	Estimated population in the age group 6-14 years(000')	Estimated enrol- ment in I-VIII Classes (000')	Enrolment* Ratios (%)
1	2	3	4
1973-74	20.19	7.34	36.00
1974-75	20.55	7.84	38.00
1975-76	20.91	8.35	40.00
1976-77	21.23	9.03	42.00
1977-78	21.66	9.86	45.00
1978-79	22.04	10.79	49.00
1979-80	22.43	11.90	53.00
1980-81	22.83	13.15	58.00
1981-82	23.24	14.15	61.00
1982-83	23.65	16.05	68.00
1983-84	24.07	17.76	74.00
1984-85	24.46	19.24	79.00
1985-86	24.85	20.85	84.00
1986-87	25.24	22.60	90.00
1987-88	25.65	24.49	95.00
1988-89	26.06	26.53	102.00

The Bottlenecks

4.4 The present school-age population in 6 to 14 years consist of following three groups:-

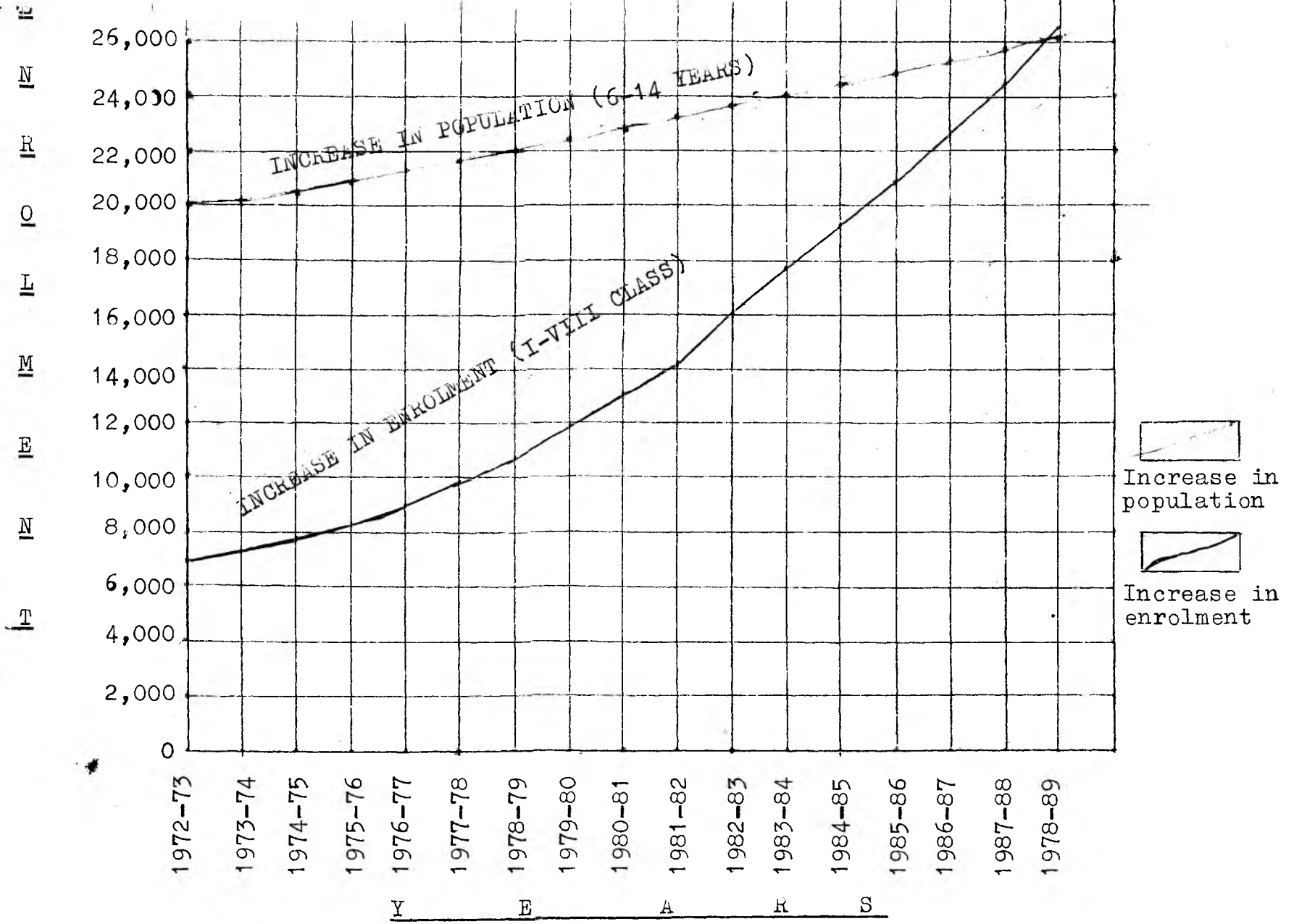
- i) Children attending schools - 8347 (42%)
  - ii) Children not attending Schools- 9542(48%)
  - iii) Drop-outs - 2034(100%)
- Total 19923(100%)

4.5 More than half of children are outside the school in spite of the fact that 87% of the children not attending the schools have schooling facilities within a walking

\*Enrolment Ratio

$$ER = \frac{E \cdot g}{P \cdot Y} \times 100$$

Where E-Enrolment, P=Population, g=Grade, Y=Year, a= Age.



distance of one kilometer so the major problems coming in the way of universalisation of elementary education are those of:-

- i) children not attending the schools, and
- ii) children who attended the schools but dropped out without completing elementary stage.

C-Problems of Children who Never Attended Schools(6-14 Years)

4.6 House to house census survey of Ganderbal Tehsil has been conducted of all children in the age-group of 6 to 14 years who are either drop-outs or who have never attended any school. At present there are 9542 children in the age group of 6-14 years who have never attended the school. Out of this 5291 are girls. The general belief that the children have no school within the walking distance has only a marginal effect as shown in the following table:-

Table XXXI: Distribution of children (6-14 years) who never attended schools according to the walking distance from the nearest school in Ganderbal: 1975

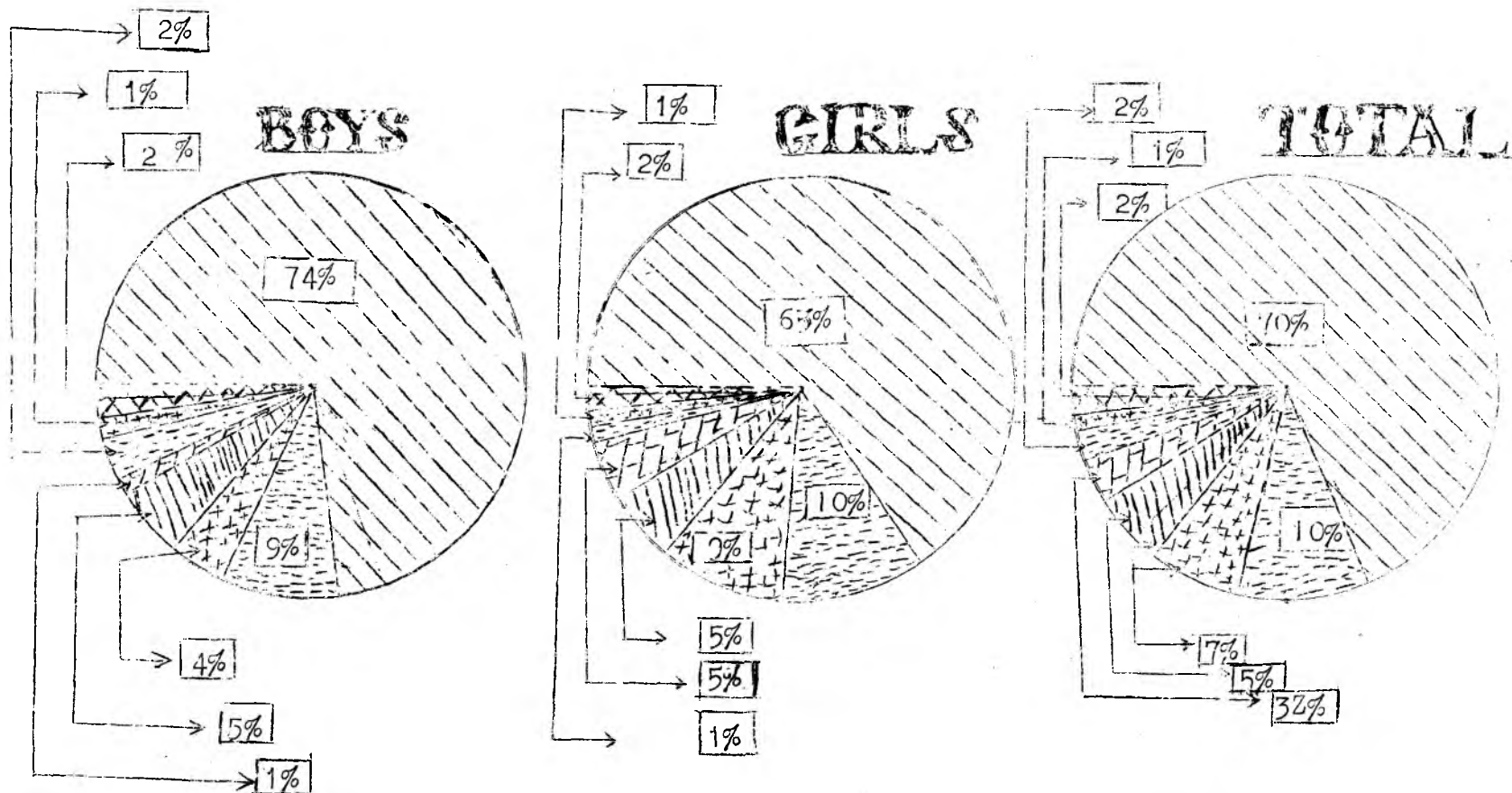
<u>Distance from the nearest school in Kms.</u>	<u>Total number of children who never attended schools</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Upto 1/2 Km	2584(61)	3448(65)	6032(63)
1/2- 1	1120(26)	1154(22)	2274(24)
1- 2	357(9)	442(8)	809(9)
2- 3	147(3)	151(3)	298(3)
3- 4	26(1)	91(2)	117(1)
4- 5	7(Neg)	5(Neg)	12(Neg)
above 5 Kms	-	-	-
Total	<u>4251(100)</u>	<u>5291(100)</u>	<u>9542(100)</u>

(Note:-Percentages to total are given in brackets)

4.7 Various reasons for not attending the schools have also been identified through the Survey as given in the following table:-

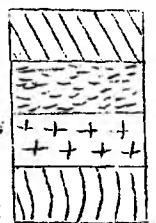
Table XXXII:

FACTORS OF CHILDREN (6-12 AND GRAD) NOT ATTENDING SCHOOLS IN GANDHAR TALUK, 1915



R  
A  
S  
H  
I  
D

1. Poverty
2. Lack of interest
3. Domestic engagement
4. Carelessness of parents



5. Non-availability of Schools,
6. Orphanage
7. Physical unfitness
8. Other Misc. reasons

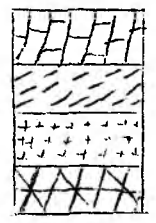


Table: Distribution of Children who never attended the schools (6-14 years) according to reasons 1975

Reasons	Number of children who never attended school		
	Boys	Girls	Total
1. Poverty	3126 (74)	3521 (67)	6647 (70)
2. Lack of interest	395 (9)	555 (10)	950 (10)
3. Domestic engagement	181 (4)	498 (9)	679 (7)
4. Carelessness of parents	224 (5)	274 (5)	498 (5)
5. Non-availability of schools	41 (1)	240 (5)	281 (3)
6. Orphanage	130 (3)	54 (1)	184 (2)
7. Physical unfitness	59 (1)	57 (1)	116 (1)
8. Other Misc. reasons	95 (2)	92 (2)	187 (2)
Total	<u>4251 (100)</u>	<u>5291 (100)</u>	<u>9542 (100)</u>

(Note:- Percentages to total are given in brackets.)

4.8 Similarly, it has been seen that 88% of the children who are not attending schools belong to farmers as shown in the following table:-

Table XXXIII: Distribution of children according to Occupations of Parents who Never Attended Schools: 1975

Occupations of parents	Number of children who never attended schools		
	Boys	Girls	Total
1. Farmers	3706 (87)	4669 (88)	8375 (88)
2. Drivers	86 (2)	135 (3)	217 (2)
3. Businessmen	95 (2)	108 (2)	203 (2)
4. Labourers	89 (2)	107 (2)	196 (2)
5. Hanjis (Boatmen)	89 (2)	73 (1)	162 (2)
6. Govt. Employees	45 (1)	57 (1)	102 (1)
7. Carpenters	35 (1)	51 (1)	86 (1)
8. Barbers	44 (1)	25 (1)	69 (1)
9. Black-smiths	15 (Neg)	24 (1)	39 (.4)
10. Tailors	18 (1)	20 (Neg)	38 (.3)
11. Shepherds	26 (1)	9 (Neg)	35 (.3)
12. Peers	1 (Neg)	14 (Neg)	15 (Neg)
13. Cobblers	3 (neg)	2 (Neg)	5 (Neg)
Total	<u>4251 (100%)</u>	<u>5291 (100%)</u>	<u>9542 (100%)</u>

Note:- Percentages to totals are given in brackets.

4.9 Age-wise distribution of children of this age-group who never attended school has also been worked out in the following table:-

Table XXXIV:--Age-wise Distribution of children(6-14 years) who never attended school in Ganderbal Tehsil: 1975

Age Group (In years)	Number of children who never attended schools		
	Boys	Girls	Total
6-7	714(17)	777(15)	1491(16)
7-8	680(16)	976(19)	1656(17)
8-9	618(15)	855(16)	1473(15)
9-10	454(11)	635(12)	1089(11)
10-11	546(13)	692(13)	1238(13)
11-12	273( 6)	370( 7)	643( 7)
12-13	479(11)	491( 9)	970(11)
13-14	280( 6)	315( 6)	595( 6)
14-15	207( 5)	180( 3)	387( 4)
Total	4251(100)	5291(100)	9542(100)

( Note:- Percentages to total are given in brackets.)

#### Summary of conclusions

4.10 From the above study of the children who are not attending schools following conclusions can be arrived at:-

i) Non-availability of schooling facilities is not a major cause of children not attending the schools. 87% of the children who are not attending the schools have schooling facilities within a walking distance of one kilometre only. This holds good both in cases of boys and girls.

ii) Poverty is the main reason for 70% of the children who do not attend the schools either they cannot afford to purchase text books, pay building fund, purchase uniforms, or help their parents to earn livelihood.

iii) 10% of the students prefer to work in farms than to read for six hours in the school.

iv) Parents of 88% of the children not attending the schools are poor farmers. Even 102 children are such whose parents are Government Employees.

#### D-Problems of children who Drop-outs

4.11 About 10% of the children in the age group of 6-14 years are drop-outs i.e. those who leave the school before completing class VIII. This is the problem of educational wastage - both in academic and also in financial terms. Those who leave before completing the elementary stage of education they lapse into illiteracy and remain illiterate inspite of huge funds incurred on their studies which also go waste.

4.12 Through the comprehensive survey of these drop-outs in the age-group of 6-14 years in the Ganderbal Tehsil, a study has been made in the various aspects of this problem.

In the following table, various reasons responsible for dropping out at the elementary stage of education have been identified:

Table XXIV: Distribution of Drop-outs according to Reasons in Ganderbal in 1975

Reasons	Number of Drop-outs		
	Boys	Girls	Total
1. Poverty	1002 (66)	344 (67)	1346 (66)
2. Lack of Interest	211 (14)	59 (15)	280 (14)
3. Carelessness of parents	93 (6)	17 (3)	110 (5)
4. Domestic affairs	64 (6)	37 (7)	121 (6)
5. Ill-health	55 (3)	28 (5)	83 (4)
6. Orphanage	65 (4)	6 (1)	71 (4)
7. Long distance from schools	7 (1)	13 (2)	20 (1)
8. Marriage	--	3 (1)	3 (Neg)
Total	1517 (100)	517 (100)	2034 (100)

Note: Percentages to total are given in brackets)

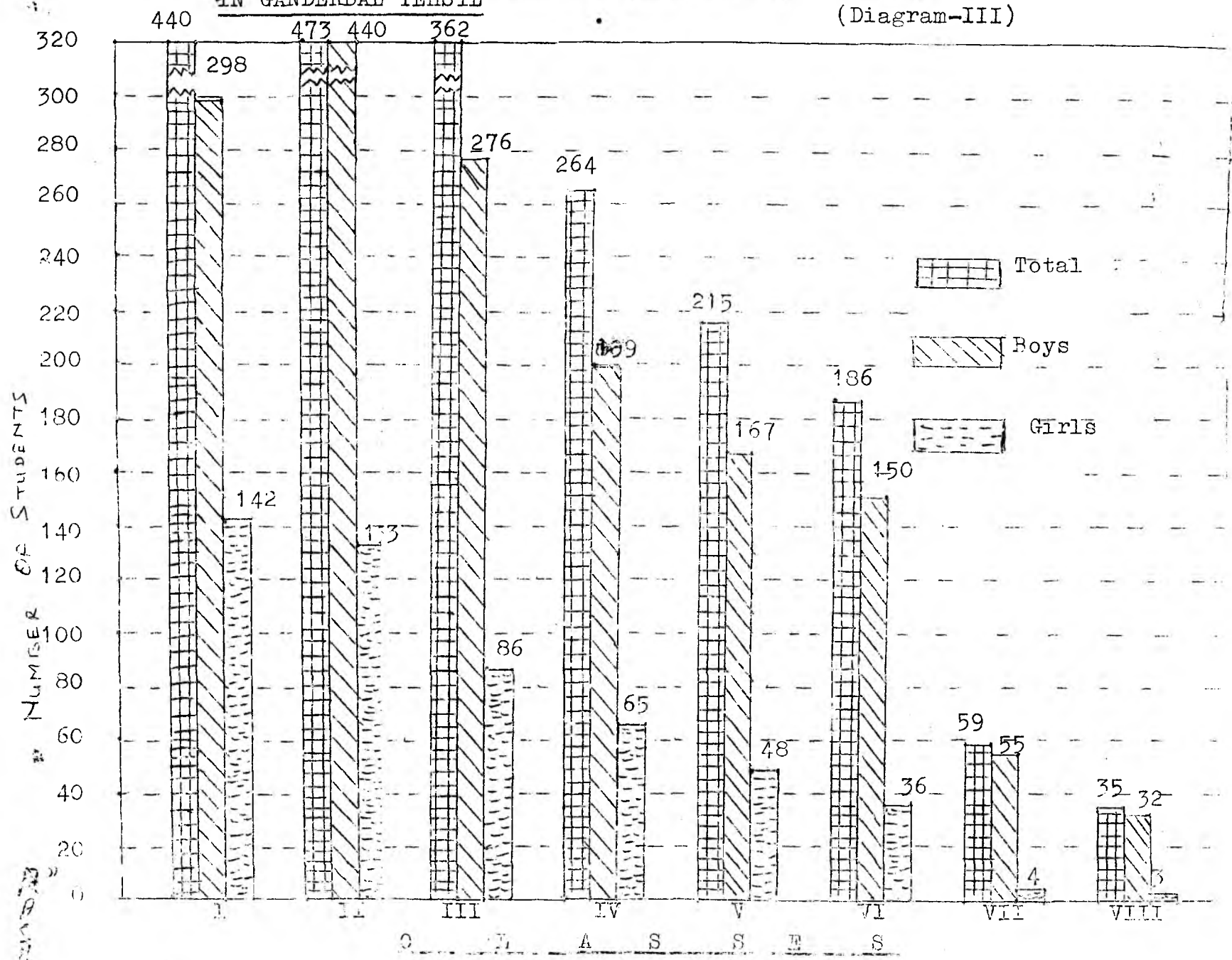
4.13 A study has also been made of the occupations of the parents of the children who drop-out as given in the following table:

Table XXV: Distribution of Drop-outs According to the Occupation of their Parents: 1975

Occupation of parents	Number of children		
	Boys	Girls	Total
1. Farmers	367 (57)	255 (49)	622 (55)
2. Businessmen	156 (10)	54 (10)	210 (10)
3. Drivers	120 (8)	36 (7)	156 (8)
4. Labourers	94 (5)	47 (9)	141 (7)
5. Cobblers	48 (3)	15 (3)	63 (3)
6. Tailors	55 (4)	7 (1)	62 (3)
7. Hajjees (Boatmen)	51 (2)	31 (5)	62 (3)
8. Shepherds	53 (2)	25 (5)	58 (3)
9. Barbers	44 (3)	14 (3)	58 (3)
10. Govt. Employees	36 (2)	10 (2)	46 (2)
11. Carpenters	21 (1)	15 (3)	36 (2)
12. Blacksmiths	10 (1)	4 (1)	14 (1)
13. Peers	2 (Neg)	4 (1)	6 (Neg)
Total	1517 (100)	517 (100)	2034 (100)

Note: Percentages to total are given in brackets.

4.14 Incidence of wastage is very high in I to V Classes as shown in the following table:



12



Table XXXVI: Distribution of Students who Drop-Out in various Classes in Ganderbal: 1975

Classes in which dropped out	Number of children		
	Boys	Girls	Total
I	298(20)	142(27)	440(22)
II	340(22)	133(26)	473(23)
III	276(18)	86(17)	362(18)
IV	199(13)	65(12)	264(13)
V	167(11)	48(9)	215(10)
VI	150(10)	36(7)	186(9)
VII	55(4)	4(1)	59(3)
VIII	32(2)	3(1)	35(2)
Total	1517(100)	517(100)	2034(100)

( Note: Percentages to total are given in the brackets )

4.15 The factor of age at present and at the time of dropping out has also been surveyed as shown in the following table:-

Table: Distribution of Drop Outs according to Present Age and at the time of Dropping Out: 1975

Age in years	Number of Children according to					
	Age at the time of Dropping Out			Present Age		
	Boys	Girls	Total	Boys	Girls	Total
6-7	165(11)	72(14)	237(12)	19(1)	5(1)	24(1)
7-8	229(15)	95(18)	324(16)	53(4)	26(5)	79(4)
8-9	268(18)	115(22)	383(19)	126(8)	56(11)	182(9)
9-10	199(13)	78(15)	277(14)	156(10)	69(14)	225(11)
10-11	215(14)	67(13)	282(14)	195(13)	78(15)	273(13)
11-12	172(11)	39(8)	211(10)	180(12)	68(13)	248(12)
12-13	138(9)	36(7)	174(9)	227(15)	87(17)	314(16)
13-14	102(7)	13(3)	115(5)	302(20)	64(12)	366(18)
14-15	29(2)	2(Neg)	31(1)	259(17)	64(12)	323(16)
Total	1517(100)	517(100)	2034(100)	1517(100)	517(100)	2034(100)

( Note: Percentages to total given in brackets )

#### Summary of conclusions:

4.16 The main conclusions from the above study of drop-outs can be summarised as under:-

- i) Poverty is the main cause of dropping out both among boys and girls, and it is followed by the lack of interest of children in schools;
- ii) 65% of the children dropping out belong to the community of farmers and businessmen. In both these cases they help their parents to add to the income of the family.
- iii) 63% of the children who dropped out belong to first three classes of the primary stage. At the middle stage of education the incidence of wastage is very low.

- iv) About 57% dropped out in the age of 8 to 11 years and at present 75% of the children are above 11 years of age for whom unconventional methods of teaching need to be adopted.

#### E-The programme of Action

4.17 From the above analysis of population growth versus increase in enrolment and problem of children not attending schools or who drop-out, following two conclusions emerge:

- i) UNIVERSAL ELEMENTARY EDUCATION CANNOT BE ACHIEVED EARLIER THAN 1988-89; and
- ii) TOTAL NUMBER OF ILLITERATES IN POPULATION WILL NOT DECREASE.

4.18 These two conclusions need serious attention of educational planners and administrators because apart from being a constitutional obligation, the provision of universal elementary education is crucial for spreading mass literacy, which is basic requirement for economic development, modernisation of the social structure and the effective functioning of democratic institutions.

4.19 Any effort to achieve the goal of universal education earlier than 1988-89, would immediately require adoption of radical measures like:

- a) Optimal utilisation of existing facilities of formal system of education; and
- b) Giving away the traditional obsession with the exclusive use of the formal system of education and to blend it fittingly with the non-formal system.
- c) For education of children, the education of their illiterate parents is more important; and
- d) Efforts should be made to contain the growth of population by family planning. The programme of action for universal elementary education needs to be initiated as under:

- 1 -Bringing children to schools; and
- 2 -Retaining the children in schools.

#### I-Bringing Children to Schools

4.20 The enrolment trend in class I for last three years reveals that instead of increasing, it is constant, rather decreasing. The total enrolment in schools is increasing because of expansion at middle and secondary stages of Education. So, there is an urgent need that \*'Enrolment Drives' should be undertaken by the teachers with the

\* The modus / operandi of Enrolment Drives has been given in the

co-operation of local public. It should not be merely a routine affair, but a sincere approach of persuasion by the teachers. They will have to face a number of difficulties, which can be grouped as under:-

- a) Poverty; and
- b) Over-age-children and drop-outs.

a) Poverty

4.21. As already pointed out that poverty is the main cause for children not attending the schools and also for dropping out. This problem has two aspects:

- i) A child may be helping his parents in some work to add to the meagre budget of the family; ~~an~~
- ii) the child is sitting idle at home because his parents cannot afford to bear the cost of text-books, uniform etc, which are necessary to send the child to the school.

4.22 Both these problems need to be tackled in different ways. The former child can be brought to the school at the time convenient to him i.e. part-time school and the latter would require some incentive.

b) Part-time Education

4.23 The important aspect of the existing primary school is that they only provide full time institutional instructions. This course does not create any problem for the classes who are economically in a position to feed, clothe, and equip their children to attend full-time schools. But the system is extremely antagonistic to the interests of those children who have to work at home or outside so as to add to the meagre family budget. Economically it would not be a sound proposition to put these children in a full day-time school by providing sufficient financial assistance. So, the only practicable solution is to organise a large-scale programme of part-time education for these working children. The hours of part-time instructions should be adjusted in a manner that would suit the working conditions of the children and enable them to educate themselves without interfering with the essential work which they must put in for their families.

4.24 The children who attend these classes would be more matured and responsible. They would also be much tired in the evening to attend these classes. Instead of giving

then any financial assistance, it would be better if following steps are taken to successfully run these centres:

- i) The curriculum should not be boring. The children need not be given instructions only in three subjects, but some practical knowledge in the field of their work also so that they can improve their efficiency.
- ii) Instead of having formal class-room atmosphere, they should get some relaxed atmosphere after a day long of hard work. Indoor games, songs, free chit-chats etc. are essential to hold and attract them to schools.
- iii) Instead of having a tired day-time teacher on honorarium, a local fresh or retired teacher should be assigned with this job who should be given some orientation in pedagogy for this very purpose.

4.25 In Ganderbal, three centres of part-time education have already been started on experimental basis. These three centres ~~have~~ enrolment are as under:-

i) Haran	--	13
ii) Hariganwan	--	10
iii) Chandina	-	26

4.26 These centres have been started during 1974-75 whereunder Rs.50/- per month are paid to the local day-time teachers to run these classes in the evening in the same school premises. But these centres are reported to be not functioning properly and the first two centres are going to be defunct very shortly because of the following reasons:-

- i) Instead of one teacher, two teachers work in one centre and share the monthly honorarium. This unofficial arrangement has not worked properly.
- ii) Centres have not been located after due consideration to the needs of the locals.
- iii) There has been no selection criteria for teachers for this purpose.
- iv) The teachers have not been given any special training
- v) There is no different curriculum for these centres except the full day-time institutional courses.

4.27 These all maladies should be removed in the light of the suggestions given above. Moreover, the need of the locality must be taken into consideration before starting any new centre. Where there is no requirement or where these centre have served their purpose, these should be shifted to some other suitable locations.

#### c) Incentives

4.28 In case of parents who are not sending their children because of poverty and their children are sitting idle at home

a different approach need to be adopted. The education is free and the only expenditure which the parents have to bear is that of text-books, stationery or uniforms. The modern trend of using note-books at primary stage needs to be replaced by 'Takhties' (wooden slates) which are very cheap as the wood is in abundance in this area. As regards uniforms, the practice of making it compulsory by the schools also needs to be done away with. The stress should not be on uniforms but on clean-forms.

4.29 Then there remain only one problem of text-books. Average cost on this comes to Rs.5/- for primary class pupil and Rs.10/- for middle class pupil. It can also be solved in two ways:

- i) by providing free text-books; and
- ii) by starting school book banks.

4.30 Both these measures do not involve any huge financial implications. The parents can be persuaded to send their children to schools because instead of making children sit idle at home, poverty will not increase by sending them to schools.

d) Overage-children and drop-cuts

4.31 Poverty is also a major impedient in the way of bringing these children to schools, but other problems would also come in the way of bringing overage children or drop-outs to school and these relate to the characteristics of traditional model of the educational system i.e.

- i) single-point entry; and
- ii) sequential character.

4.32 Under the existing system of education, a child is expected to enter the school at the age of six in class I and then he tends to rise, year after year, to successive classes. However, there are cases, where the children who have studied privately, may be examined and allowed to join, according to their abilities, in a class higher than the first.

...life exceptions rather than the rule. In case, a child desires to learn at a little later age, say 11 or 14 he will have to be admitted in class I of a primary school and this grown-up child would be required to sit along with other very young children, learn the same lessons, and at the same speed. Firstly, this child would hesitate to come to school, and secondly, if he comes, he will run away from the school and become a drop-out. Similar is the case with the children of higher age who have dropped out at primary stage and now hesitate to attend the same class in which they dropped after a long period.

4.33 There is no provision in our education system to meet the special requirements of these children who need specially-organised classes where education need to be imparted through special techniques suited to their mature mind. The present single-point entry under which it should be replaced by a multiple-point entry under which it should be open for older children of 9, 11 or 14 to join schools in separate classes organised for them. Similarly, the sequential character of the system must be relaxed to enable the older children to join the prescribed courses at any time and also to complete them in shorter or longer duration.

c) The New Approach

4.34 The new approach would, therefore, be different from the existing approach as propounded by Sh. J.P.Naik, in his book on "Elementary Education in India. A Promise to Keep."

i) The present policy to consider universal enrolment in the age-group 11-14 after achieving the universal enrolment in the age-group 6-11 has not achieved the desired results. In the new policy, an attempt would be made to make education universal in the age-group 11-14 side by side with the expansion of facilities for the age-group 6-11.

ii) Under the new system, the present problem of drop-outs would also disappear because they will merely imply a transfer from full-time to part-time education to meet the needs of the working children.

iii) The new system would also make a far more significant contribution to adult literacy because of two reasons:

a) It shifts the emphasis to the age-group 11-14 from 6-11; and

b) It eliminates drop-outs through its programmes of multiple-entry and part-time education.

#### f) Continuation Classes

4.35 The new approach, therefore, envisages starting of continuation classes specially for children in 9 to 14 age-group who have either never attended the school or dropped out after a short period of school-attendance. On an experimental basis, such centres of continuation classes at elementary stage have already been sanctioned by the State Government, but could not be started for want of trained teaching staff for this purpose. At least three centres of continuation courses should immediately be started in Ganderbal Tehsil so that the experience gained may provide guide lines for its implementation in other parts of the State.

#### 12- RETAINING CHILDREN IN SCHOOLS

4.36 The first step mentioned above pertains to the quantitative aspects of the problem as it ensures that every child in the age-group 6-14 is enrolled in school on a full-time basis if possible and on a part-time basis, if necessary. But more important is also to ensure that he continues to remain there until he becomes functionally literate, or reaches the age of 14 years or completes class VIII. It signifies two aspects to be tackled:

- a) Provision of incentives; and
- b) Programmes of qualitative improvement.

4.37 The question of provision of various types of incentives has already been discussed above. It may be pointed out that over-emphasis on 'incentives' would lead to in-ordinate increase in costs and would be proportionately counter-productive of results because what we are trying to do - full time enrolment of children who are under compulsion to work - is economically unfeasible. This does not mean that no incentives are needed. Specially in case of girls and very poor children, free text-books and stationery will have to be provided not only to bring them to school but also to retain them in the schools and to make them functionally literate.

#### a) Programmes of Qualitative Improvement

4.38 A child will not continue in the school unless it finds the school interesting and useful. Incentives or no incentives the atmosphere of the school should be conducive to the interests of a child that he should prefer school to his home. The qualitative improvement of elementary education, besides being the supreme goal in itself, is also an essential

adjunct to the success of the quantitative aspects of the programme as well. The term qualitative improvement involves the improvement of

- a) Curriculum;
- b) Teacher; and
- c) Building.

b) Improvement of Curriculum

4.39 The present curriculum is boring and bookish and a child of 6-14 age-group cannot develop keen interest for it.

Following suggestions can be considered in this regard:

- i) Text-books should be made very simple and attractive not only from the point of view of contents, but from the view ~~xxx~~ of their get-up and quality also.
- ii) Methods of teaching should be improved. Instead sitting in a class and making the children to cram the contents, they should get practical demonstration in which they should also be involved e.g. in geography teaching, they can be taken out of the school for explaining the various geographical terms. Similarly, science kits, which are already lying with the State Institute of Education, should be distributed to the primary and middle schools and be extensively ~~xx~~ used.
- iii) The Audio Visual Unit of the Department should play very effective role.
- iv) Sports and games should be made compulsory component of the curriculum. Instead of waiting for having a play-ground for the school, the land in the vicinity can be used.
- v) The programmes of crafts and \*work experience should be introduced as integral part of curriculum.

c) Improvement of Teacher

4.40 The second aspect pertains to the teacher. Apathy and indifference on the part of the teacher can prove to be a major hurdle in any programme of educational development.

Following ~~\*\*~~ suggestions can ~~\*\*~~ be considered in this respect:

- i) Frequent transfers of teachers should be totally stopped. Efforts should be made to keep the teachers at the places of their choice.
- ii) It may also be made obligatory on the part of the teachers to stay in the vicinity of the school as far as possible.

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\* A detailed note on work experience is given in the last chapter.

\*\* Problem of transfers of teachers has been dealt with at length in the last chapter.



- iii) Female teachers and trained teachers should be given preference in primary schools.
- iv) Personal service problems of teachers lying pending with the Departments should be immediately solved.
- v) For a complex of 10 primary single teacher schools, one leave arrangement teacher should be provided and attached with the central middle or secondary school.
- vi) Teachers should be specially trained to teach in the single teacher schools.

d) Improvement of Building

4.41 The third aspect of school buildings has already been dealt with in a separate chapter. As it

would not be possible for all the schools to have their own buildings, it is suggested that the existing buildings without pre-judice to their ownership should be kept clean, white-washed and properly maintained.

e) School Improvement Committees

4.42 All the above three aspects need to be improved for making a school attractive to the child and retain the child till he is made functionally literate. To <sup>involve</sup> the community, efforts for improving the school buildings, supplying equipment, teaching aids, it is suggested that 'School Improvement Committees' on the Tamil Nadu Model are formed for every school. The idea involved in it is simply this: Village communities are usually interested in the maintenance of the schools in their villages and are prepared to provide better accommodation, equipment, teaching aids etc. provided they are apprised of the needs and are approached in the right manner. For this purpose conferences should be arranged by the concerned T.E.O./Addl. T.E.O of both the wings of education and the schools in a particular area be grouped together and the teachers and public involved should be informed well before the time. The inspecting officers and teachers should make a survey of the needs and requirements of the school. A school Improvement Committee be formed for the school and they and the community should be apprised of the position. Following three minimum programmes should be implemented through these committees:-

- i) Maintenance of school buildings and white washing;
- ii) Painting of black boards; and
- iii) Enrolment of school-age children.

However, care should be taken that the politics does not enter in these committees.

PROVISION OF SCHOOL BUILDINGS AND OTHER  
PHYSICAL FACILITIES

A-School Buildings

5.1 The problem of providing buildings to educational institutions, especially at the elementary stage is a colossal one not only in Ganderbal Tehsil but also in whole of the State. This massive problem can be tackled only if local resources are harnessed to the maximum possible extent. If left to be tackled by the Government alone, it would require millions of rupees which the State Exchequer would never be able to bear. So, there are only two alternatives:

- a) To open schools in rented buildings; and
- b) To construct buildings through local initiative.

5.2 In case of primary and middle school buildings preference should be given to getting good buildings on rent or to get them constructed through local initiative. In case of secondary and higher secondary schools, Government should consider constructing buildings on the basis of need and priority and availability of funds.

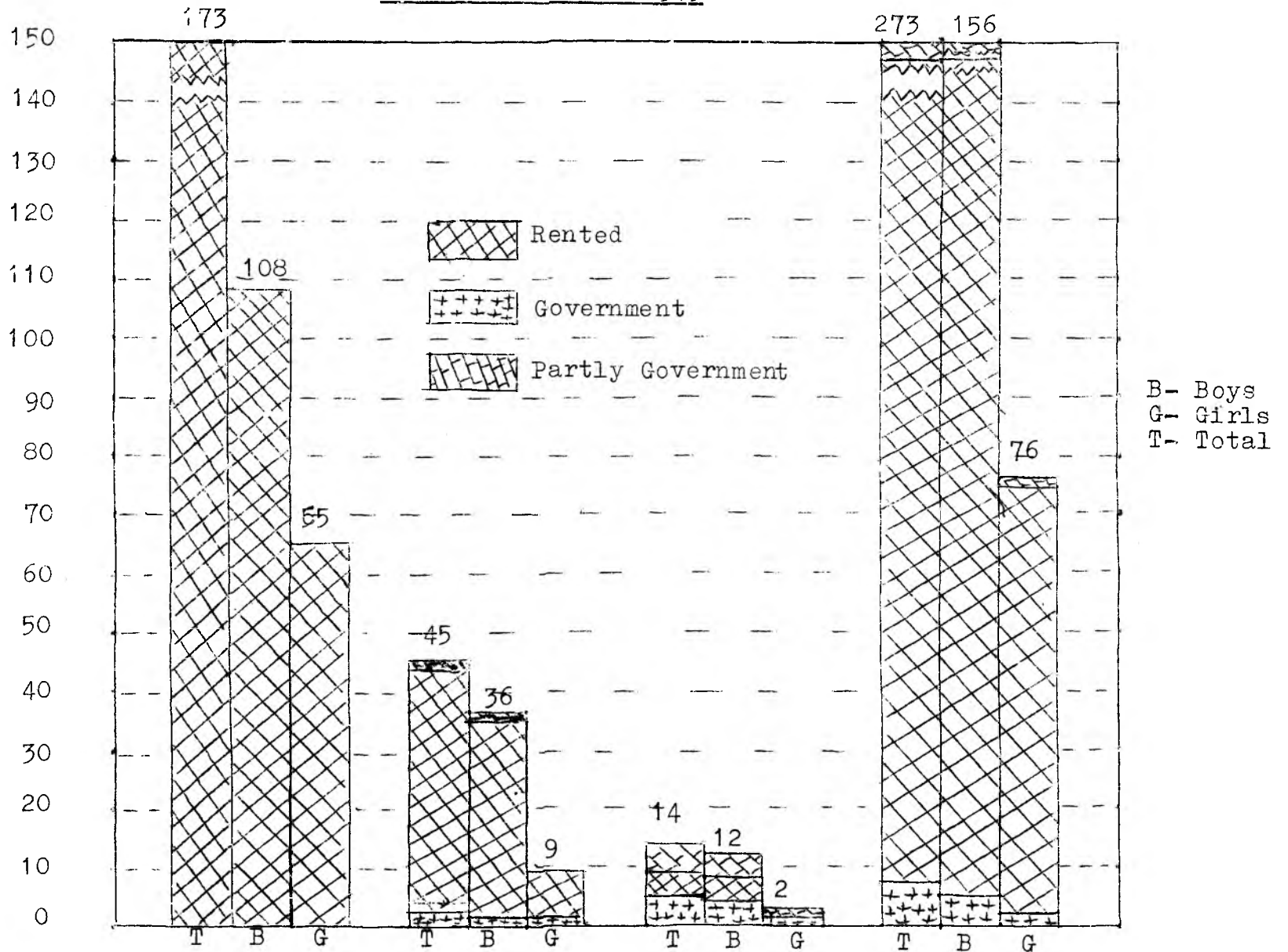
5.3 The problem of school buildings in the Ganderbal Tehsil has been analysed under following heads:-

- a) problem of rented accommodation;
- b) problem of inadequate, insufficient and poor accommodations;
- c) construction of buildings through local initiative; and
- d) Construction of buildings through the Public Works Department.

a) Problem of Rented Accommodation

5.4. Only 3% of the total of 232 schools have their own Government buildings and the same percentage of schools have partly Government and partly rented accommodation. There is not even a single primary school with the Government building. The school-wise break-up is as under:-

SCHOOL BUILDINGS ACCORDING TO OWNERSHIP IN  
GANDERBAL TEHSIL 1975



DASH

Table No. Distribution of School Buildings according to Ownership

Type of Schools	Government accommodation	Rented accommodation	Partly Govt. Partly Rented accommodation	Total
1	2	3	4	5
<u>Primary Schools</u>				
For Boys	-	108	-	108
For Girls	-	65	-	65
Total	-	173	-	173
<u>Middle Schools</u>				
For Boys	1	34	1	36
For Girls	1	8	-	9
Total	2	42	1	45
<u>Secondary Schools</u>				
For Boys	4	4	4	12
For Girls	1	-	1	2
Total	5	4	5	14
<u>All Schools</u>				
For Boys	5	146	5	156
For Girls	2	73	1	76
Total	7	219	6	232

5.5 It is also interesting to note that there is a High School building which has two blocks about half a kilometre apart from each other. Similarly one high school has no accommodation and is functioning in a Panchayat Ghar. There is also a primary school functioning in a house boat. The State Exchequer has to bear about 0.47 lakhs of rupees every year on payment of rent as is clear from the following table:

Table: Monthly and Yearly Rent of School building

Type of Schools	Monthly Rent	Yearly Rent
(1)	(2)	(3)
<u>Primary Schools</u>		
For Boys	Rs. 1,286.00	Rs. 15,432.00
For Girls	Rs. 912.00	Rs. 10,944.00
Total	Rs. 2,198.00	Rs. 26,376.00
<u>Middle Schools</u>		
For Boys	Rs. 1,153.00	Rs. 13,836.00
For Girls	Rs. 162.00	Rs. 1,944.00
Total	Rs. 1,315.00	Rs. 15,780.00
<u>Secondary Schools</u>		
For Boys	Rs. 311.00	Rs. 3,732.00
For Girls	Rs. 63.00	Rs. 756.00
Total	Rs. 374.00	Rs. 4,488.00
<u>All Schools</u>		
For Boys	Rs. 2,750.00	Rs. 33,000.00
For Girls	Rs. 1,137.00	Rs. 13,644.00
Total	Rs. 3,887.00	Rs. 46,644.00

5.6 The above table does not include the rent of 12 schools buildings which was not settled at the time of the survey. The range of monthly rent of buildings of various types of school is as under:-

Primary schools	.....	From Rs.5 to Rs.60/-
Middle Schools	.....	From Rs.4 to Rs.192/-
Secondary Schools	.....	From Rs.15 to Rs.110/-

5.7 There are so many problems of rented accommodation e.g:

- i/ Some of the buildings are in deplorable conditions for want of proper maintenance. The owners do not want to spend anything and the Government cannot undertake the repairs;
- ii/ Most of the buildings are residential buildings and totally unsuitable for school-classes. In some places, one or two rooms of a building are given on rent for money sake but the atmosphere of such accommodation is never congenial for academic purposes.
- iii/ In case of such buildings whose rates of rent were fixed in the past and are lower as per present market rates, the owners of these buildings usually try to get their buildings vacated and become the source of nuisance for the Department. In some cases, even the Department takes a long time to settle the disputed cases.

5.8 Keeping in view the large number of rented school buildings, it is essential that the Department should evolve some progressive policy, which among others, should also provide for:

- i/ Regular payment of rent;
- ii/ Immediate disposal of pending rent cases;
- iii/ Revised assessment of rent atleast once in five years; and
- iv/ Proper maintenance of buildings.

b) Problem of Inadequate and insufficient Buildings

5.9 From the point of view of accommodation, there are only a few buildings which have sufficient accommodation. About 90 of the primary school buildings have only one room. Even 11 Middle Schools are also functioning in single-room buildings. The following table gives the distribution of school buildings according to class rooms:

Table XLI: Distribution of School Buildings According to Number of Rooms

Number of Rooms	Primary Schools			Middle Schools			Secondary Schools		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
1 Room	91	64	155	7	4	11	-	-	-
2 Rooms	13	1	14	6	1	7	-	-	-
3 Rooms	1	-	1	1	2	3	-	-	-
4 Rooms	3	-	3	9	1	10	1	-	1
5 Rooms	-	-	-	5	-	5	-	1	1
6 Rooms	-	-	-	3	-	3	-	-	-
7 Rooms	-	-	-	1	-	1	-	-	-
8 Rooms	-	-	-	4	1	5	-	-	-
9 Rooms	-	-	-	-	-	-	3	-	3
10 Rooms	-	-	-	-	-	-	3	1	4
Above Total	108	65	173	36	9	45	12	2	14

3.10 It is also interesting to note that only 15 out of 232 school buildings have pacca-construction while the rest are either Kachha or semi-pacca as is clear from the following table:-

Table XLIII : Distribution of School Buildings according to Type of Construction

Type of Schools	Type of construction			Total
	Kachha	Pacca	Semi-Pacca	
(1)	(2)	(3)	(4)	(5)
<u>Primary Schools</u>				
For Boys	68	1	39	108
For Girls	20	4	41	65
Total	88	5	80	173
<u>Middle Schools</u>				
For boys	20	3	13	36
For Girls	2	2	5	9
Total	22	5	18	45
<u>Secondary Schools</u>				
For Boys	2	5	5	12
For Girls	-	-	2	2
Total	2	5	7	14
<u>All Schools</u>				
For Boys	90	9	57	156
For Girls	22	6	48	76
Total	112	15	105	232

(c) Building through Local Initiative

5.11 As already mentioned that the first priority should be given to the construction of buildings specially in case of elementary schools through local participation

in terms of men, material and money. The present system of construction of school-buildings through local initiative has following defects:-

- i/ It is mostly Government initiative and the local initiative is only lip-sympathy;
- ii/ There are also no set standard designs and the buildings are constructed without plans;
- iii/ The buildings constructed also lack technical supervision and guidance;
- iv/ The buildings once constructed are not afterwards maintained properly.

5.12 Following suggestions are made in this respect:

- i/ Construction grants through initiative should be only given when the local population of the area also contributes minimum of 25% of the total cost of construction in shape of land, construction material and/or money.
- ii/ The grants at a time to a particular school should not exceed Rs.10,000/- when to be constructed by local Committee.
- iii/ When the total cost of construction exceeds Rs,10,000/- the works should be undertaken by the Public Works Department.
- iv/ The ownership of the land should also be settled before undertaking the construction programme;
- v/ There should be approved standard designs with necessary details regarding specifications and requirements of construction material etc.
- vi/ There should also be standing instructions to the local Assistant Engineer of the P.W.D to extend full co-operation to the local construction Committee and to provide technical guidance and supervision to all such works undertaken within area of his jurisdiction.
- vii/ Maintenance<sup>n</sup> of such buildings should be the entire responsibility of the Department. In addition to the funds collected/Building Fund, special grants should also be given to the institution whenever required.

4 through

id) Construction of Buildings through Public Works Department

5.13 Keeping in view the high cost of construction, it is suggested that the programme of construction and renovation of buildings for schools through the P.W.D may

be planned in the following order of priorities:-

- i/ Buildings for those schools where classes are held in the open;
- ii/ Where existing school buildings have been declared unsafe;
- iii/ Repairs, maintenance and improvements (additional rooms etc) in existing schools; and
- iv/ Schools having rented accommodation;

5.14 It is also suggested that the Public Works Department should examine in detail the possibility of reducing the cost of construction of school buildings on basis of the work done by the Central Building Research Institute, Roorkee. It should also have cheap standard designs of primary, middle and secondary schools with varying capacities.

#### B. PROVISION OF PHYSICAL FACILITIES

5.15 As compared to the other Tehsils of the State, Ganderbal has favourable position in respect of provision of facilities of Play grounds, Electricity and water in schools and every school of the Tehsil has water-facilities. 23% of schools have play-ground and 20% of schools have electricity. The school-wise position has been shown in the following tables:-

Table: Distribution of schools according to Provision of facilities of Play-grounds and electricity

	Play Grounds			Electricity		
	<u>With</u> 1	<u>Without</u> 2	<u>Total</u> 3	<u>With</u> 4	<u>Without</u> 5	<u>Total</u> 6
<u>Primary Schools</u>						
For Boys	23	85	108	5	103	108
For Girls	1	64	65	17	48	65
Total	<u>24</u>	<u>149</u>	<u>173</u>	<u>22</u>	<u>151</u>	<u>173</u>
<u>Middle Schools</u>						
For Boys	17	19	36	10	26	36
For Girls	5	4	9	6	3	9
Total	<u>22</u>	<u>23</u>	<u>45</u>	<u>16</u>	<u>29</u>	<u>45</u>
<u>Secondary Schools</u>						
For Boys	6	6	12	8	4	12
For Girls	2	-	2	-	2	2
Total	<u>8</u>	<u>6</u>	<u>14</u>	<u>8</u>	<u>6</u>	<u>14</u>
<u>All Schools</u>						
For Boys	46	110	156	23	133	156
For Girls	8	68	76	23	53	76
Total	<u>54</u>	<u>178</u>	<u>232</u>	<u>46</u>	<u>186</u>	<u>232</u>



5.16 As suggested in case of school buildings, the local public must also donate land to schools for play fields near the school-premises. It should rather be the entire responsibility of the local people. In case of provision of electricity, middle and Secondary schools should be provided this facility on priority basis by the Government.

"Gian"

A-PLANNING OF WORK EXPERIENCE PROGRAMMES

6.1 The work experience should be introduced as an integral part of all general education specially at the elementary stage. It should involve participation in some form of productive work under conditions approximating to those found in real life situation. The work experience of programmes as introduced at present in 6th, 7th and 8th classes in carpentry, blacksmithy and electronics respectively, is no doubt a good venture, but the cost factor involved in its implementation i.e. Rs.50,000 per trade /per school, would come in the way of its general adoption. It is suggested that the work-experience in I-VIII Classes should be introduced in two forms:

- a) As a Craft; and
- b) As a hobby.
- a) As a Craft

6.2 In some of the schools of Ganderbal, some crafts are already being taught. However, following crafts are suggested to be adopted in the schools of Ganderbal Tehsil mentioned against each to start without involving much of the financial implications:-

<u>Craft</u>	<u>School</u>
<u>In Schools for Boys</u>	
a) Rafogari	i/ Central School, Tangehattra. ii/ Primary School, Bakiran
b) Willow Work	i/ Middle School, Haren ii/ Primary School, Chandma iii/ Primary School, Hakim Gund iv/ Primary School, Hakbera.
e) Cap-making (Gujjari Caps)	Middle School Gutlibagh
d) Clay Modelling	Primary School, Theone
e) Kangri Making	Primary School, Barwalla.
f) Grass-Mats ( Chattais)	Primary School, Arch.

In Schools for Girls

- a) Knitting
  - b) Sewing & needle-work
- } In selected primary and Middle Schools.

b) As a Hobby

6.3 As a hobby, the work-experience programme can be introduced in all the schools without involving any financial implications. Some of the hobbies are suggested as under:-

- i) Flower Collection
- ii) Stamp Collection
- iii) Feather Collection
- iv) Leave Collection
- v) Drawing etc.

6.4 In order to introduce the activities for work-experience in the schools efficiently the following suggestions are made:

- i) Care should be taken to see that work-experience does not remain an isolated subject in the curriculum. Regular provision should be made in the school time table for it.
- ii) The progress of the students should be assessed and recorded in the Cumulative Record Card showing aptitude for any particular type of work.
- iii) The Inspecting Officers should make assessment during their visits to the schools and give proper guidance on the spot.
- iv) All the school leaving certificates should have a Column where the performance of the student in the work-experience may be recorded.
- v) The Colleges of Education should produce literature in this field, for the guidance of the teachers and heads of the schools from time to time.

Financial aspect

6.5 Unless and until the teachers are given some extra-remuneration for teaching work-experience or a local artisan is specially appointed for this purpose, this programme will not get any impetus. For this purpose the programme can be divided in two parts:

- a) Where some technical know-how is essential; and
- b) Where no special training is required like hobbies.

6.6 In the second case teachers need not be paid any special allowance, but in the first case it is essential that the services of the local artisan are acquired or the teacher is given special training in the trade. In case, the local artisan is assigned with this job, it should be on part-time basis and he should be paid atleast Rs.100 per month. His appointment should also be made for

on the basis of his craftsmanship. In case teacher is assigned with this duty, he should be given special technical training in the concerned trade and after the successful completion of the training he should be given a special allowance of Rs.50/- per month.

6.7 The other aspect of financial implications is of recurring and non-recurring expenditure. The non-recurring expenditure on the introduction of a particular craft should be borne by the Department, but the recurring expenditure by the School itself from its local funds. It is also suggested that an Activity Fund may be raised by the School for this purpose in which a small amount of 10 paise, 15 paise and 20 paise be charged from the students of primary, middle and secondary stages. The Heads of the Institutions may also be allowed to utilize the local funds to meet the recurring expenditure of this programme.

#### B-ORGANISATION OF ENROLMENT DRIVES

6.8 As already pointed out that to ensure the maximum utilization of schooling facilities and/or an optimum teacher-pupil ratio, the normal flow of pupils in primary schools for new admission requires to be accelerated through enrolment drives. A very carefully chalked-out programme for organisation of enrolment drives need to be adopted. On the basis of the successful organisation of these drives in Orissa, Bihar and Rajasthan, the following programme can be adopted on an experimental basis for Ganderbal Tehsil:

##### a) Organizational Set-up

6.9 A Committee of the following officers be set up which should be over-all incharge of organising these drives:

- i) Dy. Director Education(Boys) Kashmir Province
- ii) Dy. Director Education(Girls) Kashmir Province
- iii) District Education Officer(Boys) Srinagar
- iv) District Education Officer(Girls) Srinagar
- v) Tehsil Education Officer(Boys) Ganderbal
- vi) Tehsil Education Officer(Girls) Ganderbal
- vii) Addl. Tehsil Education Officer(Ganderbal)(Boys)
- viii) Addl. Tehsil Education Officer(Kangan)(Boys)
- ix) District Education Survey Officer, Srinagar, Member
- x) Tehsil Education Survey Officer. Secretary

6.10 This Committee should set-up sub-Committees for each of the two Blocks. The Block Committee should set up

Committees for each school. The School Committee should consist of the following members:

- i) Teachers of the Schools
- ii) Two member of the Panchayat
- iii) Two members from among the parents
- iv) One women member, if none in the above three categories are women
- v) One member to represent Gujjars and Bakerwals.
- vi) About two persons whose co-operation is considered essential.

It is suggested that the total number of members of any of the Committees should not exceed 11.

b) Listing of Children of School-going Age of 5 to 14 years

6.11 The Block Committee should define the encatchment area of every school in a manner that all the areas are covered. After this, every school should prepare a register of all the children on census basis of that area in the age group of 5 to 14. The form of the Register is suggested below:

- i) Serial No.
- ii) Name of Head of Family
- iii) Complete address.
- iv) Name of the child
- v) Sex
- vi) Age
- vii) Whether belonging to Gujjars and Bakerwals
- viii) If attending School, the class in which attending
- ix) If drop-out, year of dropping out and cause would like to attend continuation class, part time or full-time class
- x) If not attending, would like to attend part-time or full-time classes.
- xi) Remarks.

c) Press Publicity and Propaganda

6.12 All the media of publicity should be utilized for this purpose. The Chief Minister should issue an appeal which should be sent to each and every village by the Information Department. Radio and Television should broadcast in the local languages the suitable related programmes. Pamphlets and leaflets should be distributed in all the schools and villages.

d) Duration of Enrolment Drive

6.13 The academic session starts from December and the admissions are made from December 1 to 15 every year

in this Tehsil. After that the schools are closed for about two and half months on account of winter vacations. Even a week after the schools re-open after vacations, all the children who would have normally got themselves admitted without any persuasion would have done so. It is only after that, the enrolment drives should be undertaken for a period of about a week. It may be called 'Enrolment Drive Week'. The efforts during the drive should then entirely be concentrated on children whose parents require persuasion.

e) Tentative Programme for the Drive

6.14 A uniform programme should be drawn up to be followed by every School Drive Committee. Among others, it may also include:

- i) Prabhat Pheris and procession of school children with shouting of slogans and singing of songs composed for the occasion on the morning of every day of the drive week.
- ii) Door to door canvassing by men and women volunteers to persuade parents and guardians to send their children and wards to schools on the basis of the list already prepared by the school.
- iii) A mass meeting <sup>on</sup> at least one day of the week should be addressed by a prominent person from the political field.
- iv) Awards in form of shields should be awarded to two best schools showing the best results.

C-ORGANISATION OF SCHOOL COMPLEXES:

6.15 As suggested by the Education Commissioner, the School complexes should be organised to break the isolation of schools and help them to function in small, face to face, co-operative groups and to make the delegation of authority from the department possible. The school complexes may take up common examinations, periodical meetings, showing of libraries, laboratories and other facilities, in-service education programmes, experimentation, providing leave-substitutes and a common programme of co-curricular activities.

6.16 As already suggested that one or two teachers over and above the required strength of the school should also be provided to serve as teachers in reserve to provide

leave substitutes.

6.17 It is also suggested that a special grant of Rs.500/- should be provided each school-complex at the elementary level to meet contingent expenses.

#### D-Problem of Transfer of Teachers

6.18 On the basis of the opinion survey of teachers conducted in 1973-74, it was found that 53% of the teachers want to be transferred from their existing places of postings, whereas this percentage is as high on 72% among female teachers as shown in the following table:

Table ~~XIII~~IV: Percentage of teaching staff who want to be transferred from schools in Ganderbal Tehsil 1973-74

Type of schools	Percentage to totals who want to be transferred								
	Headmasters			Teachers			Total staff		
	Men	Women	All	Men	Women	All	Men	Women	All
Primary Schools	56	67	60	48	67	57	54	67	64
Middle Schools	39	75	44	39	77	45	39	76	45
Secondary Schools	70	67	69	43	33	53	50	81	54
All Schools	54	63	58	44	75	51	48	72	53

6.19 It is also interesting to note that on an average 35% of the total teachers were transferred in this tehsil. from one school to another in 1973-74. And inspite of this high incidence of transfers, even more than half of the teachers want to be transferred. It indicates the magnitude of the problem of transfers in general and specifically among females. This problem is more acute among the heads of Institutions than among the teachers. When the head of a school is not interested to stay in the school, one can understand its impact on the other staff and his involvement with the development of the institution.

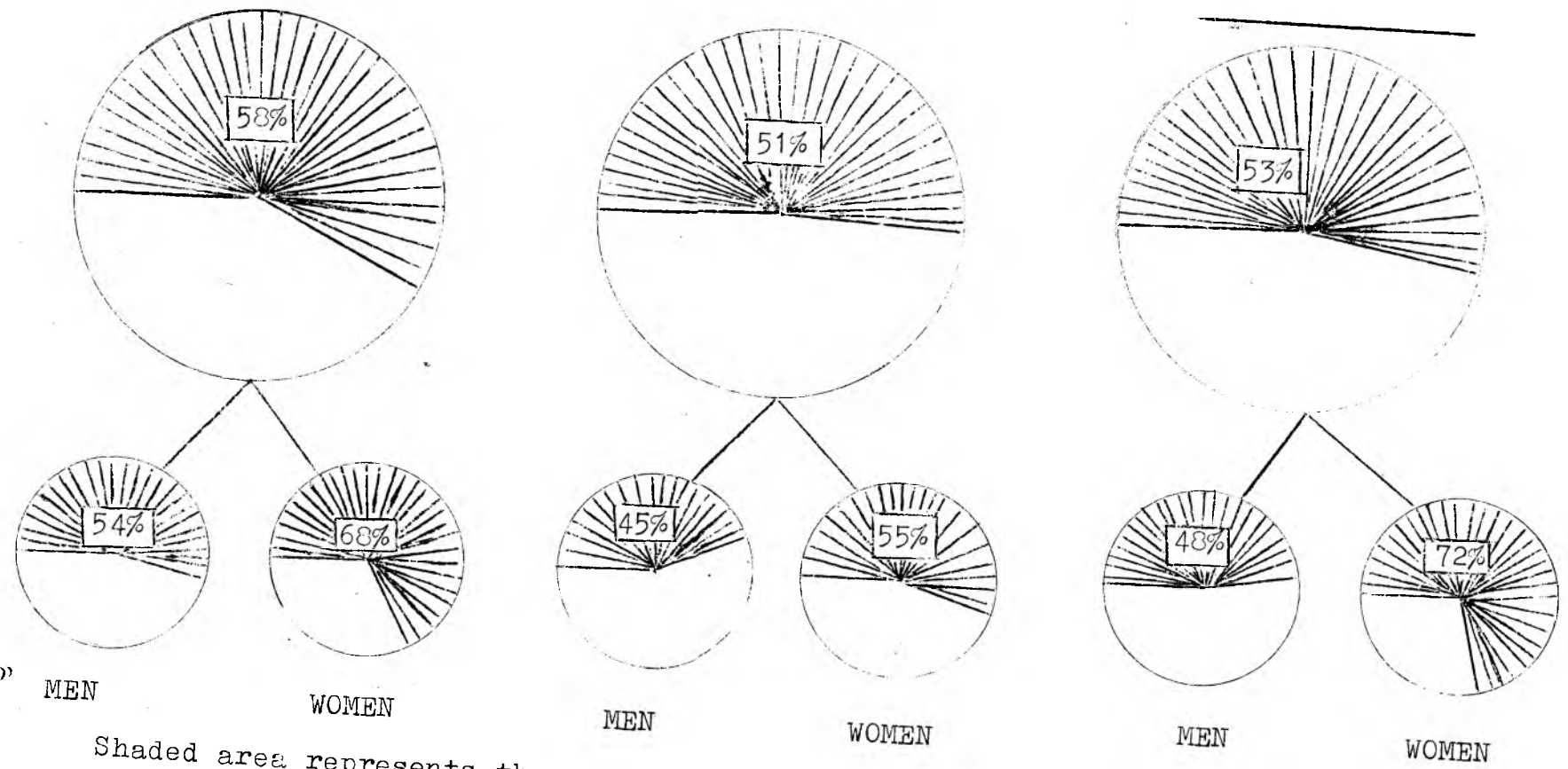
6.20 So, it is very essential that the problem of transfer of teachers is tackled very carefully and immediately otherwise all new schemes of educational reconstruction will have to wait in cold storage. It is suggested that some norms be prepared on the basis of which the transfers of teachers should be strictly regulated so as to eliminate any uncertainty among the teachers. These norms, among others, should also take into consideration the following factors:-

PERCENTAGE OF TEACHING STAFF WHO WANT TO BE TRANSFERRED IN  
GANDERBAL TEHSIL 1975

HEADMASTERS

TEACHERS

ALL TEACHING STAFF



R  
A  
S  
H  
/D

Shaded area represents the percentage of teachers who want to be transferred.



- a) No transfers should be made during the academic session except in most exceptional cases with the prior permission of the administrative department.
- b) No teacher should be transferred alongwith/<sup>the</sup>post except in case of rationalization of staff.
- c) The practice of 'attachment of teachers' should be totally done away with
- d) There should be a separate cadre of special line teachers and their transfers should be made within that cadre and not against general line teachers.
- e) No teacher should be transferred earlier than three years and in case of exceptions specific reason should be given in the order.
- f) In case of heads of institutions, a minimum stay of five years in a school should be followed as a rule.
- g) Local teachers, specially females, should not be unnecessarily disturbed unless and until there are specific grounds necessitating their transfers.
- h) In case of teachers newly appointed, it should be made a condition for him to work in a school outside his locality for a minimum of three years and his fourth increment should be released only after this condition is fulfilled.
- i) All teachers under transfer must get transfer T.A/D.A under rules.

#### E-PREPARATION OF SCHOOL PLANS

6.21 The present system of centralized planning has failed to emphasise crucial issues in educational development and made planning 'expenditure oriented'. It is essential that the present system of educational planning is broad-based and decentralised through the preparation of plans at the institutional and district levels so as to supplement the plans at the state and national levels. Institutional planning is not a new idea but merely a programme for universalising and improving what only a few institutions now do on an ad-hoc basis. Accordingly to Sh. J.P. Naik in his paper on 'Institutional Planning' published by the Asian Institute of Educational Planning and Administration, the objectives of Institutional planning can be summed up as follows:

1. Improvement of instruction;
2. Improvement of library equipment and facilities in school;
3. Optimum utilization of existing resources;
4. Harnessing community resources and goodwill to improve and develop the school
5. Providing an opportunity to the local community, school staff and students to join hands and improve the school;
6. Developing co-curricular programmes in the school like work-experience, Social Service and adult educational programmes, and youth services which will make the school a community centre; and
7. Imparting realism and concreteness to educational planning.

#### The scope of Institutional Planning

6.22 Sh. J.P. Naik has spelt out the scope of Institutional Planning in the same above quoted paper as under:

##### 1-Improving the School Plant

- a. Provision of more amenities to pupils-Drinking water, sanitary facilities, transport, mid-day meals, uniforms, medical aid, book banks, etc.
- b. More and better equipment in the schools-library reading rooms, laboratory, teaching aids, radio sets, etc.
- c. Maintenance of school buildings-- voluntary labour, contributions etc.
- d. Providing more places in the schools.

##### 2-Improvement of Instructions

- a. Supervised study and special tuition facilities.
- b. Visiting teachers from the teaching fraternity as well as from outside.
- c. Support to teacher improvement programmes like in-service training, refresher courses etc.

##### 3-Extra-Curricular Activities for pupils

- a. Social Service Projects
- b. Work experience through participation in Community Projects.
- c. Athletics and games.
- d. Literary activities.

##### 4-Community Programmes for the schools

- a. Literacy programmes
- b. Adult Education programmes
- c. Youth Service activities.

The procedure and implementation

6.23 The institutional plans should be prepared mainly from the point of view of the best utilization of existing resources. Every institution needs additional resources, and if we concentrate only on the additional resources we need, the institutional plan becomes merely a charter of demands. Funds to meet these demands will not be available and this will lead only to frustration. Accordingly to Sh. J.P. Naik, in institutional planning, let us ask this question to every institution: "What can you do within the existing resources available by better planning, and hard work?" Following are the some of the suggestion made by him in this regard:

- a) Institutional plans must be democratically oriented and must involve everyone concerned-headmasters, teachers, parents and students.
- b) Institutional planning should be practical and realistic rather than utopian or ambitious.
- c) Institutional plans should be integrated carefully with District, state and national plans.

6.24 Following steps should be taken to introduce the system of institutional plans in Ganderbal Tehsil in the State to start with:

1. All the institutions of the Tehsil should be grouped in school-complexes.
2. The heads or principals and the inspection officers of the school complexes and the inspection officers of the Tehsil, both from the boys and girls wings of education, should be given a short orientation course of two to three days' duration in institutional planning.
3. These trained officers/teachers should be made responsible to guide the institutions in making and implementing their plans. They should also be concerned with their evaluation.
4. The Education Department should also prepare guidelines for the formulation and implementation of institutional plans.
5. The institutional plans should be the basis of periodical inspections of educational institutions.
6. Regular arrangements in the annual time-table of the educational institutions for the preparation and implementation of institutional plans should also be made.
7. Measures should also be adopted which would place additional resources at the disposal of educational institutions for implementing their plans.

F-EDUCATION FOR ADULTS

6.25 As already suggested in Chapter IV that not only for spread of adult literacy but also for universalization of elementary education, education of adults is a must. It has been found through the survey, that a major portion of drop-outs and children not attending schools belong to the first generation learners. While initiating any new scheme of education of adults, care must be taken that it does not/<sup>have</sup>to face the fate of earlier schemes of social education and adult education. In this connection it is suggested that non-formal education centres of functional literacy should be started on experimental/<sup>basis</sup>on the lines of existing centres of part-time education ~~xxxx~~ at following two places:

- i) Kangan and
- ii) Doderhama.

~~ix~~ The main objectives of these centres should be:

- a) To build skill training and functional literacy in the productive programmes~~xx~~ like agricultlure and animal husbandrys; and
- b) To concentrate on those areas where ~~there~~ are a large number of problems in the solution of which the entire community is likely to be interested like health and family planning, child and family welfare, co-operative development.

6.26 A centre specially for adult illeterate ladies should have timings linked to their suitability and they should get skill training in cutting, tailoring and needle work in addition to the second point mentioned above.

"GIAN"

VII: IMPLEMENTATION AND FINANCIAL IMPLICATIONSA-IMPLEMENTATION:

as a

7.1 As Ganderbal Tehsil has been taken/Pilot Project, it is essential that some concrete steps are immediately taken to implement the plan of educational development of this Tehsil as suggested in the foregoing Chapters. Before taking any decision on the various suggestions made in the plan-model, it needs to be thoroughly discussed at various institutional, block, tehsil, district and State levels. To co-ordinate both the wings of boys and girls, it is suggested that a Development Committee be constituted consisting of the following members:

1. Tehsil Education Officer(Boys)
2. Tehsil Education Officer(Girls)
3. Addl.Tehsil Education Officer(Boys),Ganderbal.
4. Addl. Tehsil Education Officer(Boys), Kangan
5. Principal, Government Higher Secondary School,
6. Tehsil Education Survey Officer Ganderbal.
7. Two representative of public.

7.2 This Committee should be headed by a Project Officer be of the rank of District Education Officer to be over-all incharge of the Project without any prejudice to separate boys and girls wings of education. The officer for this project should be selected very carefully. He should be a dedicated worker and an educational administrator of a matured vision. The Committee suggested above should be given necessary powers to take necessary steps for educational development in the Tehsil. It should prepare a working plan for three years to start with from 1976-77 to 1978-79 so that it may coordinate with the remaining period of the 5th Five Year Plan.

B-FINANCIAL IMPLICATIONS

in

7.3 All the recommendations made/this model plan can be divided in two parts:

- a) Involving financial implications; and
- b) Not involving any financial implications

7.4 The recommendations which involve financial implications are:

- i) Opening of 9 Primary Schools
- ii) Upgrading of 10 Primary Schools to Middle Standard
- iii) Upgrading of 10 Middle Schools to High Standard
- iv) Opening of one T.T. School
- v) Provision of non-teaching staff
- vi) Enrolment Drives
- vii) Incentives.
- viii) Starting 20 centres of Non-formal education.
- ix) Starting two centres of Functional Literacy for adults
- x) Work-experience programmes
- xi) School complexes.
- xii) Re-orientation courses for teachers
- xiii) Institutional planning
- xiv) Construction programme through Local initiatives.
- xv) Creation of a Post of/Project Officer.

7.5 About Rs.10.00 lakhs are required every year for the implementation of above recommendations where financial implications are involved. As the existing surplus staff is proposed to be utilized for the programmes of opening and upgrading of schools, the total financial implication would be around Rs.5.00 lakhs per year for implementation of this project. This is

7.6 These recommendations which/not involve any financial implications for implementation/be implemented immediately without <sup>can</sup> waiting for any additional funds.  
"GIAN"

The procedure and implementation

6.23 The institutional plans should be prepared mainly from the point of view of the best utilization of existing resources. Every institution needs additional resources, and if we concentrate only on the additional resources we need, the institutional plan becomes merely a charter of demands. Funds to meet these demands will not be available and this will lead only to frustration. Accordingly to Sh. J.K. Naik, in institutional planning, let us ask this question to every institution: "What can you do within the existing resources available by better planning, and hard work?" Following are the some of the suggestion made by him in this regard:

- a) Institutional plans must be democratically oriented and must involve everyone concerned-headmasters, teachers, parents and students.
- b) Institutional planning should be practical and realistic rather than utopian or ambitious.
- c) Institutional plans should be integrated carefully with District, state and national plans.

6.24 Following steps should be taken to introduce the system of institutional plans in Ganderbal Tehsil in the State to start with:

1. All the institutions of the Tehsil should be grouped in school-complexes.
2. The heads of principals and teachers of the school complexes and the inspection officers of the Tehsil, both from the boys and girls wings of education, should be given a short orientation course of two to three days' duration in institutional planning.
3. These trained officers/teachers should be made responsible to guide the institutions in making and implementing their plans. They should also be concerned with their evaluation.
4. The Education Department should also prepare guidelines for the formulation and implementation of institutional plans.
5. The institutional plans should be the basis of periodical inspections of educational institutions.
6. Regular arrangements in the annual time-table of the educational institutions for the preparation and implementation of institutional plans should also be made.
7. Measures should also be adopted which would place additional resources at the disposal of educational institutions for implementing their plans.

F-EDUCATION FOR ADULTS

6.25 As already suggested in Chapter IV that not only for spread of adult literacy but also for universalization of elementary education, education of adults is a must. It has been found through the survey, that a major portion of drop-outs and children not attending schools belong to the first generation learners. While initiating any new scheme of education of adults, care must be taken that it does not/<sup>have</sup>to face the fate of earlier schemes of social education and adult education. In this connection it is suggested that non-formal education centres of functional literacy should be started on experimental/<sup>basis</sup>on the lines of existing centres of part-time education ~~xxxx~~ at following two places:

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"GIAN"



III: IMPLEMENTATION AND FINANCIAL IMPLICATIONSA-IMPLEMENTATION:

as a

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B-FINANCIAL IMPLICATIONS

in

7.3 All the recommendations made/this model plan can be divided in two parts:

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- b) Not involving any financial implications

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- v) Provision of non-teaching staff
- vi) Enrolment Drives
- vii) Incentives.
- viii) Starting 20 centres of Non-formal education.
- ix) Starting two centres of Functional Literacy for adults
- x) Work-experience programmes
- xi) School complexes.
- xii) Re-orientation courses for teachers
- xiii) Institutional planning
- xiv) Construction programme through Local initiatives.
- xv) Creation of a Post of/Project Officer.

7.5 About Rs.10.00 lakhs are required every year for the implementation of above recommendations where financial implications are involved. As the existing surplus staff is proposed to be utilized for the programmes of opening and upgrading of schools, the total financial implication would be around Rs.5.00 lakhs per year for implementation of this project. This

7.6 These recommendations which/not involve any financial implications for implementation/<sup>can</sup> be implemented immediately without waiting for any additional funds.  
"GLAN"

SUMMARY OF RECOMMENDATIONS.

- 8.1. By opening nine primary schools, all the habitations with population of 100 or more would be providing schooling facilities within walking distance of one Kilometre.
- 8.2. By upgrading 10 primary schools to middle standard all the habitations with population of 500 or more would get a middle school/section within walking distance of three Kilometres.
- 8.3. All the 30 incomplete middle schools should be upgraded to full-fledged middle schools.
- 8.4. By upgrading 10 middle schools to high standard, all habitations with a population of 1000 or more would get a High School within walking distance of 5 Kilometres.
- 8.5. No school/class should be allowed to remain defunct for more than a year. Immediate steps should be taken for revival of 39 defunct primary schools.
- 8.6 Steps should also be immediately taken for rationalisation of location of schools by a) shifting schools to more suitable locations to widen their coverage (four primary schools), and (b) amalgamation of boys and girls schools/sections as mixed schools/sections in areas where both exist with low enrolment or either of them is facing accommodation problem (22 schools).
- of
- 8.7. Norms for rationalisation/teaching staff should be adopted and the surplus teaching staff (132 teachers) should be suitably adjusted.
- 8.8. Separate cadre of special line teachers should be formed and the present policy of appointing only general line teachers should be replaced by subject-wise recruitment of teachers.
- 8.9. Norms for providing non-teaching staff to schools should also be adopted and the necessary staff be provided accordingly (26 only).
- 8.10 Traditional obsession with the exclusive use of the formal methods of education\* should be given up and the non formal methods of education\* should be adopted.
- 8.11 Part-time and continuation centres of non-formal education be opened only in those areas where these are required after proper survey. These centres should be manned by those teachers who are to be given special training in this line.
- 8.12. Incentives in form of free text books, stationery and uniforms should be given only to the poor deserving students specially to girl-students at the elementary stage.
- 8.13. Programmes for qualitative improvement of the schools should be undertaken by
- a) improvement of curriculum by improving existing text books, methods of teaching, introducing sports and games and work experience.
  - b) improvement of teaching by
    - i) stopping frequent transfers of teachers,
    - ii) preferring lady teachers in primary schools,

- (iii) solving problems of teachers at present lying pending with the Department.
- (iv) teachers should be given special training to teach single teacher schools.
- (v) System of maintaining log books in schools should be revised and made compulsory.

- 8.14. School Improvement Committees be formed on the basis of Tamil-Nadu Model.
- 8.15. In case of rented buildings, steps be taken for
- (i) regular payment of rent,
  - ii) immediate disposal of pending rent cases;
  - iii) revision of rent assessment atleast once in five years; and
  - iv) provision be made for maintenance of buildings.
- 8.16 For construction of buildings through local initiative, steps be taken to ensure that;
- i) the local public also contributes minimum of 25 % of the total grant sanctioned by the Government;
  - ii) the ownership of the land is settled before starting construction ,
  - iii) standard designs of school buildings be approved for construction ;
  - iv) Technical guidance in construction of building should be provided by the local engineering staff for which standing instructions should be issued to them.
  - v) Maintenance of these buildings should be the responsibility of the Department.
- 8.17 The public works Department should examine the possibility of reducing the cost of construction of school buildings and evolve cheap standard designs on the basis of the work done by the Central Building Research Institute, Roorkee.
- 8.18 Provision of play grounds to schools should be made the entire responsibility of the local community.
- 8.19 The programmes of work experience should involve participation in some form of productive work under conditions approximating to those found in real life situations. At elementary stage, it should be introduced in form of a craft in selected schools, and a hobby in almost all schools.
- 8.20. A very carefully chalked out programme for organisation of enrolment drives need to be adopted.
- 8.21. School complexes should be formed as recommended by the Education Commission, which in addition should also be provided with leave arrangement teachers.
- 8.22. Frequent transfers of teachers should be banned and norms should be adopted to regulate transfers.
- 8.23. Every school should have its own long term and short-term institutional plans for which a reorientation courses may be organised for the heads of schools.
- 8.24. Educational Development Committee of the concerned Tehsil Education Officers be formed to discuss this model in detail.
- 8.25. A project Officer of the rank of District Education Officer may be appointed to implement the various recommendations.

- 8.26. A Teacher Training School be opened for organisation of training and reorientation courses for teachers.
- 8.27. A sum of about Rs.5.00 lakh be set aside every year for implementation of those recommendations where financial implications are involved.

STATEMENT-ILIST OF HABITATIONS WHERE NEW SCHOOLS  
ARE TO BE OPENED IN GANDERBAL TEHSIL

S.NO.	CODE NO.	HABITATION	VILLAGE	POPULATION	DISTANCE FROM THE NEAREST PRIMARY SCHOOL/SECTION
1	2	3	4	5	6
1.	118.3	Baba-Salah	Yungura	466	2.5 Km.
2.	15.2	Nanihama	Hayab Palapora	370	1.5 Km.
3.	37.2	Chenar	Chenar	369	3.0 Km.
4.	58.1	Shahpora	Shahpora	308	2 Km.
5.	12.1	Mamar Darduder	Mamar Darduder	270	3 Kms.
6.	113.1	Khar Bagh	Khar Bagh	172	2 Kms.
7.	122.1	Khanapora	Khanapora	154	2 Kms.
8.	59.1	Bandi Bagh	Bandi Bagh	151	3 Kms.
9.	2.2	Satbacchi	Sonamarg	106	3 Kms.

"GIAN"

LIST OF PRIMARY SCHOOLS TO BE UPGRADED  
TO MIDDLE STANDARD IN GANDERBAL

S.NO.	CODE NO.	HABITATION	VILLAGE	POPULATION	PRIMARY SCHOOLS TO BE UPGRADED	DISTANCE FROM THE NEAREST MIDDLE SCHOOLS/SECTION	REMARKS
1	2	3	4	5	6	7	8
<u>FOR BOYS</u>							
1.	9.1	Surfraw	Surfraw	1326	PS Surfraw	3.5 Km	Building not available.
2.	118.1	Yungoora	Yungoora	1140	PS Yungoora	More than 5 Kms.	Both the habitations have primary schools Out of this PS Yungoora be upgraded which cover both the habitations. Building not available.
3.	115.2	Chekri Yungoora	Yungoora	590	-	5 Kms.	Building not available.
4.	3.1	Gagnarear	Gagnarear	850	PS Kulan	More than 5 Kms.	Building not available.
5.	95.1	Shepora	Shepora	827	PS Shepora	4.5 Kms	Building not available.
6.	134.1	Wahidpora	Wahidpora	660	PS Wahidpora	3.5Kms	Building not available.
7.	18.1	Theone	Theone	1605	PS Theone	4.0 Km	Building not available.
<u>FOR GIRLS</u>							
1.	135.1	Lar	Qasbalar	1575	PS Lar	5.0 Km	Building not available.
2.	83.1	Panduch	Panduch	1307	PS Panduch	8.0 Km	Building not available.
3.	108	Dale	Dale	1138	PS Dale	10.0 Km	Building not available.

"GIAN"

LIST OF MIDDLE SCHOOLS TO BE UPGRADED TO HIGH STANDARD IN  
GANDERBAL TEHSIL

S.NO.	CODE NO.	HABITATION	VILLAGE	POPULATION	MIDDLE SCHOOLS TO BE UPGRADED	DISTANCE FROM THE NEAREST HIGH SCHOOL/SECTION	REMARKS
1	2	3	4	5	6	7	8
1.	10.2	Hariganiwan	Hariganiwan	1846	MS Hari ganiwan	More than 5 Kms.	Recently upgrade Building not available
2.	28.1	Wanget	Wanget	1810	MS Wangat	More than 5 Kms.	Recently upgraded Building not available
3.	101.1	Shalabugh	Shalabugh	1758	MS Shalabugh	More than 5 Kms.	Recently upgraded Building not available
4.	14.1	Theone	Theone	1605	PS School proposed to be upgraded to HS	More than 5 Kms	It should be upgraded only three years after the PS is upgraded to MS. Building not available
5.	34.1	Chetragul	Chatraggul	1523	MS Chatergul	More than 5 Kms	Building not available
6.	118.1.	Yungpora	Yungura	1140	PS School proposed to be upgraded to M.S.	More than 5 Kms	It should be upgraded only three years after the PS is upgraded to M.S. Building not available
7.	11.1	Mamar	Mamar	1112	M.S Cheerwan	More than 5 Kms.	This School already caters



<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
<u>FOR GIRLS</u>							
1.	22.1	Kangan	Kangan	1562	L.H.S Kangan	13 Kms	Govt. building available.
2.	54.1	Nunner	Nunner	1626	L.H.S NUNNER	10 Kms.	Recently upgraded. Building available.
3.	73.1	Gulabbagh	Gulab- bagh	677	M.S. Gulab- Bagh	9 Kms	New building required.

"GIAN"

List of Defunct Primary Schools in  
Ganderbal Tehsil:1975

<u>S.No.</u> 1	<u>Name of School</u> 2	<u>Year of establishment</u> 3	<u>Enrolment</u> 4
<u>A- School for Boys</u>			
1.	P.S. Kachipatri	1973	9
2.	P.S. Maranagh	1961	7
3.	P.S. Nazen	1969	8
4.	P.S. Sathrena	1959	9
5.	P.S. Sarbal	1966	6
6.	P.S. Sonamarg	1954	6
7.	P.S. Watsan	1971	7
8.	P.S. Ghat Salocra	1960	4
9.	P.S. Takyia Sang Reshi	1971	4
10.	P.S. Bheck Chander Kaul	1970	6
11.	P.S. Dera Faqir Gujri	1960	7
12.	P.S. Handam Mohalla	1973	9
13.	P.S. Kij Pora	1960	9
<u>B- Schools for Girls</u>			
14.	P.S. Akhal	1969	6
15.	P.S. Badra Gund	1971	5
16.	P.S. Barsoo	1968	5
17.	P.S. Cheerwan	1965	9
18.	P.S. Chatergul(Payin)	1964	9
19.	P.S. Chatergul Balla	1968	Nil
20.	P.S. Dab-Shalahar'	1974	9
21.	P.S. Dooderhama	1974	6
22.	P.S. Fatehpura	1974	Nil
23.	P.S. Hariganawan	1974	6
24.	P.S. Haripora	1974	6
25.	P.S. Harran	1966	5
26.	P.S. Id-ghah	1972	9
27.	P.S. Mammer*	1973	8
28.	P.S. Kechan	1958	1
29.	P.S. Khalmulla	1970	8
30.	P.S. Khimber	1972	3

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<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
31.	P.S. Kurhama	1972	8
32.	P.S. Kunamulla	1974	5
33.	P.S. Rabitar	1962	6
34.	P.S. Repore	1972	8
35.	P.S. Sehpare	1970	7
36.	P.S. Therco	1961	6
37.	P.S. Wahidpura	1973	5
38.	P.S. Wandhama	1965	5
39.	P.S. Waskoora	1970	6

"GIAN"

Proposal for change of Location of Primary  
Schools in Gandarbhal Tehsil

S.No.	Name of Schools	Areas Covered	Proposed location	Remarks
1	2	3	4	5
1.	P.S. Ghat Saloora	Saloor Village & Ghat Saloora	Villgge Saloora	The school is in a portion of a boat and needs to be shifted to the proper village.
2.	P.S. Dara Fakir Gujari	Dara Fakir Gujri & Chakki Dara	Chakki-dara	It will cover both the areas in a more rational manner.
3.	P.S. Patkhanan	Patkhhanan	Peshtar	Patkhkana area is already covered by the primary school Khana, New location will cover Pushtar area also.
4.	P.S. Naranag	Narang	Batkulan	Naranag is already covered by M.S. Wangat New location will cover Batakulan also.

LIST OF BOYS AND GIRLS PRIMARY SCHOOLS/SECTIONS PROPOSED FOR  
AMALGAMATION AS MIXED SCHOOLS/SECTIONS:

S.No.	School/Section for Boys			Schools/Section for Girls			Proposed to be mixed with	Remarks
	Name	Enrolment	Teachers	Name	Enrolment	Teachers		
1	2	3	4	5	6	7	8	9
1.	P. Section of H.S Hariganwan for Boys	61	5	PS Hariganwan	8	1	With Primary Section of High School Hariganwan	Sufficient accommodation in the High School.
2.	P.S. Mammer	41	2	PS Mammer	11	1	With P.S. for Boys, Mammer	Sufficient accommodation in boys school.
3.	P. Section of H.S. Kangan	76	2	P. Section of Middle School Kangan.	18	2	With Primary Section of Middle School for girls Kangan.	Sufficient accommodation in Girls School.
4.	P. Section of Central School Akhal.	22	3	P.School, Akhal	10	2	With P. Section of Central School Akhal.	Sufficient Accommodation in boys school.
5.	P.S. Panzin	25	2	P.S. Panjin	11	1	With P.S. for Boys Panzin	-do-
6.	P. Section of Middle School Wangat.	21	3	PS Kahi Wangat	12	1	With P. Section of M.S. Wangat	Sufficient accommodation in Boys School.
7.	P.S. Barawalla	13	1	PS Barawalla	12	1	With P.S for Boys Barawalla	Sufficient accommodation in boys school.
8.	P.S. Woussan	16	1	PS Woussan	16	1	With PS for Girls Woussan	Sufficient accommodation in Girls School.

						8	9	
9.	P. Section of Middle School Chaturgul.	59	3	P.S Chaturgul	9	1	With P. Section of Boys M. School, Chaturgul.	Sufficient accommodati in Boys school.
10.	PS Chattergul Bala	13	1	PS Chattergul	4	1	With PS for Boys Chattergul	-do-
11.	PS Harripora	16	1	PS Haripora	7	1	With PS for Girls Haripora	Sufficient accommodati in Girls scho
12.	P. Section of Central School Arhana	45	3	PS Arhana	12	1	With P. Section of C.S. Arhana	Sufficient accommodati in Boys School.
13.	PS Yarnukan	13	1	PS Yarnukan	9	1	With PS for boys Yarnukan.	-do-
14.	Primary Section of HS Manigan	70	5	P. Section of Middle School Manigan	71	5	With P. Section of Middle School for Girls Manigan	High School for Boys needs more accommodati and its primary sectio can be accommodated in M.S for Girls.
15.	PS Benhana	37	1	PS Benhana	14	1	With PS for Boys Benhana	Sufficient accommodati in Boys School.
16.	P. Section of CS Chuntiwaliwar	30	2	PS Chuntiwaliwar	16	1	With Boys School, Chuntiwaliwar	-do-
17.	PS Barsoo	45	2	PS Barsoo	5	1	With Boys School Barsoo	-do-
18.	PS Baderkund	26	1	PS Baderkund	-	2	With Boys School Baderkund	-do-
19.	P. Section of C.S Urpash	36	2	PS Urpash	8	3	With Boys School Urpash	-do-
20.	PS Sarech Chowdry Bagh	37	1	PS Serch Chowdry bagh	3	1	With Boys School S S. Sarech Chowdrybagh.	Sufficient accommodati in Boys School.
21.	PS Rabitar	39	2	PS Rabitar	Nil	1	With PS for Girls Rabitar	Sufficient accommodati in Girls School.
22.	PS Kachan	12	1	PS Kachan	Nil	1	With Boys School, Kachan	Accommodation is sufficient in Boys School.

"GIAN"

STATEMENT-VIINORMA FOR RATIONALISATION OF STAFF AND DETERMINATION OF STAFF STRENGTH IN VARIOUS TYPES OF SCHOOLS

<u>A-Primary Schools</u>	<u>PLAN AREAS</u>	<u>HILLY AREAS</u>
i/ One Teacher for average enrolment varying from	10-40	10-30
ii/ Two Teachers for average enrolment varying from	41-60	31-50
iii/ Three teachers for average enrolment varying from	61-80	51-70
iv/ Four teachers for average enrolment varying from	81-100	71-100
v/ Five teachers for average enrolment varying from	101-150	101-150
vi/ If average enrolment of the school exceeds 150, an additional post of a teacher for every section of 40 to 50 pupils.		
vii/ An additional post of a Master(Head-teacher) if average enrolment exceeds 150.		

B-Middle Schools

- i/ In addition to the staff for primary departments as mentioned 'A' above for primary schools, one general line teacher for every class/section added after class-V with average enrolment varying from 5 to 40.
- ii/ One special line teacher for each special subject taught in the school i.e. Classical languages, Modern Indian Languages, Drawing, Domestic Science, Agriculture etc. provided the number of students taking each subject is not less than 15 in all three middle classes provided further that Hindi and Sanskrit, Urdu and Persian are grouped together in a single section school.
- iii/ An additional post of N.F.C Teacher provided the total enrolment in the school exceeds 200.
- iv/ An additional post of Master(Head-teacher) if the total average enrolment exceeds 200 or the school is a full-fledged middle school and there was no such post when the school was upgraded from Primary to Middle standard.

C-High School

- i/ Staff for primary and middle Section, if attached, as per norms suggested for Primary and Middle Schools at 'A' and 'B' above.

- ii/ One additional post of a teacher(including science teacher) for every section of 5 to 30 students.
- iii/ One special line teacher for each special subject taught in the school( subject to minimum of five students) i.e. classical Languages, Modern Indian Languages, Art, Agriculture, Domestic Science etc provided that in a single section school, the teaching of one teacher is earmarked for Hindi and Sanskrit and one teacher for teaching of Urdu and Persian.
- iv/ One post of N.F.C teacher if there was no such post when the school was upgraded from Middle to High standard.
- v/ One post of Headmaster in Gazetted rank.



Year	Total Population			6- 11 Yrs			11-14 Yrs			14- 17 Yrs		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
1971	51424	43361	94785	6582	5940	12522	3548	3079	6627	3240	2755	6015
1972	52293	44172	96465	6693	6052	12745	3608	3136	6744	3294	2827	6121
1973	53177	44998	98175	6807	6165	12972	3669	3195	6864	3350	2880	6230
1974	54076	45839	99915	6922	6280	13202	3731	3255	6986	3407	2937	6344
1975	54989	46696	101685	7039	6397	13436	3794	3315	7109	3464	2989	6453
1976	55918	47569	103487	7158	6517	13675	3858	3377	7235	3523	3044	6577
1977	56863	48459	105322	7278	6639	13917	3924	3441	7365	3582	3101	6683
1978	57821	49363	107184	7401	6763	14164	3990	3505	7495	3642	3159	6801
1979	58798	50286	109084	7527	6889	14416	4057	3570	7627	3704	3218	6922
1980	59795	51218	110993	7652	7018	14669	4125	3636	7761	3766	3278	7044
1981	60776	52176	112952	7783	7109	14932	4196	3705	7901	3826	3335	7161
1982	61804	53152	114956	7915	7283	15198	4266	3774	8040	3890	3497	7387
1983	62849	54145	116994	8048	7419	15467	4339	3845	8184	3956	3461	7417
1984	63912	55158	119071	8184	7558	15742	4412	3917	8329	4023	3526	7549

Note:- i) The rate of growth of population has been assumed to be constant on the basis of the growth rate from 1961 to 1971 of this Tehsil.

ii) Population in the age-groups has also been assumed to <sup>have</sup> the constant ratio to the total population.

ANALYSIS ON THE BASIS OF COHORT METHOD

Class	1973- 74	%	1974- 75	%	1975- 76	%	1976- 77	%	1977- 78	%	1978- 79	%	1979- 80	%	1980- 81	%	1981- 82	%	1982- 83	%	1983- 84
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
I	1828		1826		1824		2000		2200		2400		2600		2800		3000		3200		3400
		72		76		78		80		82		84		86		88		90		92	
II	1249		1318		1388		1423		1600		1804		2016		2236		2464		2700		2924
		82		87		88		89		90		91		92		93		94		95	
III	918		1032		1146		1221		1266		1400		1642		1855		2079		2316		2565
		102		100		100		100		100		100		100		100		100		100	
IV	837		932		1028		1146		1221		1266		1400		1642		1855		2079		2316
		101		100		100		100		100		100		100		100		100		100	
V	760		845		929		1023		1146		1221		1266		1400		1642		1855		2079
		94		92		92		92		93		93		94		94		95		95	
VI	651		716		781		855		946		1066		1136		1190		1316		1560		1762
		96		94		94		94		94		95		95		95		96		96	
VII	582		627		672		734		804		889		1012		1079		1131		1263		1497
		94		92		92		92		93		93		94		94		95		95	
VIII	511		545		579		618		675		748		827		952		1014		1074		1200
		85		93		90		90		90		91		91		91		92		92	
IX	359		433		508		521		556		607		680		753		866		933		988
		99		97		97		97		97		97		98		98		98		98	
X	287		354		421		493		505		540		589		667		738		849		915
		26		32		34		34		36		36		38		38		38		38	
XI	38		75		113		143		167		182		194		224		253		280		322
Total	8020		8703		9389		10182		11085		12123		13362		14798		16358		18109		19988

Note: % given in squares indicate the promotion rates.

Norms for Opening and Upgrading of Schools and  
Definition of Defunct Schools:

A. Opening of Schools:

1st Priority:

- i. Distance from the nearest primary school/ section not to be less than 2 Kms; and
- ii. The population of the habitation not to be less than 200.

2nd Priority:

- i) Distance from the nearest primary school/section not to be less than 1 Km. ; and
- ii) The population of the habitation not to be less than 100.

B. Upgrading of Primary schools to Middle Standard:

- i) Distance from the nearest middle school/section not to be less than 3 Kms
- ii) The population of the habitation not to be less than 500; and
- iii) The enrolment in 5th primary class not to be less than 5 students.

C. Upgrading of Middle schools to High standard:

- i) The nearest high school/section should not be less than 5 Kms.
- ii) The population of the habitation village to be covered should not be less than 1000;
- iii) The enrolment in 8th class of the middle school should not be less than 15 students;
- iv) Other things remaining the same preference should be given to the such middle schools which have sufficient accommodation and were established earlier than others.

D. Opening and Upgrading of Girls schools:

The above norms are preferably for schools for boys except in case of opening of primary schools which are to be mixed schools.

In case of upgrading of schools the criteria given above cannot be strictly followed. These may provide only the guidelines and such schools for girls be upgraded which prove to be viable educational units with sufficient enrolment. In addition, to distance and population factors the existing and anticipated enrolment should be the major guiding factors. In general , one third of the total schools to be upgraded should be for girls.

E. Definition of Defunct schools:

- i) When a school/section is sanctioned but not functioning at all;
- ii) When a primary school/section have enrolment of less than 10 students; or
- iii) When any section /class from 6th to 10classes have enrolment of less than 5 students.

Educational Map of Tehsil Ganderbal

( District Srinagar )

I N D E X

Primary School



Higher Secondary School with High section.



Village Boundary



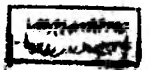
Middle School with Primary Section.



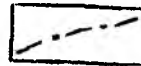
Tehsil H.Q.



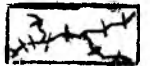
Forests



District Boundary



Roads



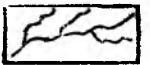
High Schools with Primary & Middle sections.



Tehsil Boundary

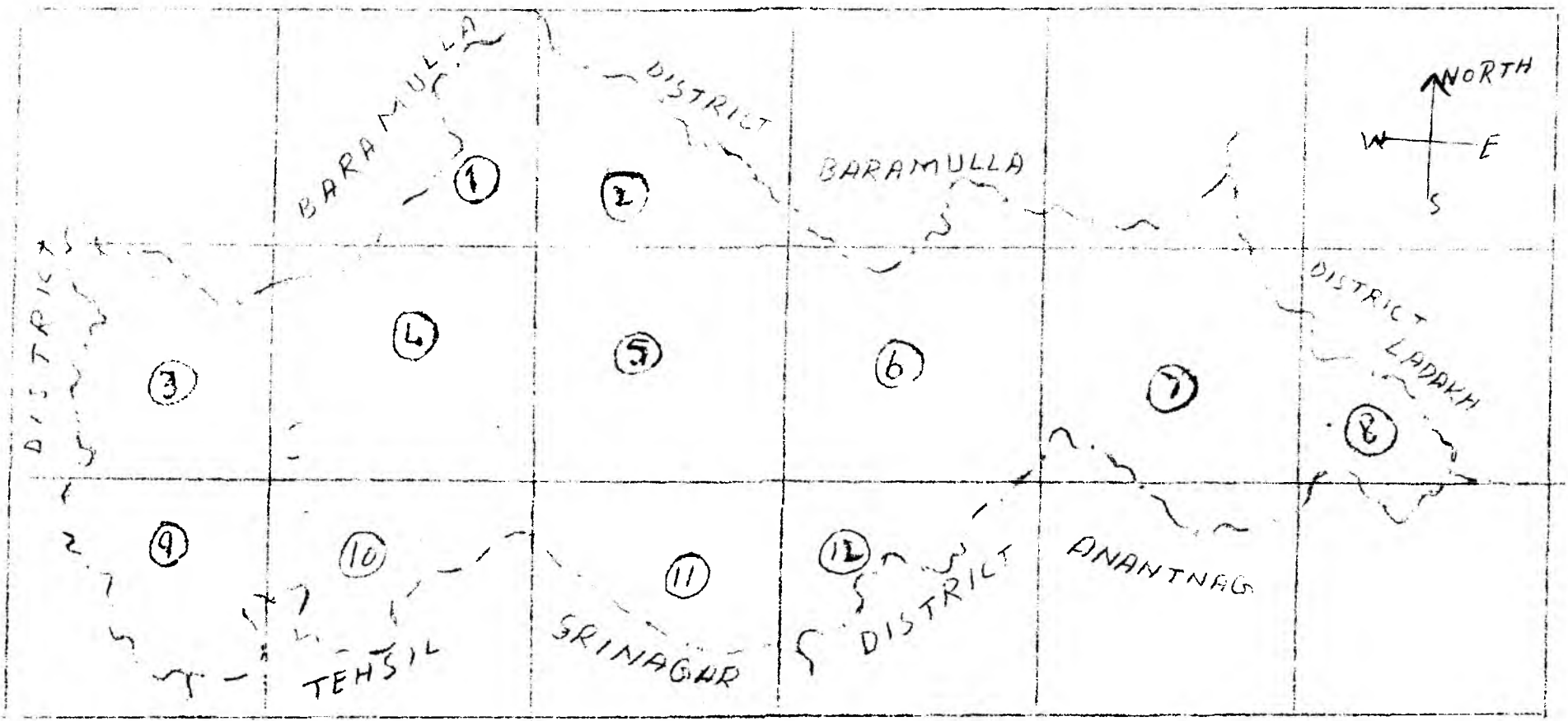
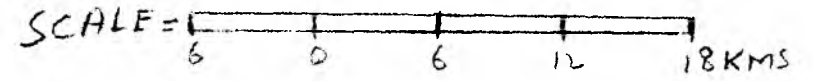


Nallas & Rivers



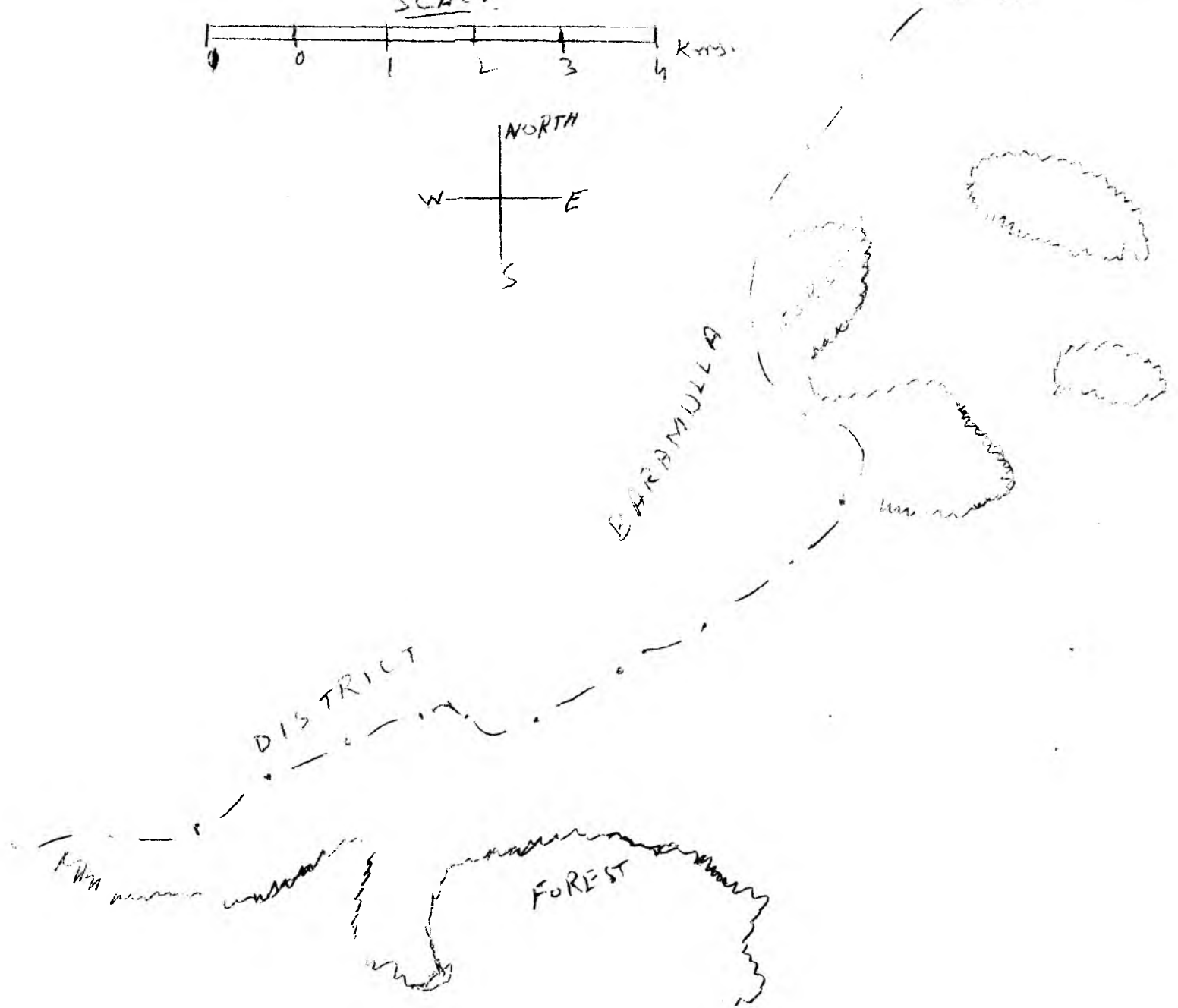
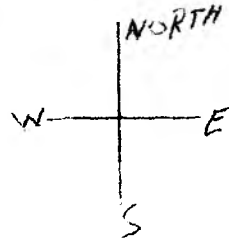
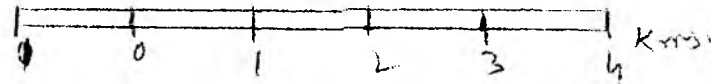
12  
R  
A  
S  
H  
D

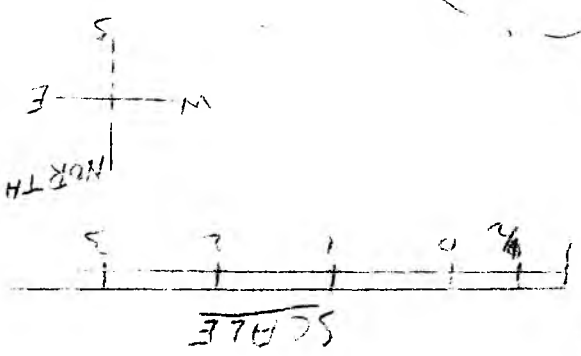
TEHSIL GENERAL  
DISTRICT SRINAGAR



"R"  
SRINAGAR

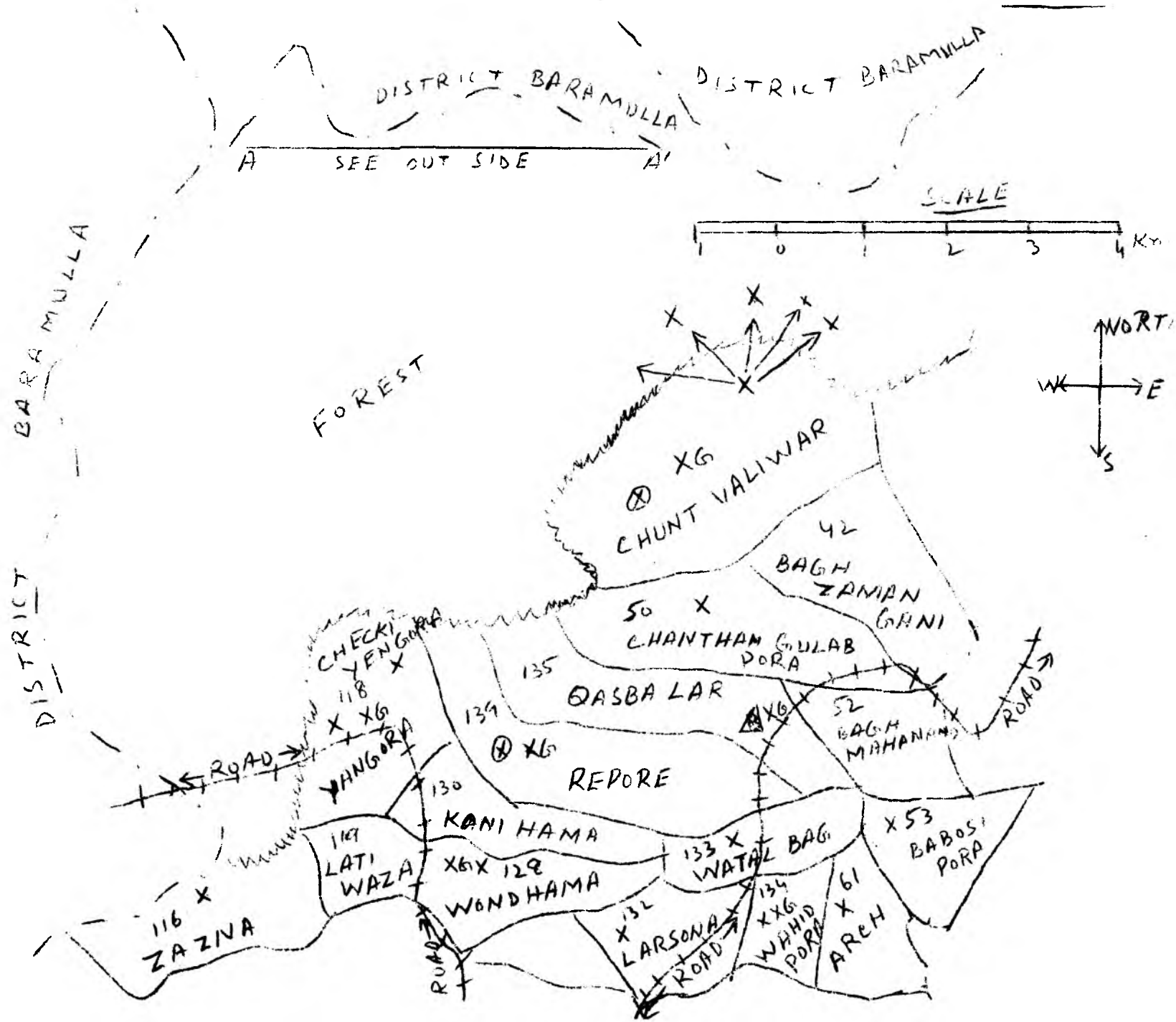
SCALE





BRAHMULLA

DISTRICT





BARAMULLA

DISTRI

FOREST

XXG

FOREST

CHATER GUL

HANDERWAN

ARAHAMP

USSAN

CHINER

YARMUGAM

WAT SIAN

MANI GAM

DAFEDORA

GOTLI BAG

DRAG SITANGA

DALANG

GORI PORA

BARWALAN

BENHAM

WAIL (WAYIL)

FOREST

NORTH

W ← E

KANGAN

MARGUND

NASHYAN

NILAH

AKHAL

KANMUA

WATH

CHAPER GUND

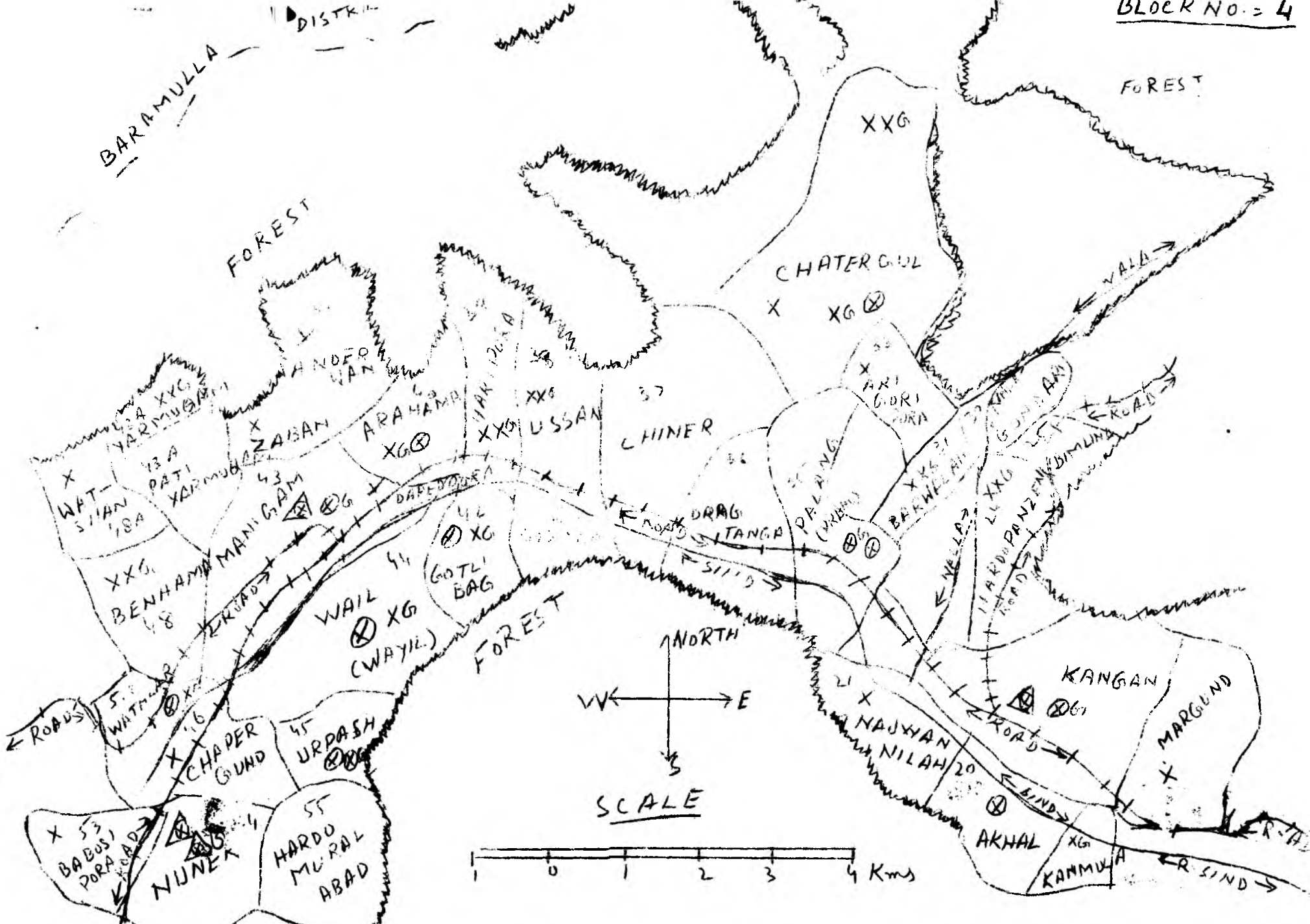
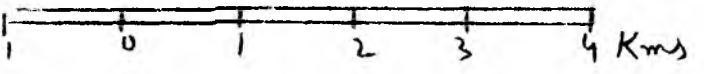
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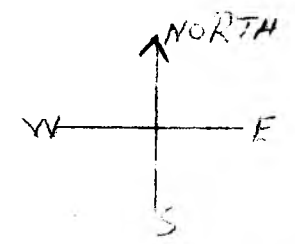
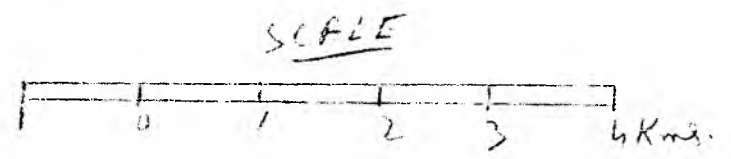
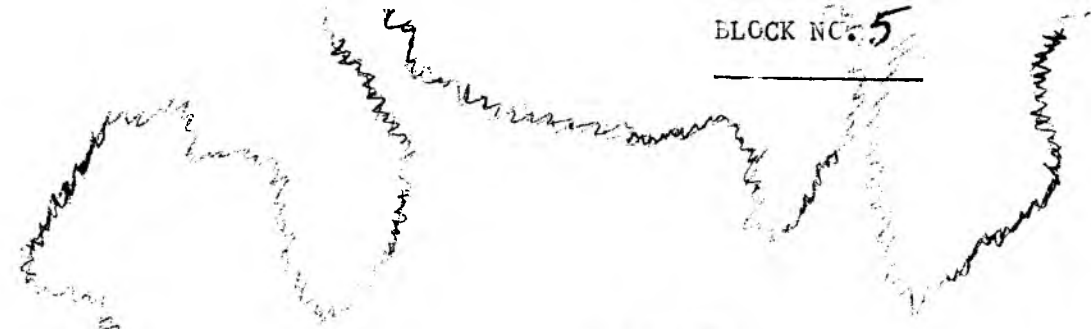
BABUS PORA

NUNEX

ST HARDO MURAL ABAD

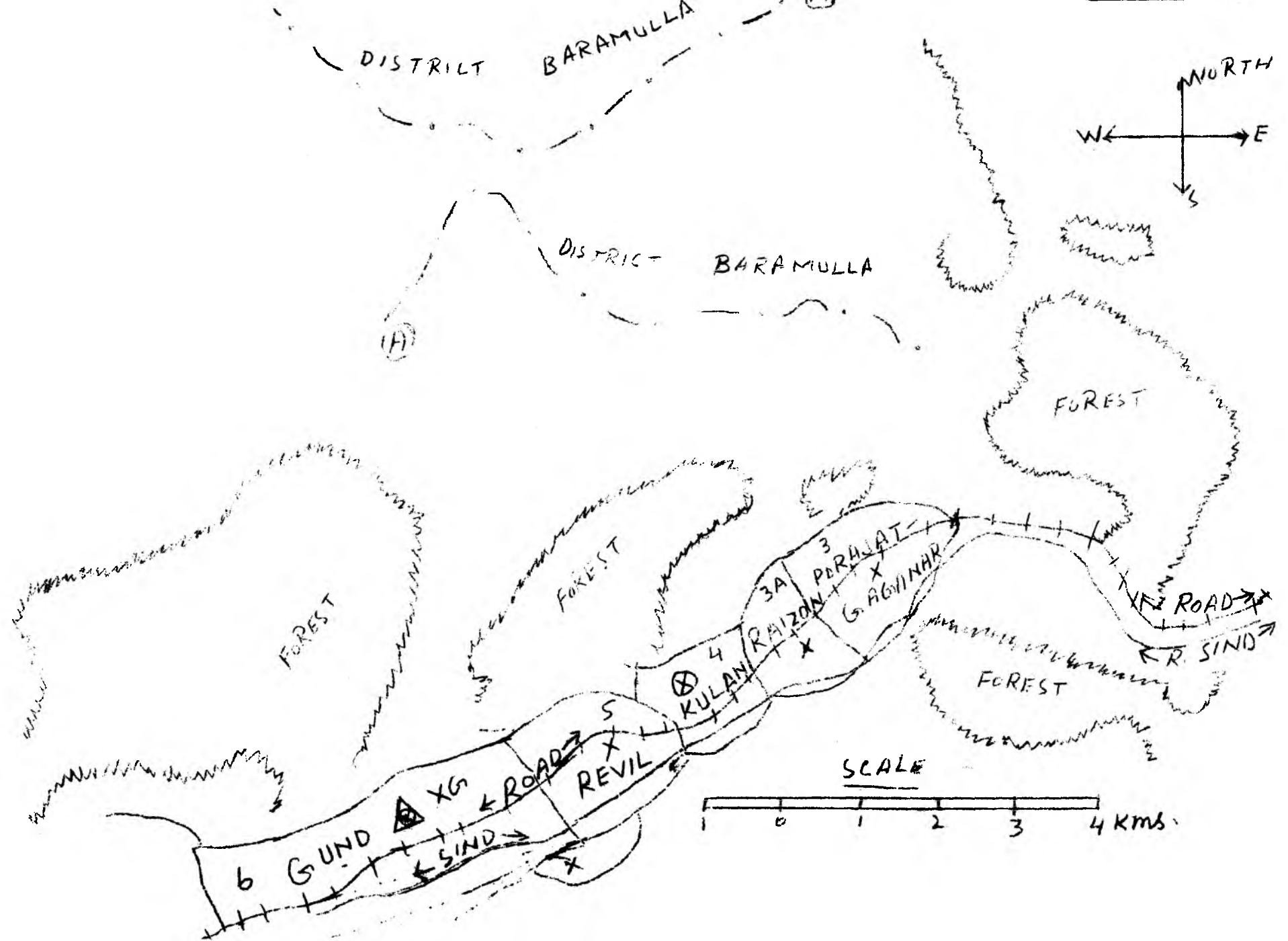
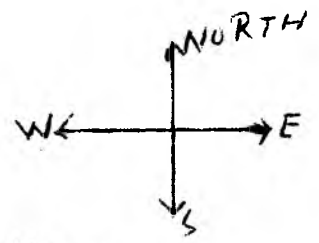
SCALE





DISTRILT BARAMULLA (A)

DISTRIC - BARAMULLA (H)



6 GUND

XG

ROAD

REVIL

4 KULAN

3A RAIZON

3 PARAJAT

6 AGVINAR

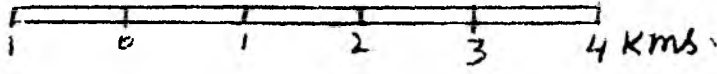
FOREST

FOREST

FOREST

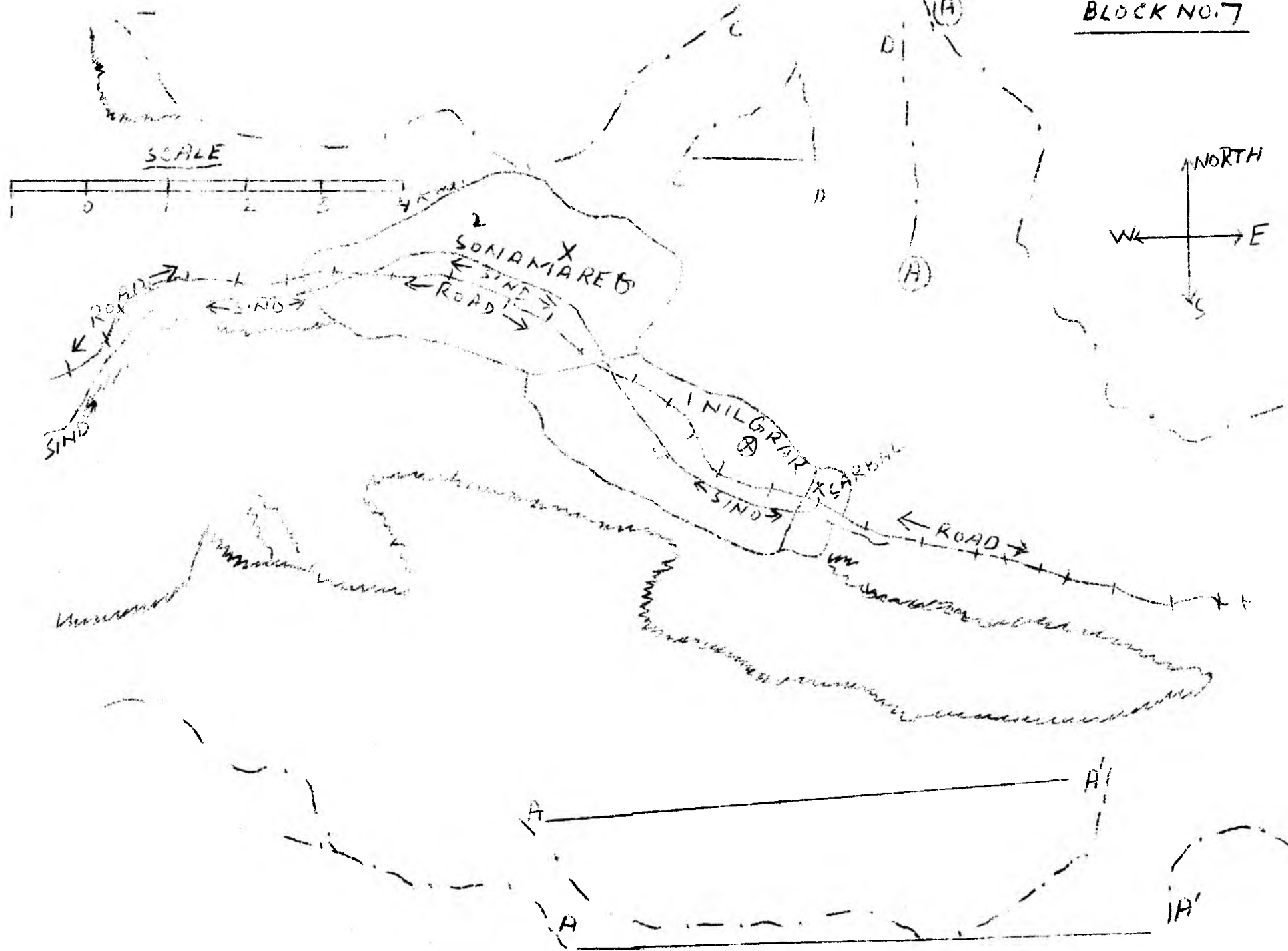
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SCALE

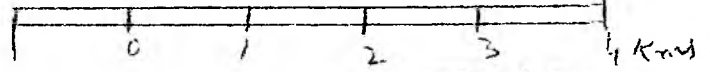


ROAD

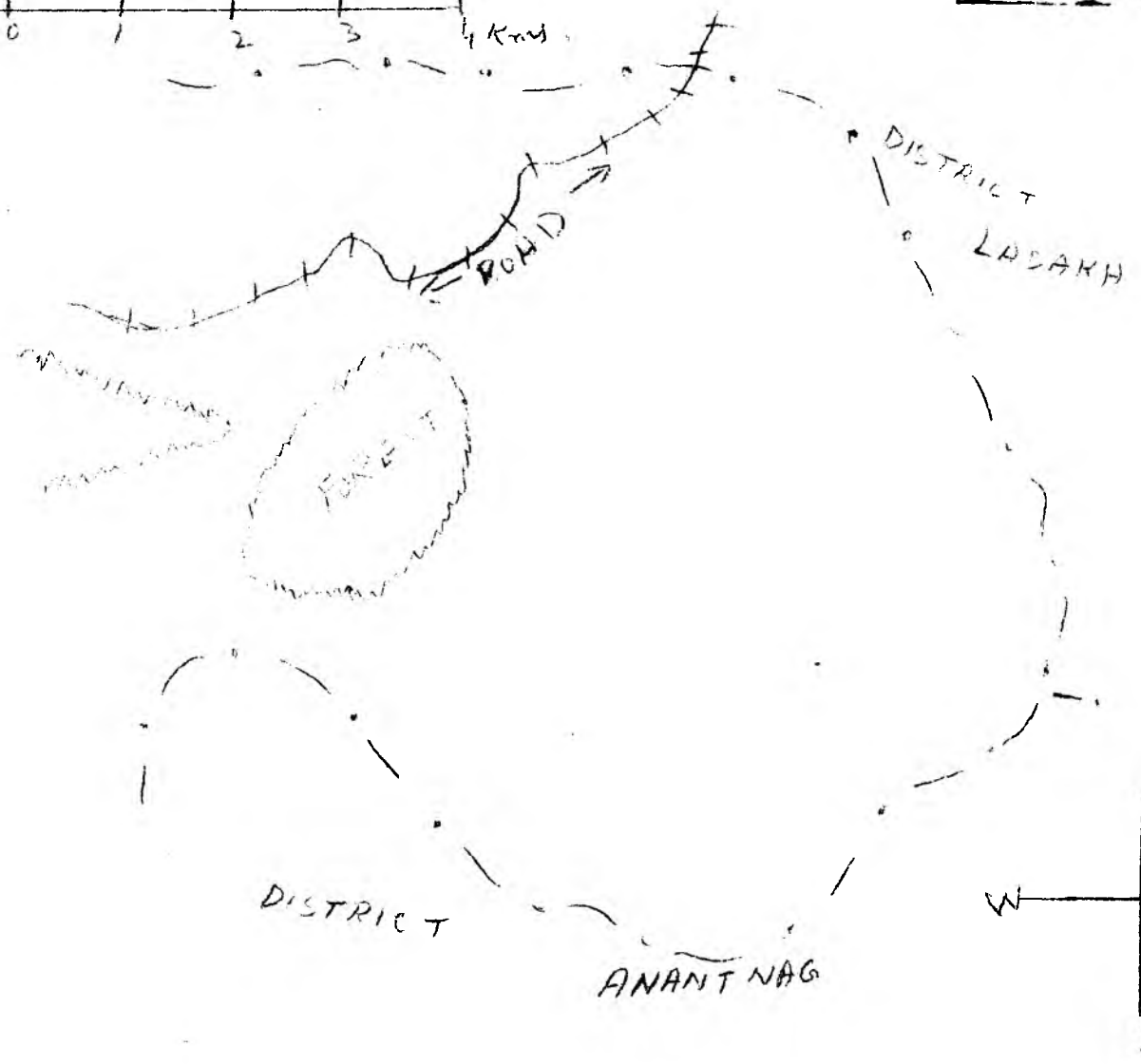
R. SIND

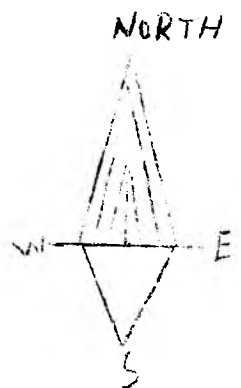
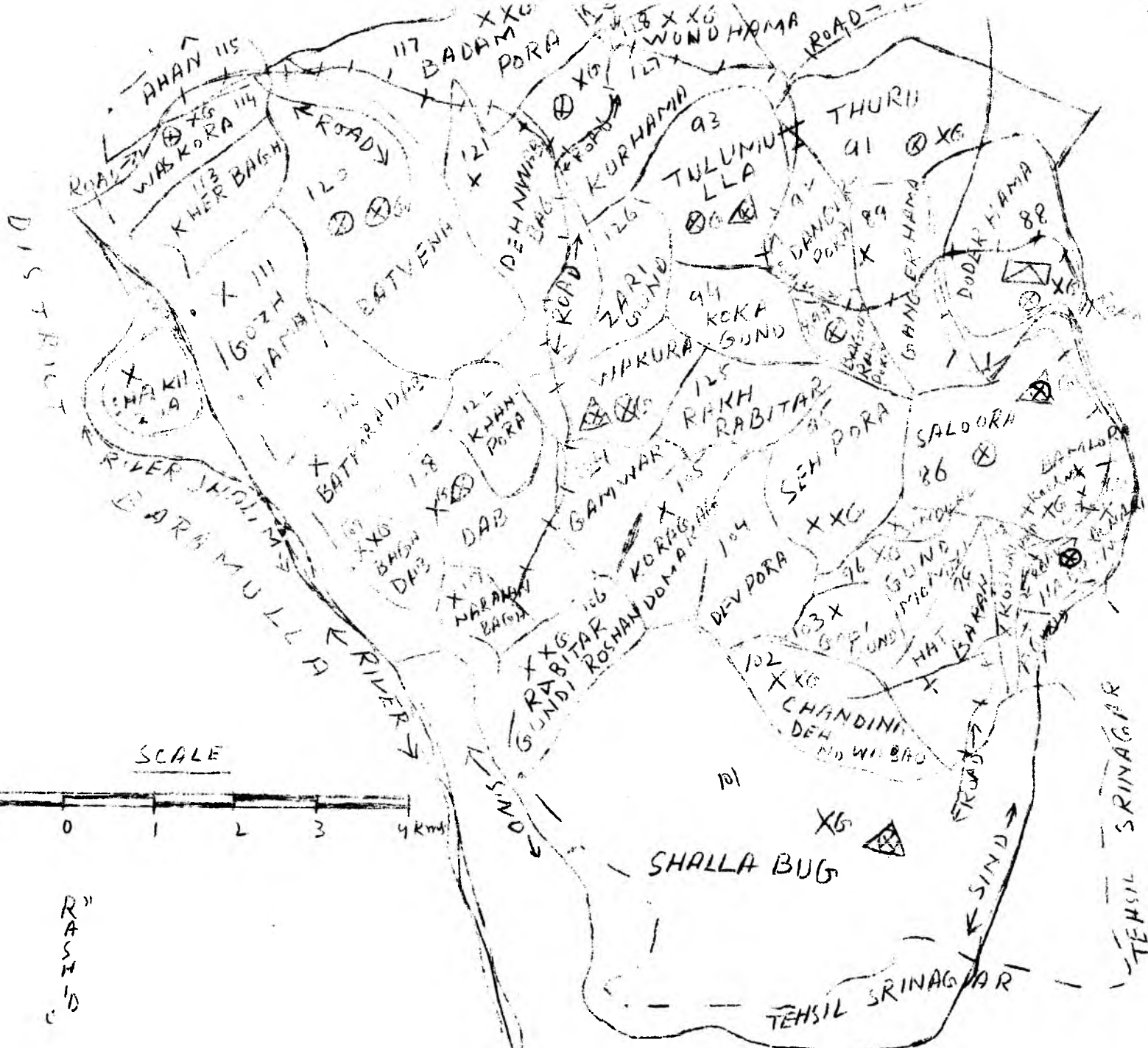


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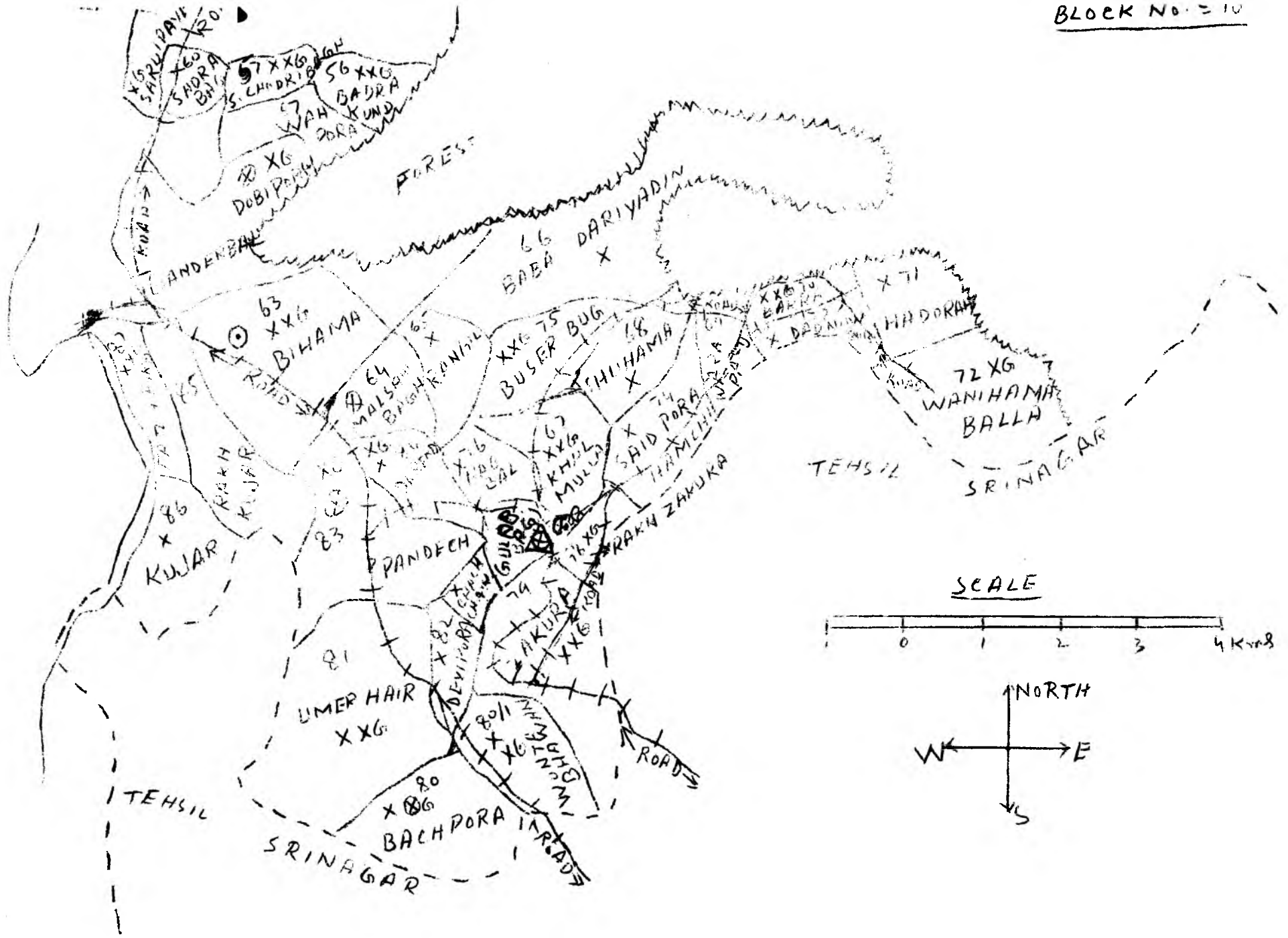


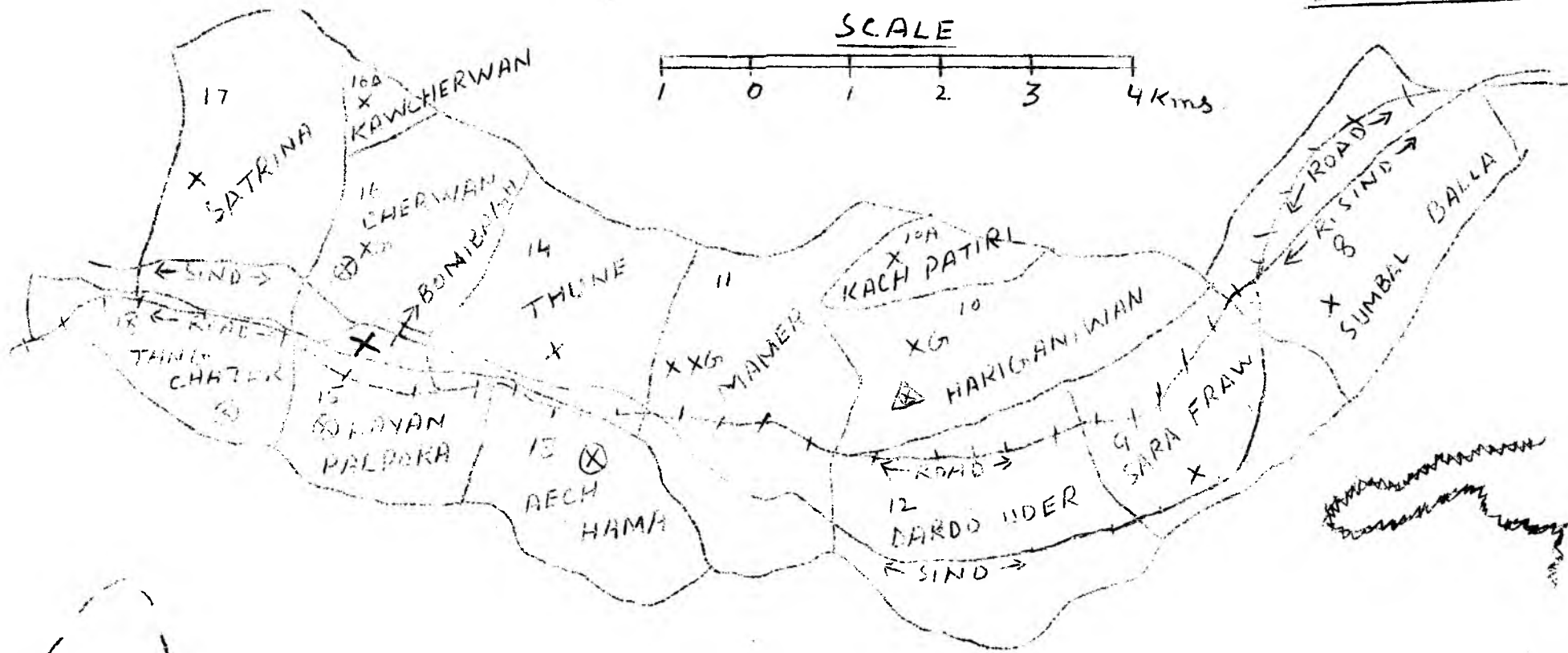
BLOCK : 5 3



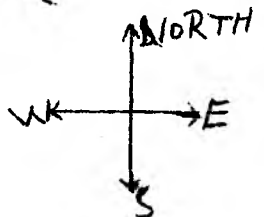
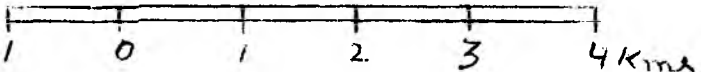


RASHID





SCALE



TEHSIL

SRINAGAR

TEHSIL SRINAGAR

FOREST

17

X SATRINA

16A

X KAWCHERWAN

16

⊗ CHERWAN

14

THINE

11

X XG MAMER

10A

X KACH PATIRI

XG 10

△ HARIGANI WAN

15

⊗ HAYAN

PALDORA

13

⊗ AECH  
HAMA

12

DARDU UDER

9

X SARA FRAW

8

X SUMBAL BALLA

← SIND →

← ROAD →

THINE CHATER

← ROAD →

← SIND →

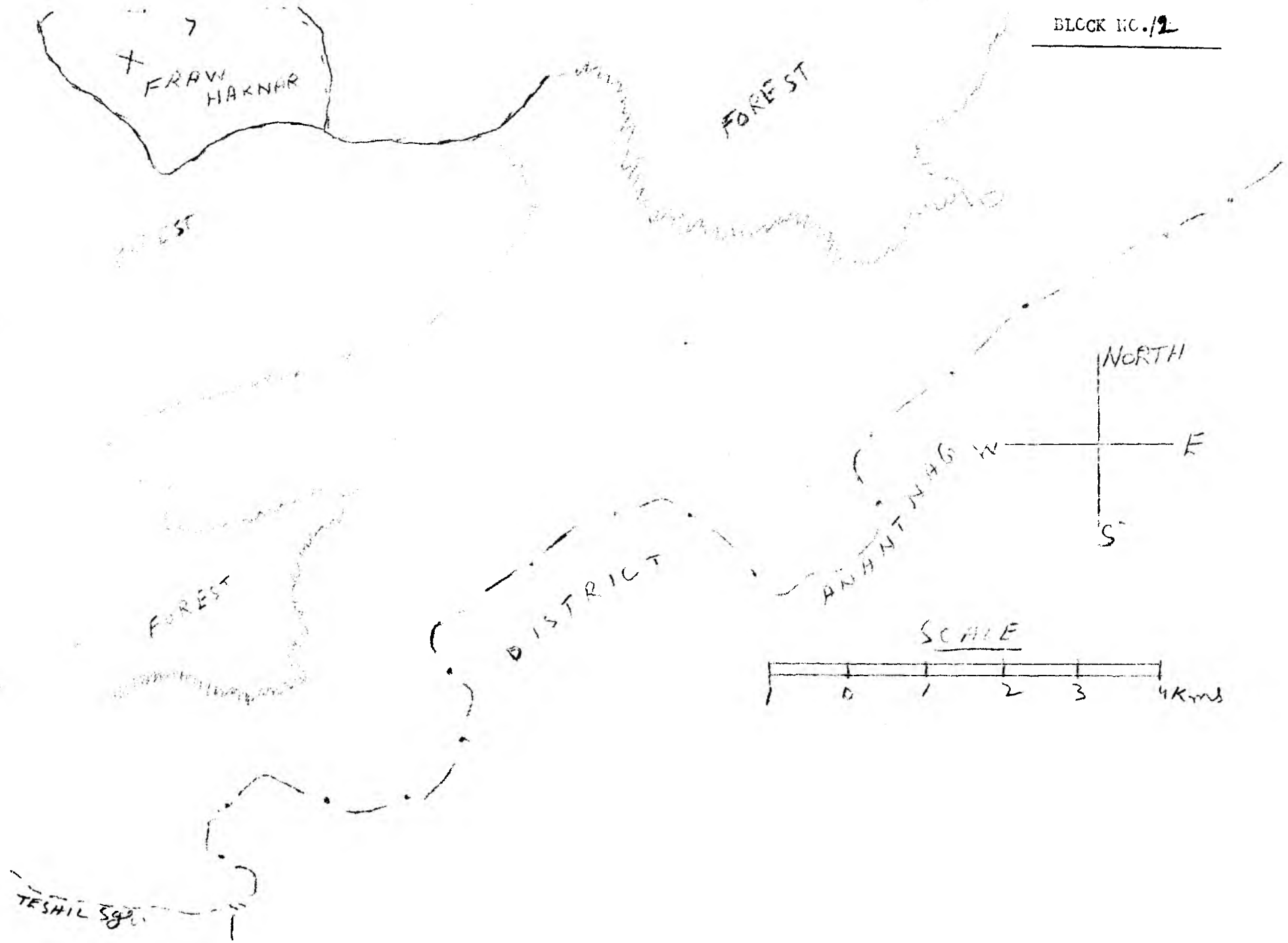
← ROAD →

← SIND →

← ROAD →

← SIND →





...Page...103.

DIRECTORY OF EDUCATIONAL INSTITUTIONS IN GANDERBAL TEHSIL 1975-76

S. No.	Name of the School	Year of Estab-lishment	Building owned/rented	Enrolment				Teachers		
				I-V	VI-VIII	IX-XI	Total	Train-ed	Un-train-ed	Total
1	2	3	4	5	6	7	8	9	10	11
<u>FOR BOYS</u>										
1.	H.S.S. Genderbal	1927	Govt.	-	-	278	278	19	12	31
2.	H.S. Gulab Bagh	1931	Govt.	38	107	67	212	12	4	16
3.	H.S. Tail Dal	1955	Rented	89	63	51	203	7	6	13
4.	H.S. Nunner	1938	One Govt. & other Rented	104	104	100	308	15	8	23
5.	H.S. Manigan	1932	-do-	70	131	89	290	12	4	16
6.	H.S. Kangan	1924	Government	-	155	112	267	9	8	17
7.	H.S. Gund	1926	Rented	60	57	19	136	5	7	12
8.	H.S. Hariganiwan	1950	Rented	61	36	21	118	4	9	13
9.	H.S. Lar	1920	One Govt. & One Rented.	83	132	95	310	11	4	15
10.	H.S. Dab Wakoora	1947	Govt.	86	78	43	207	9	5	14
11.	H.S. Tulla Mulla	1907	One Govt. One Rented	103	98	88	289	13	2	15
12.	H.S. Shala Bugh	1946	Rent free	68	39	16	123	5	4	9
<u>FOR GIRLS</u>										
13.	H.S. Nunner	1960	Government	42	39	26	107	7	3	10
13.	H.S. Genderbal	1955	One Govt. & One Rented.	81	90	37	208	11	6	17
<u>FOR BOYS</u>										
14.	M.S. Batveena	1945	Rent free Govt.	68	43	-	111	6	3	9
15.	M.S. Dobi Pora	1955	Rented	77	66	-	143	7	2	9

1	2	3	4	5	6	7	8	9	10	11
16.	M.S. Doderhana	1963	Rented	68	155	-	223	8	3	11
17.	M.S. Habak	1957	Rented	100	24	-	124	7	2	9
18.	M.S. Harran	1954	Rented	46	66	-	112	6	2	8
19.	M.S. Fala Pora	1953	Rented	47	34	-	81	2	6	8
20.	M.S. Cheerwan	1938	Rented	39	46	-	85	3	3	6
21.	M.S. Chattergul	1919	Rented	59	35	-	94	4	6	10
22.	M.S. Gutli Dagh	1944	Govt.	89	28	-	117	6	2	8
23.	M.S. Haira	1930	Rented	11	12	-	23	3	3	6
24.	M.S. Theroo	1955	Rented	47	42	-	89	9	-	9
25.	M.S. Wangath	1954	Rented	15	9	-	24	1	5	6
26.	C.S. Bagati Shora	1955	Rented	87	28	-	115	5	1	6
27.	C.S. Bagoran Pora	1965	Rented	27	5	-	32	4	-	4
28.	C.S. Burzhana	1962	Rented	33	-	-	33	1	2	3
29.	C.S. Chatterhana	1957	Rented	54	16	-	70	2	3	5
30.	C.S. Dub	1954	Rented	47	13	-	60	3	2	5
31.	C.S. Gasow	1936	Rented	31	2	-	33	1	2	3
32.	C.S. Kurhana	1954	Rented	49	37	-	86	6	6	6
33.	C.S. Molshahi Dagh	1960	Rented	13	2	-	15	1	1	2
34.	C.S. Pandach	1954	Rented	82	17	-	99	5	1	6
35.	C.S. TAKINWARI Pora	1956	Rented	42	12	-	54	2	1	3

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
36.	C.S. Salora	1956	Rented	79	34	-	113	7	-	7
37.	C.S. Washoorah	1956	Rented	42	18	-	50	3	2	5
38.	C.S. Akhal	1948	Rented	22	14	-	36	2	2	4
39.	C.S. Arhana	1963	Rented	45	5	-	50	2	2	4
40.	C.S. Choundwzliwar	1956	Rented	30	3	-	33	2	1	3
41.	C.S. Kullan	1955	Rented	26	4	-	30	-	1	1
42.	C.S. Nilagrath	1955	Rented	30	7	-	37	3	2	1
43.	C.S. Freng	1949	Rented	30	5	-	35	2	2	4
44.	C.S. Reipore	1959	Rented	69	11	-	80	3	1	4
45.	C.S. Wayil	1956	Rented	39	12	-	51	4	-	4
46.	C.S. Wutlar	1949	Rented	69	11	-	80	3	1	4
47.	C.S. Urpach	1961	Rented	36	7	-	43	2	2	3
48.	C.S. Yachama	1961	Rented	9	-	-	9	-	2	2
49.	C.S. Tangehatter	1963	Rented	42	-	-	42	1	2	3
<u>G I R L S</u>										
50.	M.S. Kangan	1950	Govt.	93	25	-	118	6	2	8
51.	M.S. Manigan	1952	Rented	71	20	-	91	5	1	6
52.	M.S. Tulla Mulla	1960	Rented	32	31	-	63	7	1	8
53.	C.S. Wakoora	1963	Rented	27	-	-	27	1	2	3
54.	C.S. Urpash	1965	Rented	11	-	-	11	2	1	3
55.	C.S. Bachpora	1966	Rented	34	2	-	36	4	-	4

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
56.	G.S. Gulab Dagh	1974	Rented	34	26	-	50	4	2	6
57.	G.S. Freng	1967	Rented	17	1	-	18	3	-	3
58.	G.S. Batveena	1968	Rented	8	1	-	9	-	4	4
<u>B O Y S</u>										
59.	P.S. Ahan	1970	Rented	15	-	-	15	1	-	1
60.	P.S. Anchar	1954	Rented	36	-	-	36	1	1	2
61.	P.S. Armpora	1964	Rented	40	-	-	40	2	-	2
62.	P.S. Awanti Bhavan	1958	Rented	81	-	-	81	3	-	3
63.	P.S. Baba Darya Din Sahib	1972	Rented	11	-	-	11	1	-	1
64.	P.S. Buch Pora	1955	Rented	54	-	-	54	-	2	2
65.	P.S. Badan Pora	1970	Rented	21	-	-	21	1	-	1
66.	P.S. Bat Pora Dub	1966	Rented	14	-	-	14	-	1	1
67.	P.S. Bakhera	1963	Rented	30	-	-	30	1	-	1
68.	P.S. Bakshi Pora	1965	Rented	19	-	-	19	1	-	1
69.	P.S. Bunlora	1964	Rented	33	-	-	33	1	4	2
70.	P.S. Beehana	1966	Rented	49	-	-	49	2	1	3
71.	P.S. Buder Kund	1961	Rented	24	-	-	24	-	1	1
72.	P.S. Buserbugh	1959	Rented	48	-	-	48	2	1	2
73.	P.S. Check-Chander Koul	1970	Rented	6	-	-	6	-	1	1
74.	P.S. Check-Yangoora	1964	Rented	11	-	-	11	1	-	1

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
75.	P.S. Chandena	1962	Rented	52	-	-	52	-	2	2
76.	P.S. Daday Naw Bugh	1966	Rented	25	-	-	25	-	1	1
77.	P.S. Dugab Pora	1965	Rented	11	-	-	11	1	-	1
78.	P.S. Dera Faqir Gujri	1960	Rented	7	-	-	7	-	1	1
79.	P.S. Darend	1964	Rented	15	-	-	15	1	1	1
80.	P.S. Deb Nawa Bagh	1962	Rented	14	-	-	14	-	1	1
81.	P.S. Devi Pora	1969	Rented	11	-	-	11	1	-	1
82.	P.S. Fateh Pora	1960	Rented	15	-	-	15	1	-	1
83.	P.S. Gadoora	1965	Rented	15	-	-	15	-	1	1
84.	P.S. Ghat Salara	1965	Rented	4	-	-	4	-	2	1
85.	P.S. Gogi Gund	1965	Rented	10	-	-	10	1	-	1
86.	P.S. Gund Rehman	1964	Rented	19	-	-	19	-	1	1
87.	P.S. Gozihana	1964	Rented	27	-	-	27	1	1	2
88.	P.S. Habak Homheir	1964	Rented	38	-	-	38	3	-	3
89.	P.S. Hadoora	1969	Rented	27	-	-	27	-	1	1
90.	P.S. Hakim Gund	1965	Rented	31	-	-	31	1	-	1
91.	P.S. Handan Mohalla	1973	Rented	9	-	-	9	-	1	1
92.	P.S. Hatbora	1963	Rented	12	-	-	12	1	-	1
93.	P.S. Kachan	1959	Rented	12	-	-	12	1	-	1
94.	P.S. Khalmulla	1956	Rented	36	-	-	36	1	-	1

			4	5	6	7	8	9	10	11
95.	P.S. Khember	1965	Rented	29	-	-	29	-	2	2
96.	P.S. Kreshi Dal	1971	Rented	39	-	-	39	-	1	1
97.	P.S. Kuragdonargh	1957	Rented	26	-	-	26	1	-	1
98.	P.S. Kujer	1962	Rented	23	-	-	23	-	1	1
99.	P.S. Nagbal	1965	Rented	19	-	-	19	1	-	1
100.	P.S. Narainbagh	1965	Rented	17	-	-	17	-	1	1
101.	P.S. Rabitar	1961	Rented	41	-	-	41	-	-	2
102.	P.S. Rangil	1961	Rented	27	-	-	27	1	-	1
103.	P.S. Sangam	1967	Rented	34	-	-	34	-	2	2
104.	P.S. Swalahar	1971	Rented	25	-	-	25	-	1	1
105.	P.S. Shiekh Zoo	1973	Rented	15	-	-	15	-	1	1
106.	P.S. Sindhbal	1965	Rented	18	-	-	18	2	-	2
107.	P.S. Sher Pathri	1954	Rented	48	-	-	48	2	1	3
108.	P.S. Shohana	1958	Rented	25	-	-	25	1	-	1
109.	P.S. Saidpora	1960	Rented	32	-	-	32	1	-	1
110.	P.S. Takya Sang Reshi	1971	Rented	4	-	-	4	-	1	1
111.	P.S. Umerhair	1964	Rented	31	-	-	31	1	1	2
112.	P.S. Yongora	1960	Rented	38	-	-	38	1	1	2
113.	P.S. Zakoora	1958	Rented	58	-	-	58	1	1	2
114.	P.S. Zaznah	1957	Rented	35	-	-	35	-	1	1
115.	P.S. Arah	1961	Rented	23	-	-	23	1	-	1
116.	P.S. Anderwan	1964	Rented	17	-	-	17	1	-	1
117.	P.S. Arigori Pora	1954	Rented	16	-	-	16	1	-	1
118.	P.S. Burubugh	1960	Rented	12	-	-	12	-	1	1

119.	P.S. Bahkimarguna	1966	Rented	19	-	-	19	1	-	1
120.	P.S. Barawala	1959	Rented	13	-	-	13	1	-	1
121.	P.S. Bonibagh	1964	Rented	17	-	-	17	-	1	1
122.	P.S. Barsoo	1962	Rented	45	-	-	45	2	-	2
123.	P.S. Bobri Para	1961	Rented	22	-	-	22	1	-	1
124.	P.S. Benhama	1959	Rented	37	-	-	37	1	-	1
125.	P.S. chattergul Bala	1958	Rented	18	-	-	18	1	-	1
126.	P.S. Chountwaliwar	1958	Rented	29	-	-	29	1	-	1
127.	P.S. Chattergul Patpora	1966	Rented	17	-	-	17	1	-	1
128.	P.S. Chanthan Gulab	1971	Rented	27	-	-	27	1	1	2
129.	P.S. Chaper Gund <sup>Para</sup>	1973	Rented	13	-	-	13	-	1	1
130.	P.S. Fraw Haknar	1958	Rented	40	-	-	40	-	2	2
131.	P.S. Gagnageer	1965	Rented	10	-	-	10	-	1	1
132.	P.S. Gangerhama	1973	Rented	15	-	-	15	-	1	1
133.	P.S. Hari Para	1956	Rented	16	-	-	16	1	-	1
134.	P.S. Panzun	1960	Rented	25	-	-	25	1	1	2
135.	P.S. Kaw Cheerwan	1963	Rented	16	-	-	16	1	-	1
136.	P.S. Kuch Nambal	1956	Rented	22	-	-	22	1	-	1
137.	P.S. Kij Para	1960	Rented	9	-	-	9	1	-	1
138.	P.S. Khanan	1938	Rented	30	-	-	30	1	-	1
139.	P.S. Kachpatri	1973	Rented	9	-	-	9	1	-	1
140.	P.S. Larsoona	1964	Rented	32	-	-	32	1	-	1
141.	P.S. Laryi	1973	Rented	11	-	-	11	-	1	1
142.	P.S. Maner	1956	Rented	41	-	-	41	-	2	2
143.	P.S. Margund	1960	Rented	23	-	-	23	1	-	1



			<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
144.	F.S. Naranagh	1961	Rented	7	-	-	7	-	1	1
145.	F.S. Nila Najwan	1962	Rented	16	-	-	16	1	-	1
146.	F.S. Pathiyar	1972	Rented	22	-	-	22	1	-	1
147.	F.S. Pathiyar mukam Nazen	1969	Rented	8	-	-	8	-	1	1
148.	F.S. Rayil	1958	Rented	22	-	-	22	1	-	1
149.	F.S. Ramwari	1971	Rented	14	-	-	14	-	1	1
150.	F.S. Sathrena	1959	Rented	9	-	-	9	1	-	1
151.	F.S. Sarbal	1966	Rented	6	-	-	6	-	1	1
152.	F.S. Sarfraw	1957	Rented	19	-	-	19	1	-	1
153.	F.S. Sonamarg	1954	Rented	6	-	-	6	-	1	1
154.	F.S. Symboli Bala	1954	Rented	33	-	-	33	-	2	2
155.	F.S. Thenoo	1949	Rented	36	-	-	36	1	-	1
156.	F.S. Wendhama	1946	Rented	24	-	-	24	2	-	2
157.	F.S. Wahid Tora	1962	Rented	67	-	-	67	3	4	3
158.	F.S. Watal Bagh	1962	Rented	46	-	-	46	1	1	2
159.	F.S. Wautshan	1971	Rented	7	-	-	7	1	-	1
160.	F.S. Wussan	1964	Rented	16	-	-	16	1	-	1
161.	F.S. Yarimukam	1957	Rented	13	-	-	13	1	-	1
162.	p.S. Surch	1964	Rented	37	-	-	37	-	1	1
163.	F.S. Durpura	1973	Rented	41	-	-	41	2	-	2
164.	F.S. Khanan (Feth)	1975	Rented	Note opened yet						
165.	F.S. Zeban Anderwon	1975	Rented	31	-	-	31	-	1	1
166.	F.S. Falmar Wangath	1975	Rented	Note opened yet				-	-	-
<u>G I R L S</u>										
167.	F.S. Akhal	1969	Rented	6	-	-	6	2	-	2

		3	4	5	6	7	8	9	10	11
168.	P.S. Benhama	1968	Rented	16	-	-	16	1	-	1
169.	P.S. Anchar	1968	Rented	24	-	-	24	1	2	3
170.	P.S. Arhama	1972	Rented	14	-	-	14	1	-	1
171.	P.S. Beehama	1970	Rented	25	-	-	25	2	-	2
172.	P.S. Baderahuna	1971	Rented	15	-	-	15	2	-	2
173.	P.S. Barsoo	1968	Rented	5	-	-	5	-	1	1
174.	P.S. Buserbugh	1973	Rented	13	-	-	13	1	-	1
175.	P.S. Bakira	1972	Rented	10	-	-	10	-	1	1
176.	P.S. Badamipora	1971	Rented	11	-	-	11	1	-	1
177.	P.S. Bakshi Pora	1973	Rented	15	-	-	15	-	1	1
178.	P.S. Cheerwan	1965	Rented	9	-	-	9	2	-	2
179.	P.S. Chatterhama	1968	Rented	14	-	-	14	1	-	1
180.	P.S. Chandina	1966	Rented	17	-	-	17	1	-	1
181.	P.S. Chattergul (Fayan)	1964	Rented	9	-	-	9	1	-	1
182.	P.S. Chattergul (Bala)	1968	Rented	-	-	-	-	1	-	1
183.	P.S. Chuntwaliwar	1972	Rented	10	-	-	10	1	-	1
184.	P.S. Darend	1968	Rented	12	-	-	12	1	1	2
185.	P.S. Dobi Pora	1965	Rented	34	-	-	34	1	-	1
186.	P.S. Debshalahar	1974	Rented	9	-	-	9	-	1	1
187.	P.S. Dunderhama	1974	Rented	6	-	-	6	-	1	1
188.	P.S. Dab	1968	Rented	11	-	-	11	-	1	1
189.	P.S. Fateh Pora	1974	Rented	-	-	-	-	-	1	1
190.	P.S. Guzer Bal	1974	Rented	34	-	-	34	1	1	2
191.	P.S. Gulli Bagh	1974	Rented	13	-	-	13	1	-	1
192.	P.S. Gund	1974	Rented	13	-	-	13	1	-	1
193.	P.S. Habak	1965	Rented	32	-	-	32	2	-	2

			7	8	9	10	11			
194.	P.S. Hariganiwan	1974	Rented	6	-	-	6	1	-	1
195.	P.S. Hari Pora	1974	Rented	6	-	-	6	1	-	1
196.	P.S. Harran	1966	Rented	5	-	-	5	1	-	1
197.	P.S. Idgah Sonagam	1972	Rented	9	-	-	9	-	1	1
198.	P.S. Lar	1960	Rented	31	-	-	31	1	-	1
199.	P.S. Mammer	1973	Rented	8	-	-	8	1	-	1
200.	P.S. Kathi Wangath	1968	Rented	12	-	-	12	1	-	1
201.	P.S. Kachan	1968	Rented	1	-	-	1	1	-	1
202.	P.S. Khalmulla	1970	Rented	8	-	-	8	1	-	1
203.	P.S. Khimber	1972	Rented	3	-	-	3	-	2	2
204.	P.S. Kurhama	1972	Rented	8	-	-	8	1	-	1
205.	P.S. Mala Bagh	1973	Rented	32	-	-	32	2	-	2
206.	P.S. Kunamulla	1974	Rented	5	-	-	5	1	-	1
207.	P.S. Pandach	1960	Rented	20	-	-	20	-	1	1
208.	P.S. Panzen	1972	Rented	12	-	-	12	1	-	1
209.	P.S. Rabitar	1962	Rented	6	-	-	6	-	1	1
210.	P.S. Ram Pora	1973	Rented	22	-	-	22	2	-	2
211.	P.S. Repore	1972	Rented	8	-	-	8	1	-	1
212.	P.S. Shair Bamloora	1973	Rented	12	-	-	12	1	-	1
213.	P.S. Shala Bugh	1968	Rented	13	-	-	13	2	-	2
214.	P.S. Sehpora	1970	Rented	7	-	-	7	2	-	2
215.	P.S. Serch Chowdhri	1972	Rented	15	-	-	15	1	-	1
	Bagh									
216.	P.S. serch Payeen	1974	Rented	16	-	-	16	1	1	2
217.	P.S. Tail Bal	1960	Rented	22	-	-	22	2	-	2
218.	P.S. Theroo	1961	Rented	6	-	-	6	1	-	1

1	2	3	4	5	6	7	8	9
219.	P.S. Umerhair	1965	Rented	33	-	-	33	2
220.	P.S. Wahid Pora	1973	Rented	5	-	-	5	1
221.	P.S. Wanihama	1973	Rented	13	-	-	13	-
222.	P.S. Wuthar	1970	Rented	13	-	-	13	1
223.	P.S. Wussan	1970	Rented	17	-	-	17	1
224.	P.S. Waskoora	1970	Rented	6	-	-	6	-
225.	P.S. Wondhama	1965	Rented	8	-	-	8	1
226.	P.S. Yangoora	1965	Rented	10	-	-	10	1
227.	P.S. Zakoora	1965	Rented	28	-	-	28	2
228.	P.S. Rakhi Zakoora	1973	Rented	12	-	-	12	1
229.	P.S. Wajil	1974	Rented	19	-	-	19	1
230.	P.S. Barwalla	1974	Rented	10	-	-	10	-
231.	P.S. Yarimukam	1974	Rented	10	-	-	10	-

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