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GOVERNMENT OF TRIPURA

EVALUATION REPORT ON ELEMENTARY EDUCATION DURING THE PLAN PERIODS (1951-66) II TRIPURA.

EVALUATION ORGANSATION
GOVERNMENT OF TRIPURA.
AGARTALA.

PREFACE

This is the 3rd report prepared by the Evaluation Organisation and it relates to the "Elementary Education during the Plan periods in Tripura." This study was undertaken at the instance of the Evaluation Committee and the report was approved by the said Committee with certain modifications.

With limited resources this Organisation has conducted the study and prepared the report. This Organisation is grateful for co-operation and assistance received from the Directorate of Education, its subordinate offices and others concerned. Constructive criticism and suggestions are invited in this regard. It is regretted that the publication of the report has been delayed due to some unavoidable circumstances.

Acknowledgement of thanks should go to Shri Durgadas Bhattacheriee, Evaluation Officer, under whose supervision the study has been conducted and report prepared.

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Dated, Agartala,
the 22nd August, 1970.

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PART I

CHAPTER I

INTRODUCTION

ripura, a Union Territory with a population of 11,42,005 (1961 Census) was a princely State before. inuependence. It acceded to India after independence. As the matter stood at that time it was very backward in all spheres. Then, with the huge influx of refugees from East Pakistan the problems of backwardness became all the more serious. To slove these problems the Government stepped into the field, and all round development activities were started. And, in view of the directive principle regarding education the Government laid special emphasis on education. As a result, the level of education in all spheres from primary to post-graduate improved considerably.

The proper evaluation of the progress of education in all spheres is important inasmuch as it helps to bring out the lacunae, if any. But, uptil now nothing of this sort was attempted. So here in this study we shall make an attempt to evaluate the progress made in the elementary education during the first three plan periods. The term 'elementary education' here will include the education to the students in the age group 6—11 years.

OBJECTIVE :— The objectives of the study in hand are: (1) to assess the progress made in the field of elementary education (Primary and Junior Basic) during the Plan Periods (1951-66), and (2) to find out the problems and difficulties standing in the way of its further expansion. In view of the vastness of the field of elementary education, a small study like this cannot assess the progress in all sphares. Hence, only the following aspects are included in this study :—

i) Traming, equipment and attitude of the teacher towards their job. (ii) The increase in enrolment of children in schools. (iii) Present position regarding school-going among the girls. (iv) Attitude of parents towards education of children, specially girls. (v) Working of the Basic Schools. (vi) Problems of attendance, stagnation and wastage.

DATE OF STARTING :— With limited resources the survey for the study was undertaken in April, 1967 and it was completed in December, 1967.

SAMPLING DESIGN AND THE METHODOLOGY :— Out of ten Sub-divisions three have been selected on the basis of stratified random sampling one from the highest literacy level, one from the lowest literacy level and the other from the average literacy level.

Thirty Percent of the Primary and Junior Basic Schools have been selected according to random sampling method. The following table shows the distribution of selected schools in the related Sub-divisions.

TABLE NO. 1.1

Sl. No.	Sub-division	No. of selected schools		Total
		Primary	Junior Basic	
1	2	3	4	5
1.	Sadar	49	48	97
2.	Khowai	26	18	44
3.	Amarpur	10	15	25

In each selected Sub-division, villages have been selected on the basis of one "having schools" and other "not having schools" according to the size of population. The number of villages selected in the Sub-divisions is/are shown below :—

TABLE NO. 1.2

Sl. No.	Sub-division	No. of selected villages according to size of population		
		Below 500	500 and above	Total
1	2	3	4	5
1.	Sadar	32	23	55
2.	Khowai	25	18	43
3.	Amarpur	30	2	32

Data were collected from two different sources—one from officials and the rest from non-officials. Officials are from the Directorate of Education; and the office of the Inspector of Schools in the selected Sub-divisions. Their views on the progress and difficulties were obtained on the basis of guide-points. At the village level, Headmaster; Teacher-in-charge and Teachers were interviewed with questionnaire specially designed for them. Information in respect of the academic activities in the schools was collected from the head of the institutions.

Similarly the views of the selected non-official respondents were obtained. The non-officials were selected from among the persons in different occupations and the persons having fair knowledge of the school management. President and Vice-president of the School management Committee, President and Vice-president of the Co-operative society, and the members of the Panchayat were taken as knowledgeable persons.

Twelve households were selected from every selected village irrespective of size and Population. Households were selected from two categories— (i) Households having children of schoolgoing age and (ii) Households which were not sending children to schools. The basis of selections of household-respondents is shown in the table No. 1.3

TABLE NO. 1.3

Houshold-respondents	No selected in each village
1	2
a). Household having children of schoolgonig age.	
1). Cultivator	2
2). Landless labourer	2
3). Others	2
b). Household not sending children to schools	
1). Cultivator	2
2). Landless labourers	2
c). Knowledgeable persons	2
No. of respondents in each village	12
No. of respondents per Sub-division	55 × 12 = 660
	43 × 12 = 516
	32 × 12 = 384

Total respondents:— 1560

The field staff engaged in connection with the study have also submitted reports for every selected sample stating their overall experiences and views on different points and the reports were helpful in arriving at our conclusions.

The report consists of two parts. Part I covers three chapters – (i) Introduction; (ii) Progress of elementary education during the Plan periods and (iii) Administration of Elementary Education.

Part II covers seven chapters :- iv) Growth in the number of schools, enrolment and teachers, v) Physical Plant, Facilities, Aids and Text-Books in schools (vi) Teahers, their working Conditions and attitudes vii) Household Background of Children And their Schoolimg, viii) Attendance, Stagnation And Drop-out of Children, ix) The School and the Community, x) Concluding Remarks.

It may be mentioned here that the Primary/Junoir basic schools attached to the Middle/High stage schools have been excluded from this study.

CHAPTER II

PRIMARY AND JUNIOR BASIC EDUCATION DURING THE PLAN PERIOD.

Piror to the integration of Union Territory of Tripura with the Indian Union, Tripura was backward in the field of education. Since the intergration extensive drive are being taken to increase the scope of education to the people in general. This scope was not available as the resources of the then Ruler of Tripura was limited and the population was much less and scattered. However, Government of India desired to extend the educational facilities throughout the country. Accordingly,, Government of Tripura have been offering educational facilities to her people by way of starting new schools. There are also Private Schools in Tripura which are being aided by the Government. There is no school which is being run by the Local Self Government.

With a view to understand the problems of extension of elementary education (primary and junior basic) in Tripura need to be understood against the backgrround of development and expansion that have taken place during the plan periods. It will, perhaps, be in order tto present in this chapter a brief review of the developments of elementary education since the implementation of the Five Year Plans in 1950-51. This review has been limited for which comparable data are available for the three plan periods.

TABLE NO.. 2.1

OUTLAY ON ELEMENTARY EDUCATION.

(Rs. in lakhs)

Outlay	First Plan	Second Plan	% increase of the Second over the First Plan	Third Plan	% increase of the third over the second plan
1	2	3	4	5	6
Total outlay on education.	30.5	112.2	267·9	267.0	138.0
* Outlay on elementary education (excluding training programme)	1·3	18.3	1307·7	82.4	352·7
Percentage of outlay on elementary education to total outlay on education.	4.3	16.3	—	30·9	—

* Excluding centrally sponsords schemes.

The data in table No. 2.1 gives the position regarding outlay on elementary education.

The above table indicates that there has been a rapid increase in the financial allocation for education over the plan periods. The increase in the total outlay on education in Second Five Year Plan over the first plan is 267·9%. The percentage has increased by 138.0% in the thiird plan over the second Plan. The percentage of outlay on elementary education over the total outlay on educaticon during the First, Second and Third Plan periods

are 4.3%, 16.3% and 30.9% respectively. The percentage of increase in the outlay on elementary education during the Second and the Third Plan has considerably increased.

TABLE NO. 2.2.

EXPENDITURE ON PRIMARY AND JUNIOR BASIC SCHOOL.

Expenditure (Direct)	First Plan	Second Plan	%increase of the Second over the first Plan.	Third Plan	% increase of the Third over the Second Plan
Expenditure on Primary Education.	55,60,139	1,07,53,282	93·4	1,07,12,074	−0·4
Expenditure on Junior Basic Education.	4,16,996	64,09,521 ~~94,09,521~~	1437·1	1,59,31,629	148.6
Total Expenditure.	59,77,135	1,71,62,903	~~117·1~~ 187·1	2,66,43,703	55·2

It reveals that in Second Five Plan 93·4 percent of expenditure increased over the expenditure of 1st Five Year Plan in the field of Primary education. Similarly 1437·1 percent of expenditure increased in the field of Junior Basic Education. Overall expenditure increased 187·1 during the same period. Remarkable increase of expenditure in the field of Junior Basic Education in comparison with the expenditure of Primary education is due to starting of new Junior Basic Schools and the conversion of the then Primary existing schools into Junior Basic pattern.

Expenditure on Primary Education in the 3rd Five Year Plan decreased 0·4 percent over the expenditure of 2nd Five Year Plan due to non-establishment of new Primary Schools and conversion of existing Primary Schools into Junior Basic pattern. Expenditure on Junior Basic education during the reference period over the 2nd Plan increased 148·6. It is the policy of the Government to expand Junior Basic Education as a result the trend of increase is maintained though not simultaneously from the 1st Plan to 2nd Plan. Because the rate of conversion of Primary Schools to Junior Basic Schools and the rate of establishment of new J. B. are lesser in number than that of the previous reference period. The rate of expenditure increased 55·2 during 3rd Five Year Plan over the period of 2nd Five Year Plan.

TABLE NO. 2.3

Average annual expenditure by Government per pupil of Primary and Junior Basic Schools in Tripura in selected years.

(In Rupees)

Year	Total No. of students in Pry. school	Total No. of students in Jr. Basic school	Total direct expenditure in Pry. school	Total direct expenditure in Jr. B. school	Average expediture per pupil in Pry. school.	Average expenditure per pupil in Junior Basic School.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1950-51	19225	36	312425	26620	16·3	739·4
1955-56	47683	6283	2155209	302461	45·2	48·1
1960-61	47890	33468	2307817	2145575	48·2	64·1
1961-62	45956	47737	2209045	2434216	48·1	50·9 51·0
1962-63	45801	60001	2163984	2645894	47·3	44·1
1963-64	46178	63877	2321219	3012077	50·3	47·2
1964-65	41013	79291	1959435	3432443	47·8	43·3
1965-66	40648	87250	2058391	4406999	50·6	50·5

Source :— Education Directorate, Govt. of Tripura.

AVERAGE ANNUAL EXPENDITURE PER PUPIL OF PRIMARY AND JUNIOR BASIC SCHOOLS :

The above data show the picture of the average annual expenditure incurred per pupil of Primary and Jr. Basic Schools in Tripura for the years 1950-51 to 1965-66. The average annual expenditure per pupil for the year 1950-51 was Rs. 16·3 as against Rs. 739·4 per pupil in Jr. B. Schools. This shows that the average annual expenditure per pupil was much more than that of Primary School in the year 1950-51. This may be due to low enrolment position in the Jr. B. School. There was only one Jr. B. School with 36 students in 1950-51. The above table also reveals that the average annual expenditure incurred per pupil of Primary School by Government has shown a steady rise in the year 1955-56 over the year 1950-51. It increased from Rs. 16·3 in 1950-51 to Rs 45·2 in 1955-56. In the year 1960-61 the average annual expenditure per pupil of Primary school was much lower than that of the Junior Basic School. But in the subsequent years, the average annual expenditure per pupil is found to be more or less the same with a slight difference of Rs. 3·00 for both the Primary Pupil and Junior Basic School pupil. It ranged between Rs. 45·2 to Rs. 50·6 in case of Primary School. And it ranged between Rs. 43·3 to Rs. 50·5 for Junior Basic School Student.

TABLE NO. 2.4

NUMBER OF PRIMARY AND JUNIOR BASIC SCHOOL IN TRIPURA IN DIFFERENT YEARS.

Year	Primary School	% increase in Pry. School over previous year.	Junior Basic School	% increase in Junior Basic School over previous year.	Total number of Primary and Junior Basic School	% of increase in total number of Schools over previous year
1	2	3	4	5	6	7
1950-51	403	—	1	—	404	—
1955-56	968	140.2	33	3200	1001	147·8
1960-61	840	−13·2	234	609·1	1074	7·3
1961-62	807	−3.9	450	92·3	1257	17·0
1962-63	746	−7.6	564	25.3	1310	4·2
1963-64	733	−1.8	600	6·4	1333	1·8
1964-65	659	−10·1	700	16·7	1359	~~1.9~~ 2·0
1965-66	621	−5·8	755	7·9	1376	1.3

Source : EDUCATION DIRECTORATE, GOVT. OF TRIPURA.

GROWTH OF PRIMARY AND JUNIOR BASIC SCHOOL :

The above table shows the position with regard to the number of Primary and Junior Basic School and also the percentage of increase or decrease of Primary and Jr. Basic Schools in Tripura in selected years. This study covers the first three plan periods. At the begining of the 1st Plan i, e, in the year 1950-51 there were 403 Primary Schools and only one Junior Basic School in Tripura. At the end of the First Five Year Plan i. e. in the year 1955-56 the total number of Primary and Jr. Basic Schools came to 968 & 33 respectively.

In the case of Primary School, the percentage of increase was 140.2 during the 1st Plan over 1950-51. But the percentage of of increase of Jr. B. School was un-usually high during the 1st Plan over 1950-51 as there was only one Jr. B. School in the year 1950-51. If no distinction is made between Basic and non-Basic Schools, the percentage of increase of Schools comes out to 147.8 during the 1st Plan over 1950-51. So it is evident from the data that there has been a tremendous increase in the number of Primary as well as Junior Basic Schools in Tripura during the 1st Five Year Plan.

From the year 1960-61 to 1965 66 the table shows that Primary Schools were gradually decreasing while the number of Jr. B. Schools were gradually increasing. This may be due to the conversion of existing Primary Schools into Junior Basic Schools and also due to the opening of new Jr. B. Schools. The above data also indicate that only 73 Schools were started during the 2nd Five Year Plan period and the percentage of increase was 7·3 over the 1st Five Year Plan. The rate of increase in the number of Schools was also slow during the 3rd Five Year Plan i. e. from the year 1961-62 to 1965-66 with only one exception in the year 1961-62. The percentage of increase in the number of Schools was 17.0 in the year 1961 62 over 1960-61.

TABLE No, 2.5

NUMBER OF TEACHERS IN PRIMARY & JR. B. SCHOOLS AND THE PERCENTAGE OF INCREASE OR DECREASE OF TEACHERS IN TRIPURA IN DIFFERENT YEARS.

	PRIMARY SCHOOL						JUNIOR BASIC SCHOOL						PRIMARY + JR. B. SCHOOL.	
Year	Trained	% of increase	Untrained	% of increase	Total	% of increase	Trained	% of increase	Untrained	% of increase	Total	% of increase	Total 6 + 12	% of increase.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1950-51	44	—	518	—	562	—	3	—	2	—	5	—	567	—
1955-56	169	284.1	1917	270.1	2086	271.2	116	3766.7	82	4000.0	198	3860.0	2284	302.8
1960-61	198	17·2	1437	-250·0	1635	-21·6	402	246.6	822	90.2	1224	518.2	2859	25·2
1961-62	250	26.3	1291	-10·2	1541	-5.8	509	26.6	1075	30.8	1584	29.2	3125	9.3
1962-63	275	10.0	1178	-8.8	1453	-5.7	695	36·5	1271	18.2	1966	24.1	3419	9.4
1963-64	345	25.5	1073	-8.9	1418	-2.4	727	4.6	1276	0.4	2003	1.9	3421	0.1
1964-65	404	17.1	871	-18.8	1275	-10.1	1042	43.3	1 301	1.9	2343	16.9	3618	5.8
1965-66	427	5.7	791	-9.2	1218	-4 5	1174	12,7	1453	11.7	2627	12.1	3845	6.3

Source : EDUCATION DIRECTORATE, GOVT. OF TRIPURA.

NUMBER OF TRAINED AND UNTRAINED TEACHERS :

The above table presents a picture of trained and un trained teachers working in Pry. and Jr. B. Schools during 1950-51 to 1965-66. The figures in the table reveal that during the period from 1955-56 to 1965-66 the number of trained teachers in Pry. Schools has increased to a considerable extent while that of untrained teachers has decreased significantly. But, during the same period, the number of trained and untrained teachers in J. B. Schools has increased fairly. The percentage of increase of trained teachers was always higher than that of the untrained teachers. The increase of untrained teachers in 1955-56 over the previous year (1950-51) was however, higher than that of the trained teachers. The figures reveal an important fact that untrained teachers working in the Pry. Schools were gradually absorbed in J. B. Schools after 1955-56. This because due to the fact that the existing Pry. Schools in whichthe untrained teachers were working, were also converted into J. B. Schools. The table further shows that percentage of increase of trained and untrained teachers in Pry. and J. B. Schools as a whole was by far uniform over the years except in 1955-56 and 1963-64 in which years it was respectively very high and low.

TABLE NO. 2.6

AVERAGE NO. OF TEACHER PER PRIMARY AND JR. B. SCHOOL IN TRIPURA IN SELECTED YEARS.

Year	Total No. of Pry. Schools	Total No. of J. B. Schools	Total No. of teacher in Pry. Schools.	Total No. of teacher in J. B. School	Average No of teacher per Pry. School	Average No. of teacher per J. B. School
1950-51	403	1	562	5	1.4	5
1955-56	968	33	2086	198	2.2	6
1960-61	840	234	1635	1224	1.9	5.2
1961-62	807	450	1541	1584	1.9	3 5
1962-63	746	564	1453	1966	1.9	3.5
1963-64	733	600	1418	2003	1.9	3.3
1964-65	659	700	1275	2343	1·9	3.3
1965-66	621	755	1218	2627	~~1.9~~ 2·0	3·5

Source : Education Directorate, Govt. of Tripura.

AVERAGE NUMBER OF TEACHER :

The data in the above table presents distribution of teachers in each Pry. and J. B, Schools in Tripura during the selected years from 1950–51 to 1965-66. The figures reveal that average number of teachers per Pry. School over the years was about 2. There was hardly any increase in the number of teachers per School over the year except in 1955-56 (2.2) over 1960-61 (1.4). Similarly; there were, on average, 3 teachers per J. B. School during 1961-62 to 1965-66. It was 5 in 1950-51 and 1960-61. The increase was remarkable in 1955-56 when it rose to 6 from 5 in 1950-51.

TABLE NO. 2.7

NO. OF PUPILS IN PRIMARY AND JR. BASIC SCHOOLS AND PERCENTAGE OF INCREASE OR DECREASE IN ENROLMENT IN TRIPURA IN DIFFERENT YEARS.

year	PRIMARY SCHOOL						JUNIOR BASIC SCHOOL						Total Pry.+Jr B. School	
	Boys	% of increase over previous years	Girls	% of increase over previous years	Total	% of increase over previous years	Boys	% of increase over revious years	Girls	% of increase over previous years	Total	% of increase over previous years	Total	% of increase over previous years
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1950-51	15965	—	3260	—	19225	—	36	—	—	—	36	—	19261	—
1955-56	~~37597~~ 37597	135·5	10086	209·4	47683	148·0	4537	12502·8	1746	—	6283	17352·8	53966	180·2
1960-61	32637	-13·2	15253	51·2	47890	0·4	21111	~~9493~~ 949·3	12357	607·7	33468	432·7	81358	50·8
1961-62	31297	- 4·1	14659	-3·9	45956	-4·0	30094	42·6	17643	42·8	47737	42·6	93693	15·2
1962-63	30949	- 1·1	14852	1·3	45801	-0·3	37439	24·4	22562	27·9	60001	25·7	105802	12·9
1963-64	30694	- 0·8	15484	4·3	46178	0·8	39357	5·1	24520	8·7	63877	6·5	110055	4·0
1964-65	27280	- 11·1	13733	- 11·3	41013	-11·2	48540	23·2	30751	25·4	79291	24·1	120304	8·5
1965-66	26777	- 1·8	13871	1·0	40648	- 0·9	53022	9·2	34228	11·3	87250	10·0	127898	6·3

Source : EDUCATION DIRECTORATE, GOVT. OF TRIPURA.

GROWTH OF ENROLMENT

The figures in the table above show that the increase in enrolment in Primary Schools as a whole during the years 1950-51 to 1965-66 was lower than that in the Jr. Basic Schools. Another important fact revealed in the table is that enrolment position in Primary Schools has declined since 1960-61 and the percentage of decline in the case of boys was more remarkable than in the case of Girls. The figures on the other hand, show that enrolment in Jr. B. Schools has steadily increased over the years and the percentage increase in the case of boys was higher than that of the girls. The percentages of increase for the total group of boys and girls of Jr B. School respectively in 1955-56 and 1960-61 were 17352·8 and 432·7, compared to the increase in subsequent years these appear to be very high. This is because of the fact that a fairly large number of existing primary Schools were converted into Jr. B. Schools and also new Jr. B. Schools were started during the years. If we make no distinction between Primary and Jr. Basic Schools, the data show a steady increase in enrolment in Primary and Jr. B. School as a whole over the years.

The data also lend support to the fact that a large number of Primary and Jr. B. Schools were started during the 1st Plan period as a result of which enrolment in Primary and Jr. B. Schools as a whole increased to about 180.2% at the end of the 1st Plan period over the pre-Plan period 1950-51.

TABLE NO. 2.8

AVERAGE NO. OF STUDENTS PER PRIMARY AND JUNIOR BASIC SCHOOL IN TRIPURA.

Year	Total No. of Pry. Schools	Total No. of J. B. Schools	Total No. of students in Pry. Schools.	Total No. of students in J. B. Schools	Average No. of students per Pry. School	Average No. of students per J. B. School
1950-51	403	1	19225	36	47.7	36
1955-56	968	33	47683	6283	49.3	190·4
1960-61	840	234	47890	33468	57.0	143.0
1961-62	807	450	45956	47737	56.9	106·I
1962-63	746	564	45801	60001	61·4	106.4
1963-64	733	600	46178	63877	62.9	106.5
1964-65	659	700	41013	79291	62·2	113.3
1965-66	621	755	40648	87250	65.5	115 6

Source : Education Directorate, Govt. of Tripura.

AVERAGENUMBER OF PUPIL :

The data in the above table show average number of students per Pry. and J. B. Schools during the selected years from I950-5I to I965-66. In the year I950-5I there were, on average, 36 students per J. B. School and about 48 students per Pry school. On the 31st March, I956, the numbers increased to about I90·4 and 49·3 per J. B. and Pry. Schools respectively. It is noticed that the increase in the average number of students per Pry. School in I955-56 over 1950-51. was quite insignificant though the number of Pry. Schools in the same period has increased from 403 in I950-5I to 968 in 1955–56. During the years 1960-6I to I965-66 the number of Pry. Schools has steadily decreased and the number of J. B School has increased sharply. But the average number of students per Pry. School has increased from 49·3 in 1955-56 to about 65·5 in 1965-66. Similarly except during the years I960-6I to I963-64 the average number of students per J. B. School has also increased. But the rate of increase was not remarkable except in I955-56.

The data also reveals that neither the Pry. Schools not the J. B. Schools in Tripura are at all overpopulated, although on average a fairly large number of students attend a J. B. School than a Pry. School

TABLE NO: 2.9

STUDENT TEACHER RATIO

Year	Total No. of teachers in Pry. Schools	Total No. of teachers in Jr. B. Schools	Total No. of teachers in both Pry. & Jr. B. Schools	Total No. of students in Pry. Schools	Total No. of students in Jr. B. Schools	Total No. of Students both in pry. & Jr. B. Schools	Student teacher ratio in Pry. Schools.	Student teacher ratio in Jr. B. Schools	Student Teacher ratio both in Pry.& Jr. B. Schools.
1950-51	562	5	567	19225	36	19261	34·2	7·2	34·0
1955-56	2086	198	2284	47683	6283	53966	22·9	31·7	23·6
1960-61	1635	1224	2859	47890	33468	81358	29·3	27·3	28·5
1961-62	1541	1584	3125	45956	47737	93693	29·8	30·1	29·9
1962-63	1453	1966	3419	45801	60001	105802	31·5	30·5	30·9
1963-64	1418	2003	3421	46178	63877	110055	~~32·9~~ 32·6	31·9	32·2
1964-65	1275	2343	3618	41013	79291	120304	32·2	33·8	33·3
1965-66	1218	2627	3845	40648	87250	127898	33·4	33·2	33·3

Source : EDUCATION DIRECTORATE, GOVT. OF TRIPURA.

STUDENT TEACHER RATIO :

The data in table No. 2.9 presents a picture of student-teacher ratio in Pry. and J. B. Schools in Tripura in specified years. The data in the table reveals that in 1950-51 the student-teacher ratio was 34·2 in Pry. School as against 7·2 in J. B. Schools. At the end of 1st Plan period the figures were 22·9 in the case of Pry. Schools and 31·7 in the case of J. B. Schools. These reveal the fact that student-teacher ratio in the case of Pry. Schools has an improvement at the end of 1st Plan period over 1950-51 and quite an opposite trend noticed in the case of J. B. Schools in the same period.

At the end of 2nd Plan period (1960-61) the position changed slightly and at the end of 3rd Plan period the student teacher ratio position in Pry. and J. B. Schools was equal.

The over-all position is quite interesting. The student-teacher ratio position for both the Pry. and J. B. Schools as a whole stood at 33·3 at the end of 3rd Plan period (1965-66). The position does not indicate any significant difference from what it was before the 1st Plan period (1950-51).

CHAPTER III

ADMINISTRATIVE SET UP.

The responsibility of administrative functions in the field of education lies with the Director of Education who is also Ex-officio Secretary of the Education Department of this Government. He is not only responsible for Government Institutions but also for the management of the Private (Aided and Non-Aided) Schools recognised by the Government. The High and Higher Secondary Schools in this Territory are under dual control of the Director of Education of this Territory and the Board of Secondary Education, West Bengal. The Board of Secondary Education, West Bengal controls these Institutions through regulatings of the Courses of Studies and Examinations and the State Government is responsible for their inspection, supervision and management. There are some Colleges both for General and Technical Education in Tripura which are affiliated to the University of Calcutta. The University exercises similar powers in regard to the said Colleges as those exercises by the Board of Secondary Education, West Bengal, in regard to High and Higher Secondary Schools.

2. As mentioned earlier, the Director of Education is the Head of the Education department. He is assisted by one Additional Director and other six Deputy Directors. The Director of Education is also assisted by some other officers in implementing various schemes in the field of Education.

Besides, there is also one Special Officer for Primary and Basic Education, at the Directorate, whose duty is to assist the Director of Education in formulating schemes relating to Primary and Basic Education and their effective execution.

3. For better and efficient administration of the Primary, Junior Basic and Middle Schools; the Territory has been divided into eleven zones with one Inspecor at each zone. The Inspectors are responsible for their respective zones. He is also assisted by some other officers such as Sub-Inspector of Schools and so on. Except for Sadar Sub-division, the zonal boundaries coincide with Sub-divisional boundaries. The area and number of Schools in Sadar Sub-division being highest of all Sub divisions, it has been divided into 2 zones namely Sadar "A" and Sadar "B". Each zone has been divided into several circles according to number of Schools and one Sub-Inspector of Schools placed at each circle for efficient inspection and supervision of Primary and Junior Basic Schools under the circle. The following table shows a picture of the present administrative set up of Primary and Junior Basic Schools in Tripura.

TABLE NO. 3.1

DESIGNATION OF SUPERVISORY STAFF OF PRIMARY (BASIC & NON-BASIC) UNITS IN THE STATE.

Sl. no.	Sub-Division.	Name of Unit.	Designation of supervisory staff under each unit.
(1)	(2)	(3)	(4)
1.	Sadar.	Sadar "A" Sadar "B"	1. Inspector of Schools.
2.	Khowai.	Khowai.	2. Assistant Inspector of Schools.
3.	Kamalpur.	Kamalpur.	3. Sub-Inspector of Schools.
4.	Kailashahar.	Kailashahar.	
5.	Dharmanagar.	Dharmanagar.	
6.	Sonamura.	Sonamura.	
7.	Udaipur.	Udaipur.	
8.	Amarpur.	Amarpur.	
9.	Belonia.	Belonia.	
10.	Sabroom.	Sabroom.	

PART II

PRIMARY AND BASIC EDUCATION AND PROBLEMS IN SELECTED SUB-DIVISIONS.

CHAPTER IV

GROWTH IN THE NUMBER OF SCHOOLS, ENROLMENT AND TEACHERS:

The availability of the school properly staffed and equipped is one of the main requirements for the growth of education. If those facilities become available, the education can smoothly spread to its desirable extent. We have studied in this chapter the actual position of these facilities in the field, the rate of growth of the schools since 1963-64, the increase in the number of students and teachers, the teacher students ratio and the number of scheduled caste and scheduled tribes. The position regarding the selected schools attended by children from neighbouring villages has also been assessed. The relevant data are presented in Table No. 4.1.

TARLE NO. 4.1

GROWTH IN THE NUMBER OF SCHOOLS IN THE SELECTED SUB-DIVISIONS.

Sub-Division	Number of Schools as on 31st March				Index of growth of schools with 1963 as base.		
	1963	1964	1965	1966	1964 (31st March)	1965 (31st March)	1966 (31st March)
1	2	3	4	5	6	7	8
Sadar	325	330	340	342	101·5	104·6	105·2
Khowai	152	150	151	149	98·7	99·3	98·0
Amarpur	64	73	73	80	114·1	114·1	125·0
Total—	541	553	564	571	102·2	104·3	105·5

GROWTH IN THE NUMBER OF SCHOOLS :

The data in table No. 4.1 reveal that the slowness in progress in the expansion of Primary and Basic Schools in the periodb etween 1963 to 1966. For all sample bub-divisions taken together the growth of Primary and Junior Basic Schools was to the extent of only 2·2% in 1963 64, 4.3% in 1965 over 1965 and 5,5% in 1966 over 1963.

Among the three selected Sub-divisions the growth of progress in expansion of schools is maximum in Amarpur. The corresponding percentages are 14.1, 14.1 and 25.1 in 1964, 1965 and 1966 respectively. On the other hand the growth decreased in Khowai by 1.3% in 1964, 0.7% in 1965 and 2.0% in 1966 over 1963.

TABLE NO. 4.2

INCREASE IN NUMBER OF SCHOOL IN SELECTED SUB-DIVISION IN DIFFERENT YEARS.

Sub-Division	No. of Schools in 1962-63		No. of Pry. school in 1963-64	% increase in 1963-64 over 1962-63 (Pry.)	No. of Jr. B. school in 1963-64	% increase in 1963-64 over 1962-63 (Basic)	No. of Primary school in 1964-65	% increase in 1964-65 over 1963-64 (Pry)	No. of Jr. B. school in 1964-65	% increase in 1964-65 over 1963-64 (Basic)	No. of Pry. school in 1965-66	% increase in 1965-66 over 1964-65 (Pry)	No. of Jr. B. School in 1965-66	% increase in 1965-66 over 1964-65 (Basic)
	Pry.	Jr. B.												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Sadar	207	118	205	—1·0	125	5·9	192	—6·3	148	18·4	182	—5·2	160	8·1
Khowai	99	53	98	—1·0	52	—1·9	91	—7·1	60	15·4	89	—2·2	60	:0
Amarpur	33	31	33	·0	40	29·0	32	—3·0	41	2·5	30	—6·3	50	22·0
Total:	339	202	336	—0·9	217	7·4	315	—6·3	249	14·7	301	—4·4	270	8·4

The table No. 4·2 clearly indicates that there is a steady increase in the number of Junior Basic Schools while the number of Primary schools are decreasing gradually. This is due to the fact that the Government is trying to convert the existing Primary Schools into Junior Basic Schools and also to establish new Junior Basic Schools through the Territory. The data reveal that total number of Primary Schools in Sadar, Khowai and Amarpur Sub-divisions were 207, 99 and 33 respectively and these have decreased by 12.1%, 1.1% and 9.1% in the respective Sub-divisions during the year 1965-66. Again the total number of Junior Basic Schools under Sadar, Khowai and Amarpur Sub-divisions were 118, 53 and 31 respectively while these have increased by 35.6%, 13.2% and 61.3% in the above Sub-divisions.

TABLE NO. 4.3

DISTRIBUTION OF SCHOOLS BY DISTANCE OF OTHER VILLAGE FROM WHICH CHILDREN ATTENDED.

Sub-division	Total No. of Schools	No. of Schools with children from other villages.	No. of sample Schools attended by children from other villages and their distances from the Schools (Sample)			
			Below one mile	1-2 miles	2-3 miles	Above 3 miles.
Sadar	97	32	26	18	2	—
Khowai	44	25	19	11	5	—
Amarpur	25	13	10	5	2	2

SELECTED SCHOOLS ATTENDED BY CHILDREN FROM NEIGHBOURING VILLAGES :

Apart from close localisation of Schools, a good number of selected schools have children attending from neighbouring villages. Data regarding selected schools attended by children from neighbouring villages are shown in the table No. 4·3. It reveals from the table that 32 out of 97 selected schools in Sadar, 25 out of 44 selected schools in Khowai and 13 out of 25 selected schools in Amarpur have children attending from neighbouring villages. The proportion of schools being attended by the children from neighbouring villages is higher in Khowai and Amarpur than in Sadar. This is due to high proportion of existence of schools in Sadar Sub-division than Khowai and Amarpur Sub-divisions. The figures in table No. 4·3 further show that 42·2% of the selected Schools were attended by the children from neighbouring villages. 33·1% of the selected schools were attended by the children from villages below one mile distance, 20·5% by children from 1 to 2 miles distance and 5·4% by children from 2 to 3 miles distance. Practically the selected schools have no children attending beyond 3 miles distance. Only in Amarpur 2 schools have children attending schools beyond 3 miles distance. The high proportion of selected schools are not getting children from neighbouring villages is partly due to lack of easy and convenient means of communication facilities and due to existence of schools in adjoining villages themselves.

This show that the parents are not willing to send their children to schools located beyond 2 miles from their own villages.

TABLE NO. 4.4

INCREASE IN NUMBER OF STUDENTS IN SELECTED SUB-DIVISIONS IN DIFFERENT YEARS.

Sub-Division	No. of Students on roll in 1963-64		No. of Students on roll in 1964-65		% increase in enrolment in 1964-65 over 1963-64		No. of Stndents on roll in 1965-66		% increase in enrolment in 1965-66 over 1964-65	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11
Sadar	24341	14796	26622	16610	9.4	12.3	27584	17563	3.8	5.7
Khowai.	7619	4023	8026	4343	5 3	8.0	8096	4867	0.9	12·1
Amarpur.	2310	870	2547	1023	10,3	17.6	3109	1297	22.1	26.8
Total—	34270	19689	37195	21976	8.5	11.6	38789	23727	4.3	8.0

Source :— Statistical Abstract Tripura 1964, 1965 and 1966.

GROWTH OF ENROLMENT.

It appears from the table No. 4.4 that increase in number of girls on roll is much more than that of boys in 1964-65 and I965-66 over the previous years.

Regarding inter Sub-divisional variation, the increase in enrolment of boys and girls is maximum in Amarpur (10.3, 17.6) and minimum in Khowai (5.3, 8·0) in 1964-65 over the previous year. But in the next year the position remains the same for Amarpur i, e. the increase in number of boys and girls in Amarpur is maximum, which are 22.I and 26.8 respectively. The increase in number of boys is minimum in Khowai (0 9) and increase in number of girls is minimum in Sadar (5.7 . In Sadar, the percentage increase of boys and girls is iower in 1965–66 than in I964-65 over the previous years. But in Khowai percentage increase in enrolment of girls is much but the increase in enrolment of boys is less than that of the revious year.

TABLE NO. 4.5

RELATIVE POSITION OF ENROLMENT IN THE SAMPLE BASIC AND NON-BASIC SCHOOLS (1965-66)

Number of students on roll.	DISTRIBUTION OF SAMPLE SCHOOL IN											
	Sadar				Khowai				Amarpur			
	Jr. Basic		Primary		Jr. Basic		Primary		Jr. Basic		Primary	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9	10	11	12	13
Upto 20	2	4·1	2	4·2	3	13·0	4	19·1	2	11·8	7	87·5
21 - 60	10	20·4	27	56·3	10	43·5	12	57·1	11	64·7	1	12·5
61 - 100	13	26·5	13	27·1	2	8·7	5	23·8	1	5·9	—	—
101 -150	17	22·5	1	2·1	3	13·0	—	—	3	17·7	—	—
151- 200	6	12·2	3	6·3	1	4·4	—	—	—	—	—	—
Over 200	7	14·3	2	4·2	4	17·4	—	—	—	—	—	—
Total :	49	100·0	48	100·0	23	100·0	21	100·0	17	100·0	8	100·0
Average enrol nent per school (Basic & Primary) :	128·3		59·0		100·5		43·5		52·6		14·9	

The table 4.5 shows the relative position of enrolment in Basic and Non-Basic (Primary) Schools.

The data here indicate that the average enrolment of students in Basic School is higher than in Primary School. In Sadar, the average enrolment of students in the Basic School is 128.3 and the average enrolment of students in the Primary School is 59.0. The respective figures in Khowai are 100.5 and 43.5 and in Amarpur, 52.6 and 14.9.

TABLE NO. 4.6

NUMBER OF SAMPLE SCHOOLS REPORTING SCHEDULED CASTE AND SCHEDULED TRIBES ON ROLL

Sub-Division	No. of Sample	Number of Schools reporting Sch. Caste & Sch. Tribes Children on Roll.	
		Scheduled Caste	Scheduled Tribes.
I	2	3	4
Sadar.	97	63 * (64.9)	66 ((68 0)
Khowai.	44	25 (56.8)	40 ((90.9)
Amarpur.	25	8 (32.0)	23 ((92.0)
Total :	166	96	129
Percentage :-		57.8	77.7

ENROLMENT OF SCHEDULED CASTES AND SCHEDULED TRIBES.

The table No. 4.6 presents the number of sample schools with Scheduled Castes and Scheduled Tribes students. It will be seen from the above table that the proportion of sample schools having Scheduled Tribes students is much larger than that of Scheduled Caste in three Sub-divisions under reference. Thee percentage of sample schools having Scheduled Tribes is ranging from 68.0 % to 92.0 whereas the percentage of schools having Scheduled caste varies from 64.9 to 32.0 in three Sub-divisions. The percentage of total for sample schools having Scheduled tribes is 77.7 and for sample schools having Scheduled Castes is 57.8. Moreover, difference in sample schools having Scheduled tribes and Scheduled Castes is very high in Amarpur and Khowai Sub-divisions. The percentage of sample schools having Scheduled caste and Scheduled Tribes is 32.0 and 92.0 in Amarpur Sub-division and 56.8 and 90.9 in Khowai Sub-division. But on the other hand, the proportion of sample schools attending Scheduled Caste and Scheduled Tribes is more or less the same in Sadar Sub-division. The percentage of schools having Scheduled Caste and Scheduled Tribes is 64.9 and 68.0 respectively in Sadar Sub-division.

TABLE NO. 4.7

PERCENTAGE OF SCHEDULED CASTE AND SCHEDULED TRIBES CHILDREN ON ROLL TO TOTAL IN THE RELEVANT SAMPLE SCHOOL.

Sub-Division	1963-64		1964-65		1965-66	
	% of Scheduled caste children on roll	% of Scheduled tribe children on roll	% of Scheduled Caste children on roll	% of Scheduled tribe children on roll	% of Sheduled caste children on roll	% of Scheduled tribe children on roll.
1	2	3	4	5	6	7
Sadar.	12.2	29.8	14.0	26.2	13.2	26.9
Khowai.	4.3	42,7	8.6	38.6	7.1	40.7
Amarpur.	4.7	78.1	15.4	60.7	10.4	67.1
Total :	10.1	35.4	12.9	31.2	11.5	33.3

It is observed that in all the three years the percentage of scheduled tribe children is higher than scheduled caste children on the total. The difference between the percentage of scheduled tribes and scheduled caste is significant enough and it is due to the fact that Tripura is mainly a tribal area. Among the Sub-divisions, maximum proportion of tribal student is taking elementary education in Amarpur Sub-division. The corresponding percentage belonging to the years 1963-64, 1964-65 and 1965-66 are 78.1, 60.7 and 67.1 respectively. 42.7, 38.6 and 40.7 are being the percentages of tribal students in the year 1963-64, 1964-65 and 1965-66 respectively in Khowai. The proportion of scheduled caste students is smaller comparison to the tribal students in all Sub-divisions.

* Figures in perenthesis are in percentage.

TABLE NO. 4.8

DISTRIBUTION OF SCHOOLS ACCORDING TO NO. OF TEACHERS
(SAMPLE SCHOOL)

Sub-division	No. of schools	No. of schools having the following No. of Teachers.					
		One	Two	Three	Four	Five	Six and more
1	2	3	4	5	6	7	8
Sadar.	97	39 * (40.2)	20 (20.6)	14 (14.4)	9 (9 3)	3 (3 1)	12 (12.4)
Khowai.	44	26 (59.1)	7 (15.9)	2 (4.6)	1 (2.3)	2 (4·6)	6 (13.6)
Amarpur.	25	18 (72.0)	5 (20.0)	2 (8.0)	— (0.0)	— (0.0)	— (0.0)
Total	166	83	32	18	10	5	18
Percentage %		~~50(·0)~~ 50·0	19.3	10·8	~~6(·2)~~ 6·2	3.1	~~10(.8)~~ 10·8

NUMBER OF TEACHERS IN THE SAMPLE SCHOOLS :

The distribution of the sample schools according to the number of teachers is shown in table No. 4.8. The table shows that every Sub-division has single-teacher school. The proportion of the single-teacher school is much higher than two or more teachers schoools in every Sub-division. It is found that 50% of the sample schools is single-teacher school in total. An analysis of the above data indicates that the proportion of single-teacher school in Amarpur Sub-division is much larger than that of Sadar and Khowai Sub-divisions. The percentage of single-teacher school in Amarpur Sub-division is 72.0 whereas the percentage of single-teacher school is 40.2 in Sadar Sub-Division and 59.1 in Khowai Sub-division. Proportion of sample schools with two teachers are fouud more or less the same in Sadar and Amarpur Sub-divisions. The percentage of sample schools with two teachers is 20.6 in Sadar Sub-division and 20.0 in Amarpur Sub-division whereas the percentage for Khowai Sub-division is 15.9. Schools with two teachers accounted for 19.3% of the total. An analysis of the above data indicates that the percentage of sample school with two teachers is mueh less than that of schools with single-teacher. It also appears that the sample schools with three or more teachers are mostly concentrated in Sadar. None of the sample schools in Amarpur Sub-division has four or more teachers.

TABLE No.4·9

INCREASE IN NUMBER OF TEACHERS IN SAMPLE SCHOOLS.

Sub-division	No. of teachers 1963-64	No. of trachers in 1964-65	% increase in 1964-65 over 1963-64	No. of teachers in 1965-66	% increase in 1965-66 over 1964-65
1	2	3	4	5	5
Sadar	286	302	5·6	306	1·3
Khowai	107	99	−7·5	128	29·3
Amarpur	33	28	−15·2	37	32·1
Total	426	429	0·7	471	9·8

+ Figures in parenthesis are in percentage.

The above table shows that the number of teacher in 1964-65 incresed by 0·7% over the previous year. It became 9·8% in the year 1965-66 over 1964-65 on the total. Among the Sub divisions only in Sadar there was increase in number of teacher in 1964-65 and also in 1965-66 over the respective previous years. But both in Khowai and Amarpur Sub-divisions number of teahers declined by 7·5% and 15·2% in the year 1964-1965 over the previous year respectively. Again, in the next year it increased very sharply to 29.3% and 32.1% respectively. The reason for such falling off is presumed that in every year some untrained teachers are sent to Training Colleges and it might not be possible to depute teachers for filling up the gaps.

TABLE NO. 4.10

STUDENT-TEACHER RATIO IN THE SAMPLE SCHOOL.

Sub-Division	Student-Teacher ratio in		
	1963-64	1964-65	1965-66
1	2	3	4
Sadar	27·8	29·1	29·8
Khowai	20·4	28·0	25·2
Amarpur	20·6	28·5	27·4
Total	25·4	28·8	28·4

1. It is presumed that student-teacher ratio should be about 40 : 1. But data from our present survey show that student-teacher ratio in all the Sub-divisions are less than 40 : 1.

2. It indicates a good relationship prevails between the teaching staff and the students because it becomes possible to maintain discipline in the class. The Headmaster also can take personal care for every student as also he can manage the school efficiently.

CHAPTER V

THE PHYSICAL PLANT, FACILITIES, AIDS AND TEXT BOOKS IN SCHOOLS :-

The progress of quality and adequacy of schooling depend not only on teachers, but also on the nature and maintenance of the physical plant and facilities and equipment prescribed for and available to the students. The term "Physical plant" has been used to mean the school building, its structure and the materials and equipment in the school. This chapter mainly deals with these aspects of the 166 schools in the sample.

TABLE NO. 5·1

OWNERSHIP OF SCHOOL BUILDING OR STRUCTURES.

Sub.division.	No. of sample schools	Percentage of schools housed in buildings/ structure	% of School Buildings.			
			Owned by school.	Rented	Rent free	Other.
1	2	3	4	5	6	7
Sadar.	97	100·0	97·9	—	2·1	
Khowai.	44	97·7	86·4	—	11·4	
Amarpur.	25	100·0	80·0	—	20·0	
Total :—	166	99·4	92·2	—	7·2	

ACCOMMODATION :-

The data of the Table No. 5·1 give the nature and ownership of the selected school building. It will be seen from the analysis of data of the above table that almost all the selected schools in three Sub-divisions of Tripura were housed in buildings or structures. It also appears that 92·2% of the school buildings were owned by the schools and only 7·2% of the selected schools were housed in rent free buildings. No schools of the sample were housed in rented building in Tripura.

An analysis of the table shows that cent percent of selected schools were housed in buildings and structures in Sadar and Amarpur whereas in Khowai 97·7% of the schools were housed in buildings or structures. Of the schools studied, 97·9% of the schools had its own buidings or structures in Sadar; 86.4% in Khowai and 80·0% in Amarpur. It also reveals from the above data that a little portion of schools of the selected schools in three Sub-divisions were housed in rent-free buildings or strurtures.

TABLE NO. 5.2

CONDITION OF SCHOOL BUILDING AND ENVIRONMENTAL SANITATION.

Sub-Division	% of school having satisfactory.						% of school having sanitation facility.	
	Walls	Roofs	Floor	Vantilation & Light.	Drinking water facilities	Gen ral Condi-tion.	Urinal	Latrine
1	2	3	4	5	6	7	8	9
Sadar	71·1	69·1	79·4	72·2	27·8	64·9	16·5	11·3
Khowai	47·7	40·9	61·4	52·3	29·5	34·1	18·2	13·6
Amarpur	12·0	32·0	28·0	40·0	12·0	8·0	12·0	4·0
Total :	56·0	56·0	66·9	62·0	25 9	48·2	16·3	10·8

QUALITY OF ACCOMMODATION :– .

It may be noticed from the data of Table No. 5·2 that 56% of the school buildings have satisfactory walls and roofs and 66·9% have floors. 62% of the selected schools in three Sub-divisions have satisfactory ventilations and light arrangements. The Sub-division wise data show that the condition of walls, roofs, floor and ventilation and light arrangements are to some extent satisfactory in Sadar as compare to other two Sub-divisions. On the other hand, Amarpur Sub-division is lagging behind Sadar and Khowai in every sphere of facilities mentioned in the table No. 5·2. The percentage of schools studied having satisfactory walls, roofs and ventilation etc. vary from 69·1 to 79·4 in Sadar, 40% to 61% in Khowai and 12 to 40 in Amarpur. Only 25·9% of the selected schools in three Sub-divisions have satisfactory arrangments for drinking water and 10·8% of schools studied have facilities for latrine and 16·3% have urinals. The Sub-division wise data also show that facilities for drinking water, and arrangements for sanitation are not upto the mark in three Sub-divisions. In all, 75% of the schools studied have no satisfactory arrangments for drinking water and nearly 90% of the schools studied have no facilities for proper sanitation. The general condition of environmental sanitation, however, is reported as more or less satisfactory in 48·2% of the schools. Although all the schools studied in three Sub divisions are run by Government, the condition of school buildings and arrangements for drinking water and sanitation are not at all satisfactory.

TABLE NO. 5·3

SCHOOL BUILDING ACCORDING TO STATE OF MAINTENANCE.

Sub-Division	Number of school buildings.			% of schools needing repair and construction
	In good condition.	Needing minor repairs.	Needing major repairs.	
1	2	3	4	5
Sadar.	50 (51·6)*	28 (28·9)	19 (19·6)	48·4
Khowai.	9 (~~20·0~~) 20·5	12 (27·3)	23 (52·3)	79·5
Amarpur.	3 (12·0)	11 (44·0)	11 (44·0)	88·0
Total :-	62 (37·4)	51 (30·7)	53 (31·9)	62·7

PRESENT CONDITION OF SCHOOL BUILDINGS :-

The data regarding the maintenance and the condition of the school buildings are presented in the Table No. 5·3. The table shows that only 37·4 of the selected schools are in good condition and 30·7% of the schools required minor repairs, while remaining 37·9% (31·9) schools required major repairs. It also appears from the table that the majority of the school buldings in the sample are not in good condition and required repa. irs. From the Sub-division-wise data, it appears that 51·6% of the schools are in good condition in Sadar, 20·5% in Khowai and only 12·0% in Amarpur. The table presents that 88% of the schools in Amarpur required repairs while 79·5% and 48·4% of schools required repairs in Khowai and Sadar respectively. It may be noted here that all the schools studied are run by Government. The table shows an unsatisfactory condition of the school buildings in the sample.

TABLE No. 5·4

AMENITIES IN THE SAMPLE SCHOOL

Facilities	Number and % of the School.							
	Sadar		Khowai		Amarpur		Total	
	No.	%	No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9
Play ground	78	80·4	27	61·4	16	64·0	121	72·9
Land for small farms	7	7·2	2	4·5	2	8·0	11	6·6
Vegetable and flower gardens	21	21·6	3	6·8	8	32·0	32	19·3
Drinking water well or hand pumps.	14	14·4	10	22·7	2	8·0	26	15·7
Chidren Park	Nil		Nil		Nil		Nil	

AMENITIES PROVIDED BY SCHOOLS :–

Amenities like play-ground, small farm, flower garden etc. will help the children to improve their education besides making schooling attractive to children. Facilities available in regard to play-ground, land for small farms, flower garden etc. are shown in Table No. 5·4. Eventually it is expected that every school should have a play-ground. But data in the table show that 72·9 of the schools in the sample have play-grounds. It appears that a small proportion of the schools have facilities for small farms and vegetable and flower gardens. Only 6·6% of the schools have land for small farms and 19·3% of the schools have facilities for vegetable and flower gardens. Drinking water wells or hand pumps are found in 15·7% of the schools in the sample. So, it is seen that a small proportion of schools have been provided with such facilities. None of the selected schools has children park.

Data in the Table No. 5·4 show that in Sadar Sub-division 80·4% of the schools have playground, while in Khowai 61·4% of the schools have playground facilities, and in Amarpur 64% of the schools have facilities for playground. The facilities for playground in selected schools are not very bright.

The proportions of the schools having land for small farms are 7·2, 4·5 and 8·0% in Sadar, Khowai and Amarpur respectively. 21·6% of the selected schools in Sadar have vegetable and flower gardens, 6·8% in Khowai and 32·0% in Amarpur. The data show that the facilities for small farms and gardens are very meagre.

As regards for facilities for drinking water wells and hand pumps, data show that the existing facilities are not satisfactory in the selected schools in the three Sub-divisions. The proportions are 14·4 22·7 and 8·0 in Sadar, Khowai and Amarpur respectively. In whole, the data in the table 5·4 show that amenities like play-ground, farms, gardens, etc. are very meagre in the selected schools in three Sub-divisions.

* Figures in Parenthesis are in percentages.

TABLE No. 5·5

DONATION OF LAND BY THE PEOPLE FOR PLAY-GORUND AND AGRICULTURAL FARM AND ITS VALUE

Sub division	Number of Schools reporting donation of land.		Value of the land donated (Rs.)
	Number	% to total	
1	2	3	4
Sadar	51	52·6	58,075
Khowai	19	43·2	12,475
Amarpur	10	40·0	2,300
	80	48·2	72,850

The data regarding the donation of land by the public for providing schools with play-grounds and agricultural farms are shown in the Table No. 5·5. It appears that only 80 schools have reported donation of land in selected three Sub-divisions of Tripura. The total value of the land donated is reported to be Rs. 72,850 or Rs. 910 per school. 52·6% of the schools in Sadar have reported donation of land and total value of the donated land is reported to be Rs. 58,075 or Rs. 1138 per school. In Khowai 43·2% of the schools have donated land for play-ground and agricultural farms while in Amarpur 40% of the schools have reported donation of land. The total value of donated land in Khowai and Amarpur is reported to be Rs. 12,475 or Rs. 656 per school and Rs. 2,300 or Rs. 230 per school respectively.

TABLE No. 5·6

PROVISION OF STIPENDS, FREE BOOKS AND FREE UNIFORMS AND THE NUMBER OF BENEFICIARIES IN THE SAMPLE SCHOOL AS REPORTED BY TEACHERS. (in 1965-66)

Sub-division	Book-grant.		Free Uniform		Attendence scholership	
	Percentage of schools not providing the facility.	Average No. of beneficiaries per school reporting	Percentage of schools not providing the facility.	Average No. of beneficiaies per school reporting	Percentage of schools not providing the facility.	Average No.of beneficiaries per school reporting
1	2	3	4	5	6	7
Sadar	48·5	16·0	97·9	3·0	81·4	8·1
Khowai	59·1	11·2	100 0	—	88 6	5·4
Amarpur	72·0	3·4	100·0	—	96·0	8·0
Total—	54·8	13·7	98·8	3·0	85·6	7·5

STIPENDS AND OTHER INCENTIVES :—

The data regarding the number of schools offering various benefits like book-grant, free uniform and attendance scholership ete. and the number of beneficiaries under each benefit are presented in Table No. 5·6;

BOOK-GRANT :—

Financial assistance in the form of book-grant are being given to the students in Tripura to meet the expenses of the cost of text-booksin each. Financial assistance in the form of book-grant to students is reported in three Sub-divisions. Out of these, two Sub-divisions namely, Sadar and Khowai, have not extended this facilities to 48·5% and 59·1% of the sample schools respectively whereas Amarpur Sub-division 72% of schools have no such facilities. The table shows that 54·8% of the selected schools in three Sub-divisions have no provision for book-grant to the student.

It is evident that only 45·2% of the selected schools in three Sub-divisions have provision to give book-grant to the students. The average number of beneficiaries per school is 16 in Sadar, 11·2 in Khowai and 3·4 in Amarpur. It also shows that the average number of beneficiaries per reporting school is 13·7 in total.

FREE UNIFORM :

Almost all the selected schools in three Sub-divisions in Tripura have not provided with the facility like supply of free uniform to poor and needy students. Free uniforms was reported to have not been given in 97·9% of the schools in Sadar, and cent percent in Khowai and Amarpur. The average number of beneficiaries per school to total children enrolled is nil in Khowai and Amarpur; The average number of beneficiaries per school to total children enrolled is only 3 in Sadar Sub-division.

ATTENDANCE SCHOLARSHIP :

Attendance scholarship have been offered to students in three Sub-divisions. This facility has been reported in 18·6% in Sadar and in 11·4% at Khowai. But in the remaining Sub-division, it is reported only in a small percentage of schools (only 4%). In total this facility has been reported only in 14·5% of the schools. It shows that 85·5% of the selected schools have no provision for attendance scholarship. The average number of beneficiaries per school reporting ranges from 5·4 to 8·1. The overall average number of beneficiaries per school reporting this facility is 7·5 only.

Thus the table shows that 98·8% of the sample schools have no provision for free uniform. 85·5% have no provision for attendance scholarship and 54·8% have not provided with the facility like book-grant to needy children.

TABLE NO. 5·7

VIEWS OF TEACHERS ON TEXT-BOOKS.

Sub-Division	% of teachers reporting.	
	Books available in time	Price of books reasonable
1	2	3
Sadar.	79·7	74·7
Khowai.	21·2	62·1
Amarpur.	40·6	68·8
Total :-	59·8	70·7

OPINIONS OF TEACHERS ON TEXT-BOOKS :-

With the rapid growth of schools and enrolment, there has been a corresponding increase in the requirement and demand for text-books. The teachers in the sample schools of three Sub-divisions in Tripura gave their assessment in regard to the availability of text-books and the reasonableness of their prices. The relevent data are given in Table No. 5·7.

The above data show that 59·8% of the teachers in sample schools considered that the text-books were available in time. But 70·7% of teachers were holding the opinions that text-books were found at reasonable prices. The Sub-division-wise data show that the proportion of teachers holding the opinion that the text-books are found at reasonable prices are 74·7, 62·1 and 68·8 in Sadar, Khowai and Amarpur respectively. But the data regarding the views of teachers on the availability of text-books in time show that only in Sadar 79·7% of the teachers gave their views that the text-books were available in time. It is significant that the teachers of Khowai and Amarpur gave unfavourable views about the availability of text-books in time. Only 21·2% of the teachers gave views about the availability of text-books in time in Khowai and 40·6% of the teachers gave favourable views on the availability of text-books in time in Amarpur. The table also show that 40% of the teachers of the three Sub-divisions of Tripura held unfavourable views about the availability of text books and 29% of the teachers of selected schools held the unfavourable views about the price of text books.

TABLE NO. 5.8

DIFFICULTIES IN MAKING LESSONS CRAFT ORIENTED AS REPORTED BY TEACHER.

Difficulties.	Teacher reporting in Sadar.		Khowai.		Amarpur.	
	No.	%	No.	%	No.	%
1	2	3	4	5	6	7
1. Shortage of raw materials and equipments.	40	37·4	17	39·5	6	26·1
2. Teachers are not trained/teacher inadequate in number.	55	51·4	17	39·5	13	56·5
3. No accommodation for craft teaching.	11	10·3	8	18·7	2	8·7
4. No reply.	1	0·9	1	2·3	2	8·7
Total :-	107	100·0	43	100·0	23	100·0

DIFFICULTIES IN CRAFT-ORIENTATION OF LESSONS :-

The data in the table No. 5·8 show that among the difficulties in making craft orientation in Primary/Junior basic schools reported by the teachers, the most common one is teachers are not trained/teachers inadequate in number. 51·4, 39·5 and 56·5 are the corresponding percentage of teachers of Sadar; Khowai and Amarpur respectively, shortage of raw materials and equipments also create difficulties to a number of teachers. The corresponding percentages of such teachers of Sadar, Khowai and Amarpur are being 37.4, 39·5 and 26·1 respectively. Difficulties arise due to lack of accommodation to 10·3% teachers of Sadar; 18·7% teachers of Khowai and 8·7% teachers of Amarpur. A small percentage of teachers could not reply in this regard.

CHAPTER VI

TEACHERS—THEIR WORKING CONDITIONS AND ATTITUDE

A brief review of the increase in number of Primary and Junior Basic School teachers since 1963-64 and the variation in their teaching or student lead was given in chapter VI. But the successful schooling depends ultimately on the quality of the teacher. An attempt will be made now to asses the background; qualifications and attitudes of the persons who have been recruited as teachers and to understand how they have adjusted to their works. This chapter mainly deals with the analysis of the educational qualifications of teachers, their traiing, period of service, working conditions, attitude towards job and their assessment of future prospects.

TABLE No. 6·1

DISTRIBUTION OF TEACHERS BY AGE— 1966 (March)

Sub-division.	No of Teachers	Below 20 years.	20-25 years.	25-35 years.	35-45 years.	45 years and above.	% of teachers below 35 years.
1	2	3	4	5	6	7	8
Sadar	309	7	80	139	55	28	73·1
Khowai	124	8	52	37	12	15	78·2
Amarpur	34	1	20	9	4	—	~~75·6~~ 88·2
Total—	467	16	152	185	71	43	75·6
%		3·4	32·6	39·6	15·2	9·2	

DISTRIBUTION OF TEACHERS BY AGE :—

The age composition of the teachers is one of the important factor of the efficiency and attitude of teachers. The data regarding the distribution of teachers by different age groups are presented in Table No. 6·1.

It appears from the above table that in 1966, (March) nearly 76% of the teachers were below 35 years of age and nearly 36% below 25 years of age. The table also shows that nearly 40% of teachers were in 25-35 age-group. The proportion of teachers (3·4) below 20 years of age is much below than the proportion of teachers of other age-group. Only 15% of the total in the age group of 35-45 and nearly 9% of the teachers were 45 years and above. The proportion of the teachers below 35 years of age in Amarpur is higher than that of teachers in Sadar and Khowai and also the proportion of teachers below 35 years of age in Khowai and Amarpur is slightly higher than the overall average and the proportion of the teachers below 35 years os age in Sadar. Nearly 73·1% were below 35 years of age in Sadar, 78·2% in Khowai and 88·2 % in Amarpur. From the above data, it is evident that proportion of teachers of age-group from 25 to 35 is much higher than the other age-group.

Tab'e No. 6.2

DISTIBUTION OF TEACHERS BY EDUCATIONAL QUALIFICATION

Sub-division	Total No. of teachers	% of teachers having qualifieation			
		Below Matric	Matric	Above Matric and below Graduate	Graduate
1	3	3	4	5	6
Sadar	309	10·4	64·7	23·3	1·1
Khowai	124	8·1	63 7	25·0	3·2
Amarpur	34	17·7	79·4	2·9	--
Total—	467	10.3	6·55	22 3	1·9

EOUCATIONAL STATUS OF TEACHERS :-

The table No. 6·2 gives data on the educational qualifications of the teachers in the sample schools.

The table shows that nearly 10·4% of the teachers have an education below Matric standard and nearly 66% of the teachers in the sample schools had passed the Matriculation Examination (School final or higher secondary Examination). The proportion of the teachers, who have an education above matric standard but below graduation, in the sample schools is nearly 22·3. The proportion of the teachers having graduation is very low (only 2%). Thus the table shows that the majority of the teachers in the sample schools are of the matric standard. The proportion of teachers having qualification below matric standard or above matric standard is low in the sample schools.

The Sub.division-wise data show that nearly 18% of the teachers in the sample schools in Amarpur are below matriculation standard and nearly 10% in Sadar and 8% in Khowai are also below matriculation. It is also observed that there is no school having graduate teachers in the sample schools in Amarpur. The proportion of graduate teachers in Sadar (1·1%) and Khowai (3%) are very meagre: Only 3% of the teachers in Amarpur have an educational qualification above matric but below graduation. On the other hand 25% of teachers in Khowai and 23% in Sadar are of this category. The proportion of teachers with matric standard varies from 65% to 79 in Sadar (65)%; Khowai (64%) and Amarpur (79%).

TABLE NO. 6·3

DISTRIBUTION OF TRAINED TEACHERS IN SAMPLE SCHOOLS.
(On the date of investigation)

Sub-division	Total number of teachers	% of trained teachers.
1	2	3
Sadar.	291	61·2
Khowai.	119	58·8
Amarpur.	34	41·2
Total :-	444	59·0

As it is desirable that all the teachers should be professionally competent and socially more acceptable, they should have systematic training. The table No. 6·3 gives the proportion of trained teachers in the sample schools.

It appears from data that nearly 59% of the teachers in the sample schools are trained teachers. The proportion of trained teachers varies among the Sub-divisions. In Sadar, 61·2% of the teachers in the sample schools are trained teachers, 58·8% in Khowai and the proportion of the trained teachers in Amarpur Sub-division is 41·2% which is minimum among the three Sub-divisions. It is also evident from data that the proportion of trained teachers in Khowai is nearly equal to the average (59%) whereas the proportion of trained teachers is above average in Sadar and below average in Amarpur.

TABLE NO. 6·4

DISTRIBUTION OF TEACHERS BY EMPLOYMENT STATUS AND PERIOD OF SERVICE.

Sub-division	Total No. of teachers	Employment status			Period of service in the sample school.				
		Government,	Local body.	Private orientation	upto 6 months	6 month to less than 1 year	1 year to less than 1½ yr.	1½ yr. to less than 2 years	More than 2 years.
1	2	3	4	5	6	7	8	9	10
Sadar.	291	291	—	—	6 (2·1)	7 (2·4)	2 (0·7)	32 (11·0)	244 (83·9)
Khowai	119	119	—	—	1 (0·8)	—	6 (5·0)	12 (10·1)	100 (84·0)
Amarpur.	34	34	—	—	—	3 (8·8)	5 (14·7)	5 (14·7)	21 (61·8)
Total :-	444	444	—	—	7	10	13	49	365
%		100	—	—	1·6	2·3	2·9	11·0	82·2

Data on the employment status of the teachers and their duration of service in the same schools are presented in the Table No. 6·4.

EMPLOYMENT STATUS :—

It appears from the above table that all the teachers of the sample schools are Government Employees. This is due to the fact that the information are collected from the Government Institution only for the present study.

DURATION OF SERVICE IN THE SAMPLE SCHOOLS :—

The analysis of data regarding the duration of service of teachers in the sample schools show that 82·2% of teachers have remained in the same school for more than two years and 11% of teachers have remained for more than 1½ years but less than 2 years. Only 2·9% of them have put more than 1 year but less than 1½ years of service in the same school. The proportion of the teachers who put their service in the same school for the period of more than 6 months but less than 1 year and for the period of upto 6 months are 2·3% and 1·6% respectively.

The Sub-division-wise data show that the proportion of teachers putting their service in the same school varies among the Sub-divisions. In Sadar 83·9% of teachers of the sample schools are serving in the same school for more than 2 years. The corresponding figures for Khowai and Amarpur are being 84% and 61·8% respectively. 11%, 10% and 14·7% of the teachers of the sample schools are remaining in the same school for

less than 2 years but more than $1\frac{1}{2}$ years in Sadar, Khowai and Amarpur respectively. The proportions of the teachers serving in the same school for more than 1 year but less than $1\frac{1}{2}$ years varies from 1% to 14·7% in these three Sub-divisions. 8·8% of them are remaining in the same school for less than 1 year but more than 6 months in Amarpur and 2·4% in Sadar. But there is no teacher who put his service in the same school for less than 1 year but more than 6 months in Khowai. The proportion of teachers serving for the period upto 6 months is nil in Amarpur and 2 in Sadar and nearly 1 in Khowai.

Table No. 6·5

DISTRIBUTION OF TEACHERS OF SAMPLE SCHOOL BY PLACE OF RESIDENCE.

Sub-division	Number of teashers				
	Living in the sample school village	Percentage	Living within 2 miles from the sample schools village	Living within 2 miles to 5 miles from the sample school village	Living beyond 5 miles from the sample school village
1	2	3	4	5	6
Sadar	75	25·8	132	48	36
Khowai	46	35·7	36	20	17
Amarpur	11	32·4	14	5	4
Total—	132	29·7	182	73	57
%			41·0	16·4	12·8

PLACE OF RESIDENCE OF TEACHER :—

The school can be made easily into a centre of cultural and community activities only if the school teachers make the best use of their leisure time to foster these activities and contact with the parents of students. They can do this, if among other things, they live with their families in the villages where they are posted. But if they reside outside of the places where they are posted, they have to rush back to their places of residences immediately after school hours.

The Table No. 6·5 gives the data of the distribution of teachers by place of residence. The table shows that 29·7% of the selected teachers of the sample school, reported that they lived in the villages where they are posted, 41·0% lived within a radius of two miles. 16·4% within 2 to 5 miles and 12·8% of teachers reported that they lived beyond 5 miles of the villages where they are posted. The position among the Sub-divisions varies depending on local and personal factors, 25·8% of the selected teachers in Sadar Sub-division reported that they lived in the villages where they are posted. The proportions of teachers living in the villages where they are posted are 36·7% and 32·4% in Khowai and Amarpur respectively. On the whole, the position is not bright in this respect. The data of the Table No. 6·5 show that 70% of the teachers are not living in the village where they are posted. The table also show that 29·3% of the teachers are living beyond 2 miles of their school villages. It also appears from the data that 74·2% of the teachers in Sadar, ~~63·4~~ 63·3% in Khowai and ~~67·7~~ 67·6 in Amarpur are not living in the villages where they are posted. In Sadar the proportions of the teachers not living in the villages where they are posted is higher to the average whereas the proportion is below average in Khowai and Amarpur. But the proportion of the teachers living in the villages where they are posted is below average in Sadar and above average in Sadar and Amarpur respectively,

TABLE NO. 6·6

REASONS FOR STAYING OUTSIDE THE VILLAGE OF POSTING.

Sub-division.	Number of teachers reporting according to reasons.			
	Accommodation not available	Native village outside the village of posting.	Staying with parents/relatives/families.	Others.
1	2	3	4	5
Sadar.	43	17	17	10
Khowai	25	11	5	2
Amarpur.	11	2	2	6
Total :—	79 (52·3)	30 (19·9)	24 (15·9)	18 (11·9)

Reasons for staying outside the school village were tried to find out from the teaehers. The data are given in the Table No. 6·6.

It appears from the above table that 52·3% of the teaehers are staying outside the school villages due to non-availability of accommodation there, 19·9% of the teachers are staying in their native villages. Only a small proportion of teachers (15·9%) are staying with their relatives outside of their place of duty. It is desirable that arrangement may be made for accommodating the teachers in their place of duty.

TABLE NO. 6·7

DISTRIBUTION OF SELECTED TEACHERS RY THEIR ATTITUDE TOWARDS THEIR PRESENT JOB.

Sub-division	Total No. of teachers reporting	% of teachers expressing satisfaction.
1	2	3
Sadar.	158	96·2
Khowai	66	89·4
Amarpur.	32	68·8
Total :-	256	91·0

SATISFACTION WITH THE JOB :—

Table No. 6.7 gives data on the proportion of teachers reporting satisfaction with their job.

It appears from the above table that 91% of the teaehers expressed their satisfaction with their present job, which is indeed a high proportion. The proportion of the teachers reporting satisfaction with their job varies among the Sub-divisions. Is is seen that the proportion of the teachers reporting satisfaction with their job in Sadar (96·2%) is above average (91·0%) and is below average in Amarpur (68·8%) but the proportion of the teachers reporting satisfaction with their job in Khowai (89·4) is more or lees equal to the average (91·0%).

Table No. 6·8

DISTRIBUTION OF TEACHERS ACCORDING TO DURATION OF SERVICE AND SATISFACTION WITH THEIR PRESENT JOB,

Sub-division	Percentage of teachers reporting satisfaction with job according to period of service			
	Below 5 years	5—10 years	Less than 10 years	10 years and above
1	2	3	4	5
Sadar.	92·0	100·0	97·2	~~95·6~~ 95·4
Khowai.	100·0	~~87·3~~ 87·5	93·8	85·3
Amarpur.	73·3	33·3	61·9	81·8
Total :	89·3	91·3	90·4	91·6

An attempt was made in the sample school toascertain the attitude of the teachers towards the job according to their period of services. The data on the attitude of the teachers job according to their period of services are presented in the Table No. 6·8.

The table gives that 91·6% of the teachers with 10 years or more services were satisfied with their present job as againest 91·3% of teachers with 5 to 10 years of service and 89·3% with less than 5 years of services. 90·4% of the teachers with less than 10 years of service reported that they were satisfied with their present employment. In Sadar, more or less all the teachers in each of the service period groups reported that they were satisfied with theirpreasent job. The proportion of teachers in each of the service period groups in Khowai varies from 85 to 100. But the table shows that the teachers of Amarpur are less satisfied with their present job in comparison with the teachers of Sadar and Khowai Sub divisions. The proportion of the teachers in each of the service period groups varies from 33 to 81 in Amarpur.

TABLE No. 6.9

REASONS FOR BEING SATISFIED WITH THE JOB AS GIVEN BY THE TEACHERS.

Sub.division	No. of teachers reporting satisfaction for the following reasons.					
	Total reporting	Liking for the profession	Job best suited to qualification	Service to the community.	Scope for further study	Others
1	2	3	4	5	6	7
Sadar.	152	122	1	5	6	18
Khowai.	59	45	3	3	3	5
Amarpur.	22	12	1	4	3	2
Total :—	233	179	5	12	12	25
%		76·8	2·2	5·2	5·2	10·7

Table No. 6·9 presents data on the reasons given by the teachers for satisfaction with their presents jobs. It appears that 76·8% of the teachers reported that they were satisfied with their job as they like teaching profession. Only 2·2% of the teachers accepted the job as best suited to their qualification. 5·2% of the teachers reported that they were satisfied with the job as they are getting chance to serve the people. The table also shows that the "scope for further study" were the reasons for satisfaction with 5·2% of the teachers.

CHAPTER VII

THE HOUSEHOLD BACKGROUND OF THE CHILDREN AND THEIR SCHOOLING. [1966].

In this chapter an attempt will be made to obtain an idea of the proportion of children in the school-going age attending schools in households of different classes and to analyse the pursuit of children who never attended schools and the reasons for not sending children to school as given by parents. The relevant data were collected from two types of households in the sample villages: (i) a sample of all households having children of school-going age in these villages, and (ii) sample of households which did not send any of their children to school.

TABLE NO. 7.1

DISTRIBUTION OF CHILDREN ATTENDING SAMPLE PRIMARY/JUNIOR BASIC SCHOOLS BY AGE GROUP.

Age group.	Percent of total school going boys and girls and children.								
	School village.			Non-school village.			Overall village.		
	Boys	Girls	All children	Boys	Girls	All children	Boys	Girls	All children
1	2	3	4	5	6	7	8	9	10
5-6	13·8	17·2	14·9	9·3	8·2	8·9	12·3	14·1	12·9
6-11	61·1	56·0	59·5	63·7	64·9	64·1	62·0	59·1	61·0
11-15	25·1	26·8	25·6	27 0	26·9	27·0	25·7	26·8	26·1

PROPORTION OF SCHOOL-GOING CHILDREN BY AGE GROUP:—

It is generally presumed that children attending Primary or Junior Basic Schools are of the age-group 6-11 years. According to this, the school-going children in the sample households have been classified according to their age and their distribution by age group is worked out. The relevant data are presented in the Table No. 7.1.

It appears from the data in Table No. 7·1 that 26·1 of total school-going children in all the sample households are of the age-group 11-15 years. The proportion of total children attending primary classes belonging to the age group 5-6 years is ~~14·9~~ 12·9 whereas the children in the age-group 6-11 years accounted for 61·0%. There is no significant differences between total boys and girls attending school in each of the age groups. The proportions of total school-going girls (14%, 27%) in age group 5-6 and 11-15 years are slightly higher than that of boys (12%, 26%). But the proportion of total school-going boys (62%) in age-group 6-11 is higher than that of girls (59%).

There is a difference between the children of school villages who are attending primary classes in age group 5-6 and 6-11 years and the children of non-school villages who are attending primary classes in the age group 5-6 and 6-11 years. The proportion of school-going children in the age group 5-6 years is higher in the school villages (15%) than in the non-school villages (9%). But the proportion of school-going children in the age group 6-11 years is lower in the school villages (59%) than in the non-school villages (64%)

There is no significant differences between the children of school villages (26%) who are attending primary classes in age group 11-15 years and the children of non-school villages (27%) who are attending primary classes in age group 11-15 years. The table also shows that there is no significant differences between the boys and girls of non-school villages who are attending primary school in each of the age groups. The table indicates that the proportion of school-going boys (14%) of school villages is lower than that of girls (17%) in the age group 5—6 years. But the opposite tendency is noticed among the boys (61%) and girls (56%) of school villages in the age group 6—11 years. The proportions of boys (25·1%) and girls (26·8%) of school villages are more or less same in the age group 11-15 years.

TABLE NO. 7·2

PROPORTION OF ALL CHILDREN IN SAMPLE HOUSEHOLDS ATTENDING SCHOOL BY AGE GROUP.

Age group	All villlages	School villages.	Non-School villages
1	2	3	4
5—6 Years	6·6	7·8	4·4
6—11 "	31·3	31·3	31·4
11—15 „	13·4	13·5	13·2
5—15 „	51·3	52·6	48·9

PROPORTION OF CHILDREN OF SAMPLE HOUSEHOLDS, ATTENDING SCHOOL BY AGE GROUPS :-

The table No. 7·2 shows the proportion of all children in sample households attending school by age-group.

The above table shows that one half (51·3%) of the children between 5—15 years in the sample households attended schools. The proportion varies considerably among the different age groups. The proportion of children (31·3) attending School in age group 6—11 years is higher than the chidren attending school in age group 11—15 years (13·4%). The table also shows that the proportion of children attending school is much lower in the age group 5—6 years (6·6) in comparison to other age groups. The above data also show that a larger proportion of children attending schools in the school villages than in the non-school villages, the proportion being 52.6% for the school-villages and 48·9% for the non-school villages. The difference is not noticeable in respect of children in the age group 6—11 years, where the proportion is the same for both the school and the non-school villages. The same thing is observed in respect of children in age group 11—15 years. But the proportion of children attending school for the school villages is much higher than that of the children for the non-school villages, the proportion being 7·8% for school villages and 4·4% for the non-school villages, This may be due to the fact that the parents are generally hesitent to send their young children to schools located out-side the villages, if they are not within an easy walking distance.

Table No. 7·3

PROPORTION OF CHILDREN ATTENDING SCHOOL ACCORDING TO AGE AND OCCUPATIONAL GROUPS.

Occupation.	% of children in sample households.			
	5-6 years.	6-11 years.	11-15 years	All children 5-15
1	2	3	4	5
Cultivators.	7·0	31·5	14·7	53·1
Landless labourers.	5·5	21·6	8·7	35·7
Others.	14·1	48·3	22·0	84·4
All group	7·6	31·0	14·0	51·3

The data on the proportion of children attending school according to age and occupational groups of the household are given in Table Nc. 7·3.

It is evident from the data that the proportion of children attending school in all age groups differs among the occupational groups. The 'others' enrolled the highest proportion of their children (84·4%). in schools. This proportion was lowest for the landless labourers (35·7). For the remaining occupational groups the proportion of the children attending school is 53·I. The 'others occupational group enrols their children in school earlier than the remaining groups with the result that I4·I% of the children between 5 and 6 years were attending schools. Whereas in the remaining occupational groups this proportion is 7·0 for cultivators and 5·5 for landless labourers. The other occupational group and the cultivators were also sending relatively higher proportion of children belonging to other age group (6-11 years and 11-15 years). The proportion of the school going children belonging to landless labourer group is found to be much less than the other occupational groups in all age groups. The table shows that the proportion of the children in all occupational groups in the age-group 6 to 11 years is higher than the other age groups (5-6 years and 11-15 years). 31.0% of the children of the age group 6–11 years in all occupational groups were attending school whereas this proportion is 7·6 for 5-6 years age group and 14·0% for 11-15 years age group. On the whole the table shows that 51·3% of children of sample household are attending primary and junior basic schools.

TABLE NO. 7·3 (b)

PROPORTION OF CHILDREN ATTENDING SCHOOL ACCORDING TO AGE AND SEX.

Sex.	Proportion of children (%) going to school			
	5-6 years.	6-11 years	11-15 years	5-15 years
1	2	3	4	5
Boys.	7·1	35·9	14·9	57·9
Girls.	5·9	24·7	11·2	41·7

There is a perceptible difference between the proportion of boys sent to school and that of girls. The relevant data are presented in Table No. 7·3 (b).

The table shows that the proportion of boys attending school is higher than that of girls. 57·9% of the boys from the sample households attended schools as compared to 41·7% of the girls. The disparity in the proportion of boys and girls attending school is found in all the age groups. 7·1% of the boys in the age-group 5-6 years, 35·9% in the age-group 6-11 years and 14·9% in the age-group 11-15 years were attending school. The corresponding figures for girls are lower; 5·9%, 24·7% and 11·2% respectively. A relatively larger proportion of boys as well as girls of the age-groups 6-11 years were attending school in comparison to other age-groups.

TABLE NO. 7·4

PURSUITS OF CHILDREN WHO NEVER ATTENDED SCHOOL,

	% of boys and girls having a pursuits,					
	Boys.		Gisls.		All villages.	
	School village %	Non-school village %	School village %	Non school village %	Boys	Girls
	1	2	3	4	5	6
Grazing of cattle.	20·3	18·0	—	0·5	19·5	0·2
Farm work.	12·1	8·8	2·8	4·2	I0·9	3·4
Household work.	12·1	16·0	56·6	50·3	13·5	54·1
Looking after children,	4·8	5·2	1·9	1·4	4·9	1·7
No pursuits.	50·8	52·0	38·9	43·8	51·1	40·9

ECONOMIC PURSUITS OF CHILDREN WHO NEVER ATTENDED SCHOOL :—

In order to know whether the children who never attended schools were engaged in any other activities, an attempt was made to know their pursuits. The relevant data are presented in Table No. 7·4.

It appears from the above table that 51·1% of boys and 40·9% of girls have no pursuits in all the sample villages. Among those who were engaged in activities other than schooling the most important occupation for boys is grazing of cattle and for girls is helping in household work. The table shows that 19·5 of the boys of sample household are engaged in grazing of cattle. 13·5% of the boys are engaged in household work and 10·9% of the boys follow farm work. Other occupations are mentioned for a small percentage of boys. The table shows that 54·1% of the girls are busy helping the household work. The proportion of other occupations mentioned in the table for girls is not marked. The proportions are very low for all pursuits excepting household work for girls. It ranges from 0·2% to 3·4%. The variation in the relative importance of the pursuits followed by boys and girls in the school and non-school villages is significant but does not alter the broad pattern.

Table No. 7·5

DISTRIBUTION OF CHILDREN BY PURSUITS FOLLOWED AND BROAD OCCUPATIONAL GROUPS.

	% of boys and Girls having pursuits.			
	Boys.		Girls.	
	Non-landless labourers	Landless labourers	Non-landless labourers	Landless labourers
	2	3	4	5
Grazing of cattle.	18·8	20·7	0·3	—
Farm work.	9·7	13·0	2·4	4·8
Household work.	12·3	15·4	55·2	54·6
Caste profession.	5·3	4·3	2·2	1·0
No pursuits.	53·9	46·7	40·0	39·6

PURSUITS OF CHILDREN ACCORDING TO ECONOMIC GROUP OF HOUSEHOLDS :—

The data on the pursuits of children who never attended schools according to economic group of households are given in Table No. 7·5.

The table shows that 53·9% of the boys in the non-landless labourers households did not follow any pursuits. In the case of landless labourer households, the corresponding figures is 46·7 which shows that a comparatively higher proportion of boys in the landless labourer household who had never attended school were pursuing some occupations than those in the non-landless labourer households. Among the pursuits followed by boys in both non-landless labourer and landless labourer households, grazing of cattle is the most common one being followed by 18·8% and 20·7% of boys respectively. Household work comes next in order of importance for boys in both non-landless labourer and landless labourer households and accounts for 12·3% and 15·4% of the boys respectively. Farm work comes third in order of importance for boys in both non-landless labourer and landless labourer households, accounting for 9·7 and 13·0% of the boys respectively. The table also shows that only 5·3% of boys of non-landless labourer and only 4·3% of boys of landless labourer follow the caste profession.

It is evident from the above table that in each of the pursuit followed by boys, the percentage of boys of landless labourer is already higher than that of non-landless labourer with only one exception. In case of caste of professon, the case is reverse. It is significant that about 50% of the boys who had never attended school were not engaged in any recognizable activity and could not, therefore, be said to have been held back because of the need to work.

The proportion of girls not following any pursuit is comparatively lower in both the occupational groups of households than in respect of boys i. e. 40·0% in non-landless labourer households and 39·6% in landless labourer households. Household work tops the list of pursuits in case of girls, 55·2% of girls in the non-landless labourer households and 54·6% in the landless labourer households were stated to be engaged in it. In the landless labourers households, the girls are not engaged in grazing of cattle and the proportion of non-landless labourer group is negligible.

TABLE NO. 7·6

REASONS FOR NOT SENDING CHILDREN TO SCHOOL.

Reasons.	Percentage of children not sending to school according to reasons.					
	School village		Non-school village		All villages (weighted)	
	Boys	Girls	Boys	Girls	Boys	Girls.
1	2	3	4	5	6	7
1. Financial difficulties.	52·5	46·5	52·6	46·0	52·4	46·3
2. School at a distant.	3·2	2·6	24·8	~~34·5~~ 34·5	10·2	12·0
3. Needing for domestic work.	15·4	26·2	2·9	6·2	~~11·4~~ 11·3	20·3
4. Not satisfied with the working of the school.	4·6	4·4	3·7	—	4·3	3·2
3. Marriageable age.	—	1·9	0·7	0·9	0·3	1·6
6. No lady teacher.	—	1·5	—	1·8	—	1·6
7. Others.	24·5	17·0	15·4	10·6	21·5	15·1

REASONS FOR NOT SENDING CHILDREN TO SCHOOL :—

Parents usually do not send their all school-going children to school. Parents of sample house-holds who generally do not send their all school-going children were asked to give their reasons for not sending children to school. The relevant data are presented in the Table No. 7·6.

The table shows that the financial difficulties are the most important reason for not sending children to school 52·4% of the boys and 46·3% of the girls are not attending school due to financial difficulties. Domestic work is the other reason found to be important for not sending girls to schools and this accounted for 20·3%. It is significant to note that there is no variation in the response of parents who do not send their children due to financial difficulties between school and non-school villages. The proportion for boys being 52·5 and 52·6 for school villages and non-school villages respectively. The corresponding figures for girls are 46·5% and 46·0% respectively. This proportion of boys is higher than that of girls in both school villages and non-school villages. In the case of non-school villages, school at a distance is found to be second main consideration for not sending boys and girls to school, accounting for 24·8% and 34·5% respectively. This reason is not found to be of any importance in the case of school villages. But in case of school village domestic work comes second reason in order of importance for not sending girls to school and accounts for 26·2% while "others" comes second reason for not sending boys to school, accounting for 24·5% of the boys. In the non-school villages, domestic work is not found to be of any important reason for not sending boys and girls to school. It is interesting to note that marriageable age and no lady teacher are not at all a reason for not sending girls to school. Not satisfied with the working of the school is also not a considerable reason for not sending boys and girls to school. The corresponding figures are 4·3% for boys and 3·2% for girls.

CHAPTER VIII

ATTENDANCE STAGNATION AND DROP-OUT OF CHILDREN.

The wastage resulting from the stagnation of children is one of the problems of the rapid expansion of education. The term "Stagnation" means that a student studies in the same class longer than the normal period of one year. This prolongation of the period of study results in a wastage of the precious years of the child and of the money of the parents and also the child may develop a tendency for inferiority complex which may ultimately damage his personality. Another ; wastage at the primary stage of schooling arises from the drop outs of children. In this chapter, an attempt has been made to analyse stagnation of children of sample households in different classes and reasons for stagnation of children in school. An assessment has also been made to find out the wastage in primary stage due to drop-outs of children and the reason for withdrawal of children from school.

TABLE NO. 8·1

STAGNATION OF CHILDREN AS REPORTED IN THE SAMPLE HOUSEHOLDS.

Category.	% of boys and girls in each class stagnating.					
	Class I	Class II	Class III	Class IV	Class V	All classes
1	2	3	4	5	6	7
School village						
Boys	5·1	3·8	1·8	·8	·4	11·8
Girls	4·8	4·4	4·4	1·2	—	14·8
Total :—	5·0	4·0	2·6	·9	·3	12·8
Non-school village						
Boys	6·6	1·2	2·7	0·4	0·8	11·6
Girls	2·2	2·2	0·8	—	1·5	6·7
Total :—	5·1	1·5	2·0	0·3	1·0	9·9

The data on the proportion of children in the sample households whoever attended school and stagnation are given in Table No. 8·1 along with their distribution among classes.

The data of the above table reveals that in the school villages the proportion of children who stagnated in schools works out to 12·8% of all children whoever attended school, the proportion being slightly higher for girls (14·8%) than for boys (11·8%). But in the non-school villages, the proportion of the boys (11·6%) who stagnated in schools is higher than that of girls (6·7). The data also show that there is a

difference between the school and the non school villages as far as the extent of stagnation of children is concerned. In the school villages. the proportion of the stagnated children is 12·8, whereas the proportion of the stagnated by children is 9·9 in the non-school villages. Regarding interclass differences in stagnation, the proportion of stagnated children is higher in lower classes than that of in higher classes in both the school villages and non-school villages. It also appears from the table that there is no stagnated girls in class V in the school villages, and in class IV in the non-school villages. In the school villages, the proportion of stagnated girls is almost same in classes I, II and III (4·8%, 4·4%, 4·4%) and this proportion is same in class I and II only (2·2) of the non-school villages. But the proportion of the stagnated boys is higher in class I (5·1%, 6·6%) than that of class II (3·8%, 1·2%) in both the school villages and the non-school villages.

TABLE NO. 8·2

REASONS FOR STAGNATION OF CHILDREN IN SCHOOLS.

Reasons.	% of responding parents giving each reason				Weighted total of all villages	
	School village		Non-school village			
	Boys	Girls	Boys	Girls	Boys	Girls.
1	2	3	4	5	6	7
1. Indifference of child.	13·5	13·9	8·7	22·2	12·0	15·6
2. Poor in studies.	36·5	41·7	52·2	22·2	41·3	37·8
3. Irregular attendance.	19·2	8·3	21·8	33·3	20·0	13.3
3. Domestic work.	3·9	5·6	—	—	2·7	4·4
5. Teachers do not take interest.	23·1	13·9	17·4	11·1	21·3	13·3
6. Others.	3·9	16·7	—	11·1	2·7	15·6

The data on the reasons for stagnation as given by parents are tabulated in Table No. 8·2.

The table shows that the donestic work is not much important reason in stagnation of boys and girls. In the non-school villages, the parents response that domestic work is not a reason for stagnation of children. The corresponding figure in school villages is only 3·9% for boys and only 5·6% of girls. Poor in studies has been stated as most important factor for stagnation of children by their parents. The corresponding figures are 41·3% for boys and 37·8% for girls respectively. Next in importance comes "Teachers do not take interest" and "Irregular attendance" as the reason for stagnation of the children. The corresponding figures are 21.3%, 13·3% 20·0% and 13·3% respectively. The data tend to show that the parents have a tendency to put the blame on the teacher for stagnation of their children. Indifference of the child has also been stated as an important factor for stagnation. In the school villages "Poor in studies" has been stated as most important factor for stagnation of girls (41·7%) whereas in the non-school villages irregular attendance has been marked as the most important factor for stagnation of grls (33·3). But in case of boys both in school villages and non school villages "Poor in studies" has beet stated as most importanr factor of stagnations.

TABLE NO. 8.3

PROPORTION OF CHILDREN ENROLLED IN THE SCHOOLS DROPPING OUT.

Sub-division	% of dropped out to total on roll.
1	2
Sadar.	19·1
Khowai.	8·5
Amarpur.	25·9
Total :—	17·0

DROP OUTS OF CHILDREN :—

The Table No. 8·3 shows that the data on the percentage of children dropped out to total on roll in the year 1965-66.

The table shows that the overall average of drop-outs for all the sample schools works out to 17%. But inter-sub-division variation is very high. The proportion varies from 8·5 to 25·9. The drop-out is lowest in Khowai (8·5%) and highest in Amarpur (25·9%).

TABLE NO. 8·4

PERCENTAGE OF CHILDREN DROPPED OUT TO NUMBER ENROLLED BY CLASS.

Class	% dropped out to number enrolled by class			
	Sadar	Khowai	Amarpur	Total
1	2	3	4	5
I	35·4	10·0	30.6	28·9
II	11·8	5·9	10·8	10·4
III	9·4	6·8	17·4	8·9
IV	9·3	8·1	Nil.	9·0
V	8·8	12·5	Nil.	9·5

DROP OUTS CLASS-WISE :—

The data on the percentage of children dropped out to number enrolled by class are presented in Table No. 8·4.

The table shows that the proportion of children who discontinue their studies is maximum in the class I (28·9). The proportion of children who discontinue their studies tends to be nearly the same and uniformly low in the classes other than class I and ranges from 8·9 to 10·4.

The Sub-division-wise data show that the proportion of enrolled children dropped out in class I is maximum in Sadar (35·4%). This proportion in Amarpur is 30·6, But the proportion of the children who discontnue their studies in class I is comparatively lower (10·0) in Khowai than that of Sadar and Amarpur. The proportion of dropped out children in Khowai is highest in class V (12·5) and the lowest in class II (5·9). In Amarpur, the proportion of children who discontinue studies is maximum (30·6) in class I and the minimum (10·8) in class II. There is no children who discontinue studies in Amarpur in class IV and V. Further, the table shows that the proportion of children who discontinue their studies is decreasing from class I to class V in Sadar. But in Khowai the reverse order is found except class I.

TABLE NO. 8·5

IMPORTANT REASONS GIVEN BY PARENTS FOR WITHDRAWING THEIR CHILDREN FROM SCHOOL.

Reasons.	School village		Non-school village		Weighted % (all villages)	
	Boys %	Girls %	Boys %	Girls %	Boys %	Girls %
1	2	3	4	5	6	7
1. Financial difficulties.	80·0	63·2	50·0	29·4	64·3	48 6
2. Needing for domestic work.	10·0	15·8	4·6	17·7	7·1	14·3
3. Marriageable age.	—	5·3	—	5·9	—	5.7
4. Poor in studies.	—	—	—	5·9	—	2.9
5. Indifference of child	—	—	18·2	—	9.5	—
6. Illness.	5·0	5·3	9 1	5·9	7·1	5·7
7. Others.	5·0	10·5	18·2	35·3	11·9	22·9

The figures in the table relate to the proportion of children withdrawn for each category of reason. The reasons for discontinuation of education of children fall broadly under three categories. These are (i), deficiencies of the child, (poor in studies; indifference of child). (ii). demand from the family and domestic circumstances (Needed for domestic work). (iii) Financial difficulties. The data in the Table No. 8·5 reveal that though primary education is free in Tripura maximum proportion of children withdrawn from school is due to financial difficulties. The corresponding figure for boys and girls are 64·3% and 48·6% respectively. 7·1% and 14·3% of boys and girls are withdrawn due to domestic work. Only 2·9% girls are due to poor in studies. Illness is also an important reason for which the children are withdrawn. The corresponding figures are 7·1% and 5·7% for boys and girls respectively Only 5·7% girls are withdrawn due to marriageable age.

A comparison between the school and the non-school villages reveals that in the non-school villages the proportion of girls withdrawn due to domestic work (17·7%) is higher than that of the school villages (15·8) Inspite of the free primary education financial difficulties seem to weigh heavily with the parents for discontinuing studies of their children both in school villages and the non-school villages. The table shows that 80% of the boys and 63·2% of the girls are withdrawn in school villages due to financial difficulties, The corresponding figures in non-school villages are 50% and 29·4% respectively. The table shows that "Poor in studies" is not a bar to discontinue studies both in the school villages and the non-school villages, Only 5·9% of girls in the non-school villages are withdrawn due to the reason of Poor in studies.

TABLE NO. 8·6

PRESENTS PURSUITS OF CHILDREN WITHDRAWN FROM SCHOOLS AS REPORTED BY PARENTS.

Pursuits of the children.	School village		Non-school village		Weighted % (All villages)	
	Boys %	Girls %	Boys %	Girls %	Boys %	Girls %
1	2	3	4	5	6	7
L. Grazing of cattle.	52·6	—	20·0	—	46·4	—
2. Farm work.	—	—	—	22·2	—	6·9
3. Household work.	8·8	90·0	—	77·8	7·1	86·2
4. Caste profession.	4·1	5·0	—	—	3·6	3.5
5. Agri. labours.	13·0	—	20·0	—	14.3	—
6. Others.	21·9	5·0	60·0	—	28·6	3·5

PRESENT PURSUITS OF CHILDREN :—

Reasons given by parents for discontinuing the education of their children were already analysed. Now in order to find out how the children were occupied, the present pursuits of the children withdrawn from school before the completion of primary education were ascertained. The relevent data are presented in table No. 8·6.

It is evident from the above data that the children were engaged in different occupations. In the case of boys, 46·4% were engaged in grazing of cattle, 14·3% of boys were engaged in agricultural labour. In the case of girls, the only important pursuits mentioned was household work which accounted for 86·2%. Only 6·9% of girls were said to be engaged in farm work. The table shows that no girls were engaged for agricultural labour, grazing of cattle and farm work. Only 3·5% of the girls were engaged in caste profession and 3 5% of girls were engaged in some other works. 7·1% of the boys were engaged in household work and 28·6% of boys were engaged in other works.

In the non school villages, the girls were engaged only in farm work and household work. The corresponding figures are 22·2% and 77·8% respectively. But in school villages, 90% of the girls were engaged in household work whereas no girls were in farm work, agricultural labours and grazing of cattle. It shows that majority of the girls were engaged in household work. In case of boys, 52·6% were engaged in grazing of cattle in the school villages and in the non-school villages only 20% of them were engaged in grazing of cattle. No body in the non-school villages was engaged in farm work, household work and caste profession. The percen age figures of boys in the non-school villages engaged in agricultural labours and "others" are much higher than those in the school villages. But on the other hand the proportion of the boys who were engaged in grazing of cattle in school villages is much higher than that of in the non-school villages.

CHAPTER IX

THE SCHOOL AND THE COMMUNITY.

Now a days an idea is developing that the school is not only a place for imparting education to children but also a community centre. Keeping this view in mind, information was collected about the relationship between the school and the community. Selected teachers and the heads of households were interviewed in order to obtain the relevant information.

TABLE NO. 9·1

CONTACT OF TEACHERS WITH PARENTS AS REPORTED BY TEACHERS.

Sub-division	Total No. of respondents	% reporting contact with parents	Percentage distribution of purpose of contact.			
			To discuss the attendance & progress of children	To secure help for certain facilities of children	On social occasion and festvials etc.	To develop social relations in general.
1	2	3	4	5	6	7
Sadar	158	66·5	88·6	—	—	11·4
Khowai	66	60·6	87·5	—	—	12·5
Amarpur	32	56·3	77·2	16·7	11·1	—
Totai :—	256	63·7	86·5	1·8	1·2	10.4

CONTACT OF TEACHERS AND PARENTS :—

In order to have an understanding of the school community relations, information was obtained about the contacts between the teachers and the parents. The data on contact of teachers with parents as reported by teachers are given in Table No. 9·1.

63·7% of the teachers reported that they had contacted with the parents. As for the purpose of the contacts, the most important one is found to be "to discuss the attendance and the general progress of the children", which was mentioned by 86·5% of the teachers. 10·4% of them marked "to develop social relation in general" as for the purpose of contacts.

In Sadar Sub-division, 66·5% of the teachers indicated that they had made contact with the teachers. The corresponding figures in Khowai and Amarpur are 60·6% and 56·3% respectively. So the data show that there are no variations among the Sub-division in respect of contacts between teachers and parents. Almost same proportion of the teachers marked "to discuss the attendance and progress of children as for the purpose of contacts between teachers and parents in Sadar, Khowai and Amarpur respectively. It ranges from 72·2% to 88·6%.

TABLE NO. 9·2

TEACHERS CONTACT WITH PARENTS AS REPORTED BY PARENTS.

Sub-division.	Parents interviewed.	% reporting contacted by teachers.
I	2	3
Sadar.	362	21·0
Khowai.	291	19·9
Amarpur.	233	24·9
Total :—	886	21·7

The data regarding reports of parents who contacted with teachers are given in Table No. 9·2.

It is found from the above table that 21·7% of the parents reported that they had been contacted by the teachers. The proportion of parents who reported having been contacted by teachers is found to be 24·9, 21·0 and 19·9 in Amarpur, Sadar and Khowai respectively. It may be noticed that there is a wide divergence between the picture presented by the teachers and that emerging from the parents regarding the contact of the former with the latter.

TABLE NO. 9·3

PEOPLE'S CONTRIBUTION.

Sub-division	Total No. of sample school.	No. of schools reporting public contribution.	Contribution for construction or improvement fo building	Donation of land	Provision of rent free building.	Contribution for equipments of school	Contribution towards miday meal.
1	2	3	4	5	6	7	8
Sadar.	97	36	31	24	2	5	—
Khowai.	44	16	11	5	5	1	—
Amarpur.	25	14	11	3	5	1	—
Total :—	166	66	53	32	12	7	—
Percentage :—		39·8	31·9	19·3	7·2	4·2	—

The type of contribution given by the community for the improvement of the schools, as reported by the teachers is indicated in Table No. 9·3.

If the peoples are sufficiently enthusiastic on education, they will come forward to give necessary contribution for the alround development of the school. Type of contribution as reported by the teachers is indicted in the Table No 9·3.

The data reveal that only 39·8% schools on the total receiving contribution. The purpose for which the contributions were given, "contribution for construction or improvement of building" ranks first in order of importance (31·9%) and "donation of land" constitutes the second position in order, which accounts 19·3% schools. Other contributions such as "provision of rent free building" and "contribution for equipment of the school" mentioned for a small proportion of schools. The corresponding figures are being 7·2% and 4·2% respectively.

So far as the inter Sub-divisions variation is concerned the broad position remains the same with the only exieption in Amarpur Sub-division where 20% schools are reported to receive contribution for 'provision of rent free building' and the percentage of school receiving contribution as "Donation of land" is 12·0.

CHAPTER X

SUGGESTIONS AND CONCLUSIONS :-

In the foregoing chapters we have seen that in the Union Territory of Tripura considerable progress has been achieved in the extension of elementary education during the first three Five Year Plan Periods. The number of schools has gone up from 404 in the year 1950-51 to 1,376 at the end of the Third Five Year Plan. During this period enrolment in schools has increased from 19,261 to 1,27,898 and the number of teachers has increased from 567 to 3,845. The number of trained teachers was 1,601 in the year 1965-66 as against 47 in the year 1950-51. The amount of expenditure per student was Rs. 50·55 in year 1965-66 as against Rs. 17·60 in the year 1950 51. In respect of expenditure (direct) on elementary education, there has been a rapid increase in the financial allocation over the Five Year Plan periods. The amount of expenditure during the second plan period was 187·1 higher over the first plan period and the expenditure during the third plan period was 55.2 percent higher over the second plan period,

Though marked progress has been achieved in the expansion of elementary education, there are deficiences in the working and management of the schools Primary and Junior Basic Schools. The main findings of our study are given in the following paragraphs.

INADEQUACY OF SUPERVISION :—

Primary and Junior Basic Schools are under the direct supervision of Inspectors of Schools with a good number of subordinates at their disposal. The area is large and the number of inspections are also inadequate. As a result absence of teachers and students have been noticed. With regard to extra-curricular activities and craft education, they are, in most cases neglected. This type of negligence can very well be stopped with surprise inspection by the inspecting authorities. Besides this, the academic inspections must be geared up for the qualitative improvement of the students.

LACK OF TEACHERS' ACCOMMODATION :—

Everywhere it has been found that there are no quarters facilities for the teaching staff. In some cases there are no medical, drinking, communication and marketing facilities in the villages of posting of the teachers. As a result, in many schools in the rural areas teachers are to remain away from their duties as they find no accommodation to live in the rural areas. It is desirable that construction of quarters may be made in a such place where a good number of teachers attached to the different schools of the areas may live together with particular attention to the provision of medicine, drinking water and marketing facilities etc. This will create environmental amenities to the teaching staff.

SINGLE TEACHER-SCHOOL :—

It is revealed from the study, that maximum number of schools are of single teacher type in Tripura. As a result, many schools have no enrolment of students for the provision of two or more teachers. Whatever may be the basis of sanction of teacher in a school, the system of single teacher school cannot be encouraged. It may not be possible for a teacher to teach all the classes at a time. Moreover, any kind of absence of the teacher results in the closure of the school. In some cases the single teacher finds no inspiration in teaching and suffers from monotony. The authority concerned may make necessary arrangements for its improvement and for rapl cing the same on scientific basis.

OFFICIAL AND NON-OFFICIAL AGENCIES FOR PROPAGANDA :—

Most of the villagers are illiterate. They are not conscious about the education of their children.. There is none to bring the benefit of education to their notice. Though the Department of Education provideas some Social Education Workers to pursuade the people for education and to increase adult literacy; they aree found unable to induce the villagers to send their wards for education. There are no official and non-officiall agencies which can inspire the mass about education. This is a serious problem now standing in the way off expansion of education. To overcome this problem the following measures may be taken extensively andd intensively.

I) Social Workers and Village Level Workers etc. are to be engaged for constant propaganda in the rurall areas so that the villagers can understand the importance of education and send their children to schools.

II) As regards the non-official agencies, the panchayates and other village development committees can takee keen interest in the expansion of children-education and to inspire the public about education of their children. Government should seek co-operation from the interested "Sangha" and "Ashram' or any group of people too inspire the mass on the children-education. These non-official bodies may be given all sorts of financial aidss for doing such activities.

III. Another scheme may be taken through panchayat so as to form education committee in every villagge whose duty will be to see that every child of school-going age attends school.

LACK OF MAINTENANCE OF SCHOOL HOUSE, EQUIPMENTS & FURNITURE :—

It is revealed from the study that most of the schools are found in dilapidated condition ; and in somme cases they are found housed in the houses of Sardar and other Villagers. Furniture and equipments are, alsso not sufficient in most cases. It is understood from the relevant respondents that most of the school houses are being maintained by the school management committees. The poor economic condition of the villagers amid groupism among them, also, sometimes hamper the maintenance of school house. The role of the goverm-ment in the field of maintenance of school houses is not significant. So, the department of education shoulld take more care for maintenance of school houses and supplying materials and equipments to schools.

SCHOOL MANAGEMENT COMMITTEE :—

Meetings of the school Management Committee; in the rural areas should be called on at least 4 times in a year with a view to discussing the problems and difficulties in the affairs of school management. The said committee will also devise ways and means for alround improvement and smooth running of the school concerned.

ENROLMENT OF SCHEDULED CASTE AND SCHEDULED TRIBES STUDENTS :—

As regards enrolment, the scheduled caste and scheduled tribe students are lagging behind the stu-dents of other community, because their parents, specially in rural areas, are mostly illiterate and careless about the education of their children. Moreover, the tribal people are of shifting nature. They shift their villages often for jum cultivation. It is not possible for them to avail themselves of the schooling facility. This problem is, also; associated with heredity. In some cases, prejudices and superstitions, also, hamper the children education among the scheduled tribes, and this is specially noticed in the case of girls' education. This can be overcome by direct monetary and other incentive-oriente helps to the students and constant pursuation and moulding of the attitudes of the parents. In case of scheduled tribe it will take some time to

mould the parents because the root of the problem is in their ignorance. Colonisation of the shifting tribal people, constant propaganda and adoption of other measures for upliftment of the standard of living will be useful for overcoming the problembs of educating the children of shifting tribals.

INCENTIVES :—

Poverty is the greatest problem which stands in the way of children education in backward areas. So, it is natural for the poor parents to keep off their children from education. It is desirable to help the students by giving incentives both in cash and kind to increase student-enrolment. In course of field survey, teachers were interviewed on points regarding incentives given to the students. Their responses point-wise are given below :—

STIPEND :—

There is no instance of stipend as incentive offered to students of Junior Basic and Primary Schools. It has come to light that there is no provision for stipend to students of Primary and Junior Basic Schools.

BOOK-GRANTS :—

It is revealed from the study that there is no instance of offering free-books to students during period of reference. In some cases provision of insufficient book-grant has been found.

FREE UNIFORM :—

There is a provision for supplying free uniform to students of scheduled tribes community. But, during the period under study not a single case of supplying free uniform to students has been found.

MID-DAY MEAL :—

It is found in some schools that biscuits are given to students as mid-day meal. But, the number of schools providing the facility and the number of students being benefited are not remarkable. It has also come to light that provision for biscuits is only for the interior schools which have the tribal enrolment. The incentives like stipend, free-books, book-grants, free uniform and mid-day meal etc. are to be increased not only to help the deserving students but also to increase enrolment and to ensure regular attendance.

CONVERSION OF PRIMARY SCHOOL TO JUNIOR BASIC SCHOOL :—

Conversion of primary school into junior basic school requires additional fund, and trained staff. But it has been found in most of the cases that the basic schools are not well-equipped with staff and materials after the conversion. Special care should be taken to overcome these difficulties at the time of conversion.

INTRODUCTION OF BASIC METHOD :—

It is found in some cases that basic schools are not running in the truest sense of the term. In many cases there are insufficient number of teachers, shortage of trained teachers, shortage of materials and lack of accommodation for craft classes etc. As regards craft-teaching, only a small percentage of schools introduced craft classes.

MAINTENANCE OF NECESSARY RECORDS ;—

It is revealed from the study that records are not being maintained systematically and properly by m of the schools. Even some important data regarding stagnation, wastage and drop out could not be found the records of schools. As a result no study of these important aspects of the primary and basic educati could be made here. So, it is desirable that special care should be taken to maintain and preserve the reco of all schools.

COMMUNITY ACTIVITIES IN THE SCHOOL :—

It is desirable that school should be the community centre and teachers should take part in the con munity activities to educate the community as a whole and to increase community assets and establish schoo community relations. But it has come to light from the survey that schools are not working as communit centres and the participation of teachers in the community activities is also not remarkable.

Teachers should be encouraged to establish school as a community centre and to take active part i community activities for the betterment of the community.

PARENTS' ATTITUDES TOWARDS BASIC EDUCATION :—

Peoples' response to the appeal of basic education is found to be poor everywhere. This is because o the ignorance of the rural mass about the distinction between primary education and junior basic education But in the urban areas and in their suburbs the picture is quite reverse. People there being somewhat literat understand the distinction between the primary education and junior basic education. So, what is needed t popularise the basic education is to make the villagers understand the importance of the basic education Whatever may be the type of education, there is none to approach the villagers about the education of thei children. It is reported, there are social workers in the rural areas. The social worker should see that the guardians send their wards to school regularly. This they can do by way of persuading the guardians and thei non-attending wards.

PARENTS' ATTITUDES TOWARDS GIRLS' EDUCATION :—

The study reveals that the parents are not always interested in female education. The lack of interest is specially among the tribal communities of the rural areas. There are some reasons for this apathy.

They are ; poverty, caretaking of the infants, lack of separate schooling facilities for the girls and superstitions among the parents. Appropriate incentives should be given to girl students to attract them to schools. Lady teachers should be appointed for them and facilities for the schooling of the girls should also be improved. Lastly, measures must be taken to overcome the superstition of the parents.

VIEWS OF THE KNOWLEDGEABLE PERSONS :—

Knowledgeable persons of the locality have been interviewed to have their ideas about the school of their locality.

I). According to them school houses are mostly in bad shape. So, in their view government should take more care for the maintenance of school houses.

II). According to them schools are not adequate in numbers.

III). In their opinion incentives, both cash and kind, should be given to deserving students on a large scale.

STATE ADVISORY BOARD .—

One State Advisory Board with persons of good educational background may be formed in Tripura. The duty of the board may be to control and direct primary and junior basic educational programme and to advise the department of education on matters like syllabi, curricula, training of teachers, progress in the integration of basic and non-basic types of education and the extension of education in general.

According to 1951 Census, 15% of the population in Tripura was literate and this went up to 20·2% in 1961. The progress of elementary education during the plan periods under review has, however, been significant, if not satisfactory. Still, it can safely be said that Tripura is still for to go in is arduous journey to the elimination of the illiteracy amongst her people, Alongside this journey the problems and difficulties refered to in the study also need solution in the lines suggested above.