Study of Provision and Utilisation of Schooling Facilities in Selected Blocks of Baramulla District

(JAMMU AND KASHMIR STATE)

MINISTRY OF EDUCATION AND CULTURE
GOVERNMENT OF INDIA

AN

INTENSIVE STUDY OF PROVISION AND UTILISATION

OF

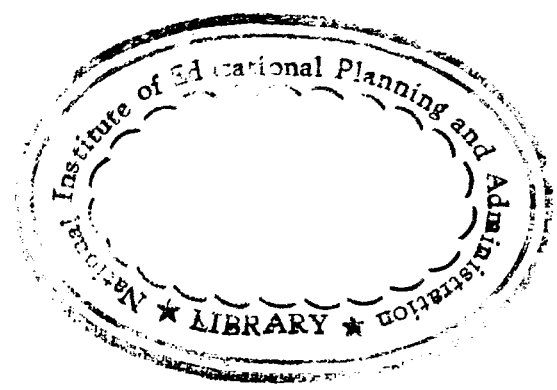
SCHOOLING FACILITIES IN SELECTED BLOCKS OF BARAMULLA DISTRICT (JAMMU & KASHMIR STATE)

सत्यमेव जयते

MINISTRY OF EDUCATION AND CULTURE

GOVERNMENT OF INDIA

1980



FOREWORD

The Ministry has been making an effort to initiate studies in regard to the problems of educational planning and administration in the field. One such study was completed with the collaboration of the State Government of Himachal Pradesh.

The present study is the second in the series. It is an intensive study of schooling facilities in three blocks of Baramulla District of Jammu and Kashmir undertaken with a view to analysing the provision of educational facilities in the selected blocks and their utilization. The survey was conducted by the State Government through the local teachers for whom an orientation programme was organised. The survey work was supervised by a team of Central and State officers.

This study shows that the first phase of provision of schooling facilities in these three blocks has almost been completed. Almost all habitations with a population of 100 or more have been covered by the establishment of primary school. Middle school facilities are required to be provided only for five habitations with population over 200 in the blocks surveyed. These in fact are very welcome developments and the State Government are to be congratulated on their detailed planning in this regard. However, the study further reveals that the full utilization of these facilities is yet to be achieved. There is also the problem of dwindling enrolment in regular schools in one of the blocks due to growth of handicraft centres bringing out the need for adopting appropriate non-formal education schemes in this area. There are also problems regarding migratory population in Chandanwari block. The problem of wastage and stagnation also remains. This study may be regarded as a first step in understanding the problem of enrolling the children of the weaker sections of population in schools and enabling them to utilise the facilities that are being offered in these institutions. It is hoped that similar studies would be undertaken by the State Education Departments of all State Governments. These will help us to implement programmes of Universalisation of elementary education in rural areas and backward regions more effectively.

I am thankful to Sarvashri G. Khurana and M. M. Kapoor who have taken considerable efforts in organising the survey and drafting the report. We are grateful to the authorities of the Jammu & Kashmir Government, Department of Education for extending to us their full cooperation in undertaking the study.

New Delhi
26th December, 1979

P. K. UMASHANKAR
Joint Secretary
Ministry of Education & Culture
Department of Education.

PREFACE

The universalisation of Elementary Education has been accepted as one of the major programmes of educational development to be achieved in next 5 to 7 years. With a view to assessing the problems faced by States in achieving this goal, it was suggested by the Planning Commission to undertake intensive studies of provision and utilisation of schooling facilities in selected blocks of one district each, in seven States. The main objectives of these studies is to provide useful data for specific programme formulation to improve the efficiency and productivity of existing primary and middle schools. The present study is one of the seven proposed in this regard.

Dr. S. N. Saraf, Adviser (Education), Planning Commission and Shri P. K. Umashankar, Joint Secretary, Ministry of Education and Culture had been providing guidance for this work right from the stage of formulation of proformae for undertaking this study to the finalisation of the study report. The report is, therefore, an outcome of the valued advice and the encouragement received from them for which we are grateful. We are also grateful to Shri J. Veeraraghavan, Executive Director, National Institute of Educational Planners and Administrators for suggesting some modifications after going through the draft manuscript. Further, this study has been completed with full support of the State Government who carried out the basic enumeration, collection and compilation of data. We are in particular grateful to Shri N. D. Qureshi, present Education Secretary and Shri A. H. Khan, former Education Secretary, Prof. Satya Bhushan, Education Commissioner and Shri E. N. Murthy, Additional Secretary of Jammu & Kashmir Government for their guidance and keen interest in this study.

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CHAPTER I

INTRODUCTION

The Study.—Introduction of universalisation of elementary education in the country has been accepted as a programme of highest priority in the field of education for the next medium term plan. According to the Article 45 of the Constitution, universal elementary education for all children up to age of 14 was to have been achieved by 1960 but it has remained a pious hope so far. To achieve it in the next 5—7 years requires some in depth study of the problems coming in its way and finding solution for the same. The Planning Commission felt that the problem needs to be studied at block level so that the results of such a study could help in drawing up suitable programmes to achieve the goal of universalisation of elementary education. On the suggestion of the Planning Commission it was decided to undertake an intensive study of elementary schools in selected blocks of one district each in 7 States, namely, Himachal Pradesh, Jammu & Kashmir, Karnataka, Orissa, Madhya Pradesh, Rajasthan and Uttar Pradesh.

1.2. Objectives.—The main objectives of the study are to obtain information for the selected blocks in respect of schooling facilities, other physical facilities in schools such as buildings equipment for teaching as well as non-teaching work, actual utilisation of these facilities, teaching staff, their qualifications, experience and work load etc. It is also proposed to cover utilisation of the existing facilities, wastage and stagnation in enrolment, average daily attendance, girls' education, non-formal education etc.

1.3. Methodology.—The study was taken up as a joint venture of the Planning Commission, Ministry of Education and Culture, National Council of Educational Research and Training and the selected State Governments. An orientation course was organised in the National Council of Educational Research and Training Campus, New Delhi from 7th to 9th September, 1977 to finalise the proforma in which information was to be canvassed from all schools in the selected blocks, instructions for filling the proforma and the tabulation plan. The orientation was attended by representatives of all the 7 States and the Officers of the NCERT, Ministry of Education and Culture, and Planning Commission. A copy of the survey proforma finalised and the instructions for filling the same is given in Annexure I. Though it was initially intended to obtain information about facilities at elementary education level only, yet the Government of Jammu & Kashmir decided to enlarge the scope of the survey to cover availability of facilities up to Secondary stage. It was also decided by the State Government, that since information about provision of schooling facilities by habitations was available with the State Government, the study may cover that aspect too. A copy of the revised proforma on which the survey information has been canvassed is given in Annexure II.

1.4. Frame.—The district to be selected in each of the States was to be a typical district where the problems of universations of elementary education were more pronounced. In case of Jammu & Kashmir State, Baramulla district was quite at the bottom of educational development with only an exception of Ladakh district, as far as literacy was concerned. Table I below gives a comparative picture of district-wise literacy rate for Jammu & Kashmir State according to 1971 Census:

Table 1.1. Literacy Rates District-wise—1971 Census

S.No.	Distt	Literacy Rate			Rank	Rate of Growth of Literacy
		Male	Female	Total		
1	2	3	4	5	6	7
1.	Anantnag	23·60	4·81	14·97	5	6·94
2.	Baramulla	21·01	3·89	13·16	9	5·23
3.	Srinagar	29·39	12·68	21·71	2	7·21
4.	Ladakh	22·17	2·99	12·70	10	4·39

1	2	3	4	5	6	7
5.	Jammu	39·27	20·63	30·34	1	11·83
6.	Udhampur	22·72	7·80	15·62	4	6·80
7.	Kathua	30·24	12·30	21·64	3	10·12
8.	Doda	22·21	4·47	13·88	8	5·19
9.	Poonch	23·26	5·05	14·62	6	6·15
10.	Rajouri	22·21	5·80	14·43	7	7·06
	Jammu & Kashmir State	26·75	9·28	18·58		7·55

1.5. Selection of Blocks.—Within the selected Districts, 3 blocks were to be selected on the basis of literacy percentage representing an average block as compared to the district literacy, a below average block and an above average block so that the total picture of three blocks could give a nearly representative picture of the district. At the time of undertaking the study, block-wise literacy figures were not available. The selection was to be based on Tehsil-wise literacy rates. The following table gives tehsil-wise literacy rates in District Baramulla:

Table 1.2. Literacy Rates Tehsil-wise in District Baramulla—1971 Census.

S.No.	Tehsil	Literacy Rate			Rank
		Male	Female	Total	
1.	Baramulla	26·61	8·20	18·14	1
2.	Bandipore	22·60	4·40	14·24	3
3.	Gulmarg	20·04	2·19	11·99	6
4.	Handwara	20·40	2·51	12·23	4
5.	Kupwara	18·56	1·66	10·84	7
6.	Karnah	20·20	2·43	12·06	5
7.	Seopore	24·04	6·10	15·67	2
8.	Sonawari	15·28	1·25	8·91	9
9.	Uri	16·52	1·69	9·69	8
	Baramulla Distt.	21·01	3·89	13·16	

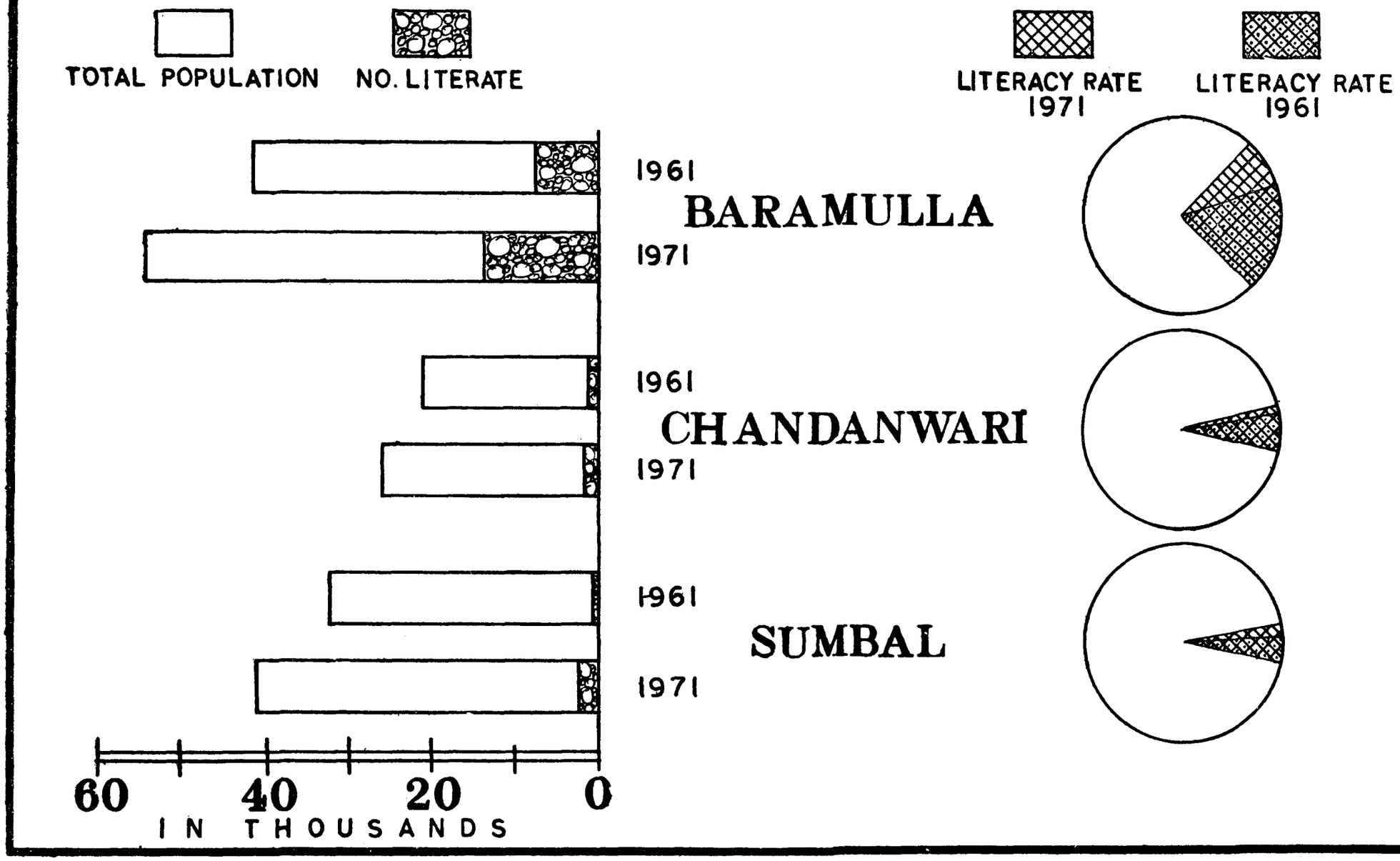
Source: District Statistical Hand Book—Baramulla (1975) Government of Jammu & Kashmir.

Keeping in view the time table drawn for completing the study and the communication facilities available in the various tehsils, it was decided to select Uri, Sonawari and Baramulla tehsils for survey, though for the average tehsil Handwara or Karnah should have been more representative, yet these were not selected mainly on account of inaccessibility of some parts of these tehsils, being on high altitude. In the selected tehsils, the blocks of Chandanwari, Sumbal and Baramulla were selected for survey. The following table gives the literacy rates in the selected blocks within each of the tehsils:

Table 1.3. Literacy Rates in Selected Blocks/Tehsils—1971 Census

S.No.	Tehsil	Tehsil Literacy Rate	Block	Block Literacy Rate
1.	Baramulla	18·14	Baramulla	25·13
2.	Uri	9·69	Chandanwari	7·18
3.	Sonawari	8·91	Sumbal	6·30

POPULATION & LITERACY



It will be seen from the above table that Chandanwari with a literacy rate of 7.18 can be considered an average block, Sumbal with a literacy rate 6.30 below average and Baramulla with a literacy rate of 25.13 as above average. Except Baramulla town, an urban area, all the three blocks were totally rural.

1.6. Coverage.--The following three tables will give an idea of coverage of the survey in three blocks in comparison to District and in larger context to the State as a whole.

Table 1.4. Population

S.No.	Block	1961 Census			1971 Census			Growth Rate (1961-71)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Baramulla ·	21826	20162	41988	29382	24700	54082	34·5	22·5	28·8
2.	Chandanwari ·	10885	9858	20743	13543	12661	26204	24·4	28·4	26·3
3.	Sumbal · · ·	16363	15664	32027	22343	18702	41045	36·6	19·4	28·2

Table 1.5. Survey Coverage

Area	Population (in lakhs)			Literacy Rate			Number of inhabited Villages	Number of Towns
	Male	Female	Total	Male	Female	Total		
1	2	3	4	5	6	7	8	9
A. Jammu & Kashmir State · · ·	24·58	21·58	46·16	26·75	9·28	18·58	6503	45
B. Baramulla District ·	4·20	3·56	7·76	21·01	3·89	13·16	1020	6
(ii) Percentage to 'A' ·	17·09	16·50	16·81	..	..	11·89	..	..
C. Survey Areas ·	0·65	0·56	1·21	21·78	6·86	14·88	111	1
(ii) Percentage to 'B' ·	15·64	15·55	15·75	..	..	..	..	..

Table 1.6. Population & Literacy Rate: 1961 and 1971 Census

Block	1961 Census			1971 Census			Decinnial rate of growth of literacy		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10
Baramulla · ·									
Total population ·	21826	20162	41988	29382	24700	54082			
No. of Literates ·	5718	1673	7391	10042	3549	13591			
%age to total population	26·20	8·30	17·60	34·18	14·37	25·13	7·98	6·07	7·53
Sumbal									
Total population ·	16363	15664	32027	22343	18702	41045			
No. of Literates ·	1348	33	1381	2391	196	2587			
%age to total population	8·24	0·006	4·31	10·70	1·05	6·30	2·46	1·04	1·99
Chandanwari									
Total population ·	10885	9858	20743	13543	12661	26204			
No. of Literates ·	1218	50	1268	1782	100	1882			
%age to total population	11·19	0·51	6·11	13·16	0·79	7·18	1·97	0·28	1·07

CHAPTER II

GENERAL BACKGROUND

District Baramulla.—The State of Jammu and Kashmir is composed of two Divisions, namely, Jammu and Kashmir having 10 districts. Baramulla district is the largest of the three districts of Kashmir covering its 47%, of the geographical area. The district has assumed the name from the word 'Baramoh' coming from a volcanic erruption which drained the Kashmir valley at 12 places (Baramoh) and with the passage of time this word was distorted to Baramulla.

2.2. Administratively the district has been divided into 9 tehsils, namely, Baramulla, Sopore, Handwara, Bandipora, Kupwara, Karnah, Uri, Sonawari and Gulmerg. These tehsils have further been divided into 14 blocks under the community development programme. The district consists of 1032 villages and 6 towns, out of which only 1008 are inhabited.

2.3. The population of the district as per 1971 Census stands at 7.76 lakhs, representing about 17% of the State population. The density of the population in the district is 104 persons per sq. Km. About 92% of the population lives in rural areas. Males represent 54% of the population.

2.4. Working force constitutes 31% of the total population of the district as against the State average of 30%. About 73% of the working population are cultivators while 3% agricultural labourers. Thus more than 3/4 of the population is engaged in agriculture. The break up of working force under various occupations is given below:—

Table 2.1. Distribution of workers under various industrial categories (1971 Census)

S.No.	Industrial categories	Persons	
		Number	Percentage
1.	Cultivators	176197	73·14
2.	Agriculture Labourers	8301	3·45
3.	Live-stock forestry and fishing	5923	2·46
4.	Mining and Quarrying	215	0·09
5.	Other than household Industry	2814	1·17
6.	House-hold Industry	7834	3·25
7.	Construction	4607	1·91
8.	Trade and Commerce	7597	3·15
9.	Transport, Storage and Communication	4281	1·78
10.	Other Services	23144	9·60
	Total	230913	100·00

Source.—District Statistical Hand Book (1975), Baramulla Jammu & Kashmir Government.

2.5. The majority of population both in rural and urban areas are Muslims, who constitute about 96% of the total population in the district. Hindus represent 2.71% while Sikhs are 1.26%. Tehsil-wise break-up of population by religion is given below:—

Table 2.2. Population by Religion—1971 Census

S.No.	Tehsil	Muslim		Hindu		Sikh		Others	
		Number	Percentage to total	Number	Percentage to total	Number	Percentage to total	Number	Percentage to total
1	2	3	4	5	6	7	8	9	10
1.	Baramulla	122422	91·35	5540	4·13	5861	4·37	184	0·15
2.	Bandipora	70022	97·81	1363	1·90	138	0·19	70	0·10
3.	Gulmerg	36121	97·57	789	2·13	108	0·29	4	0·01
4.	Handwara	91996	95·82	3036	3·16	820	0·85	157	0·16
5.	Kupwara	135449	96·92	3748	2·71	426	0·30	90	0·07
6.	Karnah	21639	98·06	212	0·96	208	0·94	7	0·04
7.	Sopore	122018	95·46	4005	3·13	1741	1·36	59	0·05
8.	Sonawari	95749	98·48	1257	1·29	196	0·02	42	0·05
9.	Uri	48642	96·88	1251	2·49	305	0·61	13	0·02
	District Total	744058	95·92	21237	2·74	9803	1·26	626	0·08

Source.—District Statistical Hand Book—Baramulla (1975), Jammu & Kashmir Government.

2.6. Among the districts, Baramulla was the first to be electrified. This was because the first hydro electric power station Mohra was located in the district. Besides, lower Jehlum project with a capacity of 104 MW is under construction in the district. In 1975 there were 15 registered factories in the district as compared to 376 for State as a whole. It has three hospitals, 15 primary health centres and 164 other medical institutions.

2.7. The following table gives the installations of T.V. sets in various institutions as on 4-4-75:—

Table 2.3. T.V. Sets installed in the District

S.No.	Name of Tehsil	Educational Institutions	Panchayats	Police Stations	Others	Total
1	2	3	4	5	6	7
1.	Baramulla	13	21	4	1	39
2.	Bandipora	..	5	..	2	7
3.	Handwara	1	5	..	1	7
4.	Kupwara	..	..	..	..	..
5.	Karnah	..	..	..	..	..
6.	Sopore	19	18	1	3	41
7.	Tanmarg	..	..	..	2	2
8.	Sonawari	7	5	2	1	15
9.	Uri	..	..	..	..	..
	Total	40	54	7	10	111

Source.—District Statistical Hand Book—Baramulla (1975), Jammu & Kashmir Government.

2.8. According to Third Educational Survey, there are 1755 habitations in 1037 villages which can be distributed among the various population slabs as under:—

Table 2.4. Distribution of Habitations according to population, 1973-74

Population Slabs	Number of Habitations	Percentage to total
1	2	3
Above 5000	..	..
2000—4999	22	1·25
1000—1999	111	6·32
500—999	391	22·28
400—499	191	10·88
300—399	262	14·93
200—299	283	16·13
100—199	339	19·32
Below 100	156	8·89
Total	1755	100·00

2.9. The Survey Area.—The General background of the three blocks selected for survey is given as under:—

(i) Chandanwari Block.—It is a a border block of District Baramulla. The dimension and topography of the block is such that it is less productive and sparsely populated. It is absolutely rural in character and has very low growth of population, which is barely 0.45 per cent. Being a border area, it is susceptible to border conditions and affected by wars with Pakistan in 1947, 1965, and 1971. This may be responsible for the low growth rate in population.

2.10. The main occupation of the inhabitants is cultivation of land, tending of cattle and labour. The population has a migratory character and 60% of its population moves to Bahaks during the summer for feeding their cattle in pastures. The facility of water supply is far too inadequate to meet the requirements of the area. Owing to its proximity to the forests, it is in a position to produce milk and minor forest produce for sale in other parts of the valley. No major or minor industry has been set up in this block so far.

2.11. The total population of this block as per 1971 Census is 26,204 comprising 13,543 males and 12,661 females. Out of this population only 1782 males and 100 females are literate giving a literacy percentage of 13.1 for males and 0.9 for females. In 11 villages, out of a population 2800 females, none is literate.

2.12. (ii) Sumbal Block.—Sumbal is an educational block of Sonawari tehsil co-terminous with NES block. The block is totally rural and consists of 42 villages having population of 22,343 males and 18,702 females, as per 1971 census. Manasbal Lake known all over the world for its neat and clean water and picturesque scenery is situated in this block. Every village of the block is linked with a pacca road and as such is easily accessible.

2.13. The block is known for production of carpets. About 700 carpet weaving centres have been established by governmental and non-governmental agencies in this block. The area is covered with orchards producing different varieties of apples. Paddy is grown in almost all villages. Cocoon rearing is yet another occupation of the people of this block. HMT Watch Factory is situated in this block. Saw mills are there in villages where electricity facilities are available.

2.14. It has a literacy percentage of 10.7% in respect of males and 1.05% in respect of females. In 16 villages, out of a population of 5368 females, not a single woman is literate.

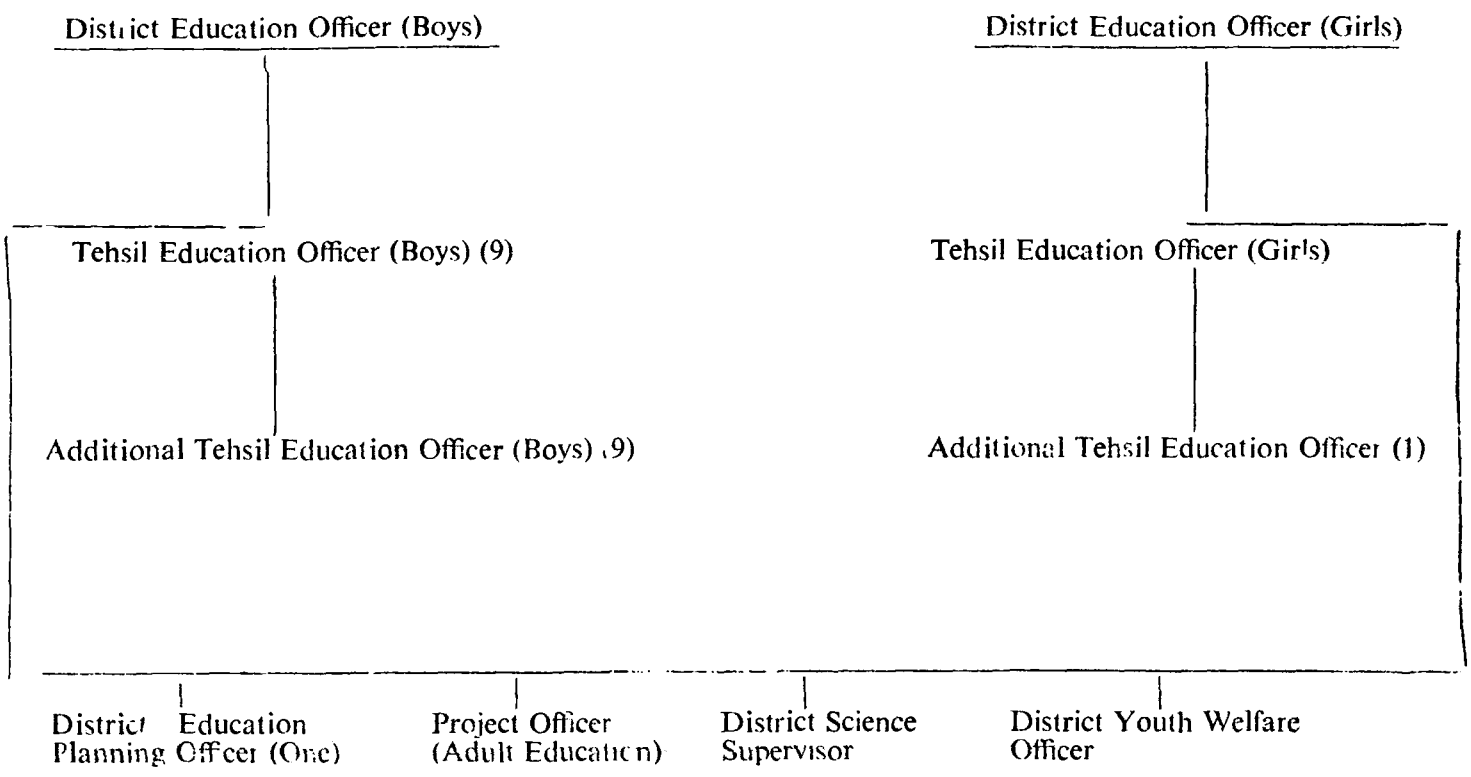
2.15. (iii) Baramulla Block.—Baramulla block, as its name goes, is a part of Baramulla tehsil. The block comprises 34 villages and the Baramulla town. It has a population of 29,382 males and 24,700 females. Baramulla town is the block and district headquarter and is situated on the bank of river Jehlum. It suffered great loss in 1947 tribal raids.

2.16. The block has a slight industrial character having a match factory and a factory producing medicines like Ballador Santonin and tinctures. Stone slabs are extracted from surrounding quarries. A large area of the block is covered by orchards producing apples. The main occupation of the people in rural areas of the block is agriculture and in the urban area it is service and business.

2.17. The block has a literacy rate of 34 for males and 15 for females and is educationally the most advanced block of the District.

2.18. Educational Set-Up of the District

There are two District Education Officers in the District, one for Boys' Schools and other for Girls' Schools. The other officers at the District level are District Education Planning Officers, District Science Supervisor, District Project Officer (Adult Education) and District Youth Welfare Officer. They co-ordinate the work of both wings i.e. Boys and Girls Wings at the District level. The D.E.O. (Boys) is also assisted by a Dy. D.E.O. at the headquarters. In all tehsils, there is one Tehsil Education Officer for Boys' Schools and one Tehsil Education Officer for Girls Schools. At block level, there is an Additional Tehsil Education Officer in Boys' Wing.



CHAPTER III

PROVISION OF SCHOOLING FACILITIES

There has been tremendous increase in provision of educational facilities in the State of Jammu & Kashmir after independence. However, certain areas particularly backward and remote, could not get due attention because of unplanned proliferation of schools. It was only in 1973-74 that micro plans for provision of educational facilities were prepared on the basis of Third All-India Educational Survey. These plans, which were finalised in 1975-76, were based upon a set of norms for regulating expansion of schooling facilities. These norms are given in Annexure III.

After 1975-76, the expansion policy of the State Government in the field of school education was strictly regulated in accordance with their area—plans. Under these plans, steps were also taken to rationalise the facilities already provided in the past for the optimum utilisation. Now the State has the unique distinction of having provided primary schooling facilities to almost all its habitations with 100 or more population within walking distance of one kilometer.

Growth of Schooling facilities

3.2. The growth of schooling facilities since 1947 in the selected blocks can be assessed from the table given below. In this table the number of schools has been given according to their year of establishment:—

Table 3.1. Schools/Sections according to their year of Establishment.

Year of Establishment	Baramulla Block			Chandwari Block			Sumbal Block		
	Primary Sections	Middle Sections	High/ Higher Secondary Sections	Primary Sections	Middle Sections	High/ Higher Secondary Sections	Primary Sections	Middle Sections	High Higher Secondary Sections
1	2	3	4	5	6	7	8	9	10
Upto 1947	15	3	1	6	..	..	6	1	..
Upto 1950	17	3	1	8	..	..	7	1	..
Upto 1955	24	7	3	15	2	..	12	1	..
Upto 1960	43	15	6	25	5	1	37	3	
Upto 1965	76	26	10	46	11	3	54	10	
Upto 1970	92	35	11	60	12	4	62	12	4
Upto 1975	103	40	11	66	19	4	82	16	4
Upto 1977	104	40	11	72	19	4	82	16	4

It will be seen from the above table that upto 1947, Baramulla block had only 15 primary schools/sections, 3 middle schools/sections and one high school. As against this Sumbal block had 6 primary schools/sections and one middle school while Chandanwari had only 6 primary schools and no middle or high school. During the course of time, this number increased to 104 primary schools/sections, 14 middle schools/sections and 11 High and higher secondary schools in Baramulla Block, 82 primary schools/sections, 16 middle schools/sections and 4 high/higher secondary schools in Sumbal Black and 72 primary schools/sections, 19 middle schools/section and 4 high/higher secondary schools in Chandanwari block.

3.3. The oldest school in Baramulla was started in 1904 and was a missionary school named St. Joseph's Secondary School. The school was initially started as a primary school

and was raised to a full fledged high school in 1946. In Chandanwari block, the first primary school was opened in village Bijhama in 1918. This was converted into a basic school in 1930 and raised to a Central school in 1940. The school became a full fledged high school in 1964. The oldest school in Sumbal block is Government High School at Sumbal which was established as a primary school in 1926. It was converted into a Central school in 1949 and raised to high school in 1958.

3.4. The present position of schools in three survey blocks is given below:—

Table 3.2. Schools/Sections according to Type

School/Section	Baramulla Block		Chandwari Block		Sumbal Block	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
(i) Primary School	67	17	53	7	69	15
(ii) Primary Sections of Middle Schools	30	15	15	4	12	5
(iii) Primary Sections of High/Hi. Sec. Schools	7	2	4	..	1	..
Total Primary Schools/Sections	104	34	72	11	82	20
(iv) Middle Schools	30	15	15	4	12	5
(v) Middle Sections of High/Hr. Sec. Schools	10	3	4	..	4	..
Total Middle Schools/Sections	40	18	19	4	16	5
(vi) High/Higher Secondary Schools	11	3	4	..	4	..
Total Schools/Sections	155	55	95	15	102	25

3.5. The following table gives the coverage of schooling facilities according to walking distance at the primary stage:—

Table 3.3. Habitations according to Primary Schools/Sections

Pry. School/Sec. at a distance of	Baramulla			Chandanwari			Sumbal		
	No. of Habs.	Popu- of Habs. (000)	%age to total popul.	No. of of Habs	Popu- of Habs. (000)	%age to total popul.	No. of Habs	Popu- of Habs. (000)	%age to total popul.
1	2	3	4	5	6	7	8	9	10
Within Habitation	43	30·6	100.0	70	27·2	94.2	62	47·5	97.9
Upto 1 Km.	43	30·6	100·0	76	28·7	98·3	66	48·5	100.0
1-2 Km.	43	30·6	100·0	78	29·0	99·4	66	48·5	100·0
Above 2 Km.	43	30·6	100·0	80	29·2	100·0	66	48·5	100.0

It will be seen from the above table that in Baramulla block all the habitations are having schools within the habitation whereas in Sumbal block this facility was available to children of all habitations within a walking distance of 1 Km. and that of Chandanwari to 98.3% of the population within a walking distance of 1 Km. This means that in these three blocks only 1.7% of the population needs to be provided with a primary schooling facilities within a walking distance of 1 Km.

3.6. The following table gives the coverage of schooling facilities at middle school level for the population of three selected blocks:

Table 3.4: Habitations according to Middle Schools/Sections available and the population covered.

Middle School/Sec. at a distance of	Baramulla (Rural)			Chandanwari			Sumbal		
	No. of Habs.	Popu. of the Habs. (000)	%age to total popu.	No. of Habs.	Popu. of the Habs. (000)	%age to total popu.	No. of Habs.	Popu. of the Habs. (000)	%age to total popu.
1	2	3	4	5	6	7	8	9	10
Within the Hab.	16	13·6	44·4	22	12·1	41·6	19	18·3	37·8
Upto 1 Km.	23	17·1	56·0	31	14·2	48·6	28	26·0	53·6
Upto 2 Km.	33	23·8	77·8	51	20·4	69·8	41	33·0	68·1
Upto 3 Km.	38	27·8	90·9	66	26·1	89·3	51	39·1	80·6
Upto 4 Km.	41	29·5	96·5	74	27·2	93·1	61	44·8	92·4
Upto 5 Km.	43	30·6	100·0	76	28·4	97.3	63	46 6	96·2
More than 5 Km.	43	30·6	100·0	80	29·2	100·0	66	48·5	100·0

From the above table it will be seen that in Baramulla block the middle school facility is available to 90.9% of the population within a walking distance of 3 Km. The corresponding figures for Sumbal and Chandanwari blocks were 80.6% and 89.3%. There is, therefore, a need for providing middle school facilities to children in habitations where schooling facilities at present are beyond walking distance of 3 Km.

3.7. The coverage of habitations/population for secondary school facility is given in table below:—

Table 3.5: Habitations according to Secondary school available and the population covered

Secondary School/Sec. at a distance of	Baramulla (Rural)			Chandanwari			Sumbal		
	No. of Habs.	Popu. of Habs. (000)	%age to total Popu.	No. of Habs.	Popu. of Habs. (000)	%age to total Popu.	No. of Habs.	Popu. of Habs. (000)	%age to total Popu.
1	2	3	4	5	6	7	8	9	10
Within the Hab.	9	9·5	31·0	8	4·5	15·3	8	10·6	21·8
Upto 1 Km.	10	9·8	32·1	8	4·5	15·3	11	14·1	29·1
Upto 2 Km.	13	12·1	39·7	18	7·1	24·2	24	19·2	39·7
Upto 3 Km.	24	17·1	56·0	27	10·1	34·5	35	25·6	52·9
Upto 4 Km.	27	19·1	62·3	46	15·7	53·7	49	35·4	73·1
Upto 5 Km.	36	25·0	81·6	49	17·6	60·2	57	41·3	85·1
More an 5 Km.	43	30·6	100·0	80	29·2	100·0	66	48·5	100·0

This table shows that there is still a gap left in provision of high school facilities to the extent of about 18% of the population in Baramulla block, 15% of population in Sumbal block and 40% of population in Chandanwari block if we take into account the criterion adopted by the State Government for provision of high school facilities within a walking distance of 5 Km.

3.8. According to the targets fixed by the State Government for provision of primary schools to all habitations with a population of 100 or above within a walking distance of one Km., only three habitations of Chandanwari Block need to be covered under this programme is clear from the following table:—

Table 3.6: Population-wise Distribution of Habitations without Primary Schools/Sections within the walking distance*

Population Slabs	Baramulla Block		Chandanwari Block		Sumbal Block	
	No. of Habs.	%age to total Habs.	No. of Habs.	%age to total Habs.	No. of Habs.	%age to total Habs.
1	2	3	4	5	6	7
Below 100	..	..	1	1·25	..	..
100—199	..	..	3	3·75	..	..
200 & above	..	..	..	..	..	..
Total	..	..	4	5·00	..	..

*Walking distance has been taken as upto one Km.

3.9. In case of middle schooling facilities, as per State Government norms for providing these facilities to habitations with 200 or more population without a middle school within 3 Kms., 5 habitations remain to be covered in Baramulla block, 4 habitations in Chandanwari block and 11 habitations in Sumbal block.

Table 3.7: Population-wise distribution of Habitations without Middle Schools/Sections within the walking distance*

Population Slabs	Baramulla Block		Chandanwari Block		Sumbal Block	
	No. of Habi-tations	%age to total Habs.	No. of Habi-tations	%age to total Habs.	No. of Habi-tations	%age to total Habs.
1	2	3	4	5	6	7
Below 100	..	..	3	3·75	..	..
100—199	..	..	7	8·75	4	6·06
200—299	1	2·3	..	..	..	..
300—399	1	2·3	1	1·25	1	1·52
400—499	..	..	2	2·50	..	..
500—999	1	2·3	1	1·25	9	13·64
1000—1999	2	4·7	..	..	1	1·52
2000—4999	..	..	..	..	..	..
5000 & above	..	..	..	..	..	..
Total	5	11·6	14	17·50	15	22·74

*Walking distance has been taken as 3 Kms.

3.10. The following table gives the number of schools according to size of enrolment.

Table 3.8: Schools according to Enrolment Size.

Enrolment Slabs	Baramulla			Chandanwari			Sumbal		
	Primary	Middle	Sec.	Primary	Middle	Sec.	Primary	Middle	Sec.
1	2	3	4	5	6	7	8	9	10
Below 10	3	..	..	3	..	..	28	..	..
10—20	19	..	..	23	..	..	23	2	..
20—30	17	2	..	18	1	..	5	1	..
30—40	15	2	..	4	2	..	6	1	..
	5	1	..	5	1	..	1	3	..

1	2	3	4	5	6	7	8	9	10
50—75	6	10	..	..	3	..	4	4	1
75—100	..	1	..	..	5	..	1	1	1
100—150	1	3	3	..	3	3	1	..	1
150—200	1	6	4	..	..	1	..	..	9
Above 200	..	5	4	..	..	..	..	..	..
Total	67	30	11	53	15	4	69	12	4

From the above table it will be observed that 73.9% of Primary schools in Sumbal Block, 49.1% in Chandanwari Block and 32.8% in Baramulla Block are having enrolment up to 20 only. Evidently, the number of low sized schools are quite large in comparatively backward blocks of Sumbal and Chandanwari.

Problems of defunct schools/classes

3.11. While opening more schools or upgrading the existing ones, viability is a very important factor. The schools are opened/upgraded on the basis of anticipatory enrolment. When this does not happen over a number of years, schools run with practically very little enrolment become economic burden. It is, therefore, necessary to identify such 'sick schools/sections' and see if these can be rejuvenated. Otherwise these need be closed down, shifted or amalgamated with the existing schools/sections in the vicinity. The following criterion laid down by the State Government for identifying a particular school/section as defunct need to be followed strictly: (i) when a school is sanctioned but is not functioning at all; (ii) when a primary school or a section has enrolment of less than 10; (iii) when any section/class from VI-XI has enrolment of less than 5.

Rationalisation of location of schools (School Mapping)

3.12. In opening new schools or upgrading the existing ones, a rational policy based upon the State norms needs to be followed. This can be done in a better way if topography map of the existing schools according to their locations and proportion coverage for each block are prepared. On the basis of such maps, the following guidelines could be adopted for rationalisation of schooling facilities for their optimum utilisation:—

(a) shifting of school to a more suitable location in order to widen its area of coverage;

(b) amalgamation of boys and girls schools/sections as co-educational schools/sections in areas where either of the existing schools is having low enrolment and where such an amalgamation will help in solving the accommodation problem also.

3.13. It has been observed during the Study that there are large number of schools for girls having small enrolment with large number of teachers, whereas there are some boys schools in the neighbourhood having large enrolment with less number of teachers. By amalgamating such boy's and girls schools and making them co-educational, particularly at the primary level, will go a long way to solve the problem of shortage of staff as well as improving the quality of education. It has been found that imposition of restrictions on admission of girls in boys' schools at primary stage has rather hindered the expansion of girls' education. This policy needs to be reviewed.

Non-formal Education

3.14. The study shows that provision of regular day-time formal schools alone cannot meet the needs of the area when their children are required to work in the day in craft centres etc. to add to their family income or to help in their family vocation. The State having felt this necessity have embarked on the programme of non-formal education in a modest way. The following centres of non-formal part-time education are functioning in the three blocks surveyed with enrolment given against these.

PERCENTAGE OF CHILDREN GOING TO SCHOOLS AT PRIMARY & MIDDLE STAGES

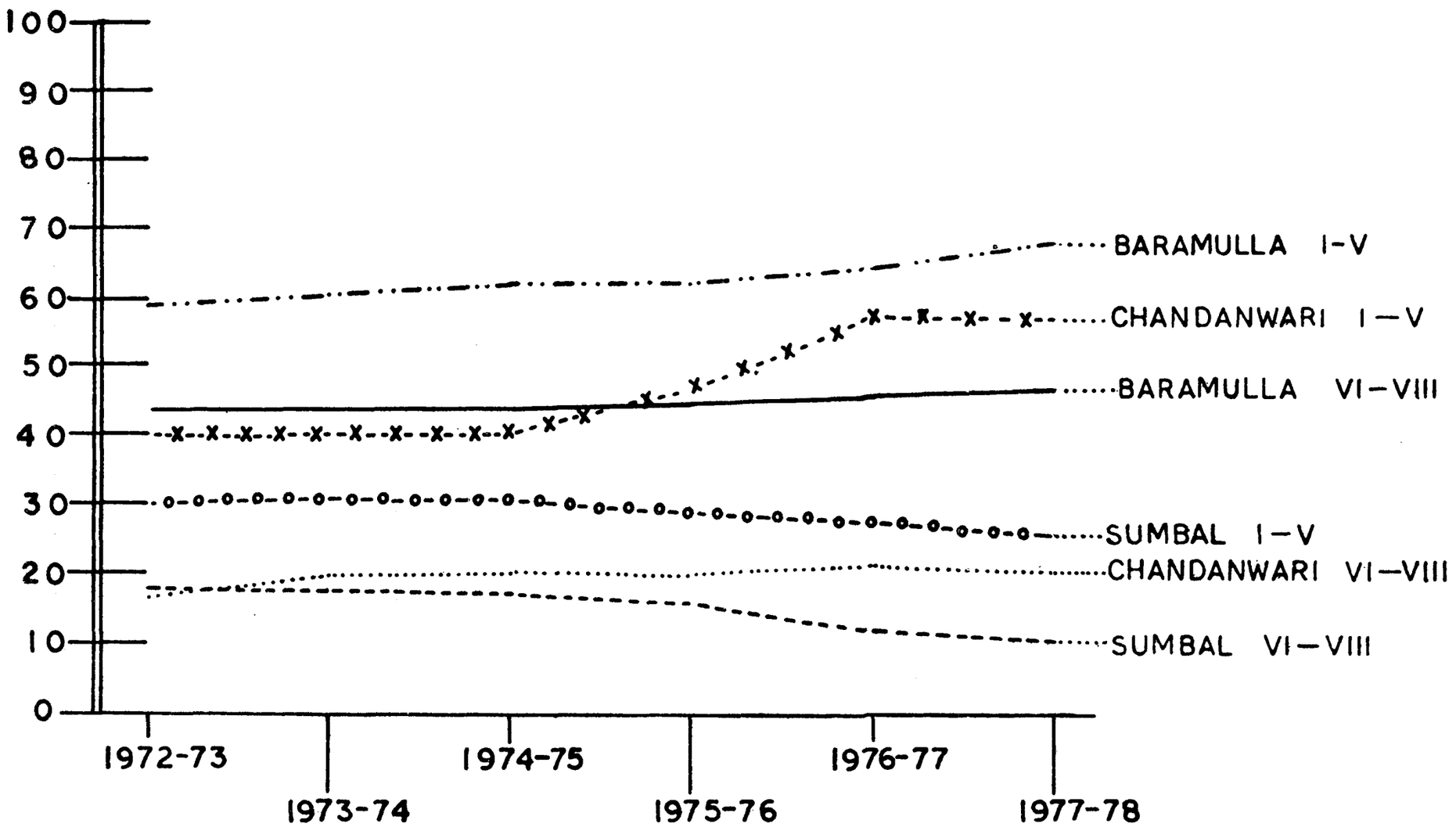


Table 3.9: Number of Non-Formal/Part-time Education Centres and Enrolment therein

Block	No. of Centres	Enrolment
1	2	3
Baramulla	10	200
Chandanwari	4	100
Sumbal	4	94

Besides, 10 Centres of Non-Formal/Part-time Education have been started in Sumbal block under the supervision of NCERT on experimental basis. The need is to expand systematically this programme by converting even some of the day-time schools into evening full-time schools where the local needs so demand; open more part-time schools in the morning/evening and also to start some non-formal education classes with revised curricula including the contents of local need-based vocational training, environment improvement and programmes of social awareness.

CHAPTER IV

UTILISATION OF SCHOOLING FACILITIES

The percentage of children of school-going age to corresponding enrolment is a good indicator of utilisation of schooling facilities. For working out this indicator the Gross Enrolment Ratio Method* has been adopted. The gross enrolment ratios for school age-groups at the primary and middle stages have been worked out on the basis of class-wise enrolment on the last day of the academic sessions and population projections estimated on the basis of the rate of growth of three blocks from 1961 to 1971. Separate figures for enrolment and population from 1972-73 to 1977-78 are given in Annexure IV. Comparative figures of enrolment ratios (in percentage) for three blocks are given below:

Table 4.1: Percentage of Children going to Schools a' Primary and Middle Stages of Education

(in percentage)

Year	Baramulla			Chandanwari			Sumbal		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
I—V Classes/6-11 age group									
1972–73 . . .	74	43	59	65	14	40	46	13	0
1973—74 . . .	77	44	61	65	16	41	47	13	31
1974—75 . . .	78	45	62	63	18	41	45	16	31
1975—76 . . .	76	46	62	71	21	47	42	16	29
1976—77 . . .	79	47	64	85	28	57	39	16	28
1977—78 . . .	81	52	68	85	26	57	36	15	26
VI—VIII Classes/11-14 years									
1972—73 . . .	52	34	44	31	3	17	32	3	18
1973—74 . . .	53	34	44	35	4	20	35	3	18
1974—75 . . .	53	34	44	37	4	21	29	3	17
1975—76 . . .	54	35	45	35	4	20	26	3	16
1976—77 . . .	56	35	46	36	4	21	19	4	12
1977—78 . . .	55	39	47	25	4	20	16	4	11

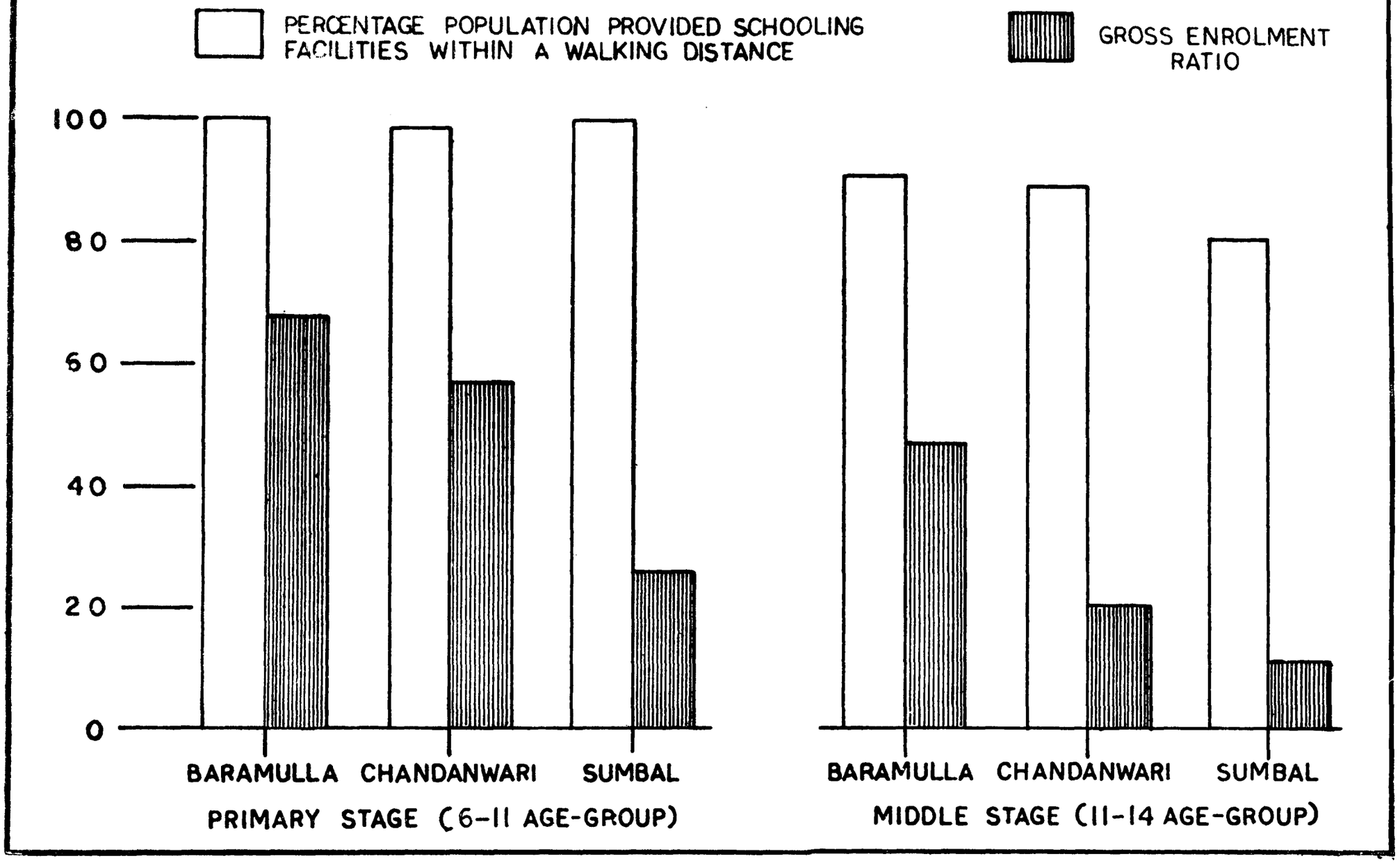
4.2. It will be seen from the above table that:

(i) In all the three blocks, the existing available educational facilities are not being utilised to the optimum level. During 1976-77 and 1977-78, on the basis of micro-plans almost all the schoolless-habitations (with 100 or more population) were provided a primary school within walking distance of one kilometer. Similarly, a midde school was provided within walking distance of three kilometers to most of the habitations. The following figures of 1977-78 indicate the gap between provision and utilisation of the educational facilities:

*Gross Enrolment Ratio $= \frac{E_{t}^{g}}{P_{t}^{a}} \times 100$

Where E=Enrolment, P=population, t=time/year,
a=age-group g=grade/class

PROVISION AND UTILISATION OF SCHOOLING FACILITIES



	Baramulla	Chandanwari	Sumbal
Primary Stage			
(a) Percentage of population provided with pimary schooling facilities within walking distance of one kilometer	100%	98·3%	100%
(b) Enrolment Ratio (6-11 years)	68%	57%	26%
Middle Stage			
(a) Percentage of population provided with middle level schooling facilities within walking distance of three kilometers	90·9%	89·3%	80·6%
(b) Enrolment Ratio (11-14 years)	47%	20%	11%

The extent of under-utilisation is the highest in Sumbal followed by Chandanwari and Baramulla. Compared to primary stage, the incidence of under-utilisation is high at middle stage as compared to the primary stage.

(ii) Enrolment ratios from 1972-73 to 1975-76 have almost remained constant in these three blocks. In Baramulla and Chandanwari the effectiveness of 'Enrolment Drives' undertaken by the State Education Department is evident from the figures of 1976-77 and 1977-78 at the primary stage. Because of single point entry system, the effect of enrolment drives can be studied from the intake rates of 1976-77 and 1977-78 as compared to the previous years. For lack of data for 6 year old children in Class I, we have taken Apparent Intake Rate'* for comparison purposes. In this method, instead of age-wise enrolment, total enrolment of class I is taken into account. Here the percentage can exceed 100 to the extent of over and under six years aged children taking admission in class I. Sex-wise intake rates from 1972-73 to 1977-78 are given below:—

Table 4.2: Intake Rates in Class-I

(figures in percentages)

Year	Baramulla			Chandanwari			Sumbal		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
1972—73	72	46	59	84	27	55	63	24	45
1973—74	81	45	64	91	24	58	55	18	37
1974—75	78	47	63	88	34	62	52	29	41
1975—76	79	48	64	107	44	76	51	27	39
1976—77	87	52	71	128	59	95	55	24	41
1977—78	93	62	78	125	56	92	51	22	37

In Chandanwari and Baramulla the effect of enrolment drives, specially on boys' side is quite evident but in case of Sumbal the enrolment has shown the decreasing trend. This abnormal decrease, both in intake rates as well in enrolment ratios, is due to starting of 'Handicrafts Centres' (7 centres under public sector and 685 under unorganised private sector) which lure the young children reading in schools through token payments along with vocational training in handicrafts.

(iii) At the middle stage of education, the position is far from satisfactory especially in Chandanwari and Sumbal blocks where enrolment is not keeping pace with increase in population in this age-group. The constant or decreasing trend is mainly due to high incidence of wastage and stagnation.

*Apparent Intake Rate $= \frac{E_I^t}{P_6^t} \times 100$

Where EI = Enrolment of Class I

P_6 = Population of 6 year old children

t = year.

Quantitative Aspects of Internal Efficiency of the System

4.3. Apart from under-utilisation of existing educational facilities, there is also a high incidence of wastage even in these under-utilised facilities. The first kind of this wastage is the high rate of absenteeism among the students. The second is the high rate of drop-outs during the course of the academic year. Pupils first join the school and then leave the school during the academic year. The popular terms used by the teachers for this is 'Struck off' because the names of students who remain absent for more than ten days, are struck off from the attendance register. The third kind of wastage is that of students who do not join the next class at all. And the fourth kind of wastage is the incidence of stagnation i.e. students who take more than one year to complete a course of one class.

Incidence of Absenteeism

4.4. There has always been a gap between the students on rolls and students actually present in the class. Teachers are sanctioned on the basis of students on rolls and they remain under-utilised because of low attendance. Difference between average attendance during the month and the average enrolment during the year has been taken as extent of absenteeism* for this study.

4.5. The incidence of absenteeism in the three blocks in various Classes for the academic year 1976 is given below:

Table 4.3: Class-wise Rates of Absenteeism (in percentages)

Class	Rate of Absenteeism		
	Baramulla	Chandanwari	Sumbal
1	2	3	4
I	5	36	32
II	10	33	29
III	7	24	24
IV	8	21	29
V	24	21	26
VI	7	24	35
VII	9	16	34
VIII	8	10	35

4.6. Rates of absenteeism in Chandanwari and Sumbal are alarming. These are mainly due to rural character of the areas where children are engaged on some economic activity or help their families in their own vocations. Further, in some cases, school timing are not suitable to the children and/or the retention power of the schools is very poor. For in-depth study of this problem, month wise and stage-wise figures have also been compiled and are given below:—

*Rate of absenteeism $= \frac{\overset{t}{a}_{g}}{\underset{t}{E}_{g}} \times 100$

where $\overset{at}{g} = \underset{g}{Et} - \underset{g}{At}$

E = Average Enrolment during the year; A = Average attendance during the month or year; a = difference between average enrolment and attendancy; t = time and g = grade.

Table 4.4: Month-wise Rate of Absenteeism (in percentage)

Month	Rate of Absenteeism (1976)					
	I—V Classes			VI—VIII Classes		
	Baramulla	Chandanwari	Sumbal	Baramulla	Chandanwari	Sumbal
1	2	3	4	5	6	7
March	15	30	29	4	9	30
April	11	24	28	5	11	25
May	7	24	22	5	11	29
June	11	41	25	2	34	35
July	8	42	26	3	31	31
August	12	29	30	12	22	43
September	10	29	33	12	20	43
October	12	30	35	10	16	41
November	7	20	33	5	6	34
Average for the year	10	30	29	8	18	35

4.7. In Chandanwari Block, the incidence of absenteeism is the highest during the months of June and July. During these months, about 60% of the population of the block moves to 'Bhakhs' situated at higher altitude, where they take their cattle for grazing which is their main occupation.

In Sumbal Block, this phenomenon of absenteeism is at its highest in months of August, September and October. In the month of August, the children especially in the age-group of 11-14 are engaged in watch and ward duties in the orchards. September and October are the months when the harvesting is done and the children are engaged there.

The academic session in these three blocks starts from 1st of December and schools close for winter vacation from second week of December up to the end of February next year. As a matter of fact March is the month of enrolling new students and the admission continue upto end of May. As such the enrolment and attendance is not stable during the month of March.

Incidence of Drop-outs during the academic year

4.8. To study the incidence of drop-outs during the course of the academic year, flow statistics on composition of the cohort in various classes from 1972-73 to 1976-77 has been compiled for the three blocks. In a class in a particular year, most of the students are promotees from the previous class, some are repeaters and some come from other schools for admission. If we deduct from this the number of students who die and who leave the school during the academic year, we get the net enrolment on the last day of the academic year.* It has been found that fairly a large percentage of students drop-

*Composition of a cohort in a particular year can be defined as under :

$$P^{t}_{g} + R^{t}_{g} + A^{t}_{g} - S^{t}_{g} - D^{t}_{g} = E^{t}_{g}$$

Where P = Promotees from the previous class at the beginning of the academic year

R = Repeaters at the beginning of the year

A = New admission during the academic year

S = Number of pupils whose names were struck off from the attendance register during the academic year

D = Number of students who died during the academic year

E = Enrolment at the end of the year

g = Grade

t—year/time

out during the course of the academic year. Following table gives a comparative picture of the percentage of students whose names are struck off** from the attendance register to the total students enrolled during the year:

Table 4.5: Percentage of Students Dropped-out during the Academic Year.

Year	I—V Class						VI—VIII Classs					
	Baramulla		Chandan-wari		Sumbal		Baramulla		Chandan-wari		Sumbal	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	2	3	4	5	6	7	8	9	10	11	12	13
1972—73	8	11	16	19	17	18	8	9	26	33	9	12
1973—74	12	15	18	16	17	24	13	6	11	17	18	12
1974—75	12	13	18	22	21	18	12	11	11	15	16	18
1975—76	13	15	14	21	23	20	13	8	5	14	18	24
1976—77	16	15	9	17	24	30	15	19	5	10	35	15

4.9. Incidence of drop-outs among girls during the course of the academic year is high in case of all the three blocks as compared to boys. This rate is high in case of Sumbal and Chandanwari at both the stages of education. Moreover, the incidence is high at the primary stage as compared to the middle stage of education. This is also a disturbing factor that there is a general upward tendency of this type of drop-outs from 1972-73 onwards. One of the main reasons is the poor retention power of the schools. Especially at the primary stage, the pupils who are brought to schools through enrolment drives, tend to leave and schools before the completion of the academic year for want of proper steps for their retention in schools. From the class-wise study of the rate, it has been found that this rate is very high in first three primary classes.

Analysis of Transition Rates

4.10. In this study flow data has been collected so as to have indepth study of the three transition rates i.e. promotion, repetition/and drop-out rates at elementary stage of the three blocks from 1972-73 to 1976-77.

4.11. The 'Reconstructed Cohort Method' has been used for study of wastage through analysis of transition rates. The data for this purpose has been taken as on the last working day of the academic year.

(a) Dropout Out Rate*

$$*\text{Struck Off Rate} = \frac{S_g^t}{E_g^t + S_g^t} \times 100$$

Where S=No. of students who leave the school during the course of the year
E=Enrolment on the last working day of the academic year.
t=time/year g=grade

$$**\text{Dropout Rate} = \frac{E_g^t - (R_g^{t+1} + P_{g+1}^{t+1})}{E} \times 100$$

Where E=Enrolment; R=Repeaters; P=Promotees; t=time/year and g=grade/class

4.12. On the basis of the average drop-out rates from 1972-73 to 1975-76, the class-wise rates for three blocks are given below:

Table 4.6: Average Drop-out Rates from 1972-73 to 1975-76

(in percentage)

Classes	Baramulla			Chandanwari			Sumbal		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
I . . .	9	8	9	23	27	24	17	26	20
II . . .	8	7	7	11	10	10	16	25	18
III . . .	10	4	6	7	29	11	19	21	19
IV . . .	3	3	3	7	13	8	16	15	17
V . . .	19	9	15	11	29	13	19	30	21
VI . . .	6	10	8	8	13	9	16	26	17
VII . . .	8	6	7	11	16	12	16	18	17

From the above it is clear that the drop-out rates are high in first and the fifth classes. The main reason for high incidence of drop-outs in the 5th class is that after the completion of the 5th class in a primary school, the students usually do not join the 6th class in a separate middle school. Except Baramulla, the drop-out rate is high among females. Chandanwari and Sumbal are backward blocks and the drop-out rates are very high there as compared to Baramulla.

4.13. If we study the year-wise drop-out rates, in Sumbal block these rates have gone up abnormally because the students tend to leave the schools to join handicraft training centres which are coming up mostly under the unorganised private sector at a very fast rate.

Table 4.7: Drop-out Rates in 1972-73 and 1975-76

Class	Baramulla		Chandanwari		Sumbal	
	1972 73	1975-76	1972-73	1975-76	1972-73	1975-76
1	2	3	4	6	6	7
I	8	7	28	17	21	21
II	7	7	21	6	5	27
III	4	7	8	12	8	28
IV	3	2	5	7	12	24
V	8	16	6	14	14	27
VI	7	9	10	5	13	30
VII	4	11	9	8	14	31

(b) Repetition Rate*

4.14. Repeaters are those who spend more than one academic year in a class. Following table indicates average rate of repetition from 1972-73 to 1975-76 for the three blocks:

$$\text{*Repetition Rate} = \frac{R_g^{t+1}}{E_g^t} \times 100$$

where R = Repeaters; E = Enrolment
g = grade; t = time/year

Table 4.8: Average Rate of Repetition from 1972-73 to 1975-76

(in percentage)

Class	Baramulla			Chandanwari			Sumbal		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
I . . .	1	1	1	10	14	11	8	4	7
II . . .	8	3	6	15	15	16	16	7	14
III . . .	10	7	9	23	14	21	12	13	12
IV . . .	10	5	8	13	12	13	9	9	9
V . . .	9	6	8	13	14	14	8	11	8
VI . . .	20	7	15	21	20	21	14	13	14
VII . . .	14	9	12	17	11	14	17	19	17
VIII . . .	16	8	13	18	19	17	20	23	20

Like drop-out rates, the incidence of repetition is very high in two backward blocks of Chandanwari and Sumbal as compared to Baramulla. In the following table, the repetition rates are given for 1972-73 and 1975-76 for various classes in the three blocks:

Table 4.9: Repetition Rates in 1972-73 and 1975-76

Classes	Baramulla		Chandanwari		Sumbal	
	1972-73	1975-76	1972-73	1975-76	1972-73	1975-76
1	2	3	4	5	6	7
I	..	1	7	9	7	10
II	7	6	14	18	15	14
III	12	6	25	20	14	14
IV	8	7	14	12	8	11
V	9	7	10	15	9	7
VI	12	15	17	24	14	11
VII	8	15	17	15	16	16
VIII	5	20	19	26	20	16

From the above table, it is clear that in general there is no downward tendency in the rates over two years, rather the rates have increased at the middle stage of education in Baramulla and Chandanwari Blocks.

(c) Promotion Rate.*

4.15. This rate indicates the percentage of promotees from the previous class which also takes into account the direct admissions in a class which are usually in the form of transferees from other schools. The following table contains average rate of promotion in the three blocks at the elementary stage:

*Promotion Rate $= \frac{P^{t+1}_{g+1}}{E^{t}_{g}} \times 100$

Where E Enrolment; P=Number of pupils promoted to the next grade next year.
t=time/year; g=grade/class

EVOLUTION OF ENROLMENT COHORT

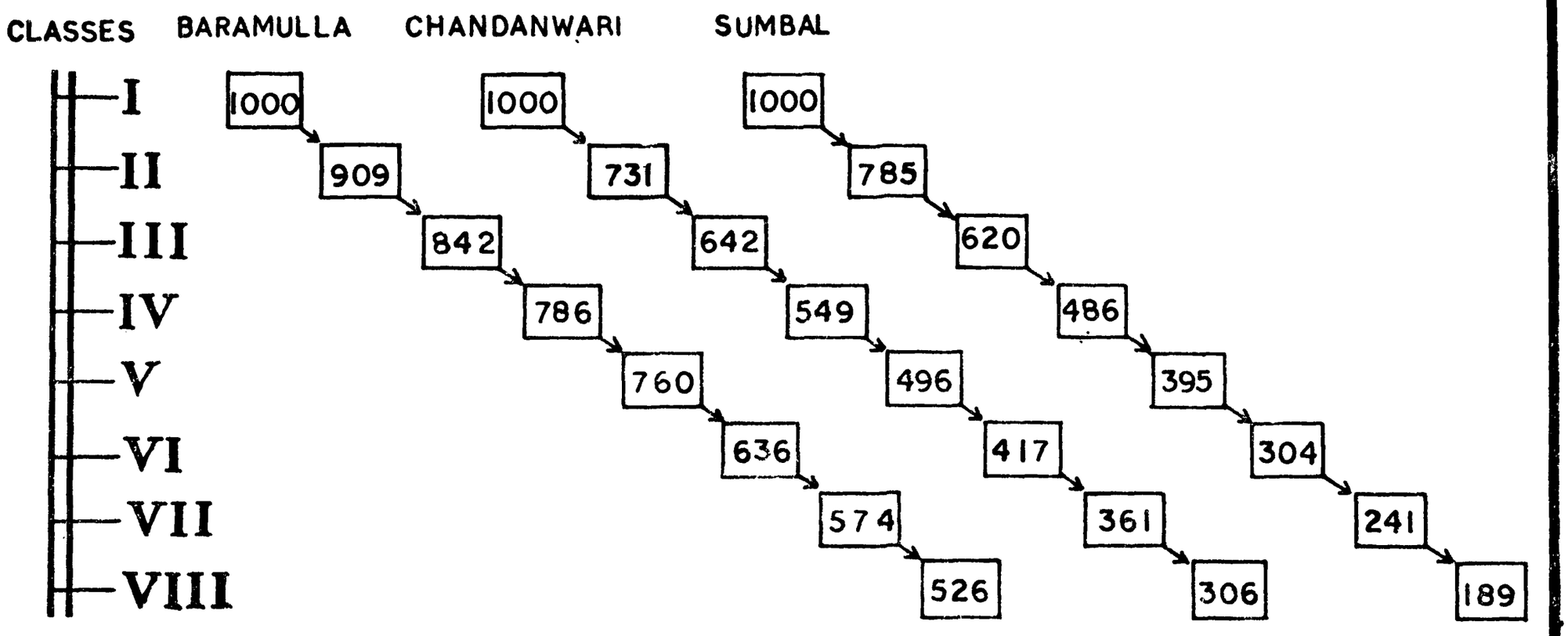


Table 4.10: Average Rates of Promotion from 1972-73 to 1975-76

(in percentage)

Classes	Baramulla			Chandanwari			Sumbal		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
I—II	90	91	90	67	59	65	75	70	73
II—III	84	90	87	74	75	74	68	68	68
III—IV	80	89	85	70	57	68	69	66	69
IV—V	87	92	89	80	75	79	75	76	75
V—VI	73	85	77	76	57	73	73	59	71
VI—VII	74	83	77	71	67	70	70	61	69
VII—VIII	78	85	81	72	73	74	67	63	66

Because of high rates of drop-outs and repetition in Chandanwari and Sumbal, the promotion rate is very low in these two blocks as compared to Baramulla. In Chandanwari, this rate is rather abnormally low from class I to II. The change in promotion rates 1972-73 to 1975-76 can be studied from the following tables:—

Table 4.11: Promotion Rates in 1972-73 and 1975-76

Classes	Baramulla		Chandanwari		Sumbal	
	1972—73	1975—76	1972—73	1975-76	1972—73	1975—76
1	2	3	4	5	6	7
I—II	92	92	65	74	72	59
II—III	86	87	65	76	80	59
III—IV	84	87	67	68	78	58
IV—V	89	91	81	81	84	85
V—VI	83	77	84	71	77	66
VI—VII	81	76	73	71	73	59
VII—VIII	88	74	74	77	70	53

At middle stage of education, this rate has shown a downward tendency which indicates the decreasing internal efficiency in the educational system over a period of time. In Sumbal, the decrease in trend is rather abnormal.

Hypothetical Flow of Cohort.

4.16. In order to study the combined effect of all the three flow rates of enrolment at elementary stage in three blocks over a period of time, the school history of a given cohort has been reconstructed from the average flow rate worked out on the basis of rates from 1972-73 to 1975-76. The cohort in the first year has been assumed as 1000 for all the blocks, with following other assumptions:

(a) Average rates of repetition, promotion and drop-out as worked out on the basis of rates from 1972-73 to 1975-76 remain constant over the entire period assuming that these rates are independent of the previous history of pupils, of their ages and so on.

(b) A pupil may repeat four times at the most during elementary stage of education. This is of course a theoretical action and very few would indeed be repeating actually that many times.

(c) There are new entrants into the system after the first year. For the sake of analytical clarity, calculations have been made on the basis of hypothetical cohort of 1000 new entrants in the first year.

(d) In any particular grade, the identical rates of repetition, promotion and drop-out are assumed to apply to both those who have reached the grade directly and those who have been delayed by one or more repetitions.

On the basis of above four assumptions, the following flow of cohort at the elementary stage has been evolved:

Table 4.12: Evolution of the Cohorts

Class	Baramulla			Chandanwari			Sumbal		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
I . . .	1000	1000	1000	1000	1000	1000	1000	1000	1000
II . . .	909	919	909	745	686	731	815	729	785
III . . .	831	852	842	647	605	642	659	532	620
IV . . .	738	815	786	583	400	549	515	404	486
V . . .	714	790	760	532	540	496	424	337	395
VI . . .	571	715	636	461	223	417	336	222	304
VII . . .	523	638	574	405	183	361	272	155	241
VIII . . .	472	596	526	343	150	306	217	118	189

From the above table, the internal efficiency in the school systems of the three blocks is quite evident. In Sumbal, the extent of the wastage is the highest. In the blocks of Chandanwari and Sumbal, the wastage among girls much higher than that of boys. It is interesting that in Baramulla the wastage among boys is more than the girls.

Wastage in terms of Pupil-Years

4.17. As a matter of fact inputs in the school system comprise the buildings, teachers, text-books, etc. all of which should be aggregated financially in terms of expenditure per pupil-year. However, an input indicator appropriate for the measure of output in terms of successful completion is the number of pupil-years used by the cohort. In eight classes of the elementary stage, eight pupil-years are required for a pupil to complete this stage of education. But in reality, perfect efficiency is almost never achieved because some pupils repeat in various classes, so increasing the number of pupil-years (inputs) and some pupils drop-out before completing this stage, thus diminishing the output.

4.18. For this study, the 'input' in terms of pupil-years has been worked out for primary and elementary stages from the movement of a hypothetical cohort of 1000 on the basis of various assumptions already indicated above. The 'output', i.e. successful completers of the five and eight year-cycles are those who successfully complete the primary and middle stages respectively. For want of data on examinations at 5th and 8th classes, the enrolment after deducting repeaters has been taken as number of completers of a particular stage of education. Through this method efforts have been made to study the consequences of the educational wastage. The following table indicates the number of years studied per successful completer i.e. the number of years of teaching one needs (pupil-years) to pay for to get a successful completer of primary stage of education, if the conditions remain constant.

Table 4.13: Number of Pupil-years Required Per Successful Completer and Input/Output Ratios

Stage	Baramulla			Chandanwari			Sumbal		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
(a) *Number of Pupil-years studied per graduate*									
Primary . . .	6·37	5·85	6·03	7·70	10·34	8·06	9·03	9·67	9·25
(b) *Input-Output Ratio/Wastage Ratio*									
Primary . . .	1·27	1·17	1·21	1·54	2·07	1·61	1·81	1·93	1·85

As compared to normal five-pupil-years required for completing the primary stage, the actual time spent is 6 to 10 pupil years in various blocks. This wastage, at this stage, is the highest in the Sumbal block. Except Baramulla, this wastage is high among girls.

4.19. In ideal conditions the input/output ratios should be one. These ratios work out as 1.21, 1.61 and 1.85 for Baramulla, Chandanwari and Sumbal blocks respectively. This shows that primary education in these blocks is almost twice expensive than normally it should be.

Plan of Action

4.20. From the above analysis of enrolment trends, it is clear that it is not the factor of provision of educational facilities but their optimum utilisation which is more important. Areas cannot be considered as forward or backward from the point of view of provision of educational facilities but from the point of view of their utilisation. Therefore, we have to make such a plan of action which aims at the optimum utilisation of the existing educational facilities. Instead of provision of additional schooling facilities except in remote and sparsely populated areas where it has not been possible to make these available so far, stress has to be laid on the qualitative aspects and improvement of existing facilities so as to improve the retention power of the schools. On the basis of the existing facilities, it may be mentioned that there is no need for any major additional input in terms of schools and teachers to achieve the goal of universal elementary education for atleast next few years.

4.21. Following are some of the suggestions which can form part of the plan of action for proper utilisation of educational facilities and to achieve the goal of universal elementary education:

(1) *Organisation of Enrolment Drives*

The effect of enrolment drives organised by the State Governments has already shown their positive results. What is required, is the systematic organisation of these drives with strict follow-up action. The involvement of teachers and the local community is very essential in this regard. There should be a complete census of school-age children with follow-up of each and every child. The teachers have to play a major role in this process. There is already a well laid down procedure for organisation of enrolment drives (Annexure V) in the State which should be implemented in its true spirit. Prizes or some positive incentives should be introduced for schools with 100 per cent enrolment from their catchment areas.

(2) *Non-formal Centres of Part-time Education*

It has been found that all the children cannot come to the regular day time schools on the basis of the sample studies undertaken in the adjoining Ganderbal Block of the Kashmir Division. Part-time centres for such students should be provided according to their convenience both in terms of time and location specially in backward areas. Even its curriculum should be in accordance with the local needs. Wherever the regular primary schools have not been able to get viable number of students, these should be converted into centres of non-formal education and the services of the surplus regular teachers may either be utilised in some other school where there is shortage or a regular teacher may be allowed to run about three centres at various places.

(3) *Non-formal Education in Handicraft Training Centres*

In Sumbal, starting of handicraft training centres has adversely affected the enrolment in schools. These centres are being started in a large scale in Baramulla also. In this connection, it is suggested as under:—

(a) Some restrictions should be placed on employment of children below 11 years in these centres. This restriction on employment of children in these centres is all the more necessary since it has been found that the working of children in these centres at the tender age has affected their health adversely.

(b) Non-formal education centres should be started in these areas. The curricula should be in accordance with the training requirements of the centre. Education should rather form an integral part of their training.

(4) *Adjustment in School Timings*

There is a need even to adjust the school timings of formal schools to suit the local needs of the school-age population. This is the felt-necessity of the working population of Chandanwari and Sumbal blocks.

(5) *Strict supervision and Inspection*

The main reason behind the poor retention capacity of schools is the teacher whose attachment with the school, students and the local community is far from satisfactory. Specially, the Single Teacher Schools mostly remain closed more so unofficially. Once a school is closed frequently, the drop-out rate goes up. It has also been found, particularly in the backward areas, that some schools have not been visited or inspected by the Education officers for months and in some cases years together. What is required, is the effective system of supervision and inspection. The idea of school complexes can be effectively adopted. There should be strict supervision over the schools and the teachers should be asked to identify the reasons for high rate of absenteeism and drop-outs in the schools so as to take the remedial measures to clear this wastage. Frequent transfers of teachers should also be avoided.

(6) *Introduction of Attendance Scholarships*

To reduce the high incidence of absenteeism in schools, attendance scholarships during the course of the year should be introduced. Other types of incentives should also be linked with the percentage of attendance.

(7) *Provision of Incentives for Retention*

One of the main reasons for drop-outs in proverty. That is why the rate of drop-out is very high in backward areas. In addition to provision of free text books, stationery, uniforms etc., the system of prescribed uniforms in schools needs to be changed. Some parents cannot bear the cost of uniform of their children. Stress should be on clean dress than on a particular type of uniform.

(8) *Programmes of Mass Awareness*

Incentives alone will not help in bringing the children to schools and retaining them if there is general apathy of the parents towards education. To remove this indifference towards education, the programmes of mass awareness should be organised as a part of Adult Education Programme.

(9) *Introduction of Compulsory Education*

It is the general feeling that financial incentives and other pursuasive methods have not brought any desired results in bringing the children to schools and retaining them there up to the age of 14 years. Now that educational facilities have been provided to all, the State Government may consider to introduce an element of compulsory attendence particularly in the age-groups of 6-11 to start with. The modus operandi for this compulsion should be carefully worked out. Operational part of this compulsion should rest with the revenue agency and not the field education staff.

(10) *Improving the retention capacity of schools*

Besides expansion, steps should be taken to implement various programmes of quality improvement so as to increase the retention capacity of the schools. Schools should rather become centres of attraction and not repulsion for students. Some of the suggestions in this respect are given below:—

(a) *Introduction of some form of Socially useful Productive Work*

This should be introduced in all the schools but should be of such a nature that does not involve much financial implications. These activities should be local need based.

(b) *Provision of minimum physical facilities in schools*

Certain minimum equipment, furniture, teaching aids, science kit etc. should be there in all schools. It has been found that some schools have lot of such material whereas others

starve for the same. So, there should be some norms for proper distribution of these facilities.

(c) *Introduction of system of School Complexes*

This system, which at present is reported to have been implemented on experimental basis should be introduced on a wider scale particularly in backward areas. The leader school may be provided additional facilities for common utilisation with its attached schools. This system is quite helpful for taking care of single teacher schools (which are quite large in the State) where the single teacher goes on leave and the schools do not function in his absence.

(d) *Training of Teachers of Single-Teacher Schools*

Most of the schools in backward areas are Single Teacher Schools and these are the schools where wastage ratios are the highest. The teachers of these schools are not given any training in teaching of such type of schools and mostly they are freshers and junior most in the lowest grade of the cadre. It is suggested that these teachers should be imparted special training for proper handling of five classes of Single Teacher Schools. Suitable incentive should also be provided to these specially trained teachers for working in these schools.

(11) *Delinking of Examination Results with Increment to teachers*

The present system of linking release of increments in salary to teachers to examination results of classes III, V & VIII has led to high incidence of drop-outs. It is suggested that this linkage should be abolished and teachers should, rather be held responsible for poor retention in schools.

(12) *Provision of Educational Facilities for Mobile Population*

As has been observed that more than 60% of the population of Chandanwari block moves to 'Bhakas' after three months in summers which results in rendering most of the schools almost defunct during this period. It is suggested that arrangements be made for opening of mobile seasonal schools not only at primary stage alone but at middle and secondary stages also so as to cater to the needs of the moving population. These schools should be attached with the existing schools at the base and the teachers rendered surplus from the existing schools should be used for running the mobile/seasonal schools.

CHAPTER V

PROVISION AND UTILISATION OF TEACHERS

Provision of Teachers

The comparision of pupil-teacher ratio during the period 1974-75 to 1977-78 shows that supply of teaching personnel has almost contained the increase in the demand of teachers due to expansion of enrolment at elementary stage. The table below brings out this comparision vividly for blocks of Baramulla, Chandanwari and Sumbal:

Table 5.1: Growth in Enrolment and Teaching Staff at Elementary Stage from 1974-75 to 1977-78

Block	Enrolment		Number of Teachers		Pupil Teacher Ratio	
	1974-75	1977—78	1974—75	1977—78	1974— 75	1977—78
1	2	3	4	5	6	7
Baramulla	6536	7541	461	472	14	16
Chandanwari	1926	2595	138	151	14	17
Sumbal	2405	2043	178	169	14	12

The increase in enrolment was shared by both the existing schools and the newly opened schools. However, the new teacher was provided to only new schools and to such of the existing schools where enrolment exceeded beyond a point. The sanction of additional posts of teachers was regulated under a Government order, copy given in Annexure VI. This was done primarily to make the optimum use of the existing facilities in schools with the result that the pupil-teacher ratio increased in Baramulla block from 14 to 16 and in Chandanwari block from 14 to 17. In case of Sumbal, the enrolment decreased with the result that the teachers' strength was also reduced slightly and consequently the pupil-teacher ratio decreased from 14 to 12 in the last four years.

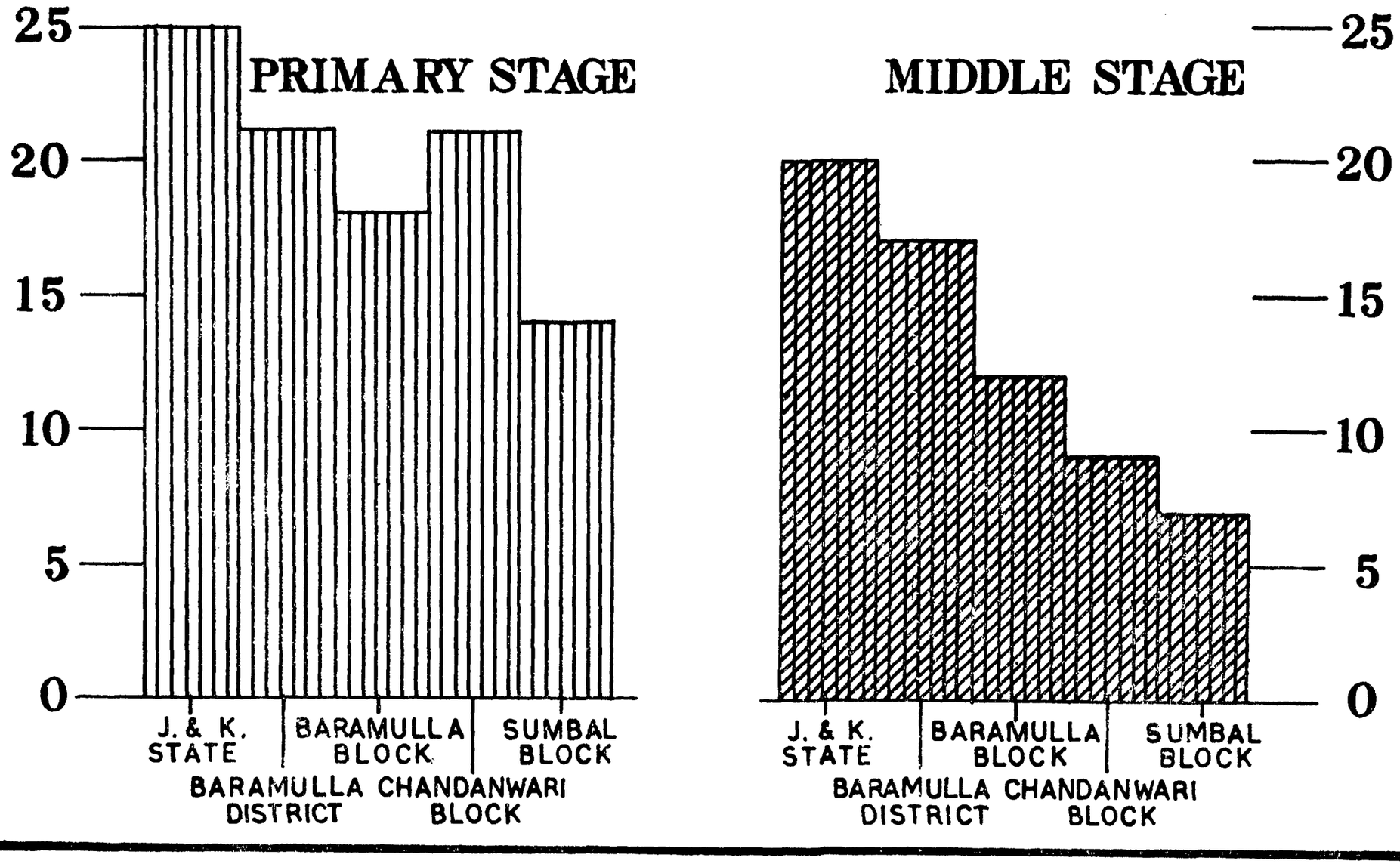
5.2. The three blocks surveyed are in a favourable position as far as pupil-teacher ratios at various levels of school education are concerned. Table 5.2 below shows the comparison of these ratios for primary, middle and secondary stages for the three blocks surveyed in comparison to District and State averages.

Table 5.2: Pupil Teacher Ratios at Primary, Middle and Secondary Stage, 1974-75 and 1977-78

	Primary		Middle		Secondary	
	1974—75	1977—78	1974—75	1977—78	1974—75	1977—78
1	2	3	4	5	6	7
Blocks						
Baramulla	16	18	11	12	13	10
Chandanwari	16	21	10	9	7	8
Sumbal	15	14	10	7	13	7
District (Institution-wise)	21	21	15	17	14	14
State (Institution-wise)	23	25	19	20	18	18

It will be seen from the above table that in 1977-78 the pupil teacher ratio at Primary stage in the three blocks varied from 14 to 21 as against the District and State averages of 21 and 25 respectively. Similarly, at Middle and Secondary stages also the pupil teacher ratios in the three blocks are much lower than the District and State averages.

PUPIL TEACHER RATIO AT PRIMARY AND MIDDLE STAGES



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Distribution of Schools according to Enrolment

5.3. The pupil-teacher ratio is, as a matter of fact, a rough indicator of utilisation of teaching manpower. More important is, therefore, the rational distribution of schools according to their enrolment per teacher. The position regarding it during the years 1974-75 and 1977-78 is given below:—

Table 5.3: No of Schools according to Pupil-Teacher Ratio

No. of pupil per teacher	Baramulla Block		Chandanwari Block		Sumbal Block	
	1974—75	1977—78	1974—75	1977—78	1974—75	1977—78
1	2	3	4	5	6	7
Upto 10	51	51	25	20	40	60
11—15	31	29	32	21	20	19
16—20	35	27	16	20	16	11
21—25	12	24	5	15	10	4
26—30	13	10	2	10	7	3
31—35	4	7	2	4	4	4
36—40	3	3	3	3	1	..
41—45	..	1	..	2	..	..
46—50	..	1	1	..	..	..
Above 50	..	1	..	..	..	
Total	149	154	86	95	96	102

From the above table, it appears that provision of teaching staff in schools of the blocks surveyed is uneconomical, since the majority of schools come in the range of 10 pupils per teacher. The percentage of schools having pupils up to 10 per teacher in 1977-78 was 59 in Sumbal Block, 21 in Chandanwari Block and 33 in Baramulla Block. This was probably on account of expansion of schooling facilities in rural habitations with scanty population under programmes of Universalisation of Elementary Education. Obviously, if large number of schools fall under the category of only 10 pupils per teacher for all types of schools combined, the position will be worse in primary schools where quite a large number of new schools have been opened in far-flunged areas with small population.

Extent of Vacancies

5.4. Some posts of teachers lie vacant on account of intricate procedure of appointing teachers as well as normal attrition in stock of teachers. The following table indicates the position of number of posts sanctioned, filled in and vacant during 1977-78:—

Table 5.4: Number of posts of teachers sanctioned, filled in and vacant during 1977-78

Name of the Block	Sanctioned posts			Filled in posts			Vacant posts		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
Baramulla	310	253	563	308	248	556	2	5	7
Chandanwari	144	34	178	144	26	170	..	8	8
Sumbal	146	55	201	137	52	189	9	3	12

Recruitment Policy

5.5. Like admissions in schools, there is also a single point entry in appointment of teachers. Irrespective of qualification of teachers, every teacher has to join the Department in the lowest grade of the cadre i.e. Rs. 220-480. However, some advance increments in this grade are given as incentive to specially qualified teachers, particularly science

graduates and post graduates. Appointment to all other grades is through promotion only and not through direct recruitment. The following suggestions are made in this regard:—

(a) There should be separate cadre of teachers for primary, middle, high and higher secondary schools/stages.

(b) There should be a quota fixed between promotees and direct recruits according to qualifications.

(c) Provision of separate cadre for subject/language teachers may be made.

Qualitative Aspects of Teachers

5.6. Owing to various steps taken by the State Government to provide training facilities to untrained teachers through formal courses of B.Ed., crash programme of training for experienced teachers and Non-Formal/Correspondence Courses for Teachers Training, the percentage of trained teachers has improved. The following table gives the position of trained teachers for the three blocks surveyed in 1974-75 and 1977-78:

Table 5.5: Percentage of trained teachers in 1974-75 and 1977-78

	Baramulla			Chandanwari			Sumbal		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
Primary Stage									
1974—75 ·	71·7	67·8	69·9	64·5	28·6	56·7	43·6	49·0	45·7
1977—78 ·	81·6	68·8	75·2	84·0	59·1	78·6	80·8	76·2	79·2
Middle Stage									
1974—75 ·	61·1	83·6	70·4	63·2	33·3	61·0	61·9	77·8	64·7
1977—78 ·	79·4	81·1	80·1	77·3	25·0	72·9	79·5	100·0	83·7
Secondary Stage									
1974—75 ·	82·8	79·0	81·9	77·8	..	77·8	81·0	..	81·0
1977—78 ·	85·7	85·7	85·7	73·7	..	73·7	75·0	..	75·0
All Stages									
1974—75 ·	70·8	73·3	71·9	65·9	29·2	60·2	54·6	53·5	54·3
1977—78 ·	81·8	73·9	78·2	80·6	53·9	76·5	79·6	80·8	79·9

5.7. The study of distribution of teachers by qualifications shows that there are still a few teachers working in schools who are middle pass only. This number may be on account of State Governments' anxiety to provide teachers to backward and remote areas who may not be initially qualified. This becomes some times necessary on account of reluctance of qualified teachers to go to remote areas. Further, this helps in providing opportunity to local people to work in those areas. However, necessary steps should be taken to see that these teachers acquire the prescribed qualifications in due course. The distribution of teachers by qualifications is given in the following table:—

Table 5.6: Distribution of Teachers by Qualifications 1977-78

Qualifications	Baramulla		Chandanwari		Sumbal	
	Women	Total	Women	Total	Women	Total
1	2	3	4	5	6	7
Primary Stage						
Middle Pass · · · · ·	19	30	..	1	1	3
Matriculate/Inter/PUC · · ·	106	107	22	82	31	85
Graduates · · · · ·	26	62	..	20	6	24
Post-graduates · · · ·	3	17	..	..	4	8
Total ·	154	306	22	103	42	120

1	2	3	4	5	6	7
Middle Stage						
Middle Pass	4	4	1	7	..	1
Matriculate/Inter/PUC	38	63	2	17	6	17
Graduates	27	75	1	21	2	20
Post-graduates	5	19	..	3	2	11
Total	74	166	4	48	10	49
Secondary Stage						
Middle Pass	..	..	..	..	..	..
Matriculate/Inter/PUC	..	4	..	..	..	..
Graduates	11	34	..	13	..	3
Post-graduates	10	46	..	6	..	2
Total	21	84	..	19	..	5
All Stages						
Middle Pass	23	34	1	8	1	4
Matriculate/Inter/PUC	144	269	24	99	37	102
Graduates	64	171	1	54	8	57
Post-graduates	17	82	..	9	6	26
Total	248	556	26	170	52	189

From Table 5.6, it will be seen that there are 9.8% teachers in Baramulla Block who are just middle pass and teaching at primary stage. This percentage for Chandanwari Block is 1% only and that for Sumbal Block 2.5%. The majority of teachers at this stage are matriculates 64.4% in Baramulla Block, 79.6% in Chandanwari Block and 70.8% in Sumbal Block. The remaining teachers are either graduates or post-graduates. The position at middle stage (Table 5.6) shows that even at that stage 2.4% of the teachers in Baramulla Block, 14.6% in Chandanwari Block and 2% in Sumbal Block are just middle pass. The modal groups for matriculates range between 35% to 41% and graduates range between 41% to 45% in these three Blocks. At high school stage, matriculate teachers are working in Baramulla Block only whereas in the remaining two blocks they are only graduates and post-graduates.

Distribution of teachers according to experience

5.8. In the three selected blocks, on an average 56% of the teachers have more than 5 years teaching experience. In case of Sumbal Block in particular, the majority of teachers (53%) are new with a teaching experience upto one year only. The detailed information is given in table 5.7 below:

Table 5.7: Teachers by Teaching Experience

Year of Teaching Exp.	No. of Teachers in Block				Cumulative per centage
	Baramulla	Chandanwari	Sumbal	Total	
1	2	3	4	5	6
Upto 1 year	42	11	102	155	17
2—3 years	36	9	57	102	28
4—5 years	107	30	15	152	44
6—9 years	84	24	15	123	58
10—14 years	108	56	3	167	76
15—20 years	128	28	..	156	93
Above 20 years	51	12	1	63	100
Total	556	170	193	919	

5.9. Apparently the State Government will have to take steps to put the existing teaching manpower to optimum use by rationalising their postings. Steps may also be taken to raise their competence by organising orientation programmes for them to make them up-to-date in their knowledge and to enthuse awareness in them about their role to help in bringing social change in their areas. Opportunities need be provided to all those teachers who are at present not educationally qualified or trained to acquire the requisite qualifications to hold their posts.

CHAPTER VI

PROVISION AND UTILISATION OF PHYSICAL FACILITIES IN SCHOOLS

Physical environment in schools play a vital role in providing suitable atmosphere for imparting good education to the child. It is an accepted principle that all schools must be equipped with basic necessary facilities such as simple functional building, basic teaching and non-teaching equipment like mats or desks, drinking water black boards, chalks, maps and charts, globes, science kits etc. The present study shows that even such basic facilities are not available in many schools. It has been observed during the Survey that the system of providing these facilities in schools needs to be streamlined since the distribution is not linked up with actual requirements of schools. It is difficult to define the minimum basic physical requirements for this purpose but further analysis will show that lack of proper facilities in schools hinders the functioning of schools and, therefore should be rectified.

I. SCHOOL BUILDINGS

Extent of Adequacy

6.2. In the absence of any objective norms laid down, the reply to survey of adequacy or inadequacy of school buildings from the concerned heads of institutions could be taken as a subjective one. However, the following information obtained from the Survey indicates the problem to some extent:

Table 6.1: Percentage of Schools with adequate building facilities

Type of Schools	Baramulla	Chandanwari	Sumbal
1	2	3	4
Primary Schools	43	83	85
Middle Schools	33	73	58
Secondary Schools	64	75	50
All Classes	41	81	80

6.3. The extent of objectivity from the above responses can further be studied from the following table which gives the area of institutional accommodation available per pupil:

Table 6.2: Distribution of Schools according to Instructional Area per pupil (in sq. mts.)

Instructional Area per Pupil (Sq. Mtrs.)	Baramulla		Chandanwari		Sumbal	
	No. of Schools	Percentage to total	No. of schools	Percentage to total	No. of schools	Percentage to total
1	2	3	4	5	6	7
Primary Schools						
Below 0.5	19	29	4	8	4	6
0·6—1·00	21	32	31	58	12	17
1·1—1·5	17	26	13	25	12	17
1·6—2·0	5	8	2	4	8	12
2·1—2·5	2	3	2	4	8	12
2·6—3·0	..	..	1	1	8	12
Above 3 mts.	1	2	..	..	17	24
Total	65	100	53	100	69	100

1	2	3	4	5	6	7
Middle Schools						
Below 0·5	9	30	2	13	..	..
0·6—1·00	12	40	11	74	3	25
1·1—1·5	4	14	2	13	2	17
1·6—2·0	5	16	..	..	4	33
2·1—2·5	..	..	..	..	..	..
2·6—3·00	..	..	..	..	..	..
Above 3 mts.	..	..	..	..	3	25
Total	30	100	15	100	12	100

It will be seen from the above table that 61% Primary Schools in Baramulla Block, 66% in Chandanwari Block and 23% in Sumbal Block have an instructional area of one sq. meter or less per pupil. Similar position exists in middle schools. The instructional accommodation of less than a sq. meter per student is quite inadequate.

Type of Construction

6.4. About half of the school buildings are pucca whereas remaining are either semi-pucca or Kacha. The following table gives the actual position:

Table 6.3: Distribution of School Buildings according to type of Construction

Type of construction/Schools	Baramulla		Chandanwari		Sumbal	
	No. of Schools	Percentage to total	No. of Schools	Percentage to total	No. of Schools	Percentage to total
1	2	3	4	5	6	7
Primary Schools						
Pucca	29	45	..	..	49	71
Semi-Pucca	17	26	53	100	11	16
Kacha	19	29	..	..	9	13
Total	65	100	53	100	69	100
Middle Schools						
Pucca	14	47	..	..	9	75
Semi-Pucca	9	30	15	100	2	17
Kacha	7	23	..	..	1	8
Total	30	100	15	100	12	100

From the above table it will be seen that in case of primary schools only 71% of the schools in Sumbal block and 45% in Baramulla block are housed in Pucca buildings while the remaining ones are either in semi-pucca buildings or in completely kacha buildings. One school in Baramulla Block is without any school building and is functioning in open. All the schools of Chandanwari block are shown as having semi-pucca buildings. The position in respect of middle schools is not better.

Ownership of School Buildings

6.5. The problem of providing suitable school buildings is a very complicated one in the sense that almost all schools in Chandanwari and Sumbal blocks—more than 80% in Baramulla block are in rented buildings. The question of 'suitability' of such buildings for educational purposes, would remain a pious hope. The following table indicates the position of school buildings according to their ownership:

Table 6.4: Distribution of School Buildings according to Ownership

Type of School/Ownership	Baramulla		Chandanwari		Sumbal	
	No. of Schools	Percent-age to total	No. of Schools	Percent-age to total	No. of Schools	Percent age to total
1	2	3	4	5	6	7
Primary Schools						
Without Building	1	2	..	..	..	..
Owned	2	3	..	..	..	..
Rented	57	86	53	100	69	100
Rent free	6	9	..	..	..	..
Owned & Rented	..	..	..	..	..	..
Total	66	100	53	100	69	100
Middle Schools						
Without Building	..	..	..	..	..	..
Owned	6	20	1	7	..	..
Rented	23	77	14	93	12	100
Rent Free	1	3	..	..	..	..
Owned & Rented	..	..	..	..	..	..
Total	30	100	15	100	12	100

6.6. The massive problem of providing school building can be adequately dealt with only if local resources are also harnessed for this purpose. The problem cannot be left to be solved through Government funds also which may not be available to such an extent in a short span of time.

6.7. Since majority of the schools are in rented buildings, the problems of rented buildings are multiplying. Rents once fixed are not revised soon though there is increase in the market rates with the result that the owners do not take care of repairs and the maintenance of the buildings. More than 88% of primary school buildings fall in the range of less than Rs. 40/- as is clear from the following table:

Table 6.5: Distribution of Primary and Middle Schools according to Monthly Rent of the School Buildings.

Monthly rent (in Rs.)	Baramulla Block		Chandanwari Block		Sumbal Block	
	No. o Schools	Percent-age to total	No. of Schools	Percent-age to total	No. of Schools	Percent-age to total
1	2	3	4	5	6	7
Primary Schools						
Below 20	35	56	36	80	33	48
20—29	15	25	8	18	17	24
30—39	5	8	1	2	11	16
40—49	3	5	..	..	1	2
50—59	2	3	..	..	2	4
Above 60	2	3	..	..	4	6
Total	62	100	45	100	68	100

1	2	3	4	5	6	7
Middle Schools						
Below 20	3	14	2	17	3	25
20—29	2	9	1	8	2	17
30—39	2	9	3	25	3	25
40—49	2	9	3	25	2	17
50—59	3	14	1	8	2	16
Above 60	10	45	2	17	..	..
Total	22	100	12	100	12	100

6.8. There are many problems of rented accommodation, namely, (i) some of the rented school buildings are in a deplorable condition for want of proper maintenance. The owners do not want to spend anything on their repairs, since they receive little as rent and the Government cannot undertake the repairs, (ii) the majority of these buildings were constructed for residential purposes (though at present being used for housing schools) and are totally unsuited for school classes, (iii) in some cases, only one or two rooms of the building are given on rent and the atmosphere of such accommodation is not congenial to teaching, (iv) in many cases, the rates of rent were fixed in the past and these are much lower than the present market rates; and (v) the owners of these buildings try to get them vacated and these become a source of dispute and litigation.

6.9. Keeping in view these problems and the large number of school buildings taken on rent, it is essential that the State Government should evolve a rational policy for smooth running of schools. Some of the suggestions in this regard are:—

1. Proper maintenance of the school buildings;
2. Regular payment of rent;
3. Immediate disposal of pending rent cases;
4. Revised assessment of rent in case of buildings acquired more than 5 years back; and
5. Progressively taking up the construction of own school buildings thereby reducing dependence on rented buildings.

Norms for Government School Buildings

6.10. It has also been observed that some of school buildings have been constructed by Government without taking into account the present, as expected and future enrolment in schools. At some places, they even do not cater to the existing number in rolls, whereas at other places, most of the class rooms have been converted into store rooms. There is also no set pattern of design of buildings. It is suggested that there should be some norms for construction of school buildings—their size, design, pattern, space, cost etc. The State Government can draw upon the technical expertise being provided in this field by the Building Research Institute, Roorkee.

II. DRINKING WATER, ELECTRICITY AND PLAY GROUND FACILITIES

6.11. Besides provision of buildings for schools, it is necessary that the schools should have adequate arrangements for other facilities like drinking water, electricity, play grounds etc. In the present study it has been found that apart from the question of 'adequacy' or 'inadequacy', these facilities may have been considered as a privelege of a few, as is clear from the following information:—

Table 6.6: Availability of Drinking Water Facilities in schools

Type of Schools	Baramulla Block		Chandanwari Block		Sumbal Block	
	No. of Schools	Percentage to total	No. of Schools	Percentage to total	No. of Schools	Percentage to total
1	2	3	4	5	6	7
Primary						
With Facilities	11	17	1	2	8	12
Without Facilities	55	83	52	98	61	88
Total	66	100	53	100	69	100
Middle						
With Facilities	11	37	..	..	..	..
Without Facilities	19	63	15	100	12	100
Total	30	100	15	100	12	100

Table 6.7: Availability of Electricity Facilities in Schools

Type of Schools	Baramulla Block		Chandanwari Block		Sumbal Block	
	No. of Schools	Percentage to total	No. of Schools	Percentage to total	No. of Schools	Percentage to total
1	2	3	4	5	6	7
Primary						
With Facilities	7	11	5	9	4	6
Without Facilities	59	89	48	91	65	94
Total	66	100	53	100	69	100
Middle						
With Facilities	5	17	1	7	..	..
Without Facilities	25	83	14	93	12	100
Total	30	100	15	100	12	100

Table 6.8: Availability of Play Ground Facilities in Schools

Type of Schools	Baramulla Block		Chandanwari		Sumbal	
	No. of Schools	Percentage to total	No. of Schools	Percentage to total	No. of Schools	Percentage to total
1	2	3	4	5	6	7
Primary						
With Facilities	8	12	7	13	2	3
Without Facilities	58	88	46	87	67	97
Total	66	100	53	100	69	100
Middle						
With Facilities	9	30	4	27	3	25
Without Facilities	21	70	11	73	9	75
Total	30	100	15	100	12	100

From the information given in the tables, the magnitude of lack of these minimum physical facilities in school buildings can be clearly assessed. As a matter of fact provision of these facilities is directly linked with the ownership of the school buildings. In Government buildings, the problem is generally that of providing suitable play grounds only whereas in the rented school buildings, these facilities are almost absent. The following suggestions are made in this regard:—

1. In the norms for construction of new school buildings, provision of these facilities should form an integral part.
2. Local Community resources should be mobilised for provision of these facilities in schools, wherever possible.
3. While taking on rent new buildings, adequacy of these facilities should be kept in view.
4. In the existing rented buildings, the owners should be pressed to provide drinking water facilities and electricity (wherever available). In the rent-deeds, there should be a special provision for these facilities.
5. For providing play-ground facilities, wherever it is not possible to provide them in the school, some nearby land (in collaboration with the local community) may be earmarked for this purpose.

III. TEACHING EQUIPMENT

Black Boards

6.12. In this Survey, an effort has been made to ascertain whether the schools have the basic teaching aids, like black boards, library books, maps/charts/globes and science kits. The analysis of the information so collected is given below:—

Table 6.9: Availability of Black Boards in Primary and Middle Schools (percentages)

No. of Black Boards	Baramulla Block		Chandanwari Block		Sumbal Block	
	Percentage of Schools		Percentage of Schools		Percentage of Schools	
	Primary	Middle	Primary	Middle	Primary	Middle
1	2	3	4	5	6	7
Nil	..	..	..	..	..	..
One	22	23	38	26	35	31
Two	33	26	36	48	30	13
Three	18	33	11	26	21	44
Four	7	..	11	..	5	..
Five	13	5	4	..	7	6
Six	5	8	..	..	1	6
More than Six	2	5	..	..	1	..
Total	100	100	100	100	100	100

The above table indicates that:—

(a) All schools have got at least one black board.

(b) Only two per cent primary schools in Baramulla Block and one per cent in Sumbal block have got more than 6 black boards. In case of Middle Schools only 5 per cent schools in Baramulla block have more than 6 black boards. As against this, 23 to 31 per cent of middle schools have only one black board in these three Blocks.

6.13. The spot study of some schools has revealed that it is not the shortage of black boards but their irrational distributions was the real problem. It was found that one single-teacher primary school has more than five black boards, more than required, whereas in

some other schools these were not available in required number. The following suggestions are made in this regard.

1. The distribution of black boards may be rationalised taking into account the actual needs of the schools.
2. Proper repair and maintenance of black boards (some of which have become now white boards) may be looked into.

Library Facilities.

6.14. The position of availability of library facilities in Primary and Middle Schools is given below:

Table 6.10: Availability of Library Facilities in Schools (Percentages)

Library Books	Baramulla		Chandanwari		Sumal	
	Percentage of Schools		Percentage of Schools		Percentage of Schools	
	Primary	Middle	Primary	Middle	Primary	Middle
1	2	3	4	5	6	7
Without Library Facility	26	5	24	5	15	12
Having library facilities with Books						
Upto 100	60	35	56	63	72	38
101—200	8	20	15	27	8	25
201—300	3	20	4	..	4	13
301—400	1	10	1	5	1	..
401—500	1	5	..	..	..	..
Above 500	1	5	..	..	..	12
Total	100	100	100	100	100	100

It will be seen from the above table that 15% of primary schools in Sumbal Block, 24% in Chandanwari Block and 26% in Baramulla Block are without any library faciltiy. In case of middle schools, the percentage of schools without library facility is 12% in Sumbal Block, 5% each in both Chandanwari and Baramulla Blocks. It is not only the provision of library facilities but its usage is equally important. In the schools where these facilities are available, it has been found that the books are either dumped in trunks or almirahs and neither students nor teachers have access to them. At the same time in many cases selection of books for the library was not relevant. There is also no system of issuing the books. Following suggestions are made in this regard:—

1. There should be some norms for provision of recurring and non-recurring grants for libraries in schools. The timely release of grants is also equally important.
2. There should be some guidelines for making purchases of text books vis-a-vis other books.
3. Where it is not possible to provide services of a library assistant, a teacher may be made incharge of maintenance and issue of the library books.
4. Provision of atleast one newspaper in schools should be ensured.
5. Inspecting authorities should also look into the effectiveness of library facilities in the schools.

Maps/Charts

6.15. As will be seen from information given in the table that though maps/charts are available in majority of schools, still 22% primary schools in Sumbal Block and 12% in Baramulla Block are without any map. Similarly 19% middle schools in Sumbal and 15% middle school in Baramulla Block are without any map/chart.

Table 6.11: Availability of Maps/Charts in Schools/Sections

Type of School/Section	Baramulla		Chandanwari		Sumbal	
	No. of School	Percent-age to total	No. of School	Percent-age to total	No. of School	Percent-age to total
1	2	3	4	5	6	7
Primary						
With Maps/Charts	91	88	72	100	64	78
Without Maps/Charts	13	12	..	..	18	22
Total	104	100	72	100	82	100
Middle						
With Maps/Charts	34	85	19	100	13	81
Without Maps/Charts	6	15	..	..	3	19
Total	40	100	19	100	16	100

The main problem is the proper distribution of these maps/charts in schools. It was observed in a spot visit to some schools in the study area that one single-teacher primary school was supplied five wall maps of India (3 in English and 2 in Urdu) but not one relating to the State or the District, whereas the demand of this school is one latest map each of the District, State and the country and if possible, 'the World, it had 5 maps of the same type. It is also necessary that besides the political maps, the maps showing the physical, rain-fall, crops etc. may be made, available to at least such of the Middle schools, which do not have them.

Science Kits

6.16. The Science kits are yet another necessary teaching aid which should be available with all the schools with the introduction of new 10+2 system. The teaching of General Science is required in primary classes also and the corresponding kits on the lines developed by the NCERT needs to be supplied to all schools. The present position of availability of these kits in schools is given below:—

Table 6.12: Availability of Science Kits in Schools

Type of Schools/Section	Baramulla		Chandanwari		Sumbal	
	No. of Schools	Percent-age to total	No. of Schools	Percent-age to total	No. of schools	Percent-age to total
1	2	3	4	5	6	7
Primary						
With Science Kits	7	7	5	7	4	5
Without Science Kits	97	93	67	93	78	95
Total	104	100	72	100	82	100
Middle						
With Science Kits	3	8	..	..	2	13
Without Science Kits	37	92	19	100	14	87
Total	40	100	19	100	16	100

From the table it will be seen that the availability of science kits in Primary and Middle Schools, at present is quite negligible.

6.17. The following suggestions are made in this regard:

1. The State SCERT may undertake to develop suitable science kits for different stages of schools on the lines of those developed by the NCERT, using local material. This will be economical and its production on large scale can be taken up to make available to all schools.

2. For the schools which have science kits, there should be recurring provision for its maintenance as in most of the schools having these kits are not able to keep them in running condition without proper replacements, additions, etc.

3. Some schools which have got these kits but are not able to use them in the absence of trained teachers available in these schools. There is a need for regular orientation of teachers in teaching of science with the help of their kits.

4. In some cases it has been found that teachers were given training in the use of science kits, but were transferred to other schools. Therefore, the transfer policy of teachers having special training in science may need some rationalisation.

CHAPTER VII

SUMMARY: CONCLUSIONS AND SUGGESTIONS

A summary of the conclusions and suggestions which emerge from this Study Report are given as under:—

In Baramulla and Sumbal Blocks, all habitations are having primary schools within a walking distance of 1 km. and 98.3% of the population of Chandanwari Block is having a primary school within a walking distance of 1 km. Within these 3 Blocks only 1.7% of the population needs to be provided with primary schooling facilities within a walking distance of 1 km. (para 3.5.).

7.2 At middle school level, the schooling facilities are available to 90.9% of the population within a walking distance of 3 Kms. in Baramulla Block, 80.6% of the population in Sumbal Block and 89.3% of the population in Chandanwari Block. There is, therefore, a need for providing schooling facilities to children in habitations where facilities at present are beyond walking distance of 3 Kms. (para 3.6).

7.3 There is a gap in provision of High School facilities to the extent of about 18% of the population in Baramulla Block, 15% of the population in Sumbal Block and 40% of the population in Chandanwari Block; assuming the criterion of provision of High School facilities within a walking distance of 5 Kms. (para 3.7).

7.4 In terms of habitations, only 3 habitations remain in Chandanwari Block to be provided with primary school facilities within a walking distance of 1 Km. Gap to be covered for providing Middle School facilities is 5 habitations with 200 or more population without a school within 3 Kms. in Baramulla Block, 4 habitations in Chandanwari Block and 11 habitations in Sumbal block. (paras 3.8 and 3.9).

7.5 Criteria followed by the State Government for identifying a particular school/ section as defunct:

(i) when a school is sanctioned but is not functioning at all;

(ii) when a primary school or a section has enrolment of less than 10; and

(iii) when any section/class from VI—XI has enrolment of less than 5. (para 3.11).

7.6 In opening new schools or upgrading the existing ones a rational need based policy be adopted by preparing topography maps of location of existing schools in the Block. For such rationalisation process, the norms to be adopted to rejuvenate the sick schools are: (a) shifting all such schools to a more suitable location in order to widen their area of coverage; and (b) amalgamation of boys and girls schools as co-educational schools in areas where both the existing schools are having low enrolment. (para 3.12).

7.7 There is a need to expand systematically the programme of Non-Formal Education by converting even some of the day schools to evening full-time schools where the local needs so demand, open more part time schools in the morning/evening and also to start some Non-Formal Education classes with the revised curriculla including the contents of local need besed vocational training, environment improvement and programmes of social awareness. (para 3.14).

7.8 The existing available educational facilities are not being utilised to the optimum level. The extent of under-utilisation is more in case of Sumbal and Chandanwari Blocks. (para 4.2(i)).

7.9 There has been positive effects of enrolment drives organised by the Education Department of the State as is evident from the intake rates of 1976-77 and 1977-78 of Baramulla and Chandanwari Blocks. However, the enrolment in Sumbal Block has been

decreasing abnormally since 1975-76 due to starting of Handicraft Training Centres which attract students for vocational training with daily wages in the form of incentives. (para 4.2(ii)).

7.10 Apart from under-utilisation of existing educational facilities, there is also a high incidence of wastage even in these underutilised facilities. The first kind of this wastage is the high rate of absenteeism among students. The second is the high rate of drop-outs during the course of academic year. (para 4.3).

7.11 The rates of absenteeism in Chandanwari and Sumbal Blocks are high. These are mainly due to rural character of areas where children are engaged on some economic activity or help their families in their family vocations. In Chandanwari Block, the incidence of absenteeism is the highest during the months of June and July when the population there moves to places at high altitudes for grazing their cattle. In Sumbal Block, this phenomenon is at its highest in the months of August, September and October when the children are engaged in watch and ward duties in the orchards and harvesting of the crop. (paras 4.6 and 4.7).

7.12 There is large incidence of drop-outs in the three Blocks. It is more in case of girls than boys. This rate is high in case of Sumbal and Chandanwari Blocks. The incidence is higher at the primary stage than that at the middle stage of education. There is a general upward trend of this type of drop-outs from 1972-73 onwards. The main reason for it is the poor retention or of the schools. (para 4.9).

7.13 The drop out rates of pupils in transition to the next class are higher in 1st and V classes. The students who cross second class of primary stage usually tend to stay in schools up to V class but quite a large number of students drop out in classes I and II. After V class in primary schools most of the students do not go to VI class for which they have to join a separate school. (para 4.12).

7.14 By studying the effect of various components of wastage through the construction of hypothetical movement of the cohort from classes I—VIII, it is seen that out of 1,000 students in class I number of students completing the cycle of eight classes is 526 in Baramulla, 306 in Chandanwari and 189 in Sumbal Blocks. In the Blocks of Chandanwari and Sumbal, the wastage among girls is much more than that of boys, whereas in Baramulla Block the wastage among boys is more than the girls. (para 4.16).

7.15 As against normal 5 pupil-years required for completing the primary stage, the actual time, spent works out as 6 to 10 pupil-years for the three Blocks surveyed. This wastage is the highest in Sumbal Block. Except Baramulla Block, this is higher among girls as compared to boys. (para 4.18).

7.16 In ideal conditions the input/output rations should be one. These ratios worked out as 1.21, 1.61 and 1.85 for the Blocks of Baramulla, Chandanwari and Sumbal respectively. This shows that primary education in these Blocks is almost twice expensive than normally it should be. (para 4.19).

7.17 The Government may evolve such a plan of action which aims at the optimum utilisation of the existing educational facilities. Except the remote and sparsely populated areas where it has not been possible to make educational facilities available so far, stress has to be laid on qualitative improvement of existing facilities so as to improve the retention power of these schools. (para 4.20).

7.18 Some of the suggestions to form part of the plan of action for proper utilisation of educational facilities are (a) continuation of enrolment drives in a systematic manner; (b) provision of Non-Formal/Part-time education for children who cannot come to regular day time schools; (c) restrictions to be placed on employment of children below 11 years in handicraft centres and starting of Non-Formal education centres in that area with carricula including need based vocational training; (d) adjustment in school timings; (e) strict supervision and inspection; (f) introduction of attendance scholarships; (g) provision of suitable incentives like free text books, stationery, uniforms for poor students; (h) introduction of programmes of mass awareness as a part of adult education in low literacy areas; (i) introduction of an element of compulsory attendance for the children of age-group 6-11, the

operational part of which may rest with the revenue agency; (j) introduction of some form of socially useful productive work in schools; (k) provision of minimum physical facilities like furniture, teaching aids, science kits, globes, charts, library books etc.; (l) introduction of system of school complexes for rural backward areas to link number of single-teacher schools to a central school forming nucleus of the complex; (m) provision of training for the teachers of single-teacher schools; (n) delinking of examination results with increment to teachers; and (o) provision of mobile schools for moving population. (para 4.21).

7.19 The three Blocks surveyed are in a favourable position as far as pupil-teacher ratios at various levels of school education is concerned. In these blocks the pupil-teacher ratio at primary stage in 1977-78 varied from 14 to 21 as against the District and State average of 21 and 25 respectively. Similar is the position in respect of middle and secondary stages. (para 5.2).

7.20 The provision of teaching staff in schools in these blocks is uneconomical, since the majority of schools come in the range of 10 pupils per teacher. (para 5.3).

7.21 Regarding recruitment policy for teachers the suggestions made are: (a) there should be separate cadre of teachers for primary, middle, high and higher secondary stages; (b) there should be quota fixed between promotees and direct recruits according to qualifications; and (c) provision of separate cadre for subject and language teachers to be made. (para 5.5).

7.22 There is improvement in the percentage of trained teachers during the period 1974-75 to 1977-78 (para 5.6).

7.23 There are 9.8% teachers in Baramulla Block who are just middle pass and are teaching at primary stage. This percentage for Chandanwari Block is 1% and that for Sumbal Block 2.5%. The majority of teachers at this stage are matriculates. At middle stage the majority of teachers are graduates. It is suggested that State Government should take the necessary steps to see that unqualified teachers acquire the prescribed qualifications in due course (para 5.7).

7.24 On an average 56% of the school teachers have more than 5 years teaching experience. In case of Sumbal Block in particular, the majority of teachers (53%) are new with a teaching experience of one year only (para 5.8).

7.25 It is suggested that the State Government should take necessary steps to put the existing teaching man-power to optimum use by rationalising their postings. Steps may also be taken to raise their competence by organising orientation programmes for them to make them up-to-date in their knowledge and to enthuse awareness in them about their role to help bringing social change in their areas. (para 5.9).

7.26 Though 41% of schools in Baramulla, 81% in Chandanwari and 80% in Sumbal Blocks are reported to have adequate building facilities, 61% in Baramulla, 66% in Chandanwari and 23% in Sumbal Blocks have an instructional area of one square meter or less per pupil (paras 6.2 and 6.3).

7.27 About 71% of the primary schools in Sumbal and 45% in Baramulla Blocks are housed in pucca buildings while the remaining ones are either in semi-pucca buildings or in completely kacha buildings. All the schools of Chandanwari Blocks are reported to have semi-pacca buildings (para 6.4).

7.28 Almost all schools in Chandanwari and Sumbal Blocks and more than 80% in Baramulla Block are in rented buildings. (para 6.5).

7.29 There are many problems of rented accommodation, namely, (i) some of the rented school buildings are in a deplorable condition for want of proper maintenance. The owners do not want to spend anything on their repairs, since they receive little as rent and the Government cannot undertake the repairs, (ii) the majority of these buildings were constructed for residential purposes (though at present being used for housing schools) and are totally unsuited for school classes, (iii) in some cases, only one or two rooms of the buildings are given on rent and the atmosphere of such accommodation is not congenial to teaching; (iv) in many cases, the rates of rent were fixed in the past and these are much

BLOCK BARAMULLA

TEHSIL BARAMULLA

DISTRICT H/Q	⊙
BLOCK BOUNDARY	
VILLAGE BOUNDARY	
RIVERS/NALLA	
ROADS	
JUNGLES	
NEW PRY. SCHOOLS TO BE OPEND	B* G*
PRIMARY SCHOOLS	XB XG
MIDDLE SCHOOLS	⊗B ⊗G
HIGH SCHOOLS WITH PRY. AND MIDDLE SECTION	▲B ▲G
HIGH SCHOOLS WITH MIDDLE SECTION	△B △G

"R.B.L."
EDUCATION DEPTT.
DIRECTORATE OF SURVEY UNIT
J&K. Govt.

BLOCK CHANDANWARI

TEHSIL URI

BLOCK BOUNDARY		
VILLAGE BOUNDARY		
ROADS		
RIVER/NALLA		
JUNGLES		
	BOYS	GIRLS
PRIMARY SCHOOLS TO BE OPENED	*	
PRIMARY SCHOOLS	XB	XG
MIDDLE SCHOOLS	⊗B	⊗G
HIGH SCHOOLS WITH PRY. AND MIDDLE SECTION	▲B	▲G
HIGH SCHOOLS WITH MIDDLE SECTION	▲B	▲G

BLOCK SUMBAL

TEHSIL SONAWARI

BLOCK BOUNDARY	
VILLAGE BOUNDARY	
ROADS	
RIVERS	
JUNGLES	
NEW PRY. SCHOOLS TO BE OPEND	BOYS / GIRLS
PRIMARY SCHOOLS	XB / XG
MIDDLE SCHOOLS	⊗B / ⊗G
HIGH SCHOOLS WITH PRY. AND MIDDLE SECTION	ΔB / ΔG
HIGH SCHOOLS WITH MIDDLE SECTION	ΔB / ΔG

EDUCATION DEPTT.
PLANNING, STATISTICS & SCHOOL

lower than the present market rates; and (v) the owners of these buildings try to get them vacated and these become a source of dispute and littigation. (para 6.8).

7.30 Some of the suggestions regarding school buildings are: (i) proper maintenance of the school buildings; (ii) regular payment of rent; (iii) immediate disposal of pending rent cases; (iv) revised assesment of rent in case of buildings acquired more than 5 years back; (v) progressively taking up the construction of own school buildings thereby reducing dependence on rented buildings. (para 6.9).

7.31 About 83% of primary schools in Baramulla, 98% in Chandanwari and 88% in Sumbal Blocks are without drinking water facilities. Similarly, 89% of primary schools in Baramulla, 91% in Chandanwari and 94% in Sumbal Blocks are without electricity facilities. The primary schools without play ground facilities are reported as 88% in Baramulla, 87% in Chandanwari and 97% in Sumbal Blocks. Similar is the position in middle schools. To meet the problem of lack of physical facilities in schools, the following suggestions are made: (i) in the norms for construction of new school buildings, provision of these facilities should form an integral part; (ii) local community resources should be mobilised for provision of these facilities in schools, wherever possible; (iii) while taking on rent new buildings, adequacy of these facilities should be kept in view; (iv) in the existing rented buildings, the owners should be pressed to provide drinking water facilities and electricity (wherever available). In the rent deeds, there should be a special provision for these facilities; and (v) for providing play-ground facilities, wherever it is not possible to provide them in the school, some nearby land (in collaborations with the local community) may be earmarked for this purpose. (para 6.11).

7.32 The survey of teaching aid facilities shows that (a) all schools have got at least one black board; and (b) only two per cent primary schools in Baramulla Block and one per cent in Sumbal Block have got more than 6 black boards. In case of middle schools only 5 per cent schools in Baramulla Block have more than 6 black boards. As against this, 23 to 31 per cent of middle schools have only one black board in these three blocks. The suggestions made are: (i) the distribution of black boards may be rationalised taking into account the actual needs of the schools; and (ii) proper repair and maintentance of black boards (some of which have become now white boards) may be looked into. (paras 6.12 and 6.13).

7.33 About 15% of primary schools in Sumbal, 24% in Chandanwari and 26% in Baramulla Blocks are without any library facility. In case of middle schools, the percentage of schools without library facility is 12% in Sumbal Block and 5% each in both the blocks of Chandanwari and Baramulla. The suggestions made to improve the availability and use of library facilities are: (i) there should be some norms for provision of recurring and non-recurring grants for libraries in schools. The timely release of grants is also equally important, (ii) there should be some guidelines for making purchase of text books vis-a-vis other books; (iii) where it is not possible to provide services of a library assistant, a teacher may be made incharge of maintenance and issue of the library books; (iv) provision of at least one newspaper in schools should be ensured; and (v) inspecting authorities should also look into the effectiveness of library facilities in schools. (para 6.14).

7.34 Though maps/charts are available in majority of schools, still 22% of primary schools in Sumbal and 12% in Baramulla Blocks are without any map. The same is the position in middle schools. The problem seems to be not of the shortage of the maps but their proper distribution. (para 6.15).

7.35 The availability of science kits in primary and middle schools is quite negligible. The suggestions made to improve the situation are: (i) the State SCERT may undertake to develop suitable science kits for different stages of schools on the lines of those developed by the NCERT, using local material. This will be economical and its production on large scale can be taken up to make these available to all schools; (ii) for the schools which have science kits, there should be recurring provision for its maintenance as in most of the schools having these kits are not able to keep them in running condition without proper replacements, additions etc.; (iii) some schools which have got these kits, but are not able to use them in the absence of a trained teacher available in schools. There is a need for regular orientation of teachers in teaching of science with the help of their kits; and (iv) in some cases it has been found that teachers were given training in use of science kits, but were transferred to other schools. Therefore, the transfer policy of teachers having special training in science may need some rationalisation. (para 6.17).

Annexure I.—Survey Proforma with instructions for filling it

INFORMATION AS ON 30-9-1977

School Information Blank

Identification Data **(For Recognised Schools only)**

Name of the School.....

Village/Town.....Post Office.....

Block/Tehsil/Taluk.....District .....

1. Population of Village :

(a) Population according to 1971 census:

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

(b) Esimated population for 1977:

	All age groups			Age-group 6-10/11			Age-group 10/11-13/14		
	M	F	T	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 sdhool.....

(ii) as middle school .....

(iii) as high/higher secondary school.....

3. Classes provided] From class.....to class.....

4. (a) Whether the School is for

Boys( ) Girls( ) Co-educational( )

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

5. **Management**

(i) Government( )

(ii) Local Body( )

(iii) Private Recognised Aided ( )

(iv) Private Recognised Un-aided( )

6. **School Building** (including information pertaining to primary and Middle sections of composite High/Higher Secondary Schools.

(a) (i) Does the School have a building ? Yes( ) No( )

(ii) If yes, is it owned( ) rented ( ) rent free( ).

(iii) Is it adequate ( ) inadequate ( )

(iv) If no, in (a) (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 aid room, any other specify)

Room No.	Area in Sq. metres	Purpose for which used
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

(c) (i) Are sanitary facilities available for girls? Yes( ) No( )

(ii) If yes, are they adequate( ) Inadequate( )

7. (1) **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 September, 1977.....

(c) Weekly time devoted for — For class III — For Class VII

(i) Class room Teaching

(ii) Work experience/Craft

(iii) Physical Training

(iv) Others.....

(please specify)

8. Equipment (serviceable) available in the School (For Primary and Middle Schools only):

Number

(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 working.

Sl.No.	Name	Sex	Qualifications		Working Hours of teachers per week (within school Hours)					
			Academic	Professional	Total time devoted for class-room teaching		Correction work	Co-curricular activities	Other activities	Total
					Primary classes	Middle classes				
1	2	3	4	5	6	7	8	9	10	11
1.										
2.										
3.										
4.										
5.										
6.										
Others*										
1.										
2.										
3.										

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

10. Enrolment and attendance as on 30-9-1977

Class enrolment	Enrolment (on rolls)						Present on 30-9-1977		Average daily attendance (September, 1977)	
	Total		S.C.		S.T.					
	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
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 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 Ratios (at the mid-month of Academic year)

Academic Session	Category	Enrolment																				
		Class I			Class II				Class III				Class IV				Class V					
		Repeaters	New-Admissions	Total	Repeaters	Promotees	New-Admissions	Total	Repeaters	Promotees	New-Admissions	Total	Repeaters	Promotees	New-Admissions	Total	Repeaters	Promotees	New-Admissions	Total	Promotees from Class V	
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)																					

(Contd.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
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)																				
1975—76	Total (B) S.C. (B) S.T. (B) Total (G) S.C. (G) S.T. (G)																				
1976—77	Total (B) S.C. (B) S.T. (B) Total (G) S.C. (G) S.T. (G)																				

B—Boys. G—Girls. S. C. (—) Scheduled Castes & S.T. (—) Scheduled Tribes

13. Incentives provided to pupils

Incentives	Number of pupils benefitted								
	Total			S.C.			S.T.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	1	2	3	4	5	6	7	8	9
Slates and Pencils . . .									
Books and Stationery . .									
Uniforms									
Attendance Scholarships (Cash)									
Mid-day meals . . .									
Book Bank									
Others (Please Specify) . .									

Instruction 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 the information should be given upto middle stage only where asked for in the questionnaire and higher classes should be omitted.

3. All information should be as on 30-9-77, 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 some elderly men 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 enrolment in your school then you have to enter this item as from class I to 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 casses, then you have to fill this item as from class I to class V.

Item (*5*) Local body implies Municipal, Zilla Parishad, Cantonment Board and Municipal Corporation.

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 in 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 metres 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 metres.

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.

(*iii*) In column (4) under academic qualifications, you have to furnish the highest academic qualification of the teacher. Supposing a teacher is an 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./SVT then only SV/SVT should be mentioned against his name under professional qualifications.

Under columns 6 to 11 the time spent (in clock hours per week) by the teacher within the school hours on various item is to be given. In case of a middle school having primary classes in it, if a teacher is teaching both primary and middle classes, then the time devoted by him/her for teaching each stage should be provided 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 (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 *academic year 1976-77*.

Annexure II—Revised Proforma used for the study by Jammu & Kashmir Government

Intensive School Survey of Tehsil **Block** **on September 30, 1977**

School Information Form **J & K State (District Baramulla)**

A. Identification

1. Name & Address
2. Location: Urban/Rural
3. Classes Taught: From.....to.....
4. Attached classes, if any.....

(5) Shift: One/Two

6. (a) Teaching of science at Secondary stage: Yes/No

   (b) If yes, Laboratory is sufficiently equipped: Yes/No

7. Management: Government/Private Recognised Aided/Private Recognised Unaided
8. (a) Whether the school is for Boys/Girls/Co-educational

   (b) If coeducational, co-education is from Class.....to.....

B. Devlopment of School

Class	I-V Class	VI Class	VII Class	VIII Class	IX Class	X Class	XI Class	XII Class	Remarks
Year of start . . .									

C. School buildings and other Physical facilities

1. Does the School have a building: Yes/No
2. In case yes, is it: Adequate/Inadequate
3. Is the school building: Owned/Rented/Partly Rented/Rent Free
4. Is the school Building: Kachha/Pucca/Semi-Pucca
5. In case school has no building where are the classes held: In a Tent/Shed/Religious Place/Village Panchayat/Samiti Hall/Open Area/Any other (please specify)
6. In case of Rented Building/Block, what is the monthly rent? Rs.....
7. In case the Accommodation is inadequate, please specify the additional/requirements.....
8. (a) Are the sanitary facilities available for Girls: Yes/No
   (b) If yes, are these: Adequate/Inadequate
   (c) Are there any Playground facilities? Yes/No
9. Are the Electric facilities available: Yes/No
10. What are the drinking water facilities: Tap/Well/Other Arrangement (please specify).....
11. Room-wise details of School Building:

Room Number	Area in q. Meters	In case of class-Rooms, for which classes used	In case of other rooms purpose for which used	Owned/Free/ Partly Rented/ Rent free	Kachha/Pucca/ Semi-Pucca	Year of construc-tion of rooms	Condition of the room
1	2	3	4	5	6	7	8
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

D. Details of serviceable equipment available in the school

S.No.	Item	Number meant for			Meant for other purposes please specify	Total
		Primary Section	Middle Section	Secondary Section		
1.	Blackboard					
2.	Maps (Printed only)					
3.	Globes					
4.	Science Kits					
5.	Charts (Printed only)					
6.	No. of Library books					
7.	Radio					
8.	Projector					
9.	T.V.					
10.	Others (pl. specify)					

E. School Timings

(a) Timings: (i) *Winter*: From....to.....(*ii*) *Summer*: From....to....(*iii*) *Sep.* 30, 77: From....to....

(b) Number of working hours in the last working week of September, 1977.....

(c) Weekly Time devoted for	Class VII	Class VIII	Class IX	Class X
(i) Class Room Teaching				
(ii) Work Experience/Craft				
(iii) PhysicalTraining				
(iv) Other (please specify)				
TOTAL				

E. Details of existing Teaching Staff (*As on Septemper 30, 1977*)

S.No.	Name	Age	Grade		Qualification		Teaching Experience		Subjects Taught giving classes
					Academic with subjects	Professional (BEC/B.Ed/ Capsule/I.T./ Pl. specify)	in the School	Total	
1	2	3	4	5	6	7	8	9	10

Working Hours of Teachers per week (within School Hours)

S.No	Total Time Devoted for Class room Teaching (In hours)			Correction Work	Co-Curricular Activities		Total
	Primary Section	Middle Section	Secondary Section				
1	11	12	13	14	15	16	17

G. **Number of Teachers**

Details	September 30, 1974			September 30, 1975			September 30, 1976			September 30, 1977		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Primary Section												
Trained . . .												
Untrained . . .												
Total . . .												
Middle Section												
Trained . . .												
Untrained . . .												
Total . . .												
Secondary Section												
Trained . . .												
Untrained . . .												
Total												
Total												
Trained . . .												
Untrained . . .												
Total												

H. Staff strength and Rationalisation (As per norms) of Staff (Teaching Staff Only)

Particulars	Grades of Teaching Staff							Grades of non-teaching Staff	
	700—1100	475—850	340—700	350—470	260—700	220—430	Total	200—320	170—230
(a) Sanctioned Post · · ·									
(b) Number of Post as per norms									
(c) Filled-in Post · · ·									
(d) Surplus Post · · ·									
(e) Shortage of posts · ·									

I. Flow of Teachers

Particulars	1972—73			1973—74			1974—75			1975—76			1976—77		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
o. of teachers at the beginning f the current year (1st April)															
(b) No. of teachers joined the school during the current year															
(c) No. of teachers transferred to the other schools during the current year															
(d) No. of teachers died or left the school during the current year															
(e) No. of teachers as on 31st March of the given year															

J. Details of Enrolment

Year/Particular	Pre-Primary			I-V Classes			VI—VIII Classes			IX—X Classes			XI—XII classes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
September 30, 1974															
Total															
Gujjar & Bakkarwals . . .															
September 30, 1975															
Total															
Gujjar & Bakkarwals . . .															
September 30, 1976															
Total															
Gujjar & Bakkarwals . . .															
September 30, 1977															
Total															
Gujjar & Bakkarwals . . .															

(Ka). Enrolement and attendance as on 30-9-1977

Classes	No. of Students on Rolls						Present on 30-9-1977						Average Daily Attendance (September 1977)					
	Total			Gujjar & Bakk.			Total			Gujjar & Bakk.			Total			Gujjar & Bakk.		
	B	G	T	B	G	T	B	G	T	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	17	18	19
Pre-Pry.																		
1st																		
2nd																		
3rd																		
4th																		
5th																		
6th																		
7th																		
8th																		
9th																		
10th																		
11th																		
12th																		
Total																		

B—Boys G—Girls T—Total

K(b) Average Monthly Attendance (From March, 1976 to November, 1976)

Class	March		April		May		June		July		August		Sept.		Oct.		Nov.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Pre-Primary																		
1st																		
2nd																		
3rd																		
4th																		
5th																		
6th																		
7th																		
8th																		
9th																		
10th																		
11th																		
12th																		
Total																		

Flow of Students

Year	Particulars	I		II		III		IV		V		VI		VII		VIII		IX		X		Total		
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	T
1972—73	1. Promotees																							
	2. Repeaters																							
	3. Admission during the year																							
	4. Struck Off																							
	5. Total																							
1973—74	1. Promotees																							
	2. Repeaters																							
	3. Admission during the year																							
	4. Struck off																							
	5. Total																							
1974—75	1. Promotees																							
	2. Repeaters																							
	3. Admission during the year																							
	4. Struck off																							
	5. Total																							
1975—76	1. Promotees																							
	2. Repeaters																							
	3. Admission during the year																							
	4. Struck off																							
	5. Total																							
1976—77	1. Promotees																							
	2. Repeaters																							
	3. Admission during the year																							
	4. Struck off																							
	5. Total																							

B—Boys G—Girls T—Total

M. Flow of Students (Gujjars and Bakkarwals)

Year	Particulars	I		II		III		IV		V		VI		VII		VIII		IX		X		Total		
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	T
1972—73	1. Promotees																							
	2. Repeaters																							
	3. Admission during the year																							
	4. Struck off																							
	5. Total																							
1973—74	1. Promotees																							
	2. Repeaters																							
	3. Admission during the year																							
	4. Struck off																							
	5. Total																							
1974—75	1. Promotees																							
	2. Repeaters																							
	3. Admission during the year																							
	4. Struck off																							
	5. Total																							
1975—76	1. Promotees																							
	2. Repeaters																							
	3. Admission during the year																							
	4. Struck off																							
	5. Total																							
1976—77	1. Promotees																							
	2. Repeaters																							
	3. Admission during the year																							
	4. Struck off																							
	5. Total																							

B—Boys G—Girls T—Total

N. Incentives Provided to Pupils (From April, 1, 1976 to March, 31, 1977)

Incentives	Number of pupils benefited						Amount incurred in Rs.					
	All students			Gujjar & Bakkarwals			All Students			Gujjar & Bakkarwals		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Slates & Pencils												
Books & Stationery												
Uniforms												
Scholarships												
Mid-day-meals												
Book Banks												
Financial Assistance												
Others (Please specify) . . .												

Annexure III

NORMS FOR OPENING AND UPGRADING OF SCHOOLS

A. Opening of Schools

1st-Priority

(i) Distance from the nearest primary school/section not to be less than two kilometers; and

(ii) The population of the habitation/feeding habitation not to be less than 200.

2nd Priority

(i) Distance from the nearest primary school/section not to be less than one kilometer; and

(ii) The population of the habitation/feeding habitation not to be less than 100.

B. Upgrading of Primary Schools to Middle Standard

(i) Distance from the nearest middle school/section not to be less than three kilometers; and

(ii) The enrolment in 5th Primary Class not to be less than 10 students.

C. Upgrading of Middle Schools to High Standard

(i) The distance from the nearest high school/section not to be less than five kilometers; and

(ii) The enrolment in 8th class of the middle school not to be less than 20 students.

(iii) Other things remaining the same, preference should be given to such middle schools which have sufficient accommodation, established earlier than others and located at central places.

D. Opening and Upgrading of Girls Schools

The above norms are preferably for schools for boys except in case of opening of primary schools which are to be mixed schools. Women Teachers should be posted in all the new mixed primary schools except in case of inaccessible areas where male teachers should be posted as a special case.

In case of upgrading of schools for girls, criteria given above provide general guidelines and only such schools for girls should be upgraded which prove to be viable educational units with sufficient enrolment. In addition to distance and population factors, the existing and anticipated enrolment should be the major guiding factors.

E. Incomplete Schools

Other things remaining the same preference should be given to upgrade the incomplete middle and secondary schools as complete middle and secondary schools e.g. addition of classes 7th, 8th & 10th.

11—2 EO/ND/80

Enrolment, Population and Enrolment Rate for the Years 1972-73 to 1977-78

BARAMULLA

Year	Enrolment			Population (Estimated)			Enrolment Ratio		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
I-V/6-11									
1972-73	2882	1503	4385	3891	3521	7412	74	43	59
1973-74	2039	1588	4627	3955	3589	7544	77	44	61
1974-75	3151	1630	4781	4032	3658	7690	78	45	62
1975-76	3116	1711	4827	4109	3726	7835	76	46	62
1976-77	3314	1785	5099	4186	3795	7981	79	47	64
1977-78	3465	2042	5507	4262	3863	8125	81	53	68
VI-VIII/11-14									
1972-73	1101	614	1715	2098	1825	3923	52	34	44
1973-74	1124	631	1755	2132	1860	3992	53	34	44
1974-75	1159	646	1805	2174	1896	4070	53	34	44
1975-76	1207	668	1875	2215	1931	4146	54	35	45
1976-77	1255	682	1937	2256	1967	4223	56	35	46
1977-78	1260	774	2034	2298	2002	4300	55	39	47
I-VIII/6-14									
1972-73	3983	2117	6100	5939	5346	11335	67	40	54
1973-74	4163	2219	6382	6087	5449	11536	69	41	55
1974-75	4310	2276	6586	6206	5554	11760	69	41	56
1975-76	4323	2379	6702	6324	5657	11981	68	42	56
1976-77	4569	2467	7036	6442	5762	12204	71	43	58
1977-78	4725	2816	7541	6560	5865	12425	72	48	61
CHANDANWARI									
I-V/6-11									
1972-73	1168	251	1419	1805	1767	3572	65	14	40
1973-74	1199	282	1481	1843	1781	3624	65	16	41
1974-75	1194	318	1512	1832	1795	3677	63	18	41
1975-76	1364	386	1750	1920	1808	3728	71	21	47
1976-77	1661	512	2173	1958	1822	3780	85	28	57
1977-78	1699	484	2183	1997	1836	3833	85	26	57
VI-VIII/11-14									
1972-73	297	28	325	973	916	1889	31	3	17
1973-74	345	37	382	994	923	1917	35	4	20
1974-75	378	36	414	1014	930	1944	37	4	21
1975-76	360	33	393	1035	937	1972	35	4	20
1976-77	383	37	420	1056	944	2000	36	4	21
1977-78	372	40	412	1076	951	2027	35	4	20

Year	Enrolment			Population (Estimated)			Enrolment Ratio		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
I-VIII/6-14									
1972-73	1465	279	1744	2778	2683	5461	53	10	32
1973-74	1544	319	1863	2837	2704	5541	54	12	34
1974-75	1572	354	1926	2896	2725	5621	54	13	34
1975-76	1724	419	2143	2955	2745	5700	58	15	38
1976-77	2044	549	2593	3014	2766	5780	68	20	45
1977-78	2071	524	2595	3073	2787	5860	67	19	44
SUMBAL									
I-V/6-11									
1972-73	1371	342	1713	2982	2599	5681	46	13	30
1973-74	1420	353	1773	3046	2767	5813	47	13	31
1974-75	1406	453	1859	3123	2836	5959	45	16	31
1975-76	1329	471	1800	3200	2904	6104	42	16	29
1976-77	1275	469	1744	3277	2973	6250	39	16	28
1977-78	1223	455	1678	3354	3041	6395	36	15	26
VI-VIII/11-14									
1972-73	509	43	552	1608	1399	3007	32	3	18
1973-74	500	47	547	1642	1434	3076	35	3	18
1974-75	496	50	546	1684	1470	3154	29	3	17
1975-76	450	52	502	1725	1505	3230	26	3	16
1976-77	332	59	391	1755	1541	3307	19	4	12
1977-78	298	67	365	1803	1576	3384	16	4	11
6-14/*I-VIII*									
1972-73	1880	385	2265	4590	4098	8688	41	9	26
1973-74	1920	400	2320	4588	4201	8889	41	10	26
1974-75	1902	503	2405	4807	4306	9113	40	12	26
1975-76	1779	523	2302	4925	4409	9334	36	12	25
1976-77	1607	528	2135	5043	4514	9557	32	12	22
1977-78	1521	522	2043	5162	4617	9779	30	11	21

Annexure V

Government of Jammu and Kashmir Civil Secretariat Education Department

Subject:—Universalisation of Elementary Education—Organisation of Enrolment drives.

Reference:—Recommendations of Senior Education Officers' Conference held in February 1977 on District Educational Planning and Administration.

CIRCULAR

(1) In order to achieve the goal of Universal Elementary Education in the State, the primary schooling facilities have been provided to almost all the habitations with 100 or more population within walking distance of one kilometer. This target is likely to be achieved in the Kashmir Valley by 1978-79. Now it becomes essential that enrolment drives are organised on extensive scale on some systematic lines in order to achieve the target of Universal enrolment.

(2) Certain appreciable steps have been taken by the Field Education Officers in the organisation of enrolment drives but there is an urgent need for co-ordinated efforts on the part of Boys and Girls Wings of Education in this respect. The success of enrolment drives lies not only in their organisation in a systematic manner but also in continuous and effective follow-up.

(3) It is impressed upon all the Field Education Officers of the Department of Education to adopt the following guidelines for the sake of uniformity and effectiveness:—

(a) Catchment area of every Middle and Primary School/section should be defined and circulated among them by the concerned Tehsil Educational Planning Assistant in consultation with Tehsil Education Officer (Boys) and Tehsil Education Officer (Girls).

(b) Head of every Primary and Middle School/section should maintain a register which should contain the following information:—

(i) Map of Catchment Area with names of villages and habitations;

(ii) House list of the catchment area.

(iii) One page for each household with information on various items as shown in Annexure 'A'.

(c) Two or three months before the commencement of the academic year, the teachers of the concerned schools should conduct door-to-door campaigns within the catchment area of the school to identify and register children who should enroll themselves in schools from the new year.

(d) After the start of the school year, the teacher should contact the parents of non-enrolled and non-attending children again to pursuade them to send their wards to school. In these enrolment drives attention may be given to the enrolment and particularly to the continued attendence of girls and children belonging to scheduled castes and Gujjars and Bakkarwals as in case of these categories of children the drop out rate is very high. 'School Improvement Fund Committees' should be actively involved in these campaigns.

(e) Monthly Progress Report should be sent by each school to the concerned Tehsil Education Officer as a follow-up of this programme as per proforma given in Annexure 'B'.

(f) The Tehsil Education Planning Assistant should send following statements to the concerned Tehsil Education Officer (Boys/Girls) and the District Educational Planning Assistants:—

(i) *Monthly Progress Report*: It should contain list of only those schools where the enrolment is going in the proforma given in Annexure 'C'.

(ii) *Quarterly Progress Report*: This report should be prepared after every three months in the proforma as given in Annexure 'D'.

(g) The District Education Planning Assistant should consolidate the Quarterly Progress Reports of the enrolment drives in the proforma as given in Annexure 'D' for submission to the District Development Commissioner, Deputy Directors of Education, Directors of Education & Statistical Wing of the Education Department.

(4) The Director School Education (Girls) and Joint Director School Education (Boys) should immediately issue necessary instructions that the above instructions should be strictly followed *with immediate effect.* They should also ensure that no proforma or survey which is at variance from above guidelines is introduced or followed by the field officers so as to avoid duplication and wastage.

STATEMENT PERTAINING TO UNIVERSALISATION OF ELEMENTARY EDUCATION

Annexure A

I. Register of School-Age Children

Head of every Primary and Middle Schools/Sections/all schools should maintain a register which should contain the following information:—

(a) Map of Catchment Area with name of village and habitation;

(b) Houselist of the catchment area;

(c) One page for each Household with information on the following eight items:—

S. No.	House No.	Name of the Householder	Name of the Children (5 to 14 age-group)	Sex	Age
1	2	3	4	5	6

Year of joining the School	Remarks (If attending the school then name of school, if not attending then reasons thereof)
7	8

Annexure B

II. Monthly Progress Reports on Universalisation of Elementary Education by Primary & Middle Schools/Sections of Secondary.

Monthly Progress Reports should be sent by each school to the concerned Tehsil Education Officer (Boys/Girls) by the first week of every month (except summer/winter vacations) as per following patterns—

1. Name of the School . . . .

	Men	Women	Total
2. Total Population of the catchment area			
3. Total number of Children in age-group			
(a) 6 to 11 years	———	———	———
(b) 11 to 14 years	———	———	———
(c) Total	———	———	———
4. Number of Children going to school in			
Class I	———	———	———
Class II	———	———	———
Class III	———	———	———
Class IV	———	———	———
Class V	———	———	———
Class VI	———	———	———
Class VII	———	———	———
Class VIII	———	———	———
Total	———	———	———
5. If the enrolment is less than the child population or decreasing the reason thereof	———	———	———

III. Progress Report on Universalisation of Elementary Education by Tehsil Education Planning Assistants.

The Tehsil Education Officer (Boys/Girls) of every Tehsil should forward all the progress reports received from various schools to the concerned Tehsil Educational Planning Assistant by the second week of every month. The Tehsil Educational Planning Assistant will submit the following two types of Reports to his District Educational Planning Assistant with copies for information to the concerned Tehsil Education Officer (Boys/Girls).

Annexure C

(*a*) *Monthly Review Reports on Universalisation of Elementary Education*

This report should contain list of only those schools where the enrolment is decreasing as per following proforma:

S. No.	Name of School	Enrolment		Reasons for decrease
		Previous Month	Current Month	
1	2	3	4	5

Annexure D

(*b*) *Quarterly Progress Reports on Universalisation of Elementary Education*

This report is to be sent after every three months i.e. by 15th March, 15th June, 15th September and 15th December as per following proforma:—

Progress Report for Month of March/June/September/December

Name of Tehsil Educational Planning Assistant .....

Tehsil ....

A. *Number of Schools*	For Boys	For Girls	Total
1. Makhtabs & Pathshalas			
2. Primary School/Mobile Schools			
3. Middle Schools			
4. High Schools with Primary Sections only			
TOTAL			
B. *Number of Schools which have* 100% *coverage of their catchment area*			
1. Primary Schools			
2. Middle Schools			
3. High Schools with Primary Sections			
TOTAL			

	For Boys	For Girls	Total
C. *Number of Schoolgoing Children*			
Class I			
Class II			
Class III			
Class IV			
Class V			
Class VI			
Class VII			
Class VIII			
TOTAL			
D. (a) *Total Population of Tehsil*			
(b) *Population of School age Children*			
(i) 6 to 11 age-group			
(ii) 11 to 14 age-group			
(iii) Total			
E. *Percentage of School going Children*			
(i) 6 to 11 age-group			
(ii) 11 to 14 age-group			
(iii) 6 and 14 age-group			

General Remarks

Annexure VI

NORMS FOR RATIONALISATION OF STAFF AND DETERMINATION OF STAFF STRENGTH IN VARIOUS TYPES OF SCHOOLS

I. Teaching Staff

	Plain Areas	Hilly Areas
A. (i) Primary Schools		
(i) One Teacher or average enrolment varying from	10—40	10—30
(ii) Two Teachers for average enrolment varying from	41—60	31—50
(iii) Three teachers for average enrolment varying from	61—90	51—80
(iv) Four teachers for average enrolment varying from	91—120	81—110
(v) Five teachers for average enrolment varying from	121—150	111—150

(vi) If average enrolment of the school exceeds 150, an additional post of a teacher for every section of 40 to 50 pupils.

B. Middle Schools

(i) In addition to the staff for primary departments as mentioned 'A' above for primary schools, one general line teacher for every class/section added after 5th class with average enrolment varying from 5 to 10.

(ii) One special line teacher for each special subject taught in the school i.e. classical languages, Modern Indian Languages, Drawing, Domestic Science, Agriculture etc. Provided the number of students taking each subject is not less than 15 in all three middle classes provided further that Hindi and Sanskrit, Urdu and Persian are grouped together in a single section school.

(iii) An additional post of Physical Training Inspector provided the total enrolment in the school exceeds 200.

(iv) An additional post of Master (Head-teacher) if the total average enrolment exceeds 200 or the school is a full-fledged middle school and there was no such post when the school was upgraded from primary to middle standard.

C. High Schools

(i) Staff for primary and middle sections if attached, as per norms suggested for primary and middle schools at 'A' and 'B' above.

(ii) One additional post of a Master (including science Master) for every section of 5 to 30 students.

(iii) One special line teacher for each special subject taught in the school (subject to minimum of five students) i.e. classical languages, Modern Indian Languages, Art, Agriculture, Domestic Science, Hindi and Sanskrit and one teacher for teaching of Urdu and Persian.

(iv) One post of Physical Training Instructor if there was no such post when the school was upgraded from Middle to High standard.

(v) One post of Headmaster in Gazetted rank.

II. Non-Teaching Staff

(i) *Middle Schools*

One post of peon in those Middle Schools which have more than 300 enrolment.

(ii) *Secondary Schools*

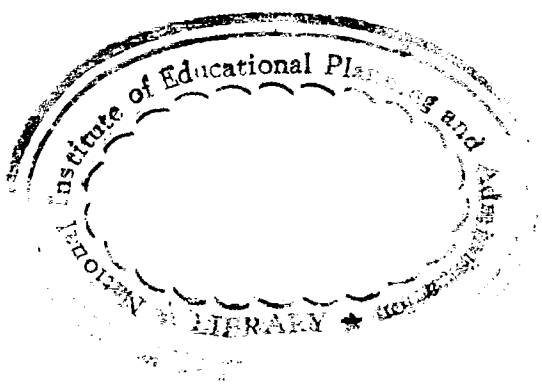
(a) One clerk, one library assistant, one chowkidar-cum-waterman and two peons in such High Schools which have enrolment of 600 or above in Middle and High Sections only.

(b) One clerk, one waterman-cum-chowkidar and one peon in High Schools with enrolment of less than 600 in high and middle sections only.

(c) Responsibility of Library Assistant should be assigned to one of the teachers in High Schools with enrolment of less than 600.

Pattern for provision of Staff for opening and unpgrading of Schools under plan

S. No.	Particulars	Provision of minimum staff (pay scale in brackets)	
1.	Opening of Primary Schools (including Seasonal or Mobile Schools)	One Teacher	(220—430)
2.	Addition of 6th class	One Teacher	(220—430)
3.	Addition of 7th class	One Teacher	(220—430)
4.	Addition of 8th class	(a) One Teacher	(220—430)
		(b) One Master	(340—700)
5.	Addition of 9th & 10th classes	(a) Headmater (One)	(475—850)
		(b) Masters (Four)	(340—700)
		(c) Teachers (Two)	(220—430)
		(d) Physical Training Instructor (One)	(220—430)
		(e) Clerk (One)	(200—320)
		(f) Orderly (One)	(170—230)
		(g) Chowkidar (One)	(170—230)
6.	Addition of 10th class (in case of existing Lower High Schools)	(a) Headmaster (One)	(475—850)
		(b) Master (Two)	(340—700)
		(c) Teacher (One)	(220—430)
		(d) Physical Training Instructor (One)	(220—430)
		(e) Clerk (One)	(200—320)
		(f) Orderly (One)	(170—230)
		(g) Chowkidar (One)	(170—230)
7.	Introduction of subject of Science	(a) Masters (One)	(340—700)
		(b) Laboratory Bearer (One)	(170—230)



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