



GOVERNMENT OF TRIPURA.

**AN EVALUATION REPORT ON FACILITIES
AVAILABLE TO STUDENTS AND TEACHERS
FOR STUDY AND WORK IN THE SENIOR
BASIC SCHOOLS OF TRIPURA.**

**EVALUATION ORGANISATION
GOVERNMENT OF TRIPURA
AGARTALA.**

P R E F A C E.

This is the Fourth Report issued by the Evaluation Organisation. This study was undertaken at the instance of the Evaluation Committee.

This report was placed before the Evaluation Committee and was approved.

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Dated, Agartala, |
 |
the 24th July, 1971. |

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Introduction :-

Emphasis on education in a developing country needs no elaborate explanation. It plays an important part in the development of intelligence, character and personality. "The aim of education is to develop all those faculties-physical, mental and spiritual which are innate to human beings". People in our country expressed their dissatisfaction with the educational system prevailing from the time of the British rule.

After independence, Government of India took various steps for the development of our national system of education. During the Plan periods attempts were made to improve the general, technical, scientific education etc. throughout the country. Various Education Commissions were appointed for the reconstruction of the educational system in India. Mahatma Gandhi was not in favour of the education system prevailing at the time of British Rule. He conceived of all sorts of reconstructive reforms in the spheres of social, political, economic and educational development. Gandhiji initiated discussion on national system of education at Wardha and a Scheme was prepared embodying all the ideals of Gandhiji. This scheme was named "Wardha Scheme". The Wardha Scheme introduced a new system of education viz. "Basic Education" in the country. It is necessary to discern the significance of the word "Basic". This system is termed basic as it will form the basis of our national culture and civilization. The next reason for its being called basic is that it will have as the centre of distribution some such basic craft as might form the basis of Indian Economic life. Besides, it envisages the full development of the fundamental creative feelings and the child will show a keen interest in the acquisition of knowledge for he will learn by doing or through self-activity. This principle has been recognised by all famous educationists from Rousseau to Dewey. Hence, Basic Education will, to a considerable measure, meet the fundamental requirements of our life - social, individual, economic and intellectual. Emphasis has been placed on providing training in crafts up to the Higher Secondary level. In this connection the views of the Secondary Education Commission on craft teaching may be cited. The views of the Commission run as follows :-

"We consider it necessary that at this stage, every student should devote some time to work with the hands and attain a reasonable high standard of proficiency in one particular craft, so that, if necessary, he may support himself by pursuing it. But it is not on economic grounds only that we make this commendation. By working with the hands the adolescent learns the dignity of labour and experiences the joy of doing constructive work. There is no greater educative value than making with efficiency and integrity, things of utility and beauty. Training practical aptitudes facilitates clarity of thinking, gives chance for cooperative work and thus enriches the entire personality". Basic Education is divided into four stages- 1. Adult Education, 2. Pre-basic or the education of children under 7 (3), Basic or the education of children from 7 to 14 and 3. Post basic and finally, after the death of Gandhiji a fifth stage, known as Uttam Buniyadi or Buniyadi Viswavidyalay has been added to the existing four stages" 2.

This study attempts to evaluate the existing Senior Basic(School) Education in Tripura.

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1. Report of the Secondary Education Commission, Government of India, Ministry of Education, P-90
 2. S.N. Mukherjee - Education in India - To-day and to-morrow, Acharya Book Depot, Boroda, 1964 Edn. PP 39-44.

1.2. Object of the study:-

The object of this study is to find out the extent to which Senior Basic Schools are extending facilities for study and work to their students and teachers. It is for this reason that the Evaluation Organisation initiated a survey to study the facilities available to students and teachers for study and work in the Senior Basic Schools in Tripura.

1.3. Sampling design, coverage and methodology :-

Out of ten Sub-Divisions, five Sub-Divisions have been selected on stratified random sampling method - two from the highest State Literacy level, two from the lowest State Literacy level and one from the average State Literacy level, according to 1961 Census. The schools in each sub-division are classified into two groups - Government and Private. From each group about 50% of the schools have been taken up. The table below shows in details the names of the sub-divisions, number of selected schools from the respective Sub-Divisions.

Table No.1.

Sl. No.	Name of the selected Sub-Divisions.	Total No. of schools		No. of selected schools		Total.
		Govt.	Private.	Govt.	Private	
1	2	3	4	5	6	7
1.	Sadar.	24	1	12	1	13
2.	Dharmanagar.	16	-	8	-	8
3.	Khowa-1.	12	1 *	6	1 *	6
4.	Sonamura.	7	-	4	-	4
5.	Amarpur.	4	-	2	-	2
TOTAL :-		63	1	32	1	33

Data were collected from two sources - one from the Directorate (Education) level and the other from the school level. The present survey was undertaken at the end of April, 1968 and was completed at the end of May, 1968. The ~~xxxx~~ Investigators collected information from the respective heads of Institutions selected for the survey. The discussion in the report is based on the data collected from different Sub-Divisions.

Senior Basic School :-

Languages taught:- Languages taught in the sample Senior Basic Schools in selected sub-divisions viz. Sadar, Khowai, Dharmanagar, Sonamura, and Amarpur are given in table No.1(A) below. Mainly English, Bengali, Hindi, Sanskrit and Arabic are taught in the schools. The percentages of schools to the total number of selected schools teaching a particular language are given in table No.1(A)

* The school has been downgraded to a Junior Basic one.

TABLE NO.1 (A)

Languages taught in schools

Language	Sadar		Khowai		Dharmanagar		Sonamura		Amarpur	
	No.	P.C.	No.	P.C.	No.	P.C.	No.	P.C.	No.	P.C.
	2	3	4	5	6	7	8	9	10	11
English.	13	100'0	6	100'0	8	100'0	4	100'0	2	100'0
Bengali.	13	100'0	6	100'0	8	100'0	4	100'0	2	100'0
Hindi.	12	92'3	6	100'0	7	87'5	4	100'0	2	100'0
Sanskrit.	13	100'0	6	100'0	7	87.5	4	100'0	2	100'0
Arabic.	-	-	-	-	-	-	1	25'0	-	-

Bengali is the medium of instruction in all sample schools under survey. Again English, Bengali, Hindi and Sanskrit are taught in all the sample schools of Sadar, Khowai, Sonamura and Amarpur Sub-Division excepting one school in sadar where Hindi has not been started. In Dharmanagar Sub-Division Hindi is yet to be introduced in one school and Sanskrit in another school. The reason is that they have recently been up-graded to the cadre of Senior Basic Schools. Arabic is taught in one school in Sonamura Sub-Division.

Facilities for training in Craft:

As per instructions of the Board of Secondary Education, West Bengal, each senior basic school is required to provide facilities of craft teaching to the students. The main purpose of introducing such a course of study, at the post-primary education stage is to develop the faculty of each student and enable him to steer his career in subsequent periods according to his choice. Such practical teaching also brings change in the monotony of bookish lessons. Craft facilities provided by the sample units (schools) in this territory are given in table No.2 below. The percentages of schools to the total sample schools providing craft facilities are indicated in the parenthesis.

TABLE NO.2

Number of schools having facilities for training in crafts.

Categories	Sadar		Khowai		Dharmanagar		Sonamura		Amarpur	
	1	2	3	4	5	6				
No. of craft provided.										
1	3(23'1)	-	-	1(12'5)	1(25'0)	-	-	-	-	-
2	-	-	-	2(25'0)	-	-	-	-	-	-
3	4(30'8)	-	-	1(12'5)	-	-	-	-	-	-
Total	6(46'1)	6(100'0)	4(50'0)	3(75'0)	2(100'0)					
No provision for craft instructor.	-	-	-	-	1(25'0)	-	-	-	-	-
Provision for craft instructor.	13(100'0)	6(100'0)	8(100'0)	3(75'0)	2(100'0)					
but no craft instructed	6(46'1)	6(100'0)	4(50'0)	3(75'0)	2(100'0)					
No separate craft room	9(69'2)	6(100'0)	6(75'0)	4(100'0)	2(100'0)					

Facilities for "triple craft" are provided only in the schools of Sadar and Dharmanagar Sub-Divisions. The percentages in the two Sub-Divisions are being only 30.8 and 12.5 respectively. Only in one Sub-division i.e. Dharmanagar, 25.0% of sample schools provide facilities for training in "two crafts". The percentages of schools providing facilities for "one craft" in Sadar, Dharmanagar and Sonamura Sub-Divisions are 23.1, 12.5 and 25.0 respectively. 46.1% of schools in Sadar, 100% in Khowai, 30.0% in Dharmanagar, 75% in Sonamura and 100% in Amarpur Sub-Divisions have provision for craft instructors but students are not getting facilities for learning craft. Number of schools without craft instructor is found to be one in Sonamura Sub-Division. But this means 25% of the total no of selected schools. It is also to be noted that most of the schools have no provision for separate craft room. The percentages for Sadar, Khowai, Dharmanagar, Sonamura and Amarpur Sub-Divisions are being 69.2%, 100%, 75.0%, 100.0% and 100.0% respectively.

Craft introduced :-

According to the availability of resources "single craft" "double craft" or "triple crafts" are introduced in different schools from seven types of crafts viz. weaving, Carpentry, Cane and Bamboo, ~~Banking~~ Book-binding, Sewing and Tailoring, Metal Works and Leather Works as shown in Table No. 3. Number of sample schools introduced different crafts are indicated in the table No 3 below.

TABLE NO. 3

Number of schools ~~where crafts~~ where crafts have been introduced.

Craft	Sadar	Khowai	Dharmanagar	Sonamura	Amarpur
Weaving	6(46.1)	-	3(37.5)	-	-
Carpentry	4(30.8)	-	2(25.0)	-	-
Cane & Bamboo	3(23.1)	-	-	1(25.0)	-
Book-binding	-	-	1(12.5)	-	-
Sewing & Tailoring	2(15.4)	-	2(25.0)	-	-

The above table indicates that crafts are introduced only in Sadar, Dharmanagar and Sonamura Sub-Divisions and the other Sub-Divisions such as Khowai and Amarpur have not made any provision for crafts. Our data reveals that the percentages of schools that provide facilities for training in weaving, carpentry, cane and bamboo, book-binding, sewing and tailoring in Sadar Sub-Division respectively are 46.1, 30.8, 23.1, 0 and 15.4. The corresponding percentages in Dharmanagar Sub-Division are 37.5, 25.0, 0, 12.5 and 25.0 respectively. Only in 25% of schools in Sonamura Sub-Division students are getting facilities in cane and bamboo and the other crafts have not been introduced in any of the sample schools in this Sub-division. Leather works and metal works are still to be introduced in the schools under survey. As a result students' freedom to choose the craft subject has been found to be limited.

Students having craft facilities

Craft is a compulsory subject in those schools ^{where} it has been introduced. It is, therefore natural that all the students both boys and girls, who are reading in those schools should get benefit of learning in craft. But from our survey it reveals that a very small percentage of

students are getting craft facilities. The following table will speak about the percentage of students getting facilities in craft.

Table No.4.
Percentage of students having craft facilities (sex-wise)
in sample Sub-Divisions.

Craft	Sadar		Phowai		Dharmnagar		Sonamura		Amarpur	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Weaving.	25'7	15'4	-	-	13'5	13'4	-	-	-	-
Carpentry.	18'4	-	-	-	20'8	-	-	-	-	-
Cane & Bamboo.	6'7	14'3	-	-	-	-	5'3	25'0	-	-
Book-binding.	-	-	-	-	5'3	3'6	-	-	-	-
Sewing & Tailoring.	-	14'9	-	-	8'8	12'3	-	-	-	-

It is found in the table that the percentage of boys students having facilities for training in weaving, carpentry, cane & bamboo, bookbinding and sewing and tailoring respectively are 25'7, 18'4, 6'7, 0, and 0 in Sadar Sub-Division and 13'5, 20'8, 0, 5'3 and 8'8 in Dharmnagar Sub-Division. The corresponding percentages of girls students are 15'4, 0, 14'3, 0, and 14'9 in Sadar Sub-Division and 13'4, 0, 0, 3'6 and 12'3 in Dharmnagar Sub-Division. The percentage of students getting facilities in cane and bamboo in both cases are 5'3 and 25'0 in Sonamura Sub-Division.

General Science:-

General Science is a compulsory subject of study for every student from Class VI to X. The main object of teaching general science is to provide a general understanding of scientific phenomena and to indicate how knowledge of science helps one to lead a better and fuller life. For this purpose emphasis should be placed on demonstration of experiments and showing of charts, diagrams, and models in Classes. Table No.5 indicates below about facilities available for general science in the selected Schools of different Sub-Divisions.

Table No.5.
Facilities available for teaching general science.

Categories.	Number of Schools.				
	Sadar	Phowai	Dharmnagar	Sonamura	Amarpur
1. Separate laboratory for general science.	-	-	-	-	-
2. Sc. Trained teacher.	-	1(16'7)	-	-	-
3. Experiments demonstrated in theoretical Classes.					
Regularly.	1(7'8)	1(15'7)	1(12'5)	-	1(50'0)
Occasionally.	6(46'2)	1(15'7)	1(12'5)	-	-
Nil.	6(45'2)	4(66'6)	6(75'0)	4(100'0)	1(50'0)
4. Field trips arranged more than once in a year.					
Once in a year.	2(15'4)	-	1(12'5)	-	-
Occasionally.	-	-	-	-	-
Nil.	11(84'6)	6(100'0)	7(87'5)	4(100'0)	2(100'0)
5. Charts and models shown in the Classes.					
Regularly.	1(7'7)	2(35'3)	2(25'0)	-	-
Occasionally.	6(46'2)	1(16'7)	2(25'0)	-	-
Nil.	6(46'2)	3(50'0)	4(50'0)	4(100'0)	2(100'0)

The above table shows that there is no provision for separate Laboratory for teaching general science in any of the selected Sub-Divisions. Experiments are demonstrated regularly in Theoretical classes in Sadar, Khawai, Dharmanagar and Amarpur Sub Divisions. The percentages are being 7'7, 16'7, 12'5, and 50'0 respectively. Percentages of Schools showing demonstration occasionally in Sadar, Khawai and Dharmanagar Sub-Divisions are respectively, 46'2, 16'7, 12'5, while 45'2%, 66'6%, 7'0%, 100% and 50% of schools in Sadar, Khawai, Dharmanagar, Sonamura and Amarpur Sub-Divisions provide no facilities in this respect. As regards provision for facilities in field trips 15'4%, 12'5% of schools in Sadar and Dharmanagar Sub-Divisions arrange field trips once in a year while 84'6%, 100'0%, 87'5%, 100'0% and 100'0% of schools in Sadar, Khawai, Dharmanagar, Sonamura and Amarpur Sub-Divisions make no arrangements for field trips. For clear understanding it is also necessary to display charts, models etc. in theoretical classes. But the table reveals that the percentages of schools showing charts, models etc. in theoretical classes regularly are only 7'7, 33'3 and 25'0 respectively in Sadar, Khawai and Dharmanagar Sub-Divisions. The percentage of schools wherein it is shown occasionally is not much better. There is not a single school in Sonamura and Amarpur sub-divisions where charts, models etc. are shown either regularly or occasionally.

Time devoted to a subject:-

Maximum, Minimum and Average of time (in nearest minutes) per week devoted to different subjects.

Table No.6.

Class VI.

Stratum	Characteristic	Bengali	English	Sans- Krit, Hindi.	Mathe- Arithy	Geog- Franch	G.Sc- Hence	His- tory.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Sadar.	Maximum	500	510	-	165	270	120	240	210
	Minimum	240	240	-	60	200	60	90	60
	Average	346	351	-	18	246	95	115	112
Khawai.	Maximum.	430	440	-	120	270	200	21	210
	Minimum.	240	240	-	70	240	60	70	60
	Average.	325	341	-	91	245	106	119	116
Dharma- nagar.	Maximum	345	345	-	270	280	160	200	240
	Minimum	210	230	-	60	120	60	60	60
	Average	256	276	-	115	241	92	107	118
Sonamura.	Maximum.	315	400	90	140	330	105	140	126
	Minimum.	240	240	90	70	150	90	105	165
	Average.	270	306	22	92	250	161	117	101
Amarpur.	Maximum.	270	300	-	150	240	180	180	180
	Minimum.	240	240	-	70	180	70	120	105
	Average.	255	300	-	110	210	125	150	145

XXXXXXXXX Class VII

Stratum	Characteristic	Bengali	English	Sanskrit	Hindi	Maths	Geo- graphy	Science	General History
		3	4	5	6	7	8	9	10
SADAR	Maximum	430	510	200	120	270	120	240	175
	Minimum	240	240	60	60	175	60	70	60
	Average	381	368	119	88	230	88	115	109
KHOWAI	Maximum	430	440	-	105	270	210	210	210
	Minimum	240	240	-	70	210	70	70	105
	Average	313	357	-	34	240	118	127	130
DHARMA- NAGAR	Maximum	405	405	-	160	320	200	160	240
	Minimum	240	240	-	60	150	60	60	60
	Average	313	316	-	99	247	98	14	122
SONAMURA	Maximum	315	400 (210)	(260)	315	165	185	120	
	Minimum	240	240	90	70	150 (70)	185	165	
	Average	269	362	75	58	244	84	100	112
AMARPUR	Maximum	340	360	-	150	240	180	180	180
	Minimum	270	240	-	70	210	70	120	105
	Average	255	300	-	110	225	125	150	142

Class VIII

SADAR	Maximum	430	510	200	-	270	130	175	175
	Minimum	240	240	60	-	200	60	70	60
	Average	371	391	120	-	239	84	102	108
Khowai	Maximum	440	440	140	-	270	210	210	210
	Minimum	240	240	70	-	210	70	70	80
	Average	300	357	106	-	240	120	124	126
DHARMA- NAGAR	Maximum	405	405	200	-	280	160	200	200
	Minimum	240	280	60	-	150	60	60	60
	Average	294	339	111	-	238	80	110	105
SONAMURA	Maximum	315	400	210	-	330	105	175	140
	Minimum	240	240	70	-	150	90	105	105
	Average	285	298	133	-	250	93	185	121
AMARPUR	Maximum	340	340	150	-	210	180	210	210
	Minimum	270	240	70	-	210	70	120	105
	Average	255	315	110	-	210	125	165	157

Table No.6. indicates that maximum time is devoted to teaching of the subjects like Bengali and English in all classes. The range in which the maximum and minimum of time devoted to a particular subject varies from school to school. So it is apparent that there is no uniformity in time devoted to a particular subject among the schools of sample Sub-Divisions. As regards the average time devoted to a particular subject it also varies from school to school.

Library:-

A Well-equipped Library is essential for the development of a school. Equally, prescribed books should also be readily available in the library so that the students can use them easily. Trained Librarian is also another pre-requisite for satisfactory working of the library. Table No.7 below provides information regarding library facilities in selected Sub-Divisions.

TABLE NO. 7

Library facilities available in schools.

Library Service.	Number of schools in				
	Sadar	Khawai	Dharmanagar	Sonamura	Amarpur
1. Librarian.-					
Whole Time	-	-	-	-	-
Part-time	-	-	-	-	-
Teacher-cum-Librarian	13(100'0)	6(100'0)	8(100'0)	4(100'0)	2(100'0)
Total :	13	6	8	4	2
2. Period for use of Library:					
Particular Period.	3(23'1)	4(66'6)	3(37'5)	-	-
Off Period.	10(76'9)	2(33'3)	5(62'5)	4(100'0)	2(100'0)
Total :-	13	6	8	4	2
3. Size of Library room (Sq.ft.)					
Less than 250	-	-	-	1(25'0)	-
251- to 500	2(15'4)	-	-	-	1(50'0)
Above 500	1(7'7)	-	-	-	-
No. Library.	10(76'9)	6(100'0)	8(100'0)	3(75'0)	1(50'0)
4. Book-student ratio					
Upto 1.	1(7'7)	-	-	-	-
1 to 3	2(15'4)	2(33'3)	3(37'5)	3(37'5)	1(50'0)
3 to 5.	1(7'7)	1(16'7)	-	1(25'0)	-
5 to 10.	6(46'2)	3(50'0)	1(12'5)	-	1(50'0)
Above 10	3(23'1)	-	4(50'0)	-	-
Total :	13	6	8	4	2
5. Periodicals :					
Daily	8(61'5)	4(66'6)	2(25'0)	2(50'0)	-
Weekly.	3(23'1)	2(33'3)	4(50'0)	-	-
Fortnightly.	-	-	-	-	-
Monthly.	5(38'5)	4(66'6)	6(75'0)	4(100'0)	1(50'0)

The table indicates above neither whole-time nor part-time librarian is engaged in any of the selected schools. In all the Sub-Divisions, the libraries are left to the care of teachers or clerks. The percentages of schools providing particular period and off period for the use of library by their students in Sadar, Khawai and Dharmanagar Sub-Divisions are respectively 23.1, 66.6, 37.5 and 76.9, 33, 3, 62.5, . In Sonamura and Amarpur Sub-Divisions all the sample schools are providing off period for the said purpose. Some students while at school prefer to devote their leisure period in the library room. To retain the tendency of reading

books among the students and at the same time to remove the difficulties of congestion, it is essential to make the library room as much spacious as possible. But from the size of the library room shown in the table it is obvious that library room provided in some of the sample Sub-divisions is ^{very small in Khowai and Dharmnagar} library room has been made while the percentages of schools with provision of library room in Sadar, Sonamura and Amarpur Sub Divisions are respectively 23.1, 25.0, and 50.0. The book structure is also not quite satisfactory. Periodicals of various types should also be kept in sufficient numbers in the libraries. But in Sonamura and Amarpur Sub Divisions percentages of schools providing periodicals are very low in comparison to those of other sub-Divisions.

Qualification of Teachers:

Table No.8

Academic Qualification of teachers.

Academic Qualification	Number of Teachers in				
	Sadar	Khowai	Dharmnagar	Sonamura	Amarpur
Graduate	10(18.2)	15(25.0)	26(28.9)	6(21.4)	7(63.6)
Above matric & below graduate	44(31.2)	13(31.7)	33(36.7)	8(28.6)	3(27.3)
Matric & its equivalent	22(14.9)	26(43.3)	30(33.3)	12(42.8)	1(9.1)
Under Matric	8(5.7)	-	1(1.1)	2(7.1)	-
Total :	147	60	91	28	11

Graduate teachers have been posted in all the sample Sub-Divisions. The percentage is as high as 63.6 in Amarpur Sub-Division. The respective percentages in Sadar, Khowai, Dharmnagar and Sonamura Sub-Divisions are 43.2, 25.0, 28.9 and 21.4. The corresponding percentages of teachers possessing qualifications "above matric and below graduate" are respectively 31.2, 31.7, 36.7, 28.6 and 27.3 in Sadar, Khowai, Dharmnagar, Sonamura and Amarpur Sub-Divisions. The percentages of "Matric and its equivalent" teachers do not exceed 40.0 in any of the Sub-Divisions except in Khowai and Sonamura Sub Divisions where they are 43.3 and 42.8 respectively. Under-Matric teachers, also, exist in Sadar, Dharmnagar and Sonamura Sub-Divisions where the percentages are not significant to be mentioned.

Trained and Untrained teachers: -

There are training facilities like craft training, physical training, Hindi, etc. for the under-graduate and graduate teachers. The total number of teachers posted in the sample units and their distribution of "trained" and "un-trained" teachers have been indicated in table No.9. It should be mentioned here that a teacher possessing either of professional or physical or non-21 training is considered to be a trained teacher. The figure in parenthesis indicates the percentage of particular category of teacher over the total number of teachers in a particular sample Sub-Division.

TABLE No. 9
Percentage of trained and untrained teachers

Teachers	Sadar	Khowai	Dharmanagar	Sonamura	Amarpur
Trained	90.5(7)	37(61.7)	64(71.1)	19(32.1)	8(72.7)
Un-trained.	30.5(5)	23(38.3)	26(28.9)	9(67.8)	3(27.3)
Total :-	141	60	90	28	11

The above classification shows that in all the sample Sub-Divisions except in Sonamura, percentages of trained teachers are more than those of untrained teachers. The percentage of trained teachers in Sonamura Sub-Division is only 32.1 while in the other Sub-Divisions it exceeds 60.0. The percentages of untrained teachers in Sadar, Khowai, Dharmanagar, Sonamura and Amarpur Sub-Divisions are 30.5, 38.3, 28.9, 67.8 and 27.3 respectively.

Experience of teachers: -

Data in respect of experience of teachers have also been collected. Table No.10 below gives information about the average of total experience of teachers with different qualifications.

TABLE No. 10

Average experience of teachers in years)
with different qualifications.

Qualification	Average of Experience				
	Sadar	Khowai	Dharmanagar	Sonamura	Amarpur
Graduate.	7.3	8.1	7.4	5.0	7.1
Above Matric & below Graduate.	9.5	6.1	6.0	7.5	10.3
Matric & its equivalent.	10.0	7.9	8.1	9.1	12.0
Under-Matric.	14.4	-	15.0	22.0	-

The above table shows that the average experience of teachers having different qualifications is more or less the same in all the Sub-Divisions. But the average experience of under-matric teacher is found to be higher. This may be due to the fact that higher qualified teachers were not available during the early stages of the plan periods. The average experiences of the graduate teachers in Sadar, Khowai, Dharmanagar, Sonamura and Amarpur Sub-Divisions are 7.3, 8.1, 7.4, 5.0 and 7.1 respectively. The corresponding averages for below graduate and above matric teachers and teachers who are matric and its equivalent are 9.5, 6.1, 6.0, 7.5, 10.3 and 10.0, 7.9, 8.1, 9.1, 12.0 respectively. In Khowai and Amarpur Sub-Divisions no non-matric teachers have been posted. The average experiences of non-matric teachers in Sadar, Dharmanagar and Sonamura Sub-Divisions are 14.4, 15.0, 22.0 respectively.

Age of teachers

The age composition of the teachers is important inasmuch as it has also an important bearing on the efficiency and attitudes of teachers. Table No.11 gives data on the distribution of teachers by different age-groups during the period under review.

TABLE No.11

Age	Number of Teachers				
	Sadar	Khowai	Dharmanagar	Sonamura	Amarpur
Up to 25.	33(23.4)	23(36.7)	24(26.7)	9(32.1)	1(9.1)
26 to 35	75(55.2)	31(53.3)	53(58.9)	13(46.4)	7(63.6)
36 to 45	24(17.0)	4(6.7)	13(14.4)	3(10.7)	3(27.3)
46 & above	5(3.5)	2(3.3)	-	3(10.7)	-
Total :-	141	60	90	28	11

It appears that percentages of teachers upto 25 years of age and in the age-group of 26 to 35 are greater than those of the teachers in the age-group of 36 to 45 and above 45 years of age. This is natural in view of the fact that the expansion of schools has been accelerated in the plan periods. With the expansion of schools over the years, recruitment from the younger age-groups have been increased and as such there has been a predominance of teachers of these age-groups.

Housing Conditions :

TABLE No. 12

Number of schools according to housing conditions

Housing conditions	Sadar	Khowai	Dharmanagar	Sonamura	Amarpur
Pacca/Semi-pacca.	10(76.9)	1(16.7)	2(25.0)	-	1(50.0)
Katcha.	3(23.1)	5(83.3)	6(75.0)	4(100.0)	1(50.0)
Total :-	13	6	8	4	2

The table No 12 shows that only in Sadar Sub-Division majority of the schools are housed in pacca/semi-pacca buildings. The percentages of pacca/semi-pacca buildings in Sadar, Khowai, Dharmanagar, Sonamura and Amarpur Sub-Divisions are 76.9, 16.7, 25.0, 0, 50.0 respectively. The corresponding percentages of Katcha construction are 23.1, 83.3, 75.0, 100.0, and 50.0.

Floor space :-

Over-crowding and congestion in class-rooms creates unhealthy atmosphere for study. So it is expected that every student should be provided adequate space. An attempt has been made to assess the adequacy or otherwise of the accommodation in comparison with the prescribed norm of 10 sq.ft. per student.

TABLE NO. 13

CLASS VI

Floor space available per student in different classes.

Floor space available per student (in sq.ft.)	Sadar		Khowai		Dharmanagar		Sonamura		Amarpur	
	% of schools	% of students	% of schools	% of students	% of schools	% of students	% of schools	% of students	% of schools	% of students
Less than or equal to 6	15.4	19.1	16.7	31.2	37.5	44.5	50.0	52.9	•	•
above 6 not more than 8	23.1	22.7	33.3	23.6	57.5	41.9	25.0	26.8	•	•
above 8 less than 10	15.4	9.9	16.7	10.1	12.5	4.2	•	•	•	•
10 and above	46.1	48.3	33.3	39.2	12.5	9.4	25.0	20.6	100.0	100.0

CLASS VII

Less than or equal to 6	15.4	22.3	•	•	37.5	54.0	25.0	42.2	•	•
above 6 not more than 8	•	•	33.3	49.3	•	•	•	•	•	•
above 8 less than 10	15.4	11.7	16.7	11.3	12.5	14.9	-	-	-	-
10 and above	69.2	65.8	50.0	39.4	50.0	31.1	75.0	57.8	100.0	100.0

CLASS VIII

Less than or equal to 6	7.7	22.4	16.7	36.0	•	-	25.0	46.1	-	-
above 6 not more than 8	7.7	1.7	-	-	-	-	-	-	-	-
above 8 less than 10	-	-	-	-	-	-	-	-	-	-
10 and above	84.6	75.9	83.3	64.0	100.0	100.0	75.0	53.9	100.0	100.0

The Table No. 13 shows the floor space available per student in different classes. As regards the floor space in class VI, 46.1% of schools in Sadar, 33.3% in Khowai, 12.5% in Dharmanagar, 25.0% in Sonamura 100% in Amarapur satisfy the required norm of 10 sq.ft. per student. Regarding the floor space in Class VII, 69.2% of schools in Sadar, 50.0% in Khowai, 50% in Dharmanagar, 75.0% in Sonamura and 100% in Amarapur satisfy the required norm. Then as for the floor space in Class VIII, 84.6% in Schools in Sadar, 83.3% in Khowai, 100.0% in Dharmanagar, 75.0% in Sonamura, 100.0% in Amarapur satisfy the required norm.

Over crowding or congestion :-

The educational institutions in our country have been criticized from the past for allowing admission to a large number of pupils in a class. Individual attention between the teachers and the students hampers to a great extent and maintenance of discipline may not be expected satisfactory if in a class room a situation of over-crowding and congestion exists. An attempt has been made to examine the case in table I.

TABLE No. 14.

Percentage of students according to size (Class-wise)

No of students in a class (set.)	CLASS -VI									
	Sadar		Khowai		Dharmanagar		Sonamura		Amarpur	
	% of cases	% of student	% of cases	% of student	% of cases	% of student	% of cases	% of student	% of cases	% of student
Less than or equal to 40	62.5	49.6	42.9	33.7	70.0	55.6	100.0	100.0	100.0	100.0
41 to 49	25.0	31.8	42.9	46.8	-	-	-	-	-	-
50 & above.	12.5	18.6	14.2	19.5	30.0	44.4	-	-	-	-

CLASS VII

Less than or equal to 40	87.5	80.0	100.0	100.0	87.5	71.9	100.0	100.0	100.0	100.0
41 to 49	6.3	9.4	-	-	-	-	-	-	-	-
50 and above.	6.3	10.6	-	-	12.5	28.1	-	-	-	-

CLASS VIII

Less than or equal to 40	91.7	77.6	83.3	64.0	87.5	75.7	100.0	100.0	100.0	100.0
41 to 49	-	-	16.7	36.0	12.5	24.3	-	-	-	-
50 & above.	8.3	22.4	-	-	-	-	-	-	-	-

It appears from the table that in a small percentage of schools in Sadar, Khowai and Dharmanagar Sub-Divisions the work-load seems to be heavier as number of students exceeds 40 which is the norm. The sample schools under Sonamura and Amarpur Sub-Divisions satisfy the required norm in all classes. In so far as Khowai Sub-Division is concerned the norm is satisfied in Class VII only. Percentage of cases where a situation of over-crowding prevails is 37.5 in Sadar, 57.1 in Khowai and 30.0 in Dharmanagar Sub-Division, for Class VI. It is 12.6 in Sadar and 12.5 in Dharmanagar Sub-Divisions for Class VIII. While the percentages of over-crowding are 8.3, 16.7 and 12.5 in Sadar, Khowai and Dharmanagar Sub-Divisions respectively for Class VIII.

Number of students:

The rapid expansion of school facilities especially during the plan periods is expected to show a corresponding impact on the number of students in schools. Relevant data obtained from the sample schools are given in the table No.15 below.

TABLE NO.15

Percentages of schools representing students according to size.

No. of students	Number of schools.				
	Sadar	Khowai	Dharmanagar	Sonamura	Amarpur.
Less than or equal to 50.	2(15.4)	1(12.5)	1(25.0)	2(100.0)	-
51 to 100.	7(53.8)	5(62.5)	4(50.0)	2(50.0)	-
Above 100 .	4(30.8)	1(12.5)	3(37.5)	1(25.0)	-
Total :-	13	6	8	4	2

A glance on the table will show that increase in the number of schools has been followed by a decreasing trend in the number of students per school. In Amarpur Sub-Division total roll strength has not exceeded 50 in any of the sample schools. The situation is not much better in case of other Sub-Divisions as more than 50% of schools have roll strength between 51 to 100. This is perhaps due to the so-called apathy of the backward classes towards education of their children. Economic condition may also be another factor in this respect. Percentages of schools where number of students is greater than 100 are 30.8, 12.5, 37.5 and 25.0 in Sadar, Khowai, Dharmanagar and Sonamura Sub-Divisions respectively.

Number of Section in a class :

Increase in the number of section ~~has~~ becomes essential when number of students in a class-room exceeds 40. Number of students in some schools are very small. As such in a very few cases number of section has exceeded two. Table No.16 below will show such break-up of section in the sample Sub-Divisions.

TABLE NO.16

Percentages of school representing different section in different classes

Classes	Sadar				Khowai			
	1	2	3	Total	1	2	3	Total
VI	10(76.9)	3(23.1)	-	13	5(83.3)	1(16.7)	-	6
VII	10(76.9)	3(23.1)	-	13	5(83.3)	1(16.7)	-	6
VIII	13(100.0)	-	-	13	6(100.0)	-	-	6

Classes	Dharmanagar				Sonamura				Amarpur			
	1	2	3	Total	1	2	3	Total	1	2	3	Total
VI	7(87.5)	-	1(12.5)	8	4(100.0)	-	-	4	2(100.0)	-	-	2
VII	8(100.0)	-	-	8	4(100.0)	-	-	4	2(100.0)	-	-	2
VIII	6(85.7)	1(14.3)	-	7	4(100.0)	-	-	4	2(100.0)	-	-	2

The number of section is one in all classes in the schools of Sonamura and Amarpur Sub-Divisions. In Sadar, Khowai and Dharmanagar Sub-Divisions the percentage of Schools where one section is in-existence in classes VI, VII and VIII varies from 76'9 to 100'0. In each of classes VI and VII in Sadar and Khowai Sub-Divisions 23'1% and 16'7% respectively of schools have opened two sections. The corresponding percentage in Dharmanagar Sub-Division for class VIII is 14'3. Number of section has not increased more that two in any of the Sub-Divisions except Dharmanagar where the percentage is 12'5. It is to be mentioned here that in one school of Dharmanagar Sub-Division class VIII is yet to be started.

Play Ground :-

While setting up a school it should be ensured that the site to be selected for the purpose will provide proper space for a play ground of standard size. Games and sports are nonethless important than other curricular activities. An attempt has been made to study how much space is provided for a play-ground in each sample school in relation to its students-strength.

Table No. 17.

Play ground

Area of play ground (in sq.ft)	Number of Schools.				
	Sadar	Khowai	Dharmanagar	Sonamura	Amarpur.
(1)	(2)	(3)	(4)	(5)	(6)
Less than or equal to 1000	-	-	-	-	-
1001 to 3000	-	-	1(12'5)	-	-
3001 to 5000	2(15'4)	1(16'7)	-	-	-
5001 to 10000	-	-	2(25'0)	2(50'0)	-
Above 10,000	7(53'8)	4(66'6)	4(50'0)	1(25'0)	1(50'0)
Nil.	4(30'8)	1(16'7)	1(12'5)	1(25'0)	1(50'0)
Totall-	13	6	8	4	2

The above table shows 4% sample schools in Sadar, 1 in Khowai, 1 in Dharmanagar, 1 in Sonamura and 1 in Amarpur Sub-Division representing 30'8%, 16'7%, 12'5% and 25'0% and 50'0% respectively provide no space for play-ground. It is, however, observed that in most of the sample schools play-ground measuring 10,000 sq.ft. or above are available. The absence of play-ground in a considerable number of schools in Sadar Sub-Division may probably be due to non-availability of sufficient land adjoining the schools. Play-ground measuring 3001 to 5000 sq.ft. are found in Sadar and Khowai Sub-Divisions where the percentages are respectively 15'4 and 16'7.

Number of teaching days -Table No.18.

Number of teaching days (in a particular year).

No. of teaching days	Sadar.	Khowai	Dharmanagar	Sonamura	Amarpur.
Less than or equal to 170. ~	-	-	-	-	-
171 to 200	-	-	-	-	-
201 to 225	1(7'7)	-	1(12'5)	2(50'0)	-
266 and above.	12(92'3)	6(100'0)	7(87'5)	2(50'0)	2(100'0)
Total:-	13	6	8	4	2

No. of teaching days.	231'1	230'5	229'9	222'5	231'5
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Table No. 18 gives information regarding number of teaching days in a school. Data has been collected for the year 1968 (January to December). The total number of teaching days as recommended by the Secondary Education Commission should not be less than 200 in a year. The above table clearly indicates that number of teaching days exceeds 200 in all the schools under survey. The lowest mean of teaching days comes to 222.5 in Sonamura Sub-Division as against 231.5 in Amarpur Sub-Division which is the highest one.

Results of Examination:-

The results of examination in different classes have been examined. Table No. 19 provides average percentages of passes in different Sub Divisions. Annual Examination and Half Yearly Examinations are regular feature in our country. But there are some schools which arrange terminal examinations and weekly or monthly examinations.

Table No.19.Average percentage of passes in different Sub-Divisions.Class VI.

Sub-Division	Sadar.		Khowai.		Dharmanagar		Sonamura.		Amarpur.	
	B	G	B.	G	B.	G	B.	G	B.	G
First.	3.8	6.6	4.0	6.2	4.6	2.6	8.6	23.1	-	-
Second.	14.8	13.7	20.8	15.5	12.6	7.7	13.6	15.4	16.7	-
Third & under consideration.	42.3	51.2	32.9	28.9	34.9	39.3	32.1	30.8	75.0	-

CLASS VII

Division	Sadar		Khowai		Dharmanagar		Sonamura		Amarpur	
	B	G	B	G	B	G	B	G	B	G
First	7.6	4.6	6.3	6.6	4.3	2.0	3.8	14.3	8.3	-
Second	8.8	13.7	14.4	13.1	6.9	10.8	14.0	-	16.7	-
Third & under consideration.	42.4	50.3	29.7	32.8	31.0	54.9	29.8	71.4	75.0	-

CLASS VIII

First	13.1	12.2	7.8	6.0	4.1	1.9	12.7	-	-	-
Second,	13.6	13.3	32.5	14.0	15.1	3.8	14.5	-	14.3	-
Third & under consideration.	44.9	56.7	33.8	28.0	34.2	66.0	41.8	75.0	42.9	65.7

The number of sample schools holding monthly or weekly examinations is very few and in most of the schools records of the same are not maintained. The over all picture that emerges shows satisfactory results of passes for both boys and girls students in the sample units. But the percentages of students passing in 1st and 2nd divisions are miserable. The situation is rather discouraging for boy-students of Classes VI, VII and VIII in Amarpur Sub-Division and girl-students of Class VIII in Sonamura and Amarpur Sub-Divisions. In a backward territory like Tripura where the people of hilly areas are illiterate, the overall success for girl students is not less encouraging than those of the boy students.

TABLE No. 20

Percentages of students passed in different classes.

Class	Sadar		Khowai		Dharmanagar		Sonamura		Amarpur	
	B	G	B	G	B	G	B	G	B	G
VI	60.9	71.6	57.7	50.5	52.0	49.6	34.3	69.2	91.7	-
VII	58.8	68.6	50.5	52.5	42.2	67.6	52.6	85.7	100.0	-
VIII	71.7	82.2	74.0	48.0	53.4	71.7	69.1	75.0	57.1	66.7

Total percentages of students passed in different classes for both boys and girls have been shown in table No.20. More than 50% of boys and girls in Class VI have passed the annual examination in all the sample Sub-Divisions except in Dharmanagar where the percentages of passes for girls student is 49.6. A fair annual results have been shown by the students of Amarpur Sub-Division where the percentage exceeds 90.0 in Class VI and it is just 100.0% in Class VII. There are no girls students reading in these two classes. The percentages of success in the sample schools of Amarpur Sub-Division in Class VII are respectively 57.1 and 66.7 for boys and girls students. In Classes VII and VIII the percentages are more than 50.0 for boys and girls students in all the sample Sub-Divisions except Dharmanagar where it is a little below 50.0. An interesting conclusion which follows from the above study is that the performance of girls students in the examination is much better than the boys students.

Area brought under cultivation in the sample schools.

The main source of increasing income of this territory is by means of increasing Agricultural products in patches of land which are otherwise left uncared for. Such patches of land can be used by kitchen gardening. A study has been conducted to see how much area in the school premises is brought under plough for cultivation which is undertaken by the students as a part of their education.

TABLE No. 21

Area brought under cultivation in different schools.

Area in (Sq.ft.)	Sadar	Khowai	Dharmanagar	Sonamura	Amarpur
Less than 1000	-	-	-	-	-
1001 to 2000	1(7'7)	-	-	-	-
2001 to 5000	-	-	-	-	-
Above 5000	3(23'1)	-	1(12'5)	3(75'0)	1(50'0)
Total	9(69'2)	6(100'0)	7(87'5)	1(25'0)	1(50'0)
Total no	13	6	8	4	2

It appears from the above table that in Khowai Sub-Division there is no school with provision for Agricultural land. In Sadar, Dharmanagar, Sonamura and Amarpur Sub-Divisions 23.1%, 12.5%, 75.0% and 50.0% of schools have agricultural land exceeding 5000 sq.ft.(per school). 7.7% of schools in Sadar Sub-Division only have land with area between 1001 to 2000 sq.ft. Number of schools where no provision of land have been made is greater in Sadar and Dharmanagar Sub-Divisions than these in Sonamura and Amarpur Sub-Divisions. The percentages are respectively 69.2, 87.5, 25.0 and 50.0 in Sadar, Dharmanagar, Sonamura and Amarpur Sub-Divisions.

Number of students belonging to different castes

According to the 1961 Census, about one third of the total population belongs to various Tribes viz. Kripuri, Chakma, Raang, Janatia etc. who live generally in hills and gales of this Territory. A few decades ago they had hardly any opportunity of sending their children for schooling due to lack of communication and agencies responsible to spread education. As a result they were illiterate though encased in their own culture. But today extension of roads and conveyance facilities have made the situation otherwise. Of the various welfare activities taking place in different spheres, improvement in the field of education deserves special mention. The table below clearly indicates that a large and more number of children specially the backward classes are getting admission into schools over the years. The number of children belonging to different castes and their percentages to the total have shown in the table side by side.

TABLE NO. 22

Number of students in different castes.

Castes	Siday		Khowal		Dharmapuri		Sonamura		Antarpur	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Schedule Castes.	93 (12.1)	26 (4.6)	11 (12.5)	18 (7.4)	13 (9)	8 (2.2)	15 (20.2)	3 (20.0)	50 (78.3)	3 (50.0)
Schedule Tribes.	142 (18.4)	62 (16.7)	80 (22.3)	18 (6.6)	9 (8.0)	1 (3.9)	0 (2.6)	-	6 (13.2)	1 (16.7)
Other Backward Classes.	136 (17.7)	61 (10.8)	75 (20.8)	58 (22.6)	11 (10.6)	19 (13.2)	43 (57.5)	0 (20.0)	0 (0)	1 (16.7)
Others	399 (51.8)	45 (73.6)	113 (44.6)	154 (63.4)	243 (65.1)	25 (80.4)	125 (53.5)	50 (50)	14 (14.9)	0 (16.7)
Total :-	770	555	330	243	452	37	225	40	60	0

Percentages of students belonging to castes of the backward scheduled castes, scheduled tribes and other backward community are greater for both boys and girls students in all the Sub-Divisions except in Antarpur where it is greater for scheduled caste. Percentages of students belonging to scheduled castes is very small in the Sonamura Sub-Division in comparison to those of other castes. The percentages of Sonamura Sub-Division are representing no girl students belonging to scheduled tribes. Percentages of scheduled caste students for both boys and girls are more or less the same in Dharmapuri and Sonamura Sub-Divisions. The sample schools in Antarpur Sub-Division are showing greater percentages of girl students for scheduled tribes, other

other backward community and others than those of boy students. In Khowai and Sonamura Sub-Divisions it is slightly increased for other backward community.

Conclusions :

The findings of our study can be summarised as follows:-

1) The facilities for teaching crafts have been provided only in Sadar, Dharmanagar and Sonamura Sub-Divisions. Thus, the subject of craft has been introduced in 7 schools out of 13 schools of Sadar Sub-Division and in 4 schools out of 8 schools of Rhamanagar and in 1 school out of 4 schools in Sonamura Sub-Division. But, the schools of other Sub-Divisions such as Khowai and Amarpur have been found with no facilities for teaching craft. It has been noticed that craft is not taught in many schools inspite of the fact that there are provisions for craft instructor in all the schools. Again, many of the schools with facilities for teaching craft have no separate craft room and some necessary instruments.

2) General Science is an important subject and it requires trained teacher to impart knowledge of science to the students. But it is revealed from our investigation that there is hardly any school which has any science trained teacher. The aspect of demonstration of experiments in theoretical classes, an essential ingredient of science teaching, has been found almost missing in the schools of our study. Percentages of schools that show charts and models either regularly or occasionally are also not up to the mark (Table No.5).

3) Field-trips ^{are} generally taken as a part of education. But, it has been found that most of the sample schools have made no arrangements for such trips.

4) Provision for a well-equipped library in a school is a vital need of the day. But in most of the sample schools there is no provision for separate library room. As revealed from the book students ratio and non-existence of separate reading room that library facilities as a whole given to students are, also, not satisfactory. The number of books and periodicals of various types are inadequate to meet the demands of the students.

5) It will be clear from the Table No.9 that the ~~the~~ percentage of trained teacher in sample schools is higher in comparison with that of the untrained teachers.

6) As per standard norm for floor space of student should be given an area of 10 sq. ft. . But most of the schools have been found to be not satisfying this norm.

7) Provision for play ground is essential for infusing interest in games and sports. It is revealed from the table ~~XXII~~ No.17 that 8 schools out of 33 have no provision for play ground. ~~xxx~~ Again, most of the schools have no outlying agricultural land for enabling the students to learn the art of cultivation.

8) The study, also, reveals that the girl-students are not lagging behind the boy-students in the matter of education (Table No.22),

9) On investigation it has been found that there are no arrangements for medical check-up in the schools. So, it should be essential on the part of the authority to provide facilities for medical ~~xx~~ check-up of the students at least twice in a year.

The aforesaid findings of our study make it ~~important~~ imperative on the part of the authority to extend more facilities to the basic schools so that the students going for the basic education may come out fully prepared to face the realities of life.

LIST OF STUDIES COMPLETED BY THE EVALUATION ORGANISATION.

- 1, Evaluation Report on Rural Manpower Programme, Jirania Block,
- 2, Evaluation Report on Rural Manpower Programme, Belonia Block,
- 3, Evaluation Report on Rural Manpower Programme, Dharmanagar Block,
- 4, Evaluation Report on Rural Manpower Programme, Kailashahar Block,
- 5, Evaluation Report on Rural Manpower Programme, Kamalpur Block,
- 6, Evaluation Report on Rural Manpower Programme, Khowai Block,
- 7, Evaluation Report on Elementary Education during Plan Periods (1951-66) in Tripura,
- 8, Evaluation Report on Facilities available to Teachers and Students for study and work in the Higher Secondary Schools of Tripura,
- 9, Evaluation Report on Facilities available to Teachers and Students for study and work in the Senior Basic Schools of Tripura,
- 10, Evaluation Report on Industrial Estate (Arundhutinagar),
- 11, Evaluation Report on Re-settlement of Landless Agricultural Labourers other than Scheduled Caste, Scheduled Tribes and Refugees,

To be available from
EVALUATION ORGANISATION
Government of Tripura,
AGARTALA.