

AN INTENSIVE STUDY OF ELEMENTARY EDUCATION
IN
FOUR BLOCKS OF CHAMBA DISTRICT
OF
HIMACHAL PRADESH

1977-78

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F O R E W O R D

This intensive study of elementary education of four educational blocks of Chamba District in Himachal Pradesh was undertaken recently mainly with a view to understand in detail the problems of educational administration and planning in the field. The survey work was entrusted to four survey teams of the Education Department of Himachal Pradesh. Each team comprised of local teachers and the education officer at the block level and they were entrusted with the task of collecting information through a carefully designed proforma. An orientation programme was also organised to prepare the members of the survey teams for their task. The survey teams also held discussions at various levels to understand the background of the problems.

It cannot be claimed that this study is complete in all the required details. However, we can regard this as a beginning of a detailed thorough investigation of the various problems which are associated with the expansion of elementary education and also retention of children in schools. This may also enable us to understand the problems of enrolling the children of the weaker sections of the population and retain them in the schools.

It is hoped that similar studies would be undertaken by the State Education Departments and they may be able to refine the methods and expand the scope and depth of these studies.

We are most grateful to the authorities of the Himachal Pradesh Education Department for extending to us full support and cooperation in undertaking this study.

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1. INTRODUCTORY

1.1. As per the detailed scheme prepared by the Ministry of Education & Social Welfare, an Intensive Study of 4 Educational Blocks of Chamba District was undertaken during September-October, 1977 as per schedule, after an orientation programme was held at Chamba where the institutional proforma (finalised during the New Delhi meeting in the second week of September) was discussed in detail. The reference date of the Study was 30th September, 1977.

1.2. Basis of Selection of Blocks.

Rate of literacy seems to be a useful indicator of the relative development of a region. Illiteracy, inter-alia, is discussed as a Social problem. Accordingly, on the following criteria provided by the Government of India, a selection of Blocks for the proposed study was made :-

- i) One Block was to have a literacy percentage higher than that for the Pradesh as a whole.
- ii) The second Block was to be picked up from those having a literacy percentage similar to the one as it obtains for the State as a whole.
- iii) The third Block was to be selected from amongst those Blocks having a literacy percentage lower than that for the Pradesh as a whole.

1.2.1 In case of Himachal Pradesh, the literacy percentage for the Pradesh as a whole is 31.96 (43.19 men and 20.23 women) according to 1971 census. Chamba Block I having a literacy percentage of 43.5 amongst men, 23.1 amongst women and 33.7 for men and women combined, was selected for category (i). In the second category, Banikhet Block was selected, where the literacy percentage is more or less the same as it obtains for the Pradesh as a whole. For the third category, Bharmour-II was selected. This block, apart from having the lowest rate of literacy, is wholly rural and tribal and inhabited by Gaddis. It has a literacy percentage of 16.4 amongst men, 1.4 amongst women, and with 9.3 for men and women combined. In view of the fact that these three blocks will not have a sufficient number of institutions for the proposed study, Chowari-I Block was also added. Thus the study embraces 450 revenue villages having a network of 221 schools of all types. Of the 450 revenue villages, 108 villages are uninhabited according to 1971 census. This study extends to some parts of Tehsils of Bhattiyat and Chamba and Sub-Tahsil of Bharmour in Chamba District Table I on the next page gives a comparative picture of literacy percentage in all these four blocks as compared to the literacy percentage of Himachal Pradesh according to

1971 census :-

TABLE-I LITERACY PERCENTAGE-1971

Category	H.P.	Educational Blocks				
		Survey Area	Banikhet	Bharmour II (Garōla)	Chamba	Chowari
1	2	3	4	5	6	7
<u>RURAL/URBAN</u>						
Male	43.19	34.9	37.1	16.4	43.5	34.1
Female	20.23	17.2	18.6	1.2	23.1	18.8
Combined	31.96	26.4	28.4	9.3	33.7	26.6
<u>RURAL</u>						
Male	41.19	26.3	30.7	16.4	24.5	31.6
Female	18.15	8.1	8.8	1.2	4.1	16.00
Combined	29.81	17.5	20.2	9.3	14.5	24.0
<u>URBAN</u>						
Male	66.76	65.5	57.4	-	70.33	59.7
Female	52.54	52.7	55.0	-	53.0	45.8
Combined	60.54	59.5	56.3	-	62.2	52.5

AIM OF THE STUDY :

1.3 Broadly speaking this Study aims at objective information for the selected blocks in respect of availability of physical schooling facilities for elementary stage of education adequacy of buildings, equipment and other facilities in the existing schools and the actual utilisation of these facilities as well as in respect of the teaching staff available and their work-load. This would also cover provision of facilities of education for the weaker sections including girls, scheduled castes and scheduled tribes and cover the state of affairs regarding their enrolment and attendance as well as the extent and reasons of wastage and stagnation.

AREAS COVERED IN CHAMBA DISTRICT :

1.4 Chamba was one of the oldest Indian States in Northern India. The whole area became a part of Himachal Pradesh on 15th April, 1948 and was given the status of a District. The jurisdiction of this District got slightly altered in 1966 with the 3 towns, viz., Dalhousie Cantonment, Dalhousie Municipality and Bakloh Cantonment having since been annexed to Bhattiyat Tehsil of this District under the Punjab Re-organisation Act, 1966.

1.5 The District is bounded in the North West by Jammi & Kashmir State, on the North East and Eastern side by Lahaul & Spiti and Bara Bhangal; on the South East and South by District Kangra and Gurdaspur District of Punjab. The Territory is wholly mountainous, rugged with altitudes varying from 2000 feet to ~~xx~~ about 21000 feet. The total area of the District is 8195 Sq.Kms. which works out to 14.7% of the total area of the Pradesh. As against 62 persons per Sq.Kms. in the Pradesh; the District is sparsely populated and has density of 31 persons per sq.km. In terms of literacy percentage the District has 18.91 as against 31.96% for the State as a whole. Some of the Census indicators about the Pradesh and the District as compared to the similar information about the area under intensive study are given below in Table II.

TABLE-II POPULATION STRUCTURE

Category	Himachal Pradesh	Chamba District	Survey Area	Percentage coverage (col.4 of col.3)
1	2	3	4	5
<u>TOTAL</u>				
Persons	3460434	255233	85343	33.43
Males	1766957	131323	44404	33.81
Females	1693477	123910	40939	33.03
<u>RURAL</u>				
Persons	3218544	236389	67203	28.42
Males	1628623	121200	34666	28.60
Females	1589921	115189	32537	28.24
<u>URBAN</u>				
Persons	241890	18844	18140	96.26
Males	138334	10123	9738	96.19
Females	103556	8721	8402	96.34

1	2	3	4	5
Decennial Population growth rate (1961-1971)	+ 23.04	+ 16.96	+3	
Sex Ratio :	958	944	922	
<u>Literacy Rates:</u>				
Persons	31.96	18.91	26.4	
Males	43.19	28.18	34.9	
Females	20.23	9.09	17.2	
%age of S.C. to total Population	Persons 22.24	14.99	14.90	
	Males 22.34	15.16	15.00	
	Females 22.14	14.81	14.79	
% age of S.T. to Total Population	Persons 4.09	28.00	25.73	
	Males 4.01	27.54	25.32	
	Females 4.18	28.09	26.16	
<u>No. of Villages</u>				
Total	18929	1696	450	26.53
Inhabited	16916	1126	342	30.37
Uninhabited	2013	570	108	18.94
No. of Urban Areas	35	3	3	100.00

1.6. For the purposes of educational administration, the district of Chamba is divided into 13 blocks as against 7 Community Development Blocks. Each of these Educational Blocks is administratively and technically managed by the Block Education Officer so far as the Primary Schools falling within his jurisdiction are concerned. The educational administration in respect of Middle/High/Higher Secondary Schools rests with the District Education Officer with Headquarters at Chamba.

1.7 The outline maps of the 4 Educational Blocks as already available with the Block Education Officers were slightly got up-dated and appear in this Report. Care has been taken to indicate the various physical features including rivers, hills, etc. and the boundaries of Census Villages also have been marked by signs indicating the location of Primary, Middle, High and Higher Secondary Schools. However, the location of

habitations has not been shown in these maps and in the absence of these it is not possible to suggest any measures for opening/up-gradation of schools.

The Study Pattern :

1.8.. This study follows the usual pattern. After defining the CONCEPTS used in Chapter 2, the next chapter opens up with the Implementation of the Study Programme giving also an idea of the survey area villages with and without schools; follow by Chapter 4 on population and literacy in respect of the survey area and comparing literacy position thrown up by 1961 and 1971 censuses. Then the Chapter 5 deals with Growth of Schools-separately depicting the opening of and up-gradation of school units; Chapter 6 deals with school buildings followed by Chapter 7 on Equipment and Educational Aids in Schools and Chapter 8 on Teachers that throws light on their qualifications and training. Chapter 9 covers School Performance over the past few years, followed by Chapter 10 on the Universalisation of Elementary Education and Chapter 11 on Incentives to Children of weaker sections at the elementary stage. Then Chapter 12 throws light on wastage and stagnation. All these chapters are finally concluded with the Chapter 13 showing some broad conclusions and recommendations.

2. CONCEPTS AND DEFINITIONS

The following concepts were mainly used in this study :

2.1. Village- The term "Village" is used in the same way as in the Census and it is a parcel of land, the boundaries of which are defined and settled for revenue purposes.

2.2. 'Urban areas'- The urban areas have been defined in the census as all habitations located within the limits of municipalities, cantonment boards, notified area committee, and other places enjoying recognised local administration.

2.3. 'Rural areas'- Areas which are not urban, are treated as rural areas.

2.4. 'Stages of School Education'- The various stages of school education which stand enveloped under elementary education are :-

- i) Primary Stage - I-V Classes.
- ii) Middle Stage - VI-VIII Classes.
- iii) Elementary Stage - I-VIII Classes.

2.5. 'Blocks'- The Educational Blocks under the Department of Education have been accepted for the present study and therefore these should not be confused with Development Blocks.

2.6. 'Recognised Schools'- A recognised School is one in which the courses of study followed are those which are prescribed or recognised by Government or a University or a Board duly constituted by Law.

2.7. 'Schools'-for Boys/Girls- The schools which are meant exclusively for boys and exclusively for girls have been kept and shown as separate schools. A school which is open to both boys and girls has been treated as a co-educational school.

2.8. 'Management'- The kind of authority which runs the administration of a school determines its management.

2.9. 'Trained Teachers'- A trained teacher is one who has undergone a course of training through a teachers training institute or has been awarded a certificate by the Department of Education or has been exempted from such course of experience, age, etc.

3. IMPLEMENTATION OF STUDY PROGRAMME

3.1. It was decided during the orientation programme held at New Delhi that the State level Officers will organise a training programme at the District Headquarters for the concerned Block Education Officers and the Central School teachers where in the institutional proforma was to be discussed with them so that they could be effectively involved in the proposed study. There the tabulation plan was also to be discussed with the Block Education Officers. This programme was to be organised only after the institutional proforma reached the hands of the Central Teachers/Block Education Officers. In the case of Himachal Pradesh this had to be expedited in view of the impending snow-fall and consequential closure of the areas. The entire work, therefore, was done with a high speed and the training programme was organised on the 22nd and 23rd September, 1977, in Government Higher Secondary School for Boys at Chamba. The response was encouraging and was attended by 47 Central teachers and 3 Block Education Officers. The institutional proforma was discussed and ambiguities concerning over-lapping of villages/schools were also sorted out.

3.2. Since it was not possible to visit each and every village in the survey area and find out their latest population and also because the population of this area is migratory, the only alternative left to us was to depend on the Census 1971 figures as available from the District Handbook for Chamba. From that Handbook, it was also possible for the Block Education Officers of the 4 Blocks to enlist the villages together with the population for 1971 in respect of each of the villages that was inhabited. Similarly the Block Education Officers were also provided with the decennial growth rates for the years 1961-1971 in respect of the tahsils in which those Blocks are located and were asked to work out the population estimates in respect of every village.

3.3. Further, a short duration workshop was organised, in which all the Central School teachers took an active part since they were asked to list villages with and without schools in respect of their areas and also give details of coverage within their respective reach. The table-depicts the number of villages, with and without school, as shown below :-

<u>Block</u>	<u>TABLE-III- VILLAGE WITH/WITHOUT SCHOOLS</u>	
	<u>Without Schools</u>	<u>With Schools</u>
Banikhet	97	47
Bharmour-II(Garola)	109	34
Chamba-I	25	37
Chowari-I	59	42

As a consequence of this workshop many overlapping cases of villages and schools were highlighted and later on sorted out with the help of the teachers and Block Education Officers.

3.4. In the course of the workshop some facts that came to light included the existence of number of schools outside the management of the Government. In some cases these included schools run by private agencies, Anglo-Indians, Cantonment Boards and Welfare Department of Himachal Pradesh as also Central Schools for Tibetans. The Central School teachers were asked to help such schools in filling up the institutional questionnaire and also arrange to send the filled-in proformae to the office of the respective Block Education Officer so that the coverage of the schools becomes comprehensive and total. As a result of this exercise the Public High School at Dalhousie was also brought to our notice. This school had not been covered here-to-fore.

3.5. In reply to the points raised regarding allocation of teachers working in both the Primary and Middle Sections of the High and Higher Secondary Schools, it was clarified that so far as primary department is concerned there should be no difficulty because the strength of primary school teachers is specifically sanctioned as such by the State Department of Education. As regards middle sections the allocation was to be made on the basis of the work-load. Similarly, as regards rooms for instructional purposes it was pointed out that factual position may be reported.

3.6. Further, it was brought home to the participants that in case of any ambiguity/difficulty, they should seek guidance from the Block Education Officers. The Block Education Officer, in turn, was directed to write to the State level Officer in this context.

3.7. It was made clear to the Block Education Officers that collection of the proformae in respect of the schools in their Blocks must be completed by the 10th of October, 1977, and scrutiny and compilation of data should be completed before 22nd October, 1977. Further tabulation of the data so collected was to be completed and on the spot sample checking done in respect of some of the institutions in order to locate the discrepancies in the statements received from the schools. It was clarified to the concerned teachers that the processing of data may be done in all respects by the 22nd October and they must be prepared for the checking of the records so that they should make all relevant papers readily available. Thus the teachers went with a clear plan of work with them.

3.8. Due to pre-occupations at the State Headquarters, the State Liaison Officer did not come to Chamba. Therefore the checking of data could not be effected, however, a representative of the State Government accompanied the Officer

of the Central Ministry of Education to visit the Blocks. It was not possible to check individually the proforma in respect of a number of schools. The consolidation process therefore took some more time than it was visualised. To cut short the timelag, the tabulation of the data was got done with the help of teachers at Garola, Chamba-I and Banikhet and some special efforts were made by the teachers working days and night at Garola and Banikhet Block Headquarters. However, it was necessary to consolidate the data received from the schools over again at the State Headquarters before drafting of the Report could be taken up. This involved quite a number of rectifications in tabulation and processing. The drafting of the Report was taken up at the end of November, 1977.

4. POPULATION AND LITERACY

4. POPULATION

4.1. According to the 1971 Census, the total population in the four Blocks under study is 85343 (44,401 Males and 40,939 females). This forms 33.4% of the total population (255,233) of the Chamba District. Further 21.2% live in Urban areas and 78.8% in rural areas. Most of the urban area of Chamba District stand included in the study. Out of 38,269 persons belonging to scheduled castes, 12,733 have been covered and constitute 33% of the scheduled castes population of the whole District. The scheduled castes population is scattered both in rural and urban areas as 76% and 24% respectively, the minimum number is in Bharmour II Block because that block is wholly tribal. The block-wise break-up shows that 40% of the total scheduled caste population is in Chamba-I, 21% in Banikhet Block, 20% in Chowari-I while only 19% is in Bharmour-II Block. It is further observed that out of the urban scheduled castes population, 75% is concentrated in the town of Chamba only while of the remaining 25%, 11% is in Bakloh Cantonment and 14% in Urban Agglomeration of Dalhousie. In the town of Chamba, after every five persons there is a person belonging to scheduled caste. Another feature of the Chamba town is that in this town we have tribal population (though a small number of them) which is available in no other urban area of the District.

4.2. Only 4% of the Pradesh population is tribal and more than half of it is in Chamba District alone. Of this, more than 30% (21,957) has been included in the study. Bharmour-II has the maximum concentration, 45% of all the tribals in the survey area, 22% is in Chamba-I Block, 20% in Chowari-I, while the minimum i.e. 13% only is in Banikhet Block. The Gaddis of this Tehsil are an example of how a people fleeing from the indogangetic plains to an entirely different rugged and mountainous tract adapted themselves remarkably to the new conditions, and at the same time, retained their essentially original socio-cultural traits for all these centuries. Gaddis have become a tribe by circumstance, and not due to any particular natural characteristics. Gaddis migrate in winters with their flocks of sheep and goats to lower hills of Kangra, Chamba, Mandi, Gurdaspur in search of grazing lands. Only a small number is left over behind.

4.3 It was not possible to survey the actual population of all these areas and therefore an estimated population on basis of the decennial growth rate (1961-1971) for the Tehsil viz. for Tahsil Bhattiyat, Males, 5.24, Females 22.9, Total 13.2; For Tahsil Chamba, Males 17.9 females 23. Total 20.5 and for sub-Tahsil Bharmour, Males 1.8 Female 10.24, Total 5.6, Total population thus projected for 1977 is given in Tables IV and V.

TABLE-IV- 1971 CENSUS POPULATION AND PROJECTIONS FOR 1977 FOR SURVEY AREA

Block	1971 CENSUS			1977 PROJECTIONS		
	Males	Females	All Persons	Males	Females	All Persons
<u>(i) All Persons (Total)</u>						
Banikhet	11854	10611	22465	12389	12127	24516
Bharmour-II	7704	6813	14517	7681	7172	14853
Chamba-I	14337	13293	27630	17145	16019	33164
Chowari-I	10509	10222	20731	10251	10926	21177
Survey Area	44404	40939	85343	47466	46244	93710
<u>(ii) SCHEDULED CASTES</u>						
Banikhet	1451	1286	2737	1496	1450	2946
Bharmour-II	1197	1088	2285	1258	1212	2470
Chamba-I	2670	2506	5176	3509	3265	6774
Chowari-I	1347	1178	2525	1161	1190	2351
Survey Area	6665	6058	12723	7424	7117	14541
<u>(iii) SCHEDULED TRIBES</u>						
Banikhet	1395	1351	2746	1455	1522	2977
Bharmour-II	5159	4770	9929	5309	5151	10460
Chamba-I	2512	2277	4789	3448	3207	6655
Chowari-I	2180	2315	4495	2068	2462	4530
Survey Area	11246	10713	21959	12280	12342	24622

TABLE-V PROJECTED POPULATION- 1977 FOR 6-11 AND 11-14 YEARS

Blocks	6-11 Years age-group			11-14 Years age-group		
	Boys	Girls	Total	Boys	Girls	Total
(i) <u>All Persons</u>						
Banikhet	1719	1678	3397	978	951	1929
Bharmour-II	1046	988	2034	599	542	1141
Chamba-I	2449	2280	4729	1308	1230	2538
Chowari-I	1395	1548	2943	805	862	1667
Survey Area	6609	6494	13103	3690	3585	7275
(ii) <u>SCHEDULED CASTES</u>						
Banikhet	213	194	407	111	103	214
Bharmour-II	171	165	336	97	95	192
Chamba-I	489	450	939	274	255	529
Chowari-I	154	160	314	86	88	174
Survey Area	1027	969	1996	568	541	1109
(iii) <u>SCHEDULED TRIBES</u>						
Banikhet	201	208	409	120	122	242
Bharmour-II	726	709	1435	414	390	804
Chamba-I	490	452	942	245	228	473
Chowari-I	283	337	620	162	185	347
Survey Area	1700	1706	3406	941	925	1866

GROWTH OF LITERACY

4.4.

As stated earlier, literacy is said to be a good and reliable indicator of development of an area. According to the number of literates was 17,193 (13,310 males and 3,883 females) in all the four Blocks under this study and in 1971 this rose to 22,576 (15,503 males and 7,073 females). The literacy of Chamba district has increased by about six percentage points from 13% in 1961 to about 19% in 1971 while for the Pradesh as a whole it increased by 11 percentage points from 21% in 1961 to 32% in 1971. Apparently District Chamba did not keep in line with the Pradesh. So was the case with the Survey Area. On the other hand the population in these four blocks, registered a marginal increase of 2,354 persons, from 82,989 persons in 1961 to 85,343 in 1971. The male population has, however, come down by 1077 persons in the survey area, while the female population has, on the contrary, increased by 3,431 (from 37,508 in 1961 to 40,939 in 1971). The 2.3% decline in male population was off-set by 9.1% increase in female population, resulting in an overall increase of 2.8%. The decrease in population took place in Cantonment area (Bakloh and Dalhousie). Similarly, literacy percentage has increased by 6 percentage points from 20.7% in 1961 to 26.6% in 1971 in these four blocks. This increase has been noticed both in male and female population of the rural areas of these blocks. However, there has been a marginal decrease of literacy percentage in respect of Urban areas from 62.6% in 1961 to 59.9% in 1971. This decrease has been noticed in the male urban population where the number of literates and educated persons decreased from 7,913 (in 1961) to 6,383 (in 1971), though the number of female literates and educated persons continued to be on the increase from 2,849 educated and literates in 1961 to 4,428 educated and literates in 1971. The decrease in the overall population as also in literates and educated persons is mainly in the two cantonment areas which is apparently due to a decrease in military personnel in these two areas, while in all other areas the population as also the number of literates continued to increase. The literacy percentage in rural areas has increased from 9.7% in 1961 to 17.5% in 1971.

INDEX OF LITERACY :

4.5

'Literate', as defined in the Census, is a person who can read and write with understanding any language for which there is a script. To work out the proportion of literates, the total number of literates and the total population are taken into consideration and it is termed as the 'Index of Education'. This 'Index' therefore, is the direct function of the total number of literates and the total population. The literacy rate increases either due to increase in the numerator or owing to a decrease in the denominator.

In the case of area under this study, the decrease in the number of military personnel in the two Cantonment Board areas i.e. Dalhousie and Bakloh, resulted in a considerable decrease in the total male population. Most of them were educated. This resulted in a considerable decrease in the total number of literates and consequently it decreased the literacy rate of male population from 73% in 1961 to 65% in 1971. Despite an increase in the number of female literates there has been a decrease in the overall Urban literacy from 62.6% in 1961 to 58.9% in 1971, as shown in Table VI below :-

TABLE VI- LITERACY PERCENTAGE 1961 & 1971

	Chamba District			Survey Area		
	Male	Female	Total	Male	Female	Total
<u>1961</u>						
Rural	15.4	2.4	9.2	15.5	3.3	9.7
Urban	73.0	45.0	62.6	73.0	44.8	62.6
Total	20.7	5.0	13.4	29.2	10.3	20.7
<u>1971</u>						
Rural	25.10	5.86	15.73	26.3	8.1	17.5
Urban	65.01	51.71	58.86	65.5	52.7	59.5
Total	28.18	9.09	18.91	34.9	17.2	26.4

4.6 Further, Table VII below indicates that among the four Blocks covered in the Study, Bharmour-II (Garola) Block continues to be the most backward in education and being purely rural and tribal this Block did not have any progress worth the name with regard to literacy of females since the literacy percentage of females rose from 0.5% in 1961 to only 1.2% in 1971. It implies the continues of tradition towards the education of tribal females who are more attached to work for the family rather than going even for the elementary education. Perhaps they do not feel the need for literacy for carrying on their avocations in these remote hills.

TABLE VII- LITERACY PERCENTAGE-1971

Block	1961			1971		
	Males	Females	Total	Males	Females	Total
Banikhet	36.0	7.0	20.6	37.1	18.6	28.4
Bharmour-II	10.2	0.6	5.9	16.4	1.2	9.3
Chamba-I	36.0	18.6	27.8	43.5	23.1	33.7
Chowari-I	31.7	12.9	22.7	34.1	18.8	26.6

TABLE VII-LITERACY PERCENTAGE-1971 (contd.)

Block	1961			1971		
	Males	Females	Total	Males	Females	Total
<u>RURAL</u>						
Banikhet	16.4	3.1	10.0	30.7	8.8	20.2
Bharmour-II	10.2	0.6	5.9	16.4	1.2	9.3
Chamba-I	11.3	1.9	8.3	24.5	4.1	14.5
Chowari-I	19.7	6.9	13.4	31.6	16.0	24.0
<u>URBAN</u>						
Banikhet	75.8	42.7	67.9	57.4	55.0	56.3
Bharmour-II	-	-	-	-	-	-
Chamba-I	67.1	45.7	57.4	70.3	53.0	62.2
Chowari-I	81.0	44.3	67.5	59.7	45.8	52.5

5. GROWTH OF SCHOOLS

5.1 In the memorable past of the District of Chamba and more particularly in the survey area, education was never considered a sure means of earning livelihood. In whatever form it prevailed at that time, it was primitive in nature, professional in texture and religious in content. It was the privilege of the elite and did not embrace the masses in its fold. The idea of progressive education started only with the launching of the First Five Year Plan. Prior to that there were 13 Primary Schools, 3 Middle Schools and 1 High School in the 4 Blocks (Chamba-I there were 3 Primary & 1 High Schools, Garola had only 2 Primary Schools, Chowari-I had 3 Primary and 2 Middle Schools, while Banikhet Block had 5 Primary Schools and 1 Middle School).

5.2 In 1966, some areas of Pathankot District of Punjab were merged into Chamba District under the Punjab Reorganisation Act 1966. After 1966 a total number of 185 schools had either been newly opened and/or upgraded from a lower to a higher standard in Chamba District. Of these, the share of these four blocks under intensive study is 60, which is 33% of the total number of institutions opened/upgraded in Chamba District. This suggests that the share of the newly opened/upgraded schools in survey area out of the total lot which went to Chamba District has kept pace with the ratio of population of the survey area to that of the District.

5.3 In 1966, there were 103 Primary Schools, 13 Middle School 3 High Schools and 4 Higher Secondary Schools. Table VIII shows that 42 Primary Schools were added to the existing number after 1966, while 10 Primary Schools were upgraded to Middle standard and 7 Middle Schools to High Standard. The year-wise details are given in Table VIII.

TABLE VIII- NEW SCHOOLS

Year	Survey Area			Chamba District		
	P.S.	M.S.	H.S.	P.S.	M.S.	H.S.
1967	5	-	1	16	5	1
1968	1	1	1	7	5	2
1969	4	1	1	14	3	2
1970	3	3	-	7	5	3
1971	2	1	-	7	8	-
1972	5	-	1	20	5	2
1973	6	2	2	6	5	2
1974	13	2	1	35	5	2
1975	3	-	-	9	3	1
1976	-	-	-	-	-	-
Total	42	10	7	121	44	15

5.4. With the opening of primary Schools and/or upgrading of existing Primary Schools of higher standard the blockwise position as compared to those schools which existed in 1966 (when these new areas were merged) is given in the Table IX below :-

TABLE IX -No. OF SCHOOLS IN 1966 AND 1977.

BLOCK	Primary Schools		Middle Schools		High Schools		Higher Sec. Schools	
	1966	1977	1966	1977	1966	1977	1966	1977
Banikhet	20	38	3	6	2	4	1	1
Bharmour-II (Garola)	25	32	2	4	-	1	-	-
Chamba-I	30	39	3	6	-	3	2	2
Chowari-I	28	36	5	7	1	2	1	1
Total	103	145	13	25	3	10	4	4

From the above table one can discern that the number of schools added is not much in Bharmour-II (Garola) and Chowari-I Blocks during the past decade while Banikhet got the maximum additional number of schools among the four Survey Blocks.

GIRLS' SCHOOLS

5.5 In the survey area, the number of schools exclusively for Girls, is negligible. There are two Middle Schools for Girls in Chowari Block and a Higher Secondary School in Chamba-I. These 3 Girl Schools cover 5.8% of the total enrolment. While two Middle Schools are located in rural areas, the Higher Secondary School is located in urban area.

PRIVATE SCHOOLS

5.6 Out of 3 Privately managed schools in the survey area, two are public schools located in Dalhousie and one Primary School is located in Chamba. Further, there is one Primary School in Dalhousie and another Middle School in Bakloh managed by Cantonment Boards. There is a central School at Dalhousie managed by Tibetan society. All these schools are located in Urban areas and cater to 12% of total enrolment at elementary school stage, in the survey area.

5.7 Table X gives progressive number of Primary and Middle Sections of Schools from 1966 onwards (year-wise and block-wise) for the survey area:-

TABLE X - PROGRESSIVE INCREASE IN THE NUMBER OF SECTIONS

(i) PRIMARY SECTIONS

Year	Banikhet	Bharmour-II (Garola)	Chamba-I	Chowari-I	Total
1966	33	30	38	39	140
1967	36	31	39	39	145
1968	37	31	33	39	146
1969	39	33	39	39	150
1970	41	33	40	39	153
1971	42	33	41	39	155
1972	42	35	42	41	160
1973	44	37	43	42	166
1974	49	38	47	45	179
1975	50	38	48	46	182
1976	50	38	48	46	182

(ii) MIDDLE SECTIONS

Year	Banikhet	Bharmour-II (GAROLA)	Chamba-I	Chowari-I	Total
1966	10	3	8	9	30
1967	10	3	8	9	30
1968	10	3	9	9	31
1969	11	3	9	9	32
1970	13	4	9	9	35
1971	14	4	9	9	36
1972	14	4	9	9	36
1973	14	5	10	9	38
1974	14	5	11	10	40
1975	14	5	11	10	40
1976	14	5	11	10	40

5.8. Table X above depicts the slow progress in the growth of institutions at primary and middle sections, separately in respect of individual blocks as well as for the survey area as a whole. While the primary sections increased, during the past one decade, by 42 to 182, i.e. by 30%, the number of these primary sections in Chowari-I Block rose by 7 only to 45, i.e. by 18%. In the case of middle sections while the increase in the survey area was of the type of 33%, it was very inequitably distributed over different blocks. Chowari-I showed only an increase by one middle section (by 11%) and in case of Bharmour-II(Garola) the increased was equally nominal, by 2 middle sections only.

Number of Classes in Schools

5.9. The performance of the schools will be discussed in a separate Chapter in terms of input and output ratios. Here a slight reference to the existence of the schools will suffice. Out of total 182 Primary Sections, 25 have less than five classes while 157 have all the five classes in them. Of the former 25, 7 are in Chamba-I Block, 5 in Chowari-I Block, 8 in Garola Block, while 5 are in Banikhet Block. Further, 9 of these primary schools/sections are more than eleven years old but these have four classes in them; two are more than fifteen years old but have class I and III only. Two primary schools are 11 to 15 years old but they have only upto class II in them. Both these schools are in Chamba-I Block, which is quite near to the District head-quarters. Another school in Chamba-I Block is more than 15 years old but has only one class. Of the nine primary section 11 to 15 years old, having only four classes, three are in Chamba-I Block, one in Banikhet, three in Garola Block and two in Chowari-I Block. Of the Middle Sections, one is 13 years old and the other is four years old and are having two classes(VI & VII) only, in Garola Block.

6. SCHOOL BUILDINGS

6.1. Importance of Buildings

In educational planning, school buildings constitute an important factor as a part of the physical environment and the health and safety of the pupils depends on their state of development. The quality of living and learning has a deep effect on the personality of the child. The study of school buildings includes points like site, architecture design, type and size of class rooms, area and capacity, sanitary provisions heating and lighting arrangements, library, common rooms, halls etc. However, in our study we have covered only the adequacy and inadequacy of the buildings, class rooms and sanitary facilities for Girls. In the absence of any specific norms about adequacy, this had to be decided by the teachers of the concerned schools on the basis of norms already available with them or on the basis of their instant requirements. No information has been collected as to the structure of the buildings, lighting arrangements, etc.

6.2. Accommodation Available

In the area covered by the present study there are 146 primary schools, 22 middle schools and 17 high and higher secondary schools, 52 of the primary schools have owned, 83 rented and 7 rent-free buildings, while 4 have partly owned and partly rented ones. A bulk of the schools i.e. 99% are under the management of State Education Department. Further, as many as 58% have inadequate arrangements of accommodation. In 4 primary schools, some classes are held in the open while two primary schools are accommodated in religious places. The inadequacy of accommodation can further be judged from the Tables X to XII showing the No. of Schools-by the size of rooms and their number according to certain enrolment slabs (given on the next 3 pages). Out of the total, 94 primary schools have only 1 room for instructional purposes, 37 primary schools (25%) have only 2 rooms for instructional purposes, 9 primary schools (6%) have 3 rooms, while only 7 have 4 or more than 4 rooms for 5 classes. Only 22 (15%) primary schools have some area for non-instructional purposes. There are primary schools with one class-room measuring 32 sq. metres and 91 children on rolls. The area per pupil in such schools is less than 0.4 sq. metres. There are schools with a single room of 11-20 sq. metres size with 51-75 students on rolls. The area per pupil in such schools works out to 0.2 sq. metre. There are also schools having only one room of 21-30 sq. metres size having 51-75 pupils. The area per pupil in such schools works out to 0.4 sq. metre. Further, there are other schools with 2 rooms of size upto 20 sq. metres. On the whole the instructional area per pupil in primary schools works out as 0.9 sq. metres.

6.3 A bulk of the middle schools are managed by the Education Deptt. and one by the Cantonment Board, Bakloh. Of these 14 have owned, 2 rented and 2 rent-free building while 4 have partly owned & partly rented buildings. Only 32% of the middle schools are stated to have adequate arrangement of accommodation. Almost all the schools have some arrangements for accommodation though it is insufficient. While 1 middle school has only 1 room for instructional purposes, 3 schools have 2 each and another 3 have 3 class rooms each. 5 schools have 4 class rooms; 4 have 5 class rooms while only 6 schools have more than 5 rooms, 55% of these schools have some area for non-instructional purposes.

TABLE XI No. OF PRIMARY SCHOOLS BY THE SIZE OF ACCOMMODATION AVAILABLE.

Number of Primary Schools that are having rooms for Instructional Purposes																									
Enrol- ment.	One room only						2 rooms only					3 rooms only				4 rooms only		5 rooms		Above 5 rooms		No. of Schools with non-Instru- ctional Accommoda- tion.			
	Up-11-20		11-21		21-41		Up-21-41		41-61		61-81		81-Ab		Up-31-61		61-91		81-Above		Up-Above		Up-201-		
	to 20	SM	21-30	SM	31-40	SM	41-50	SM	51-60	SM	61-70	SM	71-80	SM	81-90	SM	91-100	SM	101-120	SM	121-150		SM	151-200	SM
0-25	10	24	15	13	2	2	1	8	2	1	-	-	-	4	1	4	1	1	-	-	-	-	-	-	12
26-50	-	7	9	6	-	1	1	7	3	1	1	1	1	2	2	1	1	-	-	-	-	-	-	-	4
51-75	-	1	2	-	-	-	-	5	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	4
76-100	-	-	-	1	-	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
101-125	-	-	-	-	-	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-
126-150	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
151-175	-	-	-	-	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	2
176-200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-
201-250	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
More than 250	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
TOTAL	10	32	26	20	2	3	5	16	11	3	1	1	1	4	3	1	2	1	1	1	1	1	1	1	22

SM : Square Metres

TABLE XII- NO. OF MIDDLE SCHOOLS BY THE SIZE OF ACCOMMODATION AVAILABLE.

Enrolment	One	Two		Three		Four		Five		School having more than Five rooms					No. of Schools having non-Instructional accommodation
	Room	Rooms		Rooms		Rooms		Rooms		Rooms					
	31-40	21-40	81-100	31-60	61-90	41-80	81-120	Up- to 50	51-100	101-200	201-300	301-400	401-500	Above 500	
	SM	SM	SM	SM	SM	SM	SM	SM	SM	SM	SM	SM	SM	SM	
Upto 50	1	-	-	-	-	2	-	-	-	-	-	-	-	-	2
51-100	-	1	1	2	-	2	1	-	3	2	-	-	-	-	6
101-150	-	-	-	-	1	-	-	-	-	-	1	2	-	-	4
151-200	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
201-250	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
251-300	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Above 300	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	1	2	1	2	1	4	1	1	3	2	1	2	-	1	12

SM : Square Metres

TABLE-XIII- NO. OF PRIMARY/MIDDLE SECTIONS OF HIGH/HIGHER SECONDARY SCHOOLS BY THE SIZE OF INSTRUCTIONAL ACCOMMODATION AVAILABLE.

Number of Primary/Middle Section of High/Hr. Sec. Schools Having											
Enrolment	Room	Two Rooms	Three	Four Rooms	Five	More than Five Rooms					
	Area	21-40	Rooms	81-120	Rooms	upto 101-200	201-300	301-400	401-500	Above 500	
	in		-	Sq.M.	101-150	Sq.M.	Sq.M.	Sq.M.	Sq.M.	Sq.M.	Sq.M.
	Sq.M.	Sq.M.	-	Sq.M.	Sq.M.	Sq.M.	Sq.M.	Sq.M.	Sq.M.	Sq.M.	Sq.M.
Upto 50		-	-	-	-	-	-	-	-	-	-
51-100		1	-	-	-	-	-	-	-	-	-
101-150		-	-	1	-	1	1	-	-	-	
151-200		-	-	-	2	-	1	-	-	-	
201-250		1	-	-	-	-	2	1	-	1	
251-300		-	-	-	-	-	1	-	-	-	
Above 300		-	-	-	-	-	1	-	-	1	
TOTAL		2	-	1	2	1	6	2	-	2	1

6.4. In the case of the 17 primary and middle sections of High and Higher Secondary Schools, 10 have owned, 1 has rented, 4 have partly owned and partly rented buildings while 2 have owned and rent-free accommodation. 29% of these have adequate accommodation. Because of inadequacy of accommodation some classes in 3 schools are held in the open. While 12 are having more than 5 rooms, 2 are having 5, 1 four and 2 have only 2 rooms each. Enrolment wise details are given in Table No. XIII.

6.5 Table XIV gives information about sanitary facilities for girls and shows that 136 (93%) of the primary schools have no sanitary facilities for girls. Of the remaining 8, 4 have adequate arrangements while the remaining 4 have inadequate sanitary facilities. Of the 39 middle sections, 14 (36%) have adequate sanitary facilities while the remaining 25 (64%) do not have any sanitary facilities for girls. Of the 14 middle sections with adequate sanitary arrangements, 9 form a part of High/Higher Secondary Schools.

TABLE XIV- SANITARY FACILITIES FOR GIRLS

MANAGEMENT	'Co-educational Primary Sections			'Co-educational Middle Sections			'Girls Middle Sections
	'No. facilities available	'Some Adequate	'Facility Inadequate	'No. facilities available	'Some Adequate	'Facility Inadequate	'Some Adequate
Govt.	136	2	4	25	9	-	2
Local Body	-	1	-	-	1	-	-
Private Aided	-	-	-	-	-	-	-
Unaided	-	1	-	-	2	-	-
Total	136	4	4	25	12	-	2

6.6.1 In Banikhet Block there are 37 primary schools managed by the Education Department and one is managed by the Cantonment Board. 22 Primary schools have their own buildings, 15 have rented and one has rent free. It is noticed further that 16 of the 38 primary schools have adequate arrangements of accommodation. With regard to the area for instructional and noninstructional purposes, 27 primary schools are having one room each, 8 have 2 rooms only while one is having 3 rooms, another is having 4 and the one Cantonment Board P.S. at Dalhousie has 6 rooms for instructional purposes. Taken together 91% of the primary schools have upto 2 Rooms.

6.6.2. Only 1 among 6 middle schools, managed by the Education Department, has adequate arrangements of accommodation. One school is accommodated in a building on rental basis while the remaining have their own buildings. 3 schools have 3 rooms each, 2 have 4 room each and the middle school at Sherpur has 10 rooms for instructional and other purposes. Further, only 2 other middle schools have some area for non-instructional purposes.

6.6.3. Regarding primary and middle sections attached to high/higher secondary schools, 6 are under State Education Department and 2 are under private unaided management. 5 of these have their own buildings, one has a building on rent and two have partly owned and partly rented buildings. With regard to the availability of rooms for instructional purposes, although all are having more than 5 rooms, yet only 3 are having adequate accommodation.

6.6.4. Of the 38 primary schools only 3 are having adequate sanitary facilities for girls, as regards middle schools and primary and middle sections of high and higher secondary schools, only 36% are having adequate sanitary facilities for girls.

6.7.1 In Garola Block there are 32 primary schools, 4 middle schools and 1 high school. 12 schools have their own buildings, 19 have rented ones while one primary school has partly owned and partly rented accommodation. Of these 69% schools have inadequate accommodation. 23 primary schools are having only single room accommodation, 7 primary schools have 2 rooms. Taken together this constitutes 94% of the total number. In the primary school at Gwar founded in 1959 having 5 classes with 64 children on rolls and 18 sq.metres verandah accommodation, the average per pupil space works out to 0.3 sq.metre.

6.7.2 Of the 4 middle schools, one is having its own building, another has a rented one, 3 rent-free, while the 4th has partly owned and partly rented accommodation. None of these schools has adequate arrangements of accommodation. One middle school has only one room and the remaining 3 have 2 rooms each. So is the case with the primary and middle sections attached to the high school and having 2 rooms earmarked for them. This in other words means that 100% of schools have inadequate accommodation. None of the primary, middle or high schools have any sanitary facilities provided for girls.

6.8.1 In Chamba-I Block there are 40 primary schools, 5 middle schools and 5 high/higher secondary schools. Of the primary schools 39 are managed by the State Education Department while one is managed by a private unaided body. This private school is run in a community Hall and according to the school authorities it has adequate arrangements of

accommodation. It was learnt that till recent past it was a high school and was down-graded to primary level recently. Of the remaining, 12 primary schools have owned buildings, 19 have rented buildings, 6 rent free, while 3 have partly owned and partly rented accommodation. Approximately 37% have adequate accommodation; because of inadequacy of accommodation in most of the cases some of the classes in as many as 4 schools are being conducted in the open.

6.8.2 18 out of 40 primary schools have one room, 14 have 2 rooms, 4 have 3 rooms while one school each has 4 and 5 rooms and the remaining 2 primary schools have more than 5 room accommodation. This in other words means that 30% of the total number of primary schools have upto 2 rooms for instructional purposes. 3 schools which have 5 or more than 5 rooms are located in urban areas while most of the schools in rural areas have only 1 or 2 rooms. In many cases this number of 2 rooms has been made up by including the verandah attached to a single room where it is normally used for class room purposes. 10% of the schools have some accommodation for non-instructional purposes. 2 of the primary schools having an enrolment of 25 children each have an area of 10 sq.metres; 5 with an enrolment of 25 children have an area of 20 sq.mts while one having enrolment of 15 children has an area of 30 sq.metres. Still another school is having an enrolment upto 100 children but has an area upto 40 sq.metres only. Thus the range of area per pupil is around 0.4 to 0.8 sq.metres.

6.8.3. All the 5 middle schools are managed by the State Education Department. 3 have their own buildings, one has rent free and another has partly owned partly rented accommodation 2 of these middle schools have adequate accommodation. One is having 4 rooms, 2 have 5 rooms each and the remaining 2 have more than 5 rooms each. 2 of the schools do not have any area for non-instructional purposes.

6.8.4. With regard to primary and middle sections attached to high/higher secondary schools, one is having 2 rooms, 2 are having 5 rooms each and the remaining 2 more than 5 rooms. Two schools have owned and rented buildings while one is having owned and rent free.

6.8.5. As regards sanitary facilities for girls, 37 primary schools do not have any sanitary facilities while there are 2 primary schools with some sort of sanitary facilities not adequate. Only one primary school i.e. privately managed has adequate sanitary facilities for girls. None of the 5 middle schools is having sanitary facilities for girls.

6.9.1. In Chowari-I Block there are 36 primary, 7 middle and 3 high/higher secondary schools. While all the 36 primary schools are managed by the State Education Department, one of the 7 middle schools is managed by Cantonment Board and the remaining 6 are managed by Education Department. All the 3 High/Higher Secondary Schools are managed by the Education Department. While 16 of the primary schools have owned buildings and 20 are housed in rented ones. 20 out of the primary schools have adequate arrangements of accommodation. Only 1 of the 3 high/higher secondary schools has adequate arrangements of accommodation. None of the primary/middle sections is without a building and none of them is functioning in the open. However, the following schools have stated that though they have some sort of buildings the accommodation is so inadequate that the classes have also to be conducted in the open:

Primary Schools at : (i) Saloh; (ii) Tallar;
(iii) Taragarh; (iv) Bharati; (v) Chaima;
(vi) Jangla; and

Middle Schools at: (i) Ghatasni; (ii) Parchhore;
(iii) Sallah and (iv) Raipur

Further, it is observed that out of 7 middle schools, 6 have their own buildings, and 1 has an owned and a rent free building. 4 out of 7 schools have adequate arrangements of accommodation.

6.9.2. As many as 25 primary schools of Chowari-I Block have only one class room, 8 primary schools have two class rooms & 3 primary schools have 3 class rooms. In 4 primary schools where accommodation is available only upto 10 sq.metres, the enrolment is upto 25 students each; i.e. the area per pupil comes to 0.4 sq.metre. In another single room primary school at Saloh with 54 children in 5 classes, the area per pupil comes to 0.2 sq.metre and in other 3 single room primary schools having upto 25 students each the area per pupil comes to 0.8 sq.metre. None of the primary schools is having more than 3 rooms. Only 3 primary schools have a small area for non-instructional purposes.

6.9.3. In the case of middle schools 2 are having 4 rooms, another 2 have 5 rooms each while 3 have more than 5 rooms in Chowari-I Block & the area per pupil in case of middle schools comes to 0.8.sq.metre. Only 5 middle schools have some area for non-instructional purposes that works to 0.2 sq.metre per pupil. As compared to other Blocks the position of school buildings in Chowari-I Block seems to be slightly better.

6.9.4. As regards sanitary facilities for girls it is observed that 32 out of 36 primary schools have no sanitary facilities for girls whatsoever, 2 have only inadequate sanitary facilities. Of the 7 middle schools, 6 are managed by the Education Department. While 4 co-educational schools have no sanitary facilities for girls, 2 girls schools have inadequate facilities and only one co-educational school managed by local body has adequate sanitary facilities for girls.

7. Equipment and Educational Aids

7.1 On the availability of equipment in schools, information has been collected about the number of blackboards, printed maps, science kits, globes, library books and allied items which may be available in the schools. The allied items include charts, audio-visual aids, Radio, Transistors, Projectors etc. None of the schools in the survey area is having Television sets. Even as far as blackboards are concerned, there are 9 schools (4 having four classes, 4 having five classes and 1 having seven classes) that have no blackboards. 61 schools are having one blackboard-in this category, 2 have one class each and the remaining 59 have more than one class (1 school having two classes, 10 having four, 47 having five and 1 having eight classes). 38 schools with 4/5 classes have only two blackboards each while 20 schools having classes between 3 to 7 have 3 black boards each; 9 schools with 5 classes and 5 schools with 8 classes each have four black-boards; 6 each have five and six black-boards, but 4 of these have 8 classes each; 3 having seven, 13 having eight while 15 have more than eight black boards. In the case of 19 schools, the number of blackboards corresponds to the number of classes in them, in 21 schools the number of black-boards exceeds the number of classes, while in the remaining 145 schools (80%) the number of blackboards is less than the number of classes in them.

AVAILABILITY OF BLACK-BOARDS :

7.2 Table XV below gives the Block-wise details of the availability of blackboards :

TABLE XV - Availability of Black-Boards

No. of Black-Boards	No. of Schools (Block-wise)				Total Survey Area
	Banikhet	Bharmour II (Garola)	Chamba I	Chowari-I	
Without any	1	7	1	-	9
With one	16	18	21	6	61
With two	13	6	6	13	38
With three	4	3	4	9	20
With four	4	1	3	6	14
With five	1	1	3	1	6
With six	-	-	3	3	6
With seven	2	1	-	-	3
With eight	7	-	3	3	13
More than 8	4	-	6	5	15

- 7.2.1. In Benikhet Block, one school having four classes has no blackboard, Seven out of 52 schools have adequate number of black-boards as per the number of classes taught in those schools, while only in six schools the number of black-boards is more than the number of classes taught. On the other hand, 38 schools (76%) are such as do not possess sufficient number of blackboards to meet the need of the number of classes being taught. Among these 16 schools (15 having five classes and one having four classes) are having only one blackboard each.
- 7.2.2. It seems that Bharmour-II (Garola) Block has the least number of black-boards. Out of 9 schools, where blackboards are not available, 7 are in Bharmour-II alone. 2 of these schools are having four classes, 4 are having three classes and one is having seven classes. There are 18 such schools (4 having four classes, 14 having five classes) have only one black-board each. 6 have two black-boards. There is not a single school that has the number of black-boards in proportion to the number of classes what to speak of exceeding that number.
- 7.2.3. In Chamba-I Block, there is a school having four classes without a blackboard. Of the remaining 49 schools, 9 have more blackboards than the number of classes, while 7 have adequate number of blackboards to serve the number of classes taught. The remaining 33 schools do not possess adequate number of blackboards. This, in other words, means that 66% of the schools are sort of blackboards. 1 of those with one blackboard has two classes, 4 are having four classes, 13 have five classes and another one is having eight classes.
- 7.2.4. In Chowari-I Block, no school is without a blackboard. Many of the schools do not have adequate number of blackboards in view of a bigger number of classes served. Out of 46 schools in this block, five are having blackboards corresponding to the number of classes while only in 6 the number of blackboards exceeds the number of classes. The remaining 35 schools (or 77%) do not have adequate number of blackboards on the basis of one black-board for each class.
- 7.3. OTHER EQUIPMENT IN PRIMARY SECTIONS :
- Out of 182 primary sections, 101 are having printed maps, one has a science kit, 15 are having globes and 118 are having library books, in them for the benefit of school children. Of the 101

having printed maps, 17 have one map each, 38 have two each, 16 have three each and 30 schools have more than three printed maps each. Only one primary school has a science kit. Further, 15 schools have one Globe each. Of the 118 schools having library books, 96 have less than 100 books, 17 less than 200, 3 less than 300, one has less than 400 books and another has more than 500.

7.3.1. In Banikhet Block, 33 primary schools have printed maps - 2 have one map each, 9 have two, 3 have three each and 19 have more than three maps each. In this block no primary school has a science kit and only 13 schools have one globe each while 32 schools are having library books. Of these 29 have less than 100 library books, while 3 have less than 200 and 1 less than 400.

7.3.2. In Bharmour 11(Garola) Block, 24 schools have printed maps. Of these 4 have one each, 8 have two each, 6 have three each and another 5 have more than three in each school. None of the schools is having a science kit or a globe. In this block 29 schools have library books, of which 26 have less than 100 books and 3 have less than 200 books.

7.3.3. In Chamba-1 Block, only 19 printed map (7 having one, 5 have two each, 2 have three each and 5 have more than three). One is having a globe and there is no science kit available in any school. In this block 24 primary schools are having the facility of library books - 19 of these have less than 100 library books, 3 less than 200, one having less than 300 and another in Chamba town is having above 500.

7.3.4. In Chowari-I Block, 35 primary schools have printed maps, of which 4 have one each, 16 have two each, 5 have three and 10 have more than three each. One school is having a globe while none has a science kit. 32 schools have library books - 22 have less than 100 books, 8 have less than 200 and 2 less than 300.

7.4.

OTHER EQUIPMENT IN MIDDLE SCHOOLS :

The position of middle schools with regard to the availability of equipment and educational aids is that 34 of the 39 middle schools have printed maps. Of these, 32 are having more than three. 15 schools are having science kits, of which 6 are having one each. 4 are having two and 5 are having

more than three science kits in each school. 16 schools are having globes, of which 9 are having one each, 4 are having two each and 3 are having more than two globes. 32 schools are having library books, of which 3 are having less than 100, 2 are having less than 200, 8 less than 300, 6 less than 400, 4 less than 500 while 9 are having 500 and above each.

- 7.4.1. In Banikhet Block, there are 11 schools which are having printed maps - 1 having three maps, and 10 having more than three maps. 6 schools are having science kits - 2 having one each, 1 having two science kits and 3 having more than three science kits. 6 schools are having globes; of these 4 are having one globe each, 1 is having two globes and 1 is having more than two globes. 13 schools are having library books - 1 having less than 100, 2 have less than 300, 3 have less than 400, 2 have less than 500, while five have over 500 books.
- 7.4.2. In Bharamour-II(Garola) Block, 5 schools have more than three printed maps each. 2 schools have science kits, of which 1 is having one and the other has "more than three" science kits. None of the schools is having a globe in this block. 5 schools are having library books, of which two have less than 100, 1 is having less than 500, and 2 are having more than 500 books.
- 7.4.3. In Chamba I Block, 8 of the middle schools are having printed maps - 7 are having "more than three" each and 1 is having one. 3 schools are having one science kit each. 5 schools are having globes, one each in 4 schools and two in one school. 9 schools are having library books, of which 1 is having less than 200, two have less than 300, 2 have less than 400, and 2 have less than 500, while another two have more than 500 books each.
- 7.4.4. In Chowari-I Block, 10 schools are having more than three printed maps each. 4 schools are having science kits - 3 have two each and 1 has "more than three" science kits. 5 schools have globes - 1 has one globe, 2 have two globes each and two are having more than two globes each. 10 schools are having library books - 1 has less than 200, 4 have less than 300, 1 has less than 400, another one has less than 500, while 3 have over 500 books.

8. TEACHERS

8.1 The provision of Teachers in elementary schools in this part of the country is made on the basis of enrolment in primary schools. When a new primary school is opened by the State, one Junior Basic Trained Teacher is provided immediately. Additional teachers can be sanctioned on the basis of enrolment exceeding 40 pupils. However, two teachers are also provided for primary schools having five classes with enrolment exceeding even 20 children. In the case of a middle school, the provision of teachers is made on the basis of subject teaching and the following teachers are initially provided at the time of up-gradation of a primary school to the middle level exclusively for middle classes :-

<u>Category</u>	<u>Number</u>
i) Trained Graduate	2(1 in Arts, 1 in Science)
ii) For Oriental Learning (Shastri etc.)	1
iii) Language Teacher	1
iv) Drawing/Arts & Crafts	1
v) P.T.Instructor	1

Additional teachers can be sanctioned on the basis of workload. In some school having primary sections, there is shortage of primary teachers and they are forced to utilize the teachers meant for middle stage for the teaching of primary classes. Paradoxically, there are schools having no primary classes but JBT qualified teachers meant for teaching primary classes still clinging to them. Some instances are; Government Higher Secondary School(Boys) (Having five JBT teachers), Government Higher Secondary School(Girls), Chamba-(having one JBT teacher) without having any primary classes attached to them. On the contrary, there is only one JBT Teacher for teaching 96 children in primary classes in the Government Middle School at Udaipur (Chamba).

8.2 Table-XVI gives the number of teachers according to their qualifications, both academic and professional, in elementary school stage of education. Further it indicates that in the primary stage of education 55% of the teachers are males while 45% are females. This, in other words, means that there are no wide variations so far as sex-wise number of teachers is concerned and a slight increase in the number of female teachers will equalise them. However, at the middle stage of education, it is observed that the number of female teachers is considerably less than that of the males. 70% of the teachers at middle stage of education are males while only 30% are females. However, this position does not hold good in the case of individual blocks. For instance, in Bharmour I(Garola) 94% are male teachers at primary stage of education. In Chamba, 67% are male teachers at primary stage of education. In Chamba, 67% are male teachers at primary stage of education.

this, in Chamba-I Block, female teachers are more while males are less. Their proportion in primary stage is 64% females and 36% males and in middle stage 51% females and 49% males. In Banikhet Block the number of male teachers is more than the female teachers. Their ratio in primary stage is 56:44 and at the middle stage it is 76:24. Similar is the position with Chowari-I block. It will further be observed from Table XVI that the number of female teachers in Urban areas is comparatively more than the male teachers. For the elementary stage of education, this ratio in Urban areas is 22% males and 78% females. The number of females teachers in rural areas is less than male teachers and their ratio is 73% males and 27% females is elementary stage of education.

TABLE XVI - SEX-RATIO AND QUALIFICATIONS OF THE TEACHERS

A. Sex-wise Percentage

	<u>Primary Stage</u>		<u>Middle Stage</u>	
	Men	Women	Men	Women
Banikhet	56	44	76	24
Bharmour-II(Garola)	94	6	96	4
Chamba-I	36	64	49	51
Chowari-I	53	47	57	43
Survey Area	55	45	70	30

B. Sex-ratio among Teachers in Rural/Urban areas

	<u>Rural</u>		<u>Urban</u>	
Primary	68	32	13	87
Middle	79	21	33	67
Elementary Stage	73	27	22	78

C. By Academic Qualifications- Percentage Share

BLOCK	<u>PRIMARY SCHOOLS</u>			<u>MIDDLE SCHOOLS</u>		
	‘Middle and below	‘Matric and less than Degree	‘Degr- ee & above	‘Middle and below	‘Matric and less than Degree	‘Degree & above
Banikhet	2	74	24	4	48	48
Bharmour-II (Garola)	6	85	9	7	58	35
Chamba-I	14	33	3	2	49	49
Chowari-I	5	84	11	5	51	44

D. Percentage of Trained/Untrained Teachers to total

Block	Trained		Untrained		Total	
	Men	Women	Men	Women	Trained	Un- trained
(1)	(2)	(3)	(4)	(5)	(6)	(7)

(i) PRIMARY STAGE

Banikhet	54	43	2	1	97	3
Bharmour-II (Garola)	92	2	2	4	94	6
Chamba-I	33	62	2.5	2.5	95	5
Chowari-I	53	47	-	-	100	-
Survey Area	53	44	1.5	1.5	97	3

(ii) MIDDLE STAGE

Banikhet	75	19	1	5	94	6
Bharmour-II (Garola)	96	4	-	-	100	-
Chamba-I	49	51	-	-	100	-
Chowari-I	65	35	-	-	100	-
Survey Area	66	32	0.5	1.5	98	2

(iii) ELEMENTARY STAGE

Banikhet	63	33	1.5	2.5	96	4
Bharmour-II(Garola)	94	2.5	1	2.5	96.5	3.5
Chamba-I	40	57	1.5	1.5	97	3
Chowari-I	58	42	-	-	100	-
Survey Area	58.5	39	1	1.5	97.5	2.5

8.3 With regard to academic qualifications teaching staff it will be observed from Table XVI that 80% of the teachers in primary stage of education are possessing matric and above but below degree qualification, 12% degree and above while 8% possess 'middle' as their academic qualification. In middle stage of education 4% of the teachers possess middle and below middle, 50% possess matric and above but below degree standard and the remaining 46% possess 'Degree and above Degree' standard.

8.3.1. Two percent of the teachers in Banikhet block, 5% in Chowari-I, 6% in Garola Block, while 14% in Chamba-I Block, are having middle or below middle qualification-for teachers working at the primary stage of education. The percentage of "matric and above" teachers ranges between 74% in Banikhet Block to 85% in Garola Block. The lowest i.e. 3% teachers in Chamba block are having their academic qualifications as "Degree and above" while Banikhet has the highest percentage of 24. However, this type of wide variations are not discernible in the qualifications of teachers at the middle stage of education and the percentage of teachers under the various categories of qualifications are more symmetrical and nearing the average for the four blocks.

8.4.1. With regard to the professional qualifications of the teaching staff, it can be gathered from Table 100I that 97% of teachers in the primary stage of education are trained while 3% are untrained. This gap of untrained teachers is equally spread over male and female teachers in the primary stage of education where 1.5% each of total teachers, amongst males and females, are untrained. However, when collated amongst themselves, it seems that the gap of untrained and trained teachers is more widespread for the male teachers than the female teachers in primary stage of education. In Chowari-I block we have 100% trained teachers in primary stage (58% males and 47% females) while in other blocks, some element of untrained teachers is noticed. This is more predominant in Garola and Chamba-I blocks, closely followed by Banikhet block.

8.4.2. With regard to middle stage of education the position is that 98% of the total teachers are trained and 66% are male, 32% females and 1.5% females are untrained teachers. The number of untrained male teachers is negligible. The untrained teachers are seen in Banikhet block where these are employed by private (unaided) schools. In the remaining three blocks there are no untrained teachers.

8.4.3. Coming to the elementary stage of education, it is observed that 98% teachers are trained while 2% are untrained in the area under intensive study of which 59% are male trained teachers, 39% are female trained teachers and 1% each are male and female untrained teachers. In terms of trained teachers, the performance of Chowari-I block is on the top where 100% (58% males and 42% females) of the teachers are trained closely followed by Chamba with 97%.

8.5 The negligible proportion of untrained teachers is mainly in the following schools :-

- i) Sacred Heart School, Dalhousie - 5 out of 12
- ii) Bhartiya Public H.S. Chamba - 4 out of 5
- iii) Ashram School, Gadyara - 3 out of 3
- iv) Ashram P.S., Grejjon - 1(adhoc) out of 1
- v) Central School for Tibetans, Dalhousie - 1 out of 10
- vi) Ashram School, Oberi - 1 out of 1
- vii) Govt. High School, Dalhousie (one untrained Gyani teacher inherited from Punjab and the other untrained teacher is meant for Tibetan languages, both seem to have been exempted from training) - 2

This, in other words, means that so far as the schools managed by Education Department are concerned, all the teachers are trained. Since a sufficient number of trained teachers in on the live Registers of Employment Exchange in the Pradesh, awaiting employment, the policy of the Government is not to employ any untrained teacher in the government schools.

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9. SCHOOL PERFORMANCE

9.1 When we compare the stage-wise enrolment with state-wise number of teachers for the 4 years beginning with 1974, we observe as shown in table VIII in Chapter V that 13 new primary schools (Government & non-Government) came up in the Survey Area. The total enrolment during that year was 7213. Next year i.e. in 1975 only 3 new primary schools came up and the enrolment increased from 7213 to 8021 i.e. by 808 children or 11% and the increase in the number of teachers was only by 15. It seems that the number of teachers increased with an increase in the number of schools but the impact of newly opened schools in 1974 continued to be felt through 1976 also when the enrolment increased by 669 or 8%. Notwithstanding this, the number of teachers came down by 16 to 377 in 1976. This decrease is nearly 4% and despite some increase in the number of schools during 1975. During 1976 no new school was opened. The same situation was there even in 1977 upto the time of this intensive study. However, it is observed that there was no substantial increase in enrolment in 1977 - the total increase was by 10 pupils only. The number of teachers increased from 377 in 1976 to 381 in 1977.

9.2 During the year 1974, two middle schools were added in the survey area and thereafter there was no increase in the number of schools and in 1977 one middle section in private sector was closed down. The increase in enrolment was also not substantial at the middle stage of education. A total increase of 21 pupils was recorded in 1975 over 1974 as against an increase of 3 teachers. The total increase in the middle stage of education during 1976 was 8 children with a substantial increase of teachers. During 1977 the increase in enrolment was 185 children with an increase of 17 teachers.

MIXED TRENDS :

9.3.1. On studying the block-wise position it is observed that erratic variations in the enrolment and number of teachers were reported by schools. For instance, enrolment in Banikhet Block decreased by 205 children in 1975 and then increased by more than 300 children in 1976, while the number of teachers decreased in 1976 by 7. During the next year i.e. 1977, the increase in enrolment was 183 children but the number of teachers increased by 4. At the middle stage, the position is the same. During 1975 there was a decrease in enrolment by 47, in 1976 the decrease was again reported but by 15 children only but the number of teachers increased by 7. During 1977 when the number of children increased by 62, the number of teachers rose by 11.

9.3.2. The position of Garola Block amongst all the blocks seems to be more symmetrical and in all the years the enrolment has increased from 908 in 1974 to 1134 in 1977, with a corresponding increase in the number of teachers from 40 to 54, in the case of

primary stage of education; so is the case at the middle stage also where the enrolment has registered an increase from 80 children in 1974 to 120 in 1977 which a corresponding increase of teachers from 20 to 26, except that it had a slight fall in the number of teachers between 1974 and 1975 from 20 to 19.

9.3.3 In Chamba-I Block, while the enrolment increased from 1917 in 1974 to 2899 in 1976, the number of teachers increased from 120 in 1974 to 125 in 1975 and then fell to 115 in 1976. In 1977, there was decrease both in enrolment and in the number of teachers at primary stage while at the middle stage the increase in enrolment has been followed by an increase in the number of teachers till 1976. However, later it was followed by a decrease in the number of teachers by 9 in 1977 despite an increase in enrolment.

9.3.4. In Chowari-I Block, the position obtained to be similar to that in Chamba-I. While the enrolment at the primary stage increased from 1937 in 1974 to 2114 in 1976 and the number of teachers increased from 101 to 102, in 1977 the enrolment fell to 2015, with a corresponding fall in the number of teachers from 102 to 101 again. In the case of Middle stage of education, both enrolment and teachers continuously showed an increase till 1977 but increase was more substantial in case of enrolment.

9.4. If we study the data on enrolment and teachers over the past four years 1974 to 1977, we discern that 40% of the primary sections were within the range of 'upto 15 pupils per teacher' in 1974 and 1975. In 1977, the number of schools decreased in this category to 30%. With regard to middle schools in 1974, 87% of the schools fell within the limit of '15 children per teacher' slab, during 1975 it increased to 88% and during 1976 to 93% and then in 1977 the number again decreased and came to 87% schools which had enrolment of '15 children per teacher'. This means that there was no improvement from the qualitative angle. There are schools where we have enrolment below 5 and the schools having the enrolment upto 15 and 30 are many.

9.5. Table XVII below depicts the number and percentage of institutions and enrolment in respect of primary sections with 'one' to 'ten and more' teachers :

TABLE XVII - Primary Sections.

No. of Teachers	Primary Sections		Enrolment		T.P.Ratio
	Number	%age	Number	%age	
1	85	47	1778	21	21
2	57	31	2246	26	20
3	16	9	1064	12	22
4	5	3	464	5	23

No. of Teachers	Primary Section		Enrolment		T.P. Ratio
	Number	%age	Number	%age	
5	8	4	901	10	23
6	6	3	1094	13	30
7	3	2	581	7	28
8	-	-	-	-	-
9	1	0.5	128	1	14
10	-	-	-	-	-
10*	1	0.5	444	5	44
TOTAL	182	100	8700	100	-

9.5.1. Salient Features

Some of the salient points that emerge from the above table are given below:

- a) Single Teacher Primary Sections constitute almost half of the total number of primary sections in the survey area but have only one fifth of the total enrolment. Thus, on an average these single teacher primary sections cater to about 21 students.
- b) Primary sections with 2 teachers constitute 31% of the total primary sections and have 26% of the total enrolment, here the teacher pupil ratio is 1:20.
- c) 9% of total primary sections having 3 teachers in each of them, have almost one-eighth(12%) of the pupils enrolled, with a teacher pupil ratio of 1:22.
- d) Primary sections with four teachers constitute 3% of the total primary sections but they cater to 5% of the total enrolment in primary sections giving a teacher pupil ratio of 1:23.
- e) Similarly 4% of the total primary sections have 5 teachers in them but they cater to 10% of the total enrolment. Here the pupils per teacher remain the same at 23 as in the previous case.
- f) Primary sections with 6 teachers are 3% of total but they have a little more than one eighth (13%) of the total number enrolled in all primary sections. Primary sections with teachers five and more are located in urban areas and therefore, cater to bigger enrolment comparatively. Here the teacher pupil ratio is the maximum i.e. 1:30.

9.6. Table No. XVII below depicts the Block-wise number of the Primary Sections and enrolment therein in the four educational Blocks.

TABLE XVII - Primary Sections & Enrolment

No. of Teachers	Banikhet		Garola		Chamba-I		Chowari-I									
	Pry. Sec. No.	Enrol %	Pry. Sec. No.	Enrol %	Pry. Sec. No.	Enrol %	Pry. Sec. No.	Enrol %								
One	19	37	398	14	22	60	454	40	26	55	558	20	18	39	306	18
Two	21	41	771	28	12	32	563	50	8	17	331	12	16	35	584	28
Three	4	8	360	13	3	8	117	10	4	8	333	12	5	11	256	13
Four	1	2	105	4	-	-	-	-	1	2	127	4	3	6	232	12
Five	3	6	426	16	-	-	-	-	3	6	244	9	2	5	281	12
Six	2	4	515	19	-	-	-	-	4	8	576	20	-	-	-	-
Seven	1	2	165	6	-	-	-	-	1	2	198	7	1	2	218	11
Eight	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nine	-	-	-	-	-	-	-	-	-	-	-	-	1	2	128	6
Ten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ten & Above	-	-	-	-	-	-	-	-	1	2	444	16	-	-	-	-
TOTAL	51	100	2740	100	37	100	1134	100	48	100	2811	100	46	100	2015	100

9.6.1. In Banikhet Block, single-teacher primary sections form 37% of the total with only 14% of total enrolment.

9.6.2. In Garola Block, single teacher primary sections constitute 60% with only 40% of total enrolment. In this Block primary sections with two teachers have better performance with 32% primary sections catering to half the total pupils. Further, there are no primary sections having more than three teachers in this Block.

9.6.3. In Chamba-I Block, single teacher primary sections are more than half of the total but they cater to only one-fifth of the total enrolment.

9.6.4. In Chowari-I Block, single-teacher primary sections constitute 39% of the total with only 18% of the total number of pupils.

9.7. A closer study of the above block-wise details confirms that a large number of single teacher primary sections do not cater to the needs of a correspondingly large number of pupils. The performance of primary sections with 2 or 3 teachers seems to be slightly better.

9.8. Part Played by Location of Schools

It is well established on the basis of the data collected from this study that primary sections with 5 and more teachers are mostly located in urban areas. 92% of the total primary sections are located in rural areas but they cater to 69% or 2/3 of the total pupils enrolled. Thus 8% primary sections, located in

Urban areas, cater to the needs of one-third of the total enrolment as is discernible from Table XVIII below :

TABLE - XVIII

Distribution of Primary & Middle Sections in Rural/Urban Areas					
Category of Sections	Area	No. of Sections	%age	Enrolment	%age
Primary	Rural	167	92	6031	69
	Urban	15	8	2669	31
	Total	182	100	8700	100
Middle	Rural	32	82	1298	50
	Urban	7	18	1258	50
	Total	39	100	2556	100

9.8.1 It will further be seen from the above Table that in the case of Middle sections while only one-fifth of the total units are located in urban areas, they serve half the pupils. Normally the teachers seem to have a bias in favour of urban areas schools as compared to those in the rural areas. It is naturally so since there are better amenities in urban areas. This results in more teachers clinging to schools in urban areas. However, the overall position obtains that as a result of bigger enrolment in urban area schools, a bigger number of teachers there does not pose any problem and their performance becomes better as compared to the schools located in rural areas.

9.9. Teacher-pupil ratio is an important indicator of over crowding in schools. As depicted in Table XIX in respect of rural and urban areas schools separately, it will be seen that in all the schools under intensive study, the number of pupils per teacher in the elementary stage of education is around 15 in rural areas whereas it is about 23 in urban areas. In middle stage of education there are 6 pupils per teacher in rural areas as against 17 in urban areas. In the primary stage there are 21 pupils per teacher in rural areas as against 28 pupils per teacher in urban area schools. It can be inferred from the foregoing few lines that the performance of the schools located in urban areas is comparatively better. This position holds good in all the educational blocks as will be seen from Table XIX:

TABLE XIX : TEACHER PUPIL RATIO

Block	Stage	No. of Pupils per Teacher	
		Rural	Urban
Chamba-I	Primary	24	25
	Middle	7	18
	Elementary	16	23
Banikhet	Primary	22	30
	Middle	6	22
	Elementary	16	26
Chowari-I	Primary	19	31
	Middle	8	14
	Elementary	14	24
Bharmour-II (Garola)	Primary	21	-
	Middle	5	-
	Elementary	16	-
Survey Area	Primary	21	28
	Middle	6	17
	Elementary	15	23

9.9.1. In many rural area schools, the number of teachers is not adequate - either on the basis of subject teaching or on the basis of enrolment while undoubtedly there are schools where the teachers do not have adequate work because of quite a small enrolment in these schools. This enrolment is small not because there are no children in the respective age-groups. Rather, there is a sufficient number of children all right but there exists some indifference towards education in the masses or possibly the location of the existing schools is not suitable.

9.10 Exceptional Circumstances

4 of the 182 primary sections had three or less than three classes, two having only one, and one each having two and three classes in Chamba-I and Chowari-I Blocks. One of these schools named Govt. Primary School, Sanotha-Mengal has been functioning since 1957 and the present enrolment stands only at 3 in Class-I. The enrolment of this school in 1975 was only two students and in 1976 it got further reduced to one only; while during this year the enrolment has taken an upward trend to three with one teacher serving part-time in this

school. From the village population, it was observed that the whole village is having about 50 children in the age-group 6-11 (out of a total of nearly 355 persons-predominantly scheduled tribes population). The same teacher is also serving in Government Primary School, Shillagharat having five classes (14 students on rolls out of 42 total child-population in age-group of 6-11 years). Since the age group child population in village Shillagharat is slightly lower than the child population in Sanotha-Mengal while the number of students is more in Shillagharat where all the five classes are in operation as compared to the number of children in Government Primary School Sanotha-Mengal having only Class I. Both these schools are in existence simultaneously for about 20 years. Similarly the Primary School, Kunda, is in existence for about 15 years, having class-I only, with 9 students on rolls in 1977, this school had only two students on rolls in 1976 this school also caters to a child-population of 57 in the age-group of 6-11 out of a population of more than 400 in the village. The whole population belongs to scheduled tribes. Primary School, Banjoh in Chamba-I block has been in existence for about 14 years having only two classes with five children on the rolls and with one teacher. During 1974 the school had only three children on its rolls. Primary School, Banni in Chowari-I block has 10 children on rolls. The school has been in existence for more than 15 years and the enrolment seems to be same in all these years.

9.10.1 Instances have also come to notice when with 5 classes having more than 20 children on rolls a school has only one teacher while in other schools there are 2 teachers teaching less than 20 students. In Primary School, Kalhetar, three teachers have been provided for enrolment of 30 students. In Primary School, Bhanota of Chamba-I Block there are 71 students on the rolls of the school having 5 classes but only one teacher has been provided. It is observed that during 1976 it had 76 children with one teacher and the enrolment has come down to 71 students this year. Similarly in Primary School at Farotka and Ruliani in Banikhet block there are 54 and 32 students respectively, having 5 classes but only a single teacher. On the contrary, in 4 primary schools (Dharota, Mandhiar, Tritha and Tikkar) in Banikhet Block, the enrolment is less than 20 with 2 teachers in each of them.

9.10.2. It is further observed that in some of the middle schools the total enrolment in middle classes is less than 15. There are 3 middle schools where the total enrolment is less than 9. Further there are 4 middle schools where the enrolment is less than 14. The names of such schools are given in Table XX together with the village population they are supposed to serve :-

TABLE XX - Middle Schools Serving only Limited Purpose

Name of School	Enrolment VI-VIII	Teachers	Child population (11-14) of the Village
1. MS Bajol	7	4	18
2. MS Ramuh Kothi	13	5	42
3. MS Cheel Bunglow	12	5	17
4. MS Khajjiar	8	5	38
5. MS Parihar (Seru)	12	5	14
6. MS Balera	7	6	13
7. MS Sallah	13	6	17

9.10.3. Middle School, Bajol was upgraded to middle standard in 1973 and till date only 2 classes are functioning (class VI has 6 children on rolls while VII class has only one boy) though village Bajol had a population of 248 persons according to 1971 Census having 18 children in age-group 11-14, this school is also supposed to serve many other neighbouring villages. The school performance in the past few years or its existence has been quite poor. During 1974 it had no children on rolls, in 1975 and 1976 there was only one student in each year in the middle classes. Middle school, Ramuh-Kothi was upgraded to middle standard in 1964. The school had VI and VII classes only with 7 and 6 boys respectively. The school is located in village Kuther, which according to 1971 Census had a population of 539 persons with an estimated population of 45 children in age-group of 11-14. Middle School, Khajjiar is located in a small valley which is away from the Village Khajjiar by about 1½ kms. This school had been functioning from 1944 and was elevated to middle standard in 1968. In 1973 primary School Bamsika was added by being opened in village Khajjiar. The primary school which is located in the proper village has only 17 children on rolls while another 39 children attend middle school Khajjiar. In Middle classes the performance of the school had been poor. There are only 8 children in the Middle classes out of a population of over 40 children in the village in the age-group of 11-14. In 1974 it had 10 and in 1975 it had 11 children. According to the information submitted by a teacher, both these schools serve the same village. Middle School Balera was upgraded from primary to middle standard in 1966. The village had a population of 190 persons according to 1971 census. This school has seven children on rolls with six teachers.

9.10.4. In Banikhet block, it is observed that villages thinly populated have schooling facilities in them while better populated villages have no schooling facilities. Sub-table XXI below lists the names of some such villages :-

TABLE - XXI - Population of Some Villages of Banikhet Block.

Villages with Schools	Population	Villages without school	Population
Kharira	46	Badooli	214
Kalaphat	94	Bhatoli	362
Samliata	85	Sor	425
Duka	86	Dadra	411
Sakrera	85	Duniara	232
Chhamber	37	Chaltuni	209
Dugoh	79	Kit	257

9.10.5. The above Table shows that there are villages with population between two hundred and even above four hundred but have no schooling facilities. On the other hand, there are village having a population below one hundred but they have a primary school in them. For enrolment they depend on other villages.

10. UNIVERSALISATION OF ELEMENTARY EDUCATION

10.1 Enrolment Ratios

On the basis of the population projected for 1977, the position in respect of elementary education in the four blocks under intensive study is that 55% of all the children in the age-group 6-14 are undergoing elementary education. Thus it is 36% for girls and 74% for boys. 48% of children in age-group 6-14 belonging to Scheduled Castes are in schools. In case of girls this percentage is 28 whereas in the case of boys it is 66%. In the case of Scheduled Tribes 44% of the children in the age group 6-14 are in schools; in the case of girls it is 17% of the age-group and in case of boys it is 71%. Details are given in Table XXII below:

TABLE XXII - ENROLMENT RATIOS IN SURVEY AREA

School Stage	Enrolment			Enrolment Ratio		
	Boys	Girls	Total	Boys	Girls	Total
	<u>All Students</u>					
I-V	5869	2831	8700	89	44	66
VI-VIII	1719	837	2556	47	23	35
I-VIII	7588	3668	11256	74	36	55
	<u>Scheduled Castes</u>					
I-V	850	338	1188	83	35	60
VI-VIII	206	89	295	36	16	27
I-VIII	1056	427	1483	66	28	48
	<u>Scheduled Tribes</u>					
I-V	1557	411	1968	92	24	58
VI-VIII	309	34	343	33	4	18
I-VIII	1866	445	2311	71	17	44

10.2 The comparative position of enrolment ratios for the Pradech as a whole and for the Survey area is given in Table XXIII below:-

TABLE XXIII - COMPARATIVE ENROLMENT RATIOS

School Stage	Survey Area			Enrolment Ratio Himachal Pradesh		
	Boys	Girls	Total	Boys	Girls	Total
I-V	89	44	66	113	99	96
VI-VIII	47	23	35	74	30	52
I-VIII	74	36	55	100	62	81

10.3 A cursory glance through Table XXII and XXIII reveals that the areas included in the intensive study are far behind in the universalisation of elementary education and slightly less than half of children remain away from elementary schools. In the case of scheduled castes and scheduled tribes, slightly more than half the children remain out of elementary schools. Still worst is the plight of girls and particularly those belonging to scheduled castes and scheduled tribes. In the case of scheduled tribes, the study reveals that almost 96% of the girls remain away from VI-VIII classes. In their case, a wide range of incentives seems to have made hardly any impact.

BLOCK-WISE POSITION OF ENROLMENT RATIOS

The block-wise details of coverage in elementary education are given in Table XXIV below:-

TABLE XXIV: COVERAGE OF ELEMENTARY EDUCATION

School Stage	Enrolment			Enrolment Ratios		
	Boys	Girls	Total	Boys	Girls	Total
<u>BANIKHET</u>						
I-V	1876	864	2740	109	51	81
VI-VIII	548	220	768	56	23	40
I-VIII	2424	1084	3508	90	41	66
<u>SCHEDULED CASTES</u>						
I-V	177	49	226	83	25	55
VI-VIII	43	10	53	39	10	25
I-VIII	220	59	279	68	20	45
<u>SCHEDULED TRIBES</u>						
I-V	267	56	323	132	27	79
VI-VIII	65	5	70	54	4	29
I-VIII	332	61	393	103	18	60

TABLE XXIV - CONTD.

School Stage	Enrolment			Enrolment Ratio		
	Boys	Girls	Total	Boys	Girls	Total
<u>BHARMOUR (GAROLA)</u>						
I-V	874	260	1134	83	26	56
VI-VIII	111	9	120	19	2	10
I-VIII	985	269	1254	60	18	39
<u>SCHEDULED CASTES</u>						
I-V	154	25	179	90	15	53
VI-VIII	17	2	19	17	2	10
I-VIII	171	27	198	64	10	38
<u>SCHEDULED TRIBES</u>						
I-V	720	233	953	100	33	66
VI-VIII	92	7	99	22	2	12
I-VIII	812	240	1052	71	22	48
<u>CHAMBA - I</u>						
I-V	1756	1055	2811	72	46	59
VI-VIII	669	448	1117	51	36	44
I-VIII	2425	1503	3928	64	43	54
<u>SCHEDULED CASTES</u>						
I-V	418	219	637	85	49	68
VI-VIII	123	71	194	45	28	37
I-VIII	541	290	831	71	41	57
<u>SCHEDULED TRIBES</u>						
I-V	307	89	396	63	20	42
VI-VIII	103	20	123	42	9	26
I-VIII	410	109	519	56	16	37

TABLE XXIV - (CONTD)

School Stag-e	Enrolment			Enrolment Ratio		
	Boys	Girls	Total	Boys	Girls	Total
<u>CHOWARI-I</u>						
I-V	1363	652	2015	98	42	68
VI-VIII	391	160	551	48	18	83
I-VIII	1754	812	2566	80	34	56
<u>SCHEDULED CASTES</u>						
I-V	101	45	146	65	28	46
VI-VIII	23	6	29	27	7	47
I-VIII	124	51	175	52	20	38
<u>SCHEDULED TRIBES</u>						
I-V	263	33	296	93	10	48
VI-VIII	49	2	51	30	1	15
I-VIII	312	35	347	70	7	36

10.4 It is observed from the above Table that the Banikhet educational block seems to have topped in terms of coverage of enrolment and is nearer to the Pradesh percentage in case of enrolment of boys at the primary stage. Banikhet block is closely followed by Chowari-I block. Education of girls seems to have been sadly neglected in the whole of the area covered by the intensive study. **Although total female population has kept pace with male population, the ratio of girls to boys in school has not done so.**

10.5 The study of enrolment can be made through the concept of Enrolment Index. While working out this enrolment index, the total enrolment of primary stage of education is divided by the total population and then multiplied by 10,000. Based on this formula an enrolment index has been worked out for the survey areas and also for individual blocks in respect of all students and those belonging to scheduled castes and scheduled tribes in the Primary stage of education in all those blocks and the same is given in Table XXV below:-

TABLE - XXV ENROLMENT INDEX

Block	Enrolment Index		
	Boys	Girls	Total
<u>All Students</u>			
Banikhet	1514	712	1118
Bhar-mour-II(Garola)	1137	363	763
Chamba-I	1024	659	858
Chowari-I	1329	597	952
Survey Area	1236	612	928

TABLE - XXV - ENROLMENT INDEX - CONF.

Block	Enrolment Index		Total
	Boys	Girls	
<u>SCHEDULED CASTES</u>			
Banikhet -	1183	338	767
Bharamour-II	1224	205	725
Chamba-I	1191	671	940
Chowari-I	869	378	621
Survey Area	1145	475	817
<u>SCHEDULED TRIBES</u>			
Banikhet -	1835	368	1085
Bharamour-II	1356	452	911
Chamba-I	890	278	595
Chowari-I	1271	134	653
Survey Area	1267	333	799

The above Table shows that in the survey area 928 children per 10,000 population were enrolled in schools as on 30.9.1977, while boys were 1236 per 10,000 and girls were 612 per 10,000 this position more or less obtains in almost all the blocks in slightly varying proportions. It can further be observed that the index of girls enrolled in schools is almost half of the index of boys excepting in Bharamour-II where the ratio of boys to girls is 3:1. This position has been maintained in the case of scheduled castes also but the position of scheduled tribes girls is conspicuously poor. In their case it is observed that while 1267 boys out of 10,000 of male population were in schools against only 333 girls per 10,000 of female population. The index is therefore indicative of the fact that there continues to be a lag in the education of the scheduled tribes and more especially in the case of girls education. There can be various reasons-economic, social and cultural due to which these scheduled tribes people like their daughters to work for the family rather than attending a school.

11. INCENTIVES TO CHILDREN AT ELEMENTARY STAGE

11.1 Various kinds of incentives are provided by the Government to children in this Pradesh and for this purpose a provision is made in the Plan-Budget every year. These incentives include free text-books and clothing for the children in classes I-VIII, free writing material to classes I-II and Mid-day meals to the children of Primary Classes. The scheme of Book Banks is open to the children of weaker sections in schools but the facility is limited. Similarly there are various types of scholarships (Cash benefits) at schools. These include scholarships given to scheduled castes/tribes by the Welfare Department and poverty scholarships by the Education Department. In the survey area under intensive study, the percentage cover-age for the benefits in respect of Scheduled Castes/Scheduled Tribes is as follows:-

	Scheduled Castes	Scheduled Tribes
1. Free Text Books	21%	39%
2. Free writing material.	64%	79%
3. Free clothing	6%	9%
4. Mid-day meals	52%	73%
5. Scholarships	17%	34%

11.2 Of all these benefits, the benefit of scholarships and the uniforms seem to have made their own impact and in many cases were said to have attracted the children and also motivated the parents to send their wards to schools. As regards the number of benefits and incentives, the details are contained in Table X

11.2.1 In Banikhet block 730 children were benefitted by the distribution of slates and pencils. 18% children belong to scheduled castes/Scheduled tribes, while 82% belong to other weaker sections of society. Similarly, the number of children benefitted by the distribution of text books and Book Banks is 966, of which 218 belong to scheduled castes/scheduled tribes. The number benefitted by the school uniforms is 532, of which 36 belong to scheduled castes/scheduled tribes and the rest belong to other weaker sections of society. A total number of 142 children benefitted by the award of scholarships, of which 70% belong to scheduled castes/scheduled tribes. The number of children in primary class benefitted by the Mid-day meals is 674, of which 42% belong to scheduled castes/scheduled tribes.

11.2.2 Bharmour-II(Garola) Block has been on the top and in many cases the number of beneficiaries has surpassed the enrolment for the simple reason that in some cases they have given benefit to pupils by whom the benefit was not needed. Out of 740 beneficiaries of slates and pencils, 99% (738) belong to scheduled caste scheduled tribes, while only 2 children belong to other


TABLE XXVI - INCENTIVES PROVIDED TO PUPILS (1976-77)

Incentives	Number of pupils benefitted								
	Total			Scheduled Castes			Scheduled Tribes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Slates and Pencils	1492	706	2196	273	131	404	659	220	879
Books & Stationery	1680	572	2252	243	73	316	776	171	947
Uniforms	429	510	939	31	55	86	62	162	224
Attendance Scholarships (Cash)	902	386	1288	143	74	217	665	149	818
Mid-Day meals	2570	889	3459	460	165	625	1193	314	1507
Book Bank	1192	468	1660	281	95	376	437	131	568
Others:									
Poverty Scholarships	69	18	87	25	9	34	35	8	43

weaker sections of society. Similarly number of those benefitted by text books is 738, of which more than 90% belong to scheduled castes/scheduled tribes. 206 students have benefitted by the distribution of free uniforms and all of them belong to scheduled castes/scheduled tribes. Similarly there are 805 children benefitted by the scholarships of various types upto elementary stage. Of these, 804 (99.8%) belong to scheduled castes/scheduled tribes. Mid-day meals are meant only for primary school children but the number of children benefitted by Mid-day meals is more than those studying in primary schools. It seems that all the children are being covered under Mid-day meals while the coverage under books and stationery is also sufficiently large, but in the case of scholarships of various kinds, the coverage is 64% of the total enrolment while only a small number has benefitted by uniforms.

11.2.3 In Chamba-I block, of the 311 students benefitted by slates and pencils, 66% belong to scheduled castes and scheduled tribes. Of 1050 beneficiaries of books and stationery, 59% belong to scheduled castes and scheduled tribes. Of 141 students benefitted by the school uniforms, 31% belong to scheduled castes/scheduled tribes. Of 301 beneficiaries of scholarships, 45% belong to scheduled castes/scheduled tribes.

11.2.4 In Chowari-I Block, out of 417 pupils benefitted by the free distribution of slates and pencils, more than 50% belong to scheduled castes/scheduled tribes. The number benefitted by text books and stationery is 349, of which about 45% belong to scheduled castes and scheduled tribes. Similarly, a small number of children has benefitted by free distribution of school uniforms of which 42% belong to scheduled castes-scheduled tribes. A small fraction of the enrolment has benefitted by the award of scholarships of all types, out of which 57% belong to scheduled castes/tribes. The number benefitted by Mid-day meals is 589, of which 30% belong to scheduled castes/scheduled tribes.



12. ENROLMENT RATIOS, WASTAGE & DROP-OUTS

12.1. The Problem:

Educational Planning has to take a special note of the crises that have subsisted to linger the process of Planning in the shape of a constant pace of drop-outs in most of the institutions of the country. All the developing countries do have these crises to face in their educational system and the problem of wastage and stagnation at the primary stage is most conspicuous. In order to squarely meet the challenge of this lingering malaise of the educational system, various steps have been taken from time to time.

to 12.2. In this country, the problem of wastage came ^{to} light with the Report of the Hartog Committee that reported in 1928. Though it highlighted the problem of wastage, nothing seems to have been done at that juncture and later sometimes in 1940 another study on wastage at primary education was brought out by the Bombay Provincial Board of Primary Education. Further, some studies were taken at various points of time and were suggestive of some remedial measures but these also were mostly localised; and only in an effort to cover a major part of the country, an attempt was made by the N.C.E.R.T. from 1964 onwards to build a systematised project on this aspect and that study went into some aspects of this malaise as well as into the reasons and remedial measures for the same. History of education has thus revealed only a precious little about this big malaise that has eaten up the very roots of educational administration of this country. Attempts to diagnose and cure the malaise have not met with any notable success.

12.3. In the present study, this problem of wastage, repeaters and drop-outs was specifically posed and studied in depth. We obtained complete data on the number of students studying in the various classes at the primary stage from I-V. The data was collected for Repeaters, Promotees and new Admissions for a period of 5 years between 1972-73 and 1976-77. This 5 year cohort helped us to study some aspects of the problem distinctly and these were covered through the working out of the Percentage of Wastage, the Repeater Index and the Drop-outs Index. While class I is formed of "Repeaters" and newly "Admitted" students only, the other four classes II-V comprise of the 3 categories of "Repeaters", "Promotees" and new "Admissions". This data is basic to the working out of various attributes and derivatives relating to "Wastage", "stagnation" and the drop-outs index in respect of any area. It may, however, be mentioned that the data was based on the response sheets in the form of filled-in questionnaires received from various institutions in the 4 Educational Blocks of Chamba District of Himachal Pradesh and due to certain circumstances and expediency of time it was not possible to individually check up the records of the concerned schools for ascertaining the position in regard to the above mentioned aspects.

12.4. The main objective of the study, as has been stated earlier, is to assess in detail the problem of approaching universalisation of elementary education keeping in view the physical and other facilities available. This study was to help us to obtain detailed information on the existing conditions in the areas covered. In order to serve the aim of objectively studying the present conditions of schooling at the primary education more particularly, it was considered important to include a separate table covering the classes I-V and showing the number of repeaters, promotees and new admissions in respect of each of the 5 classes for the total enrolment, Scheduled Castes and Scheduled Tribes.

12.5. It will be observed from Table XXVII below that the enrolment in class I in the year 1972-73 for the survey area as a whole was 2406 (1722 boys and 684 girls) and that in class V it was 1291 (925 boys and 366 girls). Thus on the cohort basis, the enrolment in class I in the year 1972-73 would traverse the period of 4 years and reach the class V with less than 54% students continuing in the school. This reflects quite clearly that there is a huge wastage involved in the process of primary education. In case of Scheduled Castes out of 322 students in class I in 1972-73, only 185 were studying in class V in 1976-77, thus showing that about 42.5% wastage occurred in this process as compared to that of 46% in the case of the total mentioned above. In the case of Scheduled Tribes, however, out of 648 students in class I in 1972-73, 269 students reached class V in 1976-77 and that also gave the wastage of the highest magnitude-reaching almost 60%

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TABLE XXVII- ~~Percentage of Wastage~~
(Cohort 1972-73 to 1976-77)

Block and Category		Enrolment in the Cohort						Wastage that occurred during Cohort					
		1972-73 (Class I)			1976-77 (Class V)			Number			Percentage		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	
Survey Area	Total	1722	684	2406	925	366	1291	797	318	1115	46.3	46.5	46.3
	S.C.	221	101	322	121	64	185	100	37	137	45.2	36.6	42.5
	S.T.	532	116	648	218	51	269	314	65	379	59.0	56.0	58.5
Bankhet Block	Total	448	191	639	269	79	348	179	112	291	40.0	58.6	45.4
	S.C.	40	14	54	32	6	38	8	8	16	20.0	57.1	29.6
	S.T.	103	40	143	49	23	72	54	17	71	52.4	42.5	49.7
Bharmour-II Block (Garola)	Total	351	56	407	115	21	136	236	35	271	67.2	62.5	66.5
	S.C.	58	13	71	14	3	17	44	10	54	75.9	76.9	76.1
	S.T.	291	43	334	98	14	112	193	29	222	66.3	67.4	66.5
Chanba-I Block	Total	500	246	746	341	186	527	159	60	219	31.8	24.4	29.4
	S.C.	90	58	148	61	52	113	29	6	35	32.2	10.3	23.6
	S.T.	91	23	114	41	13	54	50	10	60	54.9	43.5	52.6
Chowari-I Block	Total	423	191	614	200	80	280	223	111	334	52.7	58.1	54.4
	S.C.	33	16	49	14	3	17	19	13	32	57.6	81.3	65.3
	S.T.	47	10	57	39	1	31	17	9	26	36.2	90.2	45.6

12.5.1. In the case of individual blocks the percentage of wastage shown in the case of Banikhet Block over this period of 5 years is also shown in Table XXVII on the previous page. It will be seen that in the case of Scheduled Castes the Wastage is the least at 29.6 % it was spread over boys and girls-ranging from 20.0% in case of boys to 57.1% in the case of girls belonging to Scheduled Castes. In the case of Scheduled Tribes the Wastage was 49.7%(52.4% for boys and 42.5% for girls) and in the case of total enrolment the wastage was 45.4% (40% for boys and 58.6% for girls). Thus it will be seen that wastage in the case of Banikhet Block was comparatively lesser as compared to the survey area as a whole. However, as will be noticed from further discussions it was more than that in the case of Chamba I Block.

12.5.2 In the case of Bharmour-II(Garola) Block the percentage of wastage seems to be at the highest as compared to the survey area and of all the individual blocks. The highest wastage was reported at 76 in respect of Scheduled Castes' students-boys, girls as well as total. In the case of total enrolment and also in the case of Scheduled Tribes the total percentage of wastage came to 66. It was spread over boys and girls almost equally. Thus it will be seen that the wastage in the case of Scheduled Castes, which has normally been less in the case of other blocks, was conspicuously more significant in this case.

12.5.3 In the case of Chamba-I Block, the area was mainly covering the major part of the urban population and had quite a different type of population as compared to Bharmour-II Block. Therefore it showed the least wastage percentage. In this case the percentage of wastage was 29.4% for the total (31.8% for boys and 24.4% for girls) and for the Scheduled Castes, it was 23.6%(22.2% for boys and 10.3% for girls). In this case it will be noted that it was the least percentage of wastage shown in the case of girls belonging to Scheduled Castes as compared to all the other areas covered under the study. In the case of Scheduled Tribes the percentage of wastage worked out to 52.6%(54.9% for boys and 43.5% for girls).

12.5.4 In the case of Chowari-I Block, the percentage of wastage for the total enrolment in class I of 1972-73 to class V of 1976- came to 54.4%(52.7% for boys and 58.1% for girls). In the case of Scheduled Castes the percentage of wastage was 65.3%(57.6% for boys and 81.2% for girls). In this case it is noticed that in the case of girl students belonging to Scheduled Castes the highest percentage of wastage of 81.3% was reported in case of Chowari-I Block. In case of Scheduled Tribes students the percentage of wastage was 45.6% (36.2% for boys and 90% for girls). It will again be noticed that in case of Scheduled Tribe girls Chowari-I Block showed the highest percentage of wastage at 90% among all the blocks.

12.5.5. The above discussion can help us to understand the problem of wastage as it obtains in the various parts of the survey area and highlights the conspicuous nature of this problem in the case of Scheduled Castes and Scheduled Tribes belonging to the hill side. This reflects broadly the situation calling for improvements in education in these difficult areas and demands a continuous effort on the part of educational administrators to look into this malaise more deeply.

12.6. Percentage of Repeaters

Repeaters index shows the stagnation taking place at various classes and has been worked out on the basis of the following formula.

$$\text{Repeater Index} = \frac{\text{Repeater in Class I in the next year} \times 100}{\text{Enrolment in the Class I in the current year.}}$$

Similarly for other classes the repeater index can be worked out for each of the years.

12.6.1. This helps us to study the stagnation at various levels of education. While making the present study, the information on repeaters has been collected as already mentioned and seems to be quite properly entered in respect of various classes by the teachers concerned. The rate of repeaters has normally been highest in the earlier classes. Parts A of the Tables XXVIII ~~show the repeater~~ index in respect of the various blocks as well as the survey area. It will be noticed from these tables that the repeater index seems to have been more significant in class I over the various areas and taking all the two years for which it has been worked out, the range has not been insignificant in any of the cases.

12.6.2. Further, Repeaters Index helps us to know the magnitude of stagnation and throws light on the possible relief that the community may obtain in the event of any change in policy involving the total discontinuance of examination system at the end of each of the classes I-V. This aspect has been studied by various authorities and also practically tested already in many of the states of our country as well as abroad.

12.7 Similarly for working out the index of drop-outs at various classes in the system of education prevailing in this area under our study, We have taken out the number of promotees to the next classes and the repeaters in the same class in the next year, out of the number on rolls in the class I in the current year, and dividing it by the enrolment in that class and then multiplying it by 100. The drop-out index that has been worked out for the various blocks as well as for the survey area is shown in parts B of Tables XXVIII to XXXII. It shows that the range of drop-outs has been more at the lower class but at the other end in class V also in the case of girls, it has been quite significant. Thus, on the whole, the trend observed in the case of both the repeater index and the drop-out index seems to be fluctuating and one cannot draw any specific generalisation from it in view of the data having not been subjected to a complete and closer scrutiny.

TABLE XXVIII-A - REPEATERS INDEX - SURVEY AREA

Y E A R	Class I		Class II		Class III		Class IV		Class V	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
TOTAL	19.9	21.1	12.2	14.7	10.4	7.5	9.0	7.4	6.4	5.3
1972-73 S.C.	17.2	15.8	14.6	13.1	15.2	2.2	19.3	20.0	29.8	25.0
1973-74 S.T.	17.1	19.8	10.8	10.0	8.6	4.5	11.1	8.3	7.9	0.0
TOTAL	21.5	21.7	11.2	9.4	9.2	8.7	10.8	13.0	10.6	10.2
1973-74 S.C.	26.0	28.4	10.8	8.2	9.9	10.5	11.3	14.0	17.1	6.1
1974-75 S.T.	15.5	20.5	7.6	9.7	11.0	8.7	12.8	12.5	11.8	42.9
TOTAL	23.9	28.0	8.8	8.9	9.2	11.0	9.4	8.0	9.8	9.2
1974-75 S.C.	26.5	27.7	4.0	10.9	10.5	11.0	10.1	17.0	10.0	26.3
1975-76 S.T.	22.0	28.9	5.0	14.8	9.3	33.3	4.3	38.5	10.9	17.4
TOTAL	24.0	20.2	12.1	9.2	11.6	11.9	11.0	11.5	18.4	16.0
1975-76 S.C.	27.1	21.3	14.5	13.7	5.3	14.3	10.6	8.3	19.6	11.1
1976-77 S.T.	23.9	16.2	9.2	7.1	6.7	15.8	7.5	4.5	7.4	11.1

TABLE XXVIII-B - DROP-OUT INDEX - SURVEY AREA

Y E A R	I		II		III		IV		V	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
TOTAL	26.9	32.5	15.7	25.6	22.6	35.7	33.9	36.2	32.1	36.0
1972-73 S.C.	15.8	31.7	8.5	27.9	19.0	30.4	19.3	17.1	47.4	64.3
1973-74 S.T.	36.5	27.6	18.1	23.3	23.0	36.4	23.5	41.7	46.0	91.3
TOTAL	25.0	32.1	17.7	24.2	23.0	30.8	13.9	12.3	8.4	40.5
1973-74 S.C.	18.2	17.3	36.8	19.2	16.5	10.5	29.2	18.6	52.6	84.0
1974-75 S.T.	41.2	43.3	18.3	44.4	17.1	43.0	13.3	18.8	5.0	14.0
TOTAL	28.7	32.2	23.6	29.1	22.8	31.4	33.5	37.8	35.0	41.0
1974-75 S.C.	31.5	41.2	16.0	29.7	15.3	21.9	26.1	47.2	51.1	60.0
1975-76 S.T.	32.3	42.9	22.4	31.5	23.7	7.7	39.8	30.8	35.4	39.0
TOTAL	19.9	32.1	13.8	21.4	14.9	32.6	19.5	24.4	15.9	44.0
1975-76 S.C.	23.7	29.9	18.4	11.8	25.9	26.8	33.8	30.6	59.8	83.0
1976-77 S.T.	27.4	38.5	45.0	21.4	19.9	31.6	14.1	45.5	38.0	38.0

TABLE XXIX-A - REPEATERS INDEX - BANIKHET BLOCK

Y E A R	Class I		Class II		Class III		Class IV		Class V	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
TOTAL	21.0	22.0	12.8	21.7	10.7	12.6	11.1	12.5	12.9	8.7
1972-73 S.C.	25.0	42.9	32.1	33.3	31.8	9.1	31.6	75.0	78.6	54.5
1973-74 S.T.	22.3	17.5	18.0	21.4	9.1	8.1	16.9	25.0	12.5	-
TOTAL	25.2	29.1	11.4	8.3	9.6	10.8	13.2	16.9	13.3	9.7
1973-74 S.C.	33.3	37.5	11.9	25.0	26.9	25.0	14.7	50.0	24.1	-
1974-75 S.T.	25.9	16.3	17.0	14.8	23.1	14.3	22.6	40.0	25.8	-
TOTAL	27.5	27.1	10.8	10.0	10.5	14.0	10.8	10.8	8.2	1.4
1974-75 S.C.	44.7	34.6	11.5	20.0	26.7	9.1	16.7	100.0	17.4	-
1975-76 S.T.	27.8	28.0	8.1	28.6	25.0	85.7	1.5	38.5	12.2	14.3
TOTAL	24.4	22.4	13.2	12.5	15.4	16.3	12.5	20.3	24.1	7.5
1975-76 S.C.	15.3	18.5	22.7	28.6	3.8	14.3	10.3	11.1	29.7	20.0
1976-77 S.T.	25.6	10.3	1.9	16.7	14.0	9.1	9.1	12.5	7.7	40.0

TABLE XXIX-B - DROP-OUT INDEX - BANIKHET BLOCK

Y E A R	I		II		III		IV		V	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
TOTAL	22.3	33.5	16.0	0.0	7.4	8.0	18.6	12.5	26.2	0.0
1972-73 S.C.	7.5	21.4	3.6	16.7	0.0	45.5	0.0	0.0	0.0	36.4
1973-74 S.T.	42.3	30.0	32.8	0.0	29.9	54.5	28.8	0.0	56.2	81.8
TOTAL	17.8	17.7	7.9	15.6	9.6	14.9	16.5	8.4	4.6	46.8
1973-74 S.C.	17.9	12.5	35.7	0.0	3.8	50.0	41.2	0.0	55.2	90.0
1974-75 S.T.	31.9	60.5	0.0	48.0	0.0	7.1	8.1	0.0	15.7	33.3
TOTAL	26.7	37.4	24.0	32.0	16.3	31.0	29.6	39.2	27.9	20.3
1974-75 S.C.	0.0	50.0	0.0	40.0	0.0	0.0	0.0	0.0	21.7	83.3
1975-76 S.T.	36.5	44.0	35.1	21.0	7.1	0.0	56.9	38.5	30.6	14.3
TOTAL	10.5	15.3	0.0	0.0	0.0	0.0	23.2	0.0	0.0	27.5
1975-76 S.C.	40.2	51.9	13.6	0.0	51.9	0.0	55.2	72.2	59.5	80.0
1976-77 S.T.	24.8	53.8	0.0	16.7	0.0	50.0	0.0	0.0	46.2	0.0

TABLE XXX-A - REPEATERS INDEX - BHARMOUR II (GAROLA) BLOCK

Y E A R	I		II		III		IV		V		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1972-73	TOTAL	16.8	10.7	4.0	-	8.0	-	8.3	-	4.1	-
	S.C.	19.0	-	-	-	12.5	-	10.0	-	-	-
	S.T.	16.5	14.0	4.9	-	8.6	-	9.1	-	4.8	-
1973-74	TOTAL	15.2	35.4	8.7	6.7	6.1	-	7.7	-	9.3	83.3
	S.C.	24.5	50.0	21.4	12.5	-	-	-	-	11.1	-
	S.T.	14.3	33.3	5.0	4.5	7.6	-	9.1	-	8.7	100.0
1974-75	TOTAL	15.4	17.8	2.3	17.9	3.4	-	9.7	-	14.3	100.0
	S.C.	14.6	11.8	-	33.3	-	-	20.0	-	-	-
	S.T.	15.5	19.6	2.9	9.1	3.9	-	9.1	-	16.7	100.0
1975-76	TOTAL	25.9	15.1	14.3	6.1	5.7	22.2	7.9	-	6.4	50.0
	S.C.	25.5	11.1	11.8	16.7	9.1	50.0	15.0	-	13.3	-
	S.T.	26.2	16.5	14.6	3.8	4.8	21.4	6.5	-	4.8	-

TABLE XXX-B - DROP-OUT INDEX - BHARMOUR II (GAROLA) BLOCK

Y E A R	I		II		III		IV		V		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1972-73	TOTAL	38.7	41.1	16.8	50.0	3.4	45.5	23.6	0.0	26.5	0.0
	S.C.	19.0	46.2	0.0	100.0	0.0	50.0	10.0	0.0	57.1	-
	S.T.	41.9	39.5	18.6	16.7	0.0	20.0	16.4	0.0	23.8	100.0
1973-74	TOTAL	40.3	12.5	22.8	43.3	29.8	0.0	20.9	0.0	40.8	49.3
	S.C.	18.4	0.0	33.3	62.5	18.2	-	50.0	0.0	52.1	64.7
	S.T.	44.4	19.0	18.0	40.9	32.6	0.0	15.6	0.0	37.1	44.6
1974-75	TOTAL	39.5	49.3	17.6	25.0	30.6	18.8	23.6	50.0	31.6	50.0
	S.C.	52.1	64.7	21.8	50.0	30.0	0.0	21.1	100.0	0.0	100.0
	S.T.	37.1	44.6	16.9	40.9	30.7	23.1	24.3	60.0	35.7	53.8
1975-76	TOTAL	28.2	42.5	6.1	12.1	24.7	16.7	15.7	0.0	23.1	0.0
	S.C.	27.3	55.6	0.0	0.0	24.2	0.0	30.0	66.7	33.3	-
	S.T.	28.3	37.6	7.7	15.4	24.8	7.1	13.1	0.0	25.4	0.0

TABLE XXXI-A REPEATERS INDEX CHAMBA I BLOCK

Year	Class I		Class II		Class III		Class IV		Class V		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1972-73	Total	17.4	19.1	14.9	10.9	12.0	2.9	5.2	2.4	2.2	1.8
	S.C.	12.2	10.3	16.4	13.0	11.1	-	14.3	10.5	7.1	6.7
1973-74	S.T.	12.1	34.8	14.3	-	10.8	-	-	-	-	-
	Total	23.0	16.3	9.8	9.8	8.4	4.2	10.5	15.7	5.0	4.2
1974-75	S.C.	27.5	17.1	7.8	4.2	6.6	6.7	8.5	8.3	4.2	-
	S.T.	9.8	10.3	4.7	11.8	11.4	-	-	-	22.2	-
1974-75	Total	24.6	21.5	6.4	3.9	8.0	9.8	9.0	6.6	6.9	9.6
	S.C.	26.0	21.7	1.6	3.3	3.2	5.6	7.7	8.9	6.7	33.3
1975-76	S.T.	34.7	8.0	6.5	8.3	3.9	10.0	4.9	100.0	3.3	33.3
	Total	21.2	18.7	11.2	8.0	11.3	7.1	12.9	8.6	19.7	20.0
1975-76	S.C.	33.6	27.4	9.1	12.9	3.4	5.9	8.4	8.5	14.0	8.8
	S.T.	16.9	13.0	6.4	9.1	4.7	9.1	7.1	-	6.3	-

TABLE XXXI-B DROP OUT INDEX CHAMBA -I BLOCK

Year	I		II		III		IV		V		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1972-73	Total	22.4	37.0	18.9	45.4	52.1	67.6	62.6	63.7	61.5	73.0
	S.C.	16.7	32.8	0.0	23.9	25.4	24.0	35.7	0.0	82.1	86.7
1973-74	S.T.	30.8	4.3	12.2	71.4	51.4	0.0	40.0	0.0	72.4	100.0
	Total	27.1	51.1	28.3	22.8	38.3	52.7	0.0	15.7	32.4	81.9
1974-75	S.C.	15.9	31.4	32.5	12.5	18.0	0.0	21.3	20.8	87.5	94.4
	S.T.	45.5	55.2	34.4	35.3	0.0	0.0	0.0	0.0	0.0	0.0
1974-75	Total	30.4	46.9	34.4	48.7	37.1	43.9	50.7	56.5	65.9	71.9
	S.C.	37.0	40.0	26.2	23.3	21.0	29.6	40.0	53.3	77.8	61.9
1975-76	S.T.	28.0	60.0	16.1	41.7	40.0	0.0	34.1	0.0	53.3	33.3
	Total	30.4	40.3	27.1	42.7	24.7	60.9	25.1	41.7	30.0	58.5
1975-76	S.C.	18.6	11.3	24.2	12.9	11.9	41.2	21.0	12.8	76.7	88.2
	S.T.	40.3	30.4	6.4	18.2	32.8	36.4	26.2	80.0	28.1	80.0

TABLE XXXII -A REPEATERS INDEX CHOWARI-I-BLOCK

Year		I		II		III		IV		V	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1972-73	Total	24.3	25.7	12.2	12.1	8.6	10.0	12.1	10.3	5.3	9.1
	S.C.	18.2	25.0	-	-	8.3	-	25.0	20.0	50.0	-
1973-74	S.T.	19.1	20.0	10.8	-	5.3	-	9.1	-	28.6	-
	Total	20.3	18.9	14.5	10.5	11.5	15.3	9.4	8.4	12.7	10.7
1973-74	S.C.	17.1	31.3	-	11.1	8.3	25.0	27.3	-	28.6	66.7
	S.T.	11.0	15.4	8.9	-	5.7	-	8.6	-	7.7	-
1974-75	Total	24.8	39.1	13.4	12.1	12.7	14.6	9.0	9.1	16.6	14.1
	S.C.	20.0	56.3	8.3	7.7	25.0	66.7	9.1	-	14.3	37.5
1975-76	S.T.	22.0	92.3	4.4	16.7	11.4	-	2.9	-	19.2	-
	Total	25.9	22.7	10.8	9.1	11.4	13.8	8.3	12.5	15.9	13.4
1975-76	S.C.	28.6	15.0	16.0	-	7.7	30.8	18.2	-	16.7	-
	S.T.	25.0	25.0	5.7	-	5.6	30.0	8.8	25.0	13.8	-

TABLE XXXII-B DROP OUT INDEX- CHOWARI-I BLOCK

Year		I		II		III		IV		V	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1972-73	Total	20.3	23.0	11.1	5.7	4.3	16.4	16.1	20.6	0.6	0.0
	S.C.	18.2	25.0	50.0	42.8	33.3	16.7	0.0	60.0	0.0	50.0
1973-74	S.T.	0.0	20.0	0.0	33.3	23.7	25.0	18.2	100.0	0.0	100.0
	Total	17.6	26.0	13.3	29.0	12.3	7.1	19.3	13.6	0.0	2.0
1973-74	S.C.	22.8	0.0	58.3	33.3	33.3	50.0	0.0	33.4	7.1	0.0
	S.T.	39.0	38.5	17.8	66.7	17.1	0.0	22.9	100.0	34.6	-
1974-75	Total	21.4	7.3	23.1	4.5	5.3	7.3	18.1	0.0	0.0	9.0
	S.C.	25.7	6.3	4.2	23.1	0.0	0.0	9.1	0.0	42.8	25.0
1975-76	S.T.	15.9	0.0	26.7	0.0	0.0	0.0	45.7	0.0	23.1	-
	Total	11.7	30.1	15.9	14.9	12.2	20.3	21.9	13.6	11.9	32.0
1975-76	S.C.	0.0	35.0	24.0	28.6	7.7	7.7	0.0	25.0	33.3	60.0
	S.T.	9.5	28.1	0.0	57.1	11.1	20.0	20.6	50.0	65.5	100.0

13. CONCLUSIONS AND RECOMMENDATIONS

13.1. Summary of conclusions:

13.1.1. The variety of data that was collected reflects the conditions prevailing in the area covered by the study and shows that difficult topographical and uncertain weather conditions prevailed there.

13.1.2. Only 4% of the population in Himachal Pradesh is tribal and more than half of it is in Chamba District. A sizeable percentage of that has been covered in this study (Para 4.2).

13.1.3. The literacy rate of male population is observed to have declined between 1961-71 decade, in Banikhet Block, because of movement of armed personnel who have shifted from two cantonment areas (Para 4.5).

13.1.4. Bharmour-II (Garola) Block among the 4 blocks under study continued to be the most backward since it is purely rural and tribal. The literacy rate for females improved slightly from 0.6% in 1961 to 1.2% in 1971, thus speaking of traditional apathy towards education of Girls in this area. Also perhaps they do not feel the need for literacy for carrying on their avocations in these remote hills. (Para 4.6)

13.1.5. The expansion of schooling facilities in the survey area have been very slow and inadequate for meeting the demands of the developing society in the area. (Paras 5.3, 5.4 & 5.7).

13.1.6. There is a negligible proportion of schools exclusively meant for Girls. Two of such middle schools are in rural areas while one higher secondary school is in Chamba I in urban area; these cater to 5.8% of the total enrolment (Para 5.5).

13.1.7. There are three privately managed schools, two of them are public schools in Dalhousie and one primary school in Chamba. A central school run by the Tibetan Society is also located at Dalhousie and two Cantonment Board schools are located at Bakloh and Dalhousie. Thus all these schools not under the State Education Department, are located in urban areas. (Para 5.6)

13.1.8. School buildings are not satisfactory in most of the cases with 58% of primary schools housed in rented buildings - not designed normally to meet the requirements of schooling system. Apart from this, they entail many health hazards. Even the outside surroundings of these buildings is unhealthy in most of the cases, and the accommodation is inadequate. In many of these schools where even buildings of some sort are available, a part of the classes has to be organised and held in open. While two primary schools are accommodated in religious places and in another four primary schools some classes are held in open. As many as 58% of the buildings have inadequate arrangement of accommodation in the case of primary schools. The average area per pupil in a number of schools works out to

0.2 sq. metre. Similarly in the case of middle schools 68% of the schools are stated to have inadequate arrangement of accommodation. (Paras 6.2 & 6.3).

13.1.9. The condition of many of the schools in regards to equipment is not satisfactory. What to speak of other system of illustrative and visual learning materials, there are schools without even a black board. (Paras 7.2 & 7.3).

13.1.10. The sex ratio of teachers at the primary stage of education is 55:45 (Men : Women) and at the middle stage is 70:30. This gap is wider in rural areas where the number of female teachers is considerably less even at the primary stage (Para 8.2).

13.1.11. It is rightly claimed by Himachal Pradesh that their State Education Department has wiped out the back log of untrained teachers (barring a few non-Government schools). Teachers in this part are better qualified. At the primary stage of education 80% are "matriculates and above" and another 12% are even possessing degree and above qualification. Similarly at the middle stage 96% of the teachers are "matriculates and above"; 2% of the rest having middle and below" qualifications and they are females. Their presence in the middle stage education seems to be out of place. (Paras 8.4.1 & 8.4.2).

13.1.12. There are some schools having 70 children and 5 primary school classes with one single teacher (para 9).

13.1.13. The incentives of various kinds provided to children at the elementary stage including free text books, book banks facilities, free writing material, free school uniform, mid-day meals, attendance scholarships, etc. reached the students with great delay due to some administrative difficulties and served only a limited purpose. Normally these are meant to check the menace of wastage and stagnation. (Chapters 11 & 12).

13.1.14. In so far as these incentives are meant to attract more children to schools, that purpose does not seem to have been served. The percentage of pupils covered by the various benefits in respect of Scheduled Castes/Scheduled Tribes was only limited as shown below:-

	<u>Scheduled Castes</u>	<u>Scheduled Tribes</u>
Free Text-books	21%	39%
Free Clothing	6%	9%
Scholarships	17%	34%

In addition to these benefits the free writing material and mid-day meals benefitted a bigger percentage of these communities. However, the benefit of scholarships and uniforms seems to have made better impact. But in spite of incentives attendance remains to be limited. (Paras 11.1 & 11.2).

13.1.15. Nothing could be suggested to improve the location of the existing schools vis-avis the habitations through this study. Nor it was possible to suggest any rationalisation of school locations. However, this aspect is taken care of by the All India Educational Survey normally. (Para 1.7).

13.2. Recommendations:

Many facts have been highlighted as mentioned in the report and summed up in the summary of conclusions in the above few paras. Some important recommendations in the light of those are listed below in brief:-

13.2.1. In view of difficult topographical and uncertain weather conditions prevailing in the area, a special approach to planning of education is necessary for such hill areas.

13.2.2. In the case of tribal population, the aptitude for education needs to be developed after a careful study of their needs and for this purpose impressionistic surveys may be conducted from region to region and block to block to assess the local needs of the population. A suitable curriculum may be devised by NCERT after a detailed analysis of the conditions prevalent there.

13.2.3. For increasing the literacy rate of females, a special attempt may be made to popularise the new approaches to their functional life to make them equipped with better and improved system of life in these hilly areas. Special drives for literacy of all tribes is a must.

13.2.4. The expansion of schooling facilities needs to be augmented but these schools may possibly be run with the help of local talented people even though they may not be qualified trained teachers. It would be specially so in the case of female students who can be attracted to schools with confidence only after some local hill women, with even lesser qualifications, are associated with the schooling system. Since this will obviate their fears in the present prevailing system of so-called co-educational schools where the male teachers alone are mostly employed. This will create a healthy climate to foster the female education.

13.2.5. A minimum teaching equipment and some regular teachers should be provided to help each school to serve its purpose efficiently. The learning process can become much simpler if it is taken from the concrete to the

abstract. Therefore, the audiovisual unit of the State Education Department should play an effective role.

13.2.6. School buildings in this area need to suit the inclemency of the weather and the special topographical situation. In more difficult areas, alternative arrangements for the protection of children need to be made in case of rain and snow-fall. It is suggested that the Central Building Research Institute at Roorkee may be asked to survey the area and suggest suitable building system. Even the Rest Houses available at some points and the Community Centres constructed in the bigger villages may be utilised for accommodating the schools.

13.2.7. Provision for proper co-curricular and extra curricular activities suited to the needs of these hill people must be developed. The indoor games like Carrom and Chess etc. can be provided, since these can be utilised even in inclement weather conditions. The Radio broadcasting or any other such mass media should help in supplementing the educational approach.

13.2.8. Incentives may be given in the form of community benefits so that the local community gets involved and encourages the children to attend the schools. The Community incentives may include health and Yoga schools as well as building of community centres, Panchayat Ghars and other socially needed facilities like Roads, Hospitals and First-Aid Centres etc.

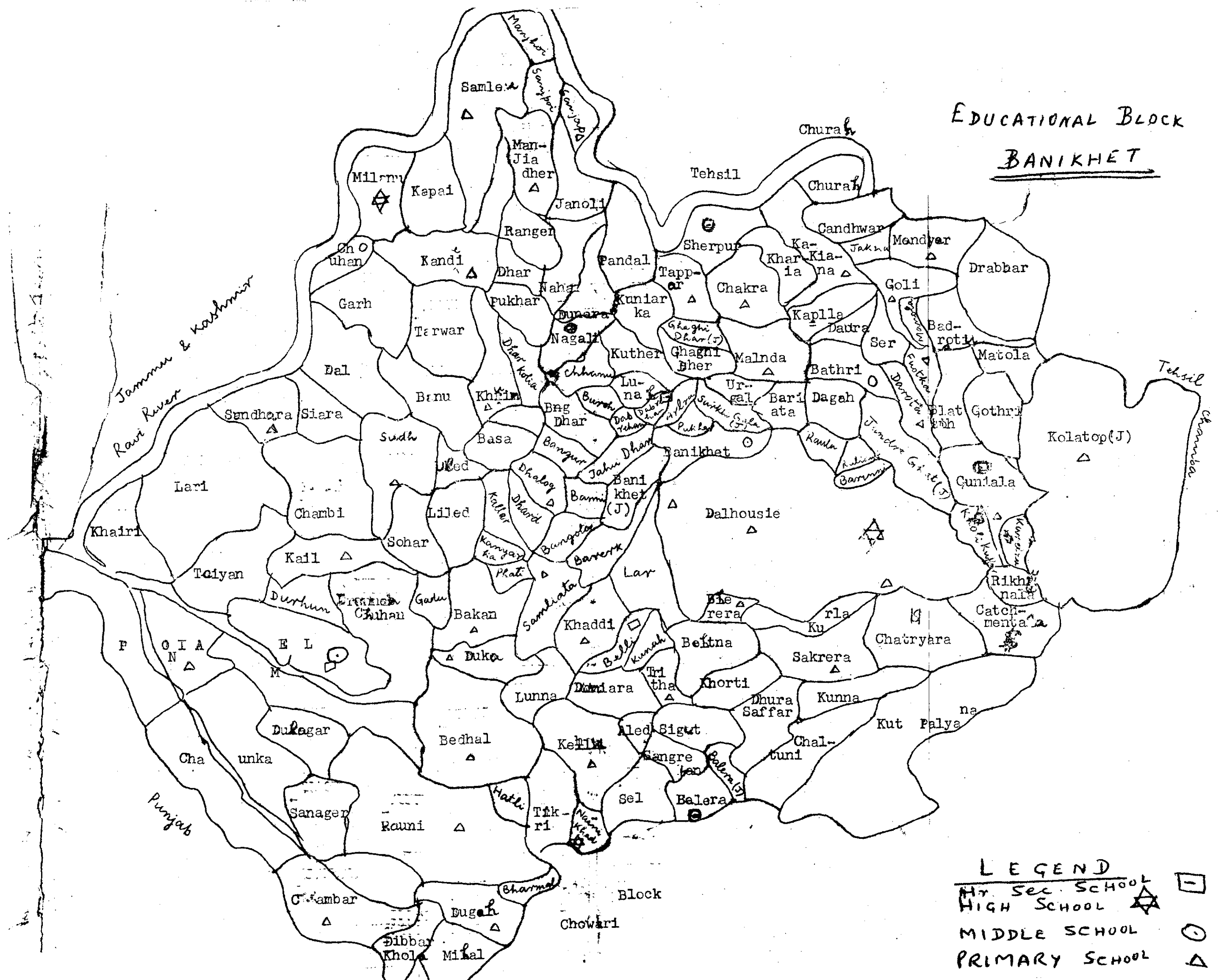
13.2.9. In order to create proper conditions of education for all types of people, a special approach to the schooling system needs to be made and the rationalisation of the present provisions is very essential.

13.2.10. A study of habitations vis-a-vis locations of schools should be made periodically as is normally taken at the time of educational surveys, since it helps in systematically directing the future setting up of or up-gradation of schools to make them available within an easy reach of the students..

13.2.11. The examination system may be modified by only instituting a public examination in the final class of each stage like the V class for primary stage and the VIII class for middle stage. This will help in curbing stagnation and may reduce the wastage normally rampant.

In the light of the above recommendations it can be stated that much needs to be done for ameliorating the condition of education prevalent in this part of the country. Similar block level studies should be taken up for various other Districts to arrive at suitable and desirable recommendations for improving the prevalent system.

EDUCATIONAL BLOCK BANIKHET

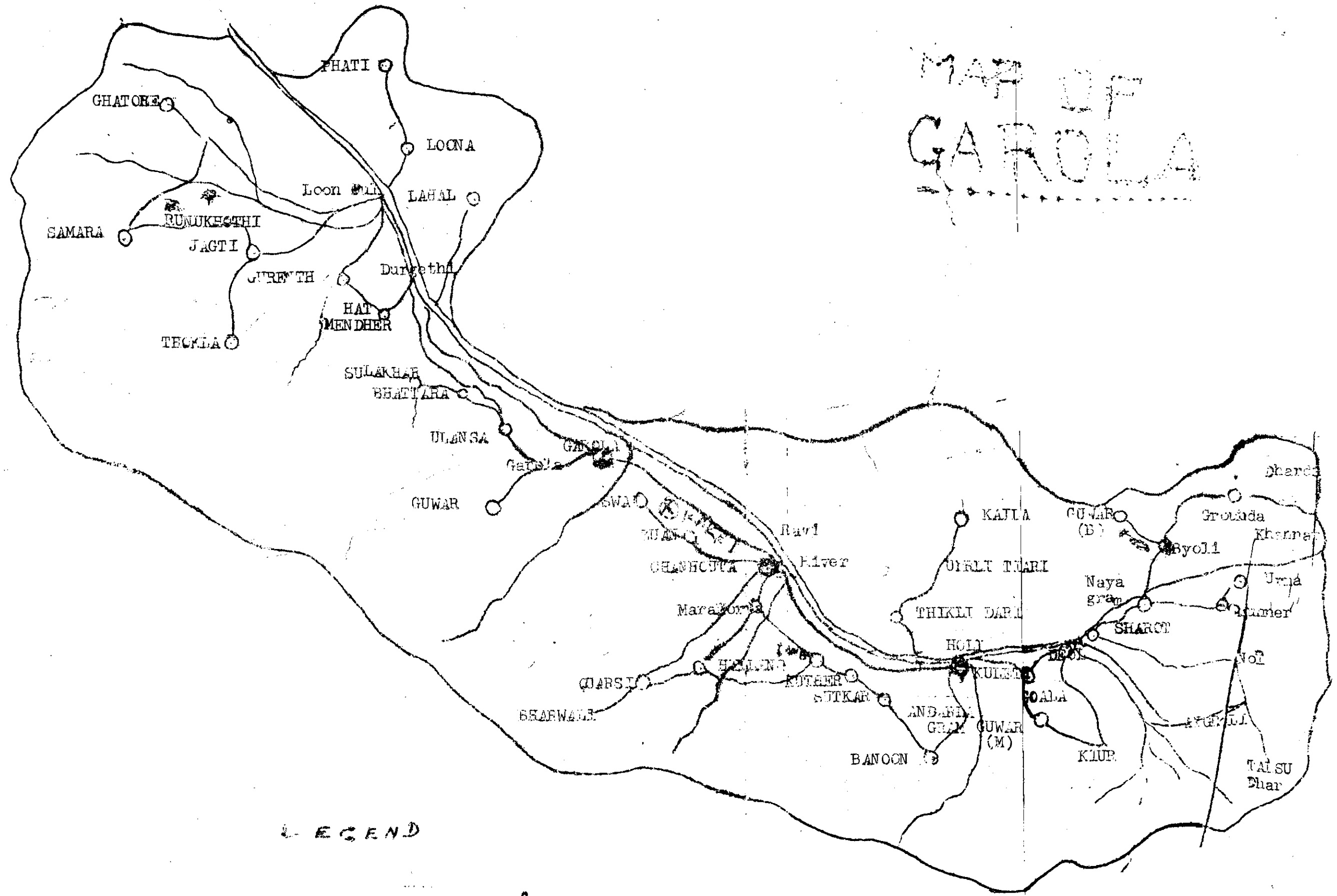


LEGEND

Hr. Sec. School	□
HIGH SCHOOL	☆
MIDDLE SCHOOL	○
PRIMARY SCHOOL	△

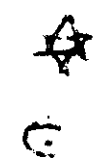
Block
Chowari

MAP OF GAROLA

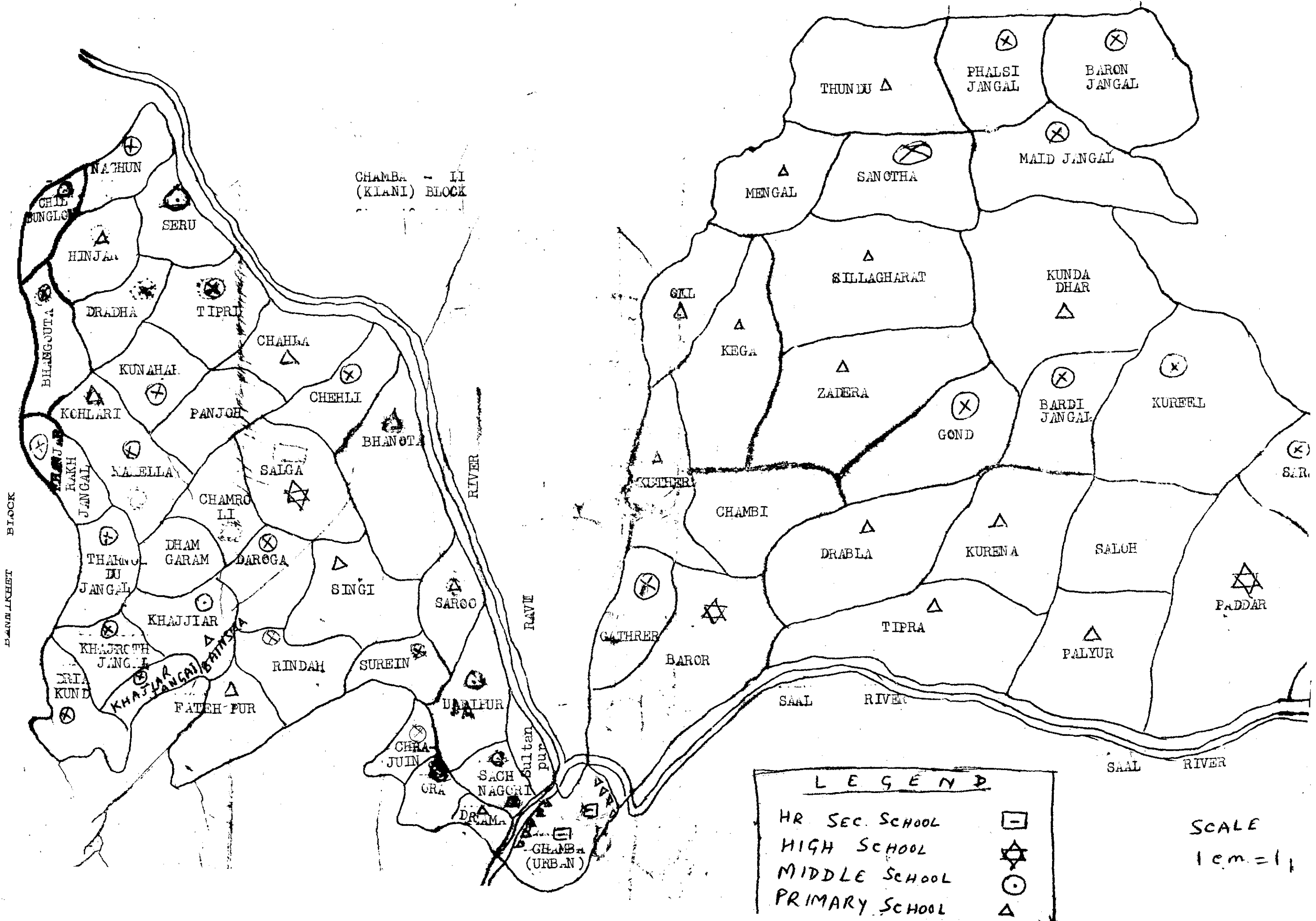


LEGEND

High Schoola
 Middle and Primary
 Schools



EDUCATIONAL BLOCK CHAMBA - I
SHOWING REVENUE VILLAGES WITH SCHOOLS
AND WITHOUT SCHOOLS

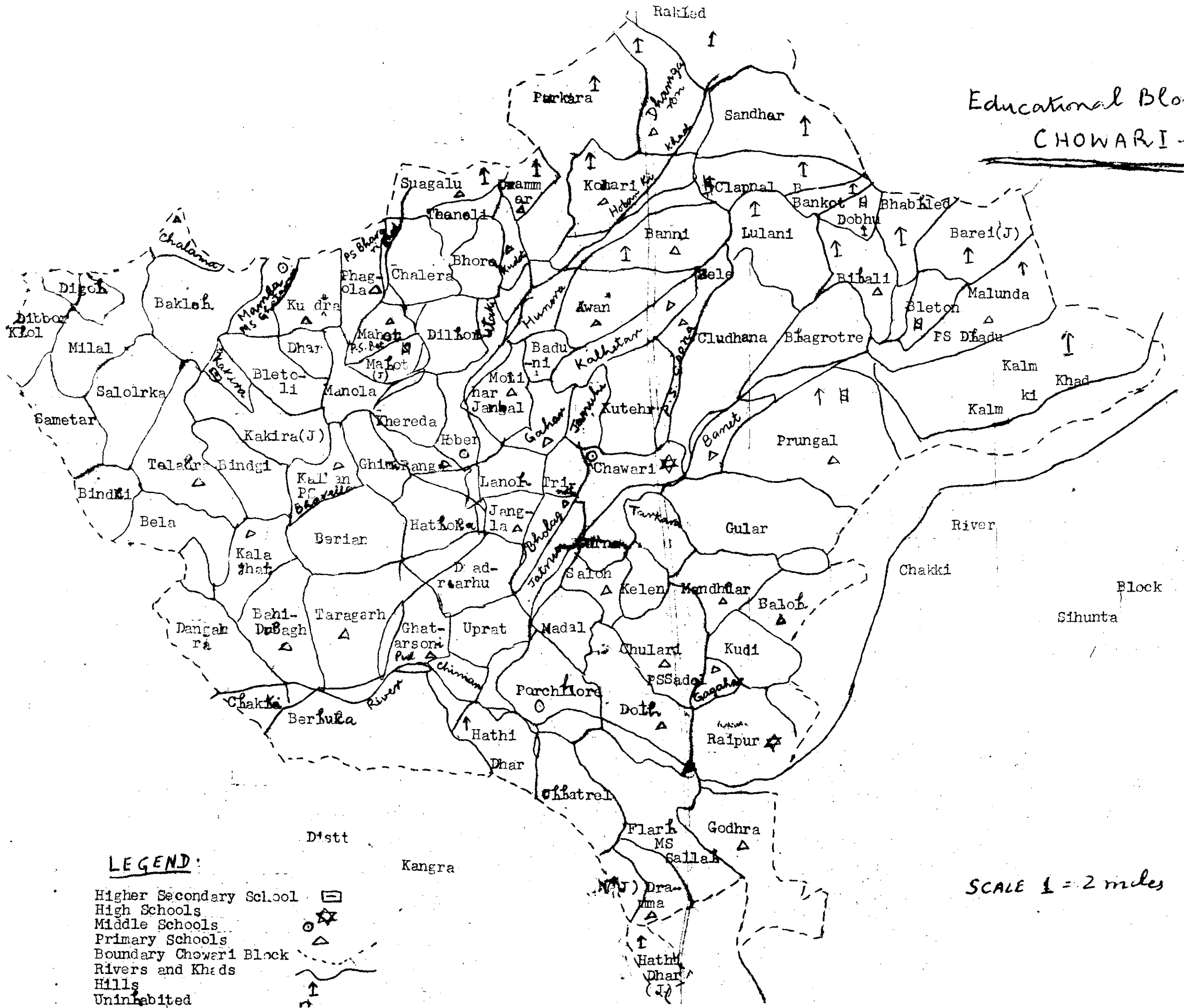


LEGEND

HR SEC. SCHOOL	□
HIGH SCHOOL	★
MIDDLE SCHOOL	○
PRIMARY SCHOOL	△

SCALE
1 cm = 1 mi

Educational Block CHOWARI - I



LEGEND:

- Higher Secondary School
- High Schools
- Middle Schools
- Primary Schools
- Boundary Chowari Block
- Rivers and Khads
- Hills
- Uninhabited

SCALE 1 = 2 miles

- 7 1 -

THE INFORMATION BLANK
USED FOR THE STUDY

THE INFORMATION BLANK USED
FOR THE STUDY
; ; ; ; ; ; ; ;

Instructions for filling the Information Blank

(a) General

1. Please use either ballpoint pen or ink.
2. In case a school is having classes beyond middle stage, then information should be given upto middle stage only and higher classes should be omitted.
3. All information should be as on 30.9.1977, unless otherwise stated.
4. For some items brackets have been provided. You will have to put a tick (✓) mark within the bracket in case it is applicable to your school. For example in item 4(a), the information is sought regarding whether the school is for boys, girls or co-educational. In this case you have to put a tick inside the bracket against boys, if your school admits only boys. In case your school admits both boys and girls then you have to put a tick in the bracket against co-educational and so on.

(b) Items

Item(1) Both 'Identification Data as well as the 'Population figures for 1971 census under item 1 should be filled in the office of the Block Education Officer. Under estimated population information should be furnished on the basis of any recent survey carried out after January 1977 in the village. Otherwise the figures should be estimated on the basis of the rate of growth of population of the district according to 1971 census. This information should be provided by the District Officer in Charge of the programme.

Item (2) In item 2, in case there are no records to provide the year of establishment, then the elderly man of the village be contacted and the information collected. If the school is only a primary school, year of establishment will be provided against primary school. In case the school started as a primary school and upgraded to a middle school, then information should be furnished as to the year of establishment as a primary school and the year of upgrading as a middle school i.e. the year when the first year class of the middle stage was started.

Item (3) In this item you have to furnish information regarding the classes upto which educational facilities are available to pupils. For example, if there are classes I to IV having some enrolment in your school, then you have to enter this item as from class I to Class IV.

Item 4 (a) Already explained under general instructions 3.

(b) Suppose your school has classes I to V. In case you admit both boys and girls upto class III only, then this item should be filled as from class I to class III. In case the school admits both boys and girls for all the classes, then you have to fill this item as from class I to class V.

Item 5 Local body implies Municipal, Zilla Parishad, Panchayat, Cantonment Board and Municipal Corporation, etc.

Item 6 (a) Here you have to answer a (ii) & a (iii), only if your answer to a (i) is 'yes'. In case your answer to a (i) is 'no', then you have to answer a (iv). In case of a (ii) there may be more than one tick. For example if your school has a school building of its own but is not adequate and if you have a rented building in addition to your own building, then you will tick against both owned and rented.

(b) Area should be in square meters only. Hence while furnishing the area of a room, if it is in square feet, multiply this figure by 0.093 so that the area will be in square met. res.

Against each room furnish the purpose for which it is used such as teaching, office etc., as provided under this item.

Item 8 Give information about the number of serviceable pieces available against each equipment in your school under the categories sought.

Item 9 Information in respect of teachers who had been on long leave/study leave etc. on the date of reference, should not be furnished.

In column (4) under academic qualifications, you have to furnish the highest academic qualification of the teacher. Supposing a teacher is M.A., then you have to mention only M.A., and not B.A. Similarly under professional qualification of the teacher. For example, if a teacher is both J.V./J.B.T. and S.V/S.V.T., then only S.V/S.V.T. should be mentioned against his name under professional qualifications.

Under Cols. 6 to 11, the time spent (in clock hours) per week by the teacher within the school hours on various items is to be given. In case a middle school is having primary classes in it and a teacher is teaching both primary and middle classes, then the time devoted by him/her for teaching each stage should be indicated separately in columns 6 and 7. In columns, 8, 9 and 10 information should be provided as per heading apart from teaching in school timings. In column 11, Total of columns 6 to 10 should be provided.

Item 10. Under 'total enrolment', give the number of pupils, boys and girls separately, as also total. Under columns 'Average daily attendance', furnish information striking the average of the number of working days during the month of Sept.

September, 1977. The information should be provided for each class as sought.

Item 12. In this item, the enrolment and transfer of promotees and number of repeaters has to be given for the beginning of the academic session and in the last column the number of those who passed the class V in the annual exams. for 1972 to 1977 is to be indicated. This table is very important and every effort for accuracy of data be made.

Item 13. If a student gets the same benefit more than once he would be counted only once for that benefit. A student getting more than one benefit will be counted for each benefit separately. The year of reference for this item will be 1976-77.

.....

INFORMATION AS ON 30.9.1977

SCHOOL INFORMATION BLANK
(For Recognised schools only)

Identification Data

Name of the School _____
 Village/Town _____ Post Office _____
 Block/Tehsil/ _____ District _____
 State _____

1. Population of village :-

(a) Population according to 1971 census

	All age Group			Age-group 6-10/11			Age group 10/11 to 13/14		
	M	F	Total	M	F	T	M	F	T
i) Total									
ii) Scheduled Castes									
iii) Scheduled Tribes									

(b) Estimated population for 1977

	ALL AGE GROUP			Age group 6-10/11			Age group 10/11-13/14		
	M	F	Tot.	M	F	T	M	F	T
i) Total									
ii) Scheduled Castes									
iii) Scheduled Tribes									

(The above information should be filled by the Block Education Officer)

The following information should be filled by the Head of the Institution.

2. Year of Establishment i) as Primary School _____
 ii) as Middle School _____
 iii) as High/Higher Sec.School _____
3. Class^{es} provided from class _____ to class _____

(a) Whether the school is for
Boys () Girls () Co-Education ()

(b) If co-educational, Co-education is
from class _____ to class _____

Management (Please (✓) tick one of these brackets)

- (i) Government { }
- (ii) Local Body { }
- (iii) Private recognised Aided ()
- (iv) Private Recognised Unaided ()

5. School Buildings (including information pertaining to Primary
and Middle sections of composite High/Higher
Secondary Schools) _____

- (a) i) Does the School have building ? Yes ()
ii) If yes, is it owned () rented ()
iii) Is it adequate () / in_adequate ()
iv) If no, in (i), where are the classes held ?
In a tent () , shed () , religious place ()
Village Panchayat ()
Samiti Hall () ; Open Area () ;
Any other (Please Specify) _____

(b) Rooms with dimensions and purpose for which used

(Purpose : Teaching, Office, Staff-room, students room, sports
room, display room, store, First aids room, any other
specify)

<u>Room No.</u>	<u>Area in Sq.metres</u>	<u>Purpose for which used.</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

- (c) i) Are sanitary facilities available for girls ?
Yes () ; No ()
- ii) If yes, are they adequate () / inadequate ()
- 7 7. (a) Timings : Daily working hours as on 30.9.77 :
(or the last full working day)
From _____ to _____
- (b) Number of working hours for last working week of Sept. 1977

- (c) Weekly time devoted for : For class III for class VI
- i) Class room Teaching
ii) Work experience/Craft
iii) Physical Training
iv) Other _____
(Please specify)
-
8. Equipment(service):-available in the School(For Primary and Middle schools only)
- i) Blackboard
ii) Maps
iii) Globes
iv) Science Kit
v) Charts
vi) Library books
vii) Other instructional equipment (Please specify)
- a) Projector
b) T.V.
c) -
d) -
9. Teaching Staff (as on 30.9.77)
- i) Number of posts sanctioned _____
- ii) Number actually working-Male () Female ()
- iii) Particulars of teachers workings:-

Sr. No.	Name	Sex	Qualifications		Working Hours of Teachers per week (with in schools Hours)					
			Academic	Professional	Total Time devoted for class room teaching purpose		Correction	Co-curricular work.	Other activities	Total
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1.										
2.										
3.										
4.										
5.										
6.										
7.										
Others *										
1.										
2.										
3.										

* Includes Craft, Work experience, Music, Physical Training and similar type of teachers.

10. Enrolment and attendance as on 30.9.77

Class/ Enrolment	Enrolment (onrolls)									Present on 30.9.77			Average daily attendance (Sep. 1977)		
	Total			S.C.			S.T.			Boys	Girls	Total	Boys	Girls	Total
	B	G	T	B	G	T	B	G	T						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

I

II

III

IV

V

VI

VII

VIII

11. Stage-wise Enrolment, Teachers

(for Primary and Middle Schools only)

As on	School stage	Enrolment (Number of pupils)	Number of Teachers
30th September, 1974.	Primary		
	Middle		
30th September, 1975	Primary		
	Middle		
30th September, 1976	Primary		
	Middle		
30th September, 1977	Primary		
	Middle		

12. Enrolment and transfer of promoties at the mid- month of acedenic year.

Academic Session	Class I			Class II			Class III			Class IV			Class V			No. of promotees of class				
	Repeaters	New-admission	Total	Repeaters	Promotees	New-Admission	Total	Repeaters	Promotees	New-admission	Total	Repeaters	Promotees	New-admission	Total					
1. 2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.

1972-73 Total (B)

S.C. (B)

S.T. (B)

Total (G)

S.C. (G)

S.T. (G)

1973-74 Total (B)

S.C. (B)

S.T. (B)

Total (G)

S.C. (G)

S.T. (G)

1974-75

Total (B)

S.C. (B)

S.T. (B)

Total (G)

S.C. (G)

S.T. (G)

T A B U L A T I O N P L A N

BLOCK _____

DISTRICT _____

STATE _____

TABLE : I REGISTER OF VILLAGES

Sl.No. of village	Name of the Village	TOTAL POPULATION						POPULATION OF SCHEDULED CASTES					
		ALL AGE GROUPS		AGE-GROUP 6-11		AGE-GROUP 11-14		ALL AGE GROUPS		AGE-GROUP 6-11		AGE-GROUP 11-14	
		M	F	T	B	G	T	M	F	T	B	G	T

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

M: Male F: Female T: Total B: Boys G: Girls

Note: This register should be prepared by population slabs. First villages with population upto 300 should be taken. They should be arranged alphabetically. Then serial numbers should be given and then entered in the register. Total should be given at the end of this

TABLE: I (CONTD.)

REGISTER OF VILLAGES

Sl. No. of village	Name of the village	POPULATION OF SCHEDULED TRIBES									SCHOOLS WITH CLASSES	
		ALL AGE GROUPS			AGE GROUP 6-11			AGE GROUP 11-14			FROM	TO
		M	F	T	B	G	T	B	G	T		
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												

Note: contd. Some space should be left after this population slab total is determined and the next population slab should be started. For each population slab heading should be given. The same procedure as in case of population slab upto 300 should be repeated. The other population slabs are (ii) villages with population 301-400, (iii) villages with population slab 401-500, (iv) villages with population of 500 and above. Grand total of all population slabs should be given at the end.

BLOCK

DISTRICT

STATE

TABLE: 4 Position of School Buildings in Primary Schools

Position of School Building	Schools with Building								Adequacy of Accommodation	
	Owned	Rented	Rent Free	Owned & Rented	Owned & Rent Free	Rented & Rent Free	Owned & Rented & Rent Free	Total	Ade-quate	Inade-quate
Management										
Government										
Local Body										
Private Aided										
Private Unaided										
TOTAL										

BLOCK

DISTRICT

STATE

TABLE: 4 (Contd.) Position of Schools Building in Primary Schools

Position of School Building	Schools without Building						Total
	Tent	Shed	Religious Place	Community Hall	Open	Any Other	
Management							
Government							
Local Body							
Private Aided							
Private Unaided							
TOTAL							

BLOCK DISTRICT STATE

TABLE: 5 Position of School Buildings in Middle Schools

Position of School Building	Schools with Building								Total	Adequance of Accommodation
	Owned	Rented	Rent Free	Owned & rented	Owned & Rent Free	Rented & Rent Free	Owned & Rented	Rented & Rent Free		
Management										
Government										
Local Body										
Private Aided										
Private Unaided										
TOTAL										

BLOCK DISTRICT STATE

TABLE: 5 (Contd.) Position of School Building in Middle Schools

Position of School Building	School without Building						Any Other	TOTAL
	Tent	Shed	Religious Place	Community Hall	Open			
Management								
Government								
Local Body								
Private Aided								
Private Unaided								
TOTAL								

LOCK _____ DISTRICT _____ STATE _____
 TABLE: 6 Instructional Accommodation in Schools Primary Schools

Accommodation	Schools having one room only					Schools having 2 rooms only			Schools having 3 rooms only									
	Enrolment in Schools	Upto 10 Sq.mts.	11-20 Sq.mts.	21-30 Sq.mts.	31-40 Sq.mts.	41-50 Sq.mts.	More than 50 Sq.mts.	Upto 20 Sq.mts.	21-40 Sq.mts.	41-60 Sq.mts.	61-80 Sq.mts.	81-100 Sq.mts.	More than 100 Sq.mts.	Upto 25 Sq.mts.	26 - 50 Sq.mts.	51- 75 Sq.mts.	75-100 Sq.mts.	101-125 Sq.mts.

Upto to 25
 26 - 50
 51 - 75
 76 - 100
 101 - 125
 126 - 150
 151 - 175
 176 - 200
 201 - 250
 Above - 250
 Total

BLOCK _____

DISTRICT _____

STATE _____

TABLE :7

Enrolment in Schools	Instructional Accommodation in Schools						Middle Schools											
	School having one room only			School having 2 rooms only			School having 3 rooms Only											
	Upto 10 Sq. Mts.	11 -20 Sq. mts.	20-30 Sq. mts.	31-40 Sq. mts.	41-50 Sq. mts.	more than 50 Sq. Mts.	Upto 20 Sq. mts.	21-40 Sq. mts.	41-50 Sq. mts.	51-80 Sq. mts.	81-100 Sq. mts.	More than 100 Sq. Mts.	Upto 25 Sq. mts.	26 -50 Sq. mts.	51-75 Sq. mts.	76-100 Sq. mts.	101-125 Sq. mts.	More than 125 Sq. Mts.
Upto 50																		
51 - 100																		
101 - 150																		
151 - 200																		
201 - 250																		
251 -300																		
Above 300																		
Total																		

BLOCK _____

DISTRICT _____

STATE _____

TABLE: 7 (Contd.)

		Instructional Accommodation in Schools					Middle Schools													
Accommodation		School having 4 rooms Only					Schools having 5 rooms only													
Enrolment in Schools		Upto 40 Sq. mts.	41 - 81 Sq. mts.	81 - 120 Sq. Mts.	121 - 160 Sq. mts.	161 - 200 Sq. mts.	More than 200 Sq. mts.	Upto 50 Sq.mts.	51 - 100 Sq.mts.	101 - 150 Sq. mts.	151 - 200 Sq. mts.	201 - 250 Sq.mts.	Beyond 250 Sq. mts	Upto 100 Sq.mts	101 - 200 Sq. mts.	201 - 300 Sq. mts.	301 - 400 Sq. mts.	401 - 500 Sq. mts.	Beyond 500 Sq. mts.	
Up	to																			
	50																			
51	100																			
101	150																			
151	200																			
201	250																			
251	300																			
Above	300																			
Total																				

BLOCK _____

DISTRICT _____

STATE _____

TABLE : 8 SANITARY FACILITIES FOR GIRLS

Schools with facility	Primary Schools			
	For Girls Schools		In Co-educational Schools	
	No facility	With facility	No facility	With facility
Management		Adequate Inadequate		Adequate Inadequate
Government				
Local Body				
Private Aided				
Private Unaided				
Total				

BLOCK _____

DISTRICT _____

STATE _____

TABLE: 8 (Contd.) Sanitary facilities for Girls

Schools with facility	Middle Schools			
	For Girls Schools		In Co-Educational Schools	
	No facility	With facility	No facility	With facility
		Adequate Inadequate		Adequate Inadequate
Government				
Local Body				
Private Aided				
Private Unaided				
Total				

BLOCK _____

DISTRICT _____

STATE _____

TABLE:9

Daily Working hours in Schools

School Stage	Number of Schools/Sections	
Daily average	Primary	Middle
Working hours		
Upto 3 hours		
3.0 hrs. - 3.30 hrs.		
3.31 hrs -4.00 hrs.		
4.01 hrs. -4.30 hrs.		
4.31 hrs. -5.00 hrs.		
5.00 hrs. or more		
Total		

Note: In this table 01.00 and .31 hrs mean minutes.
 For example, if a school is working daily on an average for 3 hrs 15 mts, then this will be provided in the row 3.01 hrs to 3.30 hrs. against the columns Primary or middle according as it is school/Section at that stage.

BLOCK _____

DISTRICT _____

STATE _____

Table 10 Weekly working hours in schools

<u>School Stage</u>	<u>Number of Schools/Sections</u>	
	<u>Primary</u>	<u>Middle</u>
<u>Weekly Working Hours</u>		
Upto - 20.00 hrs		
20.01 - 22.00 hrs		
22.01 - 24.00 hrs.		
24.01 - 26.00 hrs		
26.01 - 28.00 hrs		
28.01 - 30.00 hrs		
30.01 - and above		
Total		

Note : In this table figures. 01, :01, etc. mean minutes. For example, if the weekly work load of a primary schools 22 hrs and 30 mts. then, this school will be recorded under column primary against the row 22.01 -24.00

Block _____

- 98-

District _____

STATE _____

Table-11 Weekly time provided for various programmes

Schools/ providing time	Number of Schools providing						Total
	Upto 3 hrs	3.01-6.00	6.01-9.00	9.01-12.00	12.01-15.00	15.01-18.00	
Programmes	'hrs.	'hrs.	'hrs.	'hrs.	'hrs.	'hrs.	
Class room instruction							
Work experience/ Craft							
Physical Training							
Others							
Total							

Block _____ District _____ State _____
 Table : 12 Equipment available in schools

Equipment	Schools having black boards								Schools having maps				
	B.B	B.B	B.B	B.B.	B.B.	B.B.	B.B.	B.B.	More than '8 Black Boards	Maps	Maps	Maps	More than '3 maps
Schools sections	1	2	3	4	5	6	7	8		1	2	3	

Primary Schools
 Class I only

Class I-II

Class I-III

Class I-IV

Class I-V

Total

B.B. Black Board M.Map K-Kit B-Board

Block _____ District _____ State _____
 Table : 12 Equipment available in schools

Equipment	Schools having Science Kits				Schools having Library					Other equipment (specify in the column heading)
	Kit	Kits	Kits	More than 3 Kits	Upto '100	'101- '200	'201- '300	'301- '500 & '400	'500 & 'more	
Schools Sections					Books	Books	Books	Books	Books	

Primary Schools

Class I only

Class I-II

Class I-III

Class I-IV

Class I-V

Total

B.B. B.B. Black Board M.Map K-Kit B-Books

BLOCK.....

- 100 -
DISTRICT

STATE

Table 13 : EQUIPMENT AVAILABLE IN SCHOOLS

Equipment Schools/ Sections	Schools having balckboards									Schools having maps			
	B.B 1	B.B. 2	B.B. 3	B.B. 4	B.B. 5	B.B. 6	B.B. 7	B.B. 8	More than 8 Black Boards	Map 1	Maps 2	Maps 3	More than 3 Maps
1	2	3	4	5	6	7	8	9	10	11	12	13	14

Middle Schools

Class VI only

Classes VI-VIII

Classes VI-VIII

TOTAL

BLOCK

TABLE 13 : EQUIPMENT AVAILABLE IN SCHOOLS (CONTD.)

Schools/ Sections	Equip- ment	Schools having Science kits				Schools having library					Other equip- ment (Specify in the column heading)		
		Kit 1	Kits 2	Kits 3	More than 3 kits	Upto '100 'B.	'101- 200 Books	'201-300 Books	'301- 400 Books	'401- 500 Books		'501 or more	
1		15	16	17	18	19	20	21	22	23	24	25	

Middle Schools

Class VI only

Classes VI-VIII

Classes VI-VIII

TOTAL

BLOCK

- 102-

DISTRICT

STATE

TABLE 14. TEACHING STAFF

No. of Posts sanctioned

qualifications	Number of Teachers					
	Men		Women		Total	
	Trained	Untrained	Trained	Untrained	Trained	Untrained
1. Below Middle						
2. Middle Pass						
3. Matric/Higher Secondary/ Inter/ PUC/Inter College						
4. Degree and above						
TOTAL						

BLOCK.....

DISTRICT

TABLE 15. WORKING HOURS OF TEACHERS PER WEEK FOR INSTRUCTIONAL PURPOSES.

Time Spent	No. of Teachers	
	Primary Classes	Middle Classes

Upto 15 Hours

15-18 "

18-21 "

21-24 "

24-27 "

27-30 "

Above 30 "

BLOCK

DISTRICT

TABLE 16. WORKING HOURS OF TEACHERS PER WEEK
FOR OTHER ACTIVITIES

Time Spent	No. of Teachers			
	Correction work	Co-curricular	Other	Total
Upto 1 Hours				
1- 2 "				
2- 3 "				
3- 4 "				
4- 5 "				
Above 5 "				

TABLE 17 . ENROLMENT AND AVERAGE DAILY ATTENDANCE

STATE

DISTRICT

Classes	Enrolment	Total Enrolment			Present on 1.8.77			Average Daily Attendance		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I										
II										
III										
IV										
V										
Sub-total of classes I-V										
VI										
VII										
VIII										
Sub-Total of Classes VI-VIII										
Grand-Total I-VIII										

TABLE 18 STAGE-WISE ENROLMENT TEACHERS AND PUPILS PER TEACHER

BLOCK.....

DISTRICT

STATE

Year	School stage	Primary			Middle		
		Enrolment (No. of pupils)	No. of Teachers	Pupils per Teacher	ENROLMENT (No. of pupils)	No. of Teachers	Pupils per Teacher
1974-75							
1975-76							
1976-77							

BLOCK

DISTRICT

STATE

TABLE 19. INCENTIVES PROVIDED TO PUPILS

D-2013
18/12/14

Incentives	No. of pupils benefitted		
	Boys	Girls	Total
Slates and Pencils			
Books and Stationery			
Uniforms			
Attendance Scholarships			
Mid-day meals			
Other (Please Specify)			



onal,
1.0016

2013
18/12/14

**FOURTH FIVE YEAR PLAN
(GENERAL EDUCATION)**

Madhya Pradesh

**Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, Sector 17, New Delhi-110016
DCC, New Delhi.....
Date.....**

- Part I Report of the Working Group
- Part II Outline of the Fourth Five Year Plan of
General Education for Madhya Pradesh

Annexures

- I Selected Targets for expansion of facilities
- II Financial Implications of Schemes indicated
in the Plan.
- III Sectoral Financial Outlays in the Old
and new Fourth Plan.

5436

MINISTRY OF EDUCATION
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