

STATE REPORT

OF

SIXTH ALL INDIA EDUCATIONAL SURVEY



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DIRECTORATE of School Education
STATISTICS & SURVEY SECTION
(STATE SURVEY UNIT)
TRIPURA : AGARTALA
July 1999

STATE REPORT OF

SIXTH ALL INDIA EDUCATIONAL SURVEY



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**DIRECTORATE OF SCHOOL EDUCATION
STATISTICS & SURVEY SECTION
(STATE SURVEY UNIT)
TRIPURA : AGARTALA
JULY, 1999**

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FOREWORD

For comprehensive educational planning and formulation of educational policies All India Educational Surveys are very useful sources of data-base. Besides, the data of these surveys are widely used by the researchers, social scientists and educationists etc. The present Sixth Survey has been conducted to fulfil these requirements for all.

The reference date of the present survey is 30th September, 1993. Six schedules were canvassed for data collection. For the first time this survey is a source of uniform data-base on school education with the help of computer network facilities of the National Informatics Centre (N.I.C.).

This State report includes findings of the Sixth All India Educational Survey conducted in the State. The report will enable one to assess the achievements and requirements of future follow up action in the field of School Education after the eighth five year plan.

Successful completion of large scale survey of this type is, undoubtedly, a difficult task for a land-locked backward State like Tripura. I would like to express my deep appreciation of the strenuous team work and spirit of co-operation put in by the officials of Survey and Statistics Section at all levels and large army of survey officials like the teachers, the Headmasters, the Education Officers, the village people and the concerned officials of other organisations but for whose sincere efforts it would have been impossible for us to complete the various stages of the entire work successfully.

Last of all I thank all the concerned officials who took part in the Survey.

Agartala,
The 7th July, 1999

R.K. Debnath,
Director of School Education,
(Ex. Officio Director of Survey),
Tripura.

PREFACE

National Council of Educational Research and Training has been conducting All India Educational Surveys (AIES) in the field of school education in the country and publishing reports which provide detailed educational statistics and information for planning. Five such surveys were conducted and reports in this regard were published.

The Sixth All India Educational Survey was conducted with reference date as 30th September, 1993 and as a joint venture of the National Council of Educational Research & Training (NCERT) and National Informatics Centre (NIC) with twin objectives; to provide data for educational planning specially during 'Ninth Five Year Plan' and to create a uniform school data-base for wide dissemination of information on magnetic media.

As a part of All India programme the School Education Department of Tripura conducted the survey under the stewardship of separate survey unit spreading from District level to Block level as per guidelines given by NCERT. Besides, a separate Monitoring and Review Committee was constituted under the Chairmanship of Commissioner, Education Department to monitor the pace of work from time to time.

For writing up State Report a State Unit was constituted under guidelines of NCERT. The unit was entrusted to write report on the findings of the survey.

This report is an out-come of the above endeavour and deals with the analysis and findings of data in respect of the State, Tripura, collected in course of the Sixth All India Educational Survey in the State.

It is hoped that the information presented in this report will not only be useful to planners, administrators and educationists but also to every-one who is interested in the educational welfare for this tiny backward State.

I specially express my regard to Sri B.K.Sarkhel for his precious guidance as State Survey Officer in course of the Survey during the crucial stage.

I acknowledge thanks to all officials of the State Education Department mainly the staff of Statistics & Survey Section in the School Education Department and NIC, Tripura State Unit who had their very sincere and valuable contribution in order to complete this gigantic task. I also, express my gratitude to the Director of School Education (Ex. Officio Director of Survey), Director, N.I.C., Tripura State Unit and NCERT authority.

*Agartala,
The 2nd June, 1999*

**S. ROY CHOUDHURY,
Senior Research Officer,
State Survey Officer,
Tripura.**

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State Survey Officer.

Sri Milan Chandra Sarkar,
Consultant.

Sri Anjan Bikash Debroy,
Statistical Assistant.

Sri Tapan Kumar Majumdar,
Stenographer.

And

Other members of the statistics and survey section,
Directorate of School Education,
TRIPURA

SIXTH AIES PROJECT TEAM

A. STATE SURVEY UNIT

Sri R.K. Debnath, Director of School Education.	Ex. Officio Director of Survey.
Sri B.K. Sarkhel, Senior Research Officer.	State Survey Officer (Upto 31.10.95)
Sri S. Roy Choudhury, Senior Research Officer.	Asstt. State Survey Officer, (Upto 30.10.95) State Survey Officer (w.e.f. 31.10.95)
Sri A. B. Deb Roy, Planning Assistant.	Statistical Assistant.
Sri B.B. Majumdar, Planning Assistant.	Statistical Assistant.
Sri T. K. Majumdar, Stenographer.	Steno-typist.
Sri S. Dasgupta, Senior Computer.	Accountant.

B. DISTRICT SURVEY UNIT

Sri N.C. Das, District Planning Officer.	District Survey Officer. West Tripura
Sri G. Debbarma (Sen) District Inspector of Schools.	District Survey Officer. South Tripura.
Sri S. M. Ali, District Inspector of Schools.	District Survey Officer. North Tripura.
Sri D. C. Dey, Deputy Principal Officer (Social)	Co-ordinating Officer. T.T.A A.D.C.

C. BLOCK SURVEY UNIT

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Sri T. Chakraborty, I/S, Bishalgarh.	B.E.O., Bishalgarh.
Sri J.C. Deb, I/S, Bishalgarh (A.D.C.)	B.E.O., Bishalgarh.

Sri S. C. Saha, A.I.S, Jampuijala (A.D.C.)	B.E.O., Bishalgarh.
Sri R. Majumdar I/S, Mohanpur.	B.E.O., Mohanpur.
Sri D.K. Chakraborty, A.I.S, Mohanpur (A.D.C.)	B.E.O., Mohanpur.
Sri N.G. Bhattacharjee, I/S, Jirania.	B.E.O., Jirania.
Sri P. Bhattacharjee, I/S, Jirania (A.D.C.)	B.E.O., Jirania.
Sri R. C. Deb, I/S, Teliamura.	B.E.O., Teliamura.
Sri U. C. Roy, I/S, Teliamura (A.D.C.)	B.E.O., Teliamura.
Sri L. M. Debbarma, I/S, Khowai.	B.E.O., Khowai.
Sri R. C. Chowdhury, A.I.S, Khowai (A.D.C.)	B.E.O., Khowai.
Sri S. C. Debnath, I/S, Sonamura.	B.E.O., Melaghar.
Sri G. Ghosh, A.I.S, Melaghar (A.D.C)	B.E.O., Melaghar.
Sri S. K. Nath, I/S, Dharmanagar.	B.E.O., Panisagar.
Sri S. S. Dey, A.I.S., Kanchanpur (A.D.C.)	B.E.O., Panisagar.
Sri L. M. Sailo, I/S, kanchanpur.	B.E.O., Kanchanpur.
Sri A. K. Bhattacharjee, A.I.S., Pecharthal (A.D.C.)	B.E.O., Kanchanpur.
Sri C. R. Dhar, I/S, Chailengta.	B.E.O., Chamanu.
Sri S. Misra, A.I.S., Chailengta (A.D.C.)	B.E.O., Chamanu.
Sri A. R. Das, I/S, kailashahar.	B.E.O., Kumarghat.
Sri N. Sarma Roy, I/S, Chailengta.	B.E.O., Kumarghat.
Sri D. Roy, I/S, Kamalpur.	B.E.O., Salema.

Sri A. K. Dey, A.I.S., Ambassa (A.D.C.)	B.E.O., Salema.
Sri B. Das, I/S, Udaipur.	B.E.O., Matabari.
Sri P. B. Bhowmik, I/S, Udaipur.	B.E.O., Matabari.
Sri D. Choudhury, I/S, Amarpur.	B.E.O., Amarpur.
Sri J. B. Debnath, P/I, Amarpur (A.D.C.)	B.E.O., Amarpur.
Sri C. R. Debbarma, A.H.M., Gandacherra H.S. School	B.E.O., Dumburnagar.
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Sri B. Sarkar, I/S, Belonia.	B.E.O., Rajnagar.
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Sri S. C. Das, I/S, Santirbazar.	B.E.O., Bagafa.
Sri S. Sarkar, I/S, Sabroom.	B.E.O., Satchand.
Sri M. Banerjee, I/S, Sabroom (A.D.C.)	B.E.O., Satchand.

In addition to the above designated survey officials 967 nos. of teachers, headmasters and other officials were engaged as enumerators/scrutinisers at various levels for collection of primary data as per prescribed formats and their scrutiny thereof.

MONITORING AND REVIEW COMMITTEE

- | | | |
|--------|--|-----------|
| (i) | Commissioner, Education Department | Chairman. |
| (ii) | Director of School Education | Member. |
| (iii) | Joint Director, State Institute of Education | Member. |
| (iv) | Principal Officer (Education), TTAADC | Member. |
| (v) | Director, Social Welfare and Social Education | Member. |
| (vi) | State Informatics Officer, N.I.C. (State Unit) | Member. |
| (vii) | Deputy Director of Education, West District | Member. |
| (viii) | Deputy Director of Education, North District | Member. |
| (ix) | Deputy Director of Education, South District | Member. |
| (x) | State Survey Officer | Convenor. |

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CHAPTER - I

INTRODUCTION

1.1 (a) IMPORTANCE OF EDUCATIONAL SURVEYS

The basic educational statistics are collected by the Ministry of H.R.D and the Planning Commission annually from all the States/UTs in the country in their several Management Information forms. These statistics relate to number of schools, enrolment and teachers in various types of educational institutions in the country. Besides, educational expenditure and examination results of different important courses are also covered by the Ministry annually. These statistics are more or less abstract in nature and do not cover the physical facilities available in the school and the extent of schooling facilities for different levels of school education available to the people at the grassroot levels. As a result, data gaps are noticed while formulating Five year Plan in particular. To bridge the data gaps the Ministry, therefore, asked the States /UTs through the NCERT to undertake All India Educational Surveys (A.I.E.S.) from time to time. The present survey is the Sixth in the series of A.I.E.S.

1.1 (b) SIXTH AIES OBJECTIVES

In September, 1993 the Ministry of Human Resource Development, Govt. of India requested the States/UTs.. Governments to launch the Sixth All India Educational Survey in their areas and to provide all the support needed for its successful conduct.

Ministry intimated that for the first time, in addition to complete enumeration, certain data would be collected from the sampled schools and the computer system would be used for processing of data. The work would be organised and supervised by National Council for Educational Research & Training (NCERT), The National Informatic Centre (N.I.C.) would share the responsibility of giving technical guidance of computerisation of data collected thereof. The reference date of the Survey was 30th September, 1993.

The Ministry felt it necessary to create a sound latest data base for School Educational Planning and Administration purposes, both at the National level and State/UT level during the Ninth Plan period.

THE DETAILED OBJECTIVES OF THE SURVEY ARE GIVEN BELOW :-

- 1) To create data base of the Sixth A.I.E.S. for use of different agencies.
- 2) To develop Management Information System (MIS) for use at various levels of administration.
- 3) To assess the present position of educational facilities for various school stages in respect of coverage of the school-going population; the distance to be covered by a child to reach the school; enrolment in general, and of Scheduled Castes (SC) and Scheduled Tribes (ST) children and girls in particular with special reference to Universalisation of Elementary Education (UEE).
- 4) To assess the availability of physical facilities, like school building, play-ground, furniture etc.
- 5) To assess the availability of basic amenities like medical check up, drinking water, urinals etc.

- 6) To identify incentive schemes and the number of beneficiaries.
- 7) To assess the position of educational inputs like black-board and chalk, library, laboratory, text-book, book-bank etc.
- 8) To know about the academic and professional qualifications of working teachers with special reference to teaching of science and mathematics and to determine attrition rate in the teaching profession.
- 9) To assess the availability of other educational facilities like non-formal education, education for disabled children and pre-primary education.

1.2 SCOPE OF SIXTH A.I.E.S

The information was collected through structured questionnaires covering the following items :-

- i) Educational facilities in rural and urban areas regarding (a) General Education, (b) Non-formal Education, (c) Special education and (d) Pre-primary education.
- ii) School characteristics.
- iii) Facilities for academic activities, (a) Language teaching and medium of instruction, (b) Courses offered at Higher Secondary Stage, (c) Integrated educational programme.
- (iv) Physical Facilities like (a) Accommodation, (b) Library, (c) Guidance and counselling, (d) Teaching of Science and Home Science.
- (v) Sports and Games Facilities.
- vi) Teacher's strength.
- vii) Enrolment.
- viii) Qualitative aspect of Facilities:

(a) Accommodation,	(b) Teaching aids,	(c) Library
(d) Sports and games material.		
- ix) Ancillary services:

(a) Health,	(b) Incentive schemes.
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- x) Media of instruction and language teaching.
- xi) Age-grade wise enrolment.
- xii) Repeaters.
- xiii) Income and expenditure.
- xiv) Teachers personal characteristics.
- xv) Their academic and professional competence.
- xvi) Competence in mathematics and science teaching.
- xvii) District level income and expenditure.
- xviii) Enumeration of every distinct habitantion.
- xix) Enumeration of every recognised primary, upper-primary, secondary and higher secondary school.

1.3 TOOLS OF THE SURVEY

In order to realise the objectives of the Survey following Six proforma were developed at national level :-

- a) Village Information Form (VIF) was canvassed in all the Census Villages of the country to collect educational facilities in rural areas. This form was filled in by the teacher of the recognised school of the village.
- b) Urban Information Form (UIF) was canvassed in all the cities and towns of the

country to collect educational facilities in Urban areas. This form was filled in by the teachers of the recognised school of the urban areas.

- c) School Information Form-1(SIF-1) was canvassed in all the recognised schools to collect information, about schools and their physical facilities. The part A of this form was filled in for all the schools whereas part B of the form was responded by Secondary/Higher Secondary School. This form was completed by the Headmaster or Teacher-in charge of the respective school.
- d) School Information Form-2(SIF-2) was canvassed in the sampled recognised schools to collect media or instructions, age-wise enrolment, repeaters, incentive schemes etc. in schools. This form was completed by the Headmaster/Teacher in charge of the respective school.
- e) Teacher Information Form (TIF) was canvassed among all the teachers of the sampled schools to collect bio-data regarding educational qualifications, experience, specialisation and other activities of the teachers. This form was filled up by the respective teacher.
- f) Educational Finance Form(EFF) was canvassed at the District level to collect on the total recurring and non-recurring income & expenditure for Govt. and private schools in the entire District. This form was filled by the District Education Office.
- g) Education Statistics A flash(ESF) was filled up by compiling data at the Block/ Town level after collecting the information from all villages and schools in the Block/ Town through VIF &SIF. This form contain the total no.of habitations in the rural areas, schooling facilities available in habitations in rural areas, no. of different types of schools/teachers in both rural and urban areas. This form was filled up by Block/Town Education Officer.

1.4. CONCEPTS AND DEFINATIONS

The definitions and concepts of various important terms used in the above Forms of data collection are illucidated below:-

- i) Village-Village here means revenue villages as used in the 1991 Census. It represents a parcel of land whose boundaries are defined and settled for revenue purposes. A village with no population will be termed as "Deserted" or "Uninhabited" village.
- ii) Habitations- A habitation is a distinct cluster of houses where people live in compact contiguous manner.
- iii) Urban areas- All areas which were identified as 'Urban' at the time of the 1991 Census or subsequently notified to be so are to be treated as urban.
- iv) Rural areas- Areas which are not urban shall be treated as rural.
- v) Recognised School- A recognised School is one in which courses of study followed are prescribed or recognised by the Govt. or a Board constituted by law or by any other agency authorised in this behalf by the Govt.
- vi) Section- All students of a class are divided into groups for the convenience of teaching. Each group is called a section.
- vii) School stages- Various combinations of classes of the school system constitute Primary, Upper-Primary, Secondary and Higher Secondary stages.
- viii) Distance- The distance between two habitations or between a school and a habitation is convenient walking distance between the central points of the two habitations or the school and the central point of a habitation.
- ix) Management- The authority which runs a school determines its type of manage

- ment. It may be Government, Local Body, Private aided or Private un-aided.
- x) Trained Teacher- A 'trained teacher' is one who has successfully undergone a course of teacher-training.
 - xi) Repeaters - Those pupils who were in the same class in the previous year are to be treated as repeaters.

1.5. ORGANISATION OF SURVEY AT THE STATE LEVEL

The Survey was conducted jointly by the Ministry of Human Resource Development (MHRD), the National Council of Educational Research and Training (NCERT), the National Informatics Centre (NIC) and the State Education Department.

The MHRD provided Financial and administrative support for the execution of the project in the State. The NCERT provided necessary technical guidance in the matter and took responsibility for developing the Questionnaires canvassed in the Survey and the tabulation Formats in which Block, District and State-level data are tabulated uniformly throughout the country. They, also helped the State Unit in organising training programmes so as to collect and compile uniformly the Survey data according to the various concepts and definitions laid down for the purpose. Release of funds, supply of computerised collection formats etc. were vested to the NCERT.

The NIC shared the responsibility of giving technical guidance of computerisation of data and generation of Block/District/State tables with the help of State Survey Unit of the State Education Department.

As a part of All India Programme, the State Education Department constituted separate Survey Unit at the State, District and Block level as norms framed by the NCERT for accomplishment of the survey in the State.

Accordingly following survey machinery was created at different levels of educational administrative infrastructure :-

A. STATE SURVEY UNIT (SSU)

<u>SL. NO.</u>	<u>NAME OF THE SURVEY POST</u>	<u>INCUMBENCY</u>
1.	Director of the Survey (Ex-Officio)	Director of School Education.
2.	State Survey Officer (SSO)	Senior Research Officer (attached to the School Directorate)
3.	Asstt. State Survey Officer	Statistical Officer.
4.	Statistical Assistant	2 (two) Planning Assistants.
5.	Steno typist	Stenographer attached to Statistics & Survey Section.

B. DISTRICT SURVEY UNIT (DSU)

1.	District Survey Officer (DSO)	3 (three) District Level Officers (one for each District)
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C. BLOCK SURVEY UNIT (BSU)

1	Block Education Officer (BEO)	36 Inspectors of School/ Asstt. Inspectors of School (ADC & Non-ADC areas)
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For smooth and proper supervision of the Survey work in the schools under the control of the Tripura Tribal Areas Autonomous District Council (TTAADC), an officer of the Council was also appointed as Co-ordinating Officer in addition to the sanctioned strength.

Besides, the Deputy Director of Education at the District Head Quarters also supervised the Survey work.

In addition to the above framed survey unit at different levels a good number of selected teachers and other officials were engaged in the survey for collection, scrutiny at different levels.

All the above officials rendered their survey duties in addition to their own routine work.

The State Government provided all other help like deployment of staff, use of office equipments, accommodation, vehicles and provision of other incidental expenses not covered by the items financed by the Ministry through the NCERT.

Lastly, a State level Monitoring and Review Committee headed by the Commissioner, Education Department was constituted to provide administrative and operational support to the State Survey Unit. An Officer from the NIC (State Unit) was included in the said committee for providing co-ordination between the SSU and NIC.

1.6. STATE PROFILE

Tripura is a land locked State hemmed on three sides by Bangladesh. In the east it has a common boundary with Cachar district of Assam and the State of Mizoram. It has an area of 10,491.69 sq. kms. As per 1991 Census it has a population of 27,57,205 nearly 31% of the population is represented by Tribal communities and about 16% constitute S.C. communities. The ancient State of Tripura had been ruled by a princely house for several centuries. The erstwhile princely State merged with Republic of India in the year 1949. Finally on and from 21st January, 1972 Tripura became a full-fledged State. The State is endowed with pictureque lush and green hills, forests, rich cultural heritage and tradition.

The State occupies a strategic position on the map of the country by virtue of having a long international border with Bangladesh that measures as long as 839 kms. But the State is not easily communicable. The chicken neck bus cum rail route to Calcutta which carries one via Guwahati measures about 1,445 kms and the rail road in Tripura is extended upto Kimarghat (about 44.72 kms within the State) in North Tripura District. The capital Agartala is conveniently connected with the main land by air route at a high cost to Guwahati in the East and Calcutta in the west.

Prior to independence the State had a small population. The main stay of the economy was agriculture. With the merger of the State to Indian Republic all on a sudden, the State witnessed drastic changes not only in political life but also in every sphere of socio-economic life of the people. The partition of the country brought in its wake massive forces of change like mass migration from across the border. As a result the local population of Tripura got virtually inundated bringing about a drastic change in the demographic order of the State. The local tribal people in their own home-land became minority and migrating population became majority. For Government, there has been new hopes to achieve the lofty goals of welfare and development as enshrined in the Constitution. On the other hand people who crossed over to Tripura from across the border leaving their home and hearth also aspired to make a new beginning.

Obviously, the task before the new Government was to provide to the people the minimum social services and protection like health care, home and education.

During the princely days scanty attention was paid to the development of education of the local people. All the basic requirements of running the day to day administration was

met by picking up handful of educated people from the adjoining districts of the then greater Bengal.

But this scenario has been completely changed after the Independence. In spite of socio-economic backwardness there has been a tremendous growth in educational facilities at all levels of education during the last 50 years of independence. The growth in enrolment and schooling facilities at all levels specially in the elementary stage as a part of Universalisation of Elementary Education is the result of strenuous strides. However, from a comparative study it is clear that still we are lagging behind almost in all respect from the national level of development. The major administrative divisions in the State are the Districts. There were three Districts named West Tripura District, North Tripura District and South Tripura District. Each District was comprised of several Sub-Divisions which were the next administrative units below the District level. The West Tripura District comprised of Sadar, Khowai and Sonamura Sub-divisions, the North Tripura District comprised of Kamalpur, Kailashahar and Dharmanagar Sub-divisions and South Tripura District comprised of Udaipur, Amarpur, Belonia and Sabroom sub-divisions. Another divisions below the district level for development and planning purposes were the rural development blocks. While the boundaries of some of the blocks were co-terminus with the sub-divisional boundaries, some of the big sub-divisions were comprised of more than one blocks. The Sadar sub-division of West Tripura District had three blocks viz. Jirania, Mohanpur and Bishalgarh; the Khowai sub-division had two blocks viz. Khowai and Teliamura and Sonamura sub-division had only one block viz. Melaghar block. In the North Tripura District, the Kamalpur sub-division had only one block viz. Salema block; Kailashahar sub-division had two blocks viz. Kumarghat and Chamanu and the Dharmanagar sub-division had two blocks viz. Panisagar and Kanchanpur. In the South Tripura District the Udaipur sub-division comprised of only one block viz. Matabari block. The sub-division of Amarpur comprised of two blocks viz. Amarpur and Damburnagar; the sub-division of Belonia comprised of two blocks viz. Rajnagar and Bagafa and the sub-division of Sabroom had only one block viz. Satchand. Among the 18 urban areas there were ten towns located at the 10 (ten) sub-divisional Head Quarters; there were 2 (two) Notified areas viz. Kumarghat and Teliamura and the rest were 6 (six) C.Ts as per 1991 Census. The total number of Revenue villages (Mouzas) was 856 out of which 1 (one) was uninhabited.

Besides, to safeguard the interest of the tribal people of the State, Government had set up an Autonomous District Council named Tripura Tribal Areas Autonomous District Council (TTAADC) in January, 1982 under the 7th Schedule to the Constitution of India. The TTAADC under the 6th Schedule of the Constitution of India came into effect from July, 1985.

The pattern of School Education in the State follows the usual National pattern namely the primary stage which is comprised of five years of schooling, the middle stage which is comprised of three years of schooling, the secondary stage which is comprised of two years of schooling and higher secondary stage comprised of two years of schooling. The primary education is imparted in Primary/Junior Basic Schools and in attached Primary Sections of Middle, High and Higher Secondary Schools. The middle stage of education is imparted in Senior Basic/Junior High Schools and also in the attached Middle Sections of High and Higher Secondary Schools. The secondary education is imparted in High Schools and in attached Secondary sections of Higher Secondary Schools.

CHAPTER - II

HABITATIONS IN RURAL AREAS

Till 1981, the Census authorities enumerated all big and small habitations having a name as villages since cedestral survey in the State was not completed then. From 1981 Census, however enumeration works took place on the basis of Cedestraly surveyed Revenue villages (locally termed as Mouzas). The 1991 Census counted in all 856 such villages, of them one was found to be uninhabited. The direction of the NCERT was to consider the villages enumerated in 1991 Census as the basic unit in the Sixth All India Educational Survey also. Accordingly, the Survey was conducted on the same number of villages i.e. 856. Further the instruction in the Survey was to indentify and collect data in respect of each and every habitation within a village.

According to the Survey, the defination of a habitation is 'a distinct cluster of houses existing in a compact and contiguous manner with a local name and it's population should not be less than 25 in plain areas and less than 10 in hilly or sparsely populated areas'.

2.1 VILLAGES BY POPULATION

According to the Survey, the defination of a village means the Census Revenue village as used in the 1991 Census. It represents a parcel of land whose boundaries are defined and settled for Revenue purposes. A village with no population will be termed as 'deserted' or 'uninhabited'.

The present Survey counted in all 6,802 rural habitations in the State spread over 855 inhabited villages.

Thus the number of habitations per village works out to about 8.

As far as possible, habitation-wise population was collected in the Survey from the records maintained in the Panchayat Registers. But, where such records were not available the population was estimated following the annual rate of growth of population. The Survey thus estimated the total rural population of the State at 24,76,258. The average population of a habitation in the State accordingly works out to about 364 persons. The detailed data pertaining to villages, habitations and their population are available in the State Tables No. SV2 and SV6-9 of the Survey. To examine the population structure of the villages, the following statement is prepared on the basis of State Table SV9 :-

STATEMENT NO. 2.1 : NUMBER OF VILLAGES IN VARIOUS POPULATIONS SLABS AND THEIR POPULATION

Population slabs	No. of villages	Percentage of village	Population	Percentage of population
1	2	3	4	5
5000 & above	125	14.62	9,36,646	37.83
2000 to 4999	359	41.99	11,45,242	46.25
1000 to 1999	199	23.28	2,95,761	11.94
500 to 999	101	11.81	76,351	3.08
300 to 499	42	4.91	17,025	0.69
Below 300	29	3.39	5,233	0.21
Total	855	100.00	24,76,258	100.00

Source - State Table SV9

The Statement above shows that out of the total 855 inhabited villages 683 (79.89%), villages have population 'above 1,000' and these villages contain 23,77,649 population i.e. about 96.02% of the total rural population. Besides, the total No. of villages having population 'below 500' works out to 71 (8.30%) and the population covered by them is 22,258 (0.90%).

2.2 HABITATIONS IN DIFFERENT POPULATION SLABS

To Study the habitations in different population slabs for all habitations, predominantly populated by S.C./S.T. the following statements are prepared from the state tables SV6-8 :-

STATEMENT NO. 2.2 : NUMBER OF HABITATIONS IN VARIOUS POPULATION SLABS AND THEIR POPULATION.

All Habitations

Population slabs	No. of habitations	Percentage of habitations	Population	Percentage of population
1	2	3	4	5
5000 & above	1	0.01	6,570	0.27
2000 - 4999	62	0.91	1,55,811	6.29
1000 - 1999	382	5.62	4,90,235	19.80
500 - 999	1,110	16.32	7,63,521	30.83
300 - 499	1,224	18.00	4,67,143	18.86
100 - 299	2,763	40.62	5,11,087	20.64
Below 100	1,260	18.52	81,891	3.31
Total	6,802	100.00	24,76,258	100.00

Source - State Table SV6

The above statement shows that out of the total 6,802 habitations only 445 (6.54%) habitations have population above 1000 and these habitations contain 6,52,616 population i.e. about 26.36% of the total rural population. The total no. of habitations having population 'below 300' works out to 4,023 (59.14%) and the population covered by them is 5,92,978 (23.95%). Thus, the statistics of habitation and their population reflect that the State has a

predominant number of small sized habitations (with population less than 300). A good number of these small habitations have population even 'below 100' or even 'below 50'.

STATEMENT NO. 2.2 (A) : NUMBER OF HABITATIONS IN VARIOUS POPULATION SLABS AND THEIR POPULATION.

Predominantly populated by s.c.

Population slabs	No. of habitations	Percentage of habitations	Population	Percentage of population
1	2	3	4	5
5000 & above	1	0.15	6,570	1.97
2000 - 4999	8	1.20	19,377	5.80
1000 - 1999	56	8.42	70,831	21.20
500 - 999	193	29.02	1,30,902	39.19
300 - 499	152	22.86	59,517	17.82
100 - 299	214	32.18	44,175	13.23
Below 100	41	6.17	2,643	0.79
Total	665	100.00	3,34,015	100.00

Source - State Table - SV7

With a view to examine the position of habitations pre-dominantly populated by S.C. the above statement is presented. It may be mentioned here that the criteria for considering a habitation as S.C. was according to the proportion of S.C. population living in the habitation i.e. if the population of S.C. was 50% or more. Out of the total 6,802 habitations 665 (9.78%) were identified as S.C. habitation. It will further be seen from the statement that the percentage of S.C. habitations having population 'more than 1000' is 9.77. Similarly, the percentage of S.C. habitations having population 'below 300' works out to 38.35.

STATEMENT NO. 2.2 (B) : NUMBER OF HABITATIONS IN VARIOUS POPULATION SLABS AND THEIR POPULATION.

Predominantly populated by S.T.

Population slabs	No. of habitations	Percentage of habitations	Population	Percentage of population
1	2	3	4	5
5000 & above	0	0	0	0
2000 - 4999	1	0.02	2,712	0.30
1000 - 1999	38	0.91	44,239	4.92
500 - 999	274	6.58	1,81,120	20.13
300 - 499	589	14.13	2,19,416	24.39
100 - 299	2,120	50.86	3,77,861	42.01
Below 100	1,146	27.50	74,221	8.25
Total	4,168	100.00	8,99,569	100.00

Source : State Table - SV8

Further with a view to examine the position of habitations pre-dominantly populated by S.T. the above statement is prepared. It may be mentioned here that the criteria for considering a habitation as S.T. was according to the proportion of S.T. population living in the habitation i.e. if the population of S.T. was 50% or more. Out of the total 6,802 habitations 4,168 (61.28%) were identified as S.T. habitation. It will further be seen from the statement that the percentage of S.T. habitations having population 'more than 1000' is 0.93. Similarly, percentage of S.T. habitations having population 'below 300' works out to 78.36. It may thus be concluded that while most of the S.C. population dwell in comparatively large-sized habitations, a sizable No. of the S.T. population of the State live in small-sized habitations.

CHAPTER - III

EDUCATION AT PRIMARY STAGE

The first and fore-most step to universalise Primary Education is to provide universal educational facilities and to make necessary arrangements for primary education of the children in the age-group 6 - 11 years. Without this step it is hardly possible to achieve the other two goals viz. Universal enrolment and Universal retention of the programme. Since the facilities of primary education are required to be created for tiny children, the magnitude of the task becomes difficult, extensive and expensive too and the distance of the school from the home of the children, therefore, forms the basic criteria for providing educational facilities at the primary stage. The second important criterion is the population of the habitation (locality) for which the facilities are to be provided.

DISTANCE AND POPULATION CRITERIA

It has been accepted both at the National level and at the State level that the distance criterion should be 1 km. or so as it is considered as the convenient walkable distance for a child in the age group of 6 - 11 years. The Programme of Action of the National Policy on Education (1986) lays down further that the population criterion should be around 300 for plain areas and around 200 for hilly and inaccessible places. These population criteria are being followed in the State. In some cases, the State has also established Primary Schools even by lowering the population criterion and in some cases the distance criterion too for meeting the requirements of tiny isolated habitations inhabited mostly by the tribal folk.

(a) HABITATIONS AND VILLAGES HAVING EDUCATIONAL FACILITIES IN THEM BY POPULATION SLABS.

i) FACILITIES IN THE HABITATIONS

The Sixth All India Educational Survey collected a number of important information relating to facilities available for primary education in the state based on the habitations in the various population slabs. The detailed information in this regard are available in the State Table SVIO and with a view to discuss the facilities available within the habitations, statement No. 3.1 is generated below :-

STATEMENT NO. 3.1 : FACILITIES FOR PRIMARY EDUCATION AVAILABLE IN THE HABITATIONS BY POPULATION SLABS.

Population slabs	No. of habitations	Habitations having primary school/section		Population served by primary school/sec.	
		No.	%	No.	%
1	2	3	4	5	6
5000 & above	1	1	0.03	6,570	0.48
2000 - 4999	62	54	2.06	1,35,997	9.91
1000 - 1999	382	293	11.19	3,77,764	27.52
500 - 999	1,110	631	24.09	4,42,839	32.26
300 - 499	1,224	579	22.11	2,23,265	16.27
100 - 299	2,763	900	34.37	1,74,528	12.71
Below 100	1,260	161	6.15	11,659	0.85
Total	6,802	2,619	100.00	13,72,622	100.00

Source - State Table SV10

It is seen from the statement that out of the Total 6,802 habitations, 2,619 (38.50%) habitations are having the facilities of primary education within the habitation itself and the total population served by primary school/section in them is 13,72,622 i.e. 55.43% of the total rural population 24,76,258. Further, 40.52% of habitations having primary school/section in them lies in the population slab of 'below 300' which covers 13.56% of the total population, 13,72,622 served by Primary School/Section within the habitation. Again, 46.20% of habitations having primary school/section in them lies in the population slab '300-1000' which covers 48.53% of the corresponding total population.

(ii) FACILITIES IN THE VILLAGES

District-wise number of village having primary educational facilities in them is available from the statement no.3.1A below derived from the State Table SV43:-

STATEMENT NO. 3.1A : DISTRICT-WISE NO. OF VILLAGES HAVING PRIMARY EDUCATIONAL FACILITIES IN THEM.

SL. No.	District	Total Number of inhabited villages	Villages having schools with primary stage in them	
			No.	%
1	2	3	4	5
1.	West Tripura	274	265	32.56
2.	North Tripura	260	253	31.08
3.	South Tripura	321	296	36.36
	Total	855	814	100.00

Sources :- State Table - SV43

It is seen from the above statement that out of the total 855 inhabited villages, 814(95.20%) villages are having schools with primary stage in them. Besides, out of these villages the District-wise distribution of villages are 265 (32.56%), 253(31.08%) and 296(36.36%) for West Tripura, North Tripura and South Tripura District respectively.

(b) HABITATIONS SERVED BY EDUCATIONAL FACILITIES BY POPULATION SLABS AND DISTANCE FOR ALL HABITATIONS, PREDOMINANTLY POPULATED BY SC AND ST.

i) FACILITIES AS PER DISTANCE CRITERIA.

To examine the habitations served by primary schools/sections according to population slab and distance for all habitations, the statement 3.2 below is derived from the State Table SV10:-

STATEMENT No. 3.2 : FACILITIES FOR PRIMARY EDUCATION AVAILABLE UPTO 1 K.M. BY HABITATIONS OF VARIOUS POPULATION SLABS.

All habitations

Population slabs	No. of habitations	Habitations served by Primary School/ Section upto a distance 1 K. M.		Population served by Primary School/ Section upto 1 K.M.	
		No.	%	No.	%
1	2	3	4	5	6
5000 & above	1	1	0.02	6,570	0.31
2000-4999	62	60	1.17	1,50,933	7.17
1000-1999	382	361	7.03	4,63,748	22.03
500-999	1,110	972	18.93	6,70,599	31.86
300-499	1,224	1,018	19.83	3,89,854	18.52
100-299	2,763	1,972	38.41	3,74,224	17.78
Below 100	1,260	750	14.61	48,900	2.33
TOTAL	6,802	5,134	100.00	21,04,828	100.00

Source : State Table - SV10

It is seen from the statement that out of total 6,802 habitations, 5,134 (75.45%) habitations having the facilities of primary education upto a distance of 1 k. m. and about 85% of rural population are being served by them. Out of these 5,134 habitations about 53.02% habitations have population 'below 300' and again, 38.76% have population between '300-1000' which cover respectively 20.11% and 50.38% population of the corresponding total population.

ii) DISTRICT-WISE PERCENTAGE OF POPULATION SERVED

Now to examine the proportion of habitations being served by primary stage of education upto 1 k.m. in the Districts statement No. 3.2A and 3.2B are prepared below from the State Table SV 13 :-

STATEMENT NO. 3.2A : PERCENTAGE OF POPULATION-WISE NO OF HABITATIONS SERVED BY PRIMARY STAGE IN VARIOUS DISTRICTS.

All habitations						
Percentage of population served	WEST TRIPURA		NORTH TRIPURA		SOUTH TRIPURA	
	Served within the Habitation	Served upto 1 K.M (including within)	Served within the Habitation	Served upto 1 K.M (Including within)	Served within the Habitation	Served upto 1 K. M (including within)
1	2	3	4	5	6	7
Below 50	—	—	—	—	875	—
50 to below 60	914	—	—	—	—	—
60 to below 70	—	—	830	—	—	—
70 to below 80	—	—	—	—	—	—
80 to below 90	—	2,063	—	1,182	—	1,890
90 or more	—	—	—	—	—	—

Source : State Table - SV13

STATEMENT NO. 3.2B : PERCENTAGE OF POPULATION SERVED FOR PRIMARY STAGE IN VARIOUS DISTRICTS BY NAME.

All Habitations

Percentage of population served	Served within the habitations	Served upto 1 K. M (including within)
1	2	3
Below 50	South Tripura	-
50 to 60	West Tripura	-
60 to 70	North Tripura	-
70 to 80	-	-
80 to 90	-	West Tripura, North Tripura, South Tripura
90 or more	-	-

Source : State Table SV13

It is seen from the above statements that in regard to percentage of population served by primary stage located within the habitations only 'below 50' percent of the population are being covered in the South Tripura District whereas West Tripura and North Tripura District. reflected much higher percentage of population i.e. '50 to below 60 percent' and '60 to below 70 percent' respectively. Now, in comparison with State table SV6 we may come to conclusion that in North Tripura District many of the small habitations are having primary school/section in them. In regard to percentage of population served by primary school/section upto a distance of 1 k.m. it is however seen from the statement that in all the three Districts '80 to below 90 percent' of the population are being served by primary stage of education.

Besides, statement No. 3.2C prepared below from the State table - SV 13 shows the summarised position of District by population served by primary stage VIS-A-VIS the State Average.

**STATEMENT NO. 3.2C : DISTRICTS BY POPULATION SERVED BY PRIMARY
STAGE VIS-A-VIS THE STATE AVERAGE.**

All Habitations

Category	Name of District
1	2
Below the State average Above the State average	North Tripura West Tripura South Tripura

Source :- State Table - SV 13

It is seen from the above statement that only North Tripura District is below the State Average. This is natural as plain areas are more in both West Tripura and South Tripura Districts and also the density of population of each of the District is considerably higher and as such the percentages of population served by primary school/section are showing higher than that of North Tripura District.

(iii) FACILITIES FOR SC HABITATIONS

It has earlier been indicated that habitations predominantly populated by S. C. communities were identified as S. C. habitations in course of the survey. It may now be worth while to examine the educational facilities at the primary stage in the S. C. habitations. For this purpose statement No. 3.2D developed from the State Table No.SV 11 is presented below :-

**STATEMENT NO. 3.2D : S.C. HABITATIONS IN VARIOUS POPULATION SLABS
AND POPULATION IN THEM SERVED BY PRIMARY
SCHOOL/SECTION.**

Population Slab	Habitation (Total SC)	S.C. Habitations served				Percentage of Population served	
		Within		Upto 1 K.M		Within	Upto 1 K.M
		No.	%	No.	%		
1	2	3	4	5	6	7	8
5000 & above	1	1	0.36	1	0.18	1.97	1.97
2000 - 4999	8	7	2.55	8	1.44	5.16	5.80
1000 - 1999	56	42	15.27	52	9.34	16.26	19.78
500 - 999	193	110	40.00	177	31.78	22.65	36.13
300 - 499	152	64	23.27	123	22.08	7.53	14.54
100 - 299	214	49	17.82	164	29.44	3.20	10.29
Below 100	41	2	0.73	32	5.74	0.02	0.65
Total	665	275	100.00	557	100.00	56.79	89.16

Source : State Table SV 11

It will be observed therein that out of the total 665 S. C. habitations enumerated in the Survey, 275(41.35%) and 557(83.76%) habitations are already having primary stages within the habitations itself and within a radius of 1 k.m. from their habitations respec-

tively and population served by these S.C. habitations accounts for about 56.79% and 89.16% accordingly

It is further seen from the above statement that of the total 665 S. C. habitations, 258 (38.80%) habitations are in the population slab '500 and more'. Again, of these 358 S. C. habitations, 238 (92.25%) habitations have primary schooling facilities upto 1 k.m. and the percentage of population served by these habitations is 63.68%. Thus, a considerable portion of both S. C. habitations and their population have been provided with primary educational facilities in the state.

iv) FACILITIES FOR S.T HABITATIONS

For convenience of a similar analysis for S.T. dominated habitations, identified in the survey, statement No.3.2E below occurs from the State Table - SV 12 :-

STATEMENT NO. 3.2E : S.T. HABITATIONS IN VARIOUS POPULATION SLABS AND POPULATION IN THEM SERVED BY PRIMARY SCHOOL/SECTION.

Population Slab	Habitation (Total ST)	S.T. Habitations served				Percentage of Population served out of the population of all ST habitations.	
		Within		Upto 1 K.M		Within	Upto 1 K.M
		No.	%	No.	%		
1	2	3	4	5	6	7	8
5000 & above	0	0	0	0	0	0	0
2000 - 4999	1	0	1	0.04	0	0	0.30
1000 - 1999	38	30	2.05	36	1.23	3.84	4.68
500 - 999	274	208	14.24	252	8.64	15.35	18.56
300 - 499	589	322	22.04	493	16.90	13.54	20.48
100 - 299	2,120	749	51.27	1,472	50.46	15.74	29.98
Below 100	1,146	152	10.40	663	22.73	1.23	4.77
Total	4,168	1,461	100.00	2,917	100.00	49.70	78.75

Source : State Table - SV 12

From the statement above it is examined that of the total 4,168 S.T. habitations, 1,461 (35.05%) and 2,917 (69.99%) are having primary schooling facilities within them and at a radius of 1 K.M from their habitations respectively and the population served by these corresponding all S.T habitations estimated to about 56.79% and 89.16% accordingly.

It is further seen from the statement that of the total 4,168 S.T habitations, 313 (7.51%) habitations are in the population slab '500 and more'. Again, of these 313 S.T habitations 289 (92.33%) habitations have primary facilities within a distance upto 1 K.M and the percentage of population covered by these habitations is 23.52%. Thus, it may be concluded that a considerable portion of both S.T. habitations and their population are yet to be provided with primary educational facilities in the State. This is due to the fact that while S.C. population dwells in comparatively large-sized habitations, most of the S.T population of the State live in comparatively small-sized habitations.

c) **HABITATIONS AND VILLAGES NOT SERVED BY POPULATION SLABS.**

i) **POPULATION CHARACTERISTICS OF THE UN-SERVED HABITATIONS.**

It is now necessary to examine the population characteristics of the unserved habitations at the primary stage i.e. those habitations which get schooling facilities beyond 1 k.m. For this the Statement No. 3.3 below generated from State Table No. SV10 :-

STATEMENT NO. 3.3 : HABITATIONS IN VARIOUS POPULATION SLABS AND POPULATION IN THEM UNSERVED FOR PRIMARY STAGE.

Population slab	Habitations in the slabs	Habitation served beyond 1 K.M		Population served for primary stage beyond 1 k.m.	
		No.	%	No.	%
1	2	3	4	5	6
5000 & above	1	-	-	-	-
2000 - 4999	62	2	0.12	4,878	1.31
1000 - 1999	382	21	1.26	26,487	7.13
500 - 999	1,110	138	8.27	92,922	25.02
300 - 499	1,224	206	12.35	77,289	20.81
100 - 299	2,763	791	47.42	1,36,863	36.85
Below 100	1,260	510	30.58	32,991	8.88
TOTAL	6,802	1,668	100.00	3,71,430	100.00

Source : State Table - SV 10

An interesting feature revealed by the data is that about 78% of the unserved habitations have population 'below 300' and in the population slab '300 - 999' the same is about 20.62%. Thus, the major task in planning the location of future schools at the primary stage will be to cover these small-sized unserved habitations. There is a very very small percentage of unserved habitations which have population 'above 1000'.

d) **PRIMARY SCHOOLS BY AREA, MANAGEMENT, TYPE, TEACHERS, ENROLMENT, CLASS-ROOMS ETC.**

i) **NO. OF SCHOOLS BY AREA AND MANAGEMENT.**

After discussing the extent of primary schooling facilities available in rural habitations in the State in detail, it is now necessary to analyse the information on schools by area, management etc. collected in the Survey.

Statement No. 3.4 generated from State Table No. SIS-1 showing the No. of schools by area/management is depicted below :-

STATEMENT NO. 3.4 : PRIMARY SCHOOLS BY AREA AND MANAGEMENT

Area	No. of Primary Schools				
	Govt.	Local Body	Private	Private unaided	Total
1	2	3	4	5	6
Rura	765	1,173	4	-	1,942
Urbar	72	2	9	4	87
Tota	837	1,175	13	4	2,029

Source - State Table SIS - 1

It will be seen from the statement that about 96% of the primary schools enumerated in the Survey are located in rural areas of the State. This high percentage is natural because Tripura has only 18 urban areas including the State capital Agartala and 6 Nos. C. Ts. The rural population constituted about 84.41% of the total population of the State.

It will also be seen that about 41.25% of the primary schools counted in the Survey are managed by the Government itself and that of 57.91% are managed by the Local Body i.e. Tripura Tribal Areas Autonomous District Council (TTAADC). The rest 0.84% schools are under private aided and private unaided management. Here, due to poor socio-economic condition of the people comprising of various tribal groups and displaced persons from the then East Pakistan - Govt. had to come forward to establish more schools to cater to the needs of schooling facilities of both the groups of people.

ii) PRIMARY SCHOOLS BY TEACHER.

To study the availability of teachers in the 2,029 primary schools as in Statement No. 3.4 A below is prepared from the State Table SIS-89 :-

STATEMENT NO. 3.4A : PRIMARY SCHOOLS BY TEACHER

Area	Primary Schools with Teachers							Total
	Zero	One	Two	Three	Four	Five	More than Five	
1	2	3	4	5	6	7	8	9
Rural	21	154	506	382	255	178	446	1,942
Urban	1	1	2	5	7	3	68	87
Total	22	155	508	387	262	181	514	2,029

Source - State Table SIS - 89

From the statement it is observed that there was 22 primary schools out of which 21 in rural areas, where no teacher was found to be posted on the reference date of the survey due to temporarily non-functioning of some schools. It is also seen that of the total 2,029 primary schools, 155 (7.64%) were single teacher. Steps are being taken to provide additional teachers for all these single-teacher primary schools under the 'Operation Black-board Scheme'. It is further seen that there were 1,157 (57.02%) schools which have two to four teachers and the highest being of two teachers schools. Of the 87 primary schools in urban areas, 68 (78.16%) were found having more than 5 teachers. The phenomenon zero or single teacher school is mainly found in rural areas. Further in urban areas 2 - 5 teacher schools appear to be small in number. The urban-area primary schools were having more number of teachers compared to rural-area primary schools.

iii) PRIMARY SCHOOLS BY ENROLMENT.

It is now necessary to study the enrolment pattern of the 2,029 primary schools counted in the survey (Statement No. 3.4B below generated from State Table SIS -146) :-

STATEMENT NO. 3.4B : ENROLMENT IN PRIMARY SCHOOLS ACCORDING TO AREA AND MANAGEMENT.

Area	Management				Total
	Govt.	Local Body	Private aided	Private unaided	
1	2	3	4	5	6
Rural Enrolment	91,513	89,283	521	-	1,81,317
%	50.47	49.24	0.29	-	100.00
Urban Enrolment	17,790	702	2,271	277	21,040
%	84.55	3.34	10.79	1.32	100.00
Total Enrolment	1,09,303	89,985	2,792	277	2,02,357
%	54.01	44.47	1.38	1.40	100.00

Source - State Table SIS - 146

From the above table it will be seen that out of the total enrolment 2,02,357 of 2,029 primary schools, 1,81,317 (89.60%) and 21,040 (10.40%) are respectively in the rural and the urban areas of the State. Further, it is observed that in rural areas about 50.47% of the total rural enrolment are covered by the Govt. Schools whereas about 49.24% of the same are covered by the local Body i.e. T.T.A.A.D.C. In urban areas we see a considerable portion of enrolment i.e, about 84.55% of the urban enrolment 21,040 are being covered by the Govt. Schools.

iv) **PRIMARY SCHOOLS BY CLASS-ROOM**

To examine the availability of class -rooms in the primary schools of the State, STATEMENT NO.3.4C below is generated from State Table SIS 32:-

STATEMENT NO. 3.4C: PRIMARY SCHOOLS ACCORDING TO ROOMS FOR INSTRUCTIONAL PURPOSES.

Area	Primary Schools with rooms for instructional purposes							
	Zero	One	Two	Three	Four	Five	More than Five	Total
1	2	3	4	5	6	7	8	9
Rural	39	187	519	261	208	291	437	1,942
Urban	1	3	2	8	8	10	55	87
Total	40	190	521	269	216	301	492	2,029

Source : State Table SIS - 32

From the Statement it is seen that 39 primary Schools (1.92%) in rural areas and 1 in urban areas have no class room i.e. no school- building at all for instructional at purpose on the date of the Survey. This phenomenon some time occurs as gails, storms and floods are frequent in the State when school-building are razed to the ground and classes are held temporarily in such cases in open space or in the residence of the local people, till the renova-

tion/reconstruction of the school buildings is done. Some times gutting of school building is another reason for this state of affairs. Primary schools having only one room for instructional purposes are 190(9.36%) in number. This indicates shortage of accommodation in the primary schools of the State. It is also seen that out of the total 1,942 primary schools in rural areas only 728 (37.49%) have 5 rooms or more for instructional purposes. It is desirable that there should be one room for each class of the primary school. But, the figures show again that there is to a great extent shortage of accommodation in most of the primary schools particularly in rural areas. In urban areas out of the total 87 primary schools, 65 (74.71%) schools have five rooms or more for instructional purposes.

e) **PRIMARY SECTIONS BY AREA, MANAGEMENT, TYPE, ENROLMENT AT PRIMARY STAGE BY AREA, MANAGEMENT, SEX, SC AND ST ETC,**

i) **PRIMARY SECTIONS BY AREA, MANAGEMENT, TYPE**

The more number of primary schools does not reflect the total picture of primary schooling facilities available in an area. With a view to have a full picture of the facility, the primary sections attached to upper-primary, secondary and higher secondary schools should also have to be taken into account.

The Statement No. 3.5 below generated from State Table SIS- 5 shows the complete position :-

STATEMENT NO. 3.5 : PRIMARY SECTIONS IN PRIMARY SCHOOL OR AS PART OF COMPOSITE SCHOOL.

Area	Primary schools	Primary Sections as part of			
		Upper primary schools	Secondary schools	Higher Secondary schools	Total
1	2	3	4	5	6
Rural	1,942	399	289	51	2,681
Urban	87	34	27	23	171
Total	2,029	433	316	74	2,852

Source - State Table SIS - 5

The statement above shows that the total No. of primary sections in the State on the reference date of the Survey was 2,852 of which 2,029 were primary schools and 823 were primary sections attached to higher types of schools. Again, out of the total 2,852 primary sections, 2,681 (94%) were in rural areas and 171 (6%) were in urban areas and of the total 823 attached sections 739 (89.79%) were in rural areas.

ii) **ENROLMENT AT PRIMARY STAGE BY AREA**

The position of primary schooling facilities in rural habitations of the State and some physical aspects of primary schools have been discussed earlier. It is now necessary to examine the distribution of enrolment at the primary stage of education, a detail account of

which was collected in course of the survey. The relevant figures in this regard are shown in the Statement No. 3.5A below generated from State Table SIS - 114 -116 :-

STATEMENT NO. 3.5A : CLASS-WISE ENROLMENT AT PRIMARY STAGE

Area	Sex	CLASS-WISE ENROLMENT IN					
		Class-I	Class-II	Class-III	Class-IV	Class-V	Total
1	2	3	4	5	6	7	8
Rural	B	59,555	38,666	39,152	32,440	24,899	1,94,712
	G	50,486	32,760	32,894	26,475	20,140	1,62,755
	T	1,10,041	71,426	72,046	58,915	45,039	3,57,467
Urban	B	6,228	6,089	6,478	6,069	5,0272	9,891
	G	5,613	5,328	5,652	5,463	4,6322	6,688
	T	11,841	11,417	12,130	11,532	9,659	56,579
Total	B	65,783	44,755	45,630	38,509	29,926	2,24,603
	G	56,099	38,088	38,546	31,938	24,772	1,89,443
	T	1,21,882	82,843	84,176	70,447	54,698	4,14,046

N.B, B = Boys, G = Girls, T = Total.

Source - State Tables SIS - 114-116.

It is seen from the above statement that a total of 4,14,046 students were found as enrolled in the primary schools/sections of the State. Of these 3,57,467 (86.34%) were in rural areas and 56,579 (13.66%) were in urban areas. It is further seen that girls constitute about 45.75% of the total enrolment at the primary stage. In rural areas, the same is 45.52% and in urban areas, it is about 47.17%. Thus, the rural urban differential is not significant so far as the participation rate for girls at the primary stage is concerned. The district-wise distribution of enrolment at the primary stage of education may be available from the State Tables SIS - 128-130. It is observed from these State Tables that the participation rates in the West Tripura District is 46.59%, in the North Tripura District, it is 45.07% and in the South Tripura District, it is 44.82%. Thus, compared to the State-level position of 45.75%, the Districts of North Tripura and South Tripura in particular are to take steps for enhancing girls' enrolment at the primary stage, though their rates are not so far off from the State-level position. It further appears from the statement that of the total enrolment 29.44% is in Class-I, 20.02% is in Class-II, 20.33% is in Class-III, 17.01% is in Class-IV and the rest 13.21% is in Class-V. The enrolment is, therefore, not evenly distributed among the 5 (five) classes of the primary stage. It rather showed the reverse due to the phenomenon of wastage and stagnation. The percentage of enrolment in Class - I to total enrolment in the rural areas is found to be 31.78%. Thus, it is not on a high side compared to the overall State-level position.

iii) ENROLMENT ACCORDING TO MANAGEMENT.

The enrolment in primary stage (I - V) may now be analysed in further detail. Statement No. 3.5B below generated from State Table SIS -140 shows the enrolment in primary stage according to area and management :-

STATEMENT NO. 3.5B : ENROLMENT IN PRIMARY STAGE ACCORDING TO MANAGEMENT.

Area	Govt.	Local body	Private-aided	Private unaided	Total
1	2	3	4	5	6
Enrolment	2,63,253	90,172	4,042	—	3,57,467
Rural %	73.64	25.23	1.13	—	100.00
Enrolment	44,323	793	9,716	1,747	56,579
Urban %	78.34	1.40	17.17	3.09	100.00
Enrolment	3,07,576	90,965	13,758	1,747	4,14,046
Total %	74.29	21.97	3.32	0.42	100.00

Source - State Table SIS - 140

From the above table it will be seen that about 74.29% of the total enrolment of the stage are covered by Govt. primary schools/sections. Again, the same is 73.64% in rural areas and 78.34% in urban areas. As most of the primary schools under the management of Local body (TTAADC) are located in rural areas, a considerable percentage of enrolment is covered by rural areas. Again, most of the primary schools under private-aided management are located in urban areas and a considerable percentage of enrolment is covered by urban areas.

iv) S.C. ENROLMENT

The position of S.C. enrolment in the total enrolment at the primary stage (I - V) may now be examined. Statement No. 3.5C below generated from State Tables SIS - 114 - 116 shows the enrolment figures for S.C. community at the primary stage:-

STATEMENT NO. 3.5C : S.C. ENROLMENT AT PRIMARY STAGE.

Area	Enrolment			% of Girls	S.C. enrolment as % of total enrolment at primary stage (I - V)
	Boys	Girls	Total		
1	2	3	4	5	6
Rural	35,442	30,434	65,876	46.20	18.43
Urban	7,405	6,381	13,786	46.29	11.28
Total	42,847	36,815	79,662	46.21	19.24

Source - State Tables SIS - 114 - 116

It will be observed from these figures that of the total S.C. enrolment about 82.69% are in rural area. This is so as most of the S.C. population in the State dwell in rural areas. It may further be seen that there is no marked difference between the percentage of S.C. Girl students in rural and urban areas. While the percentage of girl students among the total students at the primary stage in the State is 45.75, that of the S.C. community is found to be 46.21. It further appears that the participation rate for S.C. students in the total enrolment at the primary stage is 19.24 as against 16.36% which is the proportion of S.C. population among the total population in the State as reveals from Census of India, 1991.

v) **S.T. ENROLMENT**

For a similar analysis of S.T. enrolment at the primary stage statement No. 3.5D generated from State Tables SIS - 114-116 showing the relevant figures is presented below :-

STATEMENT NO 3.5D : S.T. ENROLMENT AT PRIMARY STAGE

Area	Enrolment			% of Girls	S.T. enrolment as % of total enrolment
	Boys	Girls	Total		
1	2	3	4	5	6
Rural	74,554	57,229	1,31,783	43.43	36.87
Urban	955	786	1,741	45.15	3.08
Total	75,509	58,015	1,33,524	43.45	32.25

Source - State Tables SIS - 114-116

It will be observed from the above figures that the total S.T. enrolment about 98.70% are in rural areas. This is also because of the fact that most of the S.T. population in the State dwell in rural areas. It may further be seen that there is no marked difference between the percentage of S.T. girl students in rural and urban areas. While the percentage of girl students among the total students at the primary stage is 45.75, that of the S.T. community is found to be 43.45. It further appears that the participation rate for S.T. students in the total enrolment at the primary stage is 32.25 as against 30.95 which is the proportion of S.T. population among the total population in the State as is seen from Census of India, 1991.

f) **ENROLMENT RATIOS AND CLASS-WISE REPEATERS RATE**

i) **ENROLMENT RATIOS**

Two types of enrolment ratios are of common use one is called the 'Gross Enrolment Ratio' (GER) and the other 'Net Enrolment Ratio' (NER) or 'Age -Specific Enrolment Ratio' whereas the GER is computed by dividing the total enrolment of the stage by the total population in concerning age-group and the NER is computed by dividing the portion of the total enrolment of the stage which strictly belongs to concerning age-group by the total population in concerning age-group. Thus, in percentage term, the NER can not exceed 100. But, in case of GER it may exceed 100 as the total enrolment of the stage may include the students of any age i.e. part of any other age group. Thus, it may exceed hundred unlike the NER. It may, therefore, be stated that the NER for a particular level of education is more important than the GER.

The NER for the age-group 6 - 11 years according to boys and girls in rural and urban areas are shown in the Statement No. 3.6 below generated from State Tables SV3-5 and S2S 54 :-

STATEMENT NO. 3.6 : AREA-WISE NER AT THE PRIMARY STAGE.

Area	Net Enrolment Ratios for		Total
	Boys	Girls	
1	2	3	4
Rural	104.06	90.69	97.50
Urban	87.43	81.15	84.35
Total	101.47	89.20	95.45

Source - State Tables SV3-5 and S2S - 54

From this statement it will appear that the Net Enrolment Ratio in primary stage for boys only in rural and total areas have exceeded the limit of 100. This is due to the fact that a sizable number of children of the 'age-group 3 - 6' years who are eligible for pre-primary education have enrolled themselves in primary schools for having the benefit of Mid-day meal scheme of the State. Notwithstanding this unusual feature there is yet a large number of unenrolled and drop-out children of the 'age-group 6 - 11' years in various parts of the State. The figures shown in the above statement indicate that the ratios are higher in rural areas than that of urban areas. Though unusual this is to be accepted as the Mid-day meal scheme is in vogue only in rural primary schools and tendency to enrol children '3 - 6 years' is noticed for getting the benefit of the scheme. It, also, appears from the statement that the ratios for Girls are lower than that of Boys.

ii) **CLASS-WISE REPEATERS**

The details of statistics for computing the class-wise repeaters at the primary stage are collected in the Survey. But to assess the extent of stagnation, percentage have been worked out and developed from State Tables - S2S 58 to S2S 66. However, to analyse the percentage of repeaters at the primary stage Statement No. 3.6A generated from these State Tables showing relevant figures is presented below :-

STATEMENT NO. 3.6A : SEX AND AREA-WISE PERCENTAGE OF REPEATERS AT THE PRIMARY CLASSES

Area	Classes	PERCENTAGE OF REPEATERS								
		All communities			Scheduled Castes			Scheduled Tribes		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
Rural	I	22.30	21.84	21.94	23.52	22.65	23.11	22.27	22.14	22.21
	II	17.89	16.97	17.47	20.87	19.25	20.10	16.39	15.42	15.97
	III	21.00	19.91	20.50	22.98	22.52	22.77	18.89	17.50	18.29
	IV	18.36	17.49	17.97	19.93	20.23	20.07	15.92	14.81	15.46
	V	12.45	12.89	12.64	13.58	14.14	13.83	11.47	11.77	11.59
	I-V	19.23	18.73	19.00	21.04	20.52	20.80	18.43	18.02	18.25
Urban	I	16.54	16.44	16.49	17.95	18.66	18.28	9.79	12.41	10.79
	II	15.59	14.34	15.00	18.89	18.35	18.64	14.94	10.46	12.70
	III	20.62	19.55	20.12	25.27	25.79	25.51	17.02	19.16	18.03
	IV	19.01	18.29	18.67	19.29	21.05	20.09	27.14	20.12	23.91
	V	13.81	14.38	14.08	16.30	20.13	18.12	8.94	15.13	11.78
	I-V	17.27	16.70	17.00	19.81	20.80	20.27	15.50	15.65	15.57
Total	I - V	19.05	18.53	18.81	20.88	20.55	20.73	18.41	18.00	18.23

Source - State Tables S2S 58-66

It will be seen from the statement that the rural-urban differentials are not prominent for each of the classes of the primary stage (excepting class - I) belonging to both overall and Scheduled Castes. But, for the students belonging to Scheduled Tribes community this rural - urban differentials for each of classes of primary stage are very significant. However,

the overall picture of the boys- girls differentials are not very significant. It may thus be observed that the extent of the problem is more in rural areas than in urban areas of the State and there is no marked difference between the percentages for boys and girls which may be considered as a good sign from the point of view of greater achievement of girls in primary education. It is further observed from these figures that the percentage of repeaters are achieved to the peak in the initial stage i.e. in class - I and then declines in class - II and further boosts in class - III. It further declines gradually in the remaining higher classes of the primary stage. It is also, noticed there that the percentage of repeaters in class - V is to some extent higher in urban areas than in the rural areas which is a peculiar thing.

g) PUPIL-TEACHER RATIO

The pupil-teacher ratio in the primary schools/sections in rural and urban areas are shown below in the Statement No. 3.7 derived from the State Table SIS - 162 :

STATEMENT NO. 3.7 : PUPIL-TEACHER RATIO IN PRIMARY SCHOOLS

Area	Government	MANAGEMENT			
		Local Body	Private aided	Private unaided	Total
1	2	3	4	5	6
Rural	26.16	20.08	43.42	-	22.79
Urban	24.24	30.52	34.94	7.29	24.47
Total	25.83	20.13	36.26	7.29	22.95

Source : State Table SIS - 162

From the statement it will be observed that whereas in rural areas the ratio is 23 : 1 the same for urban areas is 24 : 1. Thus there is practically no variation in the ratio in rural and urban areas of the State. At the State level the ratio has been worked out to be 23 : 1. It may be stated here that according to the policy of the State Govt. 2 (two) teachers are initially posted to each primary school under the 'Operation Black-board' scheme, even though the school may have small enrolment. Also, according to the norms laid down by the Department, the pupil-teacher ratio at the State-level in primary school should be 30 : 1.

Again, the management wise pupil-teacher ratio are 26 : 1, 20 : 1, 36 : 1, 7 : 1 for schools under the management of Government, Local body, Private aided and Private unaided respectively.

CHAPTER - IV

EDUCATION AT UPPER -PRIMARY STAGE

The principles of Universal Elementary Education (UEE) stems from the root of sacred vow made in Article 42 of the Constitution of India. The First and for-most step to universalise elementary education is to provide universal educational facilities and to make necessary arrangements for both primary and upper-primary education of the children in the age-group of 6 - 11 and 11 -14 yrs. respectivley. Without this step it is hardly possible to achieve the other two goals viz. universal enrolment and universal retention of the programme. Since the facilities of upper-primary education are required to be created for children of adolescence, the magnitude of the task becomes difficult, expensive and expensive too and the distance of the school from home of the child, therefore, forms basic criterion for providing educational facilities at the upper-primary stage also. The second important criterion is the population of the habitation (locality) for which the facility is to be provided.

DISTANCE & POPULATION CRITERIA

It has been accepted at the National level that the distance criterion should be three kelometres or so as it is considered as the convenient walkable distance for a child in the age group 11 - 14 yrs. This criterion has further been lowered at the State level to two kelometres because of hilly terrian and scateredness of small habitations. The programme of action of the National Policy on Education (1986) lays down further that the population criterion should be around 1,000 for both plain areas and hilly or inaccessible places. This population criteria are being followed in the State. In some cases, the State has also established upper-primary schools even by lowering the population criterion further and in some cases distance criterion too for meeting the requirements of tiny isolated habitations inhabited mostly by the tribal folks. According to recent thinking at the National level there should be one upper-primary school for every two primary schools. This may, therefore, in future lower down the above criteria further.

a) HABITATIONS AND VILLAGES HAVING EDUCATIONAL FACILITIES IN THEM BY POPULATION SLABS.

i) FACILITIES IN THE HABITATIONS

The Sixth All India Educational Survey collected a number of important information relating to facilities available for upper-primary education in the State based on the above distance critetria in all its' rural habitations. The detailed information in this regard are available in State Table SV 19 and with a view to discuss the facilities available within the habitation, Statement No. 4.1 is generated below :-

STATEMENT NO. 4.1 : FACILITIES FOR UPPER-PRIMARY EDUCATION AVAILABLE IN THE HABITATIONS BY POPULATION SLABS.

Population	No. of habitations	Habitations having upper primary School/ Section		Population served by upper primary school/Sec.	
		No.	%	No.	%
1	2	3	4	5	6
5000 & above	1	1	0.13	6,570	1.06
2000 - 4999	62	42	5.36	1,07,230	17.38
1000 - 1999	382	173	22.09	2,28,083	36.96
500 - 999	1,110	253	32.31	1,82,494	29.57
Below 500	5,247	314	40.11	92,747	15.03
Total	6,802	783	100.00	6,17,124	100.00

Source - State Table - SV19

It will be seen from the statement that out of the total 6,802 habitations, 783 (11.51%) habitations are having the facilities of upper-primary education within the habitation itself and the total population served by these upper-primary school/section in them is 6,17,124 i.e. 24.92% of the total rural population of 24,76,258. Further, 314 (40.11%) habitations having upper-primary school/section in them lies in the population slab of 'below 500' which covers 15.03% of the total population, 6,17,124 served by upper-primary school/section within the habitation. Again, 253 (32.31%) habitations having upper-primary school/section in them lies in the population slab '500 - 999' which covers 29.57% of the corresponding total population.

ii) FACILITIES IN THE VILLAGES

District-wise number of villages having upper-primary educational facilities in them is available from the Statement No. 4.1A below derived from the State Table SV43 :-

STATEMENT NO. 4.1A : DISTRICT-WISE NO. OF VILLAGES HAVING UPPER-PRIMARY EDUCATION FACILITIES IN THEM.

Sl. No.	District	Total number of inhabited villages	Villages having schools with upper-primary stage in them	
			Number	%
1	2	3	4	5
1.	West Tripura	274	202	37.13
2.	North Tripura	260	165	30.33
3.	South Tripura	321	177	32.54
	Total	855	544	100.00

Source : State Table - SV 43

It is seen from the above statement that out of the total 855 inhabited villages, 544 (63.63%) villages are having schools with upper-primary stage in them. Besides, out of these villages the District-wise distribution of villages are 202(37.13%), 165 (30.33%) and 177 (32.54%) for West Tripura, North Tripura and South Tripura District respectively.

b) HABITATIONS SERVED BY EDUCATIONAL FACILITIES BY POPULATION SLABS AND DISTANCE FOR ALL HABITATIONS, PREDOMINANTLY POPULATED BY S.C. AND S.T.

i) FACILITIES AS PER DISTANCE CRITERIA.

To examine the habitations served by upper-primary schools/sections according to population slab and distance for all habitations, the Statement No. 4.2 below is derived from the State Table SV 19 :-

STATEMENT No. 4.2 : FACILITIES FOR UPPER -PRIMARY EDUCATION AVAILABLE UPTO 2 K.M BY HABITATIONS OF VARIOUS POPULATION SLABS.

All habitations

Population slab	No. of habitations	Habitations served by upper primary school/section upto 2 K.M		Population served by upper -primary school/section upto 2 K.M.	
		No.	%	No.	%
1	2	3	4	5	6
5000 & above	1	1	0.02	6,570	0.35
2000 - 4999	62	59	1.42	1,49,628	8.04
1000 - 1999	382	332	7.98	4,25,028	22.84
500 - 999	1,110	904	21.72	6,26,225	33.64
Below 500	5,247	2,866	68.86	6,53,778	35.13
Total	6,802	4,162	100.00	18,61,229	100.00

Source : State Table - SV 19

It is seen from the statement that out of total 6,802 habitations, 4,162 (61.19%) habitations having the facilities of upper-primary education upto a distance of 2 K. Ms and about 75.16% of rural population are being served by them. Out of these 4,162 habitations, about 68.86% habitations have population 'below 500' and again 21.72% habitations have population 'between 500-999' which cover respectively 35.13% and 33.64% population of the corresponding total population. It is, therefore, indicative that there is a considerable number of unserved habitations whose population content is also considerably small.

ii) DISTRICT-WISE PERCENTAGE OF POPULATION SERVED.

Now, to examine the proportion of habitations being served by upper-primary stage of education upto two kilometres in the Districts, Statement No. 4.2A and 4.2B are prepared below from the State Table SV22 :-

STATEMENT NO. 4.2A : PERCENTAGE OF POPULATION-WISE NO. OF HABITATIONS SERVED BY UPPER -PRIMARY STAGE IN VARIOUS DISTRICTS.

All Habitations

Percentage of population served.	West Tripura		North Tripura		South Tripura	
	Served within the Habitation	Served upto 2 Km (including within)	Served within the Habitation	Served upto 2 Km. (including within)	Served within the Habitation	Served upto 2 Km (including within)
1	2	3	4	5	6	7
Below 40	340	—	206	—	237	—
40 to below 60	—	—	—	—	—	—
60 to below 70	—	—	—	808	—	—
70 to below 80	—	1,839	—	—	—	1,515
80 to below 90	—	—	—	—	—	—
90 or more	—	—	—	—	—	—

Source : State Table - SV 22

STATEMENT NO. 4.2B : PERCENTAGE OF POPULATION SERVED FOR UPPER PRIMARY STAGE IN VARIOUS DISTRICTS BY NAME.

All Habitations

Percentage of population served	Served within the habitations	Served upto 2 K.M (including within)
1	2	3
Below 40	West Tripura, North Tripura, South Tripura	—
40 to below 60	—	—
60 to below 70	—	North Tripura
70 to below 80	—	West Tripura, South Tripura
80 to below 90	—	—
90 or more	—	—

Source : State Table - SV 22

It is seen from the above statements that in regard to percentage of population served by upper-primary stage located within the habitations, only about 'below 40%' of the rural population are being covered in all the three Districts. In regard to percentage of population served by upper primary stage upto a distance of two kilometres it is seen that whereas in North Tripura District about (60 to 70%) of rural population are being covered in both the West Tripura and South Tripura Districts about (70 to 80%) of the rural population are being covered.

Besides, Statement No. 4.2C prepared below from the State Table SV22 shows the summarised position of District by population served by upper-primary stage vis-a-vis the State Average :-

STATEMENT NO. 4.2C : DISTRICTS BY POPULATION SERVED BY UPPER PRIMARY STAGE VIS-A-VIS THE STATE AVERAGE.

All Habitations

Category	Name of District
1	2
Below the State average Above the State average	North Tripura. West Tripura, South Tripura.

Source : State Table SV22

It is seen from the above statement that only North Tripura District is below the State Average. This is natural as plain areas are more in both West Tripura and South Tripura Districts and also the density of population in each of the two Districts is considerably higher and as such the percentage of population served by upper-primary school/sections are showing higher rate than that of North Tripura District.

iii) FACILITIES FOR S.C HABITATIONS

Now, to examine the educational facilities at the upper-primary stage in the S.C habitations, Statement No. 4.2D below has been developed from the State Table SV20:-

STATEMENT NO. 4.2D : S.C HABITATIONS IN VARIOUS POPULATION SLABS AND POPULATION IN THEM SERVED BY UPPER- PRIMARY SCHOOL/SECTION.

Population slab	Habitations (total S.C)	S.C habitation served				Percentage of population served out of all S.C habitations	
		within		upto 2 K.M		Within	Upto 2 K.M
		No.	%	No.	%		
1	2	3	4	5	6	7	8
5000 & above	1	1	1.09	1	0.18	1.97	1.97
2000 - 4999	8	8	6.52	8	1.45	4.55	5.80
1000 - 1999	56	26	28.26	47	8.53	10.23	18.13
500 - 999	193	38	41.30	162	29.40	8.09	33.27
Below 500	407	21	22.83	333	60.44	2.08	26.61
Total	665	92	100.00	551	100.00	26.92	85.78

Source : State Table - SV 20

It is seen from the statement that of the total 665 S.C habitations enumerated in the Survey, 551(82.86%) habitations are already having upper-primary educational facilities either in their habitations or within a radius of 2 K.Ms from their habitations and the population served by these corresponding habitations accounts for about 85.76% of the total population of all S.C habitations.

It is further seen from the above statement that of the total 665 S.C habitations,

258 (38.80%) habitations are in the population slab '500 and more'. Again, of these 258 S.C habitations 218 (84.50%) habitations have upper-primary schooling facilities upto a distance of 2 K.M and percentage of population served by these habitations is 59.17%.

On further examination of the statement it is observed that 114 (17.14%) S.C habitations having 14.22% of population have remained unserved yet.

iv) FACILITIES FOR S.T HABITATIONS.

For the interest of a similar analysis for S.T dominated habitations, identified in the survey, Statement No. 4.2E below has been developed from the State Table SV21:-

STATEMENT NO. 4.2E : S.T. HABITATIONS IN VARIOUS POPULATION SLABS AND POPULATION IN THEM SERVED BY UPPER- PRIMARY SCHOOL/SECTION.

Population slab	Habitations (total S.T)	S.T habitation served				Percentage of population served out of all S.T habitations	
		within		upto 2 K.M		Within	upto 2 K.M
		No.	%	No.	%		
1	2	3	4	5	6	7	8
5000 & above	0	0	0	0	0	0	0
2000 - 4999	1	0	0	1	0.05	0	0.30
1000 - 1999	38	14	5.60	30	1.53	1.85	3.98
500 - 999	274	64	25.60	184	9.41	4.80	13.75
Below 500	3,855	172	68.80	1,741	89.01	5.09	37.05
Total	4,168	250	100.00	1,956	100.00	11.74	55.98

Source : State Table SV 21 (total S.C.)

From the statement it is observed that of the total 4,168 S.T. habitations as many as 250 (6%) are having upper primary educational facility within them and 1,956 (46.93%) habitations including those 250 are having upper primary schooling facilities upto a distance of 2 kilometres. It is further seen that the percentage of population served out of all S.T. habitations by the upper primary school/sections within the habitations is 11.74% whereas the same upto a distance of 2 k.m. is 55.08%. Thus, in all 2,212 (53.07%) habitations and their population 44.92% are yet to be provided with upper primary schooling facilities within a reasonable distance of 2 kilometres.

It is further seen from the statement that of the total 4,168 S.T. habitations, 313 (7.51%) are in the population slab '500 and more'. Again, of these 313 S.T. habitations it is seen that 218 (68.69%) habitations have upper primary educational facilities upto a distance of 2 KM and the percentage of population served by these habitations is 18.03%.

HABITATIONS AND VILLAGES NOT SERVED BY POPULATION SLABS.

POPULATION CHARACTERISTICS OF THE UN-SERVED HABITATIONS

Now to examine the population characteristics of the unserved habitations at the upper-primary stage i.e. those habitations which get schooling facilities beyond 2 km, the Statement No. 4.3 below generated from State Table No. SV19, is further seen below.

STATEMENT NO. 4.3 : HABITATIONS IN VARIOUS POPULATION SLABS AND POPULATION IN THEM UNSERVED FOR UPPER-PRIMARY STAGE.

Population slab	Habitations in the slabs	Habitations served beyond 2 K.M		Population served for upper-primary stage beyond 2 K.M	
		No.	%	No.	%
1	2	3	4	5	6
5000 & above	1	0	—	—	—
2000 - 4999	62	3	0.19	6,183	1.01
1000 - 999	382	50	1.89	65,207	10.60
500 - 999	1,110	206	7.80	1,37,296	22.32
Below 500	8,247	2,381	90.20	4,06,343	66.07
Total	6,802	2,640	100.00	6,15,029	100.00

Source: State Table SV 19

Scheduled Tribes		Scheduled Castes		All Communities		Total
Female	Total	Female	Total	Female	Total	
It is seen from the statement that out of total 6,802 habitations, 2,640 (38.81%) habitations are not having the facilities of upper-primary education within a reasonable distance of 2 K.M and about 24.84% of rural population are being served by them.						
An interesting feature revealed from the statement is that about 90.20% of the unserved habitations have population 'below 500' and in the population slab '500-999' the same is about 7.80%. Thus, the major task in planning the location of future schools at the upper-primary stage will be to cover these small-size unserved habitations. There is only 2% of unserved habitations which have population above 1000.						
(d) UPPER-PRIMARY SCHOOLS BY AREA, MANAGEMENT, TYPE, TEACHERS, ENROLMENT, CLASS-ROOMS, ETC.						
18	23	18	38	414	699	Total
(i) NO. OF SCHOOLS BY AREA AND MANAGEMENT.						
Previously we have discussed the extent of upper primary schooling facilities available in rural habitations in the State in detail. Now, to analyse the information on schools collected in the survey, Statement No. 4.4 (generated from the State Table No. SIS-1) showing the No. of schools by area and management on the reference date of the survey (30/9/93) is given below :-						

STATEMENT NO. 4.4 : UPPER-PRIMARY SCHOOLS BY AREA/MANAGEMENT

Area	No. of Upper-Primary Schools				Total
	Govt.	Local body	Private aided	Private unaided	
Rural	395	4	1	—	400
Urban	29	—	—	—	29
Total	424	4	1	—	434

It will be seen from the above statement that about 92% upper-primary schools are located in rural areas of the State. This high percentage is natural because the rural population constituted about 84.41% of the total population of the State. It will also be seen from the statement that about 91.01% of the upper-primary schools counted in the survey are managed by the Government itself. This is also natural because of the socio-economic backwardness of the people comprising of tribal people habituated in nomadic life and the displaced person from the then East-Pakistan. So, the State Government had to come forward to establish upper-primary schools to cater to the needs of both the groups of people.

ii) UPPER-PRIMARY SCHOOLS BY TEACHERS.

Statement No. 4.4A compiled from the State Tables SIS-75 & 80 presented below shows the number of teachers working in upper-primary schools according to their management :-

STATEMENT NO. 4.4A : TEACHERS BY COMMUNITY/SEX/AREA AND MANAGEMENT IN UPPER-PRIMARY SCHOOLS.

Area	Management	Number of Full Time Teachers in position					
		All Communities		Scheduled Castes		Scheduled Tribes	
		Total	Female	Total	Female	Total	Female
1	2	3	4	5	6	7	8
Rural	Govt.	4,610	815	384	43	1,260	198
	L.B	26	2	2	—	7	1
	P.A	5	—	—	—	5	—
	P.U.A	—	—	—	—	—	—
Total		4,641	817	386	43	1,272	199
Urban	Govt.	641	387	36	16	21	18
	L.B	—	—	—	—	—	—
	P.A	42	22	1	—	2	—
	P.U.A	16	5	1	—	—	—
Total		699	414	38	16	23	18
State	Govt.	5,251	1,202	420	59	1,281	216
	L.B	26	2	2	—	7	1
	P.A	47	22	1	—	7	—
	P.U.A	16	5	1	—	—	—
Total		5,340	1,231	424	59	1,295	217

Source : State Tables SIS - 75 & 80

From this statement it will be seen that 5,340 No. of teachers were working in the upper-primary schools on the date of the survey. Of them 4,641 (86.91%) and 699 (13.09%) were in the rural and the urban areas respectively. Further, of the total 5,340 teachers, 1,231 (23.05%) were women teachers. The no. of S.C teachers and S.T teachers are 424 (7.94%) and 1,295 (24.25%) respectively.

iii) UPPER-PRIMARY SCHOOLS BY ENROLMENT

To study the enrolment pattern of the 434 upper-primary schools counted in the survey, Statement No. 4.4B below has been generated from State Table SIS - 147 :-

STATEMENT NO. 4.4B : ENROLMENT IN UPPER-PRIMARY SCHOOLS ACCORDING TO AREA AND MANAGEMENT.

Area		Management				
		Govt.	Local body	Private-aided	Private unaided	Total
1		2	3	4	5	6
Rural	Enrolment	98,646	555	264	—	99,465
	%	99.18	0.56	0.26	—	100.00
Urban	Enrolment	11,582	—	1,901	138	13,621
	%	85.03	—	13.96	1.01	100.00
Total	Enrolment	1,10,228	555	2,165	138	1,13,086
	%	97.48	0.49	1.91	0.12	100.00

Source - State Table SIS - 147

From the above table it will be seen that out of the total enrolment of 1,13,086 of 434 upper-primary schools 99,465 (87.96%) and 13,621 (12.04%) are respectively in the rural and in the urban areas of the State. Further, it is observed that in rural areas, about 99.18% of the total rural enrolment are covered by the Govt. Schools and about 0.82% of the same are being covered by the schools of other management. In urban areas we also see a considerable portion of enrolment i.e. about 85.03% of the urban enrolment are being covered by the Govt. schools.

iv) UPPER PRIMARY SCHOOLS BY CLASS-ROOM

To examine the availability of class-room in the upper-primary schools of the State, Statement No. 4.4C below is generated from the State Table SIS- 33 :-

STATEMENT NO. 4.4C : UPPER-PRIMARY SCHOOLS ACCORDING TO ROOMS FOR INSTRUCTIONAL PURPOSES.

Area	Upper-Primary Schools with rooms for instructional purposes							
	One	Two	Three	Four	Five	Six-seven	More than seven	Total
1	2	3	4	5	6	7	8	9
Rural	2	13	8	38	58	137	144	400
Urban	—	—	—	1	—	11	22	34
Total	2	13	8	39	58	148	166	434

Source - State Table SIS-33

From the statement it is seen that upper primary schools having only one room for instructional purposes are only 2 exclusively for rural areas. Similarly, upper-primary schools having 5 rooms for instructional purposes accounts for 58 (14.5%) in rural areas only and that of having more than 7 rooms are 144 (36%) in rural areas. Again, in urban areas number of upper-primary schools having more than 7 class-rooms are 22 (64.70%). It is desirable that there should be one room for each class of the upper -primary school, but the figures show again that there is to a great extent, shortage of accommodation in most of the upper-primary schools particularly in rural areas.

e) **UPPER-PRIMARY SECTIONS, BY AREA, MANAGEMENT, TYPE; ENROLMENT AT UPPER-PRIMARY STAGE BY AREA, MANAGEMENT, SEX, SC AND ST ETC.**

i) UPPER-PRIMARY SECTIONS BY AREA, MANAGEMENT, TYPE		Enrolment	Total
00.001	The more number of upper-primary schools does not reflect the total picture of upper -primary schooling facilities available in an area. With a view to have full picture of the facility, the upper-primary sections attached to secondary and higher secondary schools should also have to be taken into consideration.		
00.001	The Statement No. 4.5 below generated from State Table S-5 shows the complete position :		

STATEMENT NO 4.5 : UPPER-PRIMARY SECTIONS IN UPPER-PRIMARY SCHOOLS OR AS A PART OF COMPOSITE SCHOOLS.

Area	Upper Primary Schools	Secondary Schools	Higher Secondary Schools	Total
Rural	400	305	96	801
Urban	34	32	56	122
Total	434	337	152	923

To examine the availability of class-room in the upper-primary schools of the State Statement No. 4.5A below is generated from State Table S-5

The statement above shows that the total number of upper-primary sections in the State is 434. Out of these 434 upper-primary sections, 400 were in rural areas and 34 were in urban areas. Similarly, 337 and 152 were upper primary and higher secondary schools respectively. Again, out of the total 923 upper-primary sections, 801 (86.78%) were in the rural areas and 122 (13.22%) were in the urban areas.

Area	One	Two	Three	Four	Five	Six-seven	More than seven	Total
Rural	2	13	8	39	58	148	114	264
Urban	0	0	0	0	0	0	0	0
Total	2	13	8	39	58	148	114	264

Source - State Table S-5

STATEMENT NO. 4.5A : CLASS-WISE ENROLMENT AT UPPER-PRIMARY STAGE.

Area	Sex	Class-wise enrolment in			Total
		Class -VI	Class - VII	Class -VIII	
1	2	3	4	5	6
Rural	B	22,275	16,963	13,646	52,884
	G	17,260	13,160	10,434	40,854
	T	39,535	30,123	24,080	93,738
Urban	B	5,598	4,870	3,919	14,387
	G	5,067	4,520	3,791	13,378
	T	10,665	9,390	7,710	27,765
Total	B	27,873	21,833	17,565	67,271
	G	22,327	17,680	14,225	54,232
	T	50,200	39,513	31,790	1,21,503

100.00	80.0	Source - State Tables SIS-114 - 116	100.00	100.00	Total
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It is seen from the above statement that a total of 1,21,503 students were found to be enrolled in the upper-primary schools/sections of the State. Of these 93,738 (77.15%) were in rural areas and 27,765 (22.85%) were in urban areas. It is further seen that girls constitute about 44.63% of the total enrolment at the upper primary stage. In rural areas the same is 43.58% and in urban areas it is about 48.18%. Thus, the rural-urban differential is not significant as far as the participation rate for girls at the upper primary stage is concerned. The distribution of enrolment at the upper primary stage of education may be available from the State Tables SIS-114-116.

It is observed from these State Tables that the participation rates in the West Tripura District is 45.65%, in the North Tripura District is 46.26%, and in the South Tripura District is 44.08%. Thus, compared to the State level position of 44.63%, the District of South Tripura in particular is to take steps to improve the enrolment at the upper primary stage though the rate is not so far off from State level position. It further appears from the Statement that of the total enrolment 41.32% is in Class -VI, 32.52% is in Class -VII and the rest 26.16% is in Class -VIII. The enrolment is, therefore, not evenly distributed among the 3 (three) classes of the upper primary stage. It is rather showed the reverse due to the phenomenon of wastage at the stage level. The percentage of enrolment in Class -VI to total enrolment in rural areas is found to be 42.93%. Thus, it is not on a high side compared to the overall State level position.

iii) ENROLMENT ACCORDING TO MANAGEMENT.	3	2	1
The enrolment in upper primary stage (V-VIII) may now be analysed in further detail. Statement No. 4.5B below generated from the State Table SIS-140 shows the enrolment in upper primary stage according to area and management.	1,11,900	1,18,757	Total

Source - State Tables SIS - 114-116

It is observed from the above table that of the total S.C. enrolment about 78.74% are in rural areas. This is so most of the S.C. population in the State dwell in rural areas. It may further be seen that there is no marked difference between the percentage of S.C. girl

STATEMENT NO. 4.5B : ENROLMENT IN UPPER-PRIMARY STAGE ACCORDING TO MANAGEMENT.

Area		Govt.	MANAGEMENT			Total
			Local body	Private aided	Private unaided	
1		2	3	4	5	6
Rural	Enrolment	89,613	959	3,166	-	93,738
	%	95.60	1.02	3.38	-	100.00
Urban	Enrolment	20,152	472	6,672	469	27,765
	%	72.58	1.70	24.03	1.69	100.00
Total	Enrolment	1,09,765	1,431	9,838	469	1,21,503
	%	90.34	1.18	8.10	0.38	100.00

Source - State Table SIS-140

From the above table it will be seen that about 90.34% of the total enrolment of the stage are covered by Govt. upper-primary schools/sections. Again, the same is 95.60% in the rural areas and 72.58% in the urban areas. As most of the upper-primary school/sections under private aided management are located in urban areas, a considerable percentage of enrolment is covered by private aided school/sections. The number of private unaided upper-primary school/sections being small, only about 0.38% of the total enrolment of the stage was in this category of schools.

iv) S.C. ENROLMENT.

The position of S.C. enrolment in the total enrolment at the upper-primary stage (VI-VIII) may now be examined, Statement No. 4.5C below generated from the State Tables SIS-114-116 shows the enrolment figures for S.C. community at the upper primary stage :-

STATEMENT NO. 4.5C : S.C. ENROLMENT AT UPPER PRIMARY STAGE

Area	Boys	Enrolment			S.C. enrolment as % of total enrolment at the upper-primary stage (VII-VIII)
		Girls	Total	% of Girls	
1	2	3	4	5	6
Rural	9,267	6,748	16,015	42.14	17.08
Urban	2,590	2,263	4,853	46.63	17.48
Total	11,857	9,011	20,868	43.18	17.17

Source - State Tables SIS - 114-116

It is observed from the above table that of the total S.C. enrolment about 76.74% are in rural areas. This is so as most of the S.C. population in the State dwell in rural areas. It may further be seen that there is no marked difference between the percentage of S.C. girl

students in rural and urban areas. While the percentage of girls student among the total student at the upper-primary stage in the State is 44.63, that of the S.C. community is found to be 43.18. It further appears that the participation rate for S.C. students in the total enrolment at the upper-primary stage is 17.17% as against 16.36% which is the proportion of S.C. population among the total population in the State as reveals from Census of India, 1991. Again, there is very little rural-urban differential in the participation rates for S.C. in the total enrolment at the upper-primary stage.

v) **S.T. ENROLMENT.**

For similar analysis of S.T. enrolment at the upper-primary stage Statement No. 4.5D generated from State Tables SIS 114-116 showing the relevant figures is presented below :-

STATEMENT NO. 4.5D : S.T. ENROLMENT AT UPPER PRIMARY STAGE.

Area	Enrolment			% of Girls	S.T. enrolment as % of total enrolment
	Boys	Girls	Total		
1	2	3	4	5	6
Rural	16,884	11,440	28,324	40.39	30.22
Urban	734	751	1,485	50.57	5.35
Total	17,618	12,191	29,809	40.90	24.53

Source - State Tables SIS-114-116

From the above statement it is seen that of the total S.T. enrolment about 95.83% are in the rural areas. This is, also, because of the fact that most of the S.T. population in the State dwell in rural areas. It may further be seen that there is no marked difference between the percentage of S.T. Girls students in rural and urban areas. While the percentage of girl student among the total students at the upper-primary stage in the State is 44.63, that of S.T. community is found to be 40.90. It further appears that the participation rate for S.T. students in the total enrolment at the upper-primary stage is 24.53 as against 30.95 which is the proportion of S.T. population among the total population in the State as seen from Census of India, 1991.

f) **ENROLMENT RATIOS AND CLASS-WISE REPEATERS RATE.**

i) **ENROLMENT RATIOS.**

The age-specific enrolment ratios for the age-group 11-14 years according to boys and girls in rural and urban areas are shown in the Statement No. 4.6 below derived from the State Tables SV-3-5 and S2S-55:-

STATEMENT NO. 4.6 : AREA-WISE N.E.R. AT THE UPPER -PRIMARY STAGE.

Area	NET ENROLMENT RATIOS FOR		
	Boys	Girls	Total
1	2	3	4
Rural	48.01	39.35	43.80
Urban	74.70	72.31	73.54
Total	52.17	44.49	48.44

Source - State Tables SV 3-5 and S2S-55

From the above statement it will appear that the Net Enrolment Ratios (NER) in all the cases both for rural and urban areas can not come nearer to 100. It is also seen therein that the rural-urban differentials regarding this N.E.R. in the upper-primary stage is significant. Whereas the figures in the rural areas are shown below 50, but in the urban areas it is above 70. It further appears that the boys-girls differential is more prominent in rural areas whereas in the urban areas there is no marked difference. There is, therefore, a large number of unenrolled dropped-out children of the age-group 11-14 years in the State. This is due to the backward socio-economic structure of the State. Here, it may be mentioned that it may be the impact of non-implementation of mid-day-meal scheme at the upper-primary stage.

ii) CLASS-WISE REPEATERS.

Class-wise repeaters at the upper-primary stage were collected in the survey and from these data percentage of repeaters have been worked out and derived the State Tables S2S 58 to 66. But, to assess the extent of stagnation at the upper-primary stage to some extent Statement No. 4.6A generated from these State Tables showing relevant figures is presented below :-

STATEMENT NO. 4.6 A : SEX AND AREA-WISE PERCENTAGE OF REPEATERS AT THE UPPER-PRIMARY CLASSES.

Area	Classes	Percentage of repeaters								
		All Communities			Scheduled Castes			Scheduled Tribes		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
Rural	VI	22.78	22.53	22.67	24.07	23.01	23.61	22.94	21.37	22.30
	VII	22.08	22.32	22.18	22.09	24.66	23.15	19.82	20.49	20.09
	VIII	19.08	19.57	19.29	19.27	22.05	20.42	18.18	18.60	18.34
	VI - VIII	21.60	21.70	21.65	22.15	23.30	22.64	20.83	20.45	20.68
Urban	VI	16.31	21.18	18.62	22.03	27.81	24.72	25.82	18.83	22.04
	VII	17.00	20.24	18.56	23.62	31.56	27.30	21.62	22.13	21.86
	VIII	16.94	18.04	17.48	28.42	27.56	28.02	22.50	33.33	27.81
	VI - VIII	16.72	19.97	18.29	24.21	28.99	26.44	23.43	23.57	23.50
Total	VI - VIII	20.56	21.28	20.88	20.60	24.73	23.52	20.94	20.65	20.82

Source - State Tables S2S- 58 to 66

It is seen from the statement that the rural -urban differentials for all the classes of the upper primary stages are significant in the cases of boys belonging to all communities and Girls belonging to both Scheduled Castes and Scheduled Tribes. Further, the rural-urban differential for class VIII i.e. terminal class of the upper-primary stage is significant in case of boys belonging to Scheduled Castes also. Here, it is observed that whereas boys-girls differential in all the classes of upper-primary stage in case of rural areas is not significant but in the urban areas the same is remarkably significant.

G) PUPIL-TEACHER RATIO

The pupil-teacher ratio in the upper-primary school/sections in rural and urban

areas are shown in the Statement No. 4.7 below derived from the State Table SIS - 162 :-

STATEMENT NO. 4.7 : PUPIL-TEACHER RATIO IN UPPER-PRIMARY SCHOOLS.

Area	Govt.	MANAGEMENT			Total
		Local body	Private aided	Private unaided	
1	2	3	4	5	6
Rural	21.40	21.35	52.80	-	21.43
Urban	18.07		45.26	8.63	19.49
Total	20.99	21.35	46.06	8.63	21.18

Source - State Table SIS - 162

From the statement it is seen that whereas in rural areas the Teacher-pupil ratio is 21 : 1 the same for urban areas is 19 : 1. Thus, there is practically no marked variation in the ratio in rural and urban areas of the State. At the State level the ratio works out to 21 : 1. According to the norms laid down by the Department, the teacher-pupil ratio at the State level should be 20 : 1. So, it may be concluded that the position of teacher-pupil ratio both in rural and urban areas as well as State's position are as per norm which is a good pre-condition for developing upper-primary education both in quantum of enrolment and quality.

CHAPTER - V

EDUCATION AT SECONDARY STAGE

In Tripura secondary education is imparted in two types of schools viz. high schools and higher secondary schools as a part of composite section. The secondary stage is constituted of Classes IX & X and there is a public examination (Madhyamik/School Final) at the end of Class - X.

In the Sixth All India Educational Survey a number of important information relating to facilities available for secondary stage of education in the State in all rural habitations according to various distance have been collected. For hilly topography of the State, unlike National Criteria of distance of 8 Kms., for the availability of the secondary stage a distance of 4 Kms. is considered as the convenient walkable distance for a child in the age group of 14 - 16 years to walk to his school.

- a) **RURAL HABITATIONS AND VILLAGES SERVED.**
 i) **FACILITIES IN THE HABITATIONS.**

With a view to discuss the District-wise rural habitations served by a secondary school/ section Statement No. 5.1 is generated below from the State Table SV 31 :-

STATEMENT NO. 5.1: DISTRICT-WISE RURAL HABITATIONS SERVED BY SECONDARY SCHOOL/ SECTION.

Sl. No.	District	Habitations having secondary school/ Sec.		Habitations served by secondary school/Sec. upto a distance of 4 Km.		Population served by secondary school/Sec. within the habitation		Population served by secondary school/ Sec. upto a distance of 4 Km.	
		No.	%	No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9	10
1.	West Tripura	171	43.51	2,091	44.25	1,80,936	50.81	9,21,955	44.96
2.	North Tripura	108	27.48	996	21.08	1,05,941	29.75	5,42,402	26.45
3.	South Tripura	114	29.01	1,638	34.67	69,203	19.44	5,86,112	28.59
	Total	393	100.00	4,725	100.00	3,56,080	100.00	20,50,469	100.00

Source - State Table SV 31

It is seen from the above statement that out of the total 6,802 habitations, 393(5.78%) habitations are having the facilities of secondary education within the habitation itself and total population served by these secondary schools/ sections in them is 3,56,080 i.e. 14.38% of the total rural population 24,76,258. Further, 4,725 (69.46%) habitations are having the facilities of secondary education upto a distance of 4 Km. from the habitation and the total population served by these secondary schools/ sections is 20,50,469 i.e. 82.81% of the total rural population. In this connection the District-wise distribution of habitations served by secondary schools/sections upto a distance of 4 Kms. are 2,091 (44.25%), 996 (21.08) and 1,638 (34.67%) for West Tripura, North Tripura and South Tripura District respectively

and the corresponding population served are 9,21,995 (44.96%), 5,42,402 (26.45%) and 5,86,112 (28.59%) accordingly.

ii) **FACILITIES IN THE VILLAGES.**

District-wise No. of villages having secondary educational facilities in them is available from the statement no. 5.2 below derived from the State Table SV 43 :-

STATEMENT NO. 5.2 : DISTRICT-WISE NO. OF VILLAGES HAVING SECONDARY SCHOOL/SECTION

Sl. No.	District	Total No. of inhabited villages.	Villages having schools with Secondary stage in them	
			No.	%
1	2	3	4	5
1.	West Tripura	274	134	39.64
2.	North Tripura	260	98	28.99
3.	South Tripura	321	106	31.37
	TOTAL	855	338	100.00

Source - State Table SV 43

It is seen from the above statement that out of the total 855 inhabited villages, 338 (39.53%) villages are having schools with secondary stage in them. Besides, out of these villages, District-wise distribution of villages are 134 (39.64%), 98 (28.99%) and 106 (31.37%) in West Tripura, North Tripura and South Tripura District respectively.

b) **FACILITIES FOR SECONDARY EDUCATION AS PER DISTANCE AND POPULATION SLABS OF HABITATIONS (ALL, SC & ST)**

With a view to discuss the facilities available for secondary education in the State in all rural habitations according to distance criteria and various population slabs of habitation, statement no. 5.3 is generated below from the State Table SV 28 :-

STATEMENT NO. 5.3 : FACILITIES FOR SECONDARY EDUCATION AS PER DISTANCE AND POPULATION SLABS OF HABITATIONS.

All Habitations

Population slab	No. of Habitations	Habitation served				Population served	
		within		upto 4 Kms.		Within	Upto 4Kms (including col.7)
		No.	%	No.	%		
1	2	3	4	5	6	7	8
5000 & above	1	1	0.25	1	0.02	6,570	6,570
2000 - 4999	62	34	8.65	62	1.31	85,222	1,55,811
1000 - 1999	382	103	26.21	363	7.68	1,36,055	4,67,885
500 - 999	1,110	123	31.30	985	20.85	89,737	6,82,141
Below 500	5,247	132	33.59	3,314	70.14	38,496	7,38,062
Total	6,802	393	100.00	4,725	100.00	3,56,080	20,50,469

Source - State Table SV 28

It will be seen from the statement that out of total 6,802 habitations, 4,725 (69.46%) habitations are having the facility within and upto a distance of 4 Kms. and the corresponding population served by them is 82.81% of the total rural population of the state. Further, out of these 4,725 habitations, 3,314 (70.14%) habitations have population 'below 500' and again 985 (20.85%) habitations have population between '500 - 999' which cover 35.99% and 33.27% population respectively of the corresponding total served population. It is, therefore, indicative that there is a considerable number of small habitations yet to be covered by secondary education.

Among the above unserved habitations, the position of habitations predominantly populated by S.C. may now be examined. For this purpose, statement no. 5.3A below is generated from SV 29 :-

STATEMENT NO. 5.3A : FACILITIES FOR SECONDARY EDUCATION AS PER DISTANCE AND POPULATION SLABS OF HABITATIONS.

S.C. Habitations

Population slab	No. of Habitations	Habitation served				Percentage served	
		within		upto 4 Kms.		Within	Upto 4Kms (including col.7)
		No.	%	No.	%		
1	2	3	4	5	6	7	8
5000 & above	1	1	2.27	1	0.17	6,570	6,570
2000 - 4999	8	5	11.36	8	1.33	11,752	19,377
1000 - 1999	56	16	36.36	53	8.82	21,945	67,746
500 - 999	193	15	34.10	178	29.62	11,120	1,20,800
Below 500	407	7	15.91	361	60.06	2,202	95,136
Total	665	44	100.00	601	100.00	53,589	3,09,629

Source --State Table SV 29

It will be seen from the statement that most of the unserved S.C. habitations are of small size and their population content is also small.

Coming to the case of S.T. dominated habitations served at secondary stage, statement no. 5.3B below is generated from State Table SV 30 :-

STATEMENT NO. 5.3B : FACILITIES FOR SECONDARY EDUCATION AS PER DISTANCE AND POPULATION SLABS OF HABITATIONS.

S.T. HABITATIONS

Population slab	No. of Habitations	Habitation served				Percentage served	
		within		upto 4 Kms.		Within	Upto 4Kms (including col.7)
		No.	%	No.	%		
1	2	3	4	5	6	7	8
5000 & above	0	0	0	0	0	0	0
2000 - 4999	1	0	0	1	0.04	0	2,712
1000 - 1999	38	10	10.64	33	1.44	11,675	38,425
500 - 999	274	28	29.79	203	8.85	18,657	1,35,518
Below 500	3,855	56	59.57	2,056	89.67	14,197	3,84,185
Total	4,168	94	100.00	2,293	100.00	44,529	5,60,840

Source - State Table SV 30

It is seen from the above statement that majority of such habitations (89.67%) and their population content (68.50%) are in the population slab 'below 500'. This appears to be a commendable position as the tribal habitations are usually smaller in size. Like S.C. habitations, most of the unserved S.T. habitations and their population are in the population slab 'below 500'.

c) SECONDARY SCHOOLS BY AREA, MANAGEMENT AND TYPE.

After discussing the extent of schooling facilities available in rural habitations of the State in detail, it is now necessary to analyse the statistics of secondary schools collected in the survey. For this statement no. 5.4 below is generated from the State Table SIS -1 :-

STATEMENT NO. 5.4 : SECONDARY SCHOOLS ACCORDING TO AREA AND MANAGEMENT.

Area	Govt.	MANAGEMENT			Total
		Local body	Private aided	Private unaided	
1	2	3	4	5	6
Rural	296	3	6	0	305
Urban	27	0	3	2	32
Total	323	3	9	2	337

Source - State Table SIS -1

It will be seen from the statement that 90.50% of the secondary schools enumerated in the survey are located in the rural areas of the State. This high percentage is natural because Tripura has only 18 nos. urban areas including the State capital, Agartala and the rural population constituted for about 84.41% of the total population of the State. It will also be seen from this statement that about 95.85% of the secondary schools counted in the survey are managed by the Government itself. This is also natural in a state where the population is composed of various tribal groups and displaced persons from the then East Pakistan. Both these groups being poor, the State Government had to come forward to establish secondary schools to cater to the needs of schooling facilities of both the groups of people. That is why there is no private un-aided school in the rural areas and local bodies like Municipality in the management of secondary schools under private aided management. The majority 323 Nos. of the secondary schools are under Govt. Management.

d) SECONDARY SECTIONS BY AREA, MANAGEMENT 7 TYPE

The mere number of secondary schools does not reflect the total picture of secondary schooling facilities available in an area. With a view to have a full picture of the facility, the secondary sections (IX - X) attached to higher secondary schools should, also, have to be taken into account. For this statement no. 5.5 below is generated from the State Table SIS - 5 :-

STATEMENT NO. 5.5 : SECONDARY SECTION IN SECONDARY SCHOOLS OR AS A PART OF COMPOSITE SCHOOLS.

Area	No. of Secondary sections as a part of		Total
	Secondary Schools	Higher Secondary Schools	
1	2	3	4
Rural	305	96	401
Urban	32	56	88
Total	337	152	489

Source - State Table SIS - 5

The statement shows that the total no. of secondary sections in the State on the reference date of the survey was 489, of which 337 and 152 were as a part of secondary schools and higher secondary schools respectively. Again, of the total 489 secondary sections, 401(82%) were in rural areas and 88(18%) were in urban areas.

e) ENROLMENT, AREA, MANAGEMENT, SEX, S.C. AND S.T.

i) AREA AND SEX-WISE ENROLMENT AT SECONDARY STAGE

It is now necessary to examine the distribution of enrolment at the secondary stage (IX-X) of education, a detailed account of which was collected in course of the survey. The relevant figures in this regard are presented in the following statement no. 5.6 generated from the State Tables SIS-114 - 116 :-

STATEMENT NO. 5.6 : CLASS - WISE ENROLMENT AT SECONDARY STAGE.

Area	Sex	CLASS - WISE ENROLMENT IN		Total
		Class - IX	Class - X	
1	2	3	4	5
Rural	B	14,750	9,881	24,631
	G	10,413	6,637	17,050
	T	25,163	16,518	41,681
Urban	B	4,746	3,546	8,292
	G	4,583	3,261	7,844
	T	9,329	6,807	16,136
Total	B	19,496	13,427	32,923
	G	14,996	9,898	24,894
	T	34,492	23,325	57,817

Source - State Tables SIS - 114 - 116.

It is seen from the statement that a total of 57,817 students were found to be on rolls in the secondary stage of the state. Of these 41,681(72.09%) were found to be in rural areas and the rest 16,136(27.91%) were in urban areas. It is further seen that girls constitute

for about 43.06% of the total enrolment. In rural areas girls constitute for about 40.91% of the total enrolment and the corresponding figure in urban areas is 48.61%. Thus, the rural-urban differential is not significant in the light of participation rate of girls at the secondary stage is concerned.

ii) **AREA AND MANAGEMENT - WISE ENROLMENT.**

Now, the enrolment in secondary stage (IX-X) can be analysed in further details. Statement No. 5.6A below is generated from State Table No. SIS - 140 :-

STATEMENT NO. 5.6A : ENROLMENT AT SECONDARY STAGE ACCORDING TO MANAGEMENT.

Area	Govt.	MANAGEMENT			Total
		Local Body	Private aided	Private unaided	
1	2	3	4	5	6
Rural Enrolment	39,043	608	2,030	—	41,681
Rural %	93.67	1.46	4.87	—	100.00
Urban Enrolment	11,672	435	3,807	222	16,136
Urban %	72.34	2.70	23.58	1.38	100.00
Total Enrolment	50,715	1,043	5,837	222	57,817
Total %	87.72	1.80	10.10	1.38	100.00

Source - State Table SIS - 140

From the above table it is seen that as most of the secondary schools/sections are under the management of the Government, about 87.72% of the total enrolment of the stage are being covered by school under Government management. Again, in rural areas while 93.67% of the total enrolment are covered by the Government managed schools only about 72.34% are being covered by the Government managed schools of the urban areas. Though most of the secondary schools under private -aided management are located in rural areas but only 4.87% of the enrolment in the state are being covered by those schools and the corresponding figures of enrolment is 23.58% in urban areas.

iii) **AREA AND SEX-WISE S.C. ENROLMENT**

The position of S.C. enrolment in the total enrolment at the secondary stage (IX-X) may now be examined. For this Statement No. 5.6B below is generated from the State Tables SIS - 114-116 :-

STATEMENT NO. 5.6B : S.C. ENROLMENT AT SECONDARY STAGE.

Area	Enrolment			% of Girls	S.C. enrolment as % of total enrolment at the secondary stage (IX-X).
	Boys	Girls	Total		
1	2	3	4	5	6
Rural	4,145	2,607	6,752	36.61	16.20
Urban	1,279	1,078	2,357	45.74	14.61
Total	5,424	3,685	9,109	40.45	15.75

Source - State Tables SIS-114-116

It is observed from the above table that of the total S.C. enrolment, 74.12% are in rural areas. This is so as most of the S.C. population in the State dwell in rural areas. It may further be seen that the rural-urban differential in respect of participation rates of girls enrolment is 9.13%. While the percentage of girl student among the total student at the secondary stage in the State is 43.06, that of S.C. community is found to be 40.45. It further appears that the participation rate for S.C. student in the total enrolment at the secondary stage is 15.75% as against 16.36% which is the proportion of S.C. population among the total population in the State as per 1991 Census. Again, there is a very little rural-urban differential in the participation rates for S.C. in the total enrolment at the stage.

iv) AREA AND SEX-WISE S.T. ENROLMENT.

For a similar analysis of S.T. enrolment at the secondary stage statement no 5.6C below is generated from State Tables SIS-114-116 :-

STATEMENT NO. 5.6C : S.T. ENROLMENT AT SECONDARY STAGE.

Area	Enrolment			% of Girls	S.T. enrolment as % of total enrolment at the secondary stage (IX-X).
	Boys	Girls	Total		
1	2	3	4	5	6
Rural	7,492	4,326	11,818	36.61	28.35
Urban	711	555	1,266	43.84	7.85
Total	8,203	4,881	13,084	37.31	22.63

Source - State Tables SIS-114-116

From the above statement it is seen that of the total S.T. enrolment about 90.32% are in the rural areas. This is, also, because of preponderance of most of the S.T. habitations in rural areas. It may further be seen that the rural-urban differential in respect of participation rates of girls enrolment is 7.23%. While the percentage of girl students among the total students at the secondary stage in the State is 43.06, that of S.T. community is found to be 37.31. It further appears that the participation rates for S.T. students in the total enrolment at the secondary stage is 22.63% as against 30.95%, which is the proportion of S.T. population among the total population in the State as per 1991 census.

f) REPEATERS RATE, LABORATORY, GUIDANCE SERVICES.

i) REPEATERS.

Class-wise repeaters at the secondary stage were collected in the Survey and from these data percentages of repeaters has been worked out and derived the State Tables S2S 58 to 66. But, to assess the extent of stagnation at the secondary stage the statement no. 5.7 generated from these State Tables showing relevant figures is presented below :-

STATEMENT NO. 5.7 : SEX AND AREA-WISE PERCENTAGE OF REPEATERS AT THE SECONDARY CLASSES.

Area	Classes	PERCENTAGE OF REPEATERS								
		All Communities			Scheduled Castes			Scheduled Tribes		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
Rural	IX	23.29	26.40	24.58	23.61	30.12	26.18	23.57	21.97	22.96
	X	17.59	21.32	19.09	18.75	22.02	19.97	17.90	20.72	18.87
	IX-X	21.00	24.42	22.40	21.57	26.89	23.62	21.44	21.54	21.48
Urban	IX	21.79	24.20	22.97	34.71	33.73	34.25	30.65	26.55	28.81
	X	14.89	21.90	18.25	21.25	27.39	23.99	19.13	31.84	24.48
	IX-X	18.84	23.24	20.98	29.16	31.35	30.17	26.16	28.47	27.17
TOTAL	IX-X	20.46	24.05	22.00	23.36	28.20	25.32	21.85	22.33	22.03

Source - State Tables S2S - 58-66

It is seen from the statement that rural-urban differential for all the classes of the secondary stage are not significant in cases of both boys and girls belonging to All Communities. But, the same for the enrolment belonging to both the Scheduled Castes and Scheduled Tribes communities are acute and in the reverse direction i.e. higher in urban areas. This is because of the comparatively higher percentages of drop-out at the secondary stage in case of rural areas.

ii) SECONDARY STAGES HAVING SCIENCE LABORATORIES.

At the secondary level though the study of certain branches of science is compulsory, yet there is no provision of science laboratories in any secondary school of State. There is, however, provision of class-room demonstration of certain science topics. The survey however, reported in State Table SIS -187 that out of 489 secondary sections, there were 51 secondary schools which had separate laboratories for Physics, Chemistry and Biology and another 15 schools had combined laboratories for all the three subjects and 3 schools had combined laboratory for physics and chemistry and separate laboratory for Biology.

iii) SECONDARY SCHOOLS HAVING GUIDANCE SERVICE.

Previously the counselling and guidance services were in vogue in secondary schools of the State. But, these services are non-functioning since long in the schools. The survey, however, reported all information in this regard in the State Tables SIS-179-180. It is seen therein that only three secondary schools are having guidance services and there is only one teacher-counsellor as an evidence of old infrastructure.

g) SECONDARY STAGES HAVING HOME SCIENCE.

There is no diversified course of study in the secondary stage of education in the State, Physical Science and Bio-science are, however, compulsory subjects at the secondary level. As such, the Survey reported only two secondary schools having the provision of studying Home Science as can be seen in the State Table Nos. SIS-181-182.

CHAPTER - VI

EDUCATION AT HIGHER SECONDARY STAGE

The higher secondary education is imparted in a two-years course only in the higher secondary schools of the State commonly known as +2 level of school education (comprising of classes XI & XII). There is a provision for imparting higher secondary education only in branches namely Arts, Science and Commerce. Although all the higher secondary schools have provision for imparting higher secondary education in Arts stream, Science and Commerce streams are in vogue only in a selected schools where necessary infrastructure is available. There is, however, no provision in any school for imparting Agriculture and vocational/Technical education at the +2 level as the scheme of vocationalisation of higher secondary education was not implemented in the State at the time of the Survey.

a) FACILITIES FOR HIGHER SECONDARY STAGE AS PER DISTANCE, POPULATION SLABS (ALL, S.C. & S.T.)

i) FACILITIES FOR HIGHER SECONDARY EDUCATION AS PER DISTANCE CRITERIA.

According to the criteria for upgradation of high school to higher secondary school in the State, a distance criteria of 6 kms, is usually followed. Considering the hilly topography of the State, a distance of 6 kms. is considered as the convenient walkable distance for a student in the age-group 16-18 years to walk to his/her school. Besides, the distance criterion, the other criteria followed is the enrolment in the terminal class (X) of feeder high schools. In this context the criteria for starting/upgradation of different types of school is annexed to this chapter.

The Sixth All India Educational Survey collected a number of important information relating to facilities available for higher secondary education in the State in all its rural habitations according to various distance slabs. The details of information in this regard are available in the State Table SV34 and with a view to facilitate discussion statement no.6.1 below is generated from the said table :-

STATEMENT NO. 6.1 : FACILITIES FOR HIGHER SECONDARY EDUCATION AVAILABLE AT VARIOUS DISTANCE SLABS.

All Habitations

Distance slab (Km)	Habitations having Higher Secondary Sections.		Population served by Higher Secondary Sections.	
	No.	%	No.	%
1	2	3	4	5
Within and upto 2.0	1,260	18.52	7,22,694	29.18
2.1 - 4.0	1,424	20.94	6,51,545	26.31
4.1 - 6.0	1,193	17.54	4,13,785	16.71
Sub Total	3,877	57.00	17,88,024	72.20
6.1 - 8.0	781	11.48	2,30,923	9.33
More than 8	2,144	31.52	4,57,311	18.47
Total	6,802	100.00	24,76,258	100.00

Source -State Table SV 34

It will be seen from the statement that of the total 6,802 habitations, only 3,877 (57%) habitations are having the facility of higher secondary education within and upto a distance of 6 kms. and the total habitations having the facility upto a distance of 8 kms. (National norms) is 4,658 (68.48%). Then coming to population it is observed that of the total 24,76,258 rural population 72.20% is served by higher secondary schools located in the habitations and upto a distance of 6 kms. whereas 81.53% population is served by higher secondary schools upto a distance of 8 kms. It thus appears that more number of higher secondary schools are required to be started in rural areas to cover the unserved habitations and population.

ii) **FACILITIES FOR HIGHER SECONDARY EDUCATION ACCORDING TO POPULATION SLABS.**

It is necessary now to examine further the existing position of the facility of higher secondary education from the point of view of population slabs. For this purpose statement no. 6.1A below is derived from State Table SV 34 :-

STATEMENT NO. 6.1A : HABITATIONS IN VARIOUS POPULATION SLABS SERVED BY HIGHER SECONDARY EDUCATION

All Habitations							
Population slab	No. of habitations	Habitations served				Population served	
		Within		Upto 6 Kms		Within	Upto 6 kms (including col.7)
		No.	%	No.	%		
1	2	3	4	5	6	7	8
5000 & above	1	0	0.	1	0.30	0	6,570
2000 - 4999	62	8	8.33	60	1.55	20,979	1,51,571
1000 - 1999	382	36	37.50	337	8.69	47,574	4,36,754
500 - 999	1,110	27	28.13	867	22.36	19,448	6,00,117
Below 500	5,247	25	26.04	1,612	67.37	6,665	5,93,012
Total	6,802	96	100.00	3,877	100.00	94,666	17,88,024

Source - State Table No. SV34

From the figures it is seen that out of the total 6,802 habitations, 3,877 (57.00%) habitations are having the facility within and upto a distance of 6 kms. and corresponding population served by them is 72.21% of the total rural population. Further, out of these 3,877 habitations 2,612 (67.37%) habitations have population 'below 500' and again, 867 (22.36%) habitations have population having '500-999' which cover respectively 33.17% and 33.56% population of the corresponding total served population. It is, therefore, indicative that there is a considerable number of small habitations yet to be covered by higher secondary education facility.

Among all the rural habitations, the position of habitations predominantly populated by S.C may now be examined. For this purpose statement no. 6.1B below is generated from State Table No. SV 35 :-

STATEMENT NO. 6.1B : FACILITIES FOR HIGHER SECONDARY EDUCATION AS PER DISTANCE AND POPULATION SLABS OF HABITATIONS

S.C. HABITATIONS

Population slab	No. of Habitations	Habitations served				Population served	
		Within		Upto 6 kms		Within	Upto 6 kms
		No.	%	No.	%		(including Col 7)
1	2	3	4	5	6	7	8
5000 & above	1	0	0	1	0.19	0	6,570
2000 - 4999	8	0	0	7	1.36	0	17,377
1000 - 1999	56	5	83.35	48	9.32	6,696	60,833
500 - 999	193	1	16.67	152	29.52	550	1,03,983
Below 500	407	0	0	307	59.61	0	81,878
Total	665	6	100.00	515	100.00	7,246	2,70,641

Source - State Table SV 35

It will be seen from the statement that out of total 665 S.C. habitations, 515 (77.44%) habitations are having the facility within and upto a distance of 6 kms. and corresponding population served by them is 81.03% of the total rural population of the S.C. habitations. Further out of these 515 habitations, 307 (59.61%) habitations have population 'below 500' and, again, 152 (29.52%) habitations have population having '500-999' which cover respectively 30.25% and 38.42% population of the corresponding total served population. It is, therefore, indicative that there is a considerable number small S.C. habitations yet to be covered by higher secondary education facility.

Coming to the case of S.T. habitation served by the higher secondary stage, the statement no. 6.1C below is generated from the State Table SV 36 :-

STATEMENT NO. 6.1C : FACILITIES FOR SECONDARY EDUCATION AS PER DISTANCE AND POPULATION SLABS OF HABITATIONS

S.T. Habitations

Population slab	No. of Habitations	Habitations served				Population served	
		Within		Upto 6 kms		Within	Upto 6 kms
		No.	%	No.	%		(including Col 7)
1	2	3	4	5	6	7	8
5000 & above	0	0	0	0	0	0	0
2000 - 4999	1	0	0	1	0.06	0	2,712
1000 - 1999	38	1	6.25	28	1.61	1,000	32,601
500 - 999	274	8	50.00	159	9.14	5,408	1,05,871
Below 500	3,855	7	43.75	1,551	89.19	1,453	2,89,941
Total	4,168	16	100.00	1,739	100.00	7,861	4,31,125

Source - State Table SV 36

It is seen from the above statement that out of total 4,168 S.T. habitations, 1,739 (41.72%) habitations are having the facility within and upto a distance of 6 kms. and corresponding population served by them is 47.93% of the total rural population of S.T. habitations. Further,

out of these 1,739 habitations, 1,551 (89.19%) habitations have population 'below 500' and again, 159(9.14%) habitations have population having '500-999' which cover respectively 67.25% and 24.56% population of the corresponding total served population. It is, therefore, indicative that there is a considerable number of small S.T. habitations yet to be covered by higher secondary education.

b) HIGHER SECONDARY SCHOOLS BY AREA, MANAGEMENT AND TYPE.

After discussing the extent of schooling facilities available in rural habitations of the State in detail, it is now necessary to analyse the statistics of higher secondary schools collected in the survey. For this statement no. 6.2 below is generated from the State Table SIS-5 :-

STATEMENT NO. 6.2 : HIGHER SECONDARY SCHOOL BY MANAGEMENT.

Area	No. of Higher Secondary Schools				Total
	Govt.	Local body	Private-aided	Private-unaided	
1	2	3	4	5	6
Rural	87	2	7	0	96
Urban	40	2	14	0	56
Total	127	4	21	0	152

Source - State Table SIS - 5

It is seen from the statement that 63.16% of the higher secondary school enumerated in the Survey are located in the rural areas of the state. This is natural because Tripura has only eighteen urban areas including the state capital, Agartala and the rural population constituted for 84.41% of the total population of the state. It is further seen that 83.55% of the higher secondary schools are managed by the Govt. itself. This is also natural in a state where the population is composed of various tribal groups and displaced persons from the then East Pakistan. Both these groups of population being poor, the State Govt. had to come forward to establish new higher secondary schools in different parts of the State to cater to the needs of schooling facilities. It is also seen that out of 21 private-aided higher secondary schools, 14 Nos. are located in urban areas and lesser number is located in rural areas. Most of the private-aided schools are now running with almost 100% grants from the State Govt.

c) ENROLMENT IN CLASSES XI & XII BY AREA, MANAGEMENT, SEX, S. C. & S.T.; ENROLMENT OF CLASSES XI & XII ATTACHED TO DEGREE COLLEGES.

i) ENROLMENT IN CLASSES XI & XII BY AREA AND SEX.

It is now necessary to examine the distribution of enrolment in classes XI & XII by area and sex. For this statement no. 6.3 below is generated from State tables SIS - 114 - 116 :-

**STATEMENT No. 6.3 : ENROLMENT IN CLASSES XI & XII
ACCORDING TO AREA AND SEX**

Area	ENROLMENT								
	CLASS - XI			CLASS - XII			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Rural	4,046	1,689	5,735	3,062	1,467	4,529	7,108	3,156	10,264
Urban	3,537	2,555	6,092	3,056	2,058	5,114	6,593	4,613	11,206
Total	7,583	4,244	11,827	6,118	3,525	9,643	13,701	7,769	21,470

Source - State Tables - 114 - 116

It is seen from the statement that a total of 21,470 students were found to be on rolls in the higher secondary stage. The total girl enrolment constituted for about one-third. Again, out of the total students in the stage, 47.81% were from rural areas. Thus, the enrolment in urban areas were higher than in rural areas. It is further seen that of the total enrolment in rural areas, the girls constituted for only 30.75% and in urban areas the same was 41.17%. This differential is due to proportionately lesser number of schools of higher secondary stage in rural areas.

ii) ENROLMENT AT HIGHER SECONDARY STAGE ACCORDING TO MANAGEMENT.

The enrolment in higher secondary stage (XI - XII) may now be analysed in further details. For this statement no. 6.3A below is generated from State Table No. SIS - 140 :-

**STATEMENT NO. 6.3A : ENROLMENT AT HIGHER SECONDARY
STAGE ACCORDING TO MANAGEMENT**

Area	Govt.	MANAGEMENT			Total	
		Local body	Private aided	Private unaided		
1	2	3	4	5	6	
Rural	Enrolment	8,690	166	1,408	0	10,264
	%	84.66	1.62	13.72	0	100.00
Urban	Enrolment	7,894	313	2,999	0	11,206
	%	70.45	2.79	26.76	0	100.00
Total	Enrolment	16,584	479	4,407	0	21,470
	%	77.24	2.23	20.53	0	100.00

Source - State Table SIS - 140

The statement shows that as most of the higher secondary schools are under the management of the Government, the bulk of enrolment is in Govt. managed schools i.e. 77.24%. Only about 20.53% of the enrolment is covered by the private-aided higher secondary schools. The enrolment in private-aided schools in urban area is more than that of the rural private-aided schools because most of the higher secondary schools under private-aided management are in urban areas.

iii) **S.C. ENROLMENT AT THE HIGHER SECONDARY STAGE.**

The position of S. C. enrolment in higher secondary classes may now be examined. For this statement no. 6.3B below is generated from the State Tables SIS-114-116 :-

STATEMENT NO. 6.3B : S. C. ENROLMENT OF HIGHER SECONDARY STAGE.

Area	ENROLMENT			% of Girls	S.C. enrolment as % of total enrolment at the higher secondary stage (XI-XII)
	Boys	Girls	Total		
1	2	3	4	5	6
Rural	1,233	523	1,756	29.78	17.11
Urban	814	455	1,269	35.86	11.32
Total	2,047	978	3,025	32.33	14.09

Source - State Tables SIS - 114-116

The above table shows that out of total 3,025 S.C. enrolment, 58.05% are in rural areas and 41.95% are in urban areas. It may further be seen that the percentage of S.C. girl student in urban areas is higher than that of in the rural areas. This shows that S. C. rural girls are lagging behind their counter parts in urban areas as far as enrolment at the higher secondary stage is concerned. While the percentage of girl students among the total students at the higher secondary stage is 36.19%, that of the S.C. communities is found to be 32.33%. From the above statement it further appears that the participation rate for S.C. students in total enrolment at the higher secondary stage is 14.09% as against 16.36% which is the proportion S.C population among the total population in the State as per 1991 Census. Again, the rural-urban differential in the participation rate for S.C. in the total enrolment at the higher secondary stage is 5.79%.

iv) **S.T. ENROLMENT AT THE HIGHER SECONDARY STAGE.**

For a similar analysis of S.T. enrolment, statement no. 6.3C below is generated from the State Tables SIS - 114-116 :-

STATEMENT NO. 6.3C : S.T. ENROLMENT AT HIGHER SECONDARY STAGE.

Area	Enrolment			% of Girls	S.T. enrolment as % of total enrolment at the higher secondary stage (XI-XII)
	Boys	Girls	Total		
1	2	3	4	5	6
Rural	879	242	1,121	21.59	10.92
Urban	389	205	594	34.51	5.30
Total	1,268	447	1,715	26.06	7.99

Source - State Tables SIS - 114-116

The statement shows that of total S.T. enrolment, 65.36% are in rural areas. This is because of the fact that most of the S.T. population dwell in rural areas. As regards girls enrolment it is, however, seen that the rural-urban differential in percentage is significant. This is because of the fact that there is a less urge among S.T. girls living in rural areas to study at the higher secondary level. It is further seen that while the percentage of girl students among total students at the higher secondary stage is 36.19%, that of the S.T. communities is found to be 26.06% from the statement. It further appears that the participation rates of S.T. students at the higher secondary stage is 7.99% against 30.95% which is the proportion of S.T. population among the total population in the State as per 1991 Census. The rural-urban differential in the participation rates for S.T. in the total enrolment at the stage is 5.62%.

v) ENROLMENT OF CLASSES XI & XII ATTACHED TO DEGREE COLLEGES.

It is informed here that the classes of higher secondary level (XI-XII) are conducted only in higher secondary schools and not in both schools and colleges. As such there is nil enrolment in the classes of the higher secondary stage in the Degree colleges of the State.

d) STREAM-WISE ENROLMENT.

Only three courses are taught at the higher secondary stage in the higher secondary schools of the State. These are Arts, Science and Commerce. There is no provision for any other course/stream in the curriculum framed by the Tripura Board of Secondary Education for the higher secondary level at the time of the survey.

It appears from the State Tables SIS 191 that of the total 152 higher secondary schools, 146 higher secondary schools were having Arts stream, Science stream was offered in 59 schools and Commerce stream was in 66 schools. In the curriculum for old higher secondary course (Class XI), there was provision for teaching of Technical, Home Science and Fine Arts. To examine the enrolment in different streams at the higher secondary stage (XI-XII) statement no. 6.4 below is generated from State Table SIS 205 :-

STATEMENT NO. 6.4 : DISTRICT-WISE ENROLMENT ACCORDING TO STREAMS AT THE HIGHER SECONDARY STAGE.

Sl. No	District	Enrolment in different streams							
		Arts		Science		Commerce		Total	
		Total	Girls	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7	8	9	10
1	West Tripura	7,678	3,556	2,309	701	2,069	145	12,056	4,402
2	North Tripura	3,618	1,531	733	158	210	49	4,561	1,738
3	South Tripura	3,923	1,467	502	131	428	31	4,853	1,629
	Total	15,219	6,554	3,544	990	2,707	225	21,470	7,769

Source - State Table SIS - 205

From the statement it is seen that out of total 21,470 students on rolls, 15,219(70.88%) were in Arts stream, 3,544 (16.51%) were in Science stream and 2,707(12.61%) were in Commerce stream. Again, out of total 7,769 girl students, 6,554 (84.36%) were in Arts stream, 990 (12.74%) were in Science stream.

These differentials both in case of total students and girls students are due to proportionately lesser number of schools are having science and commerce streams. Further, it appears from the statement that the participation rate of girls are 43.06%, 27.93% and 8.31% respectively in Arts, Science and Commerce streams. The same features are also seen from the statement for the Districts.

e) FACILITIES FOR SCIENCE TEACHING.

To examine the facilities for teaching of Science at +2 stage and availability of qualified teachers the statement No. 6.5 below is generated from State Table SIS-208 :-

STATEMENT NO. 6.5 : TEACHING OF SCIENCE AT +2 STAGE AND AVAILABILITY OF QUALIFIED TEACHERS.

Area	Number of schools offering								
	Physics		Chemistry		Mathematics		Biology		
	A	B	A	B	A	B	A	B	
1	2	3	4	5	6	7	8	9	
Rural	29	29	29	29	29	29	29	29	29
Urban	30	30	30	30	30	30	30	30	30
Total	59	59	59	59	59	59	59	59	59

Source - State Table SIS - 208

N.B. - A = Number of schools offering the subject.
B= Number of schools having qualified teachers for teaching the subject.

From the statement it is seen that all the 59 higher secondary schools having science stream were offering the subjects such as Physics, Chemistry, Mathematics and Biology. Besides, all the 59 higher secondary schools had the qualified teachers to teach these subjects:

f) ENROLMENT INDICES

To discuss the enrolment indices at the higher secondary (+2 stage) of education, the class-wise repeaters were collected in the survey and the percentage of repeaters have been worked out and derived from the State Tables S2S-58 to 66. But, to assess the extent of stagnation at the higher secondary stage the Statement No. 6.6 below is generated from these State Tables :-

STATEMENT NO. 6.6 : SEX AND AREA-WISE PERCENTAGE OF REPEATERS AT THE HIGHER SECONDARY STAGE.

Area	Classes	Percentage of repeaters								
		All Communities			Scheduled Castes			Scheduled Tribes		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
Rural	XI	12.23	13.50	12.61	12.55	14.89	13.22	14.29	13.91	14.20
	XII	12.18	12.88	12.41	10.88	12.03	11.24	13.84	16.48	14.38
	XI-XII	12.21	13.21	12.52	11.84	13.58	12.36	14.11	14.88	14.27
Urban	X	14.19	14.79	14.45	23.43	25.76	24.26	22.90	17.97	21.05
	XI	12.70	12.20	12.50	20.54	19.90	20.30	26.86	28.57	27.38
	XI-XII	13.50	13.64	13.56	22.24	23.30	22.62	24.68	21.95	23.74
Total	XI-XII	12.83	13.46	13.06	15.97	18.10	16.66	17.35	18.12	17.55

Source - State Tables S2S-58 to 66

It is seen from the statement that rural-urban differential for both the classes of the higher secondary stage are not significant in case of both boys and girls belonging to All Communities. But, the same for the enrolment belonging to both Scheduled Castes and Scheduled Tribes communities are acute and comparatively in higher side in the urban areas. This is because of the comparatively higher percentage of drop out at the higher secondary stage in case of rural areas.

g) LABORATORY, GUIDANCE SERVICES, HOME SCIENCE ETC.

i) LABORATORY FACILITIES.

Out of 152 higher secondary schools enumerated in the survey, it has earlier been indicated that there was provision of teaching science in 59 schools. From State Table SIS-212, it appears that of these 59 schools, 52 (88%) had separate laboratory for teaching physics, chemistry and biology and 5 (8%) had combined laboratory for Physics, Chemistry and Biology. Further, in the rest two schools, one school had combined laboratory for physics and chemistry but separate laboratory for Biology and another school had no laboratory.

ii) GUIDANCE SERVICES.

Previously the Counselling and Guidance services were in vogue in higher secondary schools of the State. But these services are almost non-existent since long in the schools. However, the survey reported in the State tables SIS-179-180 all information in this regard. It is seen therein that only three higher secondary schools are having Guidance services and there is only one school where there are trained Guidance Counseller, Teacher Counsellor and Care-master.

iii) HOME SCIENCE FACILITIES.

It is reported in State tables SIS 181-182 that there were six schools having provision for teaching Home Science. But, no school has Home Science laboratory. There were actually the higher secondary schools which taught the Home Science in the old higher secondary course.

CRITERIA FOR STARTING OF SCHOOLS IN TRIPURA.

FOR PRIMARY SCHOOLS :-

- | | | |
|---|---|----------------------------------|
| i) Population of the school area in case of Plan area. | : | 300 or more. |
| ii) Population of the school area in case of tribal area. | : | 200 or more. |
| iii) Distance of the nearest existing Primary school. | : | 1 Km. |
| iv) Provision of schooling facilities for small | : | Residential type or other viable |
| v) Optimum enrolment | : | 400 |

FOR MIDDLE SCHOOLS :-

i) Population of the school area in case of plain areas.	:	1,000.
ii) Population of the school area in case of tribal areas.	:	1,000
iii) Enrolment in terminal class (Class-V) of feeder primary schools/section (Plain areas)	:	20.
iv) Enrolment in terminal class (Class - V) of feeder primary schools/sections (Tribal areas)	:	15
v) Distance of the nearest Middle school from the primary school proposed for upgradation to middle school.	:	2 Km.
vi) Optimum enrolment	:	240

FOR HIGH SCHOOLS :-

i) Population of the school area in case of Plain areas.	:	6,000.
ii) Population of the school area in case of tribal areas.	:	4,000
iii) Enrolment in terminal class (Class-VIII) of feeder middle school/section (Plain areas).	:	30.
iv) Enrolment in terminal class (Class -VIII) of feeder middle school/section (Tribal areas).	:	20.
v) Distance of the nearest High School from the Middle school proposed for upgradation to High school.	:	4 Kms.
vi) Optimum enrolment	:	240.

CHAPTER - VII

OTHER FORMS OF EDUCATION

- a) **PRE-PRIMARY EDUCATION, NON-FORMAL EDUCATION, EDUCATION FOR DISABLED CHILDREN, UNRECOGNISED SCHOOLS.**
- i) **PRE-PRIMARY EDUCATION.**

The objectives of pre-primary education is to promote the physical, intellectual, emotional and social development to all children in the age group of 3-6 years and make them ready for formal schooling. The pre-primary educational institutions are known by different names such as Kinder Garden, Montessory schools, Nursery schools, Pre-basic schools, Balwadi/Anganwadi etc. The objectives of all such institutions may be summarised as follows:-

- 1) To enable the child to learn and practise the basic principles of healthful living.
- 2) To promotre the physical growth, motto development, co-ordination of the large and finer muscles of the child.
- 3) To promote the emotional and social development of the child.
- 4) To promote the intellectual, language and asthetic development of the child.

The pre-primary education for children of the age-group of 3-6 years is imparted in the State through three categories of institutions viz. Balwadi Centres, Anganwadi Centres under I.C.D.S and independent pre-primary schools. Besides, there are also some primary, middle, high and higher secondary schools in the State which have attched pre-primary sections for the children of 3-6 years age-group. State tables Sv 63-66 shows the relevant information collected in this regard in course of the Survey. From the State table SV 63, it appears that there were 712 villages having Balwadi/Anganwadi Centres, 11 were having independent pre-primary schools and 3 were having pre-primary classess attached to a school i.e. in total 726 villages were having the facility of pre-primary education out of total 855 villages. Further, from the state table SV 64, it apperas that there were 2,812 Balwadi/Anganwadi Centres (Rural-2,554 and Urban-258) of the state which cover 726 villages as indicated above. Thus, the pre-primary education in the state is scattered mostly through Balwadi/Anganwadi Centres under the management of the Directorate of Social Welfare and Social Education in the Education Department of the state. There is, however, a good number of un-recognised institutions for pre-primary education in the urban areas of the state which have not been covered in the survey. The district-wise brack-up of Balwadi/Anganwadi centres and independent pre-primary schools along with their number of teachers and children may also be seen in the state tables SV 64 -65. Again, the district-wise brack-up of pre-primary classes attached to a school of higher stages alongwith their number of teachers and children may also be seen in the state table SV66.

ii) NON-FORMAL EDUCATION

Universalisation of Elementary Education (UEE) has been one of the goals of educational development. It is a part of the Basic Minimum Service (BMS) as well as the 20 point programmes (1986). The National Policy on Education, 1986 (NPE) also gives an unqualified priority of U.E.E. It resolves that it shall be ensured that all children who attain the age of 6-14 years will have undergone 8 years of schooling or its equivalent through the Non-formal system. The policy further stated that the National system of education implies that upto a given level all students have access to education of a comparable quality.

NPE and the Programme of Action (POA) envisage a large and systematic programme of Non-formal Education (NFE) for habitations without schools, for school drop-outs, for working children and girls who can not attend whole-day schools. NFE is visualised as a child centred, environment oriented, flexible system to meet the educational needs of the comparatively deprived geographical areas and socio-economic sections of the society. Stress is, therefore, laid in NPE/POA on provision of adequate facilities, including modern technological aids for creation of an environment which would motivate children to participate in these programmes. Emphasis has also been laid on selection of dedicated persons from the local community to serve as instructors. Good quality of teaching-learning materials is to be developed and provided free of charge to all pupils in the Non-formal Centres. This programme assumes that, if the essential requirements for running a good programme are fulfilled, NFE can result in provision of education comparable in quality with that of formal schools. The essential characteristics of NFE are organisational flexibility, relevancy of curriculum, diversity in learning activities to relate them to the learners need and decentralisation of management.

Although the above ideas of Non Formal Education are worth considering, because of various limitations no Non-Formal Education Centre was started in the State by the Department which reveals from the State tables SV46-58. There was, however, a scheme for starting of NFE Centres for imparting Elementary Education for dropped-out and un-enrolled children. But, because of administrative and other difficulties the scheme could not be implemented so far in the State.

iii) EDUCATION FOR DISABLED CHILDREN

The Sixth All India Educational Survey enumerated only one Institution for blind children and another two for deaf and dumb as shown in State tables SV59-62. One blind institution is located in rural area of West Tripura District and out of the two Institutions for deaf and dumb, one each is situated in urban areas in West Tripura and in North Tripura District. There is no institution for orthopodically handicapped and mentally retarded children in the State.

iv) UN-RECOGNISED SCHOOL.

There are so many un-recognised schools for imparting general education in the State. But, in the survey information from no such institution has been collected as there is no provision for this in the guide-line of the Survey. However, the villages having unrecognised schools in different population slabs and their district-wise break-up may be available in the State tables SV 40-41.

CHAPTER - VIII

TEACHERS

Teachers play a vital role in the all round development of a school and its area. They are not only responsible for imparting lessons to the students enrolled in the schools but are considered as a teacher of the community. They are engaged not only for improving the academic standard of the students but are also engaged for implementation of schemes for development of their schools such as improvement of physical facilities, distribution of mid-day-meal, careful preservation of school records and its properties, distribution of incentives etc. They are infact the guardians of the schools as well as of the community. The Sixth All India Educational Survey collected some important information relating to teachers working in the four types of schools in the State. These information are analysed below :-

a) TENURE OF SERVICE

Statement no. 8.1 below prepared from State tables ST-1 to 4 showing the teachers according to tenure of Service, Area and School Stages :-

STATEMENT NO. 8.1 : TEACHERS ACCORDING TO TENURE OF SERVICE, AREA AND SCHOOL STAGES.

Area	Full time teachers according to their tenure of service									
	Primary		Upper-primary		Secondary		Higher Secondary		Overall	
	Total	Permanent	Total	Permanent	Total	Permanent	Total	Permanent	Total	Permanent
1	2	3	4	5	6	7	8	9	10	11
Rural	13,236	2,748	3,012	623	4,728	1,623	1,417	504	22,393	5,498
Urban	1,854	1,144	712	392	1,470	929	1,257	774	5,293	3,239
Total	15,090	3,892	3,724	1,015	6,198	2,552	2,674	1,278	27,686	8,737

Source - State Tables ST 1 - 4.

From the statement it will be seen that out of total 27,686 nos. of teachers working on the date of the survey, 15,090 (54.50%) were in primary stage, 3,724 (13.45%) were in upper-primary stage, 6,198 (22.39%) were in secondary stage and 2,674 (9.66%) were in higher secondary stage. Of them 25.79%, 27.26%, 41.17% and 47.79% were permanent. The above figures indicate that there were 80.88% teachers in rural areas and the rest 19.12% in urban areas.

b) TEACHERS AT VARIOUS SCHOOL STAGES.

Statement no. 8.2 below has been prepared from State tables ST-1 to 4 showing the teachers at various school stages according to management and sex :-

STATEMENT NO. 8.2 : STAGE-WISE TEACHERS ACCORDING TO MANAGEMENT AND SEX.

Management	Primary stage		Upper-primary stage		Secondary stage		Higher Secondary stage		Overall	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1	2	3	4	5	6	7	8	9	10	11
Govt.	10,210	3,125	3,586	910	5,731	1,484	2,122	625	21,649	6,144
Local body	4,511	615	46	15	92	18	52	13	4,701	661
Private aided	301	97	66	22	337	96	500	79	1,204	294
Private unaided	68	58	26	15	38	23	0	0	132	96
Total	15,090	3,895	3,724	962	6,198	1,621	2,674	717	27,686	7,195

Source - State Tables ST - 1 to 4

From the statement it will be seen that out of total 27,686 teachers 7,195(25.99%) were female. Of them 25.81%, 25.83%, 26.15% and 26.81% were female teachers respectively in primary, upper primary, secondary and higher secondary stages. Teachers by management of school indicate that of the total teachers 21,649 (78.19%), 4,701 (16.98%), 1,204 (4.35%) and 132 (0.48%) were working under Govt. schools, schools of Local body, Private-aided schools and Private un-aided schools respectively.

Further, it appears that of the total 21,649 teachers working in Govt. schools 6,144 (28.38%) were women teachers whereas of the total 4,701 teachers working in the schools of Local body 661 (14.06%) were women teachers, of the total 1,204 teachers working in private aided schools, 294 (24.42%) were women teachers and of the total 132 teachers working in private un-aided school 96 (72.73%) were women teachers. Finally, in the overall analysis it is observed that of the total 7,195 female teachers 3,895 (54.13%) were working in primary stage, 962 (13.37%) in upper-primary stage, 1,621 (22.53%) in secondary stage and 717 (9.97%) in higher secondary stage. Thus, most of the women teachers are working in primary stage.

Statement no. 8.2 A below compiled from the State tables nos ST-12 to 15 shows the number of teachers working in the four stages of school education (S.C. and S.T. community wise)

STATEMENT NO. 8.2 A : S.C. AND S.T. TEACHERS IN SCHOOLS

School stages	Total No. of teachers	S.C. Teachers		S.T. Teachers	
		No.	%	No.	%
1	2	3	4	5	6
Primary	15,090	1,185	7.85	5,505	36.48
Upper primary	3,724	316	8.49	489	13.13
Secondary	6,198	452	7.29	379	6.11
Higher Secondary	2,674	217	8.12	56	2.09
Total	27,686	2,170	7.84	6,429	23.22

Source- State Tables ST - 12 to 15.

From the above statement it appears that of the total 27,686 teachers only 7.84% were belonging to S.C. and 23.22% were belonging to S.T. From the statement it is also seen that of the S.C. and S.T. teachers, the majority are working in primary stage.

c) ACADEMIC AND PROFESSIONAL QUALIFICATIONS OF TEACHERS BY SCHOOL STAGES.

From the State tables ST-5 to 7 it appears that the academic and professional qualifications of teachers at the four stages of school education were as follows :-

- i) At the primary stage, 8,745 (57.95%) teachers were found to be upto secondary, 5,091 (33.74%) were found to be upto higher secondary and 1,254 (8.31%) were found to be graduation and above.
- ii) At the upper-primary stage, 537 (14.42%) teachers were found to be upto secondary, 5,454 (12.19%) were found to be upto higher secondary and 2,734 (73.39%) were found to be graduation and above.
- iii) At the secondary stage, 5,757 (92.87%) teachers were graduates and 442 (7.13%) were post-graduates and above.
- iv) At the higher secondary stage, 2,556 (95.59%) teachers were post-graduates and above and 118 (4.41%) were having any other qualifications.
- v) In rural areas, 13,196 (58.93%) teachers were found to be below graduate and 9,196 (41.07%) were found to be graduate/post-graduate and above degree holders.
- vi) In urban areas, 1,631 (30.80%) teachers were found to be below graduate and 3,665 (69.20%) were found to be graduate/post-graduate and above degree holders.
- vii) The percentage of trained teachers at the four stages were respectively 30.75, 28.43, 42.91 and 47.34.

d) **UTILISATION OF TEACHERS.**

From the State tables ST 8 - 11 it appears that in addition to full-time teachers, there are 46 contract teachers and 15 part-time teachers in private un-aided schools imparting primary education. In upper-primary stage of education there are only two contract teachers in addition to full-time teachers, whereas in secondary stage the figures for both the contract and part-time teachers come to four only. Again, in higher secondary stage in addition to full-time teachers, there is only eight part-time teachers.

e) **TEACHERS TEACHING SCIENCE AND MATHEMATICS BY QUALIFICATION AND THEIR UTILISATION.**

Statement No. 8.5 below prepared from State tables ST 36-37 shows the qualification-wise percentages of teachers teaching science at the secondary and higher secondary stages

STATEMENT NO. 8.5 : QUALIFICATION OF TEACHERS TEACHING SCIENCE.

Stages	Percentage of teachers teaching science with science qualification							
	Post-graduate and above		Graduate		Upto Hr. Secondary		Total	
	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained
1	2	3	4	5	6	7	8	9
Secondary	0.79	0.68	42.80	23.47	18.54	13.72	62.13	37.87
Higher Secondary	26.17	15.22	32.44	14.09	8.72	3.36	67.33	32.67

Source - State Tables ST 36-37

From the State Tables ST 36 it is seen that at the secondary stage total 1,913 teachers were teaching science having science qualifications not below hr. secondary. Again, from the above statement it is seen that of the total 1,913 teachers with science qualifications working in the secondary stage 62.13% were trained.

From the State Table ST-37 it is seen that at the hr. secondary stage total 464 teachers were teaching science having science qualifications not below hr. secondary. Again, from the above statement it is seen that of the total 464 teachers with science qualifications working in the hr. secondary stage 67.33% were trained.

Statement No. 8.5 A below prepared from State tables ST 39-40 shows the qualification-wise percentages of teachers teaching mathematics at the secondary and higher secondary stages :-

STATEMENT NO. 8.5 A : QUALIFICATION OF TEACHERS TEACHING MATHEMATICS.

Stages	Percentage of teachers teaching mathematics with mathematics qualification							
	Post-graduate and above		Graduate		Upto Hr. Secondary		Total	
	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained
1	2	3	4	5	6	7	8	9
Secondary	0.45	0.31	30.07	16.09	31.03	22.05	61.55	38.45
Higher Secondary	22.84	13.58	27.16	11.73	12.96	11.73	62.96	37.04

Source - State tables ST 39-40

From the State table ST-39 it is seen that at the secondary stage total 1,986 teachers were teaching mathematics having mathematics qualification not below hr. secondary. Again, from the above Statement, it is seen that of the total 1,986 teachers with mathematics qualification working in the secondary stage 61.55% were trained.

From the State table ST -40 it is seen that at the hr. secondary stage total 171 teachers were teaching mathematics having mathematics qualification not below hr. secondary. Again, from the above statement, it is seen that of the total 171 teachers with mathematics qualification working in the higher secondary stage 62.96% were trained.

f) ATTRITION RATE OF TEACHERS.

From the State tables SIS-102 to 105 we got the following scenario of attrition rates of teachers for the academic session 1992-93 :-

- i) In primary schools there were 8,791 teachers at the beginning of the session and out of them 124 (1.41%) teachers left the profession.
- ii) In upper primary schools there were 5,289 teachers at the beginning of the session and out of them 45 (0.85%) teachers left the profession.
- iii) In secondary schools there were 7,230 teachers at the beginning of the session and out of them 106 (1.47%) teachers left the profession.
- iv) In higher secondary schools there were 6,655 teachers at the beginning of the session and out of them 101 (1.52%) teachers left the profession.

g) HOUSING FACILITY FOR TEACHERS AND TEACHERS RESIDING OUTSIDE THE VILLAGE AND TOWN.

From the State table SIS-100 management-wise housing facility to teachers can be had. It is seen from the table that only 6 nos. of primary schools were providing housing facility to teachers and 14 teachers were benefitted. In upper-primary schools, secondary schools and Hr. Secondary schools the figures for providing of housing facility were only 2, 7 and 20 respectively and the corresponding no. of teachers benefitted were 3, 53 and 104 respectively.

From State table SIS-98 we can have management wise teachers staying out-side the village and town where the school is located. It is seen from the table that 10,293 (37.18%) teachers were residing out-side the villages and town where the school is located. In this regard the figures for the four types of schools i.e. from primary to higher secondary were 3,554 (23.55%), 2,159 (57.98%), 3,049 (49.13%) and 1,513 (56.58%) respectively. Again, the rural-urban differential in this connection were 43.23% for rural areas whereas 11.54% for urban areas. Lastly, it is found that out of total 7,195 female teachers 2,178 (30.27%) were staying out-side the station.

CHAPTER - IX

SCHOOL BUILDING

School buildings play an important and vital role in proper functioning and development of schools. The condition of school buildings some-times distract the minds of the children and influence their performance in the school. Over and above, the students, the guardians, local people as well as the teachers some-times feel disinterested in education if the school buildings are not in a good shape or when other essential facilities like drinking water, toilets etc. are not available in the school. The Govt. and Local body spend a considerable amount of money every year on improvement of school buildings and in providing other essential physical facilities. Some important information on school buildings and essential facilities like no. of class-room, type of structure, availability of drinking water, urinals etc. were collected in course of the survey. These are now analysed below :-

a) TYPE OF SCHOOL BUILDING AND IT'S OWNERSHIP

Information regarding schools with various types of buildings was collected and compiled in State tables SIS-13-17. From these State tables statement no. 9.1 below is prepared to analyse the availability of various types of buildings in different types of schools :-

STATEMENT NO. 9.1 : SCHOOLS ACCRODING TO TYPE OF BUILDING

Type of Schools	Type of building				Tents	Open space	Total
	Pucca	Partly pucca	Kachha	Thatched Huts			
1	2	3	4	5	6	7	8
Primary	349	252	1,131	260	3	34	2,029
Upper Primary	29	71	306	26	0	2	434
Secondary	90	70	168	8	0	1	337
Hr. Secondary	112	29	11	0	0	0	152
Total	580	422	1,616	294	3	37	2,952

Source - State Tables SIS - 13-16

From the statement it will be seen that 34 (1.68%) primary schools, 2 (0.46%) upper-primary schools and 1 (0.30%) secondary school did not have any building at all and functioned in open space. There was only 3 (0.15%) primary schools running in tents. The percentages of schools having pucca and partly pucca buildings were respectively 29.62 for primary schools, 23.04 for upper primary schools, 47.48 for secondary and 92.76 for higher secondary schools. The rest of the schools were housed in either kachha building or thatched huts. It will further be seen from the above mentioned State tables that a sizeable number of primary, upper primary, secondary and higher secondary schools located in rural areas are housed in either kachcha buildings or thatched huts.

Again, all the 37 schools running in open space were located in rural areas. Out of total 1,002 schools running in pucca or partly pucca buildings 845 (84.33%) were located in rural areas. This is due to implementation of O.B.B. scheme in the State.

From the above discussion it appears that the housing condition of our schools of various types are not satisfactory as out of total 2,952 schools, 1,950 (66.06%) schools remained for permanent construction. Improvement in position of school buildings would require adequate funds.

From the State table S2S - 3 we find the ownership of school buildings. It is seen from the said table that out of 2,952 schools in the State, 2,732 (92.55%) had their own building and the rest 220 (7.45%) were running in the premises of higher types of schools.

b) USE OF SCHOOL BUILDING.

Picture of schools according to use of school building excepting instruction purposes may be had from the State tables S2S 20-23. The Statement No. 9.2 below prepared from the above mentioned State tables showing type-wise no. of schools according to use of school building for other purposes :-

STATEMENT NO. 9.2 : SCHOOLS ACCORDING TO USE OF SCHOOL BUILDING FOR OTHER PURPOSES.

Type of school	Not used	Another school/college	Adult education	Non-formal education	Other education purposes	Any other purposes	For educational purposes
1	2	3	4	5	6	7	8
Primary	654	26	21	13	176	1,331	201
Upper-primary	165	6	3	0	42	256	50
Secondary	109	9	3	2	53	219	59
Higher secondary	43	24	2	1	39	98	56
Total	971	65	29	16	310	1,904	366

Source - State Tables S2S 20-23

From the above statement it is seen that buildings of 654 (32.23%) primary schools were not used for other purposes and the figures for upper primary, secondary and higher secondary schools in this respect were 165 (38.02%), 109 (32.34%) and 43 (28.29%) respectively. Again, out of total 2,952 schools, buildings of 971 (32.89%) schools were not used for any other purposes. The buildings of rest of the schools were used for adult education, non-formal education, other educational purposes, educational purposes excepting instruction and for any other purposes which revealed from above statement.

c) AVAILABILITY OF CLASS-ROOMS.

The type-wise schools according to total no. of rooms available and average no. of rooms used in those schools for instructional purposes may be had from the State tables SIS-40-43.

From the above State tables it will be seen that the no. of primary schools having 1-5 rooms used for instructional purposes were 1,885 and the corresponding nos. for more than 5 rooms were 95. The same for the upper-primary schools having 1-5 rooms were 251 and for more than 5 more were 181. No. of secondary schools having 1-12 rooms used for instructional purposes were 321 and the corresponding figures for secondary schools with more than 12 rooms were 13. No. of higher secondary schools having 1-18 rooms used for instructional purposes were 125, and the corresponding figure for more than 18 rooms were 27.

d) EXPANSION POTENTIAL AND ADDITIONAL ROOMS REQUIRED

In the school information from-2 the heads of schools were asked to report the additional no. of rooms they require to run their school properly. The State tables S2S-12-15 shows the required information in detail. From these state tables it will appear that 744 (36.67%) primary schools, 139 (32.03%) upper-primary schools, 109 (32.34%) secondary schools and 44 (28.95%) higher secondary schools indicating their no need for any additional room. It is happy to note that most of these schools are located in rural areas of the State as because their roll strength are not so high. On the other hand a large no. of schools of various types have placed their demand for more rooms in their schools ranging from one room to more than eight rooms. At the primary stage, the no. of schools who have wanted five rooms or less were 1,274 (62.79%) and 11(0.54%) primary schools require more than 5 rooms. At the upper primary schools, the corresponding figures are 275 (63.36%) and 20 (4.61%) respectively. At the secondary schools who wanted 1-2 rooms were 37 (10.98%), 3-4 rooms were 141 (41.84%) and more than 5 rooms were 50 (14.84%). At the higher secondary schools, the corresponding figures were 7 (4.60%), 44 (28.95%) and 57 (37.50%) respectively. It is necessary to point out that the above requirements for additional rooms were for instructional purposes only.

In this respect the type-wise no. of schools having scope for construction of additional class-rooms may be had from the State tables S2S 16-19. From these State tables it will be seen that out of 1,286 primary schools requiring additional class-rooms, 1,186 (92.22%) schools have available land for construction. Out of 295 upper primary, 228 secondary and 108 higher secondary schools requiring additional class-rooms, the corresponding figures were respectively 277 (93.90%), 193 (84.65%) and 89 (82.41%).

e) DRINKING WATER, URINAL, LAVATORY FACILITIES.

The Survey not only collected information on school buildings and availability and requirements of additional class-rooms, it also, collected information on the availability of certain other essential physical facilities such as drinking water, urinal, lavatory etc.. The information collected in this regard has been tabulated in State tables SIS-52-55. The statement no. 9.5 below prepared from the above state tables showing the position of these physical facilities in 4 types of schools in the State, according to rural and urban areas. It also indicates separate provision of these facilities for girls, also :-

STATEMENT NO. 9.5 : AREA-WISE SCHOOLS HAVING DRINKING WATER, URINAL AND LAVATORY FACILITIES.

Area	Type of school	Schools having facilities for				
		Drinking water	Urinal	Seperate urinal for girls	Lavatory	Seperate Lavatory for girls
1	2	3	4	5	6	7
Rural	Primary	331	180	19	39	3
	Upper Primary	161	133	29	42	4
	Secondary	180	199	84	91	24
	Higher Secondary	73	81	57	63	32
Urban	Primary	45	42	14	24	8
	Upper Primary	19	23	9	11	4
	Secondary	24	25	14	15	9
	Higher Secondary	51	48	40	46	31
Total	Primary	376	222	33	63	11
	Upper Primary	180	156	38	53	8
	Secondary	204	224	98	106	33
	Higher Secondary	124	129	97	109	63

Source - State Tables SIS - 52-55

From the statement it will be seen that in regard to drinking water facilities, 376 (18.53%) of the primary schools, 180 (41.47%) of the upper primary schools, 204 (60.53%) of the secondary schools, and 124 (81.58%) of the higher secondary schools were provided with the facilities of drinking water. Thus, most of the primary and upper primary schools in the state are devoid of this particular essential facility.

In regard to facilities for urinals, it is seen from the statement that 222 (10.94%) of the primary schools, 156 (35.94%) of the upper primary schools, 224 (66.47%) of the secondary schools and 129 (84.87%) of the higher secondary schools had this particular facility. It is interesting to note that the position of this facility for girl student is very poor, particularly in primary and upper primary schools, so much so, that about 33 (1.63%) of the primary schools and 38 (8.78%) of the upper primary schools had this facility exclusively for girl students.

As regard lavatory facility for the student, it is seen from the statement that only 63 (3.10%) primary schools had this facility and the seperate lavatory for girl students are available only in 11 (0.54%) of the primary schools. At the upper primary schools the percentages are 12.21 and 1.84 respectively. At the secondary school, it is 31.45% and 9.79% and at the higher secondary level, it is 71.71% and 41.45% respectively.

It, therefore, appears that the school authorities should take immediate steps for improvement of these facilities in the schools and particularly in the schools of elementary level of the State.

CHAPTER - X

EDUCATIONAL AND ANCILLIARY FACILITIES

In course of the Sixth All India Educational Survey detailed information regarding educational and ancillary facilities available in the schools were collected. Besides, various items of the facilities, information pertaining to the following important areas were collected.

a) LIBRARY

From the State tables S2S- 30-33 it is seen that out of the total 2,029 primary, 434 upper primary, 337 secondary and 152 higher secondary schools, 371 (18.28%), 87 (20.05%), 144 (42.73%) and 132 (86.84%), had library facilities respectively in their schools. The percentages for rural areas are 17.87, 18.50, 40.33 and 86.46 respectively. The same for urban areas are 27.59, 38.24, 65.63 and 87.50 respectively. Coming to the no. of books in these libraries it appears that at the primary level most of the schools had below 200 books. At the upper-primary level most of the schools had 200 or less no. of books. At the secondary level most of the schools had around 500 books and at the higher secondary level most of the schools had around 2000 books in their libraries.

From the above mentioned state tables it appears that 217 primary schools are having dictionaries and primary schools subscribing for news papers and magazines are respectively 3 and 2. 58 upper primary schools are having dictionaries and upper primary schools subscribing for newspapers and magazines are respectively 3 and 2, 116 secondary schools are having dictionaries and secondary schools subscribing for newspapers and magazines are respectively 32 and 23. 122 higher secondary schools are having dictionaries and higher secondary schools subscribing for newspapers and magazines are respectively 89 and 36.

b) BOOKBANK

It is also seen that 86 (4.24%) primary schools are having text-book bank. In upper-primary, secondary and higher secondary schools, text-book bank were available in 24(5.53%), 198(58.75%) and 119(78.29%) nos of schools respectively. It is suggested that adequate funds should also be provided to all the schools for building up text-book banks for the benefit of economically backward students.

c) FACILITIES FOR SPORTS AND GAMES

Details of information relating to playground facility available in the schools had been tabulated in State tables S2S- 35-38. From these tables, it is observed that 1,445 (71.22%) primary schools, 353 (81.34%) upper primary schools, 299 (88.72%) secondary schools and 140 (92.11%) higher secondary schools had playground facility. Out of the above no. of schools having playground facility respectively are 37.16%, 45.61%, 48.49% and 53.57% of the facility adequate.

d) SPORTS/GAMES EQUIPMENTS/MATERIAL AVAILABLE AND THEIR USE

From the State tables S2S-39-42 we can had detailed information regarding different games played and materials available at the schools.

In those tables it is found that out of 2,952 schools 2,553 (86.46%) used to play football and for which play-materials are available at 2,284 schools (89.46%). Again, 2,111 (71.51%) schools used to play Kabbadi for which play materials are available at 1,834 (86.88%). Kho-Kho played in 1,476 (50%) schools for which play materials are available at 1,334 (90.38%) schools. Athletics played in 1,353 (45.83%) schools and for which play-materials are available

at 1,172 (86.70%). The corresponding figures for Volley-ball, Cricket, Gymnastics and Basketball are respectively 593 (20.09%), 419 (70.66%), 249 (8.43%) and 153 (61.42%), 52 (2.78%) and 66 (80.49%), 50 (1.69%) and 40 (80%). Besides, sports and games like Hockey, Badminton, Shotput, Javelin, Hammer, Discus throw, Archery, etc., are played in a very small number of schools.

e) SPORTS/GAMES ACTIVITIES

The relevant information on activities of sports and games are available in the state tables S2S-43-44. It is seen from the above mentioned state tables that out of 2,952 schools 438 (14.84%) schools assigned nil time, 1,025 (34.73%) schools assigned upto 5%, 757 (25.64%) schools assigned 6-10%, 483 (16.36%) schools assigned 11-15% and 249 (8.43%) schools assigned above 15% time for sports and games in a week in the school timetable. Again, out of total 2,952 schools, in 759 (25.71%) schools nil percentages, in 1,142 (38.68%) schools upto 10%, in 761 (25.78%) schools 11-30%, in 131 (4.44%) schools 31-50% and in 159 (5.39%) schools more than 50% children were participating in games and sports after school hours.

Thus, it is found that participation rate of children in games and sports are not satisfactory. So, school authority may take step to involve more children in games and sports. Besides, school authority should make allowance for assigning more time for sports and games in weekly time-table of the school.

f) MEDICAL CHECK-UP OF STUDENT

The relevant information in this regard is tabulated in the state table S2S -47. From this table it appears that 41 (2.02%) primary schools out of 2,029, 10(2.30%) upper-primary schools out of 434, 20 (5.93%) secondary schools out of 337 and 9 (5.92%) higher secondary schools out of 152 had the facility for arranging medical check-up. This indicates a very sorry state of affairs. The reason for this is that the school Health Service provided by the Health Department of the State Govt. has become defunct since long in the State. This requires to be revived for the benefit of students particularly those living in remote rural areas.

g) INNOCULATION / VACCINATION

These information may also be had from the state table S2S-47. From this table it is seen that arrangement for inoculation/vaccination were made by the school authorities in 142 (7.00%) primary schools, 49 (11.29%) upper primary schools, 71 (21.07%) secondary schools and 23 (15.13%) higher secondary schools. The position in regard to these facilities also seems to be poor in the schools of the State. The heads of schools should, therefore, regularly get in touch with the local Health Department officials to make the facility available in their schools at proper time to prevent the children from various diseases.

h) CONTINGENCY FUNDS

Contingency funds provided by the Department to all schools in the State to meet petty expenditure required to be incurred by the schools on items like chalk, duster, stationaries etc.. While a small amount of fund is given to primary and upper-primary schools, secondary and higher secondary schools are usually provided with adequate funds to meet their contingent expenditure. State table S2S-34 gives necessary information in this regard. From the table it is seen that in 2,366 (80.15%) schools out of total 2,952 were provided with the fund. Here, it is also mentioned that the rest 586 nos. of schools were provided fund through the concerning Inspector of Schools.

i) SUPW FACILITY

The State table S2S 48 gives necessary information regarding type-wise schools

having the provision for work experience or SUPW activities. It is seen from the Table that 506 (24.94%) primary schools having the provision of this programme. While at the upper primary, secondary and higher secondary schools respectively 280 (64.52%), 244 (72.40%) and 118 (77.63%) schools could provide the facility to the student. The Tripura Board of Secondary Education (T.B.S.E) as well as State Institute of Education (SIE) renamed as State Council of Educational Research of Trainings (SCERT) should frame a comprehensive curriculum for conducting the programme, may be in the name of Creative Activity or Work Experience or as SUPW in all the four types of schools so that this important aspect of education is regularly and systematically imparted in schools.

j) INCENTIVE SCHEMES

Information regarding number of schools having the scheme and the number of beneficiaries for the four important incentive schemes viz. Mid-day-meal, Free Uniform, Free Text Books and Attendance scholarship was collected in course of the survey. Information regarding these schemes are shown in the state tables nos S2S 49-52.

While discussing the information by type of schools from the State table S2S-49 it is seen that 1,783 (87.87%) primary school implemented Mid-day-meal scheme. It may be noted here that this scheme was started by the Department in the year 1980 in all rural primary schools/attached primary sections and the number of students benefitted by the scheme was considerable. Now this scheme has been replaced by the scheme named as 'Nutritional Support to primary education'.

As regard free uniform to children at the primary level it is seen that 1,112 (54.81%) schools implemented the programme. Free dress was provided to S.C. and S.T. girl students reading in classes III to V of the primary schools and who passed in their lower classes by maintaining at least 50% attendance. The total no. of beneficiaries of the scheme is seen to be 38,361.

The scheme of providing free text books to students was implemented in 1,301 (64.12%) primary schools and the no. of students benefitted is seen to be 1,32,182. Under the scheme all S.C, S.T and other students reading in classes I-V were provided with either free text books or book-grant with fulfilment of certain criteria.

The scheme of providing attendance scholarships to girls was implemented in 1,005 (49.53%) primary schools and no. of students benefitted were 33,619. S.C and S.T girl students reading in classes II-V who maintained 75% attendance were only eligible for this scholarship.

From the state table S2S-50 it is seen that 261 (60.14%) upper primary schools implemented the Mid-day-meal scheme. It may be mentioned here that the scheme was implemented only to the students of the attached primary sections of the rural upper-primary schools in which classes were conducted in the morning shift. The no. of students benefitted under the scheme was considerable.

As regards Free Uniform to children at the upper-primary schools it is seen that 248 (74.25%) schools implemented the programme. Free dresses is, however, provided to S.C. /S.T. girl students reading in classes III to VIII of the upper-primary schools who were promoted from their lower classes by maintaining at least 50% attendance and were benefitted by the scheme. The total no. of beneficiaries under the scheme is 7,401.

The scheme of providing free text-books to the students was implemented in 237(54.61%) upper-primary schools as can be seen from the state table S2S-50 and the no. of students benefitted were 23,954. Under the scheme S.C., S.T. students reading in classes I to VIII were provided with free text-books with fulfilment of certain criteria. Book grant is given to other student on fulfilment of eligibility criteria.

The scheme of providing attendance scholarship to girls was implemented in 168(38.71%) upper primary schools and the total number of beneficiaries were 5,171. Only S/C and S/T girls students reading in classes II to VIII who maintained 75% attendance in the classes were only eligible for this scholarship.

From the state table S2S-51 it is seen that 243(72.11%) secondary schools implemented the Mid-Day-Meal scheme. It may be mentioned here that the scheme was started by the department from 1980 only for all rural primary schools in the state and the above number actually stands for the attached primary sections of the concerning secondary schools running in morning shift. A good number of students were benefitted in these secondary schools.

As regards free uniform to children in the secondary schools it is seen that 181(53.71%) schools implemented the programme. Free dress is however provided to S.C. and S.T. girl students reading in classes III to VIII of the secondary schools as per aforesaid rules. The Total no. of beneficiaries in these secondary schools is seen to be 8,759.

The scheme for providing free text book to students was implemented in 186(55.19%) secondary schools as shown in the state table S2S-51. The no. of students benefitted is seen to be 24,021. Under the scheme S.C, S.T and other students reading in classes I to X were provided with free text-books including book grant with fulfilment of certain criteria.

The scheme for providing attendance scholarship to girl students was implemented in 131 (38.87%) secondary schools and the total no. of beneficiaries were 5,841. The eligible students were those as specified in the aforesaid rules.

From the state table S2S-52 it is seen that 52(34.21%) higher secondary schools implemented the mid-day-meal scheme in their attached primary sections. It may be mentioned here that the scheme was implemented only in rural areas of the state and no. of students benefitted under the scheme were 30,960.

As regard free uniform to children in the higher secondary schools, it is seen that 72(47.37%) schools implemented the programme. Free dress is however provided to S.C. and S.T. girl students reading in classes III to VIII of the higher secondary schools as specified in the aforesaid rules. The total no. of beneficiaries under the scheme is seen to be 4,970.

The scheme for providing free text books to students was implemented in 80(52.63%) higher secondary schools and from the state table S2S-52 it is seen that 17,803 students were benefitted under the scheme.

The scheme for providing attendance scholarship to girls was implemented in 51(33.55%) higher secondary schools and the total no. of beneficiaries is seen to be 3,633. Only, S.C. and S.T. girl students reading in classes III to VIII of the above mentioned higher secondary schools were benefitted by the aforesaid scheme.

k) **BLACK-BOARD, FURNITURE FOR TEACHERS AND STUDENTS.**

The information in this regard is available in the state tables S2S-24 to 27. From the tables it is seen that taking all the 12 school classes together, the total no. of sections works out to 19,654. Of these, 17,329(88.17%) are in rural area and 2,325 (11.83%) are in urban area schools. Again, of the 17,329 sections in rural area schools, 9,168(52.91%) sections had usable black-boards and in urban area schools, of the 2,325 sections 2,091(89.94%) had usable black-boards. There was no black board in 8,161 sections in rural areas and 234 sections in urban areas. It may be pointed out here that under the scheme of 'Operation Black Board', each section of every primary school was proposed to be provided with a black-board in a phased manner. For other types of schools adequate funds need to be provided by the Department for supply of black-board so that each section of a school is provided with a black-board.

Furniture for teachers as well as students is considered as an important physical facility of a school. The Sixth All India Educational Survey collected detailed information in this regard which is presented in the state tables S2S-24-27. From these tables, it is seen that out of 19,654 sections in all the 12 classes together 12,236(62.27%) had furniture for teachers and adequate no. of mat/furniture for students were found to be available in 10,219(51.99%) of the sections. These appear to be a very weak position. Due to financial constraint it was not possible for the Department to provide with adequate furniture for both teachers and students to all the schools. State table S2S-24 presents information in respect of the facility available in the primary schools of the state. From these tables it is seen that out of 10,119 no. of sections in all the primary schools, 5,159 (50.98%) of the sections were provided with adequate furniture for teachers. As regards adequate furniture for students, it is seen that 4,508(44.55%) sections were having the facility

2,148(61.01%) had furniture for teachers. But, adequate mats/furniture for students were available only in 1,715(46.71%) of the sections.

The position in regard to secondary schools was that out of 3,596 sections in 337 secondary schools, 2,768(76.97%) sections had furniture for teachers. Adequate mats/furniture for students were available only in 2,109(58.65%) sections of the secondary schools.

As regards higher secondary schools, it is seen from the State Table S2S-27 that of the total 2,418 sections in 152 higher secondary schools of the state, 2,161(89.37%) sections had furniture for teachers and adequate mats/furniture for students were available in 1,887(78.04%) sections. Thus, availability of furniture for students and teachers were found to be grossly inadequate in most of the section of the four types of schools particularly in primary and upper-primary schools. Here, it may be mentioned that under the scheme of 'Operation Black-Board' each section of a primary school is required to be provided with adequate furniture for both students and teachers.

CHAPTER - XI

SUMMARY OF FINDING

Tripura is land-locked state having no access to the costal water. The state is one of the tiny states of the country and is located in the north-eastern part. Though the location of the state is strategically very important yet it is not easily communicable.

The total geographical area of the State, however, is formed about 0.32% of the total area of the country and ranks 22 in terms of area. The reserve forest area is about 36.52% of the total area of the State.

The State population constituted about 0.33% of the country's total population as per 1991 Census and the density of population was 263 per sq. km. as against 273 per sq. km. at the 'All India Level' but in regard to literacy rate, while the 'All India rate' was 52.21%, the same for Tripura was 60.44% in 1991 Census. It thus appears that the position of the State is 22nd in terms of area, 19th in terms of population and 15th in terms of literacy level. Coming to the north-eastern part, it further appears that Tripura ranks 7th in terms of area, 2nd in terms of population and density and 3rd in terms in literacy.

The socio-economic condition of the State is very poor. 70% of the worker derive their income from agriculture. Tribal people in the hilly areas are still habituated in shifting cultivation. Practically no large or medium scale industries so far have been established in the State. The percentage of people below poverty line in Tripura is very high and the per capita income is also yet to attain the national level. The investment so far made for development of back-wardness of the people of this State is not sufficient to improve their fate. The existing communication system required to be improved by stretching the railway-line all along the State via State capital. Attempts should be taken for small and large scale industrialisation of the State even with making some concession. The above steps are required to be taken to improve the socio-economic condition of the people of this area and without improving the socio-economic condition the goal of universal elementary enrolment can not be achieved.

As regards educational development, it is observed that since the accession of the State with the Indian Union in 1949 there has been a massive growth in the number of school, enrolment and teacher. The percentage increase in total expenditure on education was also substantial during the last fifty years.

So far Sixth All India Educational Surveys have been conducted in India vis-a-vis in Tripura at different points of time. Here, it is suggested that the interval between two surveys should normally be of five years and each surve should be undertaken atleast a year's before the start of a five year plan so that the results of the survey could be utilised in the formulation of the plan.

The results of the Six Surveys indicates that the percentages of rural unserved habitations for different stages of school education is gradually decreasing due to a substantial growth in the number of schools. The enrolment at different levels during the period from 1st Survey to 6th Survey also exhibit a rising trend. The surveys, however, did not cover un-recognised schools.

There is a considerable time-lag in the availability of Survey figures as the feeding

of data in the computer was done centrally at the State Head Quarter instead of feeding of data at the District levels. In Tripura there was no reputed private data entry agency and the data entry agency locally engaged for computerisation of 6th A.I.E.S data took so much time due to their lack of infrastructure as well as expertise of feeding such types of voluminous data. In spite of initial difficulties in computerisation of data we were able to send error free data to the N.I.C. head quarter through local N.I.C. by the year 1995. But due to late receipt of various tabulation reports of the State from the N.I.C. head quarter through local N.I.C. the State Report writing works delayed. Actually we received the said tabulation reports in the year 1998 and still we have not received the tabulation report on Educational Finance. These are the factors liable for the late publication of the said State report of 6th Survey. As such it is suggested that immediately after collection and scrutiny of filled in survey forms, the data may be computerised at the district head quarters if necessary infrastructure is available. In this regard the District level infrastructure and expertise of the National Informatics Centre may be utilised. Besides, steps should be taken to prepare District Survey report for utilisation of the planning at the grass-root level.

The Survey counted a total of 6,802 rural habitations in all. Of these habitations, as many as 4,023 (59.14%) had population below 300. Thus, Tripura is predominantly a State of small rural habitations. Among these small habitations 3,266 (81.18%) are tiny tribal hamlets and they move from one place to another in search of fresh Jum lands. Some-times they, also, change the names of their habitations after the names of their new 'Sardars', thus, making it more difficult to identify them subsequently. These, also, make it difficult to provide educational facilities. So, small residential schools for a group of such habitations may be a solution to the problem. Further, these habitations are widely scattered from each other and are ill communicated. But, to bring tiny unserved habitations in the served areas, starting of new schools may be expensive. As such, it may be necessary to start non-formal education centres or residential schools in centrally located areas or shifting schools to provide educational facilities to the children of such habitations. From the Survey figures it appears that out of 6,802 habitations, 5,314 (75.45%) habitations are having the facilities of primary education upto a distance of 1 k.m. and about 85% of rural population are being served by them. While starting new schools in unserved areas priorities may be given to the habitations pre-domi-

The survey counted in all 2,029 primary schools and 823 attached primary sections. Most of these primary schools/sections were managed by Govt. and Local body (T.T.A.A.D.C.). Of these primary schools only 155(7.64%) were single-teacher schools. It is planned to provide one more teacher to each of the single teacher school in course of implementation of the Operation Black-board scheme.

The total enrolment at the primary stage was found to be 4,14,046, of which 3,57,467(86.34%) were in rural areas and girls constituted for about 45.75% of the total enrolment of the stage. The participation rates for S.C. and S.T. students in total enrolment at the primary stage were 19.24% and 32.25% respectively as against 16.36% and 30.95% which were respectively the proportion of S.C. and S.T. population among the total population in the state as per 1991 Census.

39(1.92%) primary schools in rural areas had no class-room i.e. no school building at all. The number of primary schools having only one room for instructional purposes were found to be 190(9.36%). Under the Operation Black-board Scheme each primary school was

There were 234 upper-primary schools on the date of the survey and the number of attached upper-primary sections were 489. Most of the upper-primary schools/sections

The total no. of students enrolment at the upper-primary stage(VI-VIII) on the date

of the survey was 1,21,503 of which 93,738(77.15%) were in rural areas and girls constituted for about 44.63% of the total enrolment of the stage. The participation rates for S.C. and S.T. students in total enrolment at the upper-primary stage were 17.17% and 24.53% respectively as against 16.36% and 30.95% which were respectively the proportion of S.C. and S.T. popu-

Again, out of 6,802 habitations, 4,162(61.19%) habitations are having the facilities of upper-primary education upto a distance of 2 k.ms and about 75.16% of rural population are being served by them. As such, future planning for location of upper-primary schools may be done on priority basis and those unserved areas where primary schooling facilities have developed considerably.

Out of the 6,802 habitation, 4,725(69.46%) habitations are having the facility of secondary education within and upto a distance of 4 kms and the corresponding population served by them is 82.81% of the total rural population of the state. Out of 2,077 unserved habitations, 1,933 habitations are having population 'below 500'. It is, therefore, indicative that there is a considerable number of small habitations yet to be covered by secondary education.

The survey counted in all 337 secondary schools and 152 attached secondary sections. Most of these secondary schools/sections were managed by Govt. and located in rural areas.

The total enrolment at the secondary stage was found to be 57,817 out of which 72.09% were in rural areas and girls constituted for 43.06%. The participation rates for S.C. and S.T. students in total enrolment at the secondary stage were 15.75% and 22.63% as against 16.36% and 30.95% which were respectively the proportion of S.C. and S.T. popula-

Out of the 6,802 habitation, 3,877(57.00%) habitations are having the facility of higher secondary education within and upto a distance of 6 kms and corresponding population served by them is 72.21% of the total rural population of the state. Further, out of 2,925 unserved habitations, 2,635 habitations are having population 'below 500'. It is, therefore, indicative that there is a considerable number of small habitations yet to be covered by higher secondary education.

The survey counted in all 152 higher secondary schools out of which 63.16% are

The total enrolment at the higher secondary(+2) stage was found to be 21,470 of which 47.81% were in rural areas and girls constituted about one-third. The participation rates for S.C. and S.T. students in total enrolment were 14.09% and 7.99% respectively as against 16.36% and 30.95%, which were respectively proportion of S.C. and S.T. population among

The above facts necessitate that more schools are required to be started/up-graded particularly at the upper-primary, secondary and higher secondary levels in a phased manner to provide schooling facilities to habitations hitherto uncovered by schooling facilities.

Planning for location of new schools may be done on the basis of the procedure enunciated in the programme of 'School Mapping' of the National Policy of Education (NPE), 1986. This will also remove to a great extent the regional imbalances in the number of schools

There is a wide gap in enrolment between the different levels of school education, particularly between primary and upper-primary level. It may be necessary to take such measures as starting of more schools, improving physical conditions of the school, introducing more incentives, strengthening of school administration etc. for minimising the enrolment gaps. Enrolment of girl needs further improvement. Enrolment of tribal students has not come up significantly and uniformly at upper-primary, secondary and higher secondary levels. Serious

The rural-urban differential in enrolment is pronouncing particularly at the higher levels. More secondary and higher secondary schools in rural areas are required to be started

About one-third of the total enrolment at the primary stage is found to be in Class-I. In an ideal situation this should have been one-fifth. No detention policy has been introduced for class-I to Class - III since 1983 in the State. Inspite of this how there is a high

The rate of stagnation in class - VI also appears to be significant. Special coach-

Swelling of enrolment at the primary stage as reflected in the Enrolment Ratios is due to enrolment of under-age and over-age children. While enrolment of over-age children is primarily an affect of stagnation, that of under-age children is for deriving the benefits of mid-day-meals in rural areas. Stricter age restriction at the time of admission in Class-I is neces-

Retention rates at the primary and the middle levels are poor particularly in rural areas. To achieve the good of universal elementary education it is necessary to take strong and urgent steps to bring for the considerable improvement in this regard.

The sudden fall in 'enrolment per thousand population' from primary to middle level and it's subsequent decreasing trend at the higher levels for the S.C. and S.T. children in particular is a matter of great concern. This may demand massive incentive programmes for

Most of the teachers are in Govt. managed schools and female teachers formed about one-fourth of the total teachers in the state. These appear to be satisfactory inspite of the fact that posting of female teachers in remote area schools continues to remain a serious problem.

The population-teacher ratio is 16:8 for S.C. teachers and 30:23 for S.T. teachers. Non-availability of suitably qualified persons in these communities for appointment as teachers is a hindrance to improving the ratio.

There is a huge stock of untrained teachers at all the four levels. Training facilities need to be expanded immediately, otherwise the continued appointment of freshers as teachers may bring down further the proportion of trained teachers at all the four levels. The establishment of DIETs as envisaged in the National Policy of Education, 1986 may, however, may go a long way to improve the situation.

Positing of trained teachers uniformly in all areas of the state is desirable from the

The pupil-teacher ratios at all the four levels seemed to be in order considering the remoteness of schools, their low enrolment size and absence of any ideal and practical ratios. It is, however, necessary to lay down suitable norms in this regard in the state.

About 2% of primary schools had no building and another 65% of the total schools run in kachha structure. Considerable amount is spent every year for their repair and reconstruction. Limitation of funds can not also do justice to all such school buildings. More funds

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