CHAPTER V

SUMMARY, CONCLUSION AND
SUGGESTIONS
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The investigation in hand has been briefly summarised in the following pages with conclusions which have been presented under various heads on the basis of analysis of data. The educational implications and suggestions have been incorporated in the present chapter. Further possibilities have been given to provide a sound basis for the generalisation occurring out of different research.

5.1 Summary

Statement of the Problem:

"An Analytical Study of the Educational Development in the Tribal District of Lahaul-Spiti in Himachal Pradesh."

Objectives:

The study is designed to attain the following objectives:

1) To study the growth of educational development among the tribals of Lahaul-Spiti from 1966 to 1990 in terms of:
a) institutions: the primary secondary and higher stages of education,

b) enrolment of students at primary, secondary and higher stages of education,

c) literacy between 1966 to 1990 and

d) non, formal and technical education.

ii) To study the educational facilities which are available in Lahaul-Spiti area.

iii) To study the educational administration, supervision and financing in the district of Lahaul-Spiti.

iv) To suggest the measures for improvement of existing system of education in the district of Lahaul-Spiti.

**Delimitation of the Study:**

The present study confined to the growth of educational development of education in the tribal district of Lahaul-Spiti during 1966 to 1990 and mainly restricted to the educational facilities, administration, supervision and financing condition of this district. This study also go through about the suggestion, which improved the existing system of education in the district.
Methodology

Descriptive survey method was employed in studying the educational development in the tribal district of Lahaul-Spiti in Himachal Pradesh from 1966 to 1990. The developmental study has been done both in qualitative and quantitative manner.

Sample

The target population in the present study covered all the educational institutions located in Lahaul-Spiti area of Himachal Pradesh. The information with regard to educational development was collected from headmasters, teachers and community people in the schools of Keylong, Kaza and Udaipur areas. The data were collected on the basis of random selection where Headmasters and teachers were selected from 52 schools of Keylong, Kaza and Udaipur areas of Lahaul-Spiti district. Thirty headmasters and 80 teachers were included in the sample. Besides headmasters and teachers one hundred community people were interviewed. Incidental sampling technique was employed for the purpose of selecting 100 community people from the areas of Keylong, Kaza and Udaipur.

The educational development data were collected from Directorate of Education, Shimla. Annual Tribal Sub-Plans and Statistical abstract of Lahaul-Spiti.
Thus total sample comprised of 30 headmasters, 80 teachers and 100 community people of the area of Keylong, Kaza and Udaipur sub-division. Headquaters of Lahaul-Spiti district of Himachal Pradesh. Besides this, one District Education Officer (D.E.O.) of Lahaul-Spiti was also included in the sample for the present study.

Analysis of Results

The data was collected through questionnaires and interview schedule, which was tabulated item-wise in the form of frequencies. The frequencies were converted into percentages and data were analysed and interpreted item-wise.

5.2 CONCLUSIONS

1. Growth of Educational Development Among Tribals

A brief historical perspective of the development of education among tribals is given in Chapter III. It shows that upto the end of 19th century, the spread of education among tribals was very insignificant. But after independence, the special place was assigned to the upliftment of tribal areas. The constitution prescribes certain protection and safeguards for the scheduled tribes, to promote their educational and economic interest. The central and state governments have launched several
programmes of special assistance for the educational development of tribals and other weaker sections.

- Literacy is one of the important parameter of educational development. The census reports give data regarding literacy rate among scheduled tribes population. The rural tribal shows the low literacy rate, as compared to all tribal groups.

- In Himachal Pradesh the tribals has made a tremendous progress in the field of education during the period under study. Before independence, no one paid any attention towards tribal education. After independence rapid strides were made in the spread of educational facilities in the state, especially in the case of tribal areas. In the year 1960-61, there were 116 primary or Junior basic schools, 12 middle and 4 high and higher secondary schools in existence. In 1990-91 the number of institutions in tribal area gone upto 483 primary schools, 61 middle and 59 high and higher secondary schools.

- The enrolment of tribal students in schools increased a lot from 1966-67 to 1990-91. Thus we see that the enrolment in primary, middle high and higher secondary schools were 7,081, 2,036, 461 and
26 respectively in 1966-67, but it increased considerably in the years 1990-91. The enrolment in primary schools was 33, 121 in case of middle, high and higher secondary school, the enrolment was 11,078, 4,264 and 1,249 respectively during the year 1990-91.

- The literacy percentage of tribal areas also shot up in Himachal Pradesh from 1961 to 1991 census. It was stepped up from 12.85 in 1961 to 53.15 per cent in 1991.

- After the implementation of Tribal Sub-Plan period, the educational development triggered in the tribal areas.

II Growth of Educational Development in Lahaul-Spiti During 1966 to 1990:

The following conclusions are arrived at studying the growth of educational development in Lahaul-Spiti during the period 1966-1990.

(a) Growth of Educational Institutions:

Before independence there were only two district board schools. After independence the educational facilities expended in Lahaul-Spiti by the year 1955, the region had 9 Balwadis, 36-primary schools, 7 middle and 2
high schools. But the numbers had gone up in 1990-91. There were 64 balwari centres, 174 primary institutions, 22 middle schools, 18 high schools and 2 higher secondary schools respectively during the year 1990-91.

- There are no college in the area during this period.

Thus there has been substantial increase in the number of educational institutions. In the same way a good deal of progress was made in the field of enrolment of students in 1966-67 to 1990-91.

b) **Growth of Teachers and Students Enrolment**

In the year 1966-67 the enrolment of primary classes i.e. form first to fifth classes were 1,005 students, it was increased to 3,045 in 1990-91. Thus there is a three fold increase in the number of students joined primary schools during this period with respect to the enrolment of middle school, it was 614 in 1969-70, increased to 1,470 in 1990-91.

- In the high and higher secondary stage the number of students enroled in 1969-70 were 653 but it increased considerably in the years 1990-91. This increase was 827 during this period.

- With regard to the availability of teachers there
were only 97 teachers at the primary stage during the year 1971-72, and increased to 310 during 1990-91.

- Number of teachers in the middle stage was 73 in 1971-72 and the numbers rose upto 105 in the year 1990-91.

- In the high and higher secondary stages the number of teachers were 65 in the year 1971-72 and they went upto 188 in the year 1990-91.

c) **Growth of Literacy**

The literacy percentage of Lahaul and Spiti showed gradual rise from 1961 to 1991. The literacy percentage of Lahaul in 1961 was 19.33 and of Spiti was 9.19 percent. It was increased to 57.7 per cent in Lahaul and 56.24 per cent in Spiti during 1991 (According to the 1991 census).

Similarly the female literacy was 4.7 per cent in Lahaul and 0.4 per cent in Spiti in the year 1961. It was increased to 39.65 in Lahaul and 34.07 in Spiti during the year 1991.

Thus there was three fold increased in literacy rate in Lahaul, whereas in Spiti there was six time during the period 1961 to 1991.
D) **Growth of Non-Formal and Technical Education**

In the name of non-formal education up to the age of 14 years there was no provision of non-formal education in Lahaul-Sipti areas up to 1990-91.

- During 1966, a adult literacy centres having 139 adults were in existence. This number increased to 47 adult literacy centres and enrolment of adults were shot up to 590 adults.
- The lower rate of enrolment of adults in the adult education programes were due to their engagement in domestic affairs.
- There is no technical institution in the area of Lahaul and Spiti up to 1990-91. However the seats are reserved for Lahaul-Spiti students in the other technical institututions (ITIs/IRTIs) of Himachal Pradesh.

III. **Existing Educational Facilities in Lahaul-Spiti Area**

The existing facilities has been revealed by community people, teachers, headmasters as follows:

- All the community people and teachers stated that primary and middle schools are situated less than 5 kilometers from their residence.
Majority of the community people are of the opinion that senior secondary schools are situated more than five kilometers distance from their residences.

There is no facility of higher education in the area.

94 per cent community people stated that they have school building facility. 54 per cent said that they have play ground facility and 42 per cent have adequate accommodation in the school. The majority of the people are of the opinion that sanitation, drinking water, electricity is not provided in the school.

More than 50 per cent of community people revealed that monthly stipends, scholarships and free textbooks are provided to the students, whereas less than 25 percent of tribal students are getting mid-day meal, free clothes and free stationary.

The incentives were given in time to the students and the 74 per cent of the community people asserted that these incentives are not sufficient. Majority of the people enumerated the following other incentives:
- to open higher educational institution,
- to provide free education,
- to give free uniform for poor children,
- provision of stipends for all children be made,
- more hostel facilities for students be given,
- special scholarship for girls be provided.

- The village elites were in favour of introducing the modern media in school education.

- Female teachers to be appointed in the schools.

- The provision of reporting student progress be made regular routine in the schools.

- The teachers are not availing the facilities of government residence in the area.

- Majority of the teachers stated that mostly the schools in tribal areas of Lahaul-Spiti are linked with roads.

- Half of the teachers stated that efficient teachers are not rewarded timely and not given incentives in time, but half of the teachers agree towards this.

- There is no provision of guidance bureau in the schools. Only the teachers guide the students for their bright future.
All the headmasters responded that they have only co-education institution in area, and medium of instruction in the schools are Hindi upto high school stages except primary stage, all three languages (Hindi, English and Sanskrit) are taught in the school.

40 per cent of headmaster responded that they have sufficient staff in the schools. Only 30 per cent expressed that the staff is not sufficient.

Sixty per cent of headmasters mentioned that the schools are being run in pucca building and 40 per cent responded that the schools are running in Kachha building. All the schools have their own building.

With regard to physical facilities, more than 50 per cent headmaster stated that the schools have adequate accommodation, drinking water and play ground facilities and only less than 30 per cent provided with electricity and sanitary facilities.

Ninty per cent of schools heads stated that there is no facility of hostels in the schools for boys and girls.

No facility of computer education and teaching of home-science for girls in the schools.
- Only arts and science courses are available in the +2 stage in the schools.

- With regard to the availability of teachers to all courses, it may be noted that for all courses, the teachers are not available in the schools.

- Majority of the heads responded that there is no other co-curricular activities in the schools except games and sports, cultural activities and debate/dramas.

- With respect to the arrangement of medical check-up and provision of SUPW activities in the school, all the heads stated that these facilities are provided in the schools.

- In the name of teaching aids they had only black board, charts, maps, globe and tape-recorders in their schools.

- Regarding the special incentives existing in tribal area for students, the heads of the schools stated that they provided free books, free education, monthly stipends, pre-matric scholarship and pre-medical aids to the students. There were no facilities of mid-day-meal, free uniform, post-matric scholarship and attendance scholarship for girls in the schools.
- The majority of the schools are getting incentives in time from government. 90 per cent heads want more incentives be given to tribal children i.e.:
  - Amount of stipends be raised without any income ceiling.
  - Free education be provided to all students.
  - Mid-day-meals, free books, uniform, facilities be given to all students.
  - Special stipends for girls be given.

C) Educational Facilities Mentioned by District Education Officer:

District Education Officer states that the government provided the following type of incentives to the students in this area:

- Pre-matric scholarship
- Post-matric scholarship
- Attendance scholarships for girls.
- Mid-day-meal for primary students as per the policy of government.
- Free dress or clothes to the students upto primary level only.
- Free-text-books upto secondary level.
Free stationary upto primary level.

Compulsory education is not provided in the schools of this area, but education is free up to school level.

IV. Educational Administration, Supervision and Financing in Lahaul-Spiti:

(a) Administration.

At the district level educational administration is controlled by District Education Officer and responsible for inspection, supervision and financial control. At school level the headmaster is responsible for all these activities.

- All the heads of schools mentioned that they play the role in all the activities i.e.:
  - to maintain the discipline in the school,
  - to check the physical and academic growth of the school,
  - to conduct examination and taking admission,
  - take part in enrolment drive and retention,
  - depute teachers for service and re-orientation courses,
  - send achievement reports of students to their parent,
  - Organised parents-teachers meetings in the school.
50 per cent of heads send their daily progress reports to the Directorate or District Education Officers.

All the heads responded that they are not facing any difficulty in running the schools, due to any administrative and political pressure.

With regard to the administrative duties, District Education Officer controlled all the formal and non-formal institutions which are under their control and also go through the curriculum of the school:

- Co-curricular activities of the schools,
- Cultural activities of the school,
- Physical facilities of the school,
- School records, and problem,
- Headmaster and teachers records,
- Results of the school, etc.

**Supervision**

As regard to the supervisory duties the heads and D.E.O. gave the following facts:

- sixty per cent of heads stated that the D.E.O. supervise regularly the schools whereas 40 per cent headmaster responded that they do not supervise regularly.
Regarding academic guidance from D.E.O's, 80 per cent of the heads consider that they get academic guidance from D.E.O's and only 20 per cent responded that they do not get any academic guidance.

Most of the heads mentioned that they observe teaching in classes while supervising.

While supervision, all the heads stated that they discuss the academic problems with teachers and they gave some suggestions to improve teaching in the schools:

- Discourage private teaching (59%).
- Checking of home work daily (38%).
- Provide extra-coaching for poor students (30%).
- Use of more audio-visual aid (26%) and abolish subject committee (10%).
- All the heads stated that they are responsible for the academic progress of the school. They specified some suggestions for the better academic progress.
- Sixty per cent heads suggested that, award teachers for goods results, introduce full staff strength for all subjects (42%) and 30 to 38 per cent
suggested that private teaching should be banned, punish teachers for poor results and extra coaching to students.

- Regarding the suggestions for better supervision of the school mostly the heads enumerated only two suggestions;

- firstly they said that all academic and non-academic activities should be supervised regularly.

- Secondly they suggested that District Education Officers must visit once a year in school.

- All type of formal and non-formal institutions are under the control of District Education Officer.

- District Education Officer stated that he does not visits every school during the session and gave the following reasons for not supervising all the institutions:

  i) Vehicle is not provided,

  ii) Approach to the institution is not available in time.

  iii) Insufficient supervisory staff.

- District Education Officer preferred to make surprise visit to school and also helps the
teachers and headmasters in solving school problems.

- Criteria to measure the efficiency of the school staff, the District Education Officer used proforma to evaluate the efficiency of headmasters, teachers and others staff.

- Regarding the adequacy of teaching staff, the District Education Officer responded in negative. That means there is no provision of sufficient staff in tribal area.

- No special officer is provided to investigate all safeguards which constitution provide for schedule tribe.

C. Financing

- Majority of the heads stated that they have checked the budget of school regularly and some have not checked regularly.

- Seventy per cent send the budget proposal of school to government regularly and thirty per cent of the heads expressed that they are not sending any budget proposal to government.

- With regard to the satisfaction towards budget, 60 per cent heads are satisfied and 40 per cent are not satisfied.
Mostly in the tribal schools the admission fee and building fund are taken. At primary stage education is totally free and only at +2 state tuition fee are charged.

Majority of the heads of school mentioned that they provide all type of financial help to poor children through money and special scholarships.

Girls are availing special grants to their education in this area. They mentioned that the school provide attendance scholarship to encourage the education among them.

Regarding more financial facilities to 60 per cent of heads suggested that increase the rate of stipends and increased tribal allowances. 30 to 40 per cent suggested:

- give more scholarships,
- more funds for fuel wood,
- raised winter and travel allowances and
- release more finance for refresher courses for teachers.

District Education Officer involved in the following financial respects:
(a) Checking annual budget of the district, expenditure of the school, utilization of funds and grants, fees and funds of the students, the scholarship records, service book of the teachers, etc.

V. Problem Faced by Educational Institution, Students, Teachers, Headmaster and District Education Officer In Lahaul-Spiti:

i) Problems Faced by Institution and Students:

- The community people mentioned various problems of educational institutions:

  - Problem of fuelwood.
  - Lack of Play ground facility.
  - Lack of teachers.
  - Inadequate Budget to Fuel.
  - Problem of finance in the school.
  - Inadequate facilities for audio-visual aids.
  - Lack of library facilities.
  - Shortage of female teachers.
  - Problem of accommodation and sanitation.
  - Inefficient administration in the schools.

- Tribal students of that area also faced so many problems which have been concluded as under:

  - Lack of facility of higher education.
  - Problem to reach the school in winters.
- More distance of +2 schools.
- Lack of Transport Facility.
- Unsuitable timings of annual examination.
- Inadequate exposure to keep students abreast with latest.
- Problem of girls hostels.
- Lack of electricity, extra co-curricular activities, and technical and vocational courses.
- Problems of science classes at +2 stage.

(ii) **Problems Faced by Teachers:**

As regard to the problems faced by teachers in this area are given below:

- Large number of teachers are facing the problem of residential accommodation, school accommodation, lack of audio-visual aids for teaching, shortage of teachers and lengthy syllabus.
- Another problems enumerated by teachers are:
  - Less allowance are given in tribal area.
  - No refresher courses for teacher.
  - Problem of communication with students.
  - Problems of transportation, supervision and guidance.
  - Unsuitable transfer policy of government.
- Delay in the Salary of Ad-hoc teachers.
- Lack of library facility for them.

(iii) **Problems Faced by Headmaster/Principals**

The heads of the schools mentioned large number of problems related to the administration, academic supervision and finance:

- Under the administrative problem they have faced the problems of physical facilities i.e. laboratory and library facilities, seating facility, lack of accommodation, problem of fuelwood, drinking water and sanitary in the schools. They also mentioned the problems of insufficient staff and no more powers are given to the heads of the school.
- Academic problems are given as under:
  - No extra-curricular activities in the school.
  - Problem of Board Examination centre.
  - Discipline problem.
  - No proper supervision of schools conducted by department of education and not provide proper teacher diary in the school. There is a problem of lack of motivation among teachers.
- Under financial problems the heads faced many problem i.e.:
  - problem of inadequate funds in the school,
- problems of very less financial powers,
- ban on purchase also a great problem and
- students do not deposit the fees in time.

iv) Problems Faced by District Education Officer

- During the appointment no clear instructions are conveyed to the district office.
- Lack of guidelines.
- Vacancies of the staff are not filled in time.
- The District Education Officer stated that the supervision of all schools is not possible due to hard area.
- Vehicle facility is not provided for supervision of the institutions.

The problems of educational facilities of tribals which were mentioned above, should be taken into consideration by the government and other agencies, then the educational awareness take place among them.

VI. SUGGESTIONS

On the basis of the study and observations, the following suggestions are given which will be beneficial to improve upon and overcome the problem of educational administration in primary and secondary schools in Lahaul and Spiti district of Himachal Pradesh. These suggestions
help educational planners and administrators to adopt suitable measure for efficient, effective and successful functioning of primary and secondary schools:

- The following physical facilities are suggested by community people, teachers, headmasters/ principals and D.E.O:

  - to provide library and laboratory facilities in the school,
  - playground and sports facility be provided,
  - the provision for hostel facility for boys, girls and teachers be provided,
  - proper accommodation and audio-visual aids to schools be given,
  - provision of more fuel wood for heating in winter be provided,
  - medical facility and computer education should be provided to educational institutions,
  - provision of mid-day meals in the schools,
  - vehicle facility should be provided to District Education Officer in this hard area,
- free bus facilities to students should be given.

- For improving the administration they suggested the following suggestions:

- provide higher educational facilities in the area,

- full-staff strength should be given in the area and vacancies of teachers should be filled in time,

- organisation of refresher courses for teachers and awards for efficient teachers should be given,

- the facilities of vocational and technical institution in the area be provided,

- Board examination should be conducted in April instead of December,

- more incentives are to be provided to tribal children,

- the transfer policy be improved,

- special powers should be given to district education officer,

- guidance bureau be opened in the schools,

- public schools should be increased to provide educational facilities in the area,
- regular and trained teacher should be appointed,
- introduce the provision of free and compulsory education in the area.
- The community people suggested that proper supervision of the schools be a regular routine.
- The D.E.O. revealed that more supervisory staff should be appointed in the area.
- With regard to financial aspect, the following suggestions are given:
  - more stipends should be given to tribal students and the rate of stipends should be raised,
  - increase the budget to school,
  - provide more funds for school maintenance, sports, library and laboratory,
  - provide more facilities and incentives to tribal students,
  - more tribal allowances should be given to teachers,
  - provide more financial powers to heads of the schools.
  - the budget should be released well in time.