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**DECLARATION**

I, **VAHEEDA KAYIKKARA** .,do hereby declare that this dissertation **“AN ANALYTIC STUDY OF THE UNECONOMIC LOWER PRIMARY SCHOOLS IN MALAPPURAM DISTRICT”** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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24. 12. 2010

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**Associate Professor**

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**CERTIFICATE**

I, **Dr. K. VIJAYAKUMARI**., do hereby certify that this dissertation, **“AN ANALYTIC STUDY OF THE UNECONOMIC LOWER PRIMARY SCHOOLS IN MALAPPURAM DISTRICT”** is a record of bonafide study and research carried out by **VAHEEDA KAYIKKARA** under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College, **Dr. K. VIJAYAKUMARI**

 /12/2010 Supervising Teacher

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*Farook Training College,* ***VAHEEDA KAYIKKARA***

***24/12/2010***

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**INTRODUCTION**

Indian Parliament passed the historic Right of Children to Free and Compulsory Education (RTE) Act in August 2009. It provides a justifiable legal framework that entitles all children between the ages of 6-14 years to an education of reasonable quality, based on principles of equity and non-discrimination. It provides for children’s right to free and compulsory admission, attendance and completion of elementary education. More importantly, it provides for the child’s right to education that is free from fear, stress and anxiety. There are several provisions in the Act, including for example, provisions prohibiting corporal punishment, detention and expulsion which need to be fore-fronted to ensure that we move towards a system that provides ‘a warm, welcoming and encouraging approach for children to learn’ (NPE 1986 / 1992). The most important aspect, however, is to ensure that the teaching-learning process is free from stress and anxiety (Sec. 29), with obvious implications for curricular reform. Testing and school grading systems need to be reviewed to motivate children to deepen and widen their learning. The RTE Act also lays down the responsibilities of teachers. Teacher accountability systems would need to ensure that children are learning and that their right to learning in an environment that is free from stress and anxiety is not violated (RTE SSA Final Report, 2010).

Many National and International organizations like United Nations Educational, Scientific and Cultural Organization (UNESCO), International Labour Organization (ILO) and United Nations Children's Education Fund (UNICEF) expressed their approval by clapping the ground-breaking RTA, legalising the right to free and compulsory education for all children between the ages of 6 and 14 in India. Its significance can be observed in the following words of Hulsof (2010) Tens of millions of children will benefit from this initiative ensuring quality education with equity, RTE will propel India to even greater heights of prosperity and productivity for all guaranteeing children their right to a quality education and a brighter future.

Since Independence, India has made impressive progress in terms of growth of educational institutions at different levels, physical access to schooling for children, and diversification of educational programmes. Today, 18 crore children are taught by almost 57 lakh teachers in more than 12 lakh primary and upper primary schools across the length and breadth of the country. With schematic interventions from the erstwhile Operation Blackboard, Bihar Education Project, Lok Jumbish, District Primary Education Programme, and the Government’s current flagship programme of Sarva Shiksha Abhiyan (SSA), over 98 percent of our children are estimated to have access to primary schooling within one kilometer of their habitation, and almost 92 percent to an upper primary schools within three kilometers of their habitation. Gross enrolment ratios have increased significantly across all social categories, drop out rates at primary level have declined, and transition from primary to upper primary stage has improved. Decentralised academic support structures have been established in the form of District Institutes for Education and Training (DIET) in 571 districts, and Resource Centers in 6746 blocks and 70388 clusters in the country. Over 12 crore children participate in the Mid Day Meal programme, the world’s largest school feeding programme, which impacts not only enrollment of children, but also their regular attendance in school and participation in the learning process (RTE SSA Final Report, 2010).

 SSA is implemented as one of India’s flagship programmes for universalizing elementary education (UEE). Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and enhancement in learning levels of children. SSA provides for a variety of interventions, including, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water facilities, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning (ibid).

The educational scenario in Kerala is far advanced than other states of India. The Kerala model of development owes its attributed success to the achievements in the area of education and health. Most of the changes and development in the field of education has occurred since independence. The state had pursued a liberal higher education policy from 1956 through mid eighties in terms of quantitative expansion and access to higher education. Today, it boasts other states in terms of high literacy rate of 90.86 percent as against 65.38 percent in the national level. Schools and colleges in Kerala are run either by the Government, private trusts or individuals. The schools in Kerala are affiliated to Indian Certificate of Secondary Education (ICSE), The Central Board of Secondary Education and the Kerala State Education Board. The education department of the state gives special attention to the primary education. The primary schools in Kerala include private aided, private unaided and Government schools. Though both English and Malayalam are offered as medium of instruction by the state run schools, most of the private schools resort to English as their language of teaching. Kerala has the highest proportion of private primary schools and it also subsidizes the highest proportion of students in private schools. Both of these facts give the citizens of Kerala wider effective choice in selecting primary schools for their children.

**NEED AND SIGNIFICANCE OF THE STUDY**

The Government of Kerala is taking every possible step to improve the quality and standard of education. An inevitable consequence of demographic transition in Kerala is the rapidly declining school enrolment in Government-funded lower primary schools. So far studies dealing with demographic transition and falling school enrolment concluded that fertility decline is the sole reason for this. (Nair et.al 2006). A major limitation of this study is that it focused only on students enrolled in schools affiliated to the Directorate of Public Instruction without accounting for the enrolments of parallel fee-charging private unaided English-medium schools in the state. Aside from fertility decline, the poor quality of teaching in Government-funded schools and the resultant exodus to private unaided English-medium schools is significant in accounting for decline in enrolments. The retention of students in Government-funded schools can be sustained only by improving the quality of school education (ibid).

The educational statistics published by the Directorate of Public Instruction (DPI) shows that there has been a rapid decline of enrolment in different types of schools, particularly Government and private aided schools in the state. As a result, a larger number of schools have become uneconomic and teachers of these schools were rendered as ‘protected teachers’. At the same time it was observed that, when the enrolments in Government and private aided schools have began dropping down, the number of private unaided English medium schools have been spurting up even in the remote villages. If fertility decline was the only factor for the drop in enrolment, this paradox should not have occurred. Such a trend implies growing demand of parents for private unaided schools and reduced demand for the private aided and Government school education (ibid).

The Government and private aided schools are loosing students as a result of shifting to the private unaided sectors. There are various factors mediating against the qualitative improvement of private aided and Government schools. Though these schools are equipped with well-trained, experienced and well-paid teachers compared to those in any private unaided schools, such advantages are not reflected among the public. This drives the trend to wards a self-financing model of education in the state. In the present scenario, only schools that can provide quality education can sustain in the competition. If the Government and private aided schools have to sustain, they have to be reoriented and equipped with better teaching and learning condition and to translate into good quality education quickly.

Each year, Government of Kerala declares some schools as uneconomic. A school is labelled as uneconomic if the minimum strength of students in lower primary, upper primary, and high schools per standard is 25 or a total of 100 students per school. The number of uneconomic schools in Kerala has gone up from 2500 to 3661 in a span of two years (2007-2009). Among the 3661 schools, 1839 are Government schools and 1822 are private aided schools. Based on Kerala Education Rules norms, in the total number of uneconomic schools in Kerala 49.91 percent are in Government sector and 50.09 percent are in Private sector. When we look into details, Lower primary schools are more in number than Upper Primary Schools and high schools which are declared as uneconomic. Lower primary schools account for 79.99 percent of the uneconomic schools; where as 1.93 percent is accounted by Upper Primary Schools and 4.08 percent by High Schools.

Government of India launched many programmes like Education For All (EFA), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) etc which are mainly concentrated on elementary education. Even then lower primary schools are becoming uneconomic year by year. The elementary education should get more and more importance as it is the basic of further education.

 Malappuram is the most populated district in Kerala having a population of 3,625,471 (Registrar General and census commissioner of India, 2001) The Progress that Malappuram District has achieved in the field of education during the last decade is tremendous. It was one of the educationally backward districts during the eighties. But now Malappuram is one of the leading educationally developed districts in Kerala. Malappuram District has the largest number of schools in the state followed by Kannur and Kozhikode Districts. Malappuram District has also the largest number of Government schools and unaided schools in the state.

Even then, Government of Kerala has declared 76 schools as uneconomic in Malappuram District. Main thing is that as compared to other districts in Kerala, all the uneconomic schools in Malappuram District are Lower primary schools. It will be relevant to analyse the conditions of uneconomic Lower primary schools in Malappuram so that some valuable suggestions can be put forward for the improvement of the situation.

**STATEMENT OF THE PROBLEM**

The present study is entitled as “AN ANALYTIC STUDY OF THE UNECONOMIC LOWER PRIMARY SCHOOLS IN MALAPPURAM DISTRICT”

**DEFINITION OF KEY TERMS**

The key terms of the study are defined below to have a comprehensive idea of the problem

**Analytic study**

An investigation of the component parts of a whole and their relations in making up the whole. In the present study, the term is used for specifying the nature of the study.

**Uneconomic Lower primary schools**

The Kerala Education Rule (KER) defined uneconomic schools as those coming under Para 1 of Rule 22(4), which requires that the minimum strength of students in lower primary, upper primary and high schools per standard shall be 25. The rule requires that the minimum strength per standard in Sanskrit and Arabic schools shall be 15.

In the present study uneconomic lower primary schools stands for the lower primary schools which are declared as uneconomic by the Government as the strength of each standard is less than twenty five.

**OBJECTIVES OF THE STUDY**

The objectives set forth for the study are the following.

1. To study the physical conditions of the uneconomic lower primary schools.
2. To identify the factors causing the schools uneconomic. 3. To provide suggestions for improving the conditions of uneconomic lower primary schools.
3. To provide suggestions for improving the conditions of uneconomic lower primary schools.

**METHODOLOGY OF THE STUDY**

**Sample**

 The present study used normative survey method and sample for it was selected using random sampling method. The investigator tried to analyse the conditions of thirty schools by taking a sample of thirty Headmasters, fifty teachers and 100 parents of sixteen Educational Sub Districts of Malappuram District.

**Tools and Techniques Used**

 To collect information, the investigator interviewed Head Masters of the selected schools. The tools used are

1. Interview Schedule for Head Masters
2. Questionnaire for Teachers
3. Questionnaire for Parents

**Statistical Techniques Used**

 The study being a qualitative one, only proportions was used for describing the data.

**SCOPE ND LIMITATIONS OF THE STUDY**

The present study is an attempt to find out physical conditions of uneconomic lower primary schools and the factors causing the schools uneconomic. This will help in improving the conditions of uneconomic lower primary schools. Even though precautions were taken to make the study as much perfect as possible, some limitations are there. Some of them are listed below.

The population for the present study is seventy six uneconomic lower primary schools of sixteen sub districts of Malappuram District. But the sample was limited to thirty uneconomic lower primary schools selected randomly with the assumption that these schools will be true representation of the population.

The study was restricted to one district of Kerala with the hope that the result obtained can be extended to the other districts also.

Also, the factors contributing poor performance of schools will be different for different schools. But a preliminary analysis of the situation made the investigator to note that the conditions of these schools are more or less the same. Hence the investigator selected 30 schools randomly from 76 schools.

**ORGANISATION OF THE REPORT**

Chapter I presents a brief introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, methodology, scope and limitations of the study.

Chapter II presents the theoretical aspects of the condition of lower primary schools and the studies reviewed in the area of lower primary education.

Chapter III presents, the methodology of the study, describing in detail the tools and techniques used, selection of sample, data collection procedure and statistical techniques.

Detailed analysis of data and discussion of results are given in Chapter IV.

Chapter V presents the summary of the study, major findings, educational implications and some suggestions for further research in this area.

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**REVIEW OF RELATED STUDIES**

Success of any study in any field depends on the indepth analysis of the previous work done in that area. Review of literature in the concerned area helps the investigator in stating the problem accurately, selecting appropriate design of study, tool and technique needed for analysis of the data. Knowledge of related literature enables the investigator to define the frontiers of his field and avoid the risk of duplication.

The investigator made a thorough review of the conditions to be satisfied by a lower primary school in Kerala to get approval. When empirical works in this area were analysed, it was found that only a few studies are conducted in this area.

In this chapter the investigator presents the theoretical overview of lower primary schools and studies reviewed in the area under the two headings viz;

 A. Theoretical aspects of the conditions of a lower primary school

 B. Studies related to enrolment trends in lower primary education

# A. THEORETICAL ASPECTS OF THE CONDITIONS OF A LOWER PRIMARY SCHOOL

Primary education was given the highest priority in sub-sectoral locations within the education sector in India, indicating a strong reiteration of the country’s resolve to achieve the goal of Education For All. The goal was sought to be achieved through several measures, which include

1. Amendment of the Constitution to make elementary education a fundamental right.
2. Decentralisation of planning, supervision and management of education through local bodies at the district, block and village level.
3. Convergence of different schemes for UEE.
4. Stronger partnership with non-Government organisations (NGOs) and voluntary organizations.
5. Provision of opportunities for non-formal and alternative education for out-of-school children in the most backward areas and for unreached segments of the population in response to local needs and demands; and
6. Universal participation and retention rather than universal enrolment. The goal of UEE was enlarged to include provision of education of a satisfactory quality to all children.

In the following paragraphs the investigator has attempted an analysis of some rules and programmes related to lower primary schools in Kerala.

1. Kerala Education Rules (1959)
2. Right To Education Sarva Siksha Abhiyan Final Report (2010)
3. The Kerala Right of Children to Free and Compulsory Education Rules (2010)

## I. Kerala Education Rules (1959)

Each and every state in India put forth some conditions to give approval for educational institution regarding physical conditions and facilities of the school. In Kerala, the sanctioning as well as functioning of the schools is in accordance with Kerala Education Rules. An analysis of the conditions mentioned in Chapter IVA of Kerala Education Rules (1959) is given below.

### 1. Site Area

Every lower primary schools or upper primary schools with or without lower primary section should normally have a minimum site area of 0.4 to 0.8 hectares.

### 2. Selection of site

1. Sites of school buildings should be on elevated level and they should be well drained and in clean and healthy surroundings. Land under wet cultivation or with made soil or soil retensive of moisture should be avoided. The sites should be accessible to all communities. A proper approach road should be provided where the school is near a main road. A board giving the full name and designation of the school and the name of the local self-Government institution concerned should also be put up in front of the school.
2. Schools in urban areas should as far as possible be so located that they are free from the noise and congestion of the city or the town. The neighbourhood dusty and noisy roads and of shops and factories should as far as possible be avoided. The vicinity of tanks and cannals is a disadvantage to schools.

### 3. Playground and Garden

1. The sites shall be provided with compound walls or good fencing.
2. Every school shall have suitable playgrounds for games and sports. The site should contain sufficient clear space for the purpose.
3. Any new building constructed shall not reduce the space of the playground.
4. The compound should be kept fairly leveled and clear of rank vegetation.
5. The Manager and Head of every school should put forth their best efforts for laying out gardens in the premises. Efforts should also be made for planting suitable trees in the school compound so that pupils may play and rest under them during leisure hours. Care should be taken to see that trees are so planted as not to

(a) Reduce unduly the space available for play, and

(b) Obstruct the entry of the light in to the class rooms or in course of time cause damage to the structure.

### 4. School buildings to be situated away from places of burial or cremation, slaughter house and liquor shops

1. No School building shall be situated within a distance of 50 metres from a public burial place or public cremation ground or slaughter house. In the case of concrete vaults, the distance shall not be less than 25 metres. The public burial place or public cremation ground or the concrete vaults shall not be visible from the school site. The visibility shall be prevented by constructing adequately high walls, not less than 6 feet in height in between and the school compound and the burial place or cremation ground or a slaughter house or the concrete vaults, as the case may be.
2. There shall be no place for sale of liquors within 183 metres of any school.
3. No public burial place, public cremation ground, slaughter house or place for sale of liquor shall be established within the prohibited distances indicated in this rule.

### 5. Accommodation

 Every school shall have buildings of specification and plans approved by the Director/Deputy Director of Education and the buildings exclusive of varanda shall have dimension sufficient to provide accommodation for the various rooms as specified below. Every lower primary school should have Class rooms, Headmaster’s room (Office room), and accommodation for pupils to take noon-day meals.

#### (i). Compositions of floors

It is desirable that the floor should be made of a material which will admit of their being washed with water and that stone flagging or something better is aimed at.

### (ii). Windows

Windows serve two purposes ie, admission of light and admission of air. They should be placed at regular distances so as to ensure uniformity of light. Window-sills should not be more than 1.22 metres from the ground. Windows for subsidiary lighting may have their sills more than 1.22 metres from the floor. The windows should not be less than one-fifth of the floor area and wherever possible the principal lighting should be from the north.

### (iii). Doors

Class rooms should not have to be used as passages from one part of the building to another. They should consequently not open into another but into passages or verandas. No class room should have more than two doors and in most cases one is preferable. The door or doors should be at the teacher’s end of the room.

**(iv). Ventilation**

Unless there are windows reaching to the top of the wall and capable of being opened, ventilators are necessary near the top of the wall. The ventilators should be regularly distributed in the same way as the windows.

**(v). Roofs**

The roof should, as far as possible, be impervious to heat.

 **(vi) . Dimensions of Class rooms**

The dimension of every class room shall be such as to provide, on the average, a minimum of eight square feet of floor space and eight cubic feet of air space per pupil on the rolls in the class or classes accommodated in the room, The dimensions of every class room in lower primary school should be 6m x 5.5.m x 3m.

1. The superficial area of the floor, the cubic contents of the room, and the maximum number of pupils which may be accommodated in accordance with the details above shall be clearly marked in a conspicuous place in class room.
2. Class rooms shall be separated with walls or with partitions put up to a height of at least 2.4m
3. The building may be of any academically conducive shape having the specified air space and floor space.

## 6. Repairs and annual Maintenance

1. School buildings which are roofed with tiles should be provided with ceiling.
2. School buildings and grounds shall be maintained in good repair and kept clean and tidy, scribbling on the walls, doors and windows, and furniture or otherwise defacing them shall be prevented.

 **7. Latrines and urinals**

1. Latrines and urinals of suitable size as per approved design and in sufficient number shall be provided in every school. These should be kept clean and satisfactory arrangements should be made for regular scavenging.
2. There should be separate latrines and urinals for the pupils and the staff.
3. In the case of mixed schools where both boys and girls are admitted, separate urinals and latrines should be provided for the girls with sufficient privacy and away from the latrines and urinals intended for the boys.
4. Latrines and urinals should not be placed nearer than 12 metres to any school building. They should be so situated that the prevailing wind will not blow from them in the direction of the school buildings.

## 8. Supply of drinking water

Arrangements shall be made for sufficient supply of good drinking water in all institutions.

## 9. Furniture

 Every lower primary school shall be provided with a minimum of durable furniture of suitable dimensions and specifications approved by the following. Benches and desks in sufficient numbers, one blackboard with stand, one table and one chair for the teacher of every class, one almirah, one time-piece or clock, one gong or bell and a notice board.

## 10. General

 The requirements of suitable desks and seats are that the pupils should sit with body fairly vertical for writing and be able to lean back for reading without any danger of curvature of the spine in either case. He should not stoop or lounge or sit any way, askew and the book or paper should rest at a comfortable distance below his eyes.

## 11. Type designs

 Type designs for school building, furniture etc and lists of essential and up to date equipments will be issued by the Department from time to time.

1. All school buildings and properties shall be made available free of rent for the purpose of holding Public examinations and teachers meeting under the auspices of the Department or approved by the Government.
2. No unaided classes shall be conducted in the premises of an aided school.
3. There shall not be any type of advertisement or hoardings in the schools premises, buildings, compound wall etc.
4. No drill or physical training or any exhibition and business by a private agency or organisation or any function which is communal in character shall be held in the premises of a Government or Private School.
5. Meetings of recognised teacher service association may be held free of cost in the school buildings subject to prior sanction by the appropriate authority.

## 12. Teacher Pupil ratio

The teacher pupil ratio for primary schools is 1:30.

### II. Right To Education Sarva Shiksha Abhiyan Final Report (2010)

 Chapter IX of Right To Education Sarva Siksha Abhiyan Final Report (2010) explains about provisions for physical school infrastructure as in the following paragraphs.

## Construction of ‘composite’ school building

 Schools in rural areas, constructed prior to SSA, are often deficient in some of the basic facilities. The existing school buildings, constructed prior to SSA, have over the years been funded from different schemes such as employment guarantee schemes, MP or MLA local area development funds, etc. Prior to RTE, there was no clear specification of what elements every school building must necessarily have. Even if specifications did exist, there was no statutory requirement for ensuring that a building must have all facilities, before it could start functioning as a school. This resulted in a situation where a few classrooms with a veranda were constructed initially, and a school became functional with such rudimentary infrastructure. Other facilities such as toilets and drinking water, electrification, a secure boundary wall, kitchen shed, were added on a piecemeal basis, whenever funds from different schemes became available. In the absence of a proper layout plan for subsequent augmentation of school infrastructure, these efforts resulted in ad hoc and haphazard positioning of various facilities within the school premises.

### 2. School infrastructure surveys and formulation of state wise perspective plans

 All States have to work towards ensuring that public schools meet the infrastructure requirements specified in the schedule to the Act. Augmentation of existing school infrastructure would require, inter alia, a survey of existing facilities in every public school. This is necessary for a clear identification of school wise gaps in infrastructure. This can be accomplished by preparing a checklist that also serves as a self declaration form by every public school, about its current level of infrastructure and additional works to be sanctioned for filling up the gaps, so that the statutory requirement can be met. These self declaration forms can be hosted on the website of the state education departments, for transparency and accountability. The state must actively work towards dispelling the perception that since its own schools do not require recognition from the appropriate public authority under the RTE Act, they can continue to function without fulfilling the basic minimum infrastructure specified in the Act. In fact, states may prepare a 5 year perspective plan indicating specific timelines, funding sources, construction agencies etc., for infrastructure augmentation in all public schools, at least up to the requirements in the RTE Act.

# 3. Creating/accessing technical capacity for large scale school infrastructure creation and quality assurance.

 For meeting the infrastructure requirements of existing and new schools, within the specified timelines, sufficient numbers of technically qualified staff will need to be put in place. The existing agencies and systems for school infrastructure creation/augmentation are different in different states. Some States have a strong civil works team under ongoing schemes like SSA, with a sufficient number of technically qualified staff on deputation or contract. The situation is different in other States where all school infrastructures related civil works are undertaken by the existing works departments of the State Government. Such States will need to evolve systems for communicating the specific requirements of school buildings to these works departments. States may consider examining their existing organizational structure for school infrastructure creation (from the state to block level), sanctioned staff at each level and vacant positions. This will lead to an assessment whether the sanctioned staff strength and the existing system for execution of works is adequate in view of the State’s infrastructure gaps, requirements for monitoring and oversight, quality assurance and above all, infusion of new learning and ideas about design innovations, whole school planning and building schools that are child friendly.

## 4. Ensuring barrier free access in schools

 The RTE Act requires barrier free access to schools. Barrier free access could mean, at one level, access without any natural/physical barriers. (For e.g.,a river in full spate during rains may pose a barrier to school access if the school is located on the other side of the river, and not in the habitation in which the children reside. The State will have to make appropriate provisions to ensure access to schooling to such children either by opening a school in the habitation or providing escort and safe transportation facilities to the school, or by any other means). However, barrier free access also implies that the design of the school building should be such that all children, including children with disabilities, should be able to move in all areas of the school and use all its facilities. The existing resource pool in the country on ‘Access audits of school buildings’ and ‘Universal design’ can be catalogued and shared with all States, to enable them to move forward quickly on this agenda. A third meaning of barrier free access could also be an inclusive school environment that welcomes all children, irrespective of their differences, and is prepared to tailor its teaching learning practices to meet their requirements. This requires sensitization and training of teachers and education administrators.

 **5. Incorporation of child friendly elements in school buildings**

 The quality of the school building and the design of its indoor and outdoor spaces plays an important role in shaping the child’s perception of the attractiveness of the school as a learning and play space. Therefore, whether the child is motivated to enroll and thereafter continue to attend school on a regular basis, also depends on the quality of school buildings. Schools are built for children. School building designs should, therefore, respond to the needs of children. Different facilities in the school should be built to the scale of the children, such as drinking water taps and urinals, children’s chalk boards, display and storage spaces in the classrooms, playgrounds and other outdoor and indoor spaces in the school premises.

 **6. Creating a shelf of school building designs**

 The diversity of terrain and climates in different parts of the country and even within states, requires the development of school building designs that can respond to its particular features. The Energy Conservation Building Code (ECBC), which enunciates the energy efficiency aspects of building designs, has been developed by the Bureau of Energy Efficiency (BEE), Ministry of Power, GOI. These guidelines can be examined by States, to build schools that are well lit, well ventilated and climatically comfortable. Attention to simple aspects like appropriate orientation of the building, proper shading strategies, landscaping to modify the microclimate, using energy efficient electrical fixtures, use of renewable energy sources (eg. solar cookers for preparing MDM) can create schools that are environment friendly, besides being child friendly.

 **7. Ensuring drinking water and sanitation facilities in rural schools**

 The Schedule to the RTE Act specifies the minimum facilities that shall be provided in all elementary schools, including, drinking water and toilet facilities. While all new schools opened under SSA are being sanctioned composite buildings with drinking water and sanitation facilities, all pre existing schools (prior to SSA) need to be provided drinking water facilities, in a time bound manner, with convergence of resources of state Governments and other relevant schemes of the Ministry of Rural Development Department of Drinking Water Supply). It is possible that several schools that are considered ‘covered’ at present with regard to availability of toilets, may be found to be deficient in terms of actual requirement of toilet units, as per the number of enrolled children in the schools. Availability of the required number of functioning toilet units should also be assessed and provided in all elementary schools.

# III. The Kerala Right of Children to Free and Compulsory Education Rules (2010)

 In this some proposals where put forwarded before the Commission for Right To Education Act in October 2010. Some of them are following:

**1. Area or limits of neighbourhood (Rule 6)**

1. The area or limits of neighbourhood within which a school has to be established by the state Government or the local authority shall be within a walking distance of one km of the neighbourhood in respect of children in lower primary schools.
2. In places with difficult terrain, risk of landslides, floods, lack of roads and in general, danger for young children in the approach from their homes to the school, the state Government shall locate the school in such a manner as to avoid such dangers, by reducing the area or limits specified under sub-rule (1)
3. For children from small hamlets, as identified by the State Government or the local authority, where no school exists within the area or limits of neighbourhood specified under sub-rule (1), the State Government or the local authority shall make adequate arrangements, such as free transportation and residential facilities, for providing elementary education in a school, in relaxation of the area or limits specified in the said rule.
4. In places with high population density, the State Government may consider establishment of more than one neighbourhood school having regard to the number of children in the age group of 6-14 years in such places based on the child census conducted by an authorized agency or the local authority.
5. In respect of children with disability, which prevent them from accessing the school, the State Government or the local authority shall endeavour to make appropriate and safe transportation arrangements to enable them to attend school and complete elementary education. Additional assistance shall be arranged for children with severe disabilities by the State Government or the local authority.

**2. Maintaining pupil-teacher ratio (Rule 23)**

A minimum number of 100 children from Class I to V in a school shall be ensured within a period of two years from the date of notification of the rules. Clubbing of schools with nearby schools shall be carried out in case of schools with student strength below 50, keeping to the distance norms in the Act (sub clause 6). The Parent Teacher ratio for class I to V will be 1:30. A second division shall be sanctioned only if it retains a minimum strength of 20 students in a division as Up to 39 students: One Teacher,40 - 60 students : Two Teachers, 61 – 90 students : Three Teachers and so on. Above 200 children: Pupil – Teacher Ratio (excluding Head Teacher) shall not exceed forty.

Government from time to time makes different programmes and commissions to increase the quality of education. An attempt to analyse the programmes organised by Government related to primary education is made below under the following heads.

1. Operation Black Board (OBB)
2. District Primary Education Programme
3. Minimum Level Of Learning (MLL)
4. Sarva Shiksha Abhiyan

Each of them is discussed below in detail.

# 1. Operation Black Board (OBB)

Considering the poor infrastructure facilities that prevail in primary schools, the NPE has given due recognition for improving basic facilities in primary schools as a first step towards school quality improvement. A phased drive symbolically called Operation Black Board was started in 1987-88 by the Union Ministry of India with a view to reduce impediments and for increasing quality of primary education. It aimed at improving the classroom environment by providing infrastructural facilities, additional teachers and teaching-learning material to primary schools and by provision of a third teacher to schools where enrolment exceeded 100, has been extended to upper primary schools. A total of 5, 23,000 primary schools and 1, 27,000 upper primary schools have been provided funds for the development of academic infrastructure that is teaching-learning material (Planning Commission, 2007).

Operation Blackboard is designed to provide minimum essential infrastructure in the primary schools. In pursuance of the National Policy on Education, 1986, it had three objectives-

1. To provide at least two classrooms suitable for all weathers and facility of lavatory (a room or compartment with a toilet and washbasin) for boys and girls.
2. To provide at least two teachers in every school out of them one should be a lady so far possible.
3. To provide necessary teaching material with blackboard, maps, charts, toys and instruments of working experiences.

In order to make the Revised Policy and POA (Programme Of Action, 1992) Under the Operation Black Board the following three sub schemes were Included.

1. To make available three teachers and classrooms in the primary schools where the enrolment is above 100.
2. To extend the area of the OBB in the upper primary schools.

# 2. District Primary Education Programme

The District Primary Education Programme (DPEP), launched in 1994, is assisted by the World Bank, European Commission, and Department for International Development (DFID) of the United Kingdom, the Netherlands and the United Nations International Children’s Emergency Fund (UNICEF). It aims at operationalising the strategies for achieving UPE/UEE through district-specific planning and disaggregated target setting in low female literacy districts and builds on the successful Total Literacy Campaign (TLC) which has created a favourable climate for universalisation. Eighty five percent of the funds for the project come from external agencies through the central budget and the remaining 15 per cent is given by the concerned state Governments. The programme components include construction of classrooms and new schools, opening of the non-formal/alternative schooling centres, appointment of new teachers, and setting up of early childhood education (ECE) centres, strengthening of State Council of Education and Research Ttraining (SCERT)’s and District Institute of Education and Training (DIET)’s, and setting up of block resource centres/cluster resource centres. It also comprises teacher training, interventions, development of teaching-learning material, research and a thrust on education of girls, SC/ST etc. A new initiative of providing integrated education to disabled children and distance education for teacher training has also been incorporated in the DPEP scheme.

The specific objectives of DPEP are:

1. To reduce differences in enrolment, dropout and learning achievements among gender and social groups to less than five per cent.
2. To reduce overall primary drop-out rates for all students to less than 10 per cent.
3. To raise average achievement levels by at least 25 per cent over measured baseline levels and ensuring achievement of basic literacy and numerary competencies and a minimum of 40 per cent achievement levels in other competencies, by all primary school children; and
4. To provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

Under DPEP, 21,000 new formal schools and over 67,000 new alternative schools have been opened, covering 2.5 million children and 20,000 bridge courses conducted. The programme has set up over 10,000 ECE centres and strengthened more than 50,000 pre-primary centres of anganwadis. DPEP has provided training to over three million community members and about one million teachers. About 27,700 school buildings, 37,000 classrooms and 11,100 resource centres have been completed or are in progress in DPEP districts. The programme now covers about 50 per cent of the children in the primary stage in over 271 districts in 18 states. The programme takes an integrated view of pedagogic issues in primary education development and seeks to build and strengthen institutional capacity in the states as well as local levels (ibid).

# 3. Minimum Level of Learning (MLL)

The MLL mastery is defined as a set of expected competencies at a level of high proficiency. Competency is the element of power to be granted through the process of education. Universalisation of equality is that almost all children should achieve all the competencies at the mastery level. Thus MLL is the observed learning outcomes that are to be achieved by every child at mastery level at the end of elementary education that would help him to be aware of the world around. To achieve MLL is always in terms of competency, attitude, values and skills. A thorough change has to be brought about in all aspects of instructional process. For this:

1. The primary curriculum of the school has to be analysed in terms of competency envisaged.
2. The teachers should acquire and internalize the new instructional techniques required for the change and develop new attitudes and skills.
3. Continuous and comprehensive evaluation based upon the various types of developmental changes.

#  4. Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated in 86th amendment to the Constitution of India making free and compulsory education to the children of 6-14 years age group, a fundamental right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The objectives of SSA are:

1. By 2003, all children of age group 6 to 14 are to be enrolled in school, alternative schooling center or in back to school camp
2. By 2007, all children of age group 6 to 14 are to complete five years of primary education
3. By 2010, all children of age group 6 to 14 are to complete eight years of elementary education
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social gaps at primary stage by 2007 and at elementary education level by 2010
6. By 2010, Universal Retention.

There are 152 Block Resource Centres (BRC) functioning in various districts in Kerala. On an average every BRC has 84 schools. There are 559 Alternative and Innovative Education Centres (Multi Grade Learning Centres) with about 13172 children. SSA has a special focus on girls’ education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide. SSA is earmarking considerable amount of money for the construction of Block Resource Centres, Cluster Resource Centres, boundary walls for the schools, drinking water facilities in schools, construction of toilets etc. Free text books/ work books/evaluation tools are supplied to all children from standard 2-8th. This scheme of SSA is benefiting 12 lakh lower Primary children and 17 lakh Upper Primary children. SSA is also implementing programmes like community awareness, capacity building training and orientation to Parent Teacher Associations (PTA) and Non Government Organisations (NGO) (ibid)

# CONCLUSION

 Main conditions needed for the formation as well as functioning of the schools were started before India’s Independence. Government tries to solve the problems of educational sector through its various efforts. Operation black board, Sarva Shiksha Abhiyan, District Primary Education Programme etc made changes in educational sector. It helped to increase the number of school going students. It will no doubt help to attain Universalisation of Elementary Education. Government through various programs to improve the conditions of lower primary schools has made inevitable changes in the field of education.

# B. STUDIES RELATED TO ENROLMENT TRENDS IN LOWER PRIMARY EDUCATION

 Kingdon (1994) conducted a study “Private and Public schooling: The Indian experience”. It revealed that private schooling has mushroomed in India at levels where the Government does not control it. According to qualitative accounts, this growth is greatest in areas where public schools do not function well. Evidence suggests that private schools are more than twice as cost-effective as Government schools.

Aggarwal (1999) conducted a study titled as “Trends in access and retention: A study of primary schools in DPEP districts”. The findings revealed that the outcome of DPEP and other interventions in DPEP districts has been positive and pronounced. The growth of enrolment in DPEP districts has been much higher than the national average for the same period.

Kerala’s education system was analysed by George et.al (1999) and found that there is more than one reason for the financial crisis in education in the Kerala. This suggests that there should be a combination of solutions to overcome the crisis. But any solution has to take into account its long term social, economic and academic implications. It should also not be at the expense of the state's goals of social justice, equality of opportunity and social mobility.

 Tharakan et.al (1999) conducted a study “Population projection and policy implications for education: a discussion with reference to Kerala”. It was observed that decelerating birth rate and its expected impact upon primary school enrolment, by itself cannot be considered as cause enough to withdraw public investment in school education sector.

Chin (2000) in a study on enhancement of educational attainment through Operation Black Board in India found that despite being enacted ineffectively, the teacher component of operation black board increased primary school completion rate by up to four percentage points for girls and up to two percentage points for boys based on the average program intensity of 1.6 and detrended estimates. The study further revealed that the teacher component of operation black board did not raise primary school completion for children from the richest households, and raised it the most for children from the poorer half of the population.

 Retnakumar (2001) conducted a study on “Does fertility decline alone lead to formation of uneconomic schools?”. The study revealed that Government and private aided schools are loosing students partly as a result of fertility decline and significantly due to the shifting to the private unaided sectors on account o f lack of improvement or deteriorating quality of teaching and learning process.

Dhanuraj (2004) in a study on uneconomic schools of Kerala found that lack of quality education and infrastructure in the schools drives the students opt for better ones. Those aided schools who have given least preference to the education also faced the consequences out of it. But the fact is that it is the Government schools which suffered a lot among all. Accountability, dedication and commitment of the teachers and staff are under the watchful eyes of parents.

Alex (2005) in a study found that despite the decrease in the school-going age population, the number of students in unaided schools has been increasing steadily over the past few years.

Nair, et.al (2006) conducted a study on School Enrolment Trends in Kerala. The study revealed that aside from fertility decline, the poor quality of teaching in Government-funded schools and the increase in the number of private unaided English-medium caused poor enrolment in Government schools.

Narayan (2010) conducted a study on The Private and the Public in School Education. The study revealed that the public school system will always have a major price-advantage over the private provider. If in spite of such advantages, the citizens prefer private offerings, the reasons have to be sought in the mode of functioning of the public schools and not elsewhere.

# CONCLUSION

A review of the studies conducted in the area revealed that studies related to uneconomic schools are rare and majority of them are related to fertility decline. Fertility decline was observed as a major cause for poor enrolment in Government and aided schools in many studies (Kingdon (1994), Retnakumar (2001)) where as poor teaching and facilities as the major reason by others (Dhanuraj (2004), Alex (2005), Nair (2006), and Narayanan (2010)). Studies on declining enrolment rate is analysed in these studies. No studies are found to be reported on the area of uneconomic schools.

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**METHODOLOGY**

Methodology discusses the procedure or technique adopted for the conduct of the study. For every piece of work, methodology is of vital importance. The success of any research depends largely upon the suitability of the methods, tools and techniques used by the researcher in collecting and processing of data. It refers to the general strategy followed in collecting and analyzing the data necessary for conducting the study.

 The present study is an attempt to analyse the conditions of uneconomic lower primary schools in Malappuram District. Methodology of the study is described in this chapter under the headings viz.,

1. Objectives
2. Techniques and Tools employed for collection of data
3. Sample
4. Data collection procedure
5. Statistical Technique

# A. OBJECTIVES

Objectives set forth for the study are the following.

1. To study the physical conditions of the uneconomic lower primary schools.
2. To identify the factors causing the schools uneconomic.
3. To provide suggestions for improving the conditions of uneconomic lower primary schools.

# B. TECHNIQUES AND TOOLS EMPLOYED FOR COLLECTION OF DATA

A researcher will require many data gathering tools or techniques which vary in their complexity, design, administration and interpretation. “Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools, which will provide adequate data, he/she requires for testing of the hypotheses. In some situations, he/she may find that existing research tools do not suit his purpose and so he/she may modify them or construct his/her own”(Kaul,1997).

**1. Interview schedule**

For the present study the investigator used interview as a method to collect data from school head masters. For this purpose an interview schedule was prepared. The schedule includes details about period of formation of the schools, building, toilet, urinal, staffroom, kanjippura, classroom, transport facilities, mid-day meal, availability of pure water facilities, number of teachers, details about other Lower primary schools within two kilometers, understanding among staff, co-operation of common people, parents care on studies, availability of time for teaching for Head Master/Mistress etc. The schedule is given as APPENDIX I

After listing the items, it was verified by experts in the field and necessary modifications were made. The schedule contains 46 items and the investigator interviewed the Head Master/Mistress within the frame work of these items

**2. Questionnaire for teachers**

To collect information from teachers the investigator used questionnaire as a tool. The questionnaire is closed ended type and the items are to be responded as satisfied or unsatisfied. The questionnaire includes dimensions such as building, overall condition of class room, black board, benches, desks, chair, availability teaching materials, library, salary, co-operation of co workers, parents teachers association, atmosphere of school, relation with students, availability of primary facilities, leadership capacity of Head of the institution etc.

After preparing the questionnaire it was verified by experts in the field and necessary modifications were made. The final questionnaire contains 20 items. Examples of the questions with their dimensions are given below.

Example: -

1. What is your opinion about the building of the school? Satisfied/unsatisfied (building)
2. What is your opinion about the overall condition of the class room? Satisfied/unsatisfied (condition of the class room)

The questionnaire is given in APPENDIX II.

**3. Questionnaire for parents**

For collecting information from parents the investigator used a closed ended questionnaire. The questionnaire included dimensions such as transport facilities, quality of teaching, student teacher relation, medium of education, primary facilities, expense for education, previous experience, facility for religious studies, school environment, result percentage, Government/NGO’s help, mid-day meal and free education.

After preparing the questionnaire it was verified by experts in the field and necessary modifications were made. The questionnaire contains 31 items. The questionnaire is given in APPENDIX III.

# C. SAMPLE

The population of the study is uneconomic lower primary schools in Malappuram District. The investigator selected the sample through Stratified Random Sampling method. Thirty schools were selected from seventy six uneconomic schools giving due representation to Government and aided and from all the sixteen educational sub districts. Out of the thirty schools twenty were government uneconomic lower primary schools and the remaining ten were aided uneconomic lower primary schools. The data was collected from 30 Head Masters/Mistresses and 50 teachers of the selected schools. Using convenient sampling method, 100 parents of nearby houses were also included for the study.

A detail of the sample and the groups from which data were collected are given in Table 1.

TABLE 1

**Break up of Basal sample**

|  |  |
| --- | --- |
| **Type of school** | **Number of** |
| **schools** | **Teachers** | **parents** |
| **Government** | 20 | 35 | 27 |
| **Aided** | 10 | 15 | 22 |
| **Unaided** | 00 | 00 | 51 |
| **Total** | 30 | 50 | 100 |

The list of uneconomic schools in Malappuram District is given in APPENDIX IV.

# D. DATA COLLECTION PROCEDURE

The investigator consulted the headmasters of the randomly selected uneconomic schools in Malappuram District and sought permission for collecting data. Time schedule for the interview was fixed at the convenience of the Head Masters/Mistresses. Then teachers of these schools were contacted and the questionnaire was distributed. When the teachers completed their responses the questionnaires were collected back. Houses near by the schools were visited by the investigator and data was collected from the parents, either mother or father using the questionnaire prepared for parents.

The data was collected from 30 Head Masters / Mistresses, 50 teachers and 100 parents. As the investigator collected data directly from each member, the final one was the same as that of the basal sample. The list of schools visited by the investigator is given in APPENDIX V.

# E.STATISTICAL TECHNIQUE USED

The study being a qualitative one, only proportions was used for describing the data.

**ANALYSIS**

The collected data was analysed and the results are presented and discussed in this chapter.

Government of Kerala has declared 76 lower primary schools in Malappuram District as uneconomic during the financial year 2008-2009. It comprises 52 Government schools and 22 aided schools in 16 Educational Sub Districts of Malappuram Educational District. From the list of uneconomic schools in Malappuram District, the investigator randomly selected 30 lower primary schools-20 Government lower primary schools and 10 aided lower primary schools from the sixteen educational sub districts of Malappuram District.

Details of data collected from various sources such as Head Masters / Mistresses, Teachers and Parents are discussed under the following headings.

1. Information collected from Head Masters or Mistresses.
2. Information collected from teachers.
3. Information collected from parents.

**A. INFORMATION COLLECTED FROM HEAD MASTERS/ MISTRESSES.**

A consolidated list of data collected from Head Masters/Mistresses of various schools regarding details about formation, number of teachers, number of students, physical condition of building, staffroom, kanjippura, classroom, transport facilities, mid-day meal, availability of pure water, details about other lower primary schools within two kilometers, toilet, urinal, understanding among staff, co-operation of common people, parents care on studies, availability of time for teaching for Head Masters/Mistresses etc are presented as table 2.

TABLE 2

**Details of information collected from Head Masters/Mistress**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dimensions** | **Aided** | **Govt** | **Total** |
| Number of Teachers | Permanent | 42 | 88 | 130 |
| Temporary | -- | 8 | 8 |
| Number of Students | Boys | 328 | 749 | 1077 |
| Girls | 311 | 694 | 1005 |
| Formation | Before Independence | 10 | 14 | 24 |
|  | After Independence | -- | 6 | 6 |
| Building | Rented | -- | 7 | 7 |
|  | Owned | 10 | 13 | 23 |
| Physical condition of building | Satisfactory | 6 | 15 | 21 |
|  | Not Satisfactory | 4 | 5 | 9 |
| Classroom | Present | 10 | 15 | 25 |
|  | Absent | -- | 5 | 5 |
| Condition of classroom | Satisfactory | 5 | 16 | 21 |
|  | Unsatisfactory | -- | 3 | 3 |
| Staffroom | Present | -- | -- | -- |
|  | Absent | 10 | 20 | 30 |
| Bench, desk etc | Satisfactory | 10 | 17 | 27 |
|  | Unsatisfactory | -- | 3 | 3 |
| Electrified | Yes | 7 | 18 | 25 |
| No | 3 | 2 | 5 |
|  | Satisfactory | -- | -- | -- |
| Kanjipura | Unsatisfactory | 10 | 20 | 30 |
| Provision of mid day meal |  | 10 | 20 | 30 |
| Pure water | Available | 8 | 16 | 24 |
| Not Available | 2 | 4 | 6 |
| Transport facility | Available | 10 | 17 | 27 |
| Not Available | -- | 3 | 3 |
| Toilet (absent) |  | 8 | 7 | 15 |
| Urinal (absent) |  | 5 | 12 | 17 |
| Co operation of common people |  | 10 | 20 | 30 |
| Time for teaching for HM's | Not available | 10 | 19 | 29 |
| Available | -- | 1 | 1 |
| No of near by schools containing lower primary education | 117  |

There are ninety six teachers in the selected Government schools, among which 88 teachers are permanent and eight teachers are temporary. All the 42 teachers working in aided schools are permanent.

 A total of 2082 students are studying in the thirty selected schools in which 1077 are boys and 1005 are girls. Average enrolment of boys and girls is approximately 35.5%. The Government schools have an enrolment of 749 boys and 694 girls (total 1443). The average enrolment in Government schools is 72.15%. In the case of aided schools the total enrolment is 639 (328 boys and 311girls) having an average enrolment of 63.90%.

The data collected from Head Masters/Mistresses of the schools reveal that most of the schools (24 out of 30) were formed before independence. That is, all of the aided schools and 14 out of 20 Government Schools under study were formed before the declaration of India’s Independence. Six out of thirty schools were formed after Independence among which one Government school is formed in 2004 with SSA’s assistance.

All the ten aided schools and thirteen out of the twenty Government Schools under study are working in their own building whereas seven Government schools are working in rented buildings.

 The physical condition of the building is satisfactory for fifteen Government and six aided schools out of twenty Government and ten aided schools selected for the study. Nine out of the twenty schools (four aided and five Government) are working in pucca buildings and thatched sheds.

 All the selected aided schools and fifteen Government schools have proper number of class rooms. The conditions of the class room such as ventilation, roof, availability of space, visibility of black board etc are satisfactory only in 16 schools out of the selected 30 schools.

Head Masters cabin is used as the staff room in all the selected schools. In seven out of thirty schools, it is also used as class room and in eleven schools it is used as the store room for keeping materials of mid-day meal programme.

In the case of furniture, seventeen Government schools have sufficient benches, desks etc, whereas in three Government schools the number of essential furniture are insufficient. All the selected aided schools have more than enough furniture.

All the selected Government schools, except two are electrified whereas most of the Aided schools are not electrified.

Kanjippura is not at all hygienic in all the 20 Government and 10 aided schools. Even then these schools provide mid-day meals to the students satisfactorily. A further clarification of details made by the investigator found that a large group (nearly 95 percentage) of students are privileged by this mid-day meal programme in these schools.

The heads of six schools (two aided and four Government) revealed the scarcity of pure drinking water in schools.

Proper transport facility is available in ten aided and seventeen Government schools where as three Government schools do not have even a pocket road for entering into the school. The Head Masters/Mistresses were of the opinion that even though transport facility is satisfactory in most of the schools, parents were reluctant to send their children to these schools because the other schools provide private or school vehicles for students to reach the school.

In the case of selected aided schools majority (eight out of ten) have no toilets where as comparatively lesser number of Government schools (seven out of twenty) faces this problem. In the five aided schools under study there is no enough number of urinals where as this is a problem in twelve Government schools under study. Even though there is urinals / toilets in five schools (two aided and three Government schools) there is no separate room for girls and boys.

According to the opinion of Head Masters/Mistresses cooperation of public, understanding among staff etc are satisfactory in all the schools. All the Schools have actively working Parents Teachers Association (PTA) for boosting the schooling process.

All the selected aided school heads and nineteen Government school heads were of the opinion that they have no enough time to teach due to the tight schedule of administrative works.

**B. INFORMATION COLLECTED FROM TEACHERS**

To supplement the data collected from Head Masters/Mistresses and to get more details about uneconomic schools, information were collected from 50 teachers of the respective schools using a questionnaire. The fifty teachers include fourteen from aided schools and thirty six from Government schools. The dimensions included are physical condition of building, overall condition of class room, black board, benches, desks, availability of resource material transport facility, library, salary, co-operation of co workers, parents teachers association, atmosphere of school, relation with students, availability of primary facilities, Leadership style of Head of the institution etc.

There 117 schools (lower primary, upper primary, high school, higher secondary, unaided) near by of these uneconomic schools containing lower primary education. 39 schools which are located near by of aided uneconomic schools and remaining near by Government lower primary school.

 Details of information collected from teachers are consolidated in Table 3.

TABLE 3

**Details of information collected from teachers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dimension** | **Satisfied/unsatisfied** | **Govt** | **aided** | **Total** |
| Physical condition of building | satisfied | 21 | 9 | 30 |
| Unsatisfied  | 15 | 5 | 20 |
| Overall condition of class room | satisfied | 7 | 4 | 11 |
| Unsatisfied  | 29 | 10 | 39 |
| Black board | satisfied | 22 | 11 | 33 |
| Unsatisfied  | 14 | 3 | 17 |
| Condition of benches, desks etc | satisfied | 25 | 7 | 32 |
| Unsatisfied  | 11 | 7 | 18 |
| Availability of books, globe etc | satisfied | 16 | 6 | 22 |
| Unsatisfied  | 20 | 8 | 28 |
| Library | satisfied | 21 | 8 | 29 |
| Unsatisfied  | 15 | 6 | 21 |
| Atmosphere of the school | satisfied | 30 | 11 | 41 |
| Unsatisfied  | 6 | 3 | 9 |
| Relation with students | satisfied | 34 | 14 | 48 |
| Unsatisfied  | 2 | -- | 2 |
| Availability of primary facilities | satisfied | 8 | 4 | 12 |
| Unsatisfied  | 28 | 10 | 38 |
| Transport facilities | satisfied | 27 | 13 | 40 |
| Unsatisfied  | 9 | 1 | 10 |
| Parents Teacher Association | satisfied | 29 | 10 | 39 |
| Unsatisfied  | 7 | 4 | 11 |
| Co-operation of co workers | satisfied | 36 | 14 | 50 |
| Unsatisfied  | -- | -- | -- |
| Leader ship capacity of head of institution | satisfied | 30 | 20 | 50 |
| Unsatisfied  | -- | -- |  |

Nine out of fourteen and twenty one out of thirty six teachers were satisfied with the schools in which they are working, where as five aided and fifteen Government school teachers are not satisfied with the physical conditions of the building.

Twenty nine Government and ten aided school teachers are not satisfied with the over all condition of the class room. The over all condition include windows, doors, roof, space available in the class room etc. Four aided school teachers and seven Government school teachers were satisfied with the condition of the class room in their schools (The four aided school teachers being working the same and seven Government school teachers of two different schools).

Black board of the class room is satisfactory according to eleven aided and twenty two Government school teachers, where as three and fourteen teachers of aided and Government schools respectively face problems on black board.

The condition of benches, desks, chairs etc are satisfactory for fifty percentage (seven out of fourteen) of teachers in aided schools. Twenty five Government school teachers were unsatisfied with the condition of benches, desks etc in the class room.

Lack of resource materials such as books, globe, chart etc were reported by eight aided and twenty Government school teachers. At the same time twenty one Government and eight aided school teachers were satisfied with the availability of library facilities in the respective schools. But six aided and sixteen Government school teachers were satisfied with the availability of books, globe etc in the schools where as fifteen Government and six aided school teachers were unsatisfied with library facility.

Eleven aided school teachers and 30 Government school teachers are satisfied with the atmosphere of the school. Only three teachers from aided schools and six teachers from Government schools were unsatisfied with the atmospheric condition of their schools (The above said three teachers of aided school are working in one school and the six teachers were working in two aided schools).

Thirty four out of thirty six Government school teachers and all the fourteen teachers of aided school say that they have satisfactory relation with the students of the school where as two Government school teachers are not satisfied with the existing condition of student teacher relation.

Only four out of fourteen aided school teachers and eight out of thirty six Government school teachers were satisfied with the primary facilities such as toilet, urinal etc of the schools. At the same time ten aided school teachers and twenty eight Government school teachers reported that they were not satisfied with the primary facilities in their schools.

In the case of transport facilities to the schools thirteen teachers were satisfied in the case of aided schools and twenty seven teachers were satisfied in the case of Government schools. A negative remark was given by one aided and nine Government school teachers regarding transport facilities.

All the teachers of the selected schools feel comfortable with the cooperative environment in the institution. Majority of aided school teachers (ten out of fourteen) and Government school teachers (twenty nine out of thirty six) are satisfied with the functioning of Parents Teachers Association in the schools. But four aided school teachers and seven Government school teachers are not at all satisfied with the current practice of Parents Teachers Association.

The Head Master’s/Mistress’s leadership ability was unanimously appreciated by all the teachers under study.

**C. INFORMATION COLLECTED FROM PARENTS**

Here an analysis of the reasons of sending or not sending their children to specific schools (uneconomic or unaided) was done. The necessary data was collected from 100 parents residing nearby the selected uneconomic schools using a questionnaire. Details of information collected from parents are given in Table 4.

TABLE 4

**Details of data collected from Parents**

|  |  |
| --- | --- |
| **Dimensions** | **Parents send their children to** |
| **uneconomic** | **Unaided school (Total 51)** |
| **Aided school (Total 22)** | **Government school (Total 27)** |
| Transport facilities | 11 | 10 | 50 |
| Quality of instruction | 8 | 6 | 51 |
| Student teacher relation | 22 | 20 | 47 |
| Medium of instruction | 18(preferred regional language) | 21(preferred regional language) | 51(preferred English language) |
| Primary facilities | -- | -- | 51 |
| Expense of education | 22 | 27 | 51 |
| Previous experience | 16 | 11 | 42 |
| Facility for religious studies | 17 | -- | 38 |
| School environment | 3 | 6 | 51 |
| Result percentage | 8 | 8 | 51 |
| Government /NGO’s help | 22 | 20 | -- |
| Mid-day meal | 21 | 19 | -- |
| Free education | 19 | 21 | -- |

Fifty parents of students of unaided schools (out of 51), eleven of aided schools (out of 22) and ten of Government schools (out of 27) were attracted to the respective schools for their wards because of the presence of transport facility for reaching these schools.

All the parents suggested the prime factor for sending their wards to unaided schools as the quality of teaching. But eight parents opined that they are sending their children to the aided (uneconomic schools) because of the quality of instruction available there. Six parents send their children to Government schools (which are declared as uneconomic) due to the same reason.

When student teacher relation is considered, it was found that twenty out of twenty seven and forty seven out of fifty-one parents say that such relationship is a reason for sending their children to the respective schools.

English as a medium of instruction attracted all the parents of unaided school students and they say that it is the major reason for selecting such school. Parents of eighteen aided and twenty one Government uneconomic schools said that they encourage mother tongue as medium of instruction that is why they send their children to the respective schools.

No parents of uneconomic school students selected primary facilities as a reason for sending their child to such school. But all parents of unaided school students have given due importance to primary facilities for sending their children to the institution.

Expense of education is not at all a problem for the parents of unaided school students. At the same time hundred percentage of parents of uneconomic school students said that expense of education in other institutions is a major reason for sustaining them in the uneconomic schools.

Forty two parents of unaided school students are attracted to such schools because of previous experiences. At the same time parents of 16 out of 22 aided and 11 out of 27 Government uneconomic school students selected previous experience as a reason for sending their ward to respective institution.

 Some schools have facility for religious studies. Seventeen out of twenty two uneconomic aided schools provides this facility for their children by sending their child to respective school and 38 parents (out of 51) of unaided schools also accepted this as the reason for sending their child to the same school.

 All the parents of unaided school students opined that the environmental conditions of such schools are satisfactory and therefore it is also treated as a reason for sending their child to the institution. At the same time only three out of twenty two and six out of twenty seven parents of uneconomic schools treated school environment as a reason for sending their child to such school.

Eight parents each from aided as well as Government uneconomic schools and all parents of unaided schools accepted result percentage as a reason for sending their wards to respective schools.

 Government or NGO’s help, mid day meal, free education etc from aided as well as Government schools are the reasons for more than ninety percentage parents of aided and Government school students to send them to these schools. These factors not influenced the parents of unaided school students to send the children to the unaided schools.

**Conclusion**

 From the analysis of information collected from Head Masters/Mistresses of the institutions it was found that aided schools have enough number of permanent teachers as compared to Government school. The enrolment rates in these schools are very low as compared to normal schools. Most of the school buildings are established even before independence; even then conditions of these buildings are satisfactory. But some schools are working in unhealthy buildings which are not safe for the life of the students. In some schools the class rooms are congested. Head masters cabin is used for multipurpose. Kanjipura of these schools are not hygienic. Lack of pure drinking water facilities, toilets, and urinals are some of the problems faced by these schools.

 By analysing the information collected from teachers ne can arrive at a conclusion that Black Board, bench, desk, library, teaching materials and transport facility are satisfactory in most of these schools. Majority of teachers are unsatisfied with availability of primary facilities and overall conditions of class room. According to Government school teachers physical conditions of building is also unsatisfactory.

Medium of instruction, Transport facilities, previous experiences, result percentage, physical facilities available etc are the major reasons for sending children to unaided school according to their parents. Whereas the major reason for sustaining students in the uneconomic schools is the Governmental financial assistance and the mid-day meals that students enjoy.

**SUMMARY, CONCLUSION AND SUGGESTIONS**

This Chapter provides an overview of the significant aspects of the study viz., study in retrospect, major findings of the study, educational implications and suggestions for further research in the area.

**1. STUDY IN RETROSPECT**

The present study was entitled “AN ANALYTIC STUDY OF THE UNECONOMIC LOWER PRIMARY SCHOOLS IN MALAPPURAM DISTRICT”

**2. OBJECTIVES**

 The objectives set forth for the study were the following:

1. To study the physical conditions of the uneconomic lower primary schools.
2. To identify the factors causing the schools uneconomic.
3. To provide suggestions for improving the conditions of uneconomic lower primary schools.

**3. METHODOLOGY**

**A. Sample**

The present study used normative survey method and sample was selected using random sampling method. The study was conducted on thirty uneconomic schools and the relevant data was collected from thirty Head Masters/Mistresses, fifty teachers and 100 parents of Sixteen Educational Sub Districts of Malappuram District.

**Tools and Techniques Used**

To collect information, the investigator interviewed Head Masters of the selected schools. The tools used are

1. Interview Schedule for Head Masters/Mistresses
2. Questionnaire for Teachers
3. Questionnaire for Parents

**Statistical Techniques Used**

 The study being a qualitative one, only proportions was used for describing the data.

**4. MAJOR FINDINGS OF THE STUDY**

1. Total number of teachers in the selected uneconomic schools is 138 among which 130 are permanent and eight are temporary. The total 138 teachers include 42 permanent teachers of aided schools and 96 teachers of Government schools. All the eight temporary teachers are working in Government schools.
2. A total of 2082 students are studying in the selected 30 schools, that is an average of 69.4 students per school. It include 328 boys of aided schools, 749 boys of Government schools and 311 and 694 girl of aided and Government schools respectively. The total number of boys of the selected 30 schools is 1077 and the total number of girls is 1005.
3. Twenty four schools among 30 selected schools were formed before India’s independence. The other six buildings are formed after independence and it include one school formed during 2004 with SSA’ assistance.
4. Heads of twenty one out of thirty institutions are satisfied with the condition of buildings of their institution where as nine are unsatisfied. At the same time 30 teachers (21 aided and nine government) are satisfied about the condition of the institution in which they are working and twenty teachers are unsatisfied with it.
5. Twenty five schools have enough number of class rooms out of 30 selected schools. It includes ten aided and fifteen Government schools. In some schools it is more than enough. In spite of this five Government schools have insufficient number of class rooms.
6. Twenty one (16 Government and five aided) Head Masters/Mistresses and 11 (four aided and seven Government) teachers are satisfied with the conditions of class rooms in their respective schools
7. All the schools lack staff rooms. Head masters cabin is used as staff room in all the 10 aided and 20 Government schools.
8. Head masters/ mistresses of 10 aided and 17 Government schools and thirty two teachers (25 Government and seven aided) are satisfied with the number as well as condition of bench, desk etc in their institutions. Three Head Masters/Mistresses and 18 teachers (11 Government and seven aided) were not satisfactory.
9. Twenty two teachers, 16 from Government schools and six from aided schools are satisfied with the resource materials such as books, globe, chart etc available in their schools. Lack of these materials was reported by 28 teachers (aided – 8 and government – 20).
10. The library facility is satisfactory for 21 government and eight aided school (total 29) teachers. Twenty one teachers (Fifteen Government and six aided) are not satisfied with it.
11. Atmosphere of the school is satisfactory for 41 teachers, 30 from Government and 11 from aided schools and unsatisfactory for the remaining nine teachers selected.
12. Twenty five schools are electrified (18 Government and seven aided). Three aided and two Government schools are not electrified.
13. Even though all the schools provides mid day meal, Kanjippura of all the schools are not hygienic.
14. Pure water for drinking is available in 24 schools, eight aided and 16 Government. In two aided and four Government schools there is a scarcity of pure water facility.
15. Head masters/Mistresses of three Government schools reported non availability of transport facility to respective institutions. All others (27 out of 30) were satisfied with the transport facility available to their schools.
16. Half the number of (15/30) schools lack toilets. It includes eight aided and seven Government schools. Proper number of urinals is present only in seventeen schools comprising five aided and twelve Government schools. Even though urinals/toilets are present in some schools there is no separate room for staff, boys and girls. Only twelve out of 50 selected teachers were satisfied with the availability of primary facilities.
17. Thirty nine (29 aided and 10 Government) teachers are satisfied with the Parents Teachers Association functioning in their respective institutions. Eleven teachers (seven Government and four aided) are not satisfied with PTA’s functioning.
18. Head Masters/Mistresses and teachers of all the institutions are satisfied with the co-operation of co-workers in their respective institutions.
19. All the teachers unanimously agreed with the leadership capacity of the head of their respective institutions.
20. Transport facility to reach schools is selected as reason for sending their child to various institutions by parents of 71 out of 151 students. The seventy one parents include 50 of unaided schools students, 11 of uneconomic aided school students and 10 of uneconomic Government schools students.
21. Parents of all unaided and 14 uneconomic (eight aided and six government) school students gave due importance to quality of instruction provided in respective schools for sending their child to the institution.
22. Twenty two parents of students of uneconomic aided schools, twenty of uneconomic Government schools and 47 of unaided schools selected student teacher relation as a reason for sending their child to respective schools.
23. Parents of all the selected unaided school students are attracted by English as a medium of instruction. At the same time 29 parents (18 aided and 21 Government) of uneconomic school student’s preferred regional language as a medium of instruction.
24. Availability of primary facilities in respective institutions is treated as a reason for sending their wards to unaided schools by their parents. No parents of uneconomic school students treated it as a reason.
25. Twenty two parents of students of uneconomic aided and twenty seven of uneconomic Government schools selected expense of education as a reason for sending their child to the institutions. They say that they cannot afford high cost for education. At the same time 51 parents of unaided school students considered cost of education as not a problem.
26. Previous experience with the respective institutions was treated as a reason for sending their children to 16 aided uneconomic school, 11 Government uneconomic school and 42 unaided school students by their parents.
27. Facility for religious studies is treated as a reason for sending their child to the respective schools by 55 (38 unaided and 17 uneconomic) parents.
28. All unaided and nine uneconomic school students parents treated environmental condition of the schools as a reason for sending their child to the schools.
29. Result percentage was treated as a reason by all parents of unaided school students and 16 parents of uneconomic school students for sending their wards to respective institutions.
30. Parents are sending their child to uneconomic schools mainly because of the privileges they enjoy like mid day meal, free education and Government/NGO’ help etc.

The above listed findings made the investigator to arrive at the following conclusions.

1. **PHYSICAL CONDITIONS**

By analysing the information collected from various sources the investigator arrived at the following conclusions regarding the uneconomic schools.

1. Majority of the buildings are very old as they are established even before independence and their physical conditions are satisfactory. But condition of some other schools is very bad. They are working in thatched sheds. All the aided schools have their own buildings but some Government schools are working in rented buildings. Most of the schools are electrified.
2. As most of the schools are successful schools during nineties number of class rooms are enough in these schools. A few schools have insufficient number of classrooms.
3. Overall condition of class rooms is also satisfactory in most of the schools but these schools not satisfy KER norms while constructing the class rooms.
4. Head master’s cabin is used for many purposes such as staff room, class room, store etc.
5. Condition of benches, desks etc in the schools are satisfactory in most of the schools.
6. Resource materials such as book, globe, chart etc are available in most of the schools.
7. Library facility is present in all these schools, but its functioning is not that much helpful for the teachers as well as students.
8. The environment around these schools is satisfactory.
9. Mid-day meal is provided properly in all the schools. The condition of kanjipura is worst in all the schools.
10. Pure water for drinking is available in most of the schools. Scarcity pure water is faced by about twenty percent schools.
11. Primary facilities such as toilets, urinals etc are present only in a few schools. Even though it is present in these schools there is no separate room for staff, boys and girls.
12. Transport facilities to these schools are present in almost all of the schools. But absence of own vehicle is a problem faced by these schools.
13. **CAUSES**

 The major causes identified by the researcher for the schools being uneconomic care given below.

1. Buildings are not attractive and spacious enough for the regular activities of the schools.
2. Class rooms are not satisfying the conditions stated in Kerala Education Rules.
3. Quality of teacher is a major factor while selecting schools.
4. Parents recommend English as medium of instruction.
5. Infrastructural facilities are not as much satisfactory as compared to other schools.
6. Toilets/Urinals are not present or not satisfactory even if it is present.
7. Unaided schools are blooming near by the Government or aided schools.
8. Parents consider ‘result percentage’ while selecting the schools.
9. Provisions for religious studies attract parents to unaided schools.
10. Parents recommend schools with private vehicles.
11. **SUGGESTIONS**

The findings of the study helped the investigator to suggest the following for improving the quality of lower primary education.

1. Make the buildings more attractive.
2. Arrange enough facilities in the schools like separate urinals for girls and boys, instructional aids, fresh water, library, primary facilities etc.
3. Provide transportation facilities with the help of Parents Teachers Association or NGO’s.
4. Improve quality of education by including new trends in education.
5. Provide barrier free access to schools.
6. Ensure community mobilization and participation.
7. Make provisions for starting pre-primary education in these schools.
8. Establish Village Education Committees, Mother-Teacher Associations to increase awareness about the importance of primary school education.
9. Authorities should try to implement uniform syllabus throughout the nation.
10. Provide facilities for giving education in English language according to the demands of the immediate community.
11. The attitude of the parents towards public educational institutions should be improved through proper counseling and guidance.
12. Teachers should buildup and maintain close relationship students.
13. Administration of incentives needs to be streamlined so that the students may avail all the facilities at proper time.
14. Periodical evaluation of schools must be done.
15. Merits scholarship, attendance scholarship, and more incentives should be provided to the students.
16. Teachers should try to interact with the parents periodically.
17. Appoint clerical staff in lower primary schools
18. Teachers should compulsorily participate in social welfare programme.
19. Provide regular in-service training to the teachers.
20. Establish rapport with the community.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

It is a fact that nowadays, Government is not able to have the complete responsibility of formal education and as a part of privatization, education sector is also privatized. Even though privation in this sector is a necessary to reduce the financial as well as other types of burden of government, too much penetration of private institutions, especially in primary education, will lead to the lack of control of Government over education system.

While establishing a school our society takes too much effort. If they are not effectively managed and maintained it will be a great loss for the society as well as for the country. Majority of the unaided institutions are not working for social welfare but with a business mentality, profit maximization is their motto.

Each and every institutions working under Government control must try to maintain and increase its quality and be ready to compete with the mushrooming of unaided institutions. The head Masters and other responsible authorities need to take necessary steps to avail as well as use the government funds for the improvement of these institutions and ensure optimum utilization of the resources for the same. Establishing a rapport with the community is essential for maintaining public education sector. Teachers need to be more responsible to the students, institutions, community etc. Public education system needs to satisfy the wants of immediate community.

**SUGGESTIONS FOR FURTHER RESEARCH**

Some suggestions for further research in this area are given below.

1. Replication of the present study in upper primary schools and high schools can be conducted.
2. Present study can be extended to other districts of Kerala state.
3. Conduct a case study on uneconomic schools in Kerala.
4. Job attitudes of the teachers of the uneconomic schools can be compared with normal school teachers.

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APPENDIX I

**FAROOK TRAINING COLLEGE, CALICUT**

**INTERVIEW SCHEDULE FOR HEAD MASERS/MISTRESSES**

**Vijayakumari.K. Vaheeda Kayikkara**

**Associate Professor M.Ed Student**

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13. Øíµâ{ßÈÞÕÖcÎÞÏ æÌFí, æÁØíµí ÎáÄÜÞÏÕ ÉøcÞÉñÎÞçÃÞ? §æÜïCßW

 ÕcµñÎÞAáµ
14. Øíµâ{ßÈí ÕV×ÞÕV×¢ ËßxíæÈTí ØVGßËßAxí ÜÍßAÞùáçIÞ?
15. µïÞTí ÎáùßµZ çÕIdÄ ÕÞÏá ØFÞøÎáUÕÏÞçÃÞ? ¥æÜïCßW ÕcµñÎÞAáµ.
16. ØíµâZ èÕÆcáÄàµøßºîÄÞçÃÞ?
17. Øíµâ{ßW ®JßçºîøÞX çÕIdÄ ÏÞdÄÞØìµøcB{áçIÞ?
18. dÉçÕÖçÈÞÄíØÕ¢ Ø¢¸¿ßMßAÞùáçIÞ?
19. µáGßµZAÞÕÖcÎÞÏ ÌÞ·í, µá¿, ÎáÄÜÞÏÕ Øíµâ{ßW ÈßKá¢ Øì¼ÈcÎÞÏß

 ÈWµÞùáçIÞ?
20. ÖÞLÎÞÏ ºáxáÉÞ¿ÞçÃÞ Øíµâ{ßçaÄí?
21. Øíµâ{ßÈ¿áJÞÏß ÖíÎÖÞÈ¢, ÎÆcÖÞÜ, ØßÈßÎÞÖÞÜ, ÎÞVAxí, ËÞµí¿ùß,

 ÎáÄÜÞÏÕÏáçIÞ?

 ©æICßW ÕcµñÎÞAáµ.
22. Øíµâ{ßæÜ µáGßµZAí ©ºîÍfÃ¢ µcÄcÎÞÏß ÈWµÞùáçIÞ? :

 §æÜïCßW ®Lá æµÞIí?
 ©æICßW ¥ÄßÈÞÕÖcÎÞÏ ÍfÃÉÆÞVjBZåÏÅÞÕßÇß ÜÍßAÞùáçIÞ?
23. Øíµâ{ßW çÕIdÄ Öái¼Ü¢ ÜÍßAáKáçIÞ?
24. ØíµâZ ¥Løàf¢ µáGßÏáæ¿ ÉÀÈæJ ¥ÈáµâÜßAáK øàÄßÏßÜáUÄÞçÃÞ?å

 ¥æÜïCßW ÕcµñÎÞAáµ
25. Øíµâ{ßÈá øIá µßçÜÞÎàxV ºáx{ÕßW ®W.Éß. Øíµâ{áµ{áçIÞ?

 ©æICßW ¯Äá ÄøJßÜá{{Äí?
26. ÍâøßÍÞ·¢ ¥icÞÉµøá¢ ¥ÕÇßÏßÜÞµÞùáU ÆßÕØB{áIÞÕÞùáçIÞ?

27. ¥icÞÉµøáæ¿ ØÙµøÃ¢ ÄcÉñßµøÎÞçÃÞ?
28. ¥ÈicÞÉµV çÕIdÄ ØÙµøßºîí dÉÕVJßAÞùáçIÞ?
29. ØíxÞË¢·BZ ÄNßW ÇÞøÃçÏÞ¿áµâ¿ß dÉÕVJßAÞùáçIÞ?
30. Øíµâ{ßÈí æÉÞÄá¼ÈB{áæ¿ ØÙµøÃ¢ ÜÍßAÞùáçIÞ?
31. µáGßÏáæ¿ ÖøßÏÞÏ Õ{VºîÏíAí (ÕcµñßÕßµÞØJßÈí) çÕI ¥Løàf¢

 ²øáAÞX ØÞÇßAáKáçIÞ?
32. øfµVÄcåØ¢¸¿È ©çIÞ? ©æICßW ¦ÏÄßæa dÉÕVJÈæJAáùßºîí

 ÄÞC{áæ¿ ¥ÍßdÉÞÏ¢
33. µáGßµç{Þ¿í µÀßÈÎÞÏ ÖßfÞøàÄßµZ ØbàµøßAÞùáçIÞ?
34. ÉÞçÀcÄø dÉÕVJÈB{ßÜâæ¿ µáGßµ{áæ¿ µÝßÕáµæ{ µæIJÞùáçIÞ?å
35. dÉÕVJß ÆßÕØB{ßW ¥icÞÉµøáæ¿å§ÜïÞÏíÎ ©IÞÕÞùáUÄÞÏß dÖiÏßW

 æÉGßGáçIÞ?
36. Øíµâ{ßW ØÞÎâÙcÕßøáiøáæ¿ ÖÜc¢ ©IÞÕÞùáçIÞ?
37. ®æLCßÜá¢ µÞøÃJÞW ÉÀÈdÉÕVJÈBZAí Ä¿T¢ çÈøß¿ÞùáçIÞ?

 ©æICßW ÕcµñÎÞAáµ.
38. ÕßÆcÞVjßµ\ ÜÙøßÎøáKáµZ ©ÉçÏÞ·ßAáKÄÞÏß dÖiÏßW æÉGßGáçIÞ?

 ©æICßW ÕcµñÎÞAáµ.
39. µáGßµZ ÈßÄcÕcJßAÞÏß µâÜßçÕÜ æºÏîáKÄÞÏß dÖiÏßW æÉGßGáçIÞ?å
40. ÎÞÄÞÉßÄÞAZ / øfµVJÞAZ ÕßÆcÞVjßÏáæ¿ ÉÀÈµÞøcB{ßW dÉÞÇÞÈc¢

 ÈWµáKßÜï ®Ká çÄÞKßÏßGáçIÞ
41. Øíµâ{ßW ÕßÆcÞVjßµ{áæ¿ æµÞÝßEáçÉÞAí ©çIÞ? ¦ÏÄßæÈAáùßºîí

 ÄÞC{áæ¿ ¥ÍßdÉÞÏ¢
42. Øíµâ{ßæÜ ¥icÞÉµVAí §XØVÕîàØí æd¿ÏßÈß¢·í ËÜdÉÆÎÞÏß ÜÍßAÞùáçIÞ?
43. ÄÞCZAí, µáGßµZAí ÉÀÈdÉÕVJÈBZ È¿JáKÄßÈÞÕÖcÎÞÏ ØÎÏ¢

 ÜÍßAÞùâçIÞ? §æÜïCßW ®LáæµÞIí?
44. ¥icÞÉµøáæ¿ ÉÀcdÉÕVJÈBZ ÏÅÞÕßÇß ÕßÜÏßøáJáµÏá¢ çÕI

 ÈßVçgÖBZ

 ÈWµáµÏá¢ æºÏîÞùáçIÞ?
45. ¥icÞÉµVAí ÖO{¢ ÏÅÞØÎÏJí ÈWµÞX ØÞÇßAÞùáçIÞ?

 §æÜïCßW ®LáæµÞIí?
46. ÄÞC{áæ¿ ¥ÍßdÉÞÏJßW dÉØñáÄ ØíµâZ ¥ÈÞÆÞÏµøÎÞµÞX µÞøÃæÎLí?

 ÉøßÙÞøÎÞVP¢ ÈßVçgÖßAáµ.

APPENDIX II

**FAROOK TRAINING COLLEGE, CALICUT**

**QUESTIONNAIRE FOR TEACHERS**

**Vijayakumari.K. Vaheeda Kayikkara**

**Senior Grade Lecturer M.Ed Student**

1. ¥icÞÉµæa/¥icÞÉßµÏáæ¿ çÉøí :
2. ÕßÆcÞÍcÞØ çÏÞ·cÄ :
3. ç¼ÞÜßÏßW dÉçÕÖßºîßGí ®dÄ ÕV×ÎÞÏß :
4. dÉØñáÄ Øíµâ{ßæÜ çØÕÈ µÞÜÏ{Õí :
5. ¼Èßºî ØíÅÜ¢ :
**dÉØñáÄ Øíµâ{ßæÜ ÄÞæÝ ÉùÏáKÕæÏAáøßºîáU ÄÞC{áæ¿ ¥ÍßdÉÞÏ¢**

 **çø¶æM¿áJáµ**
1.åæµGß¿¢ :satisfied/unsatisfied
2.åµïTí ùâÎßæa ¥ÕØíÅ :satisfied/unsatisfied
3.åÌïÞAí çÌÞVÁí :satisfied/unsatisfied
4.åæÌFí, æÁØíµí, çÎÖ, µçØø ÎáÄÜÞÏÕ :satisfied/unsatisfied
5.åÉáØñµ¢, ç·ïÞÌí, ÎáÄÜÞÏ ÉÀÈØÞÎd·ßµZ :satisfied/unsatisfied
6.åèÜdÌùß :satisfied/unsatisfied
7.åÖO{¢ :satisfied/unsatisfied
8.åØÙdÉÕVJµøáæ¿ ØÙµøÃ¢ :satisfied/unsatisfied
9.åµáGßµ{áæ¿ ÉÀÈÈßÜÕÞø¢ :satisfied/unsatisfied
10. ØíµâZ ¥Løàf¢ :satisfied/unsatisfied
11. ÏÞdÄÞ Øìµøc¢ :satisfied/unsatisfied
12. ÄÞÎØØìµøc¢ :satisfied/unsatisfied
13. ÕßÆcÞVjßµ{áÎÞÏáU Ìt¢ :satisfied/unsatisfied
14. øfµVÄcØ¢¸¿ÈÏáæ¿ dÉÕVJÈBZ :satisfied/unsatisfied
15. Øíµâ{ßæÜ ÉÞçÀcÄø dÉÕVJÈBZ :satisfied/unsatisfied
16. dÉÞÅÎßµÞÕÖcBZAáU Øìµøc¢ :satisfied/unsatisfied
17. Öái¼ÜÜÍcÄ :satisfied/unsatisfied
18. dÉÇÞÈÞicÉµæa çÈÄcÄb ÉÞÀÕ¢ :satisfied/unsatisfied
19. ¥¿ßØíÅÞÈ ØìµøcBZ :satisfied/unsatisfied

20. ÄÞC{áæ¿ ¥ÍßdÉÞÏJßW dÉØñáÄ ØíµâZ ¥ÈÞÆÞÏµøÎÞµÞX

 µÞøÃ¢?åÉøßÙÞøÎÞVP¢ ÈßVçgÖßAáµ

APPENDIX III

**FAROOK TRAINING COLLEGE, CALICUT**

**QUESTIONNAIRE FOR PARENTS**

**Vijayakumari.K. Vaheeda Kayikkara**

**Lecturer M.Ed Student**

1.åÕßÆcÞVjßÏáæ¿ çÉVí :
2.åÉßÄÞÕßæa/øfßÄÞÕßæa çÉVí :
3.åÉßÄÞÕßæa/øfßÄÞÕßæa ç¼ÞÜß :
4.åÕßÆcÞÍcÞØ çÏÞ·cÄ
 ÎÞÄÞÕí :
 ÉßÄÞÕí :
5.åÎµZ/ÎµX ÉÀßAáK ØíµâZ :
6.åÕà¿ßÈ¿áJáU ØíµâZ :

**çÎWÉùE Øíµâ{ßW µáGßæÏ çºVJÞX /çºVJÞÄßøßAÞÈáU µÞøÃ¢**
1.åÏÞdÄÞØìµøc¢ : ¥æÄ/¥Üï
2.å¥icÞÉÈçÎz : ¥æÄ/¥Üï
3.å¥icÞÉµ ÕßÆcÞVjß Ìt¢ : ¥æÄ/¥Üï
4.åçÌÞÇÈ ÎÞÇcÎ¢ : ¥æÄ/¥Üï
5.å¥¿ßØíÅÞÈ ØìµøcBZå : ¥æÄ/¥Üï
6.åèÜdÌùß : ¥æÄ/¥Üï
7.ådÉÕVJÈÞÇß×íÀßÄÎÞÏ ÕßÆcÞÍcÞØ¢ : ¥æÄ/¥Üï
8.åØíµâ{ßæa ¥ºî¿A¢ : ¥æÄ/¥Üï
9.å¦µV×µÎÞÏ æµGß¿¢ : ¥æÄ/¥Üï
10. ¥icÞÉµøáæ¿ ØÞÎâÙcÌÈíÇ¢ : ¥æÄ/¥Üï
11. ÉÀÈæºîÜÕí : ¥æÄ/¥Üï
12. ØÞÎâÙc ÉÆÕß : ¥æÄ/¥Üï
13. ÎáXÉøßºÏ¢ : ¥æÄ/¥Üï
14. ÎâÜcÞÇß×íÀßÄ¢ : ¥æÄ/¥Üï
15. ÎÄÉÀÈØÞÇcÄ : ¥æÄ/¥Üï
16. ÎÄØÞÎáÆÞÏßµ Éøß·ÃÈ : ¥æÄ/¥Üï

17. dÉÞÅÎßµÞÕÖcBZAáU Øìµøc¢ : ¥æÄ/¥Üï
18. ØíµâZ ¥Løàf¢ : ¥æÄ/¥Üï
19. ØÞÎâÙßµ ºáxáÉÞ¿í : ¥æÄ/¥Üï
20. Õß¼ÏÖÄÎÞÈ¢ : ¥æÄ/¥Üï
21. Äá¿VÉÀÈØìµøc¢ : ¥æÄ/¥Üï
22. ©ºîÍfÃ¢ : ¥æÄ/¥Üï
23. ØVAÞV/®X.¼ß.². ÎáÄÜÞÏÕÏáæ¿

 ØÞOJàµ ØÙÞÏ¢ : ¥æÄ/¥Üï
24. ÉÞÀcÉiÄß : ¥æÄ/¥Üï
25. ÄÞÎØØìµøc¢ : ¥æÄ/¥Üï

26. ¥icÞÉµøáæ¿ ØbÍÞÕ¢ : ¥æÄ/¥Üï
27. µÜÞµÞÏßµ dÉÕVJÈBZAáU

 dÉÞÇÞÈc¢ : ¥æÄ/¥Üï
28. ¥icÞÉµøáæ¿ ®H¢ : ¥æÄ/¥Üï
29. Äá¿VÉÀÈJßÈáU Øìµøc¢ : ¥æÄ/¥Üï
30. Øì¼ÈcÕßÆcÞÍcÞØ¢ : ¥æÄ/¥Üï
31. Îxí Øíµâ{áµ{áæ¿ ¥ÍÞÕ¢. : ¥æÄ/¥Üï