

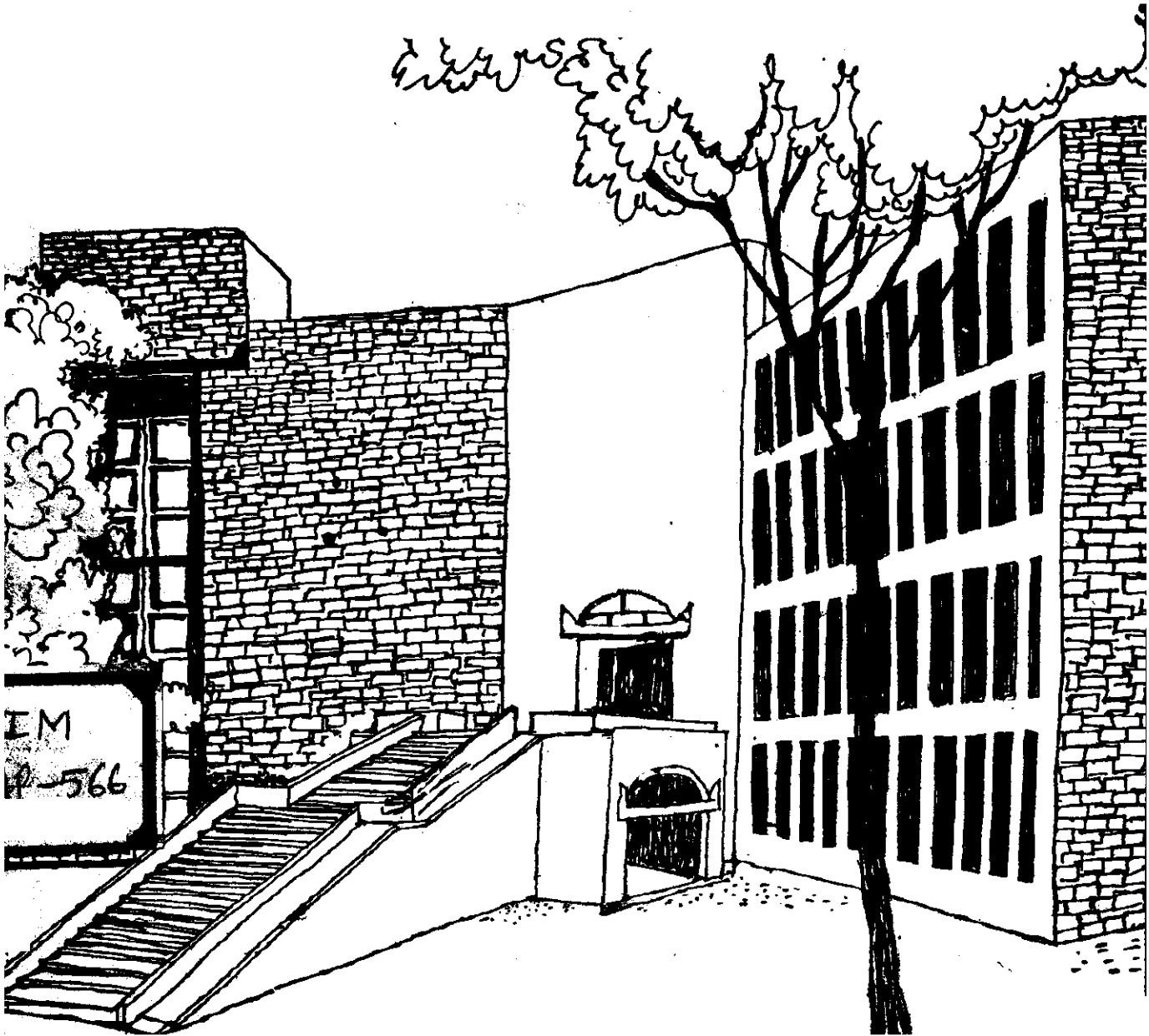


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AHMEDABAD

Working Paper



The School Incentives Program:
A Case-Study of the Ambakach
Primary School, Linkheda
Taluka, Gujarat

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I. Introduction

In 1983, the Chief Minister of Gujarat, singled out 10 extremely poor, tribal villages in Limkheda taluka for intensive development efforts under the tribal sub-plan. One of these ten villages (which are all within a 20 mile radius) is Ambakach. While all tribal farmers living in the 7 tribal talukas of Panchmahal district, receive agricultural inputs kits - seeds and fertilizers - under the tribal sub-plan, those in these specially selected villages received two kits in the first year (1983) free of cost; at 25 per cent cost in 1984 and at 50 per cent cost in 1985. The kits are disbursed through the agricultural cooperative (LAMPS) located at Gangardi which is 10 kilometers from Ambakach. In addition, a series of material incentives - uniforms, textbooks, slates, classroom equipment, mid-day meals and food grains - are provided on a priority basis to primary school children in these 10 villages in order to boost enrollment and attendance rates.

Central and State government incentives for economically and socially disadvantaged students have been in effect for almost two decades although coverage has not been extensive. At the time of the Fourth All India Educational Survey (1978), 26 per cent of all rural primary schools were covered by the mid-day meal program; 12.5 percent had access to free uniforms; 38 per cent received free textbooks, and schedule caste/schedule tribe girls in 38 per cent of rural primary schools received attendance scholarships. The distinguishing characteristics of the school incentives in the 10 specially targeted villages in Limkheda taluka are (i) a concerted effort to provide these incentives to all eligible primary school children; and (ii) the provision of an additional input - a monthly grain package - to both girls and boys who maintain an 80 per cent monthly attendance. Ten kilograms of grain (corn) is given to girls and eight to boys.

II. Ambakach Village Profile

The village Ambakach is situated off the Alirajpur road, close to the Gujarat-Madhya Pradesh border, at a distance of 58 kilometers from the taluka (block) head-quarters at Limkheda. The population of Ambakach is 1003 - entirely adivasi (tribal) consisting of 554 males and 449 females. There are a total of 114 households, scattered in clusters of 3 -4 huts each. Of the total land area of 406 hectares, 33 per cent (136 hectares) is cultivable; ten hectares, parcelled out among five farmers, each of whom owns a well, is irrigated. Ambakach has a total of 102 farmers - 9 own 10 or more hectares of land; 38 own 5-10 hectares; 32 own between 2 and 5 hectares; and 23 own 1 - 2 hectares. Much of the land is hilly, strewn with rocks and pebbles and extremely dry. Stumps of trees dot the largely deforested landscape. This rain-fed region supports only one agricultural cycle; the major crops are maize, lentils (urad and

toor dal) and cattle fodder. In the dry season, villagers eat one meal a day consisting primarily of corn rotlas, dal and perhaps a chilli or two. Vegetables are not grown and milk is consumed only in tea or in the form of yoghurt. On average, 36 per cent of the total village population migrates during the dry season (Diwali to Holi) seeking employment as construction labour in towns or as agricultural labour in the more prosperous districts of Gujarat. Wages range between 8 to 12 rupees a day.

Livestock in Ambakach is abundant with farmers owning a total of 197 bulls, 86 cows, 61 buffaloes and 127 goats. Many households also keep dogs to protect their animals from theft. Ambakach does not have its own milk cooperative but is associated with one in an adjacent village. The village has one drinking water well located near the school, which is not in use. The farmers say that they have no ropes and buckets with which to draw the water. Ambakach has no electricity and no shops. The state transport bus stops at Ambakach five times a day on its run between Dahod and Mandor. A bus shelter just off the main kachha (unpaved) road is in the process of being built with funds allocated by the taluka panchayat. The nearest primary health center (PHC) is located 22 kilometers away at Dhanpur. However, Mandor, which is 7 kilometers from Ambakach, has a PHC sub-center. Skin diseases, tuberculosis and cancer are prevalent and the infant mortality rate is high. An Integrated Child Development Scheme (ICDS) anganwadi (day care center) was started in the hut belonging to the village anganwadi worker in the month of February 1985 and currently provides a meal of mashed rice and dal to approximately 12 children. The anganwadi worker is not yet trained; she did not go for the training because her husband was not at home to look after the farm and family at the time. A child immunization programme which is supposed to be an integral part of the ICDS Scheme, has not yet been organized through the anganwadi. Ambakach has a primary school (standard I to IV), which began operations in 1969; in 1978 a school building with one classroom was constructed. A contract for building an additional classroom was awarded in 1984. However, after completing construction of the plinth course, the contractor disappeared. The taluka development officer (TDO) is trying to get it completed through his department or through the village (gram) panchayat. There are two ashramshalas (boarding schools) in the area - one at Panchwada for both boys and girls and another at Mandor (Standard V to VII) only for boys.

III. The Village Primary School

The Ambakach primary school, is situated on a hillock a few yards away from the main kachha (dirt) road opposite the bus stop. The school timings are from 11 A.M. to 5 P.M. From 10 o'clock onwards, school children, in groups of two or three, can be seen making their way through the fields to school. All of them carry their slates and books in small cloth satchels. Close to

half of them are in uniforms, mostly torn, and the rest in other clothes. At 11 o'clock the school bell is rung announcing the commencement of the school day. All the children congregate inside the classroom decorated with charts and colourful paper festoons for their morning prayers and the national anthem. They then quickly disperse into their allotted spaces - the first standard inside the classroom, the second in the open space adjacent to the building, the third on one side of the verandah and the fourth on the other. Two fourth standard boys with neat and accurate handwriting begin entering the names in the daily register. There are no desks and chairs (except for the teachers); all children sit on the floor. The lady teacher of the first standard, Ranjanbala Joshi, exhorts her pupils to try to wash their faces and dress neatly before coming to school and combs the hair of the particularly dishevelled ones who have not heeded her instructions that morning. Studies resume in an orderly fashion, with the younger ones belting out the poems they have learnt by heart and the older ones quietly working on their sums, reading their textbooks or writing. Many of the children are self-starters and conscientious about their work, often requiring only intermittent supervision.

In the school year June 1984- April 1985, the Ambakach primary school had a total enrollment of 164 students (120 boys and 44 girls) distributed as follows: Standard I - 60 boys and 32 girls; Standard II - 32 boys and 8 girls; Standard III - 13 boys and three girls; and Standard IV - 15 boys and 1 girl. On any one day, approximately 125 children attend school. The school has four teachers, one female and three male. The fourth standard teacher, Ninema Dhulabhai Vir singh, doubles as the headmaster.

While the children are studying, their mid-day meal is being cooked on a wood fire in the open space behind the school by a villager and his young male helper. For the last 20 years, CARE sponsored school meals in 32 adivasi talukas (including Limkheda). Since November 19, 1984, the meals have come under the government of Gujarat's state-wide mid-day meal program. At one o'clock, the children disburse for recess, many of them heading for a jump in the nearby pond. Within a half hour, they are back, sitting in an orderly semicircle in the outdoors on one side of the school building. Each student brings his/her own plate or bowl for the meal. The lunch is served by two of the older boys who make sure that each one gets an equal share. None of the children touch their food until all are served and a prayer is said. The meal is wholesome, consisting of rice, dal, and rotlas. Some attempt is made to vary the menu but vegetables are difficult to get. Onions and potatoes are sometimes bought in Navanagar, 2 kilometers away. The school procures its monthly supply of wheat and rice from the fair price shop in Navanagar. The dal is delivered directly to the school but because of lack of storage space it is being kept in the house of one of the villagers. Each child under the state-sponsored scheme, is

eligible for 60 grams of wheat, 20 grams of dal, 20 grams of rice and 5 grams of oil per meal. In addition, 10 paise for fuel and 20 paise for spices are allocated per child. The mid-day meal is served six days a week throughout the year.

The Students

Jamnaben is nine years old and is one of three girls enrolled in Standard III in the primary school at Ambakach village. She attends school regularly, finding her place quickly on the side of the verandah of the one-room school building that constitutes her classroom. Her blue uniform is as yet untraced, her hair combed back neatly. When asked to read her lesson aloud she hesitates only for a moment then commences reading with relative ease while her teacher points out that she is a bright student and quick learner. Jamnaben belongs to a family of four children, two boys and two girls - which is small in size compared to many others in the village. Her eldest brother is studying in Standard V in a boarding school in Mandor for which her father pays Rs.80 a year. She has a younger brother in Standard I in the same school as herself and an older sister who does not go to school because her parents need her to graze the animals and help with domestic work. Jamnaben's father, Minama Bhurabhai, has a seventh standard education and works as a community health volunteer in Dhanpur village, quite a distance away. While he himself could not continue his studies because of lack of finances, he intends to educate Jamnaben upto the Secondary School Certificate (SSC) level, if she wants and is now considering putting her in an ashramshala to allow her to study with no distractions. As her father is literate, he keeps track of her progress in school, asks her what lessons she studied, checks her homework, and periodically inquires of her teacher about her class performance.

Kokilaben, a regular attendee in Standard II, comes from a family of ten children. Four of her sisters are married, two others - Mangliben and Nabudi - help with grazing the animals and domestic work while their mother works on their meager farm land. One sister migrated to Junagadh last Diwali along with her brother, a Standard I dropout, in search of wage employment. Kokila's eldest brother, who dropped out of Standard I because of the teacher beat him, assumed the role of "head of household" after his father's death a few years ago and now manages the family farm. Mangliben dropped out of school after attending for two years and Nabudi, an articulate and attractive girl of perhaps fifteen (neither she nor her mother knows exactly) never went to school but now wishes she had. Nabudi will be married within a year or two and her family will receive three thousand rupees or more as bride price. That amount is five thousand less than they got when the first girl married: the deflation reflects the taluka panchayat's current proposal to set a ceiling on bride price.

Kokilaben's family knows little of her progress in school. The school's headmaster visits when Kokila has been absent for a day or two in order to find out why. On such occasions Kokila's mother tells the headmaster to teach her daughter well but does not know what else to say or ask. Once Nabudi is married and another hand is needed at home, it is uncertain whether Kokila will be allowed to continue her schooling. Her neighbour, Bhuriaben, was pulled out of school after completing the third standard, in order to graze her father's four buffaloes. Bhuriaben still studies at home and wants to return to school. Her father says he will send her back if he can find someone to tend the animals.

Motliben is a repeater in Standard I. As her parents are unable to support their seven children through their agricultural work, two of her older brothers had to leave for Ahmedabad district last Diwali in search of wage work. "They earn 7 rupees a day", says their father. Motliben's two older sisters are occupied in domestic work and in taking care of their youngest brother. One another is studying in Standard X in a boarding school some distance away. His father hopes it will ensure him "a good career". He already helps his father with basic calculations, reading and writing letters and otherwise dealing with the literate world. Motliben's father sees the Ambakach teachers often. Sometimes the teachers come to his house "just to see us", he says, "but nothing special is discussed".

Sunliben, a classmate of Motliben, is a regular attendee (non-repeater). Sunliben's mother, Mahumiya Virjilben Nuryibhai takes care of the family farm; her husband is employed in forestry work for the state government. Sunliben has six brothers and sisters - two older sisters are married and have migrated along with their third standard dropout brother, for wage work; one other sister helps out at home and looks after the two youngest children - a boy and a girl. Sunliben is the first girl in the family to attend school. When asked why she is being sent to school, her mother, Varjilben replies "because the teacher came to persuade us to do so". Sunliben likes school but because she stays about a kilometer or two away, she sometimes strays on the way and gets distracted in playing. "She should be beaten if she doesn't attend school", her mother says emphatically and repeatedly. She said too that it is nice that there is a lady teacher but she would have sent her daughter anyway. According to Sunliben's mother, the incentives have not been the prime motivating factor in the child's attendance. "I would send her even if I had to send the girl with food from home". A little later, after giving the incentives question some thought, Varjilben mentioned that she would like some money also. Sunliben studies at night by diya light. Is she doing well at school? "Only her teacher knows", was her mother's retort. "You should stay for Holi and we can drink together" she said, laughing, as we left.

Babudi was never enrolled in the Ambakach primary school. "She's needed at home", her mother says. "She is about to be married", she added. "We will take two thousand two hundred rupees". Babudi's younger sister, Sundli is a regular student in the first standard. "She can work if she wants", her mother says. Babudi's other sister, migrated along with one brother to Junagadh last Diwali. They are both expected back at Holi. One brother studies in the sixth standard in Navanagar, two kilometers away. The youngest of the six children, a boy is not yet of school-going age. "We will send our children to school at our own expense, even if they have to be beaten", Babudi's mother emphasizes. The headmaster visited the family two months ago. The boy studying in Navanagar had an eye infection and the headmaster went to tell the parents to take the child to a doctor.

Sabuben dropped out of Standard I after attending 3 months of school. Her family migrated and she had to go with them to look after a younger child.

Jarsingh lives in a joint family household comprising twenty-eight members including his four sisters-in-law, his nephews and nieces. He is a third standard student at the Ambakach primary school. Jarsingh has eight brothers and one sister. Two brothers are in school - one in the fourth standard at Ambakach and one in the seventh in the ashramshala at Mandor. Two other brothers have migrated with their families to Rajkot. The family owns 6 bighas of land, much of which is mortgaged, as well as agricultural machinery, 4 cows and 2 buffaloes. One son will be married during Holi this year and the family hopes that the daughter too will be married soon. "I don't understand about education", says Jarsingh's father, "but when the government is giving education, why sit at home?" "At least they will learn a bit", "May be they will earn in the future".

Mangliya is a fourth standard student at Ambakach; his niece is in the second standard in the same school. One of his nephews attends the village anganwadi; the other is just an infant. None of his three sisters are at home - one is married and living elsewhere while the other two are working as construction labourers in Junagadh. One of his three brothers migrated along with his sisters. The other who is of school-going age, helps with the farm work. Mangliya's father hopes that his son can earn a good living if he is educated and wants to educate him further. "It is not necessary that they should get incentives but it is most important that they get education", he says.

The Teachers

The headmaster of the Ambakach primary school is Ninama Dhulabhai Vir. singh. A veteran of the system, having put in 22 years of service, Dhulabhai came to Ambakach as headmaster in May 1983, the year the incentive program began. Dhulabhai, who himself belongs to the adivasi (tribal) community, has a seventh standard education coupled with two years of teachers training. He joined as a teacher in the early sixties when primary school expansion and consequently teacher recruitment (especially those from the "backward classes"), were being instituted rapidly and on a massive scale in this country. Like his three other colleagues in the Ambakach primary school, he does not live in the village but resides in an adjacent village, two kilometers away. Unlike the other teachers, his family lives with him. All the teachers but particularly Dhulabhai, meet the parents of the school children on a regular basis; he meets them almost everyday at their homes, near the bus stop or at the school while the other teachers meet the parents of their students less often, perhaps 5-10 times a month. When a child has been absent from school for a few days, he visits the child's house to ask why. Sometimes, if a family is short of cash to buy medicines, food or some other pressing item, he lends them money. When exams have been scheduled, the teachers inform the parents a week in advance to ensure their child's attendance on that day. "Almost all my students are good", he says. If parents aspire to educate a fourth standard student further, Dhulabhai helps to secure that child's admission in an ashramshala nearby. Dhulabhai believes his chances for promotion are very limited. He also does not expect a transfer out of Ambakach. "People don't want to come to these areas", he says. Dhulabhai, the highest paid among the Ambakach teachers, earns 404 rupees a month.

Ranjanbala Joshi, the female teacher of Standard I, is young and recently married. Her husband is also a teacher but posted in Halol Taluka, quite a distance away; they meet on weekends. She came to Ambakach in 1983; this is her first posting. She rents a room in the house of one of the villagers in Navanagar. Ranjanbala, whose father is a teacher, has studied upto the SSC level and was trained for two years as a teacher in the town of Nadiad. She says she came to Ambakach because she wants to promote the growing interest in education and make use of her skills and experience, although she would prefer to be closer to her husband. She knows most of the parents of her students and almost every day, during recess, visits a few of them in their homes. According to Ranjanbala, an ashramshala is needed in Ambakach to promote the continuity of education, especially with respect to the migratory population.

Mahida Somabhai Bhimabhai, the second standard teacher, has been at Ambakach longer than all the others - 9 years. When he first came to Ambakach, he says it was difficult to keep even fifteen children in school. "if a teacher is regular, children will attend". However, his colleague at the time was not regular. Rather, he was eager to get out and he eventually did. Somabhai says he stayed in Ambakach because he has good teacher friends in the area he waits for the weekends to go home to see his wife and four children. Somabhai lives in Navanagar, the village adjacent to Ambakach. He studied upto the SSC level and underwent two years of teachers training at Santrampur. He had a younger brother to educate and with two years of training he could support him. His brother has completed his B.A. and is now working on his LLB. Somabhai knows the parents of all the children as he had to go house-to-house for the 1981 census count. "Parents thinks girl's education is a bad investment because she will get married" he says. He suggests that adult education classes run by a dedicated teacher would make a lot of difference in the attitude of parents toward education and encourage them to send their children to school.

Baria Shivsinh Kashnabhai teaches the third standard in the Ambakach school. He joined the service nine years ago and came to Ambakach in June 1981. His wife and three children live in Dahod taluka; he lives in Navanagar. Shivsinh too, has an SSC education with two years of teachers training. He prefers teaching to other jobs and particularly enjoys teaching mathematics and playing with his third standard pupils. The school needs "musical instruments and toys and also an additional classroom", he says. "All the children do their homework", he reports "but if they don't they are punished". They are not beaten for fear of punitive action on the part of parents, but are instead made to run a few times around the school building.

The Administration

The District Education Officer complains that teachers are only interested in better housing, salary and transfers; not the education of children. The Bit Nirikshak (School supervisor) under whose SO.school jurisdiction Ambakach falls, visits the school twice in a year. On those occasions he examines the school records, observes teaching and assesses the students academic progress. As the Deputy District Education Officer is not entitled to department transport for his education-related work, he rarely comes to Ambakach. The district and block level administration recruit the teachers for other development work, particularly family planning motivation. In fact, teachers are under pressure to bring "cases" for sterilization to the frequently held family planning "camps" in the block. When such a camp is imminent, the teachers are impelled to spend days away from school in search of cases.

IV. The School Incentives Program

Grain Package

On a day that grain is distributed, children are sent home after lunch to call their parents to collect their share. January (1985) grain was delivered to the village on February 19th, stored overnight at the house of the sarpanch (village headman) and distributed the next afternoon. Three teachers went to the sarpanch's house to supervise the grain distribution. First, all the eligible parents were called one by one and asked to put their thumb impression on two lists - one to be kept by the school and the other to be sent to the taluka headquarters at Limkheda. After each recipient's name was verified, the bags of grain (corn) were opened by two members of the village community and distribution commenced. Two measures were used - one 10 Kg. measure and an 8 Kg. measure. Several parents with more than one child attending collected two or three shares. The atmosphere was orderly and pleasant with teachers joking with the villagers and villagers talking and laughing amongst themselves. There were one or two parents of irregular school attendees who also wanted the grain. However, the teachers explained that they could not get any grain unless their children came to school regularly.

Some of the women gathered there mentioned that for most families the grain does not last very long - 4 to 5 days at the most. The corn is ground into flour and made into rotlas - the main component of a villager's meal. Many families also share their meager food with their watch dogs. Women reported many cases of thieves crossing over the Madhya Pradesh border at night and stealing cattle, goats and grain.

The grain program for the 10 villages started in September 1983. Its source of funds is the Tribal sub-plan nucleus budget - a small amount of flexible funds at the disposal of the Tribal sub-plan officer, Mr. A.K. Nigam, whose office is in the town in Dahod (Dahod taluka, Panchmahal district). Upon receipt of a proposal for the grain program for each year (September to March) from the Taluka Development Officer (Limkheda), Mr. Nigam, along with the District Collector and District Development Officer, jointly sanction the required funds. The Dahod treasury office then transfers the funds to the TDO (Limkheda). Once the grains have been delivered to the specially targetted schools by the local agricultural cooperative in Gangardi, the TDO releases the funds to the cooperative. In 1983, grain was supplied on time for all the stipulated months except November when the school was closed for Diwali holidays. For the school year 1984-85, however, due to the late transfer of funds to Limkheda by the Dahod treasury office, grain for the months September-December was distributed in one lump package at the end of January 1985. January's allotment was supplied a little behind schedule in mid-

February. In 1983-84, out of a total enrollment of 119 (Standard I-IV), on average, 56 boys and 14 girls, or 64% of boys enrolled and 44% of girls enrolled who maintained an 80 per cent monthly attendance, received the grain supplement. From September - December 1984, out of a total enrollment of 164, on average 70 boys and 18 girls or 58% of boys enrolled and 40% girls enrolled received the grain package. See Table 1 for the monthly incentive distribution of all incentives by sex and standard for the school years 1983-84 and 1984-85. For the academic year 1984-85, figures were available only for September-December 1984.

Every May, before the start of the academic year, the teachers are required by the Education Department to carry out a survey of the school-age population (6 to 11 years of age) in the village which is eligible for enrollment in Standard I. While this has been executed in a perfunctory manner in the past, that has not been the case since the start of the school incentives program in 1983. Under pressure from Mr. Nigam, the Tribal Sub-Plan Officer, the teachers have made special efforts to identify, enroll and encourage the attendance of the eligible population. The teachers undertook five rounds of house-to-house visits in May-June 1984 to ensure the enrollment and attendance of 6-11 year olds. All 77 eligible children identified in the May 1984 survey are currently enrolled in the first standard.

Uniforms, Textbooks and Slates

The school incentives program in the 10 villages includes two sets of uniforms for all enrolled students in Standard I and II, as well as free textbooks and slates. These incentives are derived primarily from two sources: the Tribal sub-plan Nucleus Budget and District Education Committee. Occasionally, charitable organizations donate a few sets of uniforms to the school. The school's receipt of these incentives and their distribution to students are highly variable. These materials do not reach the school at any fixed time in the year and the teachers distribute them in accordance with their perception of the needs of the students. In the school year 1983-84, a total of 74 uniforms were received (59 for boys and 15 for girls) out of which 30 were given to boys in the first standard, 7 in the second, 14 in the third and 8 in the fourth. Twelve girls in the first standard, 2 in the third and one in the fourth received uniforms that year.

In the same year, 35 slates and 35 textbooks were given to Standard I pupils - 25 of each to boys and 10 to girls. In the following school year (1984-85), uniforms, slates and books were given to Standard II-IV pupils (Standard I pupils got their share the previous year). A total of 68 uniforms were distributed (60 for boys and 8 for girls). The 15 slates received were given to boys in Standard II; 30 textbooks were distributed to 25 boys and 5 girls in the three standards.

V. Enrollment and Attendance

Table 2 presents the class-wise enrollment by sex of the Ambakach primary school for the academic year 1982-83 and enrollment and attendance for 1983-84- the first year of the special incentives program. September enrollment figures have been used as final figures because students are admitted until that time even though officially, the school year commences in June. Table 3 presents the same information for the year 1984-85. (Attendance data was available till December 1984).

TABLE 1

Ambakach Primary School; Standard-wise Incentives Distribution by Sex

Incentives	Standard	September 83 - March 84										September 84 - December 84										
		Std-1		Std-2		Std-3		Std-4		TOTAL		Std-1		Std-2		Std-3		Std-4		TOTAL		
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Grain/Month	September	28	12	9	1	10	1	6	0	53	14	39	15	24	6	11	2	14	0	88	23	
	October	25	11	9	1	12	1	6	0	52	13	39	16	17	6	7	2	15	0	78	24	
	November	--	--	-	-	--	-	-	-	--	--	16	8	22	5	7	1	13	0	58	14	
	December	30	10	12	3	14	4	6	0	62	17	12	7	24	5	10	1	13	0	59	13	
	January	25	8	9	1	14	5	4	0	52	14											
	February	27	11	9	2	13	4	5	0	54	17											
	March	27	9	13	1	17	3	7	0	64	13											
Uniforms		30	12	7	0	14	2	8	1	59	15	--	--	32	4	13	3	15	1	60	8	
Slates		25	10	-	-	--	-	-	-	25	10	--	--	15	0	--	-	--	-	15	0	
Books		25	10	-	-	--	-	-	-	25	10	--	--	7	3	8	2	10	0	25	5	

TABLE 2

Standard and Sex Wise Enrollment for the Academic Year 1982
and Enrollment and Attendance for 1983-84

		Enrollment		Monthly Average Attendance (1983-84)							
		Sept. 1982	Sept. 1983	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.
Standard 1	M	19	M 35	28	24	22	27	29	30	30	26
	F	4	F 16	51	12	12	9	12	9	12	10
Standard 2	M	19	M 18	9	9	13	13	12	13	13	10
	F	7	F 7	25	1	1	2	3	1	3	4
Standard 3	M	17	M 21	10	12	14	15	14	17	15	13
	F	6	F 7	28	1	1	1	5	4	5	7
Standard 4	M	16	M 13	6	6	8	8	8	8	8	6
	F	1	F 2	15	0	0	0	0	0	0	0
Total	M	71	M 89								
	F	18	F 32	119	67	65	69	83	77	88	87

TABLE 3

Standard and Sex Wise Enrollment and Attendance for the Academic
Year 1984-85.

		Enrollment		Monthly Average Attendance			
		September 84		Sept	Oct.	Nov.	Dec.
Standard 1	M	60		40	46	44	45
	F	32	92	24	24	22	29
Standard 2	M	32		30	21	20	26
	F	8	40	7	7	6	6
Standard 3	M	13		11	12	7	8
	F	3	16	2	2	1	2
Standard 4	M	15		14	14	13	13
	F	1	16	0	0	0	0
Total	M	120		128	126	113	129
	F	44	164				