

CHAPTER IX

THE SCHOOL AND THE COMMUNITY

School as a Community Centre :

9.1 In recent times, the idea of developing the school not only as a place for imparting education to children but also as a community centre has been gaining ground. In the report on the Second Five Year Plan, it was stated that, "the village schools and specially those which are run on basic lines have an important role in community development" (p. 507). In fact, the school is one of the three basic social institutions in a village, the other two being the Panchayat and the Cooperative. Keeping in view this important role of the school, information was collected about the relationship between the school and the community—whether and in what ways the school serves as a community centre. Selected teachers as well as the male heads of households were interviewed in order to obtain the relevant information.

Community activities in the school :

9.2 Community activities have been reported only in 27 (20.5%) out of the 132 sample schools studied. This shows that the concept of the village school functioning as a community centre is not yet a concrete reality in the majority of the schools. There are districts such as Purnea, Anantnag, Tanjore and Mysore where none of the sample schools reported any such activity. Even in the remaining districts barring a few exceptions, community activities were reported only in a small percentage of schools. The details about the activities are given in Table 9.1.

Table 9.1

Community activities as reported in the sample schools.

District	Total Number of sample schools	Number of schools reporting any activity	No. of schools according to the type of activity reported					Village library
			Adult literacy	Recreation centre	Sports club	Youth club	Bhajan mandli	
Kurnool . . .	11	1	..	..	..	..	1	..
Cachar . . .	10	1	1	..	..	..	..	..
Purnea . . .	8	..	..	..	..	..	..	..
Amreli . . .	8	7	3	..	..	..	..	4
Bilaspur . . .	5	1	..	1	..	..	1	1
Anantnag . . .	11	..	..	..	..	..	..	..
Quilon . . .	6	1	1	..	..	..	..	..
Anravati . . .	8	2	2	..	..	..	..	..
Tanjore . . .	6	..	..	..	..	..	..	..
Saugor . . .	7	3	3	1	1	..	2	1
Mysore . . .	10	..	..	..	..	..	..	..
Sambalpur . . .	10	1	1	..	..	..	..	..
Hissar . . .	8	1	..	1	1	..	1	..
Tonk . . .	8	5	5	..	..	..	1	1
Mathura . . .	8	2	..	..	..	1	2	..
Burdwan . . .	8	2	..	1	..	2	..	..
TOTAL . . .	132	27	16	4	2	5	8	7
% . . .		20.5	12.1	3.2	1.5	3.8	6.1	5.3

It may be seen that adult literacy is the most common activity organised and reported in 12.1% of the schools. Sports clubs, youth clubs and recreation centres are reported in 8.3% of the schools. Although known by different names, their scope of work is found to be more or less similar. Bhajan Mandli and Library were reported from 6.1% and 5.3% of the schools respectively. It is significant to note that of the many types of activities reported, in more than three-fourth of the schools, only one of the activities has been organised.

Location of the school :

9.3 One main factor facilitating the organisation of community activities in a school is its location. If the school happens to be located far away from the village habitation, this is likely to be a handicap. Analysis of the location of the sample schools may, therefore, throw some light and is given in Appendix Table A10. It may be noted from the table that, of the sample schools, 61.4% are located in the village habitation itself, while another 36.4% are near the village habitation—within a distance of a mile or so, mostly in Purnea, Saugor, Hissar, Burdwan, Sambalpur and Tanjore. Only 3 of the sample schools (2.3%) are at a distance of one to three miles from the village habitation. The majority of the schools are conveniently located. Locational disadvantages cannot thus be said to have stood in the way of a very large proportion of the schools developing into community centres.

9.4 There may also be other factors like number of teachers in the school and the place of residence of the teachers influencing the activities of the school in this direction. The relevant data are presented in Table 9.2.

Table 9.2

Details about the number of teachers, their place of residence and community activities in the schools.

School according to number of teachers	% of schools reporting community activities
One teacher	15.5
Two teachers	21.6
More than two teachers	27.0
<i>School according to place of residence of teachers</i>	
All teachers residing in school village	25.9
Majority of teachers residing in school village	40.0
Equal number of teachers residing in the school village & outside the school village	12.5
All teachers residing outside the school village	11.1
Majority of teachers residing outside the school village	18.8

The information in Table 9.2 shows that there is a significant association between the number of teachers in the school and the organisation of community activities. A large proportion of multi-teacher

schools have reported community activities than other schools. Similarly, a larger proportion of schools with all teachers or a majority of them residing in the school village reported community activities. The figure for schools with all teachers residing in the village is somewhat low as most of them are single-teacher schools. The percentage figure has gone down because of this interaction.

Contacts between teachers and parents :

9.5 In order to have an understanding of the school-community relations, information was obtained about the contacts between the teachers and the parents, the frequency and the purpose of such contacts. Relevant details are given in Table 9.3.

Table 9.3

Contact of teachers with parents as reported by teachers.

District	Total Number of respondents	Percentage reporting contact with parents	Percentage distribution of purpose of contact (No. reporting)			
			To discuss attendance & progress of children	To secure help for certain facilities in school	On social occasions and festivals etc.	To develop social relations in general
Kurnool	19	94.7	88.9	44.4	77.8	94.5
Cachar	15	100.0	93.3	73.3	80.0	93.3
Purnea	11	100.0	100.0	100.0	72.7	100.0
Amreli	14	92.8	100.0	..	84.6	..
Bilaspur	11	100.0	81.8	18.2	54.5	90.9
Anantnag	16	56.3	100.0	..	44.4	33.3
Quilon	18	94.4	88.2	70.7	64.7	76.5
Amravati	15	93.3	100.0	..	64.3	21.4
Tanjore	18	100.0	100.0	22.2	27.8	61.1
Saugor	12	100.0	100.0	58.3	8.3	100.0
Mysore	15	93.3	100.0	14.3	14.3	7.1
Sambalpur	14	100.0	92.9	92.9	92.9	92.9
Hissar	11	81.8	88.9	77.8	55.6	88.9
Tonk	10	80.0	75.0	12.5	75.0	87.5
Mathura	11	36.4	100.0	50.0	75.0	75.0
Burdwan	16	81.2	100.0	69.2	53.8	53.8
TOTAL	226	88.5	94.5	44.5	63.0	66.5

A large majority of the teachers (88.5%) reported to have contacted the parents. Of the teachers who did not contact parents, 92.4% were residing outside the school village. It is only in Anantnag and Mathura, that a substantial proportion of teachers did not contact 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 94.5% of the teachers. Two-thirds of the teachers indicated in a general way the purpose of the meeting of the parents as one of developing "social relations" or "visit on social occasions and festivals". Over two-fifths of the teachers contacted the parents in order "to secure help for improvement of the school". It is significant to note that this purpose has been prominently mentioned in a few districts such as Purnea, Sambalpur, Hissar, Cachar and Quilon.

9.6 In order to corroborate what the teachers reported about their contacts with parents, the parents were asked whether the teachers met them and if so, the purpose and frequency of such meetings. It may be borne in mind that this question was not confined to the contacts of teachers occurring in our sample but to all teachers of the sample schools. In spite of this, we notice that only 39% of the parents reported that they were contacted by the teachers. Summary data are given in table 9.4 and details of contacts and purposes are included in the Appendix Tables A11(a) to 11(d).

Table 9.4

Teachers' contact with parents as reported by parents.

District	Parents interviewed	Percentage reporting contacted by teachers
Kurnool	116	39.7
Cachar	123	25.2
Purnea	117	80.3
Amreli	122	82.8
Bilaspur	92	50.0
Anantnag	112	8.9
Quilon	97	51.5
Amravati	123	39.8
Tanjore	114	39.5
Saugor	123	49.9
Mysore	119	42.9
Sambalpur	116	42.2
Hissar	115	35.7
Tonk	114	57.9
Mathura	116	25.9
Burdwan	122	35.2
TOTAL	1841	39.2

9.7 The figures in Table 9.4 also show a large variation among the districts. In Amreli and Purnea, the proportion of parents who reported having been contacted by teachers is found to be high, 83 and 80 per cent respectively. On the other hand, in Anantnag, the

proportion is found to be very low, 9% only. The districts where 50 per cent or more of the parents reported such contacts are Amreli, Purnea, Tonk, Quilon and Bilaspur. 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.

9.8 According to the parents, the school teachers contacted them mainly for three purposes viz. "to discuss the problems of their children" (reported by 25%), "to secure help for the school" (reported by 17.1%) and "to develop social relations" (reported by 17.4%). A few parents mentioned purposes such as securing help for the community and personal work of the teachers.

Frequency of contact :

9.9 Information on the frequency of contact between the parents and the teachers was collected from the parents also. Classified according to purpose, these data are given in Table 9.5.

Table 9.5
*Frequency of contacts according to purpose
(as reported by parents).*

Purpose	Number reporting contacting for the purpose	Percentage of respondents reporting according to frequency			
		1-3 times in a year	Once a quarter	Once a month	Once or more per fortnight
To discuss the problems of the child . . .	461	21.9	16.1	20.8	41.2
Social relations . . .	321	6.2	4.7	8.1	81.0
To secure help for the school . . .	314	57.6	12.8	6.4	23.2
Personal work . . .	45	17.9	28.9	11.1	42.1
Secured help for the community . . .	29	17.2	20.7	10.4	51.7

It appears that the intensity of the contact for the purpose of social relations has been considerably higher than for other purposes. Over 80% of the respondents reported that the teachers contacted them once or more per fortnight; and most of these teachers were staying in the school villages. There is obviously, in such situations, greater opportunity for the teachers to meet parents, even without any deliberate effort on their part. It is, therefore, difficult to say how far these contacts were intentional. As regards teachers meeting parents for the purpose of discussing the problems of the children, a large proportion of the respondent parents (41.2%) mentioned the frequency as once or more in a fortnight, while 20.8% mentioned it as once a month. As may be expected, the contact between the teachers and the parents was relatively less frequent for the

purpose of securing help for the school. Less than one third of the respondents reported having been contacted for this purpose once a month or more. In respect of the remaining two purposes the corresponding percentage figures are 53 and 62 respectively.

Parents contacting teachers :

9.10 The contact between the teachers and the parents is supposed to be a two-way process. Besides the teachers contacting parents, it is also necessary that the parents contact the teachers on their own to find out the progress of the child as well as for other purposes. Replies received from the parents in this regard are given in Table 9.6.

Table 9.6
Contact of parents with teachers.

District	Total Number of respondents	Percentage of respondents reporting contacting teachers for any purpose	Percentage reporting as purpose			
			To know the progress of the child	To discuss the problems and difficulties of child	To know difficulties and needs of the school for organizing local support	To develop social relations in general
Kurnool	116	19.0	81.8	40.9	4.5	..
Cachar	123	19.5	54.2	58.3	..	..
Purnea	117	8.5	80.0	40.0	40.0	..
Amreli	122	48.5	69.5	30.5	16.9	16.9
Bilaspur	92	29.3	3.7	..	..	..
Anantnag	112	12.5	100.0	78.6	28.6	..
Quilon	97	56.7	94.5	5.5	1.8	..
Amravati	123	30.9	100.0	18.4	15.8	..
Tanjore	114	21.9	72.0	4.0	16.0	20.0
Saugor	123	30.0	70.3	37.8	32.4	18.9
Mysore	119	24.4	93.1	41.4	20.7	..
Sambalpur	116	22.4	76.9	46.2	30.7	..
Hissar	115	38.3	95.4	9.1	18.2	2.3
Tonk	114	20.2	52.2	4.3	17.4	26.1
Mathura	116	13.8	93.7	12.5	12.5	..
Burdwan	122	26.2	90.6	9.4	40.6	..
TOTAL	1,841	26.1	77.8	23.9	17.3	11.4

It may be observed from the above table that only 26.1% of the respondents reported that they contacted teachers. The variation among the districts is significant. For example, at one extreme are found districts such as Quilon and Amreli with percentage figures of 56.7 and 48.5 respectively. At the other extreme are Purnea (8.5%), Anantnag (12.5%) and Mathura (13.8%). As for the purpose of contacts, "knowing the progress of the child" was cited by a majority of the respondents (77.8%). Another purpose which is

found to be more or less similar, viz. "discussing the problems and the difficulties of the child", was stated by 24% of the respondents. It is obvious that if the parent takes the trouble to meet the teacher, he will have more of personal interest in ascertaining how his child is progressing in his studies and other connected problems than on matters pertaining to the school or the community. It is not, therefore, surprising that purposes such as "knowing the problems and needs of the school and organising local support" and "to develop social relations" were mentioned only by a small proportion of the respondent parents.

People's contribution :

9.11 If the village community is sufficiently enthused, it will take interest in developing the school and come forward with contributions in cash or kind. The type of contribution given by the community for the improvement of the schools, as reported by the teachers, is indicated in Table 9.7.

Table 9.7

People's contribution as reported by the teachers

District	Total No. of sample schools	Number of schools reporting public contribution	Contribution for construction or improvement of building	Donation of land	Provision of free building	Contribution for equipment in school	Contribution towards midday meal for children	Donation of wells	Donation of construction materials (Tin-sheets, bricks etc.)
Kurnool .	11	4	1	1	3	..	1	..	..
Cachar .	10	8	8	8	..	..	..	..	..
Purnea .	8	8	7	7	1	..	..	..	..
Anreli .	8	2	2	..	..	..	..	1	..
Bilaspur .	5	3	3	2	..	..	..	..	..
Anantnag .	11	2	2	..	..	1	..	..	..
Quilon .	6	5	..	..	..	..	5	..	..
Amravati .	8	7	4	3	1	3	..	..	..
Tanjore .	6	4	2	..	2	1	3	..	..
Saugor .	7	6	6	3	1	..	1	..	..
Mysore .	10	7	4	..	1	..	1	..	..
Sambalpur .	10	10	10	9	..	1	..	..	..
Hissar .	8	8	8	7	..	2	..	..	..
Tonk .	8	8	6	2	4	1	..	..	..
Mahutra .	8	5	4	5	3	..	..	..	..
Burdwan .	8	8	8	7	..	2	..	..	1
TOTAL .	132	95	75	54	16	11	11	1	1
% .		72.0	78.9	56.8	17.9	11.6	11.6	1.0	1.0

As may be noticed, contributions have been reported in over two-thirds of the sample schools. Inter-district variation in the matter of public contribution is significant. For example, in Cachar, Purnea, Quilon, Amravati, Sambalpur, Hissar, Tonk and Burdwan, either all or more than 80% of the sample schools reported people's

contribution. Some of these districts may be said to be relatively economically backward. At the other end, are Kurnool, Amreli and Anantnag, where less than 40 per cent of the schools had received public contribution. As far the purpose for which the contributions were given, "construction of school building" ranks first in order of importance and has been reported in over one half of the schools. Closely allied to this is "donation of land" and also reported in a large number of schools. "Provision of rent-free accommodation" was reported in 16 schools distributed over 8 districts. "Contribution towards mid-day meals programme" has not been very widespread and confined to 5 districts only and reported in 11 schools. One possible explanation for lack of people's contribution towards this programme in other districts is that the programme had not been sponsored in these areas. Another item for which the people gave contribution was "for purchase of equipment".

Extent of participation of sample households :

9.12 In order to estimate the extent of people's participation by way of contribution towards improvement of the school, respondent-parents were asked whether they or any members of their family participated in any programme for helping the school. The relevant data are presented in Table 9.8.

Table 9.8
Participation of respondents or their family members in programmes of helping the school.

District	Total No. of respondents	Number of respondents reporting contribution in any programme	No. reporting by programmes						
			Contributions towards construction of school buildings			Contributions for purchase of equipments for school			Contribution for midday meal
			Yes	No	No programme	Yes	No	No programme	
Kurnool	116	7	7	41	68	..	48	68	1
Cachar	123	58	57	36	30	..	..	123	..
Purnea	117	77	74	35	8	1	108	8	..
Amreli	122	37	37	25	60	1	15	106	..
Bilaspur	92	..	..	..	92	..	..	92	..
Anantnag	112	10	10	4	98	4	10	98	..
Quilon	97	3	..	38	59	1	37	59	2
Amravati	123	14	8	23	92	6	10	107	..
Tanjore	114	15	14	10	90	1	19	94	5
Saugor	123	8	8	40	75	..	..	123	2
Mysore	119	17	11	3	105	..	..	119	..
Sambalpur	116	16	15	60	41	..	75	41	..
Hissar	115	70	68	47	..	2	113	..	..
Tonk	114	56	48	7	59	..	55	59	..
Mathura	116	18	17	31	68	..	48	68	..
Burdwan	122	85	85	37	..	..	122	..	..
TOTAL	1,841	491	459	437	945	16	660	1165	10
%		26.7	24.9	23.7	51.3	0.9	35.8	63.3	1.0

In all, only one-fourth of the respondents reported having contributed towards the improvement of schools. The largest contribution was towards the construction of the school buildings and mentioned by about one-fourth of the participating households. On the other hand, contributions towards the purchase of equipment and mid-day meals are not found to be significant and reported only by a few respondents. On the whole, it may be stated that the efforts to elicit people's participation to effect improvement in the school had been somewhat limited. Only the construction programme had received some attention but activities such as mid-day meals, enrolment campaigns etc. have not received adequate attention.

Help given by the community to the teachers :

9.13 To ascertain how far the teachers have been integrated with the local community and the type of help the community has rendered voluntarily to them, the teachers were asked as to what the community had done for them. Only 20% of the teachers interviewed replied in the affirmative. Details about the help given by the villagers are given in Table 9.9.

Table 9.9

Help received by the teachers.

Type of benefit	Percentage of teachers helped	Number of districts reporting help
1. Rent-free residence	75	14
2. Help in construction of residential quarters	7	1
3. Personal gifts	7	2
4. Customary payments	4	2
5. Lending of plough	7	2
TOTAL	100	

It may be noticed that rent free residential accommodation is the only significant help given by the villagers. This along with help in the construction of residential housing was received by 82% of the teachers who were helped. It is obvious that the villagers attach importance to the need for the teachers to stay in the school-village.

Role of teachers in development activities :

9.14 The teacher has always been held in high esteem and respect in Indian society. His position suffered a set-back during the last three or four decades. Nevertheless, he is considered by the villagers as a man of better literacy status. This gives him some satisfaction. The current trend in the community development programme is to

utilise the services of the village school teacher as much as possible for rural development. He is, thus, expected to play an important role in community activities besides devoting his time to teaching in schools. Information on this aspect was elicited from the teachers and is presented in Table 9.10.

Table 9.10

Teachers' role in the village development activities (as reported by teachers).

District	Total No. of teachers	Number of reporting any role	Type of role-help rendered in					Sanitation drive	Others
			Panchayat work	Cooperative work	Organising Shramdan	Agricultural production			
Kurnool	19	..	..	..	..	..	..	..
Cachar	15	..	..	..	..	..	..	..
Purnea	11	4	..	..	1	..	4	1
Amreli	14	13	1	..	..	..	13	..
Bilaspur	11	9	..	..	2	5	9	..
Anantnag	16	..	..	..	..	..	..	..
Quilon	18	5	3	2	2	1	1	4	
Amravati	15	1	1	..	..	..	..	..
Tanjore	18	2	1	..	..	..	1	..
Saugor	12	7	1	..	4	1	6	..	
Mysore	15	..	..	..	..	..	..	..
Sambalpur	14	10	..	..	3	2	10	..
Hissar	11	4	1	..	2	..	1	1	
Tonk	10	4	..	..	1	..	2	2
Mathura	11	3	1	1	2	2	3	..	
Burdwan	16	11	4	1	8	2	2	1	
TOTAL	226	73	13	4	25	13	52	9	
%		32.3	17.8	5.5	34.2	17.8	71.2	12.3	

The above data show that less than one-third (32.3%) of the teachers interviewed reported that they had been associated in development activities. An over-whelming majority of them thus did not play any role. In a few districts (Kurnool, Cachar, Anantnag, Amravati and Mysore), only a few or none of the teachers associated themselves with development activities. It is only in Amreli, Sambalpur, Burdwan and Saugor that the majority of the teachers reported such participation.

9.15 The most common activity for the teachers appears to have been the sanitation drives. Nearly 71 per cent of the teachers who played any part helped in these drives. Next comes shramdan in which 34 per cent of the teachers took part. Participation of the teachers in agricultural production efforts, panchayat and cooperative work had been meagre indeed. This pattern holds for all the districts where the participation of teachers has been reported. The only exceptions are Burdwan and Quilon where panchayat work and shramdan take precedence over sanitation drives.

Our field observations also indicate, that the teachers' role in development efforts had not been fully appreciated either by the

development workers or the village leaders. In fact, the teachers have not been coopted to any great extent in the functional sub-committees of the panchayats and cooperatives. An indirect inference that may be drawn from this analysis is that the villagers tend to accept the teachers in roles that involve them largely with the younger sections of the population and in activities that do not impinge on the power-structure in the villages.

Community development programme and the teachers :

9.16 "One of the important planks of the community development programme is education—social and general. It provides the base on which the socio-economic structure of the community is to be built". Social education is expected to bring about change in people's attitude and outlook and make them more receptive to new ideas—social and technological. At the Annual Conference on Community Development held in 1960, it was recommended "that the village school teachers should be entrusted with the responsibility of organising the youth at the village level. He should be under the administrative control of the panchayats and be paid a suitable honorarium". Another sphere in which the assistance of the teachers has been envisaged is in promoting literacy and civic education among the adults. This has been emphasised in the deliberations of many Annual Conferences on Community Development. Against this background, an attempt was made to find out from the teachers whether they were engaged in any activity, during the year 1960-61, which might have helped the programme of community development. Relevant data are presented in Table 9.11.

Table 9.11

The role of teachers in the C.D. Programmes during the year 1960-61.

District	Percentage of teachers reporting no role	Type of role mentioned			
		Helped in propagating G. D. Programme	Helping in shramdan and construction work	Helped in solving local problems	Helped in agricultural production programme
Kurnool	89.5	..	..	..	..
Cachar	100.0	..	..	..	..
Purnea	100.0	..	..	..	..
Anreli	100.0	..	..	..	..
Bilaspur	36.4	..	4	..	..
Anantnag	100.0	..	..	..	3
Amravati	100.0	..	..	..	..
Quilon	72.2	1	..	4	..
Tanjore	94.4	..	1	..	..
Saugor	66.7	..	2	2	..
Mysore	93.3	1	..	..	..
Sambalpur	71.4	..	..	2	2
Hissar	100.0	..	..	..	..
Tonk	80.0	2	..	..	..
Mathura	72.7	2	1	..	..
Burdwan	81.3	..	3	..	..
TOTAL	85.8	8(25.0)	11(34.4)	8(25.0)	5(15.6)

*Village teachers' role in Community Development (page 4) Ministry of C. D. & C.

The table shows that a high proportion of the teachers did not help the community development programme at all in any manner during the year 1960-61. Only 14% of the teachers reported participation in some manner or the other. It may be noted that in six districts, Cachar, Purnea, Amreli, Anantnag, Amravati and Hissar—none of the teachers had been involved in any of the activities of the community development programme. Of the teachers who reported participation, 34% mentioned that they had helped in shramdan and construction work, 25% stated in a general way that they had helped in propagating the C.D. Programme. Helping people to solve local problems and promoting agricultural production efforts were mentioned by only 25 and 16 per cent, respectively, of the teachers who had reported playing some role.

9.17 Since the teachers have not played any significant role in promoting the CD programme, it would be useful to know their views as to what they can do to make the community development programme a success. The relevant information is given in Table 9.12.

It may be noticed that the response to this question was very poor. Nearly 30% of the teachers interviewed were of the view that they could not help the C.D. programme. Of the 70% of the teachers who replied in the affirmative, one-half mentioned that the teachers could popularise shramdan and similar other programmes. Another 26.6% mentioned organisation of social education activity and 20% thought of assistance to the extension staff. The other roles were varied, often vague and in any case were suggested only by a very small proportion of the teachers. One cannot help but conclude that on the side of the teachers also there is an inadequate perception of the far-reaching objectives of the C.D. programme and the roles they can play in furthering them. They apparently are bound in their vision by what they have seen or done like sanitation and shramdan drives. Important though these are, they have tended to become a routine drive unrelated to the production programmes or to social change in its wider sense.

Role of teachers in Panchayati Raj :

9.18 Last few years have witnessed the introduction of Panchayati Raj in rural areas in many States. This new system of democratic decentralisation has made it possible for the rural communities to assume responsibility for the administration, planning and execution of local projects. This new set-up may be expected to enlarge the scope for the village teachers and the schools to play important roles in rural development. In States where democratic decentralisation has been introduced, an attempt was therefore made to know the part actually played by the teachers in the Panchayati Raj programme in recent years and also to ascertain what they can do in future to further this movement. The specific activities with a bearing on the Panchayati Raj programme, in which teachers had participated during 1960-61, were ascertained from them and their details are presented in Table 9.13.

Table 9.12
Views of teachers on what they can do to further the C.D. Programme.

District	%age of teachers reporting that they can help C.D. Programme	No. of teachers reporting type of help they can render								
		Propaganda, Shramdan & Extension programme	Helping the extension staff	Organise social function and cultural bodies	Educating students for social service	Organise social education activities	Strengthening village institutions	Health & sanitation programme	Any development work	Not specified
1	2	3	4	5	6	7	8	9	10	11
Kurnool	84.2	12	7	1	..	7	..	..	..	..
Cachar	26.7	2	1	..	2	..	..	..	..	..
Purnea	27.3	3	..	..	..	..	..	..	..	..
Amreli	100.0	1	..	..	..	13	..	..	..	..
Bilaspur	100.0	4	6	..	..	1	..	..	..	..
Anantnag	18.8	1	1	..	..	..	..	..	..	2
Quilon	100.0	13	2	9	..	2	5	..	..	..
Amravati	100.0	6	1	..	..	9	..	..	..	..
Tanjore	33.3	7	..	..	..	4	..	..	..	..
Saugor	83.3	3	7	..	..	1	..	3	..	..
Mysore	66.7	10	1	..	..	..	..	..	..	..
Sambalpur	100.0	..	..	..	..	..	..	..	..	14
Hissar	81.8	8	1	..	..	1	..	1	..	..
Tonk	50.0	3	..	..	2	..	..	..	..	..
Mathura	63.6	..	..	..	..	..	..	..	..	6
Burdwan	81.2	8	4	1	..	4	..	..	9	..
TOTAL	69.9	81(51.3)	31(19.6)	11(7.0)	4(2.5)	42(26.6)	5(2.5)	4(2.5)	9(5.7)	22(13.9)

Table 9-13

The role of teachers in the Panchayati Raj Programme during the year 1960-61.

District	Percentage of teachers reporting no role	Type of role mentioned			
		Helped in propagating Panchayati Raj	Helped in Shramdan construction work	Helped in maintenance of a/c & records	Helped in agricultural production programmes
Kurnool . . .	94.7	1	..	..	..
Cachar . . .	100.0	..	..	..	..
Amravati . . .	93.3	..	1	..	..
Tanjore . . .	100.0	..	..	..	..
Mysore . . .	93.3	..	1	..	..
Sambalpur. . .	71.4	..	1	1	2
Hissar . . .	90.9	..	..	1	..
Tonk . . .	90.0	2	..	..	..
Mathura . . .	90.9	1	..	..	..
Burdwan . . .	75.0	..	1	3	..
TOTAL . . .	89.6	4	4	5	2

As may be noticed from the above table, nearly 90% of the teachers could not mention any activity in which they had taken part in 1960-61 in order to make the Panchayati Raj programme a success. Only 10% teachers reported having played any part. One possible explanation for this may be that the Panchayati Raj movement, being in the initial stage, there had not been any planned effort to involve the teachers directly in it. In two districts Cachar and Tanjore, none of the teachers had any part to play in it. In a number of districts, on the other hand, only one teacher of the 10-19 interviewed, reported to have done something. The type of role mentioned is also not found to be specific. For example, four teachers mentioned having helped the Panchayati Raj movement without specifying the nature of help. Again, only 4 teachers reported participation in Shramdan and constructive work. Help in the proper maintenance of panchayat records and in agricultural production were mentioned by five and two teachers respectively. (The proportions are almost insignificant.)

9.19 The views of teachers as to how they can help the development of the Panchayati Raj in future are presented in Table 9.14.

Table 9.14

Views of teachers as to what they can do to further the Panchayati Raj Programme.

District	Percentage of teachers reporting that they			Type of role			
	Cannot say	Can do nothing	Can help	Can impress upon people that Panchayati Raj programme will lead to prosperity	Can work as paid workers only	Can give guidance and suggestions	Can do whatever asked for
Kurnool	68.4	10.5	21.1	2	..	..	2
Cachar	93.3	..	6.7	1	..	..	..
Amravati	100.0	..	..	..	..	..	..
Tanjore	88.9	..	11.1	3	..	1	2
Mysore	20.0	46.7	33.3	5	..	..	..
Sambalpur . . . . .	..	..	100.0	14	..	..	..
Hissar	9.1	18.2	72.7	6	2	..	..
Tonk	30.0	20.0	50.0	4	..	..	1
Mathura	36.4	..	63.6	3	..	..	4
Burdwan	68.8	..	31.2	5	..	..	..
TOTAL	55.6	9.0	35.4	43 (84.3)	2 (3.9)	1 (1.9)	9 (17.6)

The response to the above question has been rather poor, in that only 35% of the teachers stated that they could help in the growth of Panchayati Raj movement. One reason for the poor response appears to be their lack of knowledge and understanding of democratic decentralization and its implications. It is significant to note that more than 55% of the teachers did not give any suggestion, while another 9% felt that they could do nothing. Of the teachers who gave some suggestions, 84 per cent reported that they could explain to the people the significance of the Panchayati Raj programme and the way it would benefit them. Other suggestions were not very significant and mentioned by a small proportion of teachers.

9.20 From the foregoing account it is clear, that there is no institutional arrangement for promoting positive and fruitful relations between the school and the community. Lack of any such institutional link-up seems to be one handicap to the development of contact and communication between the school and the community. One possibility is the organisation of parent-teachers' associations in rural areas. This has not received sufficient attention so far. Another way to promote contact between teachers and the parents is to invite parents to all social and cultural programmes organised at the school every now and then. The school can serve as a centre for adult literacy, village library and reading room, with the direct assistance of the school teachers. Participation of school teachers in development activities at the village level can be ensured by co-opting them in the various functional sub-committees at the local level. If the teachers are to satisfactorily discharge the role expected of them, they should have a greater understanding and appreciation of the programme and the role they can play in the changed context of to-day. Orientation of the teachers in Panchayati Raj and community development programme appears so far to have been very inadequate. Last but not the least, it may be mentioned that the extent and quality of the teachers' contribution in promoting and sustaining positive school—community relations depends to a large extent ultimately on their personal equation with the local leaders and village functionaries.

CHAPTER X

EXTENSION OF BASIC EDUCATION

Introduction :

10.1 It is not within the scope or objectives of this study to examine in detail some of the important issues in basic education such as the nature and quality of instruction, the curriculum content, the educational value of the crafts introduced, the comparative cost, and the attainment of students in various grades. These would call for a deeper probe and a separate investigation. What has, however, been attempted is an analysis of the functioning of basic schools, covering aspects such as their popularity, changes introduced, teachers' and parents' attitudes, school-community relations etc. The field data have been analysed separately for the basic schools in U.P. and for those in other States, in order to find out whether there are any significant differences. An attempt at comparison with non-basic schools has also been made wherever considered worthwhile. The data presented here pertain to 18 basic schools in U.P. and 23 basic schools in the remaining States.

The Background :

10.2 The objective and scheme of Basic education have been accepted as the national goal at the primary stage. The issue is no longer basic education versus traditional book-centred education; rather, it is one of taking steps so as to develop the potentialities of basic schools to the maximum extent.

10.3 Although the concept of Basic education had been formulated by Mahatma Gandhi as early as 1937, it was only during the First Plan that it began to be implemented in a concerted manner. For various reasons, basic education could not make much headway all these years. The number of children attending basic primary schools in 1950-51 accounted for less than 1 per cent of the total number of children in the elementary stage. By the end of the First Plan period, the proportion increased only to 4 per cent; and by the end of Second Plan period, the figure did not exceed 11 per cent.*

10.4 In order to review the progress of basic education and suggest ways to expedite its implementation, the Government of India appointed an Assessment Committee on Basic Education in 1955 under the Chairmanship of Shri G. Ramachandran. The Committee did not favour the continuation of the "compact area method" of starting basic schools, according to which all primary schools in a compact area were to be simultaneously converted into the basic pattern. The Committee felt that this method did not produce the desired results and led to creation of isolated patches of basic schools without having any impact on neighbouring areas. The Committee therefore, emphasized the need for converting all primary schools

*Second Five Year Plan—page 506.

into the basic-type within a stipulated period. In view of the paucity of trained teachers and funds, the Committee advocated the plan of **orienting** elementary schools towards the basic-pattern as an interim measure, without aiming at complete transformation. This was to be achieved through the introduction of some features of basic education specially those that might not require much finance.

10.5 The following are the assumptions behind the programme of orientation to the basic-pattern*.

- (a) It is intended to create a favourable atmosphere for the eventual conversion of all elementary schools into those of the basic pattern.
- (b) The programme should also stand independently as an intrinsically sound educational programme.
- (c) It should aim at strengthening and developing the existing activities, wherever they already exist and introduce them in other schools in a systematic manner where they do not exist at present.

10.6 It was hoped that the content of primary education would be enriched through the introduction of the programme of orientation. The following are the activities proposed to be introduced:*

- (a) activities leading to healthy living;
- (b) activities leading to training for citizenship and social living;
- (c) activities leading to a better knowledge of environment;
- (d) purposive activities connected with simple crafts;
- (e) recreational and cultural activities; and
- (f) Social service activities and the linking of the school with the home and the community.

An attempt will be made later in this chapter to examine how far these activities have been introduced in the various States.

Basic Education in the Third Plan :

10.7 Most of the schemes in the Third Plan relating to basic education have been provided for in the State Plans. In the central sector, there is only a small provision of Rs. 50 lakhs towards assistance to voluntary institutions engaged in basic education activities, and grants-in-aid for certain research projects. The schemes of the State Governments fall generally under the following four categories :—

- (a) Conversion of the existing non-basic schools into the basic pattern;
- (b) Conversion of existing non-basic teachers' training institutions into basic ones;

*Orientation of Elementary Schools towards the basic pattern—Report of Allahabad Seminar, 1959.

- (c) Expansion and improvement of basic schools and teachers' training institutions; and
 (d) Establishment of basic schools in urban areas.

10.8 The total outlay on schemes of basic education in the Third Plan amounts to Rs. 10.1 crores. The State-wise picture of the proportion of outlay on basic education to total outlay on primary education is given in Table 10.1.

Table 10.1

Proportion of Outlay on schemes on basic education to total on Primary education in the Third Five Year Plan.

States	Outlay on basic education as % to total outlay on primary education
Jammu & Kashmir	17.6
Andhra Pradesh	6.4
Mysore	5.0
Punjab	4.4
Gujarat	3.5
Madras	2.7
Bihar	2.5
Kerala	2.4
Assam	2.3
Rajasthan	2.2
Orissa	0.9
Madhya Pradesh	0.9
Maharashtra	0.3
Uttar Pradesh	N.A.
West Bengal	N.A.
ALL STATES	2.8

Source :—1. Outlay on Primary Education taken from the records of the Planning Commission.

2. Outlay on Basic Education taken from the Papers circulated at the meeting of the National Board of Basic Education, held in 1962.

The above data indicate that the schemes of basic education have received varying degrees of importance and emphasis in the different States. The proportion of the Third Plan outlay on primary education set apart for basic education varies from 0.3% in Maharashtra to 17.6% in Jammu and Kashmir. The overall average for

13 States works out to 2.8% only. Besides Jammu & Kashmir, there are only 4 other states—Andhra Pradesh, Mysore, Punjab and Gujarat,—where this proportion, though much lower than in Jammu & Kashmir is still above the overall average, and ranges from 3.5 to 6.4%. This proportion is very low in Maharashtra (0.3%), Madhya Pradesh and Orissa (0.9%). These data generally indicate a relatively low share given to basic education in the Third Plan provision for programmes in the primary education sector.

Growth in the number of Basic Schools :

10.9 The number of basic schools started over the years may give an indication of the progress made in the introduction of basic education. Table 10.2 gives the details of the proportion of junior basic schools to total primary schools for the period 1950-51 to 1961-62.

Table 10.2

Proportion of basic schools to total primary schools, 1951-62.

Year	Per cent of junior basic schools to total primary schools
1950-51	18.9
1951-52	18.6
1952-53	18.2
1953-54	17.1
1954-55	16.5
1955-56	18.3
1956-57	19.5
1957-58	21.1
1958-59	23.3
1959-60	24.0
1960-61	19.9
1961-62 (Excluding U.P.—9%)	21.0

Source: Education in India, Ministry of Education, Govt. of India (for data upto 1959-60).

For 1960-61—"Education in States". Ministry of Education, Government of India.

For 1961-62—"Provisional Statistics of Education in States". Ministry of Education, Government of India.

Of the total number of about 3.52 lakh of primary schools in the country in 1961-62, basic schools accounted for 73,901 or 21%. In U.P., all the primary schools have been designated as basic schools without any change in the system of teaching. If the so-called basic schools of U.P. are excluded from this calculation, the total number of basic schools in the country in 1961-62 comes down sharply to 27,475 which works out to only 9 per cent of the total. It may be observed that there has not been a steady increase in the number of

basic schools during the period 1950-51 to 1961-62. The highest proportion of basic schools (24%) is recorded in the year 1959-60. Moreover, the increase in the proportion of basic schools over the period under reference has neither been steady nor very appreciable (from about 19 to 21 per cent). This means that the rate of formation or growth of traditional primary schools has been sustained.

10.10 In order to find out whether the growth of basic education has been uniform in all the States, the proportion of basic schools to total primary schools has been calculated for the year 1961-62 and the relevant data are given in Table 10.3.

Table 10.3

Proportion of Junior Basic Schools to Primary Schools in different States (1961-62).

State	Per cent of junior basic schools to total primary schools
Andhra Pradesh	7.3
Assam	15.4
Bihar	7.3
Gujarat	14.4
J. & K.	N.A.
Kerala	4.5
M. P.	8.0
Madras	14.5
Maharashtra	7.2
Mysore	9.4
Orissa	1.6
Punjab	10.6
Rajasthan	12.4
U.P.	100.0
West Bengal	5.2
H. P.	77.2

Source : Provisional Statistics of Education in the States (1961-62), Ministry of Education, Govt. of India—1964.

The position in different States is not at all uniform. At the one extreme is Orissa where basic schools account for only a small proportion (1.6%), whereas U.P. and Himachal Pradesh are at the other extreme. If U.P. is left out for reasons mentioned earlier, Himachal Pradesh shows a good progress in conversion since over three-fourths of the primary schools were of the basic type in 1961-62. In as many as 8 States, these schools constitute less than 10% of the primary

schools and between 10 and 20% in Assam, Gujarat, Rajasthan, Madras and Punjab. Thus in thirteen States the proportion was much less than one-fifth.

Analysis of the data on basic schools in the sample :

10.11 The distribution of the basic schools in our sample of primary schools according to their year of inception or conversion is given in Table 10.4.

Table 10.4

Distribution of basic schools in the sample by year of inception or conversion.

Period	No. of schools in	
	States other than U. P.	U. P.
Before 1947 . . . . .	..	2
1947-51	1	6
1951-56	3	1
1956-61	16	2
TOTAL	20*	11†

*Excluding 3 schools information for which is not available.

†Excluding 7 schools information for which is not available.

Out of the 20 basic schools in States other than U.P., 16 or 80% were started or converted during the Second Plan period, while in U.P., 6 out of 11 schools started functioning as basic schools during the period 1947-51. It may be added that out of the total of 31 schools for which data are available only ten schools (7 in U.P. and 3 in other states) were newly opened basic schools, while the remaining were basic-oriented only. This indicates that there has not been any stepping up in the rate of opening of new basic schools. In States other than U.P., however, the rate of conversion of primary schools appears to have been stepped up during the second plan period.

Training status of teachers :

10.12 Training of teachers in the philosophy and methods of basic education is of special importance for the success of this scheme, and has been emphasized also in the Third Five Year Plan. Since the number of basic-trained teachers was small, to start with, the progress of conversion would depend on the availability of trained teachers. Particulars regarding the proportion of teachers in the

sample schools, trained in basic education and the duration of training are presented in Table 10.5. Very brief orientation courses have not been included in the training programme.

Table 10.5

Number of sample teachers trained in basic education and the duration of training programme.

Duration of training	No. of teachers in sample schools, trained in basic education	
	States other than U. P.	U. P.
1—2 years	16	..
9 months to 1 year	6	..
3 months to 9 months . . . . .	..	6
Less than 3 months	4	..
No. TRAINED	26	6
TOTAL TEACHERS	49	22

Only 6 out of 22 teachers were trained in basic education in the sample schools in U.P., as compared to 26 out of 49 teachers in other States. Moreover, in U.P., the training had been of shorter duration, from 3 to 9 months, than in the other states where the majority of the teachers had undergone training for more than one year. The above data reveal the inadequacy in terms of number and duration of training of the basic teachers in U.P. This shortage of basic-trained teachers must have been accentuated by the sudden conversion of all the schools into the basic-type. The position in other States is much better, because conversion has been linked, among other things, to the availability of trained teachers. Another point relevant in this connection is that about one-fifth of the teachers posted to non-basic schools have been found to have been trained in basic education. Apparently, the schools where they have been posted are to be converted in future. This shows that there has been a time-lag between the posting of basic trained teachers and the conversion of schools into the basic type.

Changes introduced :

10.13 Since conversion of primary schools into the basic-pattern involves certain changes, relevant data on these aspects were collected from the sample basic schools. Information on nature of changes and the number of schools reporting them is given in Table 10.6.

Table 10.6

Changes introduced in basic schools.

Changes introduced	% of schools reporting	
	States other than U. P.	U.P.
1. Addition of equipment	69.6	11.5
2. Posting of trained staff/staff sent for training	60.9	11.5
3. Changes in curriculum	43.5	11.5
4. Provision of additional funds	26.1	..
5. Addition to land and building	26.1	..

It appears from these data that in U.P. the conversion of schools into the basic-type has not resulted in any additional allocation of funds or additions to land and building in any of the sample schools; nor has it led in nearly 90 per cent of these schools to any changes in staff training, curriculum or equipment. In the other States, addition of equipments is the most common change and was reported in 70% of the schools. Next comes the posting of trained staff or sending of staff for training, reported by 61% of the schools. Changes in curriculum, although an important element of basic education, was mentioned only in 44% of schools. Provision of additional funds and addition of land and building were reported by only one-fourth of the schools; and this is understandable since a large number of schools were not fullfledged basic schools. These data indicate generally that the conversion into basic schools has not resulted in U.P. in any noticeable change in the quality of staff, physical plant and teaching in these schools. The picture looks much better in the other States, though even there no changes in curriculum were reported from more than one-half of the sample schools.

Crafts taught in schools :

10.14 The teaching of crafts is an important element in basic education. It is assumed that instruction through crafts enables the child not only to acquire knowledge but also to develop his character and personality. In selecting crafts, their educative possibilities and suitability in relation to the age of children are to be taken into account. Details of the crafts introduced in the sample schools are given in Table 10.7.

Table 10.7

Crafts introduced in the sample Basic Schools in States other than U.P.

Crafts	No. of schools reporting the craft	% to total
Spinning	20	88.0
Mat-making	5	22.0
Pottery	3	13.2
Weaving	3	13.2
Horticulture	2	8.8
Card board work	2	8.8
Clay work	2	8.8
Wood work	1	4.4
Toy making	1	4.4

Since among the sample schools in U.P. the number reporting the practice or introduction of crafts was found to be small, it has not been considered meaningful to analyse the data for schools in U.P. The data in Table 10.5, therefore, relate to States other than U.P. Crafts were reported in all the 23 basic schools. Spinning is the most common craft reported in 88% of the schools. Other crafts have been introduced only in a few schools and among the other crafts, the ones more common are mat-making, weaving and pottery. As for the number of crafts taught in schools, only in one-fourth of the schools more than one craft was taught. Three-fourths of the schools have, therefore, been relying on one craft—generally spinning—to develop the various faculties of the child. However, clay work, card board work and horticulture were reported only in 9% of the basic schools.

Craft-orientation of lessons :

10.15 In order to find out how far crafts have been utilised for instructional purposes, the teachers in the sample schools were asked whether the lessons were craft-oriented. Almost an equal proportion of the teachers in both the sub-samples—38.5% in U.P. and 40% in other States—replied in the negative. The main difficulties specified for this are indicated in Table 10.8.

Table 10.8

Difficulties in making lessons craft-oriented.

Difficulties	Teachers reporting in			
	States other than U. P.		U. P.	
	No.	%	No.	%
1. Shortage/No equipment	5	41.5	3	37.5
2. Shortage of raw materials	5	41.5	4	50.0
3. Teachers are not trained/do not have adequate knowledge	5	41.5	2	25.0
4. Teachers inadequate in number	1	8.3	2	25.0
5. Not given importance	3	24.9	..	..
6. Parents do not like	1	8.3	..	..
7. No guidance . . . . .	..	..	2	25.0

Among the difficulties reported by the teachers, the more common ones were shortage of raw materials, equipment and absence or inadequacy of training of teachers. These have been mentioned by the same proportion (42%) of the teachers interviewed in the other States. In U.P., the proportion varies from 25 to 50 per cent for the three specified difficulties. Table 10.8 also reveals that in U.P. one-fourth of the sample teachers attached importance to two other difficulties, namely, inadequate number of teachers and absence of guidance. None of these factors were, however, considered important by the sample teachers in the other States; but they mentioned that importance was not attached to craft-orientation of lessons.

Advantages in craft-orientation :

10.16 The opinions of teachers on the advantages in making the lessons craft-oriented were also ascertained. About one half of the teachers—50% in U.P. and 52% in the other States—felt that it would be easy to impart knowledge around a craft. One-half of the teachers in U.P. also stated that the children responded to a greater extent to this method of instruction. Although this was not prominently mentioned by the teachers in the other States (14.3% only), they observed that through crafts lessons could be made interesting to the children.

Enrolment of children in basic schools :

10.17 The number of children enrolled gives an idea of the relative size of basic schools. Details of the number of children on roll in basic and non-basic schools in the sample, in March 1961 are given in Table 10.9. Since in U.P., all primary schools are of the basic type, data on the non-basic schools cannot be shown separate for U.P. Hence, figures for all States have been shown.

Table 10.9

Relative position of enrolment in the sample basic and non-basic schools in March 1961.

No. of pupils on roll	Distribution of sample schools					
	States other than U. P.		U. P.		Non-basic schools all States	
	Basic schools		Basic schools			
	No.	%	No.	%	No.	%
Upto 20	2	9.5	2	11.1	10	10.4
21—60	7	33.4	13	72.2	55	57.3
61—100	5	23.8	3	16.7	20	20.8
101—150	2	9.5	..	..	7	7.3
151—200	3	14.3	..	..	3	3.1
Over 200	2	9.5	..	..	1	1.0
Total reporting	21*	100	18	100	96	100
Average enrolment per school	94	46	46		57	
Enrolment per thousand population	83.2		50.4		71.5	

Data in Table 10.9 show that the average number of children enrolled per basic school was higher (94) in the sub-sample for other States than in U.P. (46). The average for the sample non-basic schools in all the States works out to 57. Schools having on roll more than 100 children in March, 1961 accounted for 33 per cent of the sample basic schools in States other than U.P., whereas in U.P. there was no single school falling in this category. Among the non-basic schools, only 11 per cent was in this category. These data do not certainly indicate that the basic schools were having comparatively smaller enrolment and were not so popular. In fact, in States other than U.P., their student strength makes a relatively better showing.

10.18 For a more meaningful comparison, the enrolment in schools should be worked out per 1,000 population. This has also been done and the figures given in the last row of Table 10.9. This indicator also records the lowest figure for basic schools in U.P. (50.4) and highest for the other States (83.2), with that for the non-basic schools in between at 71.5. The variations noticed in the average enrolment per basic school between U.P. and other States cannot be attributed to differences in the size of the village in the respective areas. One should not, however, draw such comparisons too far. The most probable explanation of this consistent difference does not lie in basic orientation of the schools. Apart from the smallness of the

*Figures for two schools in Assam are not available.

sample, the inter-State differences in the literacy level and enrolment history are more important factors in this case.

Community facilities in the basic schools :

10.19 In order to bring closer the school and the community recommendations have been made for providing in basic schools such facilities as may be availed of by the community. For this purpose, organisation of activities such as the village library, reading room, recreation centre, bhajan mandali etc., have been generally favoured. Information was accordingly collected to find out to what extent the basic school is serving as a centre of community activities.

10.20 Only in 8 out of the 41 basic schools, had some activity or other of these types been organised. Further, these 8 schools were made up of six (out of 18 schools) in U.P. and 2 (out of 23) in States other than U.P. Details of the different activities organised in these schools are given below in Table 10.10.

Table 10.10
Community activity in the sample basic schools.

Activity	No. of basic schools reporting		Total
	States other than U.P.	U. P.	
1. Recreation centre	1	1	2
2. Library/Reading room	2	1	3
3. Bhajan Mandali	1	4	5
4. Youth club	1	2	3
5. Sports club	1	..	1
No. of schools reporting	2	6	8
No. of basic schools in sample	23	18	41

Of the 5 activities reported, Bhajan Mandali have been organised in 5 basic schools of which 4 were located in U.P. Youth clubs, and library and reading rooms were reported in 3 schools each. The basic schools have not, therefore, been able to create or provide community facilities in the overwhelming majority of cases, though U.P. has done better in this respect.

School-community relations :

10.21 Community activities in the school are expected to promote contacts between the teachers and the village community, and lead the farmer to take an interest in community affairs and guide and influence the working of village institutions. One evidence of the association of teachers with village institution is their attendance at

meetings. Data on this have been collected from the basic school villages and are presented in Table 10.11.

Table 10.11
Attendance of basic school teachers in meetings of Village institutions.

Institutions	Total No. of relevant teachers*		Teachers attending meeting			
	U. P.	States other than U. P.	U. P.		States other than U. P.	
			No.	%	No.	%
1	2	3	4	5	6	7
Panchayat	25	33	2	8.0	7	21.2
Co-operative	25	26	1	4.0	2	7.7
Parents/Teachers' Association	Nil	11	..	N.R.	7	63.4
School Management Committee	Nil	28	..	N.R.	20	71.4

The teachers in basic schools in U.P. seem to play an insignificant role in assisting village institutions such as panchayats and co-operatives. The position is only slightly better in the other States. On the other hand, a majority of the teachers in basic schools in other States was reported to have attended meetings of the parent-teachers' association and the school management committee, the respective percentage figures being 63.4 and 71.4. Whatever the reason, the fact of the teachers not attending the meetings of the panchayats and cooperatives does not indicate a happy state of teacher-community relations.

Parents' attitude towards basic education :

Attitude to craft teaching :

10.22 Since the teaching of crafts is an integral part of basic education, the views of parents were ascertained on this question. Parents were asked whether they would like their children to learn crafts and, if so, their reasons for saying so. Of the 394 parents interviewed in the basic school villages, 41.6 per cent replied in the affirmative. As for the advantages in learning crafts, an overwhelming majority of them (80%) mentioned in a general way that it would be beneficial to the children. A very small (less than 11%) mentioned the economic advantage and the impact on the child's personality.

Parents' knowledge about crafts :

10.23 It can reasonably be expected that the parents could be made familiar, unless they were already so, with what was being taught in basic schools and with the improved teaching methods adopted. One-third (33%) of the 394 respondents interviewed in 34 basic school villages were not aware of the crafts taught in the basic schools. Another 29% stated that no crafts were taught in the schools. The figures for U.P. and other States differ significantly

*Relevant here means teachers who have these institutions in their villages.

being 21 and 37% respectively. Lack of knowledge about the crafts taught in schools among a large section of the parents should be viewed with concern, since their co-operation would go a long way in stimulating interest in the crafts taught among the students.

Environmental sanitation :

10.24 Manual work has been emphasized in basic education from the beginning. It is true that for children in the primary schools, its scope is likely to be limited. It may take the form of cleaning of school premises by the children themselves under the supervision of the teachers. Information from the sample schools indicates that this programme had not received much attention. Cleaning of school premises by children was reported only in one school in Madhya Pradesh. When views of parents were ascertained on this question, about half (51.7%) of the respondents interviewed favoured inclusion of this aspect of work, especially sanitation drive by children. The main reason mentioned for favouring this is that it would promote cleanliness habits among children and contribute to making the home and the school neat and clean.

Views of teachers on basic education :

10.25 For the success of basic education, it is necessary that the teachers should have a conviction about its superiority. Of the 71 teachers interviewed in 41 basic schools, the majority (59.2%) stated that the basic education was superior and more effective. Only 4 teachers replied in the negative and 6 teachers did not respond to this question. The important reasons stated for this superiority were that the child could become self-supporting and the learning of crafts would be useful, mentioned by 59.9 and 47.6% of the teachers, respectively. Teachers were also asked whether they were satisfied with the functioning of the basic schools; and if not, the reasons for their dissatisfaction were also ascertained. About one-half of them (50.7%) expressed dissatisfaction with the working of the basic schools. The reasons for their dissatisfaction, as stated by them are recorded in Table 10.12.

Table 10.12

Reasons for dis-satisfaction with the working of basic schools.

Reasons	States other than U. P.		U. P.		All States	
	Teachers reporting		Teachers reporting		Teachers reporting	
	No.	%	No.	%	No.	%
1	2	3	4	5	6	7
1. Equipment for basic education inadequate	25	86.2	7	100.0	32	88.9
2. No agr. land attached to school	15	51.7	7	100.0	22	61.1
3. No arrangement for irrigation	14	48.3	7	100.0	21	58.3
4. The same craft becomes monotonous	10	34.5	3	42.9	13	36.1
5. Basic teacher himself has no faith	5	17.2	..	..	5	13.9
6. Villagers do not like their children doing their ancestral farm work in school also	5	17.2	1	14.3	6	16.7
7. Crafts are not considered useful	3	10.3	..	..	3	8.3
No. reporting dis-satisfaction	29		7		36	

The reasons in order of importance (for the whole sample) were 'inadequacy of equipment' (89%), 'absence of agricultural land for gardening' (61%), and 'lack of irrigation facilities' where land was there (58%). The lack of variety in crafts was reported by a substantial proportion of teachers (36%). Other reasons were not found to be of much importance.

10.26 The relative importance of these reasons do not differ much between schools in U.P. and other States, although the percentage figures vary to some extent. From these, it is clear that there is need for taking adequate preparatory steps while opening new schools or converting existing schools into the basic-type. Inadequacy of equipment and land emerge clearly as the most important limiting factors in the development of basic education.

10.27 In order to find out the views of the teachers on some of the specific aspects of basic education, questions were asked about its relative cost, its merits such as development of self reliance among the students, and its suitability to rural conditions, as compared to non-basic schools. The teachers' responses are given in Table 10.13.

Table 10.13
Views of teachers on selected aspects of basic education.

Items	No. of teachers reporting			
	States other than U. P.		U. P.	
	No.	%	No.	%
<i>Relative expenditure</i>				
1. (a) More	26	74.3	7	58.3
(b) Less	5	14.3	5	41.7
(c) Equal	4	11.4	..	..
<i>Impact on children</i>				
2. (a) More self reliant	28	80.0	12	100.0
(b) Less self reliant	3	8.6	..	..
(c) Equally self reliant	4	11.4	..	..
<i>Suitability</i>				
3. (a) More suited to rural life	32	91.4	12	100.0
(b) Less suited to rural life	1	2.9	..	..
(c) Equally suited to rural life	2	5.7	..	..
Total No. of teachers reporting	35	..	12	..

As may be seen from the above table, more than half (58%) of the teachers in U.P. and about three-fourths (74%) of the teachers in

other States confirmed the general impression that the expenditure of basic education is greater than that of non-basic education. In respect of the value of craft instruction, the popular view that it would make the students more self reliant was also confirmed by all the teachers from U.P. and 80 per cent of the teachers from States other than U.P. Again, all the teachers in U.P. and 91% of the teachers in States other than U.P. felt that basic education was more suited to rural life.

10.28 These responses indicate a greater appreciation among the teachers, of the benefits and value of basic education especially for the rural children. In spite of this appreciation, however, there has not been any noticeable change in curriculum, teaching methods, etc. brought about in the basic schools, as the data in this chapter have revealed. Many are the reasons that can be advanced for this stagnant state of basic education. The evidence gathered in this study tend to point in one important direction, namely the content and goal of elementary education, whether of the basic or of the traditional type. This is an issue worth raising in conclusion. It has many facets, though no high-powered body has so far given much attention to it. The content and goal of primary or basic education deserve, indeed, some fundamental re-thinking.

CHAPTER XI

SUMMARY AND SUGGESTIONS

Objective and method of study :

11.1 At the instance of the Planning Commission, the Programme Evaluation Organisation initiated in 1961-62, a diagnostic study of the progress achieved in the extension of primary education in rural areas, and the problems and difficulties in the way of its further expansion. The main focus of the study has been on the coverage of village by primary schools, training and attitude of teachers, increase in the enrolment of children over the years, attitude of parents towards education of their children, problems of attendance, wastage and stagnation, school-community relations and the functioning of basic schools.

11.2 The study was conducted in 16 purposively selected districts one from each of the 15 States and the Union Territory of Himachal Pradesh. These districts were so selected as to represent more or less the average condition in respect of primary education in the respective States. A stratified random sampling method was followed to select villages, schools and households from each district. Data were collected through schedules, questionnaires and qualitative notes from the sample units at each of these levels. In all, the sample comprised of 142 villages, 132 schools, 2181 parents and 226 teachers. The data presented should not be taken to be representative estimates for the different States. At best, they are estimates for the selected districts which together constitute a meaningful cross-section of the average picture of the educational conditions in rural areas. The report on this study has been presented in two parts, the first part giving an account of the background and progress of primary education in the country as well as the administration set-up for it, and the second part dealing with the results of the field survey.

Outlay on elementary education :

11.3 There has been a steady increase in the financial allocation for elementary education over the plan periods. During the Second Five Year Plan, this increase (over the First Plan) was relatively small (2.4%) compared to an increase of 67% in the total outlay on all schemes for education. However, during the Third Five Year Plan, the increase in the Plan allocation for elementary education over the Second Plan has been phenomenal (140%). The rate of this increase is also higher than that for all education (119%).

Per-capita outlay :

11.4 The per-capita outlay on elementary education during the Third Plan works out to Rs. 4.5 for the country and varies from Rs. 3.4 in Andhra Pradesh to Rs. 8.1 in Assam and Himachal Pradesh. The average per capita outlay on elementary education has more than doubled in the Third Plan as compared to the Second.

There is also a consistent increase in all the States. However, there is also an indication that in some States, the outlay is not closely related to their educational needs.

Source of finance :

11.5 The main source of finance for primary education has been the State Government, contrary to the general feeling that the local bodies, voluntary agencies and trusts contribute a substantial part of the funds for education at the primary stage. Moreover, the relative share of the Government's contribution to primary education has increased steadily from 68.3% in 1950-51 to 73.6% in 1955-56 and 80.5% in 1960-61.

Average expenditure per student :

11.6 The average annual expenditure incurred per pupil by the Government has shown a steady rise over the years, from Rs. 19.1 in 1951 to Rs. 26.1 in 1961. Inter-State variations are rather marked. The per-capita expenditure in 1960-61 was highest (Rs. 60.4) in Himachal Pradesh, probably on account of the nature of the terrain and the consequent low enrolment position. In the remaining States, it ranged between Rs. 39 and Rs. 15, and was particularly low in Orissa (Rs. 15.2) and Bihar (16.4).

Per-capita expenditure on primary schools :

11.7 The per capita expenditure on primary schools in 1960-61 was highest in Kerala (Rs. 3.3) and lowest in Rajasthan and West Bengal (Rs. 0.4), the average for the country being Rs. 1.7. It was much above the overall average in only four States, Kerala, Himachal Pradesh, Andhra Pradesh and Madras, where it exceeded Rs. 2.

Growth of primary schools :

11.8 There has been a tremendous increase (nearly two-fold) in the number of primary schools since the advent of freedom. With 1946-47 as the base year, the increase in the number of primary schools works out to 21.4% in 1950-51, 61.1% in 1955-56 and 98.1% in 1960-61. The rate of increase was highest in the First Plan, and was, though lower, at a high level in the Second.

Training of teachers :

11.9 The proportion of trained teachers recorded only a slight increase from 61.4 per cent in 1955-56 to 64.3 per cent in 1960-61. In four States, however, the proportion had declined. It appears that progress in respect of training arrangements had been uneven among the States and not kept pace with the opening of new schools and expansion of existing schools in many States.

Students on roll :

11.10 The increase in enrolment in primary schools was relatively much lower than the enrolment in primary classes as a whole. The percentage increase in enrolment in primary schools was 16.2 as against 39.0 in primary classes. The data indirectly point to a relatively larger increase in enrolment in the primary sections of the middle and high schools than in the primary schools. This evidence

lends support to the hypothesis that the growth in enrolment of children in schools had been somewhat lower in rural areas than in urban areas.

Increase in enrolment of children in rural areas :

11.11 In 1950-51, about 43 per cent of the population in the age group 6-11 years was enrolled in primary classes, in 1955-56, about 53%, and in 1960-61 nearly 61 per cent. There has been a steady increase in the enrolment proportion for both boys and girls. But a larger proportion of boys than of girls has been the feature of enrolment in each of these years.

Coverage of villages by schools :

11.12 On an average about 53% of the villages in the selected circles were not found to have schools located in them in 1961. The inter-district (and consequently inter-State) variations are very wide and can be explained by the fact that certain States have, for historical and other reasons, advanced more than others in the matter of extending school facilities. All the villages in the selected circles in Kurnool (Andhra) and Tanjore (Madras) were found to have schools in them; and more than 90% of the villages in Amreli (Gujarat) and Sambalpur (Orissa) were in this category. But in Purnea (Bihar), Tonk (Rajasthan), Saugor (M.P.) and Bilaspur (H.P.) the proportion of villages without schools was very high, between 60 and 86%.

11.13 As for the correlation between the size of the village and the location of the school, it was observed that by 1960-61 most, if not nearly all of the villages with a population of 1,000 or more have had schools located in them. By and large this is, also, the situation in villages in the size group 500-1000. Most of the villages without schools have a population less than 500 and are largely accounted for by villages with less than 250 people.

Utilization of schools by neighbouring villages :

11.14 Apparently, the parents are reluctant to send their children to a school located beyond two miles from their village. Only about 3% of the selected schools were attended by children from villages beyond 3 miles, and 32% by children from villages 2 to 3 miles distant. The percentage is much higher for villages at a distance of 2 miles or less from the selected schools.

Expansion of school facilities :

11.15 For every school existing in the sample areas on 31st March 1947, there were 1.3 schools on the corresponding date in 1951, 1.9 in 1956 and 2.3 in 1961. Areas like Anantnag, Tonk, Hissar and Saugor, had recorded greater progress in the matter of opening of schools than other areas as it was in these parts that the need for expansion had been most urgently recognised.

11.16. The progress recorded in the expansion of schools in different periods between 1947 and 1961 was uneven. The First Plan period recorded the opening of the highest proportion (44%) of these schools, followed by the Second Plan period (31%) and then by the pre-plan period 1947-51 (25%). This is also indicated by the national data referred to earlier. It is difficult to say, in the absence of other data, whether this slowing down indicates saturation of the areas or not.

Inadequate supervision :

11.17 Schools have multiplied without a corresponding expansion of the supervisory personnel with the result that inspection and supervision of primary schools have tended to become inadequate.

11.18 It was also found that the political reorganisation in many States had not been followed by administrative integration in the field of primary education. Variations in the administrative arrangements were found in different parts of the Re-organised States especially in Andhra, Mysore, Gujarat and Maharashtra.

Single-teacher schools :

11.19 Single-teacher schools accounted for 44 per cent of all the sample schools. In some areas—Tanjore, Quilon and Burdwan—there were no single-teacher schools in the sample. Such schools were very common in States like Assam, Orissa, Himachal Pradesh and Madhya Pradesh. They often pose the problems of inadequate attention to pupils, poor quality of teaching and greater stagnation and drop-outs. Further, they invariably stop functioning, when the teacher is absent or goes on leave.

School buildings, equipment and facilities :

11.20 The buildings or structure in the majority of the sample schools were in need of extension and improvement. While the general condition of the buildings of nearly two-thirds of schools was satisfactory, only a very small proportion of the schools had amenities like play-ground or farms or even vegetable gardens and a much smaller proportion had drinking water and sanitary facilities. Even in respect of essential equipment and teaching aids such as furniture, maps, charts and black-boards, 40 to 50 per cent of the schools were either without or short of these articles.

Incentives :

11.21 Stipends and free supply of books were reported in 14 per cent, and provision of uniforms in nine per cent only of the sample schools. The number of beneficiaries per school reporting these facilities ranged from 4 to 16. Free milk and mid-day meals were given only in 7.6 and 13.6 per cent of the sample schools, mainly in Madras, Kerala and Orissa.

Text Books :

11.22 The availability of text books was not considered timely or convenient, and their price not regarded as reasonable, in certain districts but not in all. It was generally the students in the lower classes, specially Class I, who suffered to a much greater extent than others for not having text books, slates and other materials.

Nationalisation of text books :

11.23 In some States, the Government have adopted the policy of nationalisation of text books with a view to improving their quality and making them available at a reasonable price. However, the extent to which nationalisation has been actually enforced varies considerably. In States like Bihar, Madhya Pradesh, Uttar Pradesh, Rajasthan and Punjab, writing, printing, distribution and sale of

text books have been taken over by the Government. In other States there has been a partial nationalisation; and only books on certain subjects and for some classes have been nationalised. Text book committees or other bodies have been appointed in most of the States for the planning, preparation, scrutiny and, in some, even the publication of the text books. However, in spite of an announced policy of the State Governments to provide inexpensive text books in time, the progress in most States appears to be slow.

11.24 The administration of a nationalised text book programme has, however, to contend with a number of difficulties. In the first place, a State monopoly in the preparation of text books may result in the loss of incentive among persons with literary talent, and their staying away from independent work on their own. Secondly, even if delays in preparation, scrutiny and approval are overcome, the printing and distribution of the very large number of such books require a high degree of business acumen and procedural flexibility, apart from the timely procurement of printing paper.

Enrolment in schools :

11.25 The increase in the average enrolment per school in the sample had been relatively small, though the number of schools in the selected villages had risen by 132 per cent over the period 1947-61. The growth in the enrolment of children in schools over this period had come about much more through the opening of new schools than through an increase in the roll-strength per school. The growth has thus been extensive in space rather than intensive in scope.

11.26 There had been no appreciable increase in the proportion of girls among school children over the period 1947-61, in spite of the rapid growth of schools in the rural areas. Girls constituted 37.5 per cent of the total school children in 1947, as against 33.2 in 1951, 38.7 in 1956 and 37.5 per cent in 1961.

Harijan children :

11.27 The proportion of sample schools having Harijan children on roll registered a steady increase from 60.3 per cent in 1951 to 74.2 per cent in 1961. The total number of Harijan children enrolled in all the sample schools increased by 26.7% between 1951 and 1961. The proportion of Harijan children to total children in the sample schools increased from 13.6 per cent in 1951 to 14.8 per cent in 1956 and 16.1 per cent in 1961.

Proportion of sample households sending children to school :

11.28 Only 59% of the sample households were sending children to school. As between the school and the non-school villages, a significantly larger proportion of households in the former were sending their children to school than in the non-school villages, the respective proportions being 69 and 50 per cent. This lends support to the hypothesis that if schooling facilities are available in or near the village, parents show a greater readiness to send their children to school.

11.29 The data show a systematic increase in the proportion of sample households sending children to school, as one goes up the scale of economic status from landless labourers (43%) to small

(55%), medium (60%) and big cultivators (75%). Households in other occupations form a small, heterogenous group and are, therefore, placed a little above the middle of the scale. This confirms the general hypothesis that the appreciation of the need for educating children and the willingness to send them to school vary directly with the economic status or class of households.

Proportion of school-going children by age-group :

11.30 In contrast to the general assumption that children attending primary schools belong to the age-group 6-11 years, it was found that of the school-going children in the sample households, those in the age-group 11-15 years constituted one-fourth (25%) and those in 5-6 age-group only 3%. As between boys and girls attending school, a larger proportion of boys belonged to the age group 11-15 years (28%) than girls (19%).

Proportion of children of sample households attending school by age-groups:

11.31 Only one half (49%) of the children in the age group 5-15 years in the sample households attended schools in 1962. The figure for school-villages was higher (56%) than for non-school villages (43%).

11.32 The proportion of children attending school in all the age-groups shows a systematic variation with the occupation group of their parents. The big cultivators and the 'other occupation holders' get the highest proportion of their children (boys and girls) (61%) enrolled in schools. The proportion was lowest for the landless labourers (35%). Further, big cultivators appear to send their children to school much earlier than others with the result that nearly one-fourth of their children between 5 and 6 years were attending schools.

11.33 The proportion of boys of 5-15 years, going to school in 1962, ranged from 41 per cent among landless labourers to nearly 70 per cent among big cultivators and 'others'. In the households of the medium and the small cultivators, only 50 to 55 per cent of the boys were attending school. In all the occupation groups, the proportion of girls attending school was considerably lower than that of boys. This holds true practically for all the age groups.

11.34 A comparison of school going among boys and girls in the age-group 6-11 years brings out that the overall proportion for boys in 1962 was 60 against 42 per cent for girls. In all the districts except Tonk and Kurnool, the proportion for boys was much higher than for girls.

11.35. Schooling of girls is known to have lagged behind that of boys in the rural areas. Although the overall proportion of girls in the age-group 5-15 years attending school is found to be 37 per cent, the position in the different districts shows marked fluctuations. Quilon with a figure of 80 per cent could claim the highest progress. But in a number of areas, the proportion of girls going to school in 1962 ranged from 8 to 15 per cent only.

11.36 The data also tend to show that parents generally do not favour sending their daughters to school if they are too young (below 6 years) or when they attain puberty (11-15) years.

Children who never attended school :

11.37 Over-one-third (37.3%) of the children of the sample households never attended school. A higher proportion of girls than of boys never attended school, the respective figures being 48 and 31 per cent. A larger proportion of children never attended school in the non-school villages than in the school villages, the respective figures being 44 and 30 per cent.

11.38 In all the sample villages 47 per cent of the boys and 32 per cent of the girls who never attended schools did not follow any pursuit. Among those who were engaged in activities, the most important occupation for boys was stated to be grazing of cattle and this accounted for 43.3% of them. Next in importance was household work reported by 17.4% of boys, followed by farm-work reported by 16.3%. The majority of girls (65%) were said to be busy helping in household work. Agricultural labour was another pursuit followed by 12.1 per cent of the girls. It is significant that slightly less than one-half of the boys who had not attended school were not engaged in any recognisable activity and could not, therefore, be said to have been held back because of the need or pressure for other work.

Reasons for not sending children to school :

11.39 Two important reasons for not sending boys to school, as given by parents in the sample villages were financial difficulties and the distant location of the school. These accounted respectively, for 30 and 24 per cent of the boys not sent to school. In the case of girls also the same two reasons accounted for high proportions, but their relative importance was in the reverse order. Further analysis of the data tends to lend support to the general hypothesis that the children of the landless labour households do not attend school mainly for economic reasons.

11.40 More than one-half of the teachers also mentioned economic factors among the reasons why parents did not send their sons to schools. The reasons, in order of importance, were 'parents cannot afford the expenses' (62%), 'boys help their parents in their occupation' (58%) 'boys supplement the family income' (56%), and 'boys look after the younger ones' (49%). Over one-third of the teachers thought that parents did not place a sufficiently high value on the education of their children.

11.41 According to the teachers, the parents had different reasons for not sending girls to school. Girls were required, more than boys, to take care of the children at home, and this was mentioned by 73.5 per cent of the teachers. The next important reason was lack of appreciation of the need to educate girls and was stated by a little over one-half of the teachers. The proportion of teachers attributing non-enrolment of girls in school to social factors such as 'purdah', 'absence of separate schools for girls', etc, is rather low.

Attendance :

11.42 Three-fourths (75%) of the children enrolled attended the sample schools on the date of investigation. But there was difference in attendance between boys and girls. Seventy eight per cent of the boys on roll attended schools as compared to 70% of the girls. The disparity in attendance between boys and girls was very high in Mathura, Anantnag and Tonk.

Attendance per child per year :*

11.43 Average attendance per child per year has been calculated from the attendance data in the school records. In over two-thirds of the schools, a child on an average, attended on more than 80% of the working days. Absenteeism was a problem of some magnitude only in four districts.

Stagnation of children in Schools :

11.44 An aspect of the rapid expansion of educational facilities in the rural areas, that causes concern is the wastage resulting from the stagnation of children. It was noticed that 19% of the boys on roll on March 1961 were attending the same classes for the second year and 4% for the third year. The corresponding figures for girls were slightly higher, 22 and 5 per cent, respectively. The inter-district variation in the extent of stagnation of girls was found to be much wider than in the case of boys.

11.45 Taking boys and girls together, one-fourth (25%) of the students on roll in the sample schools stagnated in 1960-61. The proportion of students stagnating was highest (31%) in class I, and 24% in Class II. In the three higher classes, the proportion was much lower and nearly the same (19%). The problem of stagnation appears to be much more grave and extensive in the lower primary classes, particularly in the first standard than in the upper three classes.

Stagnation of children as reported in the sample households :

11.46 Of the sample households in the school villages, only 30.6% reported stagnation of their children at one time or the other. In the non-school villages also, more or less the same proportion (32.6%) of households reported this. The household data generally corroborate the findings derived from the school data. The proportion of children who stagnated in schools works out to 18% of all children who ever attended school, the proportion being slightly higher for girls (20%) than for boys (17%). Also, of the children who stagnated, the highest proportion (33%) did so in class I and the lowest proportion (11%) in class V. This was so in the case of both boys and girls.

*Average attendance per year per child was arrived at by dividing the total attendance of all children for the year by the number of children on rolls on 31st March of the year. The figure tends to be on the high-side, as, in many cases, the number on roll on 31st March of the year was lower than in other months.

Reasons for stagnation of children in school :

11.47 The views of the parents regarding reasons for stagnation of children were ascertained in respect of those children who stagnated at the primary stage at one time or the other. The reasons given were grouped under three general categories; (i) those pertaining to deficiencies in the child (indifference, poor or lagging in studies, irregular attendance, illness, etc.) (ii) demands from the family as well as domestic circumstances (domestic work, farm work, poverty); and (iii) deficiencies in the school (teachers do not take interest, school does not open regularly, etc.). The last two categories of reasons were not found to be of much importance as far as stagnation of boys was concerned. In the case of girls demands from the family for domestic work came out, however, as an important reason. The pattern of responses of the parents regarding the reasons for stagnation does not show much of a difference between boys and girls.

Drop-outs of children from school :

11.48 The over-all average of drop-outs during 1960-61 for all the sample schools was 23 per cent of the enrolled children, with a high inter-district variation from 8 to 46 per cent.

11.49 The maximum proportion of drop-outs of enrolled children was found in the fifth class, the proportion being as high as 33%. The proportion of children discontinuing studies was nearly the same and uniformly low in the classes other than V and ranged from 11.7% to 14.6%.

Drop-outs calculated from household data :

11.50 In addition to the data collected from the school records, information was obtained from the selected households regarding the withdrawal of their children from school. Whereas 18 per cent of the total sample households, reported children who had discontinued studies at various stages of schooling, the overall percentage of children dropping out to all those who ever attended school, worked out to 15.3 per cent. The problem of children discontinuing studies was not apparently as acute in the landless labour households as is generally presumed.

Reasons for children discontinuing studies :

11.51 As for the reasons for discontinuing studies, domestic circumstances and demands from the family accounted for the withdrawal of 35 per cent of the dropped out boys and 45 per cent of such girls. In spite of the universal free primary education, financial difficulties seem to weigh heavily with the parents when it comes to sending children to school or discontinuing their studies. There is not much ground for the assumption that parents tend to attribute the poor progress made by their children to the deficiencies in the school system, for example, in teaching methods, irregular functioning of the school, etc. That is why a large group of children were said to have been withdrawn from school for reasons such as lack of their interest in studies.

Educational status of teachers :

11.52 Teachers recruited during the plan period 1951-61 were better qualified than those recruited earlier. The majority of the teachers (63%), recruited during the Second Plan period (1956-61), were matriculates or had higher qualifications, whereas those with the middle or lower school qualifications predominated among those recruited before 1951. Only a small proportion of the teachers, after they had joined the service, made attempts to improve their educational status.

Training background :

11.53 The rapid expansion of schools had necessitated employment of untrained teachers on a large scale and, although they had been in service for many years, the majority of them did not undergo any regular training up to 1962 when this survey was conducted. Only 44 per cent of the sample teachers recruited during 1956-61 were reported to have undergone training as compared to 61.5 per cent of the teachers recruited in 1951-56 and 83 per cent of those recruited before 1951.

11.54 There is a strong case for expanding training facilities of both types—the regular and the refresher courses. There is need to expand them in such a way that the untrained teachers are covered first. Besides, orientation courses on various subjects should be periodically and systematically organised.

Payment of salary :

11.55 Only about 54 per cent of the teachers reported that they received their salary every month. About 36 per cent of these said that they got the salary on a fixed date, whereas the majority (64%) reported that they did not get their salary on any fixed date.

Subsidiary income :

11.56. Nearly 38 per cent of the teachers reported that they were getting additional income from other sources. The average additional income per teacher reporting was Rs. 34 per month.

Satisfaction with the job :

11.57 Over three-fourths of the teachers reported satisfaction with their present job. Teachers with longer years of service were more satisfied than those with shorter years of service. Forty-one per cent of the teachers who reported satisfaction with their job maintained that they liked the profession, while another 21% accepted the job as best suited to their qualifications. About ten per cent of the teachers considered the fact of their posting near their native village enough of a reason for their liking the job.

11.58 Among the dis-satisfied teachers (nearly one-fourth), more than one-half mentioned as reason, the meagre salary that they were paid. Irregular payment of salary was mentioned only by eight per cent of these teachers and from two areas only.

Community activities in the school :

11.59 Community activities have been reported only in 21% of the sample schools. The concept of the village school functioning as a

community centre was not found to be a reality in the majority of the schools.

11.60 Adult literacy, the most common activity organised was reported in 12% of the schools. Sports clubs, youth clubs and recreation centres were reported in 8% of the schools; and although known by different names, their activities were found to be more or less similar. Bhajan Mandli and library were reported from 6% and 5% of the schools respectively.

11.61 There is a significant association between the number of teachers in a school and the organisation of community activities. A larger proportion of multi-teacher schools had community activities than single-teacher ones. Similarly, a larger proportion of schools with all or a majority of teachers residing in the school villages reported community activities.

People's contribution and participation:

11.62 The village community is expected to take interest in developing the school and come forward with contributions in cash and kind. Contributions by the villagers for the improvement of school were reported in over two-thirds of the sample schools, with a significant inter-district variation.

11.63 Only one-fourth of the respondent households reported having contributed towards the improvement of schools. The largest contribution was towards the construction of the school building and mentioned by about one-fourth of the participating households.

Role of teachers in development activities:

11.64 The current trend in the community development programme has been to utilise, as much as possible, the services of the village teacher for rural development. But only about one-third (32%) of the teachers interviewed reported that they had been associated in development activities. An over-whelming majority of them had not played any role. Of the teachers who played any part, nearly 71% helped in sanitation drives. Next came Shramdan in which 34% of the teachers had participated. Help in agricultural production efforts, panchayat and cooperative work had been very meagre. The field observations and evaluation also indicate that the teachers' role in development efforts had not been fully appreciated either by the development workers or the village leaders.

11.65 A high proportion of the teachers did not help the community development programme at all in any manner during the year 1960-61. Only 14% of the teachers reported participation in some manner or the other.

Role of teachers in Panchayati Raj:

11.66 The Panchayati Raj set-up may be expected to enlarge the opportunity and scope for the village teachers and the schools to play useful roles in rural development. But this expectation has not been fulfilled so far. Nearly 90% of the teachers could not mention any activity in which they had taken part in 1960-61, designed

to make the Panchayati Raj or rural development programme a success.

11.67 There appears to be no institutional arrangement for promoting positive and fruitful relations between the school and the community. Lack of any such institutional link seems to be one handicap to the development of contact and communication between the school and the community. One possibility is the organisation of parent-teachers' association in rural areas. This has not received sufficient attention so far. Another way to promote contact between the teachers and the parents is to invite parents to all social and cultural programmes organised at the school every now and then. The school can serve as a centre for adult literacy, village library and reading room, with the direct assistance of the school teachers.

Basic Education :

11.68 The scheme of basic education has received varying degrees of importance and emphasis in different States. The proportion of the Third Plan outlay on primary education set apart for basic education varies from 0.3 per cent in Maharashtra to 17.6 per cent in Jammu and Kashmir. The average for 13 States works out to 2.8 per cent only. Besides Jammu and Kashmir, there are only four other States—Andhra Pradesh, Mysore, Punjab and Gujarat—where this proportion, though much lower than in Jammu and Kashmir, is still above the average. It is very low in Maharashtra, Madhya Pradesh and Orissa. A relatively low share appears to have been given to basic education in the Third Plan provision for programmes in the primary education sector.

Growth of basic schools :

11.69 Basic schools accounted for 21 per cent of the total of primary schools in the country in 1961-62, but only 9% if U.P. was excluded. In U.P., all the primary schools have been designated as basic schools without any change in the system of teaching. There had been neither a steady nor an appreciable increase in the proportion of basic schools during the period 1950-51 to 1961-62 (from about 19 to 21%). In thirteen States, this proportion in 1961-62 was much less than 20 per cent. This implies that the rate of formation or growth of traditional primary schools had been sustained.

Training status of basic teachers :

11.70 Only 27% of the sample teachers were trained in basic education in U.P., and about 52% in the other States. Moreover, in U.P. the training had been of shorter duration, from 3 to 9 months, than in the other States where the majority had undergone training for more than one year. There had also been a time-lag between the posting of basic trained teachers and the conversion of schools into the basic-type.

Changes introduced :

11.71 The conversion of schools into the basic-type had not resulted in U.P. in any noticeable change in the quality of staff, physical plant and teaching. The picture looks much better in the other States where there had been addition of equipment, training of staff

and such changes. Even in the latter States, however, no changes in curriculum were reported from more than one-half of the sample schools.

Crafts taught :

11.72 Crafts were reported in all the sample schools in States other than U.P. Spinning, the most common craft, was reported in 88 per cent of the schools. Other crafts had been introduced only in a few schools and included usually mat-making, weaving and pottery. Only in one-fourth of the schools was more than one craft taught.

Craft-orientation of lessons :

11.73 Nearly the same proportion (60%) of the teachers in both the sub-samples replied that a craft-orientation had been given to the lessons. Among the difficulties in craft-orientation, the more common ones reported were shortage of raw material, of equipment and absence or inadequacy of training of teachers.

Advantages in craft-orientation :

11.74 About one half of the teachers felt that it would be easy to impart knowledge around a craft. One-half of the teachers in U.P. also stated that the children responded to a greater extent to this method of instruction.

Children on roll :

11.75 The average number of children enrolled per sample basic school was higher (94) in the other States than in U.P. (46). The average for the sample non-basic schools in all the States works out to 57. The variations noticed in the average enrolment per basic school between U.P. and other States cannot be attributed to differences in the size of the village in the respective areas. However, the most probable explanation of this consistent difference does not perhaps lie in the factor of basic orientation of the schools.

Community facilities in the basic schools :

11.76 Only about a fifth of the basic schools had some community activity. Bhajan Mandali, youth clubs, and library and reading rooms were the principal activities reported. Apparently, the basic schools had not been able to create or provide community facilities in the overwhelming majority of cases, though U.P. had done better in this respect.

School-community relations :

11.77 The teachers in basic schools in U.P. had played an insignificant role in assisting village institutions such as panchayats and cooperatives. The position was only slightly better in the other States. On the other hand, majority of the teachers in basic schools in other States was reported to have attended meetings of the parent-teachers' association and the school management committee.

Parents' attitude towards basic education :

11.78 Nearly 42 per cent of the parents were in favour of their children learning crafts. As for the advantages in learning crafts, an overwhelming majority (80%) mentioned in a general way that it would be beneficial to the children. Only a very small proportion

(less than 11%) mentioned the economic advantages and the impact on the child's personality.

11.79 About one-half (52%) of the parents favoured inclusion in basic curriculum, of some item of manual work especially sanitation drive by children, on the ground that it would promote cleanliness habits among children and contribute to making the home and the school neat and clean.

Views of teachers :

11.80 The majority (59%) of the basic teachers stated that basic education was superior and more effective, as it could help the child become self-supporting, and also the learning of crafts would be useful.

11.81. However, about one-half of them (51%) expressed dissatisfaction with the working of the basic schools. The main reasons for dissatisfaction, in order of importance, were 'inadequacy of equipment' (89%), 'absence of agricultural land for gardening' (61%), 'lack of irrigation facilities' where land was there (58%) and 'the lack of variety in crafts' (36%). The relative importance of these reasons do not differ much between schools in U.P. and other States.

Relative expenditure and suitability :

11.82 Nearly 58% of the teachers in U.P. and 74% in other States confirmed the general impression that the expenditure in basic schools was greater than in the non-basic schools. The view that craft instruction would make the students more self-reliant was also confirmed by all the teachers from U.P. and 80 per cent in States other than U.P. Again, all the teachers in U.P. and 91% in States other than U.P. felt that basic education was more suited to rural life. These responses indicate a greater appreciation among the teachers of the benefits and value of basic education, especially for the rural children. In spite of this appreciation, however, there has not been any noticeable change in curriculum, teaching methods, etc., brought about in the basic schools.

Basic issues for consideration :

11.83 Any attempt at summing up the various findings of the Study, will reveal certain disparate trends. Quantitatively speaking, there has been a vast expansion during the Plan period. For example, there has been a rapid increase in the number of schools, a substantial increase in the number of teachers and students on roll—both boys and girls—and a proportionately larger increase in the enrolment of Harijan students. These increases have taken place more as a result of the opening of new schools than through expansion of the existing schools. All this growth, however, hides a number of problems that have emerged or have been accentuated during the period. To mention a few, the physical plant of a large proportion of the schools has been found to be inadequate; the progress in the training of teachers has been uneven among the States and has not kept pace with the expansion of the schooling facilities in many States; inspection and supervision of schools have tended to suffer in quality and adequacy; the availability of text books leaves scope for improvement in respect of timeliness, convenience and even

price; enrolment has been lagging among the economically backward classes; there has been a heavy and continuing burden of stagnation and drop-out; the progress of basic education seems to have lost its momentum; and the school-community relations do not show that either the teachers are playing any significant part in developmental activities or the school has developed as a centre of community activities.

11.84 All these findings necessarily pin-point areas that should receive attention, some of them immediately and some continuingly over a long period. Since these have been discussed in the relevant sections, the areas of action need not, to avoid repetition, be listed here again. There are, however, certain basic issues which the totality of the findings of this study throws up in one form or another. These deserve to be referred to in conclusion.

11.85 It has been noticed that there is no uniformity among the States, or even among regions of one or two States, in respect of the period of primary schooling. While the general assumption is that this education should cover a five-year period and comprise classes I to V, in many States, the primary schools have only four classes. If school-going is to be made compulsory for children in the age-group 6-11 years all over the country, it is obvious that a five-year period of primary schooling should be uniformly followed in all States. This is an issue which deserves immediate consideration.

11.86 By and large, the study indicates that a reasonable coverage of rural areas with school facilities has been achieved, except in hilly or difficult tracts. The task before the country is no longer one of rapid expansion in the number of schools. Now and in future, the main problem is one of consolidation of the progress achieved—improvement in the quality of the facilities as well as of the instruction and expansion of the facilities created. This is borne out by all the findings relating to teachers' training, 'physical plant' of schools, stagnation and drop-out, supervision and guidance and other aspects. The issues are many and difficult and impinge, among other things, on the organisation and administration of primary education, financial resources available for this sector, the background and quality of the personnel available for primary education, and the mobilisation of leadership.

11.87 One of the disturbing findings of the study is the relatively low level of school-going among the children of landless labourers and tenants. A study of the reasons for this state of affairs shows that financial difficulties of the parents figure permanently as an inhibiting factor. Apparently, parents of children belonging to these groups are too poor to provide for books, stationery and even uniforms or dress for the children. Provision of assistance to members of these groups to cover expenses on such items should go a long way to push up school enrolment of these children. Even then, there will be another difficulty faced by the children of these weaker sections, namely, the pressure on them to engage in work either to help their parents in occupational jobs or to relieve them from domestic chores (specially for girls). It is difficult to foresee any weakening of this pressure in the near future.

11.88 One issue that surpasses all others in importance deserves to be posed in conclusion. The goal and content of elementary education, whether of the basic or of the traditional type, need some fundamental re-thinking. What should this education seek to inculcate in the multitudes of rural children who are and in future will increasingly be passing through these schools, many of them not going on to the higher stages? What should they be equipped and trained for, and how would such education help them in future life? These are questions that deserve urgent consideration at the highest level.

APPENDIX—A

Appendix Table A. 1

List of Districts and SDI Circles selected for study

State	District	Circle/Range selected for study
1. Andhra	Kurnool	Nandikotkur
2. Assam	Cachar	Katigorah
3. Bihar	Purnea	Forbesganj
4. Gujarat	Amreli	Damnagar—Amreli Beat No. 2
5. Himachal Pradesh	Bilaspur	Sadar Bilaspur
6. J. & K.	Anantanag	Anantnag
7. Kerala	Quilon	Chathannur
8. Maharashtra	Amravati	Badnera (Rural)
9. Madras	Tanjore	Nagapattinam
10. M. P.	Saugor	Saugor (West)
11. Mysore	Mysore	Heggadadevankote
12. Orissa	Sambalpur	Bargarh (South)
13. Punjab	Hissar	Fatchabad II
14. Rajasthan	Tonk	Niwai
15. U. P.	Mathura	Farah
16. West Bengal	Burdwan	Bhatar

Appendix Table A.2

Statement showing details of villages, schools and respondents selected for the study

State	District	SDI Circle/range	No. of school-villages selected	No. of schools selected	No. of teachers interviewed	No. of respondents from school villages			No. of Non-school villages selected	No. of respondents from non-selected villages		
						0·1	0·2	Total		0·1	0·2	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra	Kurnool	Nandikotkur	5	11	19	86	30	116	Nil	..	..	..
Assam	Cachar	Katigora	8	10	15	96	27	123	2	20	6	26
Bihar	Purnea	Forbesganj	8	8	11	87	30	117	2	14	4	18
Gujarat	Amreli	Dam Nagar Beat No. 2.	8	8	15	94	28	122	Nil	..	..	..
H. P.	Bilaspur	Sadar Bilaspur	5	5	11	70	22	92	2	30	9	39
J. & K.	Anantnag	Anantnag	8	11	16	88	24	112	2	20	6	26
Kerala	Quilon	Chattannur	5	6	18	88	9	97	2	36	3	39
Maharashtra	Amravati	Badnera (Rural)	8	8	18	91	32	123	2	19	6	25
Madras	Tanjore	Nagapattinam	5	6	21	90	24	114	Nil	..	..	..
M. P.	Saugor	Saugor (West)	8	7	12	92	31	123	2	17	4	21
Mysore	Mysore	Heggadadevankote	8	10	17	90	29	119	2	21	6	27
O.issa	Sambalpur	Bargarh (South)	8	10	14	85	31	116	2	19	5	24
Punjab	Hissar	Fatchabad-II	8	8	13	87	28	115	2	21	6	27
Rajasthan	Tonk	Niwai	8	8	12	89	25	114	2	9	2	11
U. P.	Mathura	Farah	8	8	12	88	28	116	2	21	7	28
W. Bengal	Burdwan	Bhatar	8	8	16	91	31	122	2	22	7	29
TOTAL			116	132*	226**	1412@	429	1841	26	269@	71	340

0·1—Households having children of school-going age.

0·2—Households not sending to school, any of their children of school-going age.

Nil —Means "No non-school villages in the circle."

*Besides these, 13 schools of the basic/Girls' and/or the special language categories were purposively selected from other villages in the circle, if these types of schools were not found in the sample villages.

@Includes 240 knowledgeable persons interviewed.

**Excludes 27 teachers interviewed from 13 schools purposively selected.

Appendix Table A.3

Distribution of school buildings by type of ownership and agencies responsible for their maintenance

District	Ownership of school buildings					Building taken rent free					Building taken on rent	
	Total No. of school buildings	Govt. Deptt.	Local bodies	School Management committee	Individual Managers receiving maintenance grants from Govt.	Total	Govt. Deptt.	Local bodies	School Management committee	Individual Manager/owner	Total	Individual Manager/owner
1	2	3	4	5	6	7	8	9	10	11	12	13
Kurnool	..	..	..	..	..	3	..	1	..	2	8	8
Cachar	9	..	..	9	..	..	..	..	..	..	..	..
Purnea	7	..	..	2	5	1	..	..	..	1	..	..
Amreli	7	..	7	..	..	..	..	..	..	..	1	1
Bilaspur	5	5	..	..	..	..	..	..	..	..	..	..
Anantnag	1	1	..	..	..	..	..	..	..	..	9	9
Quilon	6	3	..	2	1	..	..	..	..	..	..	..
Amravati	7	..	7	..	..	1	..	1	..	..	..	..
Tanjore	3	..	..	..	3	2	..	1	1	..	1	1
Saugor	6	..	6	..	..	1	..	1	..	..	..	..
Mysore	5	1	4	..	..	1	1	..	..	..	..	..
Sambalpur	10	2	1	..	7	..	..	..	..	..	..	..
Hissar	8	..	6	..	2	..	..	..	..	..	..	..
Tonk	2	..	1	..	1	4	..	..	1	3	..	..
Mathura	5	..	5	..	..	3	..	3	..	..	..	..
Burdwan	7	..	5	..	2	..	..	..	..	..	..	..
TOTAL	88	12	42	13	21	16	1	7	2	6	19	19
PERCENTAGE		13.6	47.7	14.8	23.9		6.2	43.8	12.5	37.5		100.0

Appendix Table A·4

Distribution of schools having no equipment of different types

District	No. of sample schools	Number of schools having no													
		Table	Chair	Mat	Maps and Charts	Black boards	Drinking water utensils	Craft equipment	Raw Material for craft	Library books	Radio	Equipment for games	Equipment for physical exercise	Equipment for curricular activities	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Kurnool . . .	11	..	..	5	2	..	10	11	11	10	11	10	10	11
Cachar . . .	10	1	1	8	3	2	10	9	9	9	10	10	10	10	
Purnea . . .	8	6	6	5	2	1	6	8	8	2	8	7	8	3	
Amreli . . .	8	..	..	8	2	..	7	8	8	2	8	4	4	7
Bilaspur . . .	5	..	..	..	..	..	..	..	1	1	4	1	4	4
Anantnag . . .	11	1	..	..	2	..	9	10	11	4	11	10	11	10
Quilon . . .	6	..	..	..	..	..	5	6	6	1	6	6	6	6
Amravati . . .	8	..	..	..	1	..	5	7	7	7	8	5	4	8
Tanjore . . .	6	..	..	1	..	..	1	6	5	6	6	4	3	6
Saugor . . .	7	..	..	..	..	..	..	7	7	7	7	5	7	1
Mysore . . .	10	5	7	9	3	1	9	10	10	10	10	9	9	10	
Sambalpur . . .	10	2	1	9	4	..	7	1	8	5	10	7	7	5	
Hissar . . .	8	..	..	..	..	1	2	6	8	..	8	7	4	3
Tonk . . .	8	..	1	..	..	1	1	5	6	..	6	..	4	5
Mathura . . .	8	..	..	..	..	..	1	7	7	2	8	8	8	8
Burdwan . . .	8	1	2	8	1	1	4	8	8	1	8	7	7	8	
TOTAL . . .	132	16	18	53	20	7	77	109	120	67	129	100	106	105	
PERCENTAGE . . .		12·1	13·6	40·2	15·2	5·3	58·3	82·6	90·9	50·8	97·7	75·8	80·3	79·5	

Appendix Table A. 5

Inadequacy of equipment in the schools

District	No. of schools in the district	No. of schools having inadequate											
		Tables	Chairs	Mats	Maps & charts	Black boards	Drinking water utensils	Craft equipment	Raw material for craft	Library books	Equipment for Games	Equipment for physical exercise	Equipment for curricular activities
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Kurnool	11	2	1	6	4	..	..	..	..	1	1	1	..
Cachar	10	1	5	1	5	4	..	1	1	1	..	..	..
Purnea	8	2	1	..	5	6	2	..	..	6	1	1	1
Amreli	8	2	1	..	3	5	2	..	..	1	2	2	..
Bilaspur	5	..	1	1	1	2	..	..	..	2	..	..	..
Anantnag	11	7	4	7	4	6	2	1	1	3	2	1	1
Quilon	6	5	3	4	5	4	1	..	1	3	..	..	..
Amravati	8	3	..	2	2	..	3	1	..	..	1	..	..
Tanjore	6	..	..	1	3	..	1	..	..	..	..	..	..
Saugor	7	3	4	4	4	5	3	..	..	..	2	..	..
Mysore	10	1	..	1	1	1	..	..	..	..	..	..	..
Sambalpur	10	3	3	..	5	7	2	..	..	1	1	1	1
Hissar	8	5	4	4	2	1	1	..	..	4	1	..	..
Tonk	8	..	2	1	..	1	3	..	1	1	4	2	..
Mathura	8	..	3	6	..	4	3	1	..	2	..	..	..
Burdwan	8	4	3	..	4	6	2	..	..	2	..	..	..
TOTAL	132	38	35	38	48	52	25	4	4	27	15	8	4
PERCENTAGE		28.8	26.5	28.8	36.4	39.4	18.9	3.0	3.0	20.5	11.4	6.1	3.0

Appendix Table A.6

No. of schools reporting changes of text books during last five years

District	No. of relevant schools*	No. of schools reporting change	No. of schools reporting no change	% schools reporting change
1	2	3	4	5
Kurnool	11	10	1	90.9
Cachar	9	7	2	77.8
Purnea	7	7	..	100.0
Amreli	8	7	1	88.9
Bilaspur	5	5	..	100.0
Anantnag	10	..	10	..
Quilon	6	6	..	100.0
Amravati	8	..	8	..
Tanjore	6	6	..	100.0
Saugor	6	6	..	100.0
Mysore	10	10	..	100.0
Sambalpur	10	10	..	100.0
Hissar	8	8	..	100.0
Tonk	5	5	..	100.0
Mathura	6	6	..	100.0
Burdwan	8	8	..	100.0
TOTAL	123	101	22	82.1

*Data for 9 schools are not available.

Appendix Table A.7

Distribution of teachers by year of passing the highest examination and the total length of the service as teachers

District	Total number of teachers	Period of service										
		Upto 5 years					5—10 years					
		1935-47	1947-51	1951-56	1956-61	Total	Before 1935	1935-47	1947-51	1951-56	1956-61	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Kurnool .	18	..	..	3	2	5	..	..	1	2	1	4
Cachar .	12	1	2	..	1	4	..	1	..	..	..	1
Purnea .	11	..	..	1	1	2	..	1	..	1	..	2
Amreli .	13	..	..	..	6	6	..	..	..	..	..	..
Bilaspur .	11	..	..	..	6	6	..	..	..	1	1	2
Anantnag .	16	..	..	1	8	9	..	..	1	1	..	2
Quilon .	18	..	..	1	6	7	..	..	..	2	1	3
Amravati .	14	..	2	2	2	6	..	..	1	3	..	4
Tanjore .	18	..	..	4	4	8	..	..	1	2	..	3
Saugor .	12	1	..	..	4	5	..	..	1	2	3	6
Mysore .	15	..	..	1	1	2	1	..	6	2	1	10
Sambalpur .	14	1	1	2	1	5	..	..	..	3	..	3
Hissar .	10	..	..	3	4	7	..	..	..	2	..	2
Tonk .	10	..	..	3	4	7	..	..	..	1	..	1
Mathura .	11	..	..	..	4	4	..	..	..	1	..	1
Burdwan .	14	..	..	1	3	4	1	..	..	2	1	4
TOTAL	217*	3	5	22	57	87	2	2	11	25	8	48
PERCENTAGE		3.4	5.7	25.3	65.5		4.2	4.2	22.9	52.1	16.7	

*Year of passing not available for 9 teachers.

Table contd. on next page....

(APPENDIX TABLE A .7—Contd.)

District	Period of service										
	10—15 years					15 years and above					
	1935-47	1947-51	1951-56	1956-61	Total	Before 1935	1935-47	1947-51	1951-56	1956-61	Total
1	14	15	16	17	18	19	20	21	22	23	24
Kurnool	3	..	..	1	4	..	5	..	..	..	5
Cachar	1	1	2	..	4	..	3	..	..	..	3
Purnea	1	2	..	..	3	4	..	..	..	..	4
Amreli . . . . .	..	..	..	..	..	2	3	..	..	2	7
Bilaspur . . . . .	..	..	1	..	1	..	2	..	..	..	2
Anantnag . . . . .	..	..	1	..	1	2	2	..	..	..	4
Quilon . . . . .	..	3	..	..	3	4	1	..	..	..	5
Amravati	2	1	..	..	3	..	1	..	..	..	1
Tanjore	3	1	..	..	4	1	2	..	..	..	3
Saugor . . . . .	..	..	..	..	..	..	1	..	..	..	1
Mysore	2	..	..	..	2	1	..	..	..	..	1
Sambalpur . . . . .	..	1	..	1	2	3	1	..	..	..	4
Hissar . . . . .	..	..	..	..	..	1	..	..	..	..	1
Tonk . . . . .	..	2	..	..	2	..	..	..	..	..	..
Mathura . . . . .	..	2	2	..	4	1	1	..	..	..	2
Burdwan	2	3	..	..	5	..	1	..	..	..	1
TOTAL	14	16	6	2	38	19	23	..	..	2	44
PERCENTAGE	36.8	42.1	15.8	5.3		43.2	52.3			4.5	

Appendix Table A.3

Other types of Practical Training undergone by teachers

District	Number reporting educational training	Of those in col. 2, no. reporting									
		C.D./P.R.*	Adult literacy/Hindi	Lok Sahayak Sena/Citizenship Shramdan	Orientalion & refresher course	Scout Camps	Craft	First aid/Red cross	Physical training	Others	Nil
1	2	3	4	5	6	7	8	9	10	11	12
Kurnool	19	..	..	..	..	1	2	2	..	..	15
Cachar	8	..	..	..	..	..	..	..	2	..	6
Purnea	9	..	3	..	2	1	..	..	..	..	4
Amreli	8	..	..	..	5	..	..	..	8	..	..
Bilaspur	3	..	..	..	1	1	..	..	1	..	..
Anantnag	7	..	..	..	..	..	..	..	..	..	..
Quilon	11	1	..	..	5	..	1	..	..	..	6
Amravati	13	..	1	..	1	..	..	..	..	..	11
Tanjore	18	..	..	1	3	..	1	2	..	..	11
Saugor	7	..	..	..	1	1	..	..	..	1	5
Mysore	6	..	..	1	..	3	..	..	..	..	2
Sambalpur	10	..	..	1	3	..	1	..	..	..	5
Hissar	11	..	..	..	..	5	..	3	..	..	4
Tonk	9	6	..	1	..	1	1	..	..	1	1
Mathura	7	1	1	..	..	..	..	..	..	..	5
Burdwan	7	..	..	..	1	..	..	..	..	..	6
TOTAL	153	8	5	4	22	13	6	7	11	2	88
PERCENTAGE		5.2	3.3	2.6	14.4	8.5	3.9	4.6	7.2	1.3	57.5

*CD/PR—Community Development/Panchayati Raj.

Table contd. on next page....

Appendix Table A 8—(Contd.)

District	Number reporting No educational training	Of those in Col. 13, no. reporting						
		C.D./P.R.*	Lok Sahayak Sena/Citizen-ship/Shram-dan	Orientation and refresh-er course	First aid/Red cross	Physical training	Others	Nil
1	13	14	15	16	17	18	19	20
Kurnool . . . . .	..	..	..	..	..	..	..	..
Cachar	7	..	..	2	..	1	..	5
Purnea	2	..	..	..	..	..	..	2
Amreili	6	—	..	..	..	..	1	5
Bilaspur	8	..	..	..	..	..	..	8
Anantnag	9	..	..	..	..	—	..	9
Quilon	7	..	..	..	..	..	..	7
Amravati	2	..	2	2	..	..	..	..
Tanjore . . . . .	..	..	..	..	..	..	..	..
Saugor	5	..	..	2	..	..	..	3
Mysore	9	..	..	..	..	..	..	9
Sambalpur	4	..	1	1	1	..	..	2
Hissar . . . . .	..	..	..	..	..	..	..	..
Tonk	1	1	..	..	..	..	..	..
Mathura	4	..	..	..	..	..	..	4
Burdwan	9	..	..	..	..	..	1	8
TOTAL	73	1	3	7	1	1	2	62
PERCENTAGE		1.4	4.1	9.6	1.4	1.4	2.7	84.9

*CD/PR—Community Development/Panchayat Raj.

Appendix Table A.9

Proportion of boys of the sample households attending school by specified age-groups

District	Percentage of children attending school by age group						Total
	BOYS						
	5—6 years	6—11 years	11 to 15 years				
		Primary	Above primary	Total			
Kurnool	20.0	64.9	21.7	8.7	30.4	53.0	
Cachar	45.0	71.1	56.5	22.2	78.7	68.2	
Purnea . . . . .	..	40.8	4.4	4.4	8.8	33.7
Amreli . . . . .	..	85.2	51.4	8.6	60.0	54.3
Bilaspur	87.4	78.4	60.2	15.0	75.1	77.2	
Anantnag . . . . .	..	28.4	11.5	50.8	62.3	53.5
Quilon	43.7	93.5	44.8	34.5	79.3	82.2	
Amravati . . . . .	..	88.1	42.9	26.1	69.1	71.0
Tanjore	66.7	97.4	35.3	35.3	70.6	83.5	
Saugor	30.0	52.9	35.0	19.0	53.0	55.1	
Mysore . . . . .	..	69.2	19.0	23.6	42.6	53.4
Sambalpur.	45.0	60.7	42.0	6.0	48.1	54.4	
Hissar	29.3	55.1	34.0	10.1	44.1	49.5	
Tonk	6.7	26.8	59.9	1.2	61.1	59.5	
Mathura	5.2	53.5	46.5	13.9	60.4	53.4	
Burdwan	7.4	71.3	58.8	31.2	89.9	75.4	
TOTAL	19.6	59.5	42.8	18.4	61.2	56.4	

Appendix Table A.10

Distribution of selected schools according to their location vis-a-vis the village habitation

District	No. of sample schools	Schools according to their location		
		Inside the village habitation	Very near the village habitation (below 1 mile)	At a distance of 1 to 3 miles from village habitation
1	2	3	4	5
Kurnool	11	11	..	..
Cachar	10	10	..	..
Purnea	8	2	6	..
Amreli	8	8	..	..
Bilaspur	5	..	4	1
Anantnag	11	10	..	1
Quilon	6	6	..	..
Amravati	8	8	..	..
Tanjore	6	11	4	1
Saugor	7	..	7	..
Mysore	10	6	4	..
Sambalpur	10	5	5	..
Hissar	8	..	8	..
Tonk	8	6	2	..
Mathura	8	5	3	..
Burdwan	8	3	5	..
TOTAL	132	81	48	3
PERCENTAGE		61.4	36.4	2.3

Appendix Table A.11 (a)

Teachers meeting parents for the purpose of discussing the problems of the child (as reported by parents)

District	Total No. of parents interviewed	Whether met for the purpose			Frequency				
		Yes	No	Not reporting	No response	1—3 times in a year	Once in a quarter	Once in a month	Once or more in fortnight
1	2	3	4	5	6	7	8	9	10
Kurnool	116	35	81	..	..	..	2	4	29
Cachar	123	29	94	..	..	14	10	..	5
Purnea	117	29	40	48	..	24	..	..	5
Amreli	122	73	29	20	..	8	8	40	17
Bilaspur	92	8	84	..	..	..	2	..	6
Anantnag	112	9	103	..	2	11	..	1	5
Quilon	97	23	65	9	..	4	..	5	4
Amravati	123	35	73	15	..	..	9	16	10
Tanjore	114	36	66	12	..	17	1	2	16
Saugor	123	24	97	2	..	3	..	7	14
Mysore	119	32	28	59	..	2	12	11	7
Sambalpur	116	36	79	1	..	3	2	..	31
Hissar	115	36	77	2	..	2	4	10	20
Tonk	114	8	106	..	..	4	2	..	2
Mathura	116	15	101	..	..	..	1	..	14
Burdwan	122	33	88	1	..	7	21	..	5
TOTAL	1841	461	1211	169	2	99	74	96	190
PERCENTAGE		25.0	65.8	9.2	0.1	5.4	4.0	5.2	10.3

Appendix Table A. 11 (b)

Teachers meeting parents for the purpose of securing help for the School (as reported by parents)

District	Total number of parents interviewed	Whether met for the purpose			Frequency				
		Yes	No	Not reporting	No response	1—3 times in a year	Once in a quarter	Once in a month	Once or more in a fortnight
1	2	3	4	5	6	7	8	9	10
Kurnool	116	5	111	..	..	..	..	..	5
Cachar	123	2	121	..	..	1	1	..	..
Purnea	117	58	53	6	..	55	..	..	3
Amreli	122	33	85	4	..	31	1	1	..
Bilaspur	92	..	92	..	..	..	..	..	..
Anantnag	112	1	111	..	..	1	..	..	..
Quilon	97	24	65	8	..	3	..	5	16
Amravati	123	19	104	..	..	..	19	..	..
Tanjore	114	7	93	14	..	3	..	..	4
Saugor	123	18	103	2	..	4	3	3	8
Mysore	119	38	28	53	..	27	4	3	4
Sambalpur	116	19	96	1	..	2	..	..	17
Hissar	115	14	99	2	..	1	2	7	4
Tonk	114	49	65	..	1	42	1	1	4
Mathura	116	2	114	..	..	..	..	..	2
Burdwan	122	25	96	1	2	8	9	..	6
TOTAL	1841	314	1436	91	3	178	40	20	73
PERCENTAGE		17.1	78.0	4.9	0.2	9.7	2.2	1.1	4.0

Appendix Table A. 11 (c)

Teachers meeting parents for the purpose of securing help for personal work (as reported by parents)

	Total number of parents interviewed	Whether met for the purpose			Frequency				
		Yes	No	Not reporting	No response	1—3 times in a year	Once in a quarter	Once in a month	Once or more in a fortnight
1	2	3	4	5	6	7	8	9	10
Kurnol	116	8	108	..	..	..	..	..	8
Kachar	123	1	122	..	..	..	1	..	..
Purnea	117	..	110	7	..	..	..	..	..
Amreli	122	4	116	2	..	1	2	1	..
Bilaspur	92	..	92	..	..	..	..	..	..
Anantnag	112	..	112	..	..	..	..	..	..
Quilon	97	..	88	9	..	..	..	..	..
Amravati	123	6	117	..	..	..	6	..	..
Tanjore	114	1	98	15	..	..	..	..	1
Saugor	123	9	112	2	..	1	1	3	4
Mysore	119	..	29	90	..	..	..	..	..
Sambalpur	116	5	110	1	..	5	..	..	..
Hissar	115	1	112	2	..	..	..	1	..
Tonk	114	..	114	..	..	..	..	..	..
Mathura	116	7	109	..	..	1	..	..	6
Burdwan	122	3	116	3	..	..	3	..	..
TOTAL	1841	45	1665	131	..	8	13	5	19
PERCENTAGE		2.5	90.4	7.1	..	0.4	0.7	0.3	1.0

Appendix Table A. 11 (d)

Teachers meeting parents for the purpose of Social relations (as reported by parents)

District	Total number parents of interviewed	Whether met for the purpose			Frequency				
		Yes	No	Not reporting	No response	1—3 times in a year	Once in a quarter	Once in a month	Once or more in a fortnight
1	2	3	4	5	6	7	8	9	10
Kurnool	116	5	111	..	..	..	..	..	5
Cachar	123	..	123	..	..	..	..	..	..
Purnea	117	81	30	6	3	1	..	..	77
Amreli	122	21	91	10	..	2	10	7	2
Bilaspur	92	45	47	..	1	5	..	1	38
Anantnag	112	3	109	..	..	..	..	..	3
Quilon	97	9	79	9	..	..	..	..	9
Amravati	123	22	101	..	1	..	..	14	7
Tanjore	114	18	84	12	2	..	2	..	14
Saugor	123	47	74	2	..	1	..	1	45
Mysore	119	..	29	90	..	..	..	..	..
Sambalpur	116	17	98	1	..	..	..	..	17
Hissar	115	14	100	1	..	..	..	3	11
Tonk	114	14	100	..	1	..	1	..	12
Mathura	116	24	92	..	..	3	2	..	19
Burdwan	122	1	120	1	..	..	..	..	1
TOTAL	1841	321	1388	132	8	12	15	26	260
PERCENTAGE		17.4	75.4	7.2	0.4	0.7	0.8	1.4	14.1

APPENDIX—B

COMPARATIVE STATEMENTS

Table I

Average population per primary school (1960-61)

States	Min. of Education*	P.E.O. Sample
	Average population per school in the State	Average population per school in the Circle
Andhra	1057.1	1031.4
Assam	743.0	964.2
Bihar	1244.7	1341.6
Bombay	Gujarat	809.4
	Maharashtra	826.0
H. Pradesh	1196.1	1016.7
J. & K.	1245.5	1489.0
Kerala	2417.6	3297.7
Madras	1420.7	1025.7
Madhya Pradesh	1165.3	2836.5
Mysore	1117.8	785.3
Orissa	802.9	885.3
Punjab	1531.7	2042.5
Rajasthan	1385.5	930.9
U. Pradesh	1839.8	1003.9
West Bengal	1248.6	1227.3
TOTAL	1326.8	1303.9

Table II

Average no. of teachers per school (1960-61)

State	Ministry of Education* P. E. O. Sample	
	Average no. of teachers per school	Average no. of teachers per school
Andhra	2.3	2.0
Assam	1.6	1.5
Bihar	1.6	1.4
Bombay	Gujarat	1.6
	Maharashtra	2.0
	1.9**	2.3
H. Pradesh	2.0	2.2
J. & K.	1.5	1.6
Kerala	6.7	7.5
Madras	3.1	3.2
M. Pradesh	2.0	1.9
Mysore	1.8	1.3
Orissa	1.7	1.5
Punjab	2.0	1.4
Rajasthan	2.0	1.8
U. Pradesh	2.5	1.8
W. Bengal	3.0	3.4
	TOTAL	2.2
		2.2

**Figure relates to both Gujarat and Maharashtra.

Table III

Proportion of trained teachers to total teachers in primary schools (1960-61)

State	Percentage of trained teachers	
	Ministry of Education*	P.E.O Sample
Andhra	89.9	100.0
Assam	39.3	46.7
Bihar	71.2	81.8
Bombay	Gujarat	57.1
	Maharashtra	53.3
H. P.	60.1	27.3
J. & K.	54.1	43.8
Kerala	90.8	61.1
Madras	95.9	100.0
M. P.	51.0	58.3
Mysore	43.4	33.3
Orissa	38.5	50.0
Punjab	92.1	100.0
Rajasthan	50.8	90.0
U. P.	74.8	61.1
West Bengal	38.1	43.8
TOTAL		63.3

*Figures are not available for District Council (Assam).

Table IV

No. of children enrolled per school (1960-61)

State	Average no. of Boys enrolled per school		Average no. of girls enrolled per school		Average no. of children enrolled per School		
	Min. of* Education	P.E.O. Sample	Min. of* Education	P.E.O. Sample	Min. of* Education	P.E.O. Sample	
Andhra . . .	48.7	48.3	30.0	43.1	78.7	80.3	
Assam . . .	41.4	..	24.1	..	65.5	**	
Bihar . . .	55.6	45.3	17.1	25.7	72.7	71.0	
H.P. . . .	38.4	56.6	7.6	10.2	46.0	66.0	
J. & K. . . .	38.9	40.8	12.8	11.8	51.8	52.6	
Kerala . . .	137.2	168.7	120.8	155.5	258.0	324.2	
Madras . . .	65.6	79.0	39.7	43.3	105.3	122.3	
M.P. . . .	47.3	42.5	13.2	27.4	60.5	71.9	
Mysore . . .	38.3	34.1	22.2	50.0	60.5	54.11	
Orissa . . .	42.4	39.3	19.5	20.8	61.9	60.0	
Punjab . . .	51.7	34.9	23.1	10.3	74.8	45.2	
Rajashtan . . .	49.9	30.8	10.6	6.4	60.6	37.2	
U.P. . . .	79.1	36.0	9.7	9.2	98.8	45.2	
W. Bengal . . .	60.4	47.4	33.8	34.9	94.2	82.2	
Bombay {	Gujarat	39.5	39.7	19.6	39.2	59.1	78.9
	Maharashtra	44.8	33.3	25.3	46.8	70.1	80.1
TOTAL . . .	55.2	43.8	25.2	27.3	80.4	77.4	

**Figures are not available for District Cachar (Assam).

Table V

Proportion of girls to total children on roll (1960-61)

State		Ministry of Education*	P.E.O. Sample
Andhra		38.1	39.8
Assam		36.7	N.A.
Bihar		23.5	36.2
H. Pradesh		16.4	15.3
J. & K.		24.8	22.5
Kerala		46.8	48.0
Madras		37.7	35.4
M. Pradesh		21.9	38.1
Mysore		36.7	37.0
Orissa		31.6	34.6
Punjab		30.9	22.8
Rajasthan		17.6	17.2
U. Pradesh		19.9	20.4
W. Bengal		35.9	42.4
Gujarat	Bombay.	33.2	37.0
Maharashtra		36.1	58.4
TOTAL		31.3	37.5

* Data pertains to whole State and were taken from "Educational Survey, Ministry of Education, Government of India, New Delhi, 1961-62".

** Includes children of 11 years and above.

Table VI

Proportion of children (in the age-group 6-11 years) enrolled in schools

State	Ministry of Educa- tion*	P.E.O. sample	
	Proportion of child- ren enrolled to total children in the age-group 6—11 years	Proportion of all children enroll- ed to total children in age-group 6—11 years	Percentage of all children enrolled (**) to total children in age-group 6—11 years
Andhra	65.0	67.7	75.8
Assam	66.6	65.9	96.0
Bihar	54.6	35.2	35.8
H. Pradesh	54.9	65.7	89.6
J. & K.	42.6	23.0	28.9
Kerala . . . . .	..	93.6	131.9
Madras	80.2	78.6	102.4
M. Pradesh	48.0	34.6	47.2
Mysore	69.8	53.9	63.8
Orissa	63.5	50.0	80.7
Punjab	59.9	37.6	59.2
Rajasthan	41.6	24.3	43.9
U. Pradesh	43.2	49.6	59.1
W. Bengal	68.3	65.5	100.1
Gujarat }	74.9	83.8	132.4
Maharashtra } Bombay	75.9	74.7	96.0
TOTAL	62.0	52.4	72.5

*Data pertain to whole State and were taken from "Education in the States, 1960-61 Statistical Survey". Ministry of Education, Government of India, New Delhi.

(**) Includes children of 11 years and above also.

APPENDIX—C

Appendix C—1

Guide points for interviewing the officers connected with the Primary Education Programme

State level :

1. Name of the officer—designation—since how long in-charge of primary education—experience prior to this assignment.
2. What is the administrative set-up at the State level to deal with Primary Education—set up at the divisional, district, sub-divisional and block levels—Nature of function assigned to each level—The nature of supervision at each level—Officers' appraisal of the administrative system—strong points and weak points, etc.
3. The number of Primary schools operating during Second Plan—Number of schools proposed to be opened in Third Five Year Plan—Guiding principles for opening new schools e.g. population criteria or distance, etc.
4. The present arrangement for the production of literature by the State Govt./private publishers—how frequently is the syllabus examined and the text books for primary schools changed.
5. *Basic Education* : Concept of basic education—perception at various levels—distinction between primary and basic education—steps taken to convert primary schools into basic type—progress upto-date—Shortcomings in working out the schemes and other activities.
6. *Budget allocations* : Total requirements—expected resources from local contribution and other sources—Problems and difficulties in the extension of the education (as perceived by the officer—in-charge), e.g. Lack of personnel, funds, buildings and equipments and lack of willingness of parents to send children to school.

District/Block Level Officers :

1. Name of the officer—designation—since when holding present post—experience prior to this assignment.
2. The pattern of administration—Number of supervisory officers, designation-wise—Number of supervisory units—official relationship with the District/Block level Statutory Organisation—relationship with the District/Block, Zila Parishad/Panchayat Samities-level planning and development organisation.
3. Number of schools in the district/block at present—Number of students in these schools^s District/Block plan regarding the number of schools and number of students during the Third Five Year Plan—Guiding principles for new schools—Conversion of primary schools into basic type and opening of new basic primary schools.
4. What according to you is the practical difference between the basic and non-basic schools—Is there any plan for compulsory education in your district/block under execution or likely to be executed—what are the problems faced or likely to be faced according to you in this respect—What do you propose to do for the solution of these problems? How far do you think the schools can be developed as a community-centre—How far have they in your opinion developed as such—How far do these schools contribute to the development of the community and in what manner?
5. Adequacy of supervisory staff for administrative purposes—Participation by the people in making available to community specific facilities of buildings, equipments, funds and other local contributions for the school.
6. How are the teachers selected for appointment in Govt./Local body/private/aided schools—what qualifications or criteria are prescribed.

7. What is the allocation in the Block budget for education—How does it help in extending the primary education programme.
8. Training of teachers—Any scheme for orienting teachers in Community Development work.
9. Does the existing provision meet the requirements of trained teachers for the extension of primary education—If not, what is intended to be done.
1. Any arrangements for mid-day meals.
 2. Special arrangements for education of backward castes/tribes—describe.
 3. Any school chalo Abhiyan or other drive for enrolment—Aid for school construction.

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APPENDIX C—2

Village Schedule

1. State.
2. District.
3. Sub Inspector's circle.
4. Name of the village.
5. Is the village covered by a block ?
6. Post Office situated in the village or not.
7. If not, at what distance.
8. Name of the Investigator.
9. Name of the P.E.O.
- 9(a) Date :
10. *Communications* :
 - 10-1 Is the village situated on a main road ? Yes/No
 - 10-2 If yes, on which road ?
 - 10-3 If not, at what distance from the main road ?
 - 10-4 Is the village served by any regular road-transport service ? Yes/No
 - 10-5 If yes, what is the frequency ?
 - 10-6 If not, at what distance is the nearest bus-service available ?
 - 10-7 What is the distance of the village from the nearest railway-station ?
11. *Marketing facilities* :
 - 11-1 Does the village have a market-centre ? Yes/No
 - 11-2 If no, which is the nearest market-centre and its distance from the village ?

	Name
	Distance
 - 11-3 Does the village have a weekly or bi-weekly Bazar ? Yes/No
 - 11-4 If not, which is the weekly/bi-weekly Bazar-centre and its distance from the village.

	Name
	Distance
- Institutions* :
 12. Does your village have

(a) Library/Reading Room	Yes/No
(b) Panchayat Ghar	Yes/No
(c) Co-operative Society building	Owned Yes/No Rented Yes/No
(d) Public Dispensary	1. Allopathic 2. Ayurvedic 3. Homeopathic 4. Any other.
(e) Maternity centre	
(f) Bus-stand	
 13. Population* : Total

14. Has the village population been declared mainly tribal or backward** backward/tribal/
other
15. How many primary schools does the village have ?

	<i>Name of school</i>	<i>Type of school†</i>	<i>When established ?</i>
1.			
2.			
3.			
4.			

16. If the village does not have a school where do the children of this village go to receive primary education ?

	<i>Name of village</i>	<i>Distance</i>
1.		
2.		
3.		

17. *Habitations :*

<i>Name of habitation</i>	<i>Population</i>	<i>If any school located in the habitation.</i>
1.		
2.		
3.		
4.		

*Mention the source of information and the year for which the figures are available. Give 1951 census figures, if 1961 census figures are not yet available. Source of information Data relate to year

**Consult the list of specified castes and tribes (supplied).

†Mention if it is a school for boys/girls/basic/non-basic.

Appendix C—3

Study of Primary Education

SCHOOL SCHEDULE*

- | | | | |
|-----|------------------------------------|-----|----------------------------|
| 1.1 | State | 1.5 | Name of the School |
| 1.2 | District | 1.6 | Name of the Investigator |
| 1.3 | Name of the Sub-Inspector's Circle | 1.7 | Project Evaluation Officer |
| 1.4 | Name of the village | 1.8 | Date |
2. Mention the names of the villages with schools located within a radius of three miles of the school village :

Name of the village	Type of the school**	Distance

*Private-run schools which are not recognised by the Government or a local body are not to be included in the study,

**Lower Middle, Upper Primary, Junior Basic, Senior Basic or any other (Specify).

3- Preliminary data regarding the school :

3-1 Year of inception of the school - - - - -

3-2 Independent primary school
 or
 Attached to a higher school

3-3 Basic School
 or
 Non-Basic School

3-4 Government-run
 or
 Private-recognised

3-5 Boys' School

Girls' School

Mixed School

3-6 Regional language school :

Specific language school :

3-7 Caters to the whole village
 or
 Caters to part of the village

3-8 Do children from other villages attend this school ?

Yes

No

3-9 If yes (for 3-8), mention the names and distances of the village from which children come to attend this school :

Name of the village	Distance from the school

3-10 Classes and Section in the school

Class	Number of sections in each class	No. of scholars in the class on roll
I		
II		
III		
IV		
V		

3.11 No. of teachers in the school

As on 31st March	No. of teachers			
	Sanctioned		Working	
	Male	Female	Male	Female
1947**				
1950-51				
1955-56				
1960-61				

3.12 No. of trained/untrained teachers as on 31st March 1961

- Training*
 (a) Trained (full course).
 (b) Trained (short course).
 (c) Untrained.

3.13 Place of present residence of teachers

Name of the teacher@	Male or Female	Designation	Pay Scale	Place of present residence	Distance from the place of duty	Rent-free or Rented	If rent-free* given by whom	Details of residence, if living in school village		
								Residence attached with school building	Independent home in the village	Sharing house with some family
1	2	3	4	5	6	7	8	9	10	11

@First mention male teachers and then female teachers.

*For Col. 8, mention if accommodation given by an institution or an individual.

**Give data for 1947 or year of inception, if later.

4. *Enrolment and attendance**

4.1 Enrolment position of all children in the school

Particulars	No. of children as on								Average age at registration as on				
	31st March of 1947 or the year of inception subsequent to 1947		31-3-51		31-3-56		31-3-61		On 31st March 1947 or the year of inception	On 31-3-51	On 31-3-56	On 31-3-61	
	6-11 age group	Above 11	6-11 age group	Above 11	6-11 age group	Above 11	6-11 age group	Above 11					
	1	2	3	4	5	6	7	8	9	10	11	12	13
Boys I Class													
All Classes													
Harijans I Class													
All Classes													
Tribal I Class													
All Classes													
Total I Class													
All Classes													

*Obtain data for the question in this section from school records.

Enrolment.— (i) Scholars on rolls in institutions on 31st March of the academic year in question are to be taken. If, however, 31st March falls within a vacation at the end of the session the scholars, on rolls on the date before 31st March and nearest to it should be taken.

(ii) Each class should be taken as the sum total of all sections. In districts where Class I is divided into two stages—(a) and (b), the enrolment position will be on both the stages.

4.2 Enrolment of girls in the school

Number of girls													
Classes	On 31-3-47 or the year of inception, if subsequent to 1947			On 31-3-51			On 31-3-56			On 31-3-61			
	Age group		Average age at registration	Age group		Average age at registration	Age group		Average age at registration	Age group		Average age at registration	
6-11	Above 11	6-11		Above 11	6-11		Above 11	6-11		Above 11			
	1	2	3	4	5	6	7	8	9	10	11	12	13
Class I													
Class II													
Class III													
Class IV													
Class V													

4.3 Monthly average attendance of all children in the school :

Last academic Year from the month of..... to.....

Classes	Months											
	1	2	3	4	5	6	7	8	9	10	11	12
I												
II												
III												
IV												
V												
TOTAL												

4.4 Monthly average attendance of girl students (separately) in the school :

Last academic year.....from the month of.....to.....

Classes	Months											
	1	2	3	4	5	6	7	8	9	10	11	12
I												
II												
III												
IV												
V												
TOTAL												

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4.5 Average attendance per child per year in the school in the last academic year*.

Total no. of school working days in the academic year under reference

Average No. of days attended	Classes					All classes
	I	II	III	IV	V	
TOTAL . . .						

4.6 No. of children or rolls and attending school on the day of visit.

Classes	Number on rolls		Number attending		Remarks if any
	Boys	Girls	Boys	Girls	
1	2	3	4	5	6
I					
II					
III					
IV					
V					
TOTAL					

*No. of total attendance in the class for the year divided by the number of children on rolls on the 1st March of the year.

Stagnation and Wastage :

4.7 No. of children attending each class for the 1st year and those detained in the same classes for 2nd and 3rd years as on 31st March, 1961.

Class		No. attending for 1st year		No. attending for 2nd year		No. attending for 3rd year	
		Harijans	Non-Harijans	Harijans	Non-Harijans	Harijans	Non-Harijans
I	Boys						
	TOTAL						
II	Boys						
	TOTAL						
III	Boys						
	TOTAL						
IV	Boys						
	TOTAL						
V	Boys						
	TOTAL						
TOTAL	Boys						
	TOTAL						

4-8 No. of children dropping out :

No. of children dropping out		Academ ic Year									
		1956-57		1957-58		1958-59		1959-60		1960-61	
		Boys	Total	Boys	Total	Boys	Total	Boys	Total	Boys	Total
Class I	Harijans										
	TOTAL										
Class II	Har ijans										
	TOTAL										
Class III	Harijans										
	TOTAL										
Class IV	Harijans										
	TOTAL										
Class V	Harijans										
	TOTAL										
TOTAL	Harijans										
	TOTAL										
GRAND TOTAL											

No. who left for valid reasons.

No. who left without valid reasons.

5. *Physical Equipment of the school :*

- | | Yes | No | |
|---|-------------------------------|---|-----------------------------------|
| 5.1 Is the school housed in building ? | <input type="text"/> | <input type="text"/> | |
| 5.2 If yes, does the building belong to the school or is it rented or rent-free ? | Owned
<input type="text"/> | Rented
<input type="text"/> | Rent free
<input type="text"/> |
| 5.3 If owned, the year of construction of the building. | | | |
| 5.4 Is the accommodation adequate or not? | | | |
| 5.5 Does the school have : | Yes/No | If yes, when added to the school area*. | |
| (a) Play-ground | | | |
| (b) Land for agricultural work. | | | |
| (c) Land for small vegetable and flower-garden. | | | |
| (d) Drinking-water well or hand pump. | | | |
| (e) Any other (specify). | | | |

*Write whether since inception of school or the year in which the facility was created.

5.6 Mention the quality of :

Details

Satisfactory or not

- (a) Wells
- (b) Roof
- (c) Floor
- (d) Ventilation and light
- (e) Drinking-water facility
- (f) Sanitation in the school
 - (i) unrinal
 - (ii) latrine
 - (iii) general condition of environmental sanitation

6. Maintenance of the school building :

6.1 Is it in good condition at present or needs repairs?

Good condition

Needs minor repairs

Needs major repairs

6.2 Who is responsible for the maintenance of the school building?

6.3 How much was spent, during the last 5 years, on repairs?

Year	Types of repair	Amount spent	Source from which expenditure met
1956			
1957			
1958			
1959			
1960			

7.1 *Equipment in the school :*

Equipment	Number	Is it adequate Yes/No	If not adequate, why
1	2	3	4
(a) Tables			
(b) Chairs			
(c) Mats			
(d) Maps and Charts			
(e) Black-boards			
(f) Drinking water utensils			
(g) Craft equipment			
(h) Raw-material for crafts			
(i) Library-Books			
(j) Radio			
(k) Equipment for :			
(i) games			
(ii) physical exercises			
(iii) for co-curricular activities e.g., musical instruments, flag-pole, flag etc.			
(l) Any other (Specify)			

8. Public contribution for the school building :

8.1 If the school building or any part of it constructed after 1947, was it constructed with the help of public contribution including the gift of land ?

Yes

No

8.2 If yes, mention the Government grant and public contribution including the gift land.

Government Grant			Public Contribution		
Item or nature	Year	Amount or value	Item or nature	Year	Amount or value
1	2	3	4	5	6

8.3 Details of public contribution for facilities in the School :

Equipment or facility	Year of the provision of the facility	Amount or approximate value of public contribution	Govt. grant, if any
1	2	3	4

- (a) Construction of drinking water well
- (b) Donation of land for playground or agricultural work
- (c) Donation of books for library
- (d) Donation for mid-day meals
- (e) Donation for other purposes (Specify)

9. *Financial resources :*

9.1 What are the sources of income of the school ?

(Give this information for the last 2 years)

Source	Income	
	1959-60	1960-61
(i) Fees from students (If any)		
(ii) Income from Kitchen Gardening of school land or crafts		
(iii) Grants-in-aid from Government		
(iv) Grants-in-aid from local bodies		
(v) People's contribution		
(vi) Others (Specify).		

Appendix C-4 (T-1 to T-4)

Study of primary Education

T-1 : Questionnaire for Teachers/Headmaster:

1.1 State

1.2 District

1.3 Name of Sub-Inspector's circle

1.4 Name of the Block

1.5 Name of the school village

1.6 Name of the school

1.7 Is your school in the compulsory education area ?

1.8 Is the school Government run or private but recognised by the Government

Govt. run

Private but recognised

Yes

No.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>

<input type="checkbox"/>

1.9 P. E. O.

1.10 Name of the Investigator

1.11 Date

2. Personal data :

2.1 Name

2.2 Designation

2.3 Age

2.4 Educational Qualifications

Examination passed, Year

2.5 Employee's status—are you employed by

(a) Government.

(b) Local body

(c) Private organisation

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

2.6 How long have you been working in this school ?

2.7 Training acquired, if any.

Yes/No

2.8 If yes, the title or diploma of training acquired

Type	Diploma or degree	Duration of training	Year of training
(i) Teachers Training			
(ii) Basic Training			
(iii) Physical Culture Training			
(iv) Others (Specify).			

2.9 Other types of practical training (specify, e.g. special camps, orientation training, refresher course etc.)

Type of training	Duration	Year
------------------	----------	------

2.10 How many years of service have you put in as a teacher upto 31st March, 1961 ?

2.11 In how many schools have you worked during this whole period ?

2.12 Where residing at present?

Code of residence*	Reasons in case of code No. 02 or 03 or 04
--------------------	---

*01—In the school village, 02—Within two miles from the village,
03—From 2 to 5 miles, 04—above five miles.

2.13 What is the distance of your native village from your place of posting ?

3. *Teacher's attitude towards his job :*

- 3-1 Are you satisfied with your present job ? . . . *Yes/N*
- 3-2 Do you like teaching as a profession for you ?
- 3-3 Are you satisfied with the future prospects in your job ?
- 3-4 Do you like to continue as a teacher ? . . .
- 3-5 Do you get your salary regularly and conveniently ? *Yes/No*
- 3-6 Do you get your salary monthly, bimonthly, quarterly or any other basis ?
- 3-7 Is the payment made on a fixed date ? . . .
- 3-8 If there is any irregularity in frequency and the date of payment, state the reasons as far as you know.

Reasons for your answer

4. *Subsidiary source of income :*

- 4-1 Do you have any other source of income ? . . . *Yes/No*
- 4-2 If yes, what are the sources of income ? . . .

Source Income per month

1. Working as Postmaster	
2. Working as Panchayat Secretary	
3. Working as Cooperative Secretary	
4. Running Adult Literacy Class	
5. Agricultural land	
6. Others (specify)	

5. *Enrolment and attendance of children in the school :*

5.1 Is a list of all the children of school going age in the village maintained ?* Yes/No

5.2 If yes, by whom ?

5.3 What proportion of children of school going age, do you think do not attend school ? Boys _____ Girls _____

5.4 What are the important reasons according to you, for their not attending school ?

(Tick the suggestions given by the respondent and do not read these out to him)

For boys		Code No.	Yes/No	For girls			
Reasons				Reasons			
1.	Parents do not appreciate the value of education	01		1.	Parents do not appreciate the value of girls education.	01	
2.	Parents feel that education is not meant for their boys	02		2.	Parents want separate primary school for girls	02	
3.	Parents feel that education will spoil boys and they would not follow family profession.	03		3.	Parents feel that education is not meant for their girls.	03	
4.	Atmosphere at home not conducive for studies	04		4.	Girls, if educated, will become modernised and less adapted for traditional role in the family	04	
5.	Working families require boys to look after the younger kids.	05		5.	Atmosphere at home not conducive for studies	05	
6.	Boys earn to add to the family income	06		6.	Purdah system	06	
7.	Boys help their parents in their occupation	07		7.	Early marriage stands in the way of education	07	
8.	Parents cannot afford expenses on uniforms, books, etc.	08		8.	Working families require girls to look after younger kids.	08	
9.	Concessions like stipends are not given more liberally	09		9.	Girls earn to add to the family income	09	
10.	Number of teachers in the school inadequate	10		10.	Girls help their parents in their occupation	10	
11.	Inadequate accommodation in the school	11		11.	Parents cannot afford expenses on uniforms, books etc.	11	
12.	School at a great distance from the village	12		12.	Concessions like stipends are not given more liberally.	12	
13.	School inaccessible in rainy season	13		13.	Present number of teachers in the school inadequate.	13	
14.	Extension workers do not take interest in increasing enrolment and attendance.	14		14.	School at great distance from the village	14	
15.	Others (specify)	15		15.	Extension workers to not take interest in increasing enrolment and attendance.	15	
				16.	Others (specify)	16	

*Verify the answer from the records.

5.5 How can the number of children in the school be increased ?

(Tick the suggestions given by the respondent and don't read these out to him.)

For Boys			For Girls		
Suggestions	Code No.	Yes/No	Suggestions	Code No.	Yes/No
1. Concessions like stipends should be given more liberally	01		1. Concessions like stipends should be given more liberally.	01	
2. The cost of text-books and exercise books is prohibitive.	02		2. The cost of text-books and exercise books is prohibitive.	02	
3. Books and stationery should be given to needy boys .	03		3. Books and stationery should be given free to needy girls.	03	
4. School hours should be reduced	04		4. School hours should be reduced	04	
5. Special classes should be started in slack agricultural seasons.	05		5. Special classes should be started in the slack agricultural seasons.	05	
6. Additional staff is required	06		6. Additional staff is required	06	
7. Vacations should be adjusted to the requirements of agriculture.	07		7. Vacations should be adjusted to the requirements of agriculture.	07	
8. School hours should be adjusted to the convenience of children, who help their parents in family work.	08		8. The school hours should be adjusted to the convenience of the girls, who help their parents in family work.	08	
9. School building should be extended	09		9. School building should be extended	09	
10. Extension workers should take interest in increasing enrolment and attendance.	10		10. Extension workers should take interest in increasing enrolment and attendance.	10	
11. Panchayat member should exert their influence	11		11. Panchyat members should exert their influence	11	
12. Social barriers should be removed to encourage attendance of boys of the lower castes.	12		12. Social barriers should be removed to encourage attendance of girls of lower castes.	12	
13. Education should be made compulsory.	13		13. Female education should be made compulsory .	13	
14. Fines should be imposed on parents for not sending their boys to school.	14		14. Fines should be imposed on parents for not sending their girls to school.	14	
15. Others (specify)	15		15. Others (specify)	15	

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5.6 Have you actually tried to increase the number of school going children in the sample village ?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

5.7 If no, why ?

5.8 If yes, please indicate :

Sl. No.	Item	For Boys	For Girls
1	2	3	4
1	Type of approach :— (a) met parents individually . . . (b) met parents in groups . . . (c) held meetings . . . (d) approached leaders . . . (e) offered specific incentives . . .		
2	Frequency during last 6 months . . .		
3	With what results		

5.9 Has the V. L. W. or any other extension worker ever approached the parents of non-school attending children during the last 6 months ?

Yes

No

Don't know

5-10 If yes, please indicate.

Sl. No.	Item	For Boys		For Girls	
		Frequency	With what result	Frequency	with what result
1	2	3	4	5	6
1	Designation of the extension worker				
2	Type of approach :—				
	(a) met parents individually				
	(b) met parents in groups				
	(c) held meetings				
	(d) approached leaders				
	(e) offered specific incentives				

5-11 How many times has any of the higher officers visited your school during the last academic year

Sl. No.	Designation of Officer	Date of visit	What did he do on this visit		Did he contact parents of non-attending children	
			For control and inspection	For guidance and demonstration	Yes/No	If yes, with what result.
1	2	3	4	5	6	7

Has any village agency helped in the enrolment of more children to school during the last academic year ?
 If yes, in what manner and what effectiveness ?

Name of the agency*	Type of help given	Is the help effective	If yes, in what way
1	2	3	4

*Specify agencies like village Panchayat—Parents Teachers/Association, School Management Committee, Vikas Mandal or Educational Committee, etc.

5-13 Has any panchayat member or other villager in his individual capacity helped you during the last academic year in increasing the enrolment in the school? If yes, in what manner. Yes/No

Name	Social status*	Type of help given	In the help effective	If yes, in what way
1	2	3	4	5

*e.g. member of the Panchayat, member of the executive of the Cooperative Society, caste leader, general leader, member of the school Management Committee, priest, etc.

5-14 Is there any officer in your area charged with the responsibility of enlisting more children for schools : Yes/No

5-15 If yes, how many times has he visited this village or group of villages to be covered by your school during the last academic year and with what results.

Designation	Type of help given	Is the help effective	If yes, in what way
1	2	3	4

6. Text books :

6.1 How frequently have text books been changed by the Education Department ?

Class	Subjects	No. of times changed during the last 5 years
I	2	3
I		
II		
III		
IV		
V		

6.2 Do you feel satisfied with :

- (i) the get-up and quality of printing Yes/No
- (ii) their durability Yes/No

6.3 Are the books available :

- (i) in time Yes/No
- (ii) at convenient place Yes/No
- (iii) at reasonable price Yes/No

6.4 Approximate percentage of students not having text books or slates.

Class	Percentage of children not having		
	at least 2 of the text books	Slates	Other writing materials
I			
II			
III			
IV			
V			

6.5 Is there any provision for the following for the school children ?

Item	Yes/No	If yes, who provides	Details and condition of grant	Who are the beneficiaries	Frequency	No. of beneficiaries				
						Class I	II	III	IV	V
(i) Stipends										
(ii) Free books										
(iii) Free clothes										
(iv) Free milk										
(v) Mid-day meals										
(vi) Others (specify)										

7. School Community Relations :

7.1 Is the school situated inside the habitation, or very near the habitation ?

7.2 If not, distance from the habitation served ?

7.3 Do you, live in the school-village ? Yes/No

7.4 Do you meet parents :

- (a) In connection with attendance and progress of children Yes/No
(b) to secure their help for some facilities in the school Yes/No
(c) on some social occasions, festival, etc. Yes/No
(d) to develop your social relations Yes/No

7.5 Do you attend meetings of :

- (a) Village Panchayat
(b) Village Cooperative
(c) Any other *ad-hoc* body :—
(i) Parents Teachers' Association
(ii) School Management Committee

Yes/No	If yes, purpose	In what capacity*	If no, why ?

7.6 What role have you played in the development of the village during the last three years or the period of your stay in the village (if less) ?

- | Role | Yes/No | Details, if yes |
|---|--------|-----------------|
| (i) Helping in Panchayat work | | |
| (ii) Helping in Cooperative Society's work | | |
| (iii) Helping in enlisting Shramdan | | |
| (iv) Helping in agricultural production campaigns | | |
| (v) Helping in sanitation drive | | |
| (vi) Others (specify) | | |

7.7 Do you think you have developed your school as a centre of community activities ? Yes/No

*as a teacher, as a resident of the village or as an associate member of these organisations, specify.

7-8 If yes, mention the community activities developed in or around the school.

Give details

<i>Activities</i>	<i>Give details</i>		
	Yes/No	No. of members	Frequency
1. Recreation Centre			
2. Bhajan Mandli			
3. Sports Club			
4. Youth Club			
5. Village Library/Reading Room			
6. Others (specify)			

7-9 What co-curricular activities were organised in your school for the children during the last academic year ?

<i>Activities</i>	<i>Frequency</i>
(i) Sports	
(ii) Games	
(iii) Debates	
(iv) Kavi sammelans	
(v) Picnics	
(vi) Dramas	
(vii) Study trips	
(viii) Exhibitions	

7-10 Have you developed any educational activities in your school for the benefit of the community during the last 3 years or the period of your stay in the village, (if less).

<i>Activities</i>	<i>Yes/No</i>	<i>Details</i>
(a) Running Adult Literacy Class		
(b) Running Bal-Wadi		
(c) Continuation class for adolescents		
(d) Others (specify)		

- 7-11 Do you think such activities hamper your normal educational work ? Yes/No
- 7-12 If yes, in what way?
- 7-13 How do you spend your leisure time ?
- 7-14 What does the community do for you? Yes/No Details
- (a) Construction of quarters for you or your colleagues on contributory basis
- (b) Provision of free residence
- (c) Land gift for your personal use
- (d) Any other customary payments to you
- (e) Others (specify)
- 7-15 What has the community done for the school ?
- Activities Yes/No Details
- (a) Public contribution for the construction of building
- (b) Provision of rent-free building for school
- (c) Provision of mid-day meals
- (d) Contribution for equipment for the school
- (e) Donation of land for school
- (f) Others (specify)
- 7-16 What in your view can a teacher do to make the following successful :
- (a) The Community Development programme
- (b) The Panchayati Raj programme
- 7-17 What are the specific activities you had engaged in during 1960-61 to help the programme of
- (a) Community Development
- (b) Panchayati Raj
- 7-18 What can you do to further the growth of Panchayati Raj ?

T—2: Questionnaire for Teachers - T. 2
(For schools covered by Compulsory Education Act)

1 Identification

- | | |
|----------------------------------|--------------------------------------|
| 1-1 State | 1-2 District |
| 1-3 Sub-Inspector's circle | 1-4 Name of School Village |
| 1-5 Name of respondent | 1-6 Investigator |
| 1-7 P. E. O. | 1-8 Date |

2 When was Compulsory Education introduced in your area ?

3 What measures have so far been adopted to implement the scheme ?

Measures	Yes/No	If yes, effectiveness of measures
(i) Provision of school in the village or within easy walking distance from it (2 miles)		
(ii) Appointment of Attendance Officer		
(iii) Formation of attendance committee		
(iv) Education survey		
(v) Persuasion and contacts with parents		
(vi) Persuasion through local leaders		
(vii) Serving of Notices		
(viii) Fines		
(ix) Others		

4 What percentage of children of the school-village in the age-group 6-11 are enrolled and attending the school?

	Enrolled	Attending
For Girls		
For Boys		

5.1 Adequacy of staff and other facilities to implement the Compulsory Education Programme

Adequate/inadequate	If inadequate what are additional requirements
1. Staff	
2. Accommodation	
3. Other facilities (specify)	
(i)	
(ii)	
(iii)	

5.2 What in the view of the teacher is the attitude of parents of different caste/class/groups towards Compulsory Education :

Caste and occupation group of parents	For Boys		For Girls	
	Views of average parents*	Reasons for views	Views of average parents	Reasons for views
1. Caste				
(i) Higher castes				
(ii) Backward castes				
(iii) Scheduled castes				
(iv) Scheduled Tribes				
2. Classes				
(i) Big cultivators				
(ii) Medium cultivators				
(iii) Small cultivators				
(iv) Agricultural labourers				
3. Non-agricultural population in the village				
(i) Shop-keepers				
(ii) Artisans				
(ii i) Others (specify)				

*Mention whether favourable, indifferent, unfavourable.

T-3: Questionnaire for Teachers of Basic Schools

1. Identification :
- | | |
|--|--------------------------------|
| 1.1 State | 1.2 District |
| 1.3 Name of the Sub-Inspector's circle | 1.4 Name of the school village |
| 1.5 Name of the respondent | 1.6 Investigator |
| 1.7 P.E.O. | 1.8 Date |

2. Name of the school

3. When converted? Date

4. What changes were introduced as result of the conversion?

Changes

Details

- (i) Changes in qualification and the training of the staff .
- (ii) Additions to the equipment
- (iii) Changes in the school curriculum
- (iv) Changes in the financial allocation
- (v) Additions of land or building or irrigation well, etc.
- (vi) Others (specify)

5. Are you satisfied with the functioning of the basic school ?

Yes

No

6. If yes, what makes you say so? If ' No ' why?

Reasons	Code No.	Yes/No	Reasons	Code No.	Yes/No
1. Necessary equipment is available	01		1. Equipment for basic education inadequate	01	
2. Adequate agricultural or garden land is attached to school.	02		2. No agricultural land attached to school	02	
3. Irrigation facilities are available	03		3. No arrangement for irrigation	03	
4. Facilities for arts and crafts training exist	04		4. The same craft becomes monotonous	04	
5. Most of the teachers are basic trained	05		5. Basic teacher himself has no faith	05	
6. Basic education suits local needs and conditions.	06		6. Villagers do not like their children doing their ancestral farm work in school also.	06	
7. Others (specify)	07		7. Crafts are not considered useful	07	
			8. Children too few to make basic teaching interesting for the teacher himself.	08	
			9. Others (specify)	09	

7.1 Do you have in your school some programme of manual work for children?

Yes	No

7.2 If yes, give details : Details of work done Approximate value of work done during the last academic year.

- (a)
- (b)
- (c)
- (d)

7.3 Which crafts do you have in your school? Indicate each by order of importance attached to it.

7.4 Do you have enough equipments for crafts?

Yes

No

7.5 If no, what are the deficiencies?

Crafts

Deficiencies

(a)

(b)

(c)

(d)

8 Do you personally believe in the efficacy of basic type of education?

Yes

No

Reasons for the answer

(a)

(b)

(c)

(d)

9.1 Are lessons craft-oriented?

Yes

No

9.2 If not, what are the difficulties in doing this?

9.3 If yes, what are the advantages experienced by you in craft-oriented lessons?

10. Do you think basic education is, as compared to non-basic :

(a) more expensive

(b) less expensive

(c) equally expensive

(d) more self-reliant

(e) less self-reliant

(f) equally self-reliant

(g) more suited to rural life

(h) less suited to rural life

(i) equally suited to rural life

T-4 : Questionnaire for Teachers (For schools in Backward/Tribal areas)

1. *Identification*
- 1.1 State 1.5 Name of respondent
- 1.2 District 1.6 Investigator
- 1.3 Name of the Sub-Inspector's Circle 1.7 P. E. O.
- 1.4 Name of the village 1.8 Date
2. Do you think your area is educationally backward? Yes/No
3. If yes, why do you think so?
4. Has your area been earmarked as such by the Government? Yes/No
5. What facilities for educational advancement are offered for the children in this area?

Facilities	Yes/No	Details (Frequency of supply)	No. of beneficiaries Classwise				
			I	II	III	IV	V
1. School for the village or within easy walking distance							
2. Stipends							
3. Free books							
4. Free clothes							
5. Free milk							
6. Mid-day meals							
7. Others (Specify)							

6. To what extent have these facilities helped increase schools?

7. What percentage of children are enrolled and attending the school?

Percentage of the children

Enrolled		Attending	
Boys	Girls	Boys	Girls

8. Is adequate number of teachers posted in the school ?

9. If not, what staff and facilities are needed ?

10. If they are not attending in adequate numbers what do you think are the causes ?

11. Suggest methods to increase attendance in the school.

12. What do you think is generally the attitude of parents towards primary education in this area ?

Very favourable	Favourable	Some what favourable	Indifferent	Opposed
-----------------	------------	----------------------	-------------	---------

For Boys

For Girls

13. Are there some prominent beliefs of the people which favour formal education or go against it, specify.

14. What is the medium of instruction in the school ?

Tribal/Regional language

15. Is the syllabus of books oriented to tribal life ?

Yes/No

16. Are the school hours adjusted to the rythem of tribal life?

17. Are the vacation/holidays a justed to tribal life ?

18. Any special problems or difficulties in extending primary education amongst these classes ?

Appendix C-5

STUDY OF PRIMARY EDUCATION

Questionnaire for parents/guardians/knowledgeable persons

Identification :

- | | |
|---------------------------|------------------------|
| 1. State | 2. District |
| 3. Sub-Inspector's circle | 4. Name of the village |
| 5. Name of the respondent | 6. Investigator |
| 7. P. E. O. | 8. Date. |

Personal Data :

- | | |
|--|--|
| 1.1 Name of the respondent | 1.2 Age of the respondent |
| 1.3 Occupation of the respondent : | 1.4 Caste* |
| Principal..... | |
| Subsidiary..... | |
| 1.5 Educational level of the respondent† | 1.6 In the case of cultivator, size of the cultivated land holding
(in acres) |
| 1.7 Are you or any member of your family : | <i>Yourself</i> <i>Any member of your family</i> |
| (i) Sarpanch of Panchayat | |
| (ii) Member of Panchayat | |
| (iii) Member of executive of Cooperative | |
| (iv) Member of parents'/teachers' association | |
| (v) Member of school advisory/management committee | |

*Higher castes, backward class, Harijans.

†Structure : Literate, Primary, Middle, High school, Graduate and above

4. In the case of children who never attended school, reasons for not sending them to school.

Identification No.**	Sex	Age	Reasons for not sending the children to school*	Occupation or pursuit of the child
1	2	3	4	5

5. In the case of children who at one time attended school but were later withdrawn from school, reasons for doing so.

Identification No.**	Age	When attended (approximately give year)	For how long attended (Year and months app.)	Reasons for withdrawing from the school	Class from which dropped	Occupation or pursuit of the child
1	2	3	4	5	6	7
Boys						
Girls						

*Among reasons if the one mentioned is 'no school' get it clarified as to whether no school in the village or in a reasonably near village,

**"Identification No." means the serial No. of the child concerned in col. 1 of block 3,

6. Whether school-going is considered desirable and useful by you in :

	Boys				Girls			
	Yes	No	Cannot say	Reasons for answer	Yes	No	Cannot say	Reasons for answer
(a) Your own interest								
(b) the interest of the family								
(c) the interest of the child.								

7. Do you think that a male/female child with primary education helps the family more than one without such education? Give reasons for the response

	Boys				Girls			
	Yes	No	Cannot say	Reasons for answer	Yes	No	Cannot say	Reasons for answer

8. Are your children attending school regularly(?) Regular means attendance on approximately 75% of the days on which the school is open)

Identification No.	Attending regularly or not	If not, difficulties in sending them to school
Boys		
Girls		

9. What should be done to enable your non-attending children to attend school ?

Give your suggestions for each non-attending child separately.

For Boys		For Girls	
Id. No.*	Suggestions	Id. No.*	Suggestions
1	2	3	4

10. In the case of children who never attended school, did the school teacher or any extension worker approach you to send your child to school during the last one year ?

Approached for whom (Id. No.)*	Name of Persons/Officer who approached	Status Official/Social	Type of approach	Frequency of approach	What did you say each time
1	2	3	4	5	6
Boys					
Girls					

* Identification.

11. Wastage and Stagnation :

In the case of children who were withdrawn from school, did the school-teacher or any other official or non-official approach you to send your child to school during the last one year ?

Approached for whom Id. No.	Name of person who approached	Status Official/Social	Type of approach	Ferquency of approach	What did you say each time
1	2	3	4	5	6
Boys					
Girls					

12. Has any of your children remained in the same class for more than a year ?
If yes, name the children :—

Yes/No

Id. No.	Name of the child	Class	No. of years	What according to you are the reasons for his/her remaining in the same ealss
1	2	3	4	5

13. Parent's Guardian's attitude towards education*

13.1 In case of your children who are attending school, are you satisfied with their education ?

Yes/Not/Cannot say

13.2 If yes, what are the points of satisfaction ?

1. School opens regularly
2. Teachers take interest
3. Child takes interest
4. Progress of child is satisfactory
5. Others (specify)

13.3 In case of 'No', what are the reasons for dissatisfaction ?

Reasons for boys

Reasons for girls

13.4 Does the school open regularly ?

Yes/No

13.5 If no, how often it remains closed even without some holiday ?

13.6 Do your children have

Yes/No

If no, why ?

(a) books

(b) slates

(c) others

* (Reference period last one year)

14. School-Community Relations

14.1 Role of teachers in the following activities as described by parents during the last one year :

Items	Yes/No	General remarks. Very active/active/not active
1. Runs Balwadi		
2. Runs Adult Literacy Class		
3. Runs Recreation-centre		
4. Others (Specify)		

14.2 Do the teachers meet/contact you for the following?

Yes/No

If yes, how often

To what effect

- (i) to discuss the problems of the child
- (ii) to secure help for the school
- (iii) to secure help for the community
- (iv) to secure help for some work of his own
- (v) for just his social relations

14.3 Do you meet/contact the teachers ?

Yes/No

If yes, how often

To what effect

- (i) to know the progress of the child
- (ii) to discuss the problems and difficulties of the child
- (iii) to know the problems, difficulties and needs of the school for organizing local support
- (iv) Any other, specify

14.4 Did the people of your village participate in any programme of helping the school during the last 3 years ?

Programme	Yes/No	If yes, did you or any member of your household participate?	Extent of contribution cash/kind (value)	Did you participate as a worker or leader ?
1	2	3	4	5
1. Building construction				
2. Purchasing equipment for school				
3. Contribution for mid-day meals				
4. Others (Specify)				

15. Does your school have a management committee ?

Yes/No

16. Did you or any member of your household help the school during the last 3 years ?

Yes/No

Type of help given

- (a) As member of School management committee
- (b) As member of Panchayat
- (c) As member of any other *ad-hoc* body
- (d) As a member of the community

17. **Arts and Crafts**

17.1 Are crafts taught in your village school or in the school attended by the village children ?

Yes/No

17.2 If yes, which crafts ?

17.3 Do you like children to learn these ?

Yes/No

17.4 If yes, why ?

17.5 If no, why ?

17.6 Will you like some more crafts to be introduced in the school ?

Yes/No

17.7 If yes, suggest some.

17.8 If no, why ?

18. Agricultural work

- 18.1 Is there a school-farm ? Yes/No
 18.2 If yes, do your children help in agricultural work in the school-farm ? Yes/No
 18.3 If yes, do you like it ? Yes/No
 18.4 If no, will you like it to be introduced in your village school ? Yes/No

19. Sanitation

- 19.1 Is there a programme of environmental sanitation taken up by the school ? Yes/No
 19.2 If yes, do your children/school children help in environmental sanitation work in the school ? Yes/No
 19.3 If yes, do you like it ? Yes/No
 19.4 If yes, why ?
 19.5 If no, why ?
 19.6 If no environmental sanitation programme, will you like it to be introduced in the school ? Yes/No

20. Supervision

- 20.1 Do you know of any officers from Block/Tehsil/District level visiting the school during the last one year ?

Officers visiting the school

Level	Yes/No	Designation of officers (if possible)	Do you think they come to help the school in its working or only to perform their duty
1	2	3	4

Block

Tehsil

District

20.2 Do the teachers of the school which your children attend keep themselves occupied with work other than teaching ?

Yes/No

20.3 If yes, give particulars of such activities.

Name of the teacher	Particulars of extra activities	How much of his time spent on these activities
1	2	3

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21.1 What is your attitude towards compulsory education ?

Attitude

	Favourable	Unfavourable	Indifferent	Reasons for the attitude
<p><i>Castes</i></p> <p>Higher castes</p> <p>Backward castes</p> <p>Scheduled castes</p> <p>Scheduled Tribes</p>				
<p>21.2 <i>Classes</i></p> <p>Big cultivators</p> <p>Medium cultivators</p> <p>Small cultivators</p> <p>Agricultural labourers</p> <p>Non-agricultural labourers</p> <p>Shopkeepers</p> <p>Artisans</p> <p>Others</p>				

APPENDIX D

List of P.E.O. Publications

- 1.* Group Dynamics in a North Indian Village. (1954).
- 2.* Evaluation Report on First Years' Working of Community Projects. (May 1956).
- 3.* Community Projects—First Reactions (August 1954).
Training of Village Leaders in Bhopal (September 1954).
Gotton Extension in P.E.P.S.U.—A case study (1955).
- 6.* Evaluation Report on Second Years' Working of Community Projects (Vols. I & II) (April 1955).
7. Evaluation Report on Second Years' Working of Community Projects (Summary) (April 1955).
- 8.* Training of village Artisans in Bihar (May 1955).
9. Leadership and and Groups in a South Indian Village (June 1955).
10. Evaluation Report on Working of Community Projects and N.E.S. Blocks (April 1956).
11. Evaluation Report on Working of Community Projects and N.E.S. Blocks (April, 1956—Summary).
- 12.* Bench Mark Survey Report—Batala (Punjab) (February, 1956).
- 13.* Bench Mark Survey Report—Bhadrak (Orissa) (1956).
- 14.* Three Years of Community Projects (August 1956).
15. Study of Village Artisans (August 1956).
- 16.* Bench Mark Survey Report—Kolhapur (Bombay) (July 1956).
Bench Mark Survey Report—Morsi (Madhya Pradesh) (Nov. 1956).
- 18.* Studies in Co-operative Farming (December 1957).
19. Fourth Evaluation Report on Working of Community Projects and N.E.S. Blocks—Vol. I : (includes studies on, 1. Achievements and Problems of the Community Development Programme) 2. Some Aspect of the Community Development Programme) (April 1957).
- 20.* Fourth Evaluation Report of Working of Community Projects and N.E.S. Blocks—Vol. II : includes studies on, 1. Some Aspects of Social change, 2. Enquiry into coverage by Project Programme (May 1957).
21. Bench Mark Survey Reports—Malavali (Mysore) and Chalakudy (Kerala), (July 1957).
22. Bench Mark Survey Reports—Banswada (Andhra), Samalkot (Andhra), and Erode (Madras) Blocks (July 1957).
- 23.* Bench Mark Survey Reports—Pusa (Bihar), Mohd. Bazar (W. Bengal) and Arunachal (Assam) Blocks (July 1957).
- 24.* Bench Mark Survey Reports—Pounta (Himachal Pradesh, Bhadson (Punjab) and Bhathat (Uttar Pradesh), Blocks (Oct. 1957).
25. Bench Mark Survey Reports—Manavadar (Bombay), Nowgong (Madhya Pradesh) and Rajpur (Madhya Pradesh) Blocks (October 1957).
26. Fifth Evaluation Report on Working of Community Development and N.E.S. Blocks : includes studies on 1. Current Evaluation Study, 2. Acceptance of Practices, 3. Study of Panchayats, 4. Block Records (May 1958).
27. Fifth Evaluation Report on Working of Community Development & N.E.S. Blocks—Summary and Conclusions (May, 1958).
28. A study of Panchayats (May 1958).
29. Evaluation Report on the Working of the Welfare Extension Projects of the Central Social Welfare Board (April 1959).

*Out of stock.

30. Evaluation Report on the Working of the Large and Small Sized Cooperative Societies (April 1959).
31. The Sixth Evaluation Report on Working of Community Development and N.E.S. Blocks : includes studies on 1. Planning Process, 2. Cottage Industries, 3. Social Education, 4. Study of Co-operatives—Large and Small (June, 1959).
32. The Seventh Evaluation Report on C. D. & Some Allied Fields (1960) : includes studies on 1. Current Evaluation Study of 18 selected blocks, 2. Evaluation of the 1958-59 Rabi Crop Campaign in selected areas in Punjab, Rajasthan and Uttar Pradesh, 3. Case Studies—Panchayats and Co-operatives, 4. Some Aspects of Rural Unemployment (1960).
33. Evaluation of 1958-59 Rabi Crop Campaign in Punjab, Rajasthan and Uttar Pradesh (1960).
34. Some Successful Panchayats—Case Studies (1960).
35. Some Successful Cooperatives—Case Studies (1960).
36. A Study of the Lok Karya Kshetras of the Bharat Sevak Samaj (1960).
37. Summary of Evaluation Studies (1960-61), (1961).
38. Evaluation of the Gram Sahayak Programme (1961).
39. Study of the Multiplication and Distribution Programme for Improved Seed (1961).
40. Study of the Problems of Minor Irrigation (1961).
41. Soil Conservation Programme for Agricultural Land (1962).
42. Case Studies of the Role of Bullock Carts and Trucks in Rural Transport (1963).
43. Problems of extension of Primary Education in rural areas (1964).
44. Report on Current Evaluation of Applied Nutrition Programme 1964-65.