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EDITORIAL
HIGH QUALITY TEACHER TRAINING IN ADVANCED EDUCATION SYSTEMS

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INTRODUCTION

Teacher quality is the most important factor of school education. UNESCO-ILO (2010, p. 20) stated that "Teacher quality is an important consideration in student achievement, and although defined differently by different people, continues to be a central concern of those responsible for teacher education. Quality teachers are products of quality teacher education programs, policies and practices." Darling-Hammond (2011, p. x) stated that "New teachers need strategies to address language learning needs and sensitivity to cultural modes of communication as well as awareness of the psycho-social dimensions of learning". Taguma, Litjens and Makowiecki (2012, p. 27) in a study for OECD stated that

> "The skills and staff traits that research identifies as important in facilitating high-quality services and outcomes are:
> • Good understanding of child development and learning;
> • Ability to develop children's perspectives;
> • Ability to praise, comfort, question and be responsive to children;
> • Leadership skills, problem solving and development of targeted lesson plans; and
> • Good vocabulary and ability to elicit children's ideas."

Arthur, Jánsson, Cooke, Brown and Carr (2015, p.5), summarising outcomes of a survey on UK teachers stated that

> "The majority of teachers surveyed saw fairness (78%), creativity (68%), and a love of learning (61%), humour (53%), perseverance (45%) and leadership (40%) as the six most important character strengths for good teachers. However, in describing their own character strengths they reported kindness (49%) and honesty (50%) in place of leadership and perseverance in those top six."

Developed education systems carry out surveys as mentioned above to have an estimation of what teachers perception about their own working conditions and what measures can be taken to help them.

SPECIFICATION OF STANDARDS FOR TEACHERS

In order to improve quality of teachers, certain nations and a few states in certain nations have developed teaching standards. In Australia, efforts to develop standards for teachers were started in 2009. In 2010, the standards were finalised. Three domains of teaching and seven standards mentioned in Education Services Australia (2011) are given below:

Professional Knowledge:

1. Know students and how they learn;
2. Know the content and how to teach it;

Professional Practice:

3 Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning

Professional Engagement:

6. Engage in professional learning
7. Engage professionally with colleagues, parents / carers and the community

Standards specified focus areas and descriptors for teachers at four career stages: Graduate, Proficient, Highly accomplished and Lead. The document described each stage as follows:

> Graduate teachers "have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards".
> Proficient Teachers "meet the requirements for full registration through demonstrating achievement of the seven Standards at this level."
> Highly Accomplished Teachers"are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school."
> Lead Teachers "are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They seek to improve their own practice and to share their experience with colleagues"

In UK, Coates (2011) suggested a Master Teacher Standard based on five aspects: (a) Knowledge (b) Classroom performance, (c) Outcomes, (d) Environment and ethos and (e) Professional context. National College for Teaching and Leadership, UK (2013) developed standards for Early Year Teachers which include:

1. Set high expectations which inspire, motivate and challenge all children;
2. Promote good progress and outcomes by children;
3. Demonstrate good knowledge of early learning and EYFS;
4. Plan education and care taking account of the needs of all children;
5. Adapt education and care to respond to the strengths and needs of all children;

6. Make accurate and productive use of assessment;
7. Safeguard and promote the welfare of children, and provide a safe learning environment; and
8. Fulfill wider professional responsibilities.

Centre of Study for Policies and Practices in Education, Chile (2013, pp.34-35) analysed teacher standards in a few selected nations and listed the domains and contents considered and emphasised by teaching standards as follows:

Disciplinary knowledge:

- Knowledge and understanding of the subject (expressed in general terms)
- Knowledge and understanding of the subject (specified for each particular subject and stages of schooling)

Pedagogic Practice:

- Know, value and teach according to student characteristics (different cultures, past experience, educational needs etc.)
- Understand and use knowledge about how students learn, (theories of learning and development)
- Hold high expectations about all students
- Know how to teach disciplinary content
- Develop higher order critical thinking and skills
- Plan, implement and assess teaching and learning
- Create and sustain an environment that encourages learning
- Value the family's role in learning and development
- Promote social values and ethics among students
- Know how to use ICT for learning
- Incorporate democratic values in classroom teaching practice

Values and professional teaching practice:

- Be committed to students' learning and development
- Reflect on his or her teaching practice
- Know the rationale for and implementation of current educational policies
- Commitment to professional learning (continuous learning)
- Contribute and be committed to the school community
- Contribute to the development of the teaching profession
- Know and apply guidelines for ethical behaviour

- Be capable of performing administrative tasks (e.g. registration etc.)."

Specifications of standards for teachers facilitate developing appropriate initial teacher training curricula.

TEACHER CERTIFICATION AND RECERTIFICATION

Traditionally, nations accepted initial teacher training as adequate for becoming a teacher. Introduction of university based teacher training, in certain nations introduced teacher certification / licensing system. OECD (2012, p. 490) found varieties of strategies followed in OECD countries to declare a person as fully qualified teacher.

> "Twenty-two OECD countries and Brazil require that, in addition to holding a diploma from a tertiary institution, candidates for the teaching profession must also acquire a licence or supplementary credential, pass a competitive examination, and/or participate in an on-the-job teacher practicum as part of an induction process or probationary period. Candidates in Australia, Germany, Israel, Italy (secondary level), Japan, Mexico (upper secondary level) and the United States are required to both pass a competitive examination and acquire a licence or supplementary credential to become a teacher. In Canada, England, Germany, Israel, Japan, Korea, New Zealand (primary and secondary levels), Scotland and the United States, candidates must participate in a teacher practicum to acquire the license or supplementary credential necessary to become a teacher. Candidates in Greece, Hungary, Ireland, Israel, Luxembourg, New Zealand (primary and secondary levels), Scotland, Spain and Turkey must also participate in an on-the-job teacher practicum as part of an induction process or probationary period. This is only required at the upper secondary level in Austria and Denmark. Moreover, 11 OECD countries and Indonesia require that teachers acquire a license or supplementary credential at the primary and secondary levels to become fully certified. This is required only

> at the secondary level in Italy and at the upper secondary level in Denmark".

Finland, having a highly developed school education system, has trust in teachers and teacher education and does not have any national evaluation or registration of teachers.

Out of varieties of criteria considered for issuing teacher license, performance record in initial training of teachers plays key role. Hence, efforts are being made to continuously update initial teacher training programmes to cater to the needs surfaced by the speedily changing knowledge society.

INITIAL TRAINING OF TEACHERS

Initial teacher training programs are broadly two types: (a) Training after completion of general subject knowledge study (UK) and (b) Training concurrently provided along with general subject knowledge study (US). In most of the advanced systems, minimum qualification is a degree in a subject. In UK, the duration of the programme meant for primary or secondary school teaching by graduates is one academic year, known as Post graduate Certificate in Education (PGCE)/ Post Graduate Diploma in Education (PGDE). University of Cambridge, UK (2015a, p.1) stated that "The PGCE is offered by the Faculty of Education as a full-time course in initial teacher training for a specified age-range and forms the first year of a Master's degree in Education."

Process of Selection of Teacher Trainees

The foundation of ensuring teaching profession of high quality has a deep root in the quality of persons selected for entering into teacher training. Teacher content knowledge plays crucial role in school education. Inappropriate safeguards for entry of persons not having genuine interest in teaching create problems in teaching

profession. Such individuals do not become enthusiastic in making appropriate effort to improve quality of teaching. Besides, teaching job needs to attract highly talented students. Screening procedures of candidates for admission into initial teacher training courses vary from one nation to another. Screening procedures are either determined by the concerned national or state governments or by concerned institutions providing initial teacher training courses. Total duration of 48 weeks is divided equally between university based theory and school based practical. There are also completely school based, no certificate/diploma programmes, as part of alternative system.

In many developed nations, minimum qualifications for becoming a primary school teacher is a Bachelor degree in addition to formal teacher training certificate / degree. In United Kingdom, although duration of teacher training for primary school teaching is one year, entry qualification is a Bachelor's Degree. Coba Arango and Valle (2011, p. 43) pointed out that for improvement of teacher quality and of the education system as a whole is the need to attract the best professionals to the world of education. Hobson, Ashby, McIntyre and Malderez (2010, p. 11) stated about efforts in Finland in the following manner:

> "Finland, for example, employs a multi-stage process of teacher selection which begins with a national screening process involving a 300-question multiple choice assessment which tests literacy, numeracy and problem-solving; is followed by university-based tests which evaluate candidates ability to process information, think critically and synthesize data; and proceeds to university-based interviews which seek to assess candidates motivation to teach, motivation to learn, communication skills and emotional intelligence."

Singapore situation is reported by Haningto and Ellis (2013, p. 115) *in* the following words:

> **"**In Singapore, all pre-service teachers entering the school system are recruited and employed by the Ministry of Education prior to their training. They receive a salary during their training and are required to serve a three-year bond – that is, to stay in service for at least three years – on completion."

Ministry of Education and Culture, Finland (2014, p. 1) stated that "In Finland, teachers are required to have a master's degree with the exception of kindergarten teachers, whose qualification requirements include a bachelor's degree." The Report also indicated selection procedure for teacher trainees as follows:

> "Entrance tests of universities are used to assess aspects such as academic studying skills and aptitude for the profession. In the admissions process for professional teacher education, the areas assessed include competence and expertise in the specific field of teaching, to be demonstrated through work experience and qualifications."

Teacher Education Ministerial Advisory Group, Australia (2014, p. xiii) in their recommendation stated that

> "Higher education providers select the best candidates into teaching using sophisticated approaches that ensure initial teacher education students possess the required academic skills and personal characteristics to become a successful teacher."

Dept. of Education & Training, Australia (2015, p. 6) reporting Australian government's response on the suggestions given in "*Action now: Classroom ready teachers"*, stated that Australian Institute for Teaching and School Leadership will "develop and set clear expectations of universities in making sure that those going into teaching have the right mix of academic and personal qualities that give them the best chance of becoming effective teachers." National Council on Teacher Quality, US (2015, p. 80) suggested that selection criteria need to require teacher prep program admission tests or an admission GPA of 3.0 and also

need to Consider requiring candidates to pass subject-matter tests as a condition of admission into teacher training programmes.

Screening procedures include one or more of the following strategies: (a) Position secured in the merit list of a special test conducted for the purpose, (b) Career marking, (c) Marks / grades obtained in the qualifying examination, (d) Interview. Special tests may cover attainment, teaching attitude, teaching attitudes, ethics, etc. The entry to teacher education courses could be more rigorous by assessing a broader range of characteristics shown by research to predict future success of the teacher trainees when they enter teaching, including high level literacy and numeracy skills. The University of Cambridge, UK (2015b, p. 21) in their document for Postgraduate Certificate of Education Prospectus 2015-2016 mentioned about a compulsory Literacy and Numeracy Skills Tests for every applicant in the following words:

> "All applicants for initial teacher training (ITT) courses must pass the Department for Education Skills Tests in Numeracy and Literacy before they start a course. If you are invited to attend an interview at Cambridge, you will be expected to have booked your Skills Tests, even if you haven't yet taken them. You will be required to bring proof of this to the interview. Both Skills Tests must be passed within 28 days of an offer being made. If you fail either test three times you will not be allowed to start the PGCE and will be barred from re-taking the tests for a further two years."

Teaching job in nations like Finland and Korea have high level social prestige and position that makes many talented students opt for this job. In only in such types of situations, the nations can go for stricter entry requirements for their initial teacher training programmes.

INITIAL TEACHER TRAINING CURRICULA

Nations have been making efforts to improve quality of teacher learning. Delors (1996, p. 149) stated that "Good quality training entails bringing trainee teachers into contact with experienced teachers as well as with researchers in their particular disciplines." European Commission (2010, p. 6) stated that a school teacher's professional development takes place in three phases as follows:

> "The first stage concerns the preparation of teachers during initial teacher education, where those who want to become a teacher master the basic knowledge and skills. The second stage is the first independent steps as teachers, the first years of confrontation with the reality to be a teacher in school. This phase is generally called the induction phase. The third phase is the phase of the continuing professional development of those teachers that have overcome the initial challenges of becoming a teacher."

OECD (2011, p.6) stated that

> "Surveys show large variations across and within countries in the extent of professional development. Not only the quantity but also the nature of this activity is critical. Often, the professional development of teachers is disjointed in one-off courses, while teachers in TALIS reported that the most effective development is through longer programs that upgrade their qualifications or involve collaborative research into improving teaching effectiveness."

According to Schleicher (2012, pp.69-70), efforts to improve quality of initial teacher training include: 1. Preparing clear and concise profiles of what teachers are expected to know and be able to do in specific subject areas; 2. Shifting initial teacher education strategies from academic preparation to preparation in school settings; and 3. Providing "more flexible structures of initial teacher education can be effective in opening up new routes

into the teaching career, without compromising the rigor of traditional routes". Commenting on the situation in the United States, the National Council on Teacher Quality, US (2013, p. 93) stated that

> "Teacher educators now view their job as forming the *professional identities* of teachers. They aim to confront and expunge the prejudices of teacher candidates, particularly those related to race, class, language and culture. This improbable feat, not unlike the transformation of Pinocchio from puppet to real boy, is attempted as candidates reveal their feelings and attitudes through abundant in-class dialogue and regular journal writing. Once freed of their errant assumptions, teachers can embark on a lifelong journey of *learning*, distinct from *knowing*, as actual knowledge is perceived by teacher educators as too fluid to be achievable and may even harden into bias. The goal is for each candidate to develop his or her own unique philosophy of teaching, no matter how thin the ground is underneath."

Caena (2014, p. 5), in a study on initial teacher training in European Union listed a number of factors for effective initial teacher education reported in researches, which are:

> "(a) an extensive, structured teaching practice, with different learning opportunities (including informal work-based learning) and incremental levels of difficulty, to fit student teachers' development;
> (b) sustained, structured mentoring, with set time and opportunities for modelling, practice, assessment, support and feedback, by school professionals who are trained for the task;
> (c) an individualized focus on student teachers as reflective learners – whose beliefs, experiences and concerns should be taken into account and discussed in ITE, in order to allow for successful learning;
> (d) opportunities for student teachers' 'reflective practice' – critically examining their own ideas about teaching against a

variety of sources – by observation of teaching, practice in class, debate with expert teachers and peers, research, dialogue with teacher educators and mentors;

(e) an integrated ITE curriculum that can support student teachers' critical thinking, teaching and learning with relevant knowledge, understanding and research; (f) effective partnerships between ITE providers / universities and schools, with joint responsibilities and structured roles for planning, management, monitoring and assessment."

Today, initial teacher training programmes are of three types: (a) consecutive model, (b) concurrent model, (c) alternative route-school based training model. In case of consecutive model, after completing the basic course (Higher secondary or Degree course); the students get enrolled in an initial teacher training course. In case of consecutive model, the students undergo initial teacher training along with basic course (Degree course or Master course). In case of alternative routes, generally found in UK and US, selected schools or school systems impart initial teacher training to individuals on the job, of course with a few days of orientation programme. There are wide variations among nations in respect of levels and types of institutions offering initial teacher training courses, structure of initial teacher training courses and initial teacher training curricula. Such variations are also noticed among states of a large nation.

There are many issues in initial teacher training, which are to be solved. For instance, teacher training institutions give sermons to their teacher trainees about student centred instruction, but they fail to provide teacher trainee centred training.

Initial Teacher Training Curricula

Recent developments in the school education as well as knowledge explosion necessitate continuous updating of initial teacher training curricula including evaluation strategies for teacher trainees. According to Donaldson (2010, p. 41), initial

teacher training curricula, in addition to developing subject and pedagogical knowledge and skills, need to develop skills in student teachers to

1. Address underachievement, including the potential effects of social disadvantage;
2. Teach the essential skills of literacy and numeracy;
3. Address additional support needs (particularly dyslexia and autistic spectrum disorders);
4. Assess effectively in the context of the deep learning required by Curriculum for Excellence; and
5. Know how to manage challenging behaviour.

Tornero and Varis (2010, p. 104) stated that "Educommunication requires educators (and will require more in the future) to have a certain *media consciousness* and *active competence* with regard to ICTs." UNESCO (2011, p. 33) suggested to "Prioritise pre-service and in-service teacher training on HIV and AIDS in national teacher training policy". In order to promote inclusive education, Kaplan and Lewis (2013, p. 5) stated that "inclusive education needs to be recognised as an essential learning objective for all student teachers, regardless of which level they will teach at, which subject(s) they will teach, or where in the country they are likely to be deployed. Pre-service teacher education curricula therefore need to be revised or developed so that all student teachers are aware of, and supported towards, inclusive education learning goals." Just as school curriculum needs to be flexible, initial teacher training curriculum needs to be flexible, as per the requirement of each teacher trainee. Commenting on the situation in Scotland (UK), Donaldson (2010, p. 85) stated that

> "Candidates for teaching should undertake diagnostic assessments of their competence in both literacy and numeracy. The threshold established for entry should allow for weaknesses to be addressed by the student during the course. A more demanding level should be set as a prerequisite for competence to teach."

Recommendations on improving initial teacher training curricula listed in Teacher Education Ministerial Advisory Group, Australia (2014, pp. xiii- xiv) were:

1. Evidence-based content focused on the depth of subject knowledge and range of pedagogical approaches that enable pre-service teachers to make a positive impact on the learning of all students.
2. Data collection and analysis skills to assess the learning needs of all students.
3. Skills to effectively engage with parents about the progress of their children.
4. Development of thorough understanding of the fundamentals of teaching literacy and numeracy.
5. Delivery of integrated and structured professional experience throughout initial teacher education programmes through formalised partnership agreements with schools.
6. Availability of sufficient placements of appropriate timing and length for all pre-service teachers.
7. Availability of early opportunities to teacher trainees to assess their suitability for teaching, including thorough exposure to the classroom.

In case of initial teacher training for primary school teachers, at least one subject specialisation, prioritising science, mathematics or a language and initial teacher training providers publishing specialisations available and numbers of graduates from these programmes. In order to improve student teaching, National Council on Teacher Quality (2015, p. 82) recommending ensuring that cooperating teachers in student teaching placements are effective instructors, stated

> "Ensure that teacher preparation programs place teacher candidates with cooperating teachers who have been screened for their ability to further student achievement and can model effective instructional techniques. Also, consider the mentoring abilities of the cooperating teachers when making placement decisions."

High quality teacher training programmes take utmost care in selecting the school where a student teacher has to deliver his / her lessons. Similarly, in case school teachers are also to observe and give feedback on the lessons taught, the concerned teachers are appropriately selected and trained.

Improving Process of Evaluation of Teacher Trainees

All teacher training programmes have specified strategies for assessing teaching skills of teacher trainees. In order to improve quality of evaluation of teacher trainees, Teacher Education Ministerial Advisory Group, Australia (2014, p. xiv) recommended that

> "The Australian Institute for Teaching and School Leadership develop a national assessment framework, including requirements for a Portfolio of Evidence, to support higher education providers and schools to consistently assess the classroom readiness of pre-service teachers throughout the duration of their program."

In US, the Teacher Performance Assessment (TPA) is a joint project of Stanford University, the American Association of Colleges for Teacher Education (AACTE), the Council of Chief State School Officers, and a group of more than 20 states. The test can provide more valid and reliable information required for taking effective measures in respect of issue of initial teacher licenses, accreditation decisions about programmes, and planning for teacher induction and in-service professional development. Teacher Performance Assessment (TPA) is currently known as edTPA. This assessment is considered more reliable and valid measure of the ability to teach. The scorers are being trained for the purpose. Common architecture given in American Association of Colleges for Teacher Education (2014)are as follows:

Table 1
edTPA Common Architecture

	Artifacts	**15 Rubrics**
Planning instruction and assessment	Lesson plans, instructional materials, student assignments, assessments Planning commentary	Planning for content understandings Supporting students' learning needs Planning assessment to monitor student learning
Instructing and engaging students in learning	Unedited video clips Instruction commentary	Demonstrating a positive and engaging learning environment Engaging students in learning Deepening learning during instruction Subject- specific pedagogy
Assessing student learning	Samples of student work Summary of student learning Assessment commentary	Analysing student learning Providing feedback to guide learning Supporting students' use of feedback
Analysis of teaching effectiveness	Planning commentary Instruction commentary Assessment commentary	Using knowledge of students to inform planning Analysing teaching Using assessment to inform instruction
Academic language development	Unedited video clips and/or student work samples Planning and assessment commentaries	Identifying and supporting language demands Evidence of language use to support content

The degree to which teacher trainee evaluation can be effective will have impact on the degree of quality of future teachers of a nation. Ideally, this has to be a continuous process involving school teachers. Certain systems that have made teacher training a higher education programme do not involve school teachers. The effect of non-involvement of school teachers become more catastrophic when the higher education teachers involved in evaluation of school teaching capability of teacher trainees do not possess current school teaching experience.

EVALUATION OF INITIAL TEACHER TRAINING PROGRAMMES

Dept. for Education, UK (2012a, p. 10) in order to compare initial teacher training programme in England with a few other countries, developed 11 indicators which are:

1. Modes of Learning and Assessment,
2. Training Programme Content,
3. Subject and Curriculum Preparation,
4. Time Spent in Schools or Appropriate Settings,
5. Age Ranges Addressed by Training,
6. Range of Settings,
7. Level and Type of Teaching Practice,
8. Similarity of Pedagogical Principles,
9. Classroom Control,
10. Communication and Relationship Skills, and
11. Level and Application of English Language.

National Council on Teacher Quality, US (2013, p. 54) made following observations in case of initial teacher preparation in US:

> "Almost all states already either conduct site visits of teacher preparation programs themselves or outsource site visits to accreditors, but these visits have not proven to add value. States instead should deploy inspectors who are 1) professionally trained and managed by an independent agency, and 2) drawn primarily from the ranks of PK-12 principals. Inspectors would conduct visits with little notice and assess program features that are relevant to the needs of public schools in the state. They would also make their findings available-and understandable-to the public."

Worrell, Brabeck, Dwyer, Geisinger, Marx, Noell, and Pianta (2014, p.3) in a study conducted on behalf of the American Psychological Association pointed out effectiveness of three strategies for assessing and evaluating teacher preparation programmes in United States, which are :

"*Value-added assessments of student achievement,
*Standardised observation, protocols, and
*Surveys of teacher performance."

Recommendations for improving the quality of assessment and evaluation included:

1. Ensuring "that teacher preparation programs have strong affirmative, empirical evidence of the positive impact of their graduates on preK–12 student learning."
2. Designing "systems of data collection that include information collected at the stages of selection, progression, program completion, and post completion."
3. Instituting mechanism to "track candidates' involvement in various preparation experiences" and identifying "models of various program elements or candidate attributes that predict a positive contribution to preK–12 student learning."
4. Developing "valid measures of student learning outcomes for all school subjects and grades to assess student learning outcomes similar to those currently available in mathematics, language arts, and science."
5. Dedicating "appropriate resources for data collection and analysis."
6. Identifying and retaining staff "with sufficient technical skills, time, and resources to conduct data analyses."
7. Ensuring commitment "to a system of continuous improvement based on examination of data about their programs."
8. Giving training to "program faculty and supervising teachers in the use of well-validated observation systems" and developing "a system for regular "reliability" checks so that the observations continue to be conducted with a high degree of fidelity."
9. Identifying, developing, and validating "student surveys that predict student achievement."
10. Continuously developing and validating "developmental benchmarks and multiple metrics to be used by teacher preparation programs for graduation decisions to ensure that

graduates are proficient teachers who make substantial impacts on student learning."

11. Developing "curricula that prepare teacher candidates in the use of data such as student achievement scores, surveys, and observations so candidates can continue to self-assess, and faculty can assess the progress of their students."
12. Reporting "annually to the public any adverse impact of implementation of assessments on the teaching force or pre K–12 learning."

REGULATORY BODIES FOR INITIAL TEACHER TRAINING PROGRAMMES

A centralised regulatory body is impossible in case of large nations. US Dept. of Education (2014, p. 2) indicated role of states in quality monitoring of teacher training in the following words:

> "*Build on innovative state systems and progress in the field to encourage all states to develop their own meaningful systems to identify high- and low-performing teacher preparation programs across all kinds of programs, not just those based in colleges and universities.
>
> *Ask states to move away from current input-focused reporting requirements, streamline the current data requirements, incorporate more meaningful outcome measures and improve the availability of relevant information on teacher preparation.
>
> *Reward only those programs determined to be effective or better by states with eligibility for TeACh grants, which are available to students who are planning to become teachers in a high-need field and in a low-income school, to ensure that these limited federal dollars support high-quality teacher education and preparation.
>
> *Offer transparency into the performance of teacher preparation programs, creating a feedback loop among programs and prospective teachers, employers, and the public, and empower programs with information to facilitate continuous improvement.

> *States would have primary responsibility and significant flexibility in designing their systems and evaluating program performance.

In Australia, recommendation by Teacher Education Ministerial Advisory Group (2014) for establishing a national initial teacher education regulator through a reconstituted Australian Institute for Teaching and School Leadership to overhaul and manage the accreditation of initial teacher education programmes and work with the states and territories to ensure rigorous accreditation processes operate effectively with teacher registration" was not accepted by the Govt. of Australia. Dept. of Education and Training, Australia (2015b, p. 5) said that

> "The Government notes the Report recommendation for a new national regulator of teacher education courses, but does not believe establishing a new body will necessarily deliver better quality assurance nationally. Instead, the Government will utilise the expertise of existing bodies to achieve this outcome. AITSL will be given greater responsibility for driving improvement in the quality of initial teacher education and will work with state and territory teacher regulatory authorities to increase the rigour of assessment of courses for accreditation."

National Council on Teacher Quality, US (2015, p. 82) recommending to hold teacher prep programmes to rigorous standards in inspections, stated that

> "Revamp current inspections of teacher preparation programs that are performed as a condition of program approval. Almost all states either conduct site visits of teacher prep programs themselves or outsource site visits to accreditors, but these visits have not proven to add value. States instead should deploy inspectors who are 1) professionally trained and managed by an independent agency, and 2) drawn primarily from the ranks of PK-12 principals. Inspectors should conduct visits with little notice and assess program features that are relevant to the needs

> of public schools in and assess program features that are relevant to the needs of public schools in the state. They would also make their findings available — and understandable — to the public.

Recommending **c**ollection of data that connects student achievement gains to teacher preparation programs, it stated that:

> "Such data can include value added or growth analyses conducted specifically for this purpose or teacher evaluation ratings that incorporate objective measures of student learning to a significant extent. Collecting such data is a first step which should be followed by setting minimum performance standards and publishing the data and results publicly."

In case of large sized nations, doubts have been voiced about utility of regulatory bodies, keeping in mind vast number of institutions and much variance among school systems of states.

ALTERNATE ROUTES FOR BECOMING CERTIFIED SCHOOL TEACHERS IN UK AND US

Alternatives to conventional initial teacher training programmes administered through conventional teacher training institutions are going on in many nations. In United States, in 1984, New Jersey State took such an initiative mainly to cater to the teacher shortage in specific subjects. Office of Innovations and Development, US (2004, p. 7) stated that:

> "A successful alternative teacher preparation program attracts and selects the right candidates. It offers a carefully thought-out, research-based curriculum that is coherent and flexible. It provides effective support to candidates. And it is committed to its own continuous reflection and improvement."

Quigney (2010, p. 54) stated that "Regardless of one's perspective and position on alternative routes to certification in special education, their increasing existence in the field of teacher

education cannot be disputed." Schleicher (2011, p. 27) mentioned about an innovative alternate route programme in US.

> "The Boston Teacher Residency (BTR), established in 2003, is a teacher-preparation program that recruits high-performing college graduates and professionals and prepares them to teach in Boston schools. The program focuses on mastering the skills that teachers will need to be effective in the public schools in which teachers will work, emphasizing clinical training and pairing residents with experienced classroom teachers. Residents begin the program with a two-month summer institute, and then spend their first year in a classroom four days a week, spending the fifth day attending courses and seminars."

Office of Assessment, Research, and Data Analysis, US (2012, p. 1) pointing out usefulness of alternative certification route for school teaching, which make aspirants for teaching jobs generally undergo a pre-service preparation that typically ranges from four to 12 weeks during the summer stated that:

> "Research indicates that most alternative certification programs provide a viable source of high-quality teachers and even increase the diversity of the teaching workforce. Many studies have found that alternatively certified teachers can produce student achievement gains comparable to teachers certified in traditional programs. In fact, evidence suggests those teachers' years of experience, rather than the manner in which they obtained their certification, is a more reliable indicator of their future ability to positively impact student achievement. Similarly, the school at which a teacher is placed has also been found to play a larger role in their effectiveness than the route through which certification is obtained."

Dept. for Education, UK (2012a, p.10) stated about alternate routes for becoming school teacher as follows:

> " 2. 3. 2 Professional/Non-Qualification Routes

> Outside of the primary routes into the teaching profession, many countries now have alternative routes that take account of an individual's experience either in teaching, as an unqualified or under-qualified teacher or in a particular industry. In some cases, this experience may be validated through a process of Recognition of Prior Learning (RPL). This grants certain exemptions within an ITT programme and allows experienced individuals to be awarded the same qualification and status upon course completion as those who have undertaken the full programme.
>
> In other cases, individuals without a degree or formal training may be awarded a teaching licence on the basis of their experience in teaching or industry, particularly those teaching vocationally-oriented subjects. Often this licence is temporary or has a different status to those awarded on completion of an ITT programme and as such these routes have been excluded from comparison."

The Open University, UK (2013, p.11) while mentioning different routes into teaching in England and Wales area of UK, stated about school centred initial teacher training as follows:

> "These are training schemes provided by groups of neighbouring secondary and/or primary schools in England. The group of schools acts in the same way as an ITT institution and programmes lead to QTS and possibly a PGCE. Courses generally last one year and they allow graduates to complete almost all of their training in a school environment. Trainees are required to meet the same standards set for PGCE students."

According to Miami–Dade County Public Schools Research Services, US (2012, pp. 7-8) characteristics of effective alternative certificate routes include (a) High standards and rigorous screening of candidates; (b) Strong academic coursework component, (c) Opportunities for practice teaching before candidates enter the classroom, (d) A comprehensive system of support provided to teachers after they enter the classroom, and (e)

Community partnerships. According to this study, a few examples of noteworthy alternative certification programs are : (a) Teach for America (TFA), (b) The New Teacher Project (TNTP), (c) The American Board for Certification of Teacher Excellence (ABCTE), (d) New York City's Teaching Fellows Program and (e) The U.S. Department of Defense established Troops to Teachers (TTT).

INDUCTION PROGRAMMES FOR BEGINNING TEACHERS

New teachers face problems in getting adjusted to the school and also in applying the skills acquired in their initial teaching programmes in the actual classrooms. Some nations, finding initial teacher training degrees / certificates inadequate for selecting a person to act as a teacher, have been providing induction programmes for beginning teachers. Twenty five years ago, APEID (1990, pp. 57-58 mentioned about post employment training of teachers in Japan as an innovation:

> "Beginning teachers are required to undergo a full year of training immediately after their employment under the guidance of supervising teachers. This training concerns both actual teaching and other duties of teachers.
>
> • In administering training for beginning teachers, each school should establish a systematic mechanism whereby the supervising teachers and all other teachers at the school co-operate in the training of beginning teachers under the leadership of the principal.
>
> • Specifically appointed supervising teachers are assigned to schools where beginning teachers have been placed. Further, every prefectural government should develop an appropriate structure for administering in-service programmes, including the appointment of supervisors in charge of these programmes."

OECD (2005, p.118) reported variation among OECD countries with respect to duration: 1 year -2 years in US, 1 year in Israel, Italy, Japan and UK; 8 months in Greece; and 7 months in Korea, and 3 to 4 weeks, over a period of 2 years in Switzerland. In

France, one year induction programme was offered as part of the initial teacher education. There was no induction programme in Austria, Belgium, Chile, Finland, and Germany. National Commission on Teaching and America's Future, US (2005, p. 22) stated that "Comprehensive induction programs produce a high return on investment when novice teachers stay long enough to develop into high quality professionals who help students meet their full academic potentials." Jensen, Sandoval-Hernández, Knoll, and Gonzalez (2012, p.112) in their analysis of the experience of new teachers (having two years of paid teaching experience or less) suggested that the policy makers, while planning support programme or activities for new teachers, "consider placing a greater focus on appraisal and feedback for new teachers that is directly aimed at improving classroom management and dealing with student discipline." Vieluf, Kaplan, Klieme and Bayer (2012, p.112) reporting findings of TALLIS study stated that

> "Teachers who use more diverse teaching practices and who participate more actively in professional learning communities also report higher levels of self-efficacy, receive more feedback and appraisal on their instruction, and report being more involved in professional development activities outside of schools."

Dept. for Education, UK (2012b, p. 4 stated that "All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions" (p. 4). Induction programmes are supervised by appropriate bodies - local authorities; teaching schools; and other organisations determined by the Secretary of State of the United Kingdom. Teacher induction programme in Scotland area of UK is considered to be the best. It is a paid programme. It provides for careful selection and training of mentors. Recent guidelines issued on induction programme in England area of UK (Dept. for Education 2015, p.7) stated that

" While NQTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period." ILO (2012, p. 246) reported about high quality induction programmes in Scotland as follows:

> "A promising programme of induction and support for newly qualified teachers is the United Kingdom (Scotland) system, whereby newly qualified teachers are given a one year induction post which provides for 70 per cent teaching time and 30 per cent personal and professional development time. The programme also provides for a location bonus for the induction year if the student chooses a location outside the five most popular areas for initial assignments, thus linking the induction programme to deployment in areas of need."

ILO (2012, p. 29) gave following description of teacher induction process in the Republic of Korea:

> "Teacher induction in the Republic of Korea begins with a two-week period of pre-employment training in the metropolitan and provincial institutes of educational training, focusing on field-related cases and practical tasks and emphasizing student guidance, classroom management skills and basic teacher capacities. After recruitment, new teachers take part in a six-month-long field training led by the school principal, vice principal and advisory teachers that encompasses instructional guidance and evaluation, classroom supervision, student assessment, and assistance with administrative tasks. A third phase involves reflection and discussion with other beginning teachers and teacher educators."

National Council on Teacher Quality, US (2013, p.4) in their study on the situation in US, referring to the necessity of strategies to take care of the first year teachers stated that "The heart of the matter for the field of teacher education is that students taught by first-year teachers lose far too much ground. And it's not just the

students who suffer. First-year teachers deal with so much anxiety and exhaustion that many just crash and burn." Teacher Education Ministerial Advisory Group, Australia (2014, p. xv) stated that:

1. "School systems and employers provide effective induction for all beginning teachers, including those employed on a short-term or casual basis" and
2. "Schools identify highly skilled teachers to mentor, assess and guide beginning teachers from provisional registration to full registration."

During induction, the newly qualified teacher receives a personalised induction programme, designated tutor support and the reduced timetable; and suitable monitoring, support, assessment and guidance procedures.

CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

Efficient teachers carryout their continuous professional development through action research and self-study and visits. At the time of introduction of new policies or skills, national governments carry out in-service programmes. Progarmmes are conducted, preferably during holidays. School based in-service training has been considered more effective. IIEP (2008, pp.13-14) stated that

> "The greatest benefit of school-based training underlined by participants is the possibility of reducing the gap between what is taught in formal training institutions and the reality inside the schools. School-based training is therefore seen as a way to make the training more practical and reduce the effects of a possible 'culture shock' when beginning teachers are faced with a real teaching environment."

Professional development programmes work well when they are part of the school and also when it is a collaborative effort at the

school level. World Bank (2012, p. 13) mentioned following issues involved in programmes for continuous professional development of teachers and head teachers:

> "Participation in professional development activities depends, among other things, on: (i) the conditions to access these activities and (ii) the incentives for doing so. Where participation is compulsory, teachers may be more focused on fulfilling requirements than taking advantage of opportunities for professional development. Alternatively, where participation is voluntary, teachers may sense that their professional development is not a priority for education policy makers. The provision of incentives for professional development (e.g., salary increases, promotions, reduction in teaching time) may foster participation, but for the wrong reasons. Where incentives are not available and participation is voluntary, participation may be too low, especially in countries where teachers work for many hours. "

OECD (2014a p. 84) referring to the situation in OECD countries stated that

> "Professional development for teachers is also important, and is compulsory in 25 of the 33 countries with available data. A lifelong learning approach to teacher development is essential, considering that expectations of staff may change over time. For example, the growing diversity of learners, the greater integration of children and students with special needs, and the increasing use of information and communication technologies all demand that teachers continuously upgrade their skills. High-quality professional development can also help keep teachers in the profession."

At the time of initial teacher training, a trainee may not be aware of problems to be faced and strategies that can solve these problems found after joining a school. In-service education helps the teacher for lifelong learning of the teacher to meet new

demands on the teaching profession in general and teaching in a school in particular.

RESEARCH AS AN EFFECTIVE TOOL FOR TEACHER EDUCATION

Recent reforms have their root in acceleration of the initiatives for national and international level educational researches. Many developed school systems have been giving stress on research and posting such data in websites for dissemination. European Commission (2013a, p.121) stated that

> "Developing reflective and critical competences are key objectives for teachers who need to adapt to an evolving curriculum and to changing techniques and social environments. These are key to new education practices where creativity and innovation are combined with the objective analysis of rigour and assessment of outcomes, i.e. the intended qualities of training through research."

BERA-RSA (2014, p. 6) stated that

> "Internationally, enquiry-based (or 'research-rich') school and college environments are the hallmark of high performing education systems.
> To be at their most effective, teachers and teacher educators need to engage with research and enquiry – this means keeping up to date with the latest developments in their academic subject or subjects and with developments in the discipline of education.
> Teachers and teacher educators need to be equipped to engage in enquiry-oriented practice. This means having the capacity, motivation, confidence and opportunity to do so.
> A focus on enquiry-based practice needs to be sustained during initial teacher education programmes and throughout teachers' professional careers, so that disciplined innovation and collaborative enquiry are embedded within the lives of schools

or colleges and become the normal way of teaching and learning, rather than the exception."

IMPROVING QUALITY OF FACULTY MEMBERS OF TEACHER TRAINING INSTITUTIONS

According to European Commission (2013b, p. 4), "Teacher educators are crucial players for maintaining - and improving - the high quality of the teaching workforce. They can have a significant impact upon the quality of teaching and learning in our schools." Universities in developed nations prescribe qualification and appropriate experience in school teaching to act as a faculty member of a teacher training institution. ILO/UNESCO (1966, p. 6) stated that "The staff teaching pedagogical subjects should have had experience of teaching in schools and wherever possible should have this experience periodically refreshed by secondment to teaching duties in school". Teacher Education Ministerial Advisory Group, Australia (2014, p. xiv) pointed out that it was essential that "Higher education providers ensure staff delivering initial teacher education are appropriately qualified, with a proportion having contemporary school teaching experience". Certain nations also suggest standards**.** Nine standards mentioned by Association of Teacher Educators, US (2008) are:

"1. Teaching: Model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in teacher education.
2. Cultural Competence: Apply cultural competence and promote social justice in teacher education.
3. Scholarship: Engage in inquiry and contribute to scholarship that expands the knowledge base related to teacher education.
4. Professional Development: Inquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.
5. Program Development: Provide leadership in developing, implementing, and evaluating teacher education programs that

are rigorous, relevant, and grounded in theory, research, and best practice.

6. Collaboration: Collaborate regularly and in significant ways with relevant stakeholders to improve teaching, research, and student learning.
7. Public Advocacy: Serve as informed, constructive advocates for high quality education for all students.
8. Teacher Education Profession: Contribute to improving the teacher education profession.
9. Vision Contribute to creating visions for teaching, learning, and teacher education that take into account such issues as technology, systemic thinking, and world views."

According to Eötvös Loránd University EDiTE team (2014, p. 12), six competence fields of the Dutch competence standard for teacher educators are:

1. *Interpersonal:* creates a safe (working) atmosphere;
2. *Pedagogical:* creates for student teachers an inspiring and stimulating learning environment;
3. Organisational: improvises if necessary;
4. *Working with colleagues in the organisation*: actively contributes towards the development and implementation of the organisation's outlook and policy;
5. *Working in a wider context:* has a relevant network and keeps it up-to-date;
6. *Working on your own development:* reflects systematically on their own pedagogical approach and (teaching) behaviour towards students, colleagues and others.

However, the competences may vary from one situation to another, depending on the skills expected from the concerned teacher educators. European Commission (2013b, p. 29) stated that "Research on teacher educators mostly seems to focus on teacher educators as individuals - their identity formation, professional learning needs, and knowledge development. Little research exists on the profession as a whole, or on policies focused on the teacher educator profession." Just as teachers need to be

lifelong learners, similarly, teacher educators need to be lifelong learners. In order to support teacher educators in continuously updating their knowledge and utilising the newly acquired knowledge in improving skills of imparting training, certain developed systems develop varieties of internet resources for teacher educators. In case of poor education systems, sporadic attempts are made through newsletters or journals.

INNOVATIONS IN TEACHER EDUCATION

American Association of Colleges for Teacher Education (2009, pp.99-100) listed following innovations: 1.Clinical Preparation; 2. Closing the Achievement Gap; 3. Community College or Technical College Partnerships;4. Early Childhood Education; 5. Early College; 6. English Language Learners; 7. History; 8. Literacy; 9. Math; 10. Mentoring; 11. Middle School Teacher Preparation; 12.Online learning; 13. Principal Recruitment and Preparation; 14.Rural; 15. School Counselor Preparation; 16. Science; 17. Special Education; 18. Strengthening Instructional Skills; 19. Teacher Recruitment; 20. Technology; and 21.Urban Education. In US, Oprandy, Addington, Brown, and Rutter (2013, p. 94) reported that "Pre-service teachers playing the roles of supervisors learned how to take more initiative in structuring, or at least proposing alternative formats for, their future discussions of teaching." According to them, following practices may be useful for any teacher education programme:

> "Exposure to, and use of, focused observation tools to increase awareness of specific aspects of teaching and learning."
> "Awareness of the usually evaluative language used as well as non-judgemental alternatives when discussing our work with future colleagues, or instructional supervisors, or in any communicative setting."

In Singapore, Haningto and Ellis (2013) reported about a blended learning approach for pre-service teachers as an innovation for

developing communication skills. Innovations are part of strategies of high quality teacher training institutions.

CONCLUSION

Strategies for developing high quality teachers vary from one nation to another. Efforts get boosted when a nation assures entry of talented individuals to teaching profession. Certain nations have given more preference to academic calibre and interest than training for teaching in university level institution. Certain nations carry out periodic evaluation of their policies for selection of teacher trainees, evaluation of performance of teacher trainees, initial teacher training curricula and teacher selection and recruitment on the basis of field study including reports from students, parents, community members and not the least from the heads of the institutions and other academic supervisors and follow up studies on the products of the teacher training institutions. Thus process of improving teacher quality gets refreshed from time to time and like teachers the experts involved in the process continue to learn on the basis of the feedback received from research studies conducted by the institutions of teacher training, schools and appropriate educational administration and policy making bodies..

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TEACHER EDUCATION IN MEGHALAYA

Creamlimon Nongbri

BRIEF EDUCATION OF HISTORY OF TEACHER TRAINING IN THE STATE

Teacher Education in Meghalaya dates back to the 19th century period. The first teacher training institute was established under the British period in the year 1897 at Sohra by the name of Cherra Teacher Training Centre. This centre of excellence is still functional till date and is aided by the Government but governed by the Presbyterian Church.

Another major development in Teacher Education during the pre-independence period took place in the year 1937**.** It was in this year that the present St Mary's College of Teacher Education, Shillong was established. Founded by the RNDM Sisters, one of the primary objectives of the Institution is to provide training to the school teachers. In the year 1940 as per the record obtained, the Basic Training Centre located at Malki was established by Ms Annie Margaret Barr, the Educationist and Social activist from England under Basic Scheme of Education propagated by Mahatma Gandhi and had catered to the needs of the teachers at the Elementary level. At present, the centre has been phased out. In the year 1955, 1967 and 1974 realizing the need for quality teacher education, 3 BTCs were established namely: BTC Rongkhon, Thadlaskein and Resubelpara. These centres too have catered to the needs of the teachers at the Elementary level and has pioneered ahead to ensure that the quality of teachers is maintained. 2 of these centres namely BTC Resubelpara and

Thadlaskein were upgraded into DIET Resubelpara and DIET Thadlaskein respectively in the year 2000.

The Salesian Sisters of Don Bosco started the St Mary's Mazzarello Junior Teacher Training Centre, Jowai in the year 1962. The centre was de-recognized by the Government due to non-fulfillment of the norms and standards prescribed by the National Council of Teacher Education (NCTE).

The year 1967 saw the emergence of the College of Teacher Education (PGT), Shillong the then Post Graduate Training College, Shillong with the objectives to organize pre-service and Training Programme for the untrained teacher. The College was upgraded into that of a CTE in the year 1997 and at present has an intake capacity of 100. The State Government in the year 1968 established Normal Training Schools (NTS) one each in Cherrapunjee and the other at Tura. These centres at present have been upgraded into DIETs. NTS, Cherrapunjee was upgraded into DIET, Sohra in the year 2000 and NTS, Tura was elevated to that of a DIET, Tura in the year 2005. The RNDM Sisters along with Marbisu Parish set up the Lum jingshai Teachers Training Centre for the teachers in the year 1977. The centre was de-recognized in the year 2000 by the National Council of Teacher Education (NCTE).

The State Government also felt the need to have its own CTE at the district level to cater to the need of the untrained Secondary school teachers in Garo Hills. It was in the year 1993 that the Govt College of Teacher Education was established in Tura with the aim that the college will encourage community participation in Teacher preparation Programme. The college is funded by UGC, State Govt. and CSS of Teacher Education under MHRD, Government of India. The prescribed intake capacity is 100 and the entry point to the B. Ed course is Graduation with 45% marks.

The State Council of Educational Research and Training (SCERT) now Directorate of Educational Research and Training, (DERT) Shillong was established in 1976. At present, the DERT is the nodal agency for training of teachers and has also been notified by the Government of Meghalaya under Education Department as the Academic authority in the State. This Directorate at present is conducting a 2 year D. El. Ed Course for the in-service untrained elementary school teachers under the National Institute of Open Schooling (NIOS) New Delhi as one of the Study Centres.

After the adoption of National Policy on Education 1986, the Centrally Sponsored Scheme for Restructuring and Reorganization of Teacher Education is being implemented since October 1987. One of its components is the establishment of District Institutes of Education and Training (DIETs).

In Meghalaya, there are 7 functional DIETs. These Institutes conducts both Pre-Service and In-Service Programmes for School Teachers at the elementary level. The Salesians of Don Bosco with a mission to help the teachers at the rural areas and to ensure quality of teacher education established the Don Bosco College of Teacher Education in 2003 at Tura under West Garo Hills District. The Profile of existing Teacher Education Institutions in the State is as given below:

Table 1
Pre-Service Teacher Education Institutions in Meghalaya

Name of the Institution	Year of establishment	Course Offered	Status
CTTC, Sohra	1867	D. El. Ed.	Grant In Aid
DIET, Resubelpara	2000	D. El. Ed.	Govt.
DIET, Sohra	2000	D. El. Ed.	Govt.
DIET, Thadlaskein	2000	D. El. Ed.	Govt.
DIET, Nongpoh	2003	D. El. Ed.	Govt.
DIET, Nongstoin	2003	D. El. Ed.	Govt.
DIET, Tura	2005	D. El. Ed.	Govt.

DIET, Baghmara	2003	D. El. Ed.	Govt.
CTE(PGT),Shillong	1964	B. Ed.	Deficit
Govt. CTE, Tura	1993	B.Ed.	Govt.
SMCTE, Shillong	1937	B.Ed.	Adhoc
DBCTE, Tura	2005	B.Ed.	Private

The table also shows that altogether there are eight (8) institutions which are offering the D. El. Ed. regular course and all the four (4) CTEs run the B. Ed. course. The DERT, Shillong in the attempt to clear the backlog of untrained on-the -job teachers run D. El. Ed. and serves as one of the study centres of NIOS.

It is also to be noted that the State do not have other courses on pre-school teacher training course, Teacher training for Physical education, Teacher training for special subjects like Art, Music, Dance, Sanskrit, Urdu, etc. The Centre for Distance Education, NEHU Shillong has been running the Teacher training for special education Course on distance mode but which was put on hold after the NCTE notified its new Regulations and Norms.

Pre-Service Teacher Education Courses in the State

The following are the different types of pre-service teacher education programmes in Meghalaya.

Table 2
Teacher Education Institutions, Courses and Examining Bodies

Sl. No	Institutions	Name of the Programme/ Course	Institution which conducts examinations
1.	-	Pre-school teacher training course	There is no provision for Pre- School Training Courses in the State
2.	7 DIETs & CTC, Sohra	Diploma courses for Elementary Education	Directorate of Educational Research and Training(DERT)
3.	4 CTEs	Degree in Bachelor in Education (B.Ed.)*	NEHU, Shillong

4.	NEHU, Shillong	Teacher training for special education	There existed only the Distance Course but which was put on hold after the NCTE notified its new Regulations and Norms
5.	-	Teacher training for Physical education.	There is no Training Institute for Physical Education
6.	-	Teacher training for special subjects like Art, Music, Dance, Sanskrit, Urdu, etc.	There is no Training Institute for Special subjects for subjects like Art, Music, Dance, Sanskrit, Urdu, etc. in the State for Physical Education
7.	DERT	NIOS for In Service Teachers on Distance mode	NIOS

*(To be enhanced to 2 Years Course from August 2015

The table illustrates that 4 CTEs run the B. Ed. Courses.

Table 3
Fees and Incentives to Student Teachers

Institutions	**Annual Fee**		**Amount (approx)**	**Stipend**		**Amount**	**Post Matric Scholarship**	
	Yes	**No**		**Yes**	**No**		**Pre-service**	**Deputed**
7 DIETs	-	√	-	√	-	5,000 per student	x	*
Govt. CTE, Tura	√		2500	-	√	-	√	x
CTE(PGT) SMCTE DBCTE	√	-	Between 40,000 and 50,000 per student per student	-	√	-	√	x
CTTC	√	-	3,000 per student	-	√	-		*
TOTAL	5	7	-	7	5	-	4	4

COURSE STRUCTURE AND SYLLABUS

The two Teacher education programmes / courses being run in Meghalaya are B. Ed. and D. El. Ed.

COURSE STRUCTURE AND SYLLABUS (TWO YEAR B. ED.)

General Structure

Table 4
B. Ed. Course

Semester/ Papers		**Sem I**	**Sem II**	**Sem III**	**Sem IV**	**Total Marks**	**Grand Total**
Theory	Core Paper	B.Ed. 101; B.Ed. 102; B.Ed. 103;	B.Ed. 201; B.Ed.202 (1/2); B.Ed. 203(1/2);	B.Ed. 301; B.Ed. 304(1/2);	B. Ed. 401;		1100
	Marks	(300)	(200)	(150)	(100)	750	
	Elective / Optional	B.Ed.104 (1/2);	B. Ed. 204;	B. Ed. 302; B. Ed. 303;	-		
	Marks	(50)	(100)	(200)	-	350	
School Internship, Field Work and EPC* Activities	School Internship and Field Work (20Weeks)	**2 weeks** Field Work under B.Ed. 101; B.Ed. 103;	**2 weeks** Field Work under B.Ed. 201; B.Ed. 203;	**1 week** Field Work under B.Ed. 302; B.Ed. 303 ;	**15 weeks** School Intern-ship		500
	Marks	-	-	-	(300)	300	

	EPC Activities	B. Ed. 105(1/2); (EPC-1)	B.Ed. 205(1/2); (EPC-2) B. Ed. 206(1/2); (EPC-3)	B.Ed. 305(1/2); (EPC-4)	-		
	Marks	(50)	(100)	(50)	-	200	
	Marks	**400**	**400**	**400**	**400**		**1600**

**Enhancement of Professional Capacities (1/2) Indicates a Half Paper of 50 Marks*

The two year B. Ed programme spread over four semesters consists of nine full and four half theory papers (Core & Electives / Optional), 20 weeks of School Internship- cum Field Work and Four Half papers on Enhancement of Professional Capacities (EPC) as given above:

Course Structure

Table 5
SEMESTER I

Paper Code B.Ed.	Title of the Paper	External	Internal	Total
101	Foundation of Child Development	80	20	100
102	Education in Contemporary India	80	20	100
103	Cultural Basis of Schooling	80	20	100
104	Elective (Any one School Subject Paper) 01: Understanding Science 02: Understanding Mathematics 03: Understanding Social Sciences 04: Understanding Language	40	10	50
105	Developing Critical Thinking Skills (EPC-1)	-	50	50
Total Marks		**280**	**120**	**400**

Note: Papers B. Ed 101 and B. Ed 103 will have field work of **two weeks** spread over the whole semester

Table 6
SEMESTER II

Paper Code B.Ed.	Title of the Paper	External	Internal	Total
201	School Organization & Management	80	20	100
202	Social Basis of Education	40	10	50
203	Inclusive Education	40	10	50
204 Optional	01 Environmental Education 02 Population Education 03 Health & Physical Education 04 Guidance & Counseling	80	20	100
205	ICT Skill Development (EPC-2)	-	50	50
206	Development of Teachers Personality (EPC-3)	-	50	50
Total Marks		**240**	**160**	**400**

Note: Papers B.Ed.201 and B. Ed 203 will have field work of **two weeks** spread over the whole semester.

Table 7
SEMESTER III

Paper Code B.Ed.	Title of the Paper	External	Internal	Total
301	Principles of Learning & Teaching	80	20	100
302 & 303	Elective – (Any Two Method Papers) : Methodology of Teaching : Modern Indian Language English Physical Science Life Science Geography Mathematics History Social Science	(80+80)	(20+20)	200
304	Assessment & Evaluation of Learning	40	10	50

305	Developing Creative Skills (EPC-4)	-	50	50
Total Marks		**280**	**120**	**400**

Note: Papers B.Ed.302 and B. Ed. 303 will have field work of **one week** spread over the whole semester.

Table 8
SEMESTER IV

Paper Code B.Ed.	Title of the Paper	External	Internal	Total
401	Foundations of Knowledge & Curriculum	80	20	100
402	School Internship **(15 w**	210	90	300
	Pre-Internship : **(2 w**			
	Observation of two Demonstration Lessons (with report)	-	10	10
	Micro Lesson Teaching Practice(With	-	10	10
	Record)	-	10	10
	(iii) Macro Lesson Teaching Practice(With Record)			
	Internship - Teaching Practice in Schools on Two Method Subjects (60 Lessons) **(12 w**			
	Teaching Practice	100		100
	Observation of 30 lessons	30		30
	Viva-Voce on Lesson Plans &			
	Teaching Practice	50		50
	Teaching Aids- Ten (Including One Model in Each)	30		30
	Post Internship–Two Criticism Lessons **(1 w**		30	30
	School Internship: Other Related Work			
	Maintaining Teacher ‘s Diary			
	Preparation of Time Table			
	Addressing School Assembly			
	Preparing Students’ Portfolio			
	Attending Staff Meeting and Writing Minutes		30	30
Total Marks		**290**	**110**	**400**

Note on School Internship:
School Internship will be taken in three phases: Pre- Internship; Internship and Post Internship.

Pre-Internship:

It will involve the following activities for a period of two weeks.
Demonstration Lessons: The teacher educator of the concerned method subject will present demonstration lesson for the method subject and each student teacher shall observe two demonstration lessons of their respective method subjects and submit the report.

Micro Teaching Practice

Each student teacher will undergo micro teaching practice session for five teaching skills in each subject under the supervision of concerned teacher Educator. This should be followed by two lessons on Integration of Skills.

Macro Teaching Practice

Each student will undergo Macro Teaching Practice session for two lessons in each subject under the supervision of concerned Teacher educator. The work performed during the pre- internship shall be evaluated internally by the concerned teacher educator on the basis of reports submitted.

During pre-internship, student teachers will also pay visit to their allotted practicing school and interact with school teachers & principal to acquire firsthand knowledge of School's academic environment and submit the report.

Internship

During internship each student teacher will be attached with a particular school for a period of twelve weeks (three months) where he will undergo teaching practice in the actual classroom by delivering 60 lessons (30 in each method subject) under the supervision of concerned teacher educator.

Post Internship

At the end of the teaching practice a student teacher will present two criticism lessons on two method subjects to finally demonstrate her/his teaching competency which will be evaluated by the concerned teacher educator towards his internal assessment. It will be spread over one week.

School Internship, besides teaching practice, will also involve some other school related works as a part of his/her training. The same are given as below:

Teacher's Diary;
Preparation of Time Table;
Addressing School Assembly;
Preparing Students' Portfolio; and
Attending Staff Meeting and Writing Minutes

A student teacher is to perform these works during the tenure of his internship of 15 (fifteen) weeks and submit the report for internal assessment.

Examination and Evaluation

Table 9
Paper Wise Evaluation Scheme

Semester / Paper		**Semester I**			**Semester II**			**Semester III**			**Semester IV**			**Grand Total**		
		External	**Internal**	**Total**	**External**	**Internal**	**Total**	**External**	**Internal**	**Total**	**External**	**Internal**	**Total**	**External**	**Internal**	**Total**
Theory	Core Papers	240	60	300	160	40	200	120	30	150	80	20	100	**600**	**150**	**750**

	Elective / Optional	40	10	50	80	20	100	160	40	200	-	-	-	**280**	**70**	**350**
School Intern-ship and EPC Activities	School Internship	-	-	-	-	-	-	-	-	-	210	90	300	**210**	**90**	**300**
	EPC Activities	-	50	50	-	100	100	-	50	50	-	-	-	-	**200**	**200**
Total		**280**	**120**	**400**	**240**	**160**	**400**	**280**	**120**	**400**	**290**	**110**	**400**	**1090**	**510**	**1600**

Internal Assessment Marks for the Sessional Work in theory papers are distributed as follows:

Tests (Average of the Best Two tests out of the Three) - 10 Marks

Field Task/Practical Work/ Assignment/ Seminar - 10 Marks

Final Examination of Internship (External)

The final external examination of School Internship will be conducted by a four member B.Ed- Internship Examination committee constituted by the University wherein a student – teacher will demonstrate her/his teaching competency by presenting her/his teaching lesson in a school classroom (for at least one method subject), followed by a viva-voce on teaching practice and all other aspects of school internship. The Examination may be conducted in the month of July after theory examination.

Awarding Final Result

Theory

Result in theory Papers (out of 1100) shall be awarded in terms of Division as follows:

Above 60% - I Division
Between 50% - 59% - II Division
Below 50% - Simple Pass

School Internship and EPC

Result of School Internship in Two Method Subjects (out of 300) and EPC (out of 200) shall be awarded in terms of Grades Separately as follows:

Table 10
Internship Marks/ Grades

Percentage of Marks	Grade Point	Letter Grade	Description
Above 80%	8.00 – 10.00	O	Outstanding
70% < 80%	7.00 – 7.99	A	Very Good
60% < 70%	6.00 – 6.99	B	Good
50% < 60%	5.00 – 5.99	C	Fair
Below 50%	Below 5	D	Poor

Grade Point can be obtained on dividing the percentage figure by 10 (ten) and the Grade Point can be converted into percentage on multiplying it by 10 (ten).

A candidate must get a minimum of 'C' Grade to clear School Internship and EPC separately so as to qualify for the B.Ed degree

Note: The mark sheet issued to B.Ed. candidates shall show the result in Grade along with 'Grade Point' for School Internship and EPC separately.

Course Structure of Diploma in Elementary Education (Marks Allocation)

Table 11
First Year

Areas	Course No and Subject	Internal	External	Total
A. Pedagogy	02)Theories & Principles of Education	10	40	50
	(01)Educational Psychology & Statistics	10	40	50
	(04)Planning and Management(Pt I)	10	40	50
	(03)Educational Technology	10	40	50
B. Method Paper including practical works	06.Teaching English	10	40	50
	07 Methods of Teaching Mathematics	10	40	50
	08 Methods of Teaching EVS	10	40	50
	09.Methods of Teaching Social Science	10	40	50
	010 Teaching of AHPL			
	011 Teaching of Khasi	10	40	50
	012 Teaching of Garo	10	40	50
	013 Teaching of Assamese	10	40	50
	014 Teaching of Bengali	10	40	50
	015 Teaching of Hindi			

Table 12
Second Year

Areas	Course No and Subject	Internal	External	Total
A. Pedagogy	02)Theories & Principles of Education	10	40	50
	(01)Educational Psychology & Statistics	10	40	50
	(04)Planning and Management(Pt I)	10	40	50
	(03)Educational Technology	10	40	50
B. Method Paper including practical works	06.Teaching of English	10	40	50
	07 Teaching of Mathematics	10	40	50
	08 Teaching of EVS	10	40	50
	09Teaching of Social Science	10	40	50
	010 Teaching of AHPL			
	011 Teaching of Khasi	10	40	50
	012 Teaching of Garo	10	40	50
	013 Teaching of Assamese	10	40	50
	014 Teaching of Bengali	10	40	50
	015 Teaching of Hindi			

PROBLEMS PRE-SERVICE TEACHER EDUCATION PROGRAMMES IN THE STATE

*As per the NCTE New Regulations and Norms 2014, existing Teacher Education Institutions' intake capacity is reduced to the first unit of 50 and unless and until they have adequate manpower and infrastructural facilities TEIs will not be able to take the second Units of 50 more student teachers. This will prevent the State to clear the backlog of untrained teachers.

*Due to lack of Infrastructural Facilities- Classrooms, Hostels facilities, Common Rooms, Computer Laboratory, Auditorium, and Staff rooms etc., it will be difficult for the State to start the second unit for admission.

*Understaffed in the existing TEIs is still a problem- Filling up Principals and Faculty members (vacant posts) and Appointment of qualified music teachers/instructors Sanction and Appointment of additional faculty for enabling them to start the second unit
*Pre-Service Teacher Education Programme is not made mandatory for all teachers of different managements.

*Administrative Problem- Lack of coordination between the three Directorates. The Directorate of School Education and Literacy (DSEL) is looking after the school education and all teachers are under its supervision , the Directorate of Educational Research and Training(DERT) as an academic authority DERT is in-charge of the Training of Teachers and all Elementary TEIs are under it. The Directorates of Higher Education and Technical Education (DHTE) is looking after the Higher Education and having control on the Government College Teacher

Education and government aided teacher education institutions and not the DERT.

IN-SERVICE TEACHER EDUCATION PROGRAMMES

In Meghalaya there are 39 BRCs and 2 Urban Resource Centres with 246 Block Resource persons. There are 611 Cluster Resource Centres with Coordinators who are involved in regular training of teachers.

The different types of in-service training programmes in the different Teacher Education Institutions for in-service school teachers such as Workshops, Seminars and Action Research are conducted on a regular basis. Further, Orientation programmes and Refresher Course are being carried out at the respective institutions but not on a regular basis. All in-service programmes under Sarva Shiksha Abhiyan and Rashtriya Madhamik Shiksha Abhiyan are being organised in collaboration with the TEIs at the District level. In-service programmes under SSA and RMSA are also being organised by the Block Resource Centre and Cluster Resource Centres.

Problems in In-service Teacher Education Programmes

High Percentage of Backlog of untrained teachers in the State.

Lack of Training Management System and Professional development Record for teachers' which is required to be able to track the various professional development activities within the district or TEIs.

Lack of co-ordination between the three Directorates in the State.

The Directorate of School Education and Literacy (DSEL) is looking after the school education and all teachers are under its supervision, the Directorate of Educational Research and Training(DERT) as an academic authority

DERT is in-charge of the Training of Teachers and all Elementary TEIs are under it.

The Directorates of Higher Education and Technical Education (DHTE) is looking after the Higher Education and having control on the Government College Teacher Education and Government aided Teacher education Institutions and not the DERT.

Lack of guidelines from DERT to all DIETs regarding conduct of In Service training programme on emerging issues like RTE, Constructivist Approach, Inclusive education Gender issues,, IED,CCE etc.

Curriculum development,

Integration of Values related to different subject areas

Lack of co-ordination between the DERT and TEIs (DIETs and CTEs) and others within the district to ensure that they complement each other in meeting the training needs of teachers' within the district or block.

SUGGESTIONS FOR IMPROVEMENT OF QUALITY

Pre-Service teacher Education Programmes

*As per the NCTE New Regulations and Norms 2014, existing Teacher Education Institutions could be considered for offering a 4 year Integrated Elementary Teacher Education programme or B.El.Ed as stand-alone institutions are not encouraged. Moreover, there should be linkages with Universities, Colleges and other well established private institutions.

*It is of the opinion that the concerned authority will need to revisit the delay in establishment of the BITEs though sanctioned yet are not functioning. Possibilities of all kinds should be explored for instance, running the BITEs in any existing government buildings within the block.

*While a large number of student teachers' are being provided with Diplomas and Degrees in teacher education

but it is uncertain whether most of them have the ability required to become good teachers'. Thus, there is a need to create a strong monitoring mechanism whereby, institutions offering teacher education course will be evaluated by external agency to determine if applicable standards are met.

*All pre-service programmes at all TEIs should empower student teachers' to address themselves creatively and sensitively to range of areas that will take place in the classroom and for this to happen the student teachers' should be enriched with opportunities to participate in all research activities and action research with their institutions.

*Care should be taken that distance mode course is of high quality and the concerned authority should ensure that there is periodical monitoring of the progress of the training programmes in respect of the institution imparting the programme and the student teachers' undergoing the training programme.

*The Syllabi were redesigned but preparing resource material for student teachers' and teacher educators, improving the Teacher Education Institutions, undertaking capacity building of teacher educators through faculty development programmes, etc, should be highly encouraged and should be expedited at the earliest.

*The concerned authority should encourage the Teacher Educators to take up fellowship opportunities and undertake research. They should also be allowed to go on leave without any conditions or be deputed to other fields in order to gain exposure and experience of different work cultures and issues.

In-Service Teacher Education Programmes

*Training Management System and Professional development Record for teachers' is required to be able to track the various professional development activities within the district or TEIs. This will help to ensure that there is a rational and an efficient way to depute the right teachers' for the right training and to be able to track the trainings received.

*NIOS and IGNOU are helping the state to train the in-service untrained elementary school teachers. However, possibilities should be expedited and extended to the untrained secondary school teachers' of the state as well. Though these teachers' cannot be trained in a face to face mode.

*Principals, DIETs should be invited to DERT for decision making related to Academic activities and allotting of Funds In respect of the in-service teacher education programmes. DIETs and CTEs, etc. should organise training programmes for specially designed courses for the Heads of Institutions, teachers', officers under the State Education Department, etc.

*DIETs need to interact closely with CTEs and others within the district to ensure that they complement each other in meeting the training needs of teachers' within the district or block.

*One of the most important suggestions is the implementation of UGC pay scale in all TEIs and that B. Ed. and M. Ed. course should be introduced in DERT and that the concerned authority should take up the matter at the earliest.

*At present, in-Service programmes are organised largely for teachers. A few programmes are also organised for headmasters, principals and other supervisory staff. This net

has to be widened and many more categories of personnel brought into the fold such as:

Training Courses for Personnel of State, District and Block Level Institutions.

Training courses for Coordinators.

Training courses for preparation of Teaching Learning Materials (TLMs) as one part of the training programme for the in-service teachers',

Training Modules which has been prepared as part of the in-service training activity

The proficiency of the resource persons in the field of teaching.

Innovations, Strengthening Secondary School Libraries.

Working with Professional Organisations.

In-service education programmes also include also training programme of Block Resource Centres, Cluster Resource Centres.

CONCLUSION

In conclusion, there is no doubt that teacher education in the State will be improved when the New Syllabi in place are implemented also if the above strategies proposed by the State are implemented in the right sprit. However, there is a felt need of having a State policy to effectively tackle the problem of untrained and under qualified teachers. The status of teacher availability needs to be analysed in the context of the RTE provisions. Considering that section 25 of the RTE Act that mandates every school to maintain PTR norms, thus it is the duty of the State Government to initiate preparatory action to review the existing recruitment and deployment in order to remove imbalances in teacher appointment.

Such a policy declaration may help to take care of certain issues which includes firstly training should be made as a necessary pre-requisite for teaching at all levels; secondly only trained persons are to be recruited as school teachers and thirdly, untrained

teachers should be debarred from getting any increment till they get the requisite training. A State Board of Teacher Education should be set up as proposed for teachers' education evaluation and examination reforms. It would also help in strengthening teachers' education; overseeing its progress and ensuring proper coordination.

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PARTICIPATION OF SCHEDULED CASTE CHILDREN AND TEACHERS IN SCHOOL EDUCATION – A REVIEW

Mona Sedwal

BACKDROP

Scheduled Castes (SCs) group is among the most socially and educationally disadvantaged groups in India. According to the Census 2011 SCs account for 17 per cent of the total population. The SCs participation in schooling has remained very low, despite several provisions made since independence in the Constitution. The Constitution of India through various Articles guarantees the protection of every citizen from social injustice and all forms of exploitation (Article 46), with equality before law (Article 14), and enjoins upon the State not to discriminate against any citizen on grounds of caste (Article 15 (1)). Abolition of untouchability and its practice in any form is totally forbidden (Article 17) and Constitution made it mandatory that no citizen on grounds only of caste or race, be subjected to any disability and restriction (Article 15 (2)). It also empowered the State to make provisions for reservation in educational institutions (Article 15 (4) and (5)), and in appointments for posts in favour of SCs (Articles 16 (4), 16(4A), 16(4B) and Article 335). The Parliament has enacted the Untouchability (Offences) Act, 1955, renamed as Protection of Civil Rights Act, in 1976. To check and deter atrocities the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989 has also been enacted.

The affirmative action of the Government has been instrumental in bringing about changes among the status of Scheduled Castes over the decades since independence. With all these Constitutional provisions and safeguards in place, the education sector has made

special provisions of scholarships and many other incentives for escalating the participation of SC children in education. The Scheduled Castes are notified in 31 States/UTs of India and there are altogether 1,241 individual ethnic groups notified as Scheduled Castes in different States/UTs. The growth rate for the SC population has been recorded at 21 per cent between the decade from 2001-11. During the same time frame the literacy rate for the SC population has increased by 10 points from 56 per cent in 2001 to 66 per cent in 2011. (GoI 2011)

The National Policy on Education (NPE), 1986 also made special emphasis for the upliftment of the SCs and stated that "the central focus in the SCs educational development is their equalisation with the non-SC population at all Stages and levels of education, in all areas and in all the four dimensions - rural male, rural female, urban male and urban female." (GoI: 1986, p. 6) The modified policy in 1992 further stated that "the new policy will lay special emphasis on the removal of disparities and to equalise educational opportunity by addressing to the specific needs of those who have been denied equality so far." (GoI: 1986, p. 7) In the context of teachers it pronounced that "the status of the teacher reflects the socio-cultural ethos of a society; ..... The methods of recruiting teachers will be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements." (GoI 1986, p. 21)

This preview suggests for a status review of the SC students and teachers to analyse as to why despite the Constitutional provisions since independence the SCs are still lagging behind in the education sector. It also needs to be analysed the issues due that are critical for enhancing the development of SCs in education both for children as well as teachers which needs to be traced in totality. Since the NPE there has been a consistent expansion of education among the SC students which is evident from the gross enrolment ratio which has increased from 68 in 1986 to 117 in

2011. The enrolment of SC children at the primary stage increased by 28.8 per cent during the period from 2000-01 to 2012-13. Gross Enrolment Ratio (GER) for SC children at the upper primary stage also increased by 24.9 percentage points during the period 2000-01 to 2012-13. At the elementary stage GER for SC children increased by 22.1 percentage points during the same period. (GoI 2012).

Similarly the participation of SC teachers in schools increased from 6 per cent in 1978 to 11 per cent in 1986 and subsequently to 12.45 per cent in 2005. (NCERT 2005 and GoI 2011) In terms of policy directives it has been stated that recruiting teachers from marginalized communities is vital for achieving the goal of bridging the gap between the SC and the non SC children. It may be restated that as state is committed for providing services to the excluded groups by appointing teachers from the similar background as it is assumed that the teachers from the similar background as of the students would enhance the participation of children from the disadvantaged groups. The data indicates that the SC teachers in schools have more than doubled from 1978 to 2003 from 7 per cent to 11 per cent. (GoI 2011) The participation of SC teachers has been almost similar in terms of numbers since 2005. The data on the SC teachers collected by the District Information System for Education (DISE) since 2006 reveals a different trend as the percentage distribution of SC teachers to total teacher's account for 12.88 in 2011-12 which has decreased to 12.44 in 2013-14 (NUEPA 2014).

This paper is an attempt to review the status of participation of SC children and SC teachers in the school education since the improvement at the participation level is visible numerically for both the teachers as well as children yet remarkable change has yet to be attained. The change must not be limited merely in the quantitative terms but it must also be visible at various levels from social as well economic spheres which makes positive impact on

the development and status of the SC population. Researchers often point out that the increase in the teachers from the same group would bring a positive impact in the status of the SC group which is a policy prescription as well, but what has been the progress so far needs to be examined.

This paper focuses on trends in participation of the SC children as well as SC teachers in school education in five sections. First section puts in place the policy perspective in relation to the SC group. The second and third section traces the participation of the SC children and SC teachers in schools. Fourth section presents the issues related to the participation levels of the SC children and teachers and finally what could be the way forward for the progress in education for the SC group. It is expected that the review displays an overview regarding the development of the SC children as well as teachers in the school education.

POLICY PRESCRIPTIONS FOR ENHANCING SC PARTICIPATION IN EDUCATION

The Indian Constitution is committed to provide equality to all the citizens of the nation under Article 46 of the Constitution as mentioned earlier. On similar lines the Directive Principles of the State Policy also focuses on providing education and economic security to the weaker sections of the society. To quote Article 46 "the State shall promote, with special care, the educational and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation." For achieving the stated goal, Articles 15 (4), 15 (5), 16(4), 16 (4 A), 16 (4 B), 164(1) proviso, 275 (1) first proviso, 243 D, 243 T, 330, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. The constitutional commitments made in favour of SCs prompted the policy makers and the planners to accord high priority for the

welfare and development of these groups right from the beginning of the country's developmental planning, launched in 1951. During the fifties the general developmental programmes were designed to cater adequately for the SCs. Efforts were also made to ensure that the benefits of economic development accrued more and more to the relatively less privileged classes of the society in order to reduce inequalities. The developmental programmes were gradually diverted towards the basic goal of achieving a rapid increase in the standard of living of these people through measures which promoted equality and social justice. During 1979, an innovative strategy of the Special Component Plan (SCP) for SCs was launched. The special strategy was expected to ensure that all the general development sectors, both at the Central and State levels, earmark funds for SCs in proportion to their population so that adequate benefits from all the concerned sectors flow to the disadvantaged group. In support of the special strategy of SCP the Government of India has also been extending Special Central Assistance (SCA) to the States and the UTs, as an additive to fill up the gaps, especially in the family-based income generating programmes. As a result, there has been a substantial increase in the flow of funds for the development of SCs besides enlargement of the share of benefits for SCs under all the development programmes. In the year 1985-86, the former Ministry of Welfare was bifurcated into the Department of Women and Child Development and the Department of Welfare. Simultaneously, the Scheduled Castes Development Division was moved from the Ministry of Home Affairs and a separate Ministry of Social Justice and Empowerment was established in May, 1998 to ensure a focused attention in improving the Scheduled Caste Community. Special focus was laid in the Northeastern regions under guidelines issued by the Planning Commission by which all the central government departments have to earmark 10 per cent of their gross budgetary support for specific programmes for the development of Scheduled Castes. This is significant, given that the Scheduled Caste population comprises only 2% of the total population in this region.

Moreover, the region had been identified as an untouchability and atrocity-free area. In 2006 the SCP was renamed as Scheduled Caste Sub Plan (SCSP) to ensure proportionate flow of Plan resources for the development of Scheduled Castes. (GoI Annual Report, 2013)

Literacy among Scheduled Castes

The overall literacy status for the SCs has improved from 37 per cent in 1991 to 55 per cent in 2001 and 66 per cent in 2011 which accounts for increase by 29 points since 1991. The gap between the rest of the population for the same period also decreased by 7 points. (Table 1) The enrolment for the SC children increased at a faster pace during this period happened due to various factors. One, the period from 1991 to 2001 laid special drive for achieving the universalisation of school education. Secondly, there was launch of various programmes across nation which resulted in the improved literacy rate with the support of the international funding like World Bank through District Primary Education Project (DPEP). It may be noted that the literacy rates among the SCs has increased over the years but the levels are still very low. The gap in educational status between SC males and females remains the same in 1991 and 2001 but has reduced in 2011. Census data shows that there is severe gender gap in literacy rate is a reality among SCs with the gap of 18 points. The literacy levels have improved drastically but it still far away from the rest of the population which stands at 74 per cent according to Census 2011 (Table 1).

Table 1
All India Literacy Rates for Scheduled Castes (%)

Year	Literacy Rate of SC			Rest of the Population			Gap Between the Rest of the Population		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
1991	37	50	24	52	64	39	15	14	15
2001	55	67	42	65	75	54	10	8	12
2011	66	75	57	74	81	65	8	6	8

Source: Census of India, various years.

The Government of India has introduced various schemes and reservation policies for mainstreaming the SC students in the education sector as discussed in the earlier section. The government provides a number of incentives to the SC children in the form of stipends and scholarships, books and equipment grants, uniform etc. for retaining SC students at all stages of education. Such incentives attract the children to schools but there are other social and economic issues that restrict children from coming to school who belong to the disadvantaged groups as most of them are from poor background.

Participation of the SC Children in Schools

As has been discussed at the policy level there have been various measures for protecting the SCs as a group and to bring and retain SC children in the schools. But it must be considered that apart from social reasons there are other issues as well which are related to the economic reasons as well due to which the SC children are unable to continue at the higher levels of schooling. The children belonging to the SCs are from the poor families. Most of the policy interventions have been made context specific specifically for the children from remote areas and migrated population which makes an effort to address such issues. The Government has made certain specific strategies in practice such as the provision of adequate infrastructure for elementary schooling in districts with concentration of SC population. This strategy goes beyond the access as it further provides financial assistance to each district for special innovative activities to promote education of SC children. Several programmes are also designed to sensitise teachers to promote equitable learning opportunities and to address issues relating to class discrimination. In addition to this there also has been representation of SC members in Village Education Committees and School Management Committees as prescribed under the constitution (GoI 2013).

Enrolment

All the interventions boosted the enrolment rates among the SC children at the primary level between the years 2000-2014 it increased from 97 per cent to 113 showing the improvement by 16 points

Table 2
Gross Enrolment Ratio of SC Children in Elementary Education (%)

	Primary			Upper Primary			Elementary		
Years	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
2000-01	107.3	85.8	96.8	76.2	53.3	65.3	97.3	75.5	86.8
2001-02	103.1	82.3	93	80.3	57.7	69.6	95.7	74.6	85.6
2003-04	93.1	83	88.3	79.4	63.4	71.9	89	77.2	83.4
2005-06	126.3	110.2	118.6	81	65.1	73.5	109.5	93.7	102
2007-08	125.5	124.3	128.9	82.1	78.1	80.2	109.3	107.3	108.4
2009-10	127.8	128.7	128.3	90.5	86.6	88.6	113.9	112.9	113.5
2012-13	115.9	117.7	116.8	96.7	103	99.7	109.1	112.6	110.8
2013-14	112.1	114	113	95	101.9	98.3	105.9	109.7	107.7

Source: Statistics of School Education, 2007-08, MHRD, GoI: Educational Statistics at a Glance 2011, MHRD, GoI: Statistics of School Education, 2010-11, MHRD, GoI: and U-DISE, NUEPA

. It may also be noted that there has been a considerable progress in the participation of girls by 28 points during the same period which may be the results of the specific focus on the girls in all the programmes. (Table 2) During the same time higher enrolment for girls has been recorded by 49 points whereas for boys it increased

by only 18 points at the upper primary level. Such an increase may be attributed to the *Rashtriya Madhyamik Shiksha Abiyaan* which has been implemented since 2009. The analysis of the data at elementary level illustrates that for the same period the total enrolment of SC children increased by 20.9 points for total SC children, 34.2 points for girls and for boys by 9 points (Table 2).

The SC children enrolled in the year 2013-14 as percentage of total enrolment in elementary education was 19.72 per cent while the share of SC population in the total population was 16.6 per cent in 2011. (Census 2011) Girls constituted 48.46 per cent of the total SC children enrolled in elementary education during the year 2013-14 (U-DISE, NUEPA). At the secondary level GER of SC students increased by 22.2 points from 45.4 per cent to 67.6 per cent during 2004 to 2012 and for girls it increased by 25.9 points and 19 points for boys. At the senior secondary level GER increased by 12.4 points from 23.2 per cent to 35.8 per cent. The GER increased by 10.8 points for boys and for girls increased by 14.4 points. In total the GER for both secondary and senior secondary level increased by 19.2 percentage points from 32.6 per cent to 51.8 per cent (Table 3).

Table 3

GER of SC Students at Secondary Levels (%)

Year	Classes IX-X			Classes XI-XII		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**
2004-05	52.2	37.6	45.4	26.6	19.1	23.2
2007-08	55.8	48.9	52.6	30.1	25.3	27.9
2009-10	71.2	63.5	67.6	37.4	33.5	35.6

Source: GoI: Educational Statistics at a Glance 2011, MHRD

At the secondary and senior secondary levels too there has been a substantial increase in the enrolment of the SC students but when is compared with the elementary level it is not at the similar pace. The GER increased by 17.3 percentage points for boys, while the

GER for girls increased by 21.9 percentage points during this period. There is a steep increase at the elementary level as compared to the senior secondary level.

Drop Out

The drop-out rates for the SC children declined by 18.5 points at the primary stage during the period 2000-2008. At the elementary stage during the same time it declined by almost 13 points from 60.7 per cent to 47.9 per cent. This trend may also be attributed to the focused programs which have been implemented across the nation for the SC children. Through various programmes focusing on the retention of SC students in schools such as bridge courses have been operational across the nation.

Table 4
Drop-out Rates of Scheduled Caste (SC) Students in Primary/Elementary and Secondary Classes in India

Year	Primary (I-V)			Elementary (I-VIII)			Secondary (I-X)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1990-91	46.3	54.0	49.4	64.3	73.2	67.8	74.3	83.4	77.7
1996-97	41.0	45.2	42.7	61.9	68.3	64.5	75.5	81.0	77.6
1999-00	42.9	44.9	43.8	60.5	65.0	62.3	72.7	77.0	73.4
2003-04	36.8	36.2	36.6	57.3	62.2	59.4	71.4	75.5	73.1
2005-06	32.11	33.81	32.86	53.68	57.12	55.17	68.16	73.76	70.57
2009-10	25.3	32.7	29.3	52.0	50.6	51.3	59.7	58.5	59

Source: Selected Educational Statistics, Ministry of Human Resource Development, Govt. of India, 2011.

In Table 4, it is revealed that the dropout rates of the SC students are much higher at the secondary level as compared to the primary level and the elementary level. There has been a remarkable change of 20 points in the last two decades in the dropout rates at the primary level from 49.4 in 1991 to 29.3 in 2009-10 as the data illustrates. Though the dropout rates may have been reduced

quantitatively yet the achievement levels of the SC students are low in the results due to various economic and social factors.

Out of School Children

Similar to the trend of the drop-out rate the number of out of school children have also declined for the SC category. According to IMRB Survey in 2005 the out of school children were 13.46 million which was declined to 8.15 million in 2009 for all categories. The decline was across the disadvantaged groups including gender, Scheduled Tribes (STs) and Muslims. For SCs the decrease in the out of school children accounted for 25.5 per cent from 2005 to 2009 (Table 5).

Table 5
Out-of –school Children in the Age Group 6-13 Years in Different Population/ Social Categories (2005 & 2009)

Category	Out-of-School Children (in millions)		Decrease (absolute number) (in millions)	Decrease (%)
	2005	2009		
All	13.46	8.15	5.31	39.4
Total Girls	6.69	4.04	2.65	39.6
SC	3.10	2.31	0.79	25.5
ST	1.66	1.07	0.59	35.5
Muslim	2.25	1.88	0.37	16.4

Source: SSA, Government of India: "Planning Commission Working Group on Elementary Education", 2011

Disaggregation by Social Group shows that the maximum proportion of out of school children is within Scheduled Tribes (4.20 per cent), followed by Scheduled Castes (3.24 per cent), OBC (3.07 per cent) and Others (1.87 per cent). (SRRI and Ed.CIL: 2014) There are several economic as well as social reasons due to which the SC groups lag behind the general population. The major reason is the poverty as most of the SC children belong to this category.

Gender Parity

The participation of females in the education has illustrated the positive increase in the education as literacy rates for females increased by 16 points from 39 per cent to 65 per cent from 1991 to 2011. Yet there is a gap of 9 points between the all India figure and the SC females. The enrolment of SC girls has increased substantially which is also reflected in the GPI for GER that increased to more than 1 at all the levels which is almost equivalent with the girls from all categories (Table 6).

Table 6
Gender Parity Index (GPI) for GER

Year	GPI (All Categories of Students)			GPI (SC Students)		
	Primary	Upper Primary	Elementary	Primary	Upper Primary	Elementary
2000-01	0.75	0.75	0.80	0.80	0.70	0.78
2004-05	0.95	0.88	0.93	0.87	0.79	0.85
2009-10	1.00	0.93	1.00	1.01	0.96	0.99
2013-14	1.03	1.08	1.02	1.02	1.07	1.02

Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI: Statistics of School Education 2010-11, MHRD, GoI: U-DISE, NUEPA.

Gender Parity Index (GPI) for GERs in secondary and higher secondary education has also increased progressively since 2000-01. The GPI for GERs in both secondary and higher secondary education for SC students improved from 0.72 in 2000-01 to 1.02 in 2013-14. Further the SC girl's enrolment as percentage of total SC enrolment improved substantially at upper primary level by 10 points. When compared with the ratio to SC boy's enrolment it

confirms a sharper increase by more than 25 points at the upper primary level (Table 7).

Table 7
SC Girls Enrolled as Percentage of Total SC Enrolment and Ratio to SC Boys

Year	SC Girls Enrolled as Percentage of Total SC Enrolment			Ratio of SC Girls' Enrolment to SC Boys' Enrolment		
	Primary	Upper Primary	Elementary	Primary	Upper Primary	Elementary
2000-01	42.9	38.8	41.9	0.75	0.63	0.72
2004-05	44.4	41.4	43.6	0.80	0.71	0.77
2009-10	47.9	46.8	47.6	0.92	0.88	0.91
2013-14	48.3	48.8	48.5	0.93	0.96	0.94

Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI: Statistics of School Education 2010-11, MHRD, GoI: U-DISE, NUEPA

Participation of the SC Teachers in School Education

Teachers play a crucial role in retaining students in the schools as well as students interest in studies. At the policy level there are certain measures in practice like the recruitment of teachers from the same community preferably women for making the students comfortable with the learning. If the teacher belongs to the same community to which the students come from helps in communicating in known language with each other and there is a close bond anticipated in the process. It cannot be over ruled that at the policy level various methods are in place to provide equality as well as equity to all the children specially the children belonging to the SC group. It is pronounced that the recruitment of women teachers in schools result in the increase of girl's students.

Table 8 reflects the percentage of SC teachers in schools for the two time lines based on the survey conducted by NCERT known as All India Educational Survey which highlights that there has been a marginal increase in the SC teachers at two points of time at 1992 and 2002. The sixth survey reflects that there were 9 per cent SC teachers which increased to 10 per cent during the seventh survey for all the teachers at all levels and management. In different management schools the proportion of teachers from the SC community is highest in the local body schools at 13 per cent at all levels in 2002 except at the higher secondary schools where the SC teachers are higher in the government managed schools. Another major trend is that all the SC teachers have high concentration in the rural areas across all the levels of school education.

Table 8
Percentage of SC Teachers in Schools

School Category	Area/Management	Percentage of SC Teachers	
		1992	2002
Primary	Rural	12.49	13.62
	Urban	7.06	8.11
	Total	11.32	12.45
	Government	11.56	12.79
	Local Body	12.47	14.45
	Private Aided	8.19	8.17
	Private Unaided	6.45	9.02
Upper Primary	Rural	9.88	11.67
	Urban	6.82	7.47
	Total	8.96	10.43
	Government	8.73	12.01
	Local Body	11.79	12.27
	Private Aided	6.11	7.01
	Private Unaided	5.19	7.37
Secondary	Rural	7.15	9.27
	Urban	5.23	6.50
	Total	6.46	8.20
	Government	7.41	9.40
	Local Body	7.69	9.59

	Private Aided	6.17	8.59
	Private Unaided	3.82	6.09
Higher Secondary	Rural	7.59	9.67
	Urban	5.37	6.57
	Total	6.26	7.87
	Government	7.74	10.98
	Local Body	8.07	9.13
	Private Aided	5.81	7.56
	Private Unaided	2.26	4.11
Total	Rural	10.34	11.84
	Urban	6.14	7.12
	Total	8.99	10.24
	Government	9.39	11.80
	Local Body	11.85	13.04
	Private Aided	6.31	7.86
	Private Unaided	4.77	6.73

Source: All India Educational Survey, NCERT various years.

Since 1990 the teacher recruitment is done on the contract basis to overcome the shortage of teachers in the schools. It is assumed that the contract teacher if selected from the same community brings favourable results like the increased enrolment of the SC students. Further the issue of teacher motivation and salary are also reflected as an impediment to the quality of education in general. Appointing teachers on contract as a cost-saving measure under exploitative conditions of service is essentially done in schools where children from the poorer sections of society study. (Govinda and Josephine, 2005, p. 213) But during the 1990 to 2000 various schemes across the states were floated where the contract teachers with different nomenclatures like *shiksha karmis, shiksha mitra, para* teacher etc. were appointed. The presumption was that most of the contract teachers would be from the disadvantaged sections due the poverty and would be paid less salary as compared to the regular students.

The socio cultural circumstances are the benchmark for assessing teachers under such situations as where the contract teachers and students shared the same social background, a sense of belonging

existed between them. Nevertheless, attempts at the policy level to address the problems of caste bias and prejudice of teachers. It has been pointed out that teachers and students who share a common primary language, cultural understanding and experiences are better able to relate to one another, facilitate communication in class, and incorporate students' experiences in the classroom, thereby legitimizing their culture and world view. It is also empirically established that teacher's lack of knowledge of students' languages, cultures and communities result in deficiency in perspective and inhibits close relationship with students (Pandey, 2006).

Table 9
Scheduled Caste Teachers in India

Sl. No.	State	2007-08	2011-12
1	A & N Islands	0.43	0.00
2	Andhra Pradesh	12.90	14.32
3	Arunachal Pradesh	1.77	1.51
4	Assam	5.80	5.65
5	Bihar	14.66	15.08
6	Chandigarh	7.92	7.96
7	Chhattisgarh	13.25	12.83
8	D & N Haveli	6.16	5.78
9	Daman & Diu	7.90	8.30
10	Delhi	11.93	9.64
11	Goa	1.16	1.10
12	Gujarat	10.34	10.12
13	Haryana	10.41	10.71
14	Himachal Pradesh	14.38	15.41
15	Jammu & Kashmir	4.87	4.76
16	Jharkhand	8.48	7.50
17	Karnataka	11.47	13.18
18	Kerala	3.85	3.94
19	Lakshadweep	0.18	0.56
20	Madhya Pradesh	13.44	13.04
21	Maharashtra	11.22	12.25
22	Manipur	4.19	3.50

23	Meghalaya	1.65	1.24
24	Mizoram	1.14	0.60
25	Nagaland	4.23	3.07
26	Odisha	11.97	12.45
27	Puducherry	14.24	12.74
28	Punjab	19.92	16.55
29	Rajasthan	15.07	14.21
30	Sikkim	3.95	3.49
31	Tamil Nadu	13.16	14.43
32	Tripura	13.62	14.65
33	Uttar Pradesh	14.05	14.97
34	Uttarakhand	11.30	11.24
35	West Bengal	19.45	19.30
	INDIA	12.25	12.88

Source: DISE Data various years.

The data on teachers provided by DISE from 2006-2012 reflects that across the nation almost half of the states witnessed decline in the SC teachers and the rest had a marginal increase. Overall the SC teachers increased by 0.63 points during the same period as illustrated in Table 9. This may be due to the marginal increase in the population or no new recruitments during the selected time period. A study conducted by Kingdon states that there have been two primary objectives of the Government of India's education policies: to increase school attainment and to reduce schooling gaps, particularly those based on gender and caste (Rawal and Kingdon, 2010).

ISSUES RELATED TO SC STUDENTS AND TEACHERS

Participation of SC children in schools have increased multi fold since the time of independence as discussed in the earlier sections but it was not the case with the teachers. The increase in participation levels is due to the favorable policies and the affirmative action embedded in the Indian constitution. Education is on the concurrent list due to which the state provides the support to the SC group as per its policy norms. There are variations across the state in defining the provision for SC students since

there are central scheme as well that determine the funds for respective incentives. With the enforcement of the Right to Education Act, 2009 it is mandatory for all the children in the age group of 6-14 years to be in the schools. It is interesting to analyze that all the states have adopted the RTE but according to the state policy norms. Also the definitions of the disadvantage groups are also state specific depending on the representation of different groups of population in the state. Both the definitions are critical while analyzing the situation of SC children in the school education. SC children are provided free education, text books, uniform, meals, scholarship and various other incentives for enhancing their participation in schools.

The analysis points out the policy pronouncements and the actual participation of the SC teachers and students in the school education is an indicator for the development of SC community. The teachers as well as students are given special provisions due to their socio economic deprivation and histories of exclusion. Yet the benefits of the policies are taken by a limited number of SC communities who are aware of such policies. As mentioned earlier there are as many as thousands of communities belonging to the SC group yet there has not been any comprehensive analysis available on the participation of SC communities at different levels in the school education. For instance there are instances that many parents are aware of the incentive schemes available to their children and have benefitted significantly (Sedwal and Kamat: 2008).

The number of main Scheduled Castes has increased from 1,221 in 2001 to 1,241 in 2011. (GoI: 2011) It points out that the SCs do not represent a homogenous group and there is a need for disaggregated data for tracing the growth at the group wise development both at the rural as well as urban habitations. This also points to the issue of rural, urban, inter and intra caste variations in receiving the government provisions to the group which is heterogeneous. For instance within the Scheduled Caste community, sub-castes and hierarchies are even more pronounced

and significant like the sub-caste known as 'Balmikis' is considered the lowest among Scheduled Castes, while 'Jatavs' are higher in status. The former are engaged in manual scavenging jobs, while the latter are engaged in leather crafts, indicating that status within the Scheduled Caste community is closely linked to Brahmanical notions of purity and pollution (Nambissan and Sedwal, 2002). Such variations across the states are witnessed that has an impact on the progress of the SC group.

At the policy level there have been several provisions yet the implementation as its impact has not been achieved as was expected during the planning. What are the reasons due to which such provisions have not improved the status of the SC population? There is a need to generate an insight for understanding the participation of SC children and teachers in the school education that would provide a better understanding on the issues related to the SC group. Student, teachers and their backgrounds should be researched in order to identify their perspectives (Sedwal: 2011) There is a need to address the research gaps to be filled with further prescriptions in the education sector for the SC group. There is also a need for comparative research between states based on qualitative and ethnographic methods both on students and teachers from SC group to examine the untouched areas for effective policy interventions with substantial documentation of best practices.

CONCLUSION

The analysis of data reveals that since the year 2000 the enrolment of SC students increased multi fold in the school education. But during the same time the teachers were not recruited at the same pace as prescribed by the policy proclamation. The trends of participation in school education for the SC children and teachers are not in tune with the policy directive of the proportion of SC teachers for the SC children. It is revealed by various researches

that the teachers' empathy with children from diverse or disadvantaged backgrounds is important in providing an education service which is attractive to marginalized groups. Though there is a need for specific areas related to SC participation with various indicators to reach a holistic perspective. There are various schemes and strategies in place for attracting the SC children to schooling but is there any such move for the SC teachers as well? Similarly the number of SC teachers in schools also indirectly affects the participation of SC student as well as their retention in the schools. The participation levels of the SC student and teachers have increased substantially since 2000 due to the introduction of various scheme and incentives provided by the central and the state governments. The issue of teacher's shortage has been surfaced for quite some time in the country. Many reasons for such a situation have been argued to justify it yet it has not been satisfactory. The inter caste as well as intra caste variations also needs to be examined for analysing the trends at the regional and state level for factual analysis. The change in the status of teachers in terms of their connectivity with the community to the state reflects that teaching as a profession had the changed dynamics which needs to be contextualised.

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ELEMENTARY SCHOOL EDUCATION IN MAHARASHTRA

Vrushali Dehadray

INTRODUCTION

The state of Maharashtra is located in western India. It is the second most populous state after Uttar Pradesh and third largest state by area in India. Maharashtra encompasses an area of 308,000 km². It shares its boundaries with the states of Madhya Pradesh to the north, Chhattisgarh to the east, Andhra Pradesh to the southeast, Karnataka to the south and Goa to the southwest. The state of Gujarat lies to the northwest, with the Union territory of Dadra and Nagar Haveli sandwiched in between. The Arabian Sea marks up Maharashtra's west coast. The contribution of Maharashtra in the country's industrial output is approximately 25 per cent in 2010-11. The present state of Maharashtra came in to existence on 1st May 1960 as a result of dividing earlier Bombay State into the new states on the basis of the linguistic lines. Marathi is the main language spoken by majority of the people from the state.

As per the census of 1871, the adult literacy rate of Bombay city and island for male was 22.28 and 4.95 for females. Today Maharashtra's literacy rate is higher than the national average and second highest among major states in the country as per Census 2011. Male literacy rate has reached 88.38 per cent and female literacy rate 69.87 per cent. The gender gap in literacy rate has reduced from 18.94 in 2001 to 18.51 per cent in 2011. The state has witnessed an exponential growth in number of schools, enrollment and teachers in the last few years.

HISTORY OF SCHOOL EDUCATION IN MAHARASHTRA

Maharashtra is always been considered as one of the educationally progressive states of the country. Maharashtra has a long led tradition in the field of education. It has played a pioneering role in development of the formal education system in the country. Similar to other parts of India, missionaries started formal schooling in Maharashtra. During the British rule, the social reformers like Mahatma Jyotirao Phule, Rajarshi Shahu Maharaj played a leading role in setting up schools and colleges for people from all communities. They were the torchbearers of the movement of educating the deprived and down trodden. Several others like Vitthal Ramji Shinde, Bhaurao Patil, Dhondo Keshav Karve, Tarabai Modak, Anutai Wagh got inspired from the legendary work of earlier reformers and continued working further in independent India, for girls, tribals and other disadvantaged and vulnerable groups. Their painstaking efforts not only gave rise to different ideas and concepts to reach the remotest section of the society, but transformed the state into one of the educationally progressive regions. Even today, thousands of students from other states and countries come to Maharashtra for higher education.

In the end of the 16th century, missionaries started three parochial schools attached to various churches (Maharashtra State Gazetteers. Greater Bombay District). These schools were mainly for Anglo-Indian and Christine children. In 1815, Bombay Education Society was formed by the European residents for their own children. Latter the Society adopted schools established by Rev.Cobbe in which Hindu, Parsi and Muslim children were admitted. The earliest missionary workers education were members of the American Marathi Mission who in 1815 opened a Hindu Boys' school and by 1831 maintained eight boys' schools and nine girls' schools in Bombay Province. Afterwards many attempts were made by the missionaries to establish native schools. However, these attempts had several limitations. The credit of opening doors of education to Indian people goes to

Mountstuart Elphinestone. In 1824, he helped to found Bombay Native School and School Book Society with the sole purpose of spreading modern education among Indians. By 1840 the society conducted three English schools and 115 primary schools in the city and the province. In 1840 the Government created a new body called the Board of Education consisting of 7 members, of whom three were nominated by the society, and transferred to it all educational institutions in the Province. Besides these English and vernacular schools, there were also indigenous schools maintained in Bombay. Between 1820 and 1830 there was a fairly wide spread network of indigenous schools in all the parts of the then Bombay Province. In 1886-87 there were total 142 schools with an enrollment of 14,493. These schools were of two types, schools of learning which imparted the ancient traditional knowledge, and the elementary schools which restricted themselves to the teaching of the three R's. These schools were mostly private ventures started by teachers in response to a local demand and were maintained with the fees and presents given by pupils. These indigenous schools had no building of their own and were held in private premises of rich patrons or in the dwelling of a teacher. They were open to all who could pay for their schooling but the strong popular prejudice against the education of women restricted their attendance to boys only for many years. Due to policy of the British government a network of schools was established across the state and increased over the years.

EDUCATIONAL ADMINISTRATION

For successful implementation of the schemes and programmes introduced by the central and State government to achieve the goal of universalisation of elementary education, a strong structure has been developed by creating different departments with specialized functions.

The school education system in the state functions through eight different sections of the School Education and Sports Department

of Government of Maharashtra. There are eight divisions of the directorate- Mumbai, Pune, Nasik, Kolhapur, Aurangabad, Amravati, Nagpur and Latur. Pune is considered as educational hub of Maharashtra. Hence, most of the administrative offices are located in Pune though Mumbai is capital of Maharashtra. These eight sections are: 1. Directorate of Education (Secondary and Higher Secondary)2. Directorate of Primary Education; 3. Directorate of Adult Education; 4. Maharashtra State Council of Education Research and Training (Vidyaparishad); 5. Maharashtra State Council of Examinations; 6. Maharashtra State Board of Secondary and Higher Secondary Education; 7. Maharashtra State Bureau of Textbook Production and Curriculum Research (Balbharti); and 8. Maharashtra State Education Technology Institute.

Maharashtra State Council of Education Research and Training (Vidyaparishad)

Regular Training, preparation of teaching aids and evaluation is required to maintain quality education. Considering this aspect, Maharashtra state had established 'State Institute of Education' (SIE). Initially, SIE looked after primary education only. Later on, its scope was widened to pre-primary, secondary and higher secondary education. In 1984, it secured constitutional status like NCERT and was renamed as 'Maharashtra State Council of Education Research and Training (MSCERT)'. MSCERT is the apex institute of the state to provide academic support and improve quality of Primary Education. For quality improvement of school education, MSCERT carries the responsibility of teacher education, research and evaluation. Main office of MSCERT is at Pune. It is headed by Director of education. It has an Advisory Board presided by Education Minister of the State. The role and functions are primarily concerned with ensuring quality with respect of planning, management, research, evaluation and training.

Maharashtra State Council of Examinations

The council conducts the following examinations- Diploma in Teaching Education, Teacher Training Course for Anglo Indian Schools, Diploma in Physical Education, Middle School Scholarship, entrance examination for Vidyaniketans for Denotified and Nomadic Tribe and Schedule Castes, High school scholarship, National Talent Search, National Means-cum-Merit Scholarship and Government Commercial Certificate.

Maharashtra State Board of Secondary and Higher Secondary Education

It came into existence in 1966 to regulate matters pertaining to secondary education. It is responsible for curriculum development, textbook production, teachers' training and conducting secondary and higher secondary examinations. Printing and distribution of secondary level textbooks is done by the Maharashtra State Textbook Development and Curriculum Bureau.

Maharashtra State Bureau of Textbook Production and Curriculum Research (Balbharti)

This institute was established by the Government of Maharashtra in January 1967. This was as per the recommendations of the Kothari Commission to improve the quality of textbooks for grade I to VIII. The other intention was to make textbooks available at a reasonable price. Balbharati institute is an autonomous body registered under the Public Trusts Act 1950 and the Societies Registration Act, 1860. Balbharati is responsible for development, printing and distribution of primary textbooks and other relevant material. There are eight language subject committees and eight non-language committees working in the Bureau. They are entrusted with the responsibilities of preparing manuscripts of all the textbooks based on the syllabus approved by the State government. The Bureau also publishes textbooks and teachers' handbooks of non-language subjects like Mathematics, Science,

History, Geography, Environmental Studies, Physical Education and Health and Work Experience. The textbooks are published in eight languages- Marathi, Hindi, English, Gujarati, Urdu, Kannada, Telugu, and Sindhi. The Bureau undertakes the production and distribution of language and non-language textbooks of secondary and higher secondary classes. These manuscripts are prepared by the Maharashtra State Board of Secondary and Higher Secondary Education, Pune.

Maharashtra State Education Technology Institute

The institute popularly known as Balchitrawani develops audio-visual educational programmes and telecasts it on television.

STRUCTURE OF EDUCATION

The educational pattern of 10+2+5 is followed in the State signifying first 10 years of schooling followed by 2 years of the higher secondary grades and three years of higher education required for obtaining bachelor degree. The end point of schooling and higher secondary grades are marked by public examination. Till recently, similar to educational cycles of eight other states, the primary grades were comprised of I-IV and upper primary of V-VII. The Government of Maharashtra has sanctioned the new structure as per RTE principally in October 2011. It changed the breakup upto XII grade from 4+3+3+2 to 5+3+2+2. After implementation of RTE, education structure is as follows:

I to V - Primary section,
VI to VIII - Upper primary section
IX to X - Secondary section (High school)
XI to XII- Higher Secondary section (Junior College)

However, extension of each section by one grade is still in process. As the share of private sector in secondary education is greater than the public sector, addition of grades at each level is not an easy process. Depending upon the enrollment and natural growth, the decision of adding V grade to lower primary or VIII grade to upper primary is taken.

In addition to the State board, there are a few schools affiliated to Central Board of Secondary Education, Indian Certificate of Secondary Education and International Baccalaureate Board, especially in town and cities. There is a going trend observed in urban area of enrolling children in schools affiliated to boards other than the state boards.

EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

As registration of ECCE settings is not mandatory and it is outside the preview of RTE, the authentic figures of children enrolled in the different types of ECCE settings designated for the age group 3-6 is not available. The only reliable number of children who receive ECCE comes from Integrated Child Development Services (ICDS). The ICDS is offered by the Department of Women and Child Welfare. As per October 2014 Monthly Progress Report there are -

553 Total projects
364 projects in Rural area.
85 projects in Tribal areas.
104 projects in Urban Slums.
108,005 Anganwadi and mini Anganwadi centers out of which 97,183 Anganwadis are providing preschool education for more than 21 days per month
Total 2,855,873 children take the benefit of preschool education provided in Anganwadi centers
According to 2013-14 DISE data, 13.14 per cent of the total enrolment in primary classes is in preprimary classes.

SCHOOL EDUCATION

In this section, the comparison has been made between the state and national figures on various indicators showing progress of elementary education over a span of 10 years. The indicators have been grouped as per the categories given in the DISE data

I SCHOOL-BASED INDICATORS

Primary education in Maharashtra is mostly managed by the public sector.

1. Number of Schools

The constitution promised free and compulsory education to all children in the age group of 6-16. It took more than fifty years to fulfill that promise. As a result of Sarva Shiksha Abhiyan, a flagship programme of the Government of India, from 2003-04 to 2013-14, a large number of primary and upper primary schools were opened across the state which also got reflected in the ratio of primary to upper primary school. The total number of schools in the state increased by almost 19 per cent from 2003-04.

Table 1
Level-wise Enrollment

Year	Pri. only	Pri+ UP	Pri.+UP+ Sec+ H.Sc	UP only	UP+ Sec+ H. Sec	Pri+ UP +Sec	Pri+ Sec	Total
2003-04	42058	23575	2165	135	9635	NA	NA	77381
2013-14	52991	28145	591	80	4740	1558	8074	96179

There is an increase of 24.29 per cent in the number of schools over the period of ten years. Ratio of primary to upper primary schools was 1.93 in 2003-04 as against 2.04 for all states. New categories were added in the DISE data, hence in some categories number of school seems to be reduced over the years. Apart from Marathi and English medium schools, Gujarati, Hindi, Urdu medium schools also are part of the educational system in the state. In the period of 10 years percentage of rural schools reduced from 80 to 78 per cent highlighting a trend of urbanization. In 2014-15 flash statistics of Maharashtra, 27 different categories of school management have been reported which broadly include different government departments such as education, local bodies, railway, social welfare, tribal welfare, military schools and so on.

The private management includes private aided, private unaided, private military schools, Vedic schools, aided and unaided madarsas etc. The largest share is of Zilla Parishad managed being 62313 followed by private aided on the second rank with 19294 schools. Off the total number of schools, 1.25 per cent primary schools are the special schools for children with special needs and the percentage of special schools out of all schools stands for 1.30 per cent. It includes schools for children having problem of mental retardation, visual impairment, hearing impairment and slow learners. Most of these schools are located in towns and cities; hence the rural and tribal children are either enrolled in the normal schools if the level of impairment is less or completely deprived from education. Many CWSN drop out, as a result of not getting adequate assistance in schools.

The government share in total number of schools is 69.98 in the year 2013-14. The last few years witnessed a steady growth of the share of private sector in education. Since 2003-04 to 2013-14 it has increased from 22.63 to 30.02. It indicates a trend of gradual replacement of prominent player i.e. government in education by private sector. In a country like India, the major issues related to education – equity and equality are likely to become more complex and vulnerable population will become more marginalised if the same trend persists in the coming years.According to Education Development Index 2013-14, Maharashtra stands at 31 and 28 rank respectively at the primary and upper primary level in terms of access.

2. Instructional and Working Days

Every year, most of the schools except from Vidarbha region especially government and government aided schools start the first term on 15th June. Due to hot climatic conditions in Vidarbha region i.e. eastern part of Maharashtra, the schools reopen late on 27th June. Despite the government resolution, many private

unaided school management resist to follow these dates of reopening.

Table 2
Instructional and Working Days

	2003-04	2013-14	2013-14
	All Schools	Primary	Upper Primary
Maharashtra	214	224	227
All State	208	224	225

Over the period of 10 years, there was an addition of 10 instructional days at the primary level and 12 at the upper primary level which is not much different than the national average.

3. Schools with All-weather Roads, SMC and CCE

Maharashtra has a well spread network 2.43 lakh km. of roads across the state. All weather and fair weather roads connect more than 99 per cent villages. 97.1 per cent schools are approachable by all weather roads in 2013-14 as against the national average of 89.12. The School Management Committees have been established in 96.7 per cent schools which is much higher than the national average of 91.06. in 98.74 per cent of the schools, CCE is being conducted where as national average stands at 80.62 per cent.

4. Classrooms

Due to the funds provided under SSA, new classrooms were built in many schools.

Table 3
Availability of Classrooms

Indicators	State (2003-04)	All States (2003-04)	State (2013-14)	All States (2013-14)
Classrooms	4	3.1	5.1	4.8
Average Student – Classroom Ratio	34.27	41.88	32	28

% of single teacher schools	9.15	12.93	2.01	8.32

Though status of number of classrooms improved over the years in the state and is better than the national average, average students - classroom ratio at the national figures are better than Maharasthra. Percentage of single teacher schools dropped by almost 7 per cent where as at the national level, it came down by 5 points.

5. Student Classroom Ratio

In the year 2003-04, the student classroom ratio was 34.27 as against the national average of 41.88 per cent. At the primary level, the ratio has reduced considerably from 35 to 25 in the last ten years.

Table 4
Student- Classroom Ratio 2013-14

Educational Level	Maharashtra	India
Elementary	33	28
Secondary	51	50
Higher Secondary	66	50

II. Facility Indicators

The position of Maharashtra has been shown in the table given below on some of the important facility indicators.

Table 5
Facility Indicators

Indicators	State Figures (2003-04)	National Figures (2003-04)	State Figures (2013-14)	National Figures (2013-14)
Drinking Water	79.55	77.89	99.26	95.31
Girls' Toilet	38.50	28.24	97.57	84.83
Boundary Wall	55.99	50.55	76.35	61.87
Computers	16.57	7.68	50.63	23.30
Ramp	2.37	5.10	89.15	82.33
Library	NA	NA	94.12	76.13
Kitchen Shed	NA	NA	57.35	74.92
Mid-day Meal	NA	NA	97.09	88.60
Textbooks	NA	NA	69.61	73.14

The data in the above table show that over the period of 10 years, the State has made a tremendous progress on most of the facility indicators especially with ramps and girls' toilet. The gap between state and national figures has increased in 2013-14 as compared with 2013-04. Except kitchen shed and textbooks, proportion of schools having these facilities is better than the national average. Still there is long way to go for computers and textbooks.

1. Drinking Water

Table 6
Availability of Drinking Water 2013-14

Level	Maharashtra	India
Primary	99.16	95.29
Upper Primary	99.65	97.18
Secondary	99.90	98.08
Higher Secondary	99.90	98.75
All	99.31	95.39

In Maharashtra, proportion of schools with drinking water facility increased more at the higher educational level where as at the country average, exactly opposite trend is observed.

2. Girls' Toilet

One of the important reasons for girls' dropout is non-availability of toilets at the higher level of education.

Table 7
Availability of Girls' Toilet -2013-14

States	Primary	Upper Primary	Secondary	Higher Secondary	All States
Maharashtra	97.43	97.50	99.30	100	98.49
All States	84.12	90.20	95.57	95.56	91.23

Though, on paper the percentage of schools having girls' toilet seems to be significant, the actual number of functional toilet is much lesser than this.

The other indicators show that medical checkups were conducted 91.07 per cent of the schools; ramp is built in 88.09 per cent of the schools. Playground as available in 83.36 per cent of schools and 52.79 per cent of the schools have computers.

The proportion of single teacher school in the state is very less being just 3.47 per cent.

The state stands on at the 4th rank at the primary level and the7th at the upper primary level on the Education Development Index for infrastructure.

III. Enrollment Related Indicators

1. Enrollment

A significant rise in the enrollment is observed. In the year 2003-04, there were 13,720,246 children enrolled in grade I-VII. By 2013-14 this figure increased up to 16158791.

Table 8
Enrollment in 2013-14

Level	Boys	Girls	Total	Girls' Participation
Primary	5394839	4793970	10188809	47.05
Upper Primary	3199903	2770079	5969982	46.40
Secondary	1922496	1608355	3530851	45.55
Higher Secondary	677934	530530	1208464	43.90

One can see that girls' share gradually reduces at the higher level of education. It has dropped by 2 per cent since 2003-04.

Table 9
Participation of Girls

Year	Boys	Girls	Total	Girls' Participation
2003-04	7200561	6519685	13720246	48.70
2013-14	8594742	7564049	16158791	46.80

Over the period of 10 years there is an increase of almost 17.77 per cent in enrolment. Whether this increment has to be credited to the success of Sarva Shiksha Abhiyan or mere population increase can be an issue of another research.

Table 10
Participation of SC and ST Students

Year	% of SC Students		% of SC Students	
	Primary	Upper Primary	Primary	Upper Primary
2003-04	14.8	15	12	9
2013-14	13.3	14.2	12.4	10.6

Percentage share of SC students shown to be reduced over the period of 10 years where as an increase in the share of SC students was observed during the same period.

Table 11
Girls' participation by Caste (2013-14)

Level	General	SC	ST	OBC	Muslim
Elementary	46.32	47.90	48.58	48.41	49.84
Secondary	45.69	45.96	49.93	46.08	48.12
Hr. Secondary	46.67	46.62	45.54	43.67	50.60

The table 11 shows caste and level wise participation of girls' enrollment. One can see that the participation rate of Muslim girls is highest among all categories. The Muslim boys require to look for the employment once they reach adolescence. Except Muslims, in all other castes, proportion of girls reduces at the higher level of education.

2. Transition Rate

The Maharashtra figures of transition rate are better than all India figures for all educational levels and castes. In the year 2003-24, it was 94.69 from primary to upper primary. It has increased up to almost 99 per cent after ten years.

Table 12
Educational Level-wise Transition Rates from primary to Upper primary

Level	Maharashtra		India	
	2003-04	2013-14	2003-04	2013-14
Primary- Upper Primary	94.69	98.95	74.15	89.58
Elementary – Secondary	NA	99.29	NA	91.95
Secondary- Higher Secondary	NA	77.24	NA	68.91

Once can see a sudden drop in transition rate from secondary at the higher secondary level. The transition rate improved in Maharashtra as well as at the national level over the last 10 years.

Table 13
Caste-wise Transition Rate in 2013-15

Caste	Maharashtra	India
All	98.95	89.58
SC	98.79	87.37
ST	97.10	85.23
OBC	99.92	91.19
Muslim	97.37	87.79

Table No.13 shows that in all caste categories, Maharasthra figures are better than the all India figures. The transition rate of OBC students is highest among all categories.

Table 14
Average Annual Dropout Rate 2013-15

Level	Maharashtra	India
Primary	0.97	4.67
Upper Primary	1.74	3.13
Secondary	16.20	14.54
XI-XII	3.20	NA

The highest dropout rate is observed at the secondary level. At this level, the Maharashtra figures are higher than all India figure. On outcome related variables, Maharashtra stands on 14th and 15th rank at the primary and upper primary level respectively ion Education Development Index. The outcome related variables are comprised of enrolment related indicators.

III. TEACHER INDICATORS

1. Number of Teachers

As per the 2013-14 data, there are total of 711614 teachers in the state, out of which 56.58 per cent are males and 43.42 are female teachers. Out of the total number of teachers 2.89 per cent are appointed on contractual basis. Of the total number of teachers, 99.8 per cent regular teachers, 87.4 contractual and 98.8 per cent private management school teachers are professionally trained. 64.36 per cent of the teachers have academic qualification of graduation and above. Of the total number, 11.79 per cent of the teachers belong to ST and 7.03 to SC category respectively.

2. Pupil-Teacher Ratio

The average pupil teacher ratio in Maharashtra is well with the norms set by the RTE at the primary level. In the year 2003-04, it was 33.42 at the primary level and 29 at elementary level.

Table 15
Level-wise Teacher-Pupil Ratio

Level	Maharashtra	India
Primary	25	25
Upper Primary	17	17
Secondary	22	26
Higher Secondary	43	41

The difference between Maharashtra and country figures is negligible. The average number of teachers per school is 5.3. At the primary level, there are average 4.3 teachers per school. The state holds 17th rank at both primary and upper primary level on Education development index.

CONCLUSION

Maharashtra has done tremendous progress over the last ten years on the Composite Educational Development Index of 2013-14 made up of four indicators i. e. access, infrastructure, teacher and outcomes, Maharashtra holds 13th rank on. Unfortunately none of the indicators considered under Educational Development Index students' performance is taken into account. The overall picture f educational scenario of any region is incomplete if performance of students is not considered. It is the vital statistics required to picturise the roadmap of development. ASER has reported declining performance of students over a period of years especially after implementation of RTE. According to ASER 2014 data, 76.5 per cent students from VIII are not able to read standard II text. In the year 2005, this proportion was around 20 per cent. Only 22.1 per cent from standard VIII can do subtraction and 32.9 can do division. In the year 2005, 74 and 53 per cent

respectively. Access and good infrastructure may have good impact on enrollment and transition rates, but it does not ensure quality education. Now it is time to think about the quality Universalisation of Quality Elementary education, otherwise there will be no education in spite of having sufficient number of schools, trained staff and so on

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STATUS OF SCHOOL LEVEL EDUCATION IN HIMACHAL PRADESH: AN ANALYTIC STUDY

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INTRODUCTION

Himachal Pradesh is among the top 11 states in India in literacy rates. Hamirpur is one of the top districts in India in literacy. Literacy rate of women is increasing steadily in the state. The education standard of the state is noteworthy as compared to other states in India with several putative educational institutes for higher studies. In meeting the constitutional obligation to make primary education mandatory, Himachal has became the first state in India to make elementary education available to every child. The state government is working invariably for preparing plans and projects to enhance the education system. The state government determined to start three nursing colleges to flourish the health system.

Himachal Pradesh was under the direct control of the British colonial rule in the mid 19th century. Also, the state was the summer capital of India during the British colonial rule. The State came into existence as a Chief Commissioner's province with integration of 31 big and small hill states on 15th April, 1948. There were only 200 educational institutions in which mostly were Primary schools in 1948. In 1951 the literacy rate of the state was very poor with 7.98% in which 11.94 % was male literacy and 4.02% was female literacy. The primary education was made compulsory as per 'The Himachal Pradesh Compulsory Primary Education Act, 1953 (Act No. 7 of 1954) and more emphasis was given on the Primary education at that time. The State acquired the

full statehood on 25th January, 1971. At that time there were 3768 Primary schools, 742 middle schools and 435 high schools which were increased to 10485, 1215 and 1405 respectively in the year 1998 (Mittoo 2008).

Presently, the school education in the state of Himachal Pradesh comprises of the following stages:
(i) Primary Classes I to V (Age group 6-11)
(ii) Middle (Upper Primary) Classes VI to VIII (Age group 11-14)
(iii) High School (Secondary) Classes IX to X (Age group 14-16)
(iv) Senior Secondary Classes XI to XII (Age group 16-18)
Directorate of Primary Education was set up in 1984 and further renamed as 'Directorate of Elementary Education' on 01.11.2005. The policies of the Govt. in the field of Elementary Education are implemented through the Deputy Directors of Elementary Education and Block Primary Education Officers at District and Block Level respectively with aims:

To achieve the goal of universalisation of Elementary Education.
To provide Quality Elementary Education.
To increase access to Elementary Education.

Directorate of Elementary Education is responsible for general administration and management of education from Classes I – VIII and the Classes IX – XII and college education are being managed by Director of Higher Education. The curriculum is framed as per NCF, 2005 by the SCERT and H. P. Board of School Education, Dharamshala. Presently these agencies have framed the new text books of classes 3rd to 5th and curriculum framed by NCERT is implemented in all Govt. and Aided schools from classes 6th onwards. Hence, the standard of education provided in the state has reached to a considerably high level. Presently the State is committed to provide education to all. The concerted efforts of the Govt. have put Pradesh as one of the leading State in educational

literacy. The achievements of Himachal in the educational, scientific and technological field and quality of life of people are inspiring and encouraging to all other States of India. It is the result of the sincere efforts of the concerning departments and the agencies – Govt. as well as NGOs. There is surprising hike in the literacy rate of Himachal in one decade and it is still improving day by day.

STATUS OF SCHOOL EDUCATION IN HIMACHAL PRADESH

The status of schools is analysed in terms of stage-wise number of schools, percentage of type of schools, percentage of special schools for CWSN, instructional and working days in schools and detail of schools where CCE implemented. These are explained in the tables given as follows:

Stage-Wise Number of Institutions for Pre-Schools Education in December, 2014

Table 1
Anganwadi Centres

Anganwadi Centres	Mini Anganwari Centres	ICDS Projects
18385	515	78

Source: Economic Survey-Statistical Tables, Directorate of Economics & Statistics (2015), H.P., Part–I , pp. 137.

Table 1 shows the number of institutions for pre-school education functioning under Department of Social Welfare and Empowerment of Himachal Pradesh Govt. Integrated Child Development Services (ICDS) programme, is being implemented in all Developmental Blocks of the State through 78 ICDS projects. There are 18385 Anganwari centres in Himachal Pradesh functioning. In these centres, non-formal pre-school education is imparted 90: 10 (Centre: State) basis to children of age 3 to 6

years old who are enrolled in them. These are also acted as play schools for the village children. The independent private preschools run by societies/individuals also cater to the needs of children mainly of 3 to 4 years old and prepare them for nursery or KG class. Both private and Government English Medium Schools attach Nursery and/or Kindergarten classes to their schools and provide education to children mainly of 4 to 6 years. Some Govt. schools are directly attached with the Anganwadi centres. There are also 515 Mini Anganwadi Centres located in low populated villages.

Schools under Different Managements

Table 2
Percentage of Type of Schools (2013-14)

Type of Schools / Year	Elementary	High	Senior Secondary	Affiliation/Course
Department of Education**	10738	846	1552	NCERT
Central Govt.*	50	55	32	CBSE
Tribal/Social Welfare Department*	4	3	2	CBSE
Private Aided*	1	5	3	NCERT
Private Unaided*	2496	1011	433	14 ICSE-ISC, 10 ICSE, 221 CBSE & others NCERT
Local Body*	3	4	1	NCERT

Source: *UDISE 2013-14, Flash Statistics, NEUPA, p. 7., **Economic Survey-Statistical Tables, Directorate of Economics & Statistics (2015), H.P., Part–I , p. 137.

There are 10738 Primary schools and 2292 middle schools under Director of Elementary Education follow SCERT & HPBOU course affiliated with HPBOU Dharamshala whereas 846 High schools and 1552 senior secondary schools are functioning under the Director of Higher Education of Himachal Pradesh comprising

NCERT pattern affiliated with HPBOU Dharamshala (Directorate of Economics & Statistics, Part – II, 2015, p. 19).

Central government schools functioning in the state are: 23 Kendriya Vidyalaya (KVS), 12 Navodaya Vidyalaya (MHRD), 01 Sainik School. There are also a few other schools, which are comprehensive in nature affiliated with CBSE. There are 14 private unaided schools follow ICSE-ISC, 10 ICSE, 221 CBSE.

Special Schools for Children with Special Needs

Table 3
Percentage of Special Schools for CWSN (2013-14)

State	Primary Schools	All Schools
Himachal Pradesh	0.31	0.30
All States	0.88	1.05

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 3.

Table 3 indicates that there is hardly special school for children with special needs (CWSN) either at primary or elementary or secondary level of education and there is no such school at higher secondary level in Himachal Pradesh. The percentages of such schools at the national level are also quite low but still higher than that in the state. Under Inclusive Education of SSA, CWSN are identified and taken care of in normal schools. CWSN friendly provisions have been made in schools so as to make schools barrier free for them. Besides these, there are special schools meant for children with disabilities of severe nature. In the year 2014-15 in Himachal Pradesh total 15,068 CWSN were identified suffering from one or other disability. 13,191 CWSN have been integrated in formal schools and for 1,877 out of school CWSN, different strategies have been adopted to bring them into the fold of education system. For these children Home-Based Programme has been introduced and implemented at elementary level in the age group of 6-14 years in Himachal Pradesh. 520 children have been adopted by 23 NGOs in different districts and remaining are

being covered by in-service trained teachers. 12,352 Individual Education Programme (IEP) have been prepared for every child under HBE and accordingly goals were fixed for every three months. For mild and moderate categories, functional academic curriculum has been implemented in the first phase. 43 Medical assessment camps for CWSN in 2014-15 have been organised and 1,639 aids and appliances were provided to the needy children.

Continuous Comprehensive Evaluation (CCE)

Continuous and comprehensive evaluation (CCE) system has been newly introduced by the State Govt. for students of sixth to eighth grades. The main aim of CCE is to evaluate every aspect of the child during their presence at the school.

Table 4
Schools where CCE is Implemented

State	% of Schools where CCE is Implemented	
	Primary Schools	All Schools
Himachal Pradesh	99.12	99.72
All States	81.91	80.62

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 5.

It is found in the Table 4 that almost cent per cent of elementary schools in Himachal Pradesh have introduced CCE from class 1st to 8th. The percentages of primary as well as all elementary schools in the state having introduced CCE are higher than that of all states taken together which shows that they do well in this regard.

Instructional and Working Days

The instructional and working days in the schools during the session 2012-13 and percentage of schools with less than 200 working days for primary and 220 for upper primary schools are given in the following table:

Table 5
Instructional and Working Days

State	Average number of instructional days		% of primary only schools with less than 200 working days	% of UP schools/ sections with less than 220 working days
	Primary Level	Upper Primary Level		
	2012-13		2013-14	
Himachal Pradesh	240	215	0.21	2.13
All States	224	225	4.90	24.91

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 4.

It is clear from the above table that in 2012-13, the instructional days of primary schools in Himachal Pradesh wass 240 which is greater than the national average of 224 days whereas the instructional days of upper primary schools was 215 days, which was slightly less than that of the national level figure. In 2013-14, performance of Himachal Pradesh primary only and upper primary schools/sections was higher than the national figure.

Distribution of Teachers in Elementary Schools

Table 6
Teachers in Various Types of Schools at Elementary Level (2013-14)

State	No. of Teachers in Govt. Schools	% of Teachers in Govt. Schools	% of Teachers in Aided Schools	% of Teachers in Unaided Schools	% of Teachers in Unrecognized. Schools
H. P.	64284	71.41	0.01	28.56	0.02
All States	4612429	59.73	9.07	28.60	2.60

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 13.

It is clear from Table 6 that nearby three fourth of the teachers (71.41%) are in government schools and only 28.56% and 0.02%

are working in unaided and unrecognised schools respectively in Himachal Pradesh. Whereas the least percentage of teachers (0.01%) in Himachal Pradesh is in aided schools, the lowest percentage of teachers at the national level is in unrecognized schools.

Average Number of Teachers per School

Table 7
Average Number of Teachers per School (2013-14)

State	All Schools	Primary Schools	All Govt. Schools	All Aided Schools	All Unaided Schools	All Unrecognized Schools
H. P.	5.1	2.5	4.2	8.0	10.3	4.5
All States	5.3	3.1	4.2	10.3	8.8	5.8

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 14.

Table 7 indicates that the state is quite low in average number of teachers per school in all schools and primary schools when compared with the country but stands equally in all Govt. schools with 4.2 teachers per school. Unaided schools in HP have more teachers per school but fewer teachers per school in all unrecognized schools as compared to the national level.

Teachers of Different Reserved Social Categories

Table 8
Number of Teachers & %age of Teachers of Reserved Social Categories (2013-14)

State	Scheduled Caste (SC)		Scheduled Tribe (ST)		Other Backward Class (OBC)	
	Number	%	Number	%	Number	%
H. P.	13239	14.71	5788	6.43	9175	10.19
All States	960766	12.44	664154	8.60	2715995	35.17

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 16-17.

Table 8 shows that there are more scheduled caste (SC) teachers in the State than the country while the teachers belonging to other social categories ST and OBC are less in number and percentage than the national level.

Professionally Trained/Qualified Regular Teachers

It is clear from the Table 9 that in terms of percentage distribution of professionally trained/qualified regular teachers at school level, the position of Himachal Pradesh is quite satisfactory as the percentage of such teachers is high in each stage. Private aided schools have achieved cent per cent than other schools in the State as well as country in this regard.

Table 9
Percentage Distribution of Professionally Trained/Qualified Regular Teachers

State	All Schools	Govt. Schools	Private Aided Schools	Unaided Private Schools	Unrecognised Schools
H. P.	94.62	96.40	100.00	91.15	88.89
All States	80.06	82.89	91.23	74.93	42.01

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 25.

Professionally Trained/Qualified Contractual Teachers

Table 10
Percentage Distribution of Professionally Trained/Qualified Contractual Teachers

State	All Schools	Govt. Schools	Private Aided Schools	Unaided Private Schools	Unrecognised Schools
H.P.	90.20	90.27	100.00	89.92	100.00
All States	55.55	53.35	82.65	66.11	64.31

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 25.

The Table 10 shows that the percentage of teachers on contractual basis is more in Himachal Pradesh than that of at national level. All the trained/qualified teachers in unaided and unrecognised schools are on contractual basis.

Pupil-Teacher Ratio

Table 11
Pupil-Teacher Ratio in Schools (2013-2014)

State	Primary Schools	Upper Primary Schools	All Schools	All Govt. Schools	All Aided Schools	All Unaided Schools	All Unrecognised Schools
H. P.	13	10	11	10	27	13	8
All States	25	17	26	26	23	25	24

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 15.

Table 11 shows that Himachal Pradesh has a small number of students per teacher as compared to the country in elementary schools irrespective of whether they be primary or upper primary or Govt., unaided or unrecognized. But, the aided schools have more number of students.

Status of Training

The trainings of teachers described in terms of percentage distribution of teachers received in-service training and percentage of children provided special training.

Percentage Distribution of Teachers received In-Service Training

It is evident from the Table 12 that percentage of teachers received in – service training is high than the country but the percentage of teachers received in – service training in all aided and unaided

schools is less than the national level. Even none of the teachers of all aided schools received in-service training during the session.

Table 12
Percentage Distribution of Teachers received In-Service Training (2013-14)

State	All Schools	All Govt. Schools	All Aided Schools	All Unaided Schools
H. P.	28.15	39.29	0.00	0.77
All States	22.03	31.45	24.77	3.32

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 26.

Schools having SMC and Children Provided Special Training

Table 13
Percentage of Schools having SMC and % of Children Provided Special Training

State	% of Schools having Constituted SMC & Prepared School Development Plan (Govt. & Aided Managements)		% of Children provided Special Training in Previous Year (Govt. Managements)
	2012-13	2013-14	2013-14
H. P.	89.84	90.13	30.97
All States	80.79	83.65	36.08

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 5.

Table 13 shows that the percentage of schools having constituted SMC and prepared school development plan (Govt. & aided managements) in 2012-13 (89.84>80.79) as well as in 2013-14 (90.13>83.65) is much greater than that of the national average. The percentage of children in government managed schools that were provided special training in 2013-14 is 30.97 which is slightly lower than the national average (36.08%).

Status of Enrolment

The students' enrolment at various levels, percentage of girls and CWSN in schools are the major aspects of enrolment. Enrolment of school students in Himachal Pradesh is only 0.11 per cent of enrolment at the national level for primary schools, 0.10 per cent for middle/upper primary, 0.11 per cent for secondary and 0.10 per cent for higher secondary schools.

Table 14
Enrolment at Different Stages of Schools (2013-2014)

State	PRIMARY		UPPER PRIMARY	
	All Schools	Govt. Schools	All Schools	Govt. Schools
H. P.	599071	368110	370024	260721
All States	132428440	83121238	66471219	38839624

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 28.

Table 15
Enrolment of Schools having High and Senior Secondary Classes in 2013-14

School Management	Enrolment of Classes 9th to 12th		Total
	Boy	Girls	
Department of Education	193339	185140	378479
Tribal / Social Welfare Dept.	88	46	134
Local Body	167	110	277
Private Aided	341	188	529
Private Unaided	54738	36456	91194
Central Govt.	5180	3512	8692
Unrecognized	223	122	345
Others	155	143	298

Source: UDISE 2013-14, NEUPA, p. 7.

It is clear from the Table 15 that majority of the students prefer Govt. schools for high and senior secondary education in Himachal Pradesh.

Table 16
Percentage Girls and CWSN to Total Enrolment in 2013-14

State	% of Girls Enrolment	% CWSN to Total Enrolment	
		Primary	Upper Primary
H. P.	47.69	1.44	1.41
All States	47.81	1.30	1.18

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 30.

Table 16 indicates that percentage of girls' enrolment in primary schools is slightly lower than the national percentage but percentage of CWSN is quite high in primary and upper primary schools in Himachal Pradesh as compared to the country.

Status of Facilities

The facilities like schools with all-whether roads, student-classroom ratio, single teacher and single classrooms, drinking water facility, toilet and hand wash facility, computer facility, library and playground facilities etc. are included in the status of facilities.

Schools with All-Weather Road

Table 17
Schools with All-Weather Road

State	% of Schools Approachable by all Weather Road	
	2012-13	2013-14
H. P.	82.17	81.72
All States	87.47	89.12

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 4.

Table 17 indicates that in terms of percentage of schools approachable by all weather-road, the position of schools in

Himachal Pradesh is worse than that of most other states of the country.

Classroom and Student – Classroom Ratio

Table 18
Student – Classroom Ratio

State	Average Number of Classrooms				Student-Classroom Ratio	
	Primary Schools	All Schools	All Govt. Schools	All Private Schools	Primary Schools	All Schools
H. P.	3.1	3.8	3.1	8.6	11	14
All States	3.5	4.8	4.0	7.8	25	28

Source: DISE 2013-14, Flash Statistics, NEUPA, p.6.

Table 18 shows that the average numbers of classrooms in primary schools and all schools (including upper primary/middle schools/high schools and senior secondary schools) are less than the national averages.

Single Teacher and Single Classroom Schools

Table 19
Single Teacher Schools, Percentage of Enrolment Therein and Single Classroom Schools

State	% Single-Teacher Schools (STS)		% STS with 15 or more students		% Enrolment in STS		% Single Class-room Schools	
	Primary Schools	All Schools	Primary Schools	All Schools	Primary Schools	All Schools	High Schools	Sr. Sec. Schools
H. P.	11.18	7.77	6.33	4.41	6.46	2.81	0.00	0.00
All States	11.46	8.32	9.67	7.15	7.00	3.68	1.30	1.82

Source: DISE 2013-14, Flash Statistics, p. 8 & UDISE 2013-14, NEUPA, p. 418.

It is clear from Table 19 that in primary schools only and all schools, the percentage of single-teacher schools (STS), the percentage of STS with 15 or more students and the percentage of enrolment in STS are all less than that of the percentages at the national level in 2013-14. The H. P. Govt. is successful in providing more than one teacher even in far flung areas of the State. Thus, single-teacher school is less prevalent in Himachal Pradesh when compared with other states of the country. There is no single classroom school at the secondary and higher secondary levels whereas the percentages of such schools in the country are 1.30 and 1.82 respectively.

Drinking Water Facility

Table 20
Provision of Drinking Water Facility in Schools in 2013-14

State	% Schools Having Drinking Water Facility					
	Primary Schools		All Schools		High Schools	Sr. Sec Schools
	2012-13	2013-14	2012-13	2013-14	2013-14	2013-14
H. P.	98.93	98.95	99.07	99.06	100.0	100.0
All States	93.73	94.09	94.87	95.31	98.08	98.75

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 9.

Table 20 indicates that the percentage of primary schools having drinking water facility. It has come up from 99.93 in 2012-13 to 98.95 in 2013-14 that is higher than the national average in both the sessions. When both primary and upper primary/middle schools are taken together, the percentages slightly increased and are higher than that at the national level. All the higher and sr. sec. schools in H.P. have drinking water facilities in 2013-14.

Toilet and Hand Washing Facility

Table 21
Provision of Toilets and Hand Washing Facility near Toilet (2013-14)

State	% Schools Having Boys Toilet		% Schools Having Girls Toilet		% Schools Having Hand Wash Facility Near Toilet/Urinal	
	Primary Schools	All Schools	Primary Schools	All Schools	Primary Schools	All Schools
H. P.	97.35	97.57	93.50	94.65	63.39	67.26
All States	92.93	94.45	80.85	84.63	41.62	44.66

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 9 & 10.

It is evident from the Table 21 that percentage of schools having boys' toilets, percentage of schools having girls' toilets and percentage of schools having hand wash facility near the toilet or urinal is much higher than the national level. The department of health and welfare is also working efficiently in this direction.

Provision of Computer, CAL and Internet

Table 22
Provision of Computer, CAL and Internet in Schools (2013-2014)

State	% Schools Having Computer			% Schools Having Functional Computer	% Schools having CAL Facility	% Schools Having Computer and Internet
	Primary Schools	All Schools	Upper Primary Schools/ Sections	All Schools	UPS/Section	Sr. Sec. Schools
H. P.	3.75	22.47	55.37	67.30	31.75	40.46
All States	9.25	23.30	43.75	62.71	22.18	43.99

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 10 & 11.

Table 22 shows that all the types of schools except upper primary schools/sections have fewer computers than schools in the rest of the country as a whole. The percentages of schools having computers are quite high in upper primary schools. Out of the elementary schools having computer, 67.30% of them have functional computers as compared to the country having 62.71% of schools functional computers. Only 31.75% of upper primary schools/sections in Himachal Pradesh have Computer Aided Learning (CAL) facility but this percentage is higher than that in the country. In terms of computer and internet facility, the position of senior secondary schools in the state is low with 40.46% than in the country with 43.99 %. The H. P. Govt. has started Computer Education Programme in 1,077 upper primary schools in remotest part of the State.

Boundary Wall and Playground in All the Schools

Table 23
Percentage Schools having Boundary Wall and Playground in 2012-13 & 2013-14

State	% Schools having Boundary Wall		% Schools with Playground Facility	
	2012-13	2013-14	2012-13	2013-14
H. P.	57.11	63.23	83.88	85.66
All States	59.48	61.87	56.58	58.05

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 10 & 11.

Table 23 shows that Himachal Pradesh was lagging behind the country in the percentage schools having boundary wall in the year 2012-13 but the reverse in the case in 2013-14. The State has provided the playground in more schools than the country in both the sessions. The State Govt. is taking necessary steps to promote sports activities through PYKKA (Panchayat Yuva Khel Kood Abhiyan). A budgetary provision of Rs. 255.00 lakh was made for the year 2014-15 for carrying out the sports activities of children of Primary/ Elementary Schools at Centre, Block, District, State and National levels.

Library and Ramp

Table 24
Provision of Library and Ramp in Schools (2013 – 2014)

State	% Schools Having Library		% Schools With Ramp			
	2013-14		2012-13		2013-14	
	Primary Schools	All Schools	Primary Schools	All Schools	Primary Schools	All Schools
H. P.	96.57	96.17	92.41	91.05	94.22	92.10
All States	72.39	76.13	81.53	79.25	84.09	82.33

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 11.

It is interpreted from the Table 24 that primary schools as well as all schools taken together in Himachal Pradesh are in a better position with regard to library facility when compared with that in the rest of the country in the year 2013-14. The percentages of primary and all the schools having ramps are higher than the national percentages in both the sessions.

Medical Check-up and Electricity Connection

Table 25
Medical Check-up and Electricity Connection

State	% Schools that Arrange Medical Check-up		% Schools Having Electricity Connection			
	2013-14		2012-13		2013-14	
	Primary Schools	All Schools	Primary Schools	All Schools	Primary Schools	All Schools
H. P.	99.24	90.06	81.51	85.02	84.33	87.13
All States	60.67	63.33	39.95	49.92	41.85	51.74

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 5 & 12.

The above table shows that the percentages of schools that arranged medical check-up during 2013 – 14 are quite higher as compared to the national percentages for different stages of education. The primary health care centres and community health centres along with the village dispensaries were involved in this project. The percentages of all types of schools having electricity connection are also higher than that at the national level during the year 2012-13 and 2013-14.

Mid Day Meal

Mid Day Meal facility is provided to all the elementary students in Govt. and Aided schools. It is event from the Table 26 that more Govt. and aided middle schools and Primary schools have kitchen-shed than the country to make the Mid Day Meal for the students. About all the schools are proving Mid Day Meal but more than 12% schools still lacking in providing this facility at the national level. The schools which are providing the MDM not in school premises are more at the national level than the State.

Table 26
%age Schools having Kitchen-Shed, %age Schools providing Mid Day Meal and %age Schools Providing Mid Day Meal not in School Premises (2013-14)

State	%age Schools having Kitchen-Shed (Govt. and Aided)		%age Schools providing Mid Day Meal	%age Schools Providing Mid Day Meal not in School Premises
	All Schools	Primary Schools		
H. P.	88.66	89.23	99.38	1.55
All States	74.92	63.64	88.60	9.45

Source: DISE 2013-14, Flash Statistics, NEUPA, p. 12.

Status of Evaluation

The status of evaluation includes provision for teaching various subjects, marks scheme and process of examinations.

Provision for Teaching of Various Subjects at Elementary Stage

Table 27
Provision for Teaching of Various Subjects Stage Wise

Class	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Subject 8	Subject 9
I	English	Hindi	Maths	EVS	-----	-----	-----	-----	-----
II	English	Hindi	Maths	EVS	-----	-----	-----	-----	-----
III	English	Hindi	Maths	EVS	-----	-----	-----	-----	-----
IV	English	Hindi	Maths	EVS	-----	-----	-----	-----	-----
V	English	Hindi	Maths	EVS	-----	-----	-----	-----	------
VI	English	Hindi	Maths	Science	Social Science	Sanskrit	Art	Lok Sanskriti	Yoga
VII	English	Hindi	Maths	Science	Social Science	Sanskrit	Art	Lok Sanskriti	Yoga
VIII	English	Hindi	Maths	Science	Social Science	Sanskrit	Art	Lok Sanskriti	Yoga

Source: Datasheet, H. P. Board of School Education, Dharamshala (hpbose.org/).

The above table reveals that the subject English included in all schools in Himachal Pradesh. The environmental studies (EVS) is included from the class I to class V and yoga education is provided to all the students from class VI in all Govt. schools. The private schools included general knowledge, computer education and art at the primary education. The Hindi and English grammar is taught from class IV onwards in all Govt. schools.

Compulsory Subjects and Marks at Lower Secondary Examination

Table 28
Compulsory Subjects and Marks at High School Examination

Compulsory Subject		Maximum Marks	Pass Marks
English		85+15	33
Mathematics		85+15	33
Social Science		85+15	33
Science	Theory	60	33
	Internal Assessment	15	
	Practical	25	

	Total	100	
Hindi		85+15	33
Sanskrit/Urdu/Tamil/Telgu/Punjabi		85+15	33
Drawing/Vocal Music/Home Science/ Economics/ Agriculture//Commerce/Information Technology		85+15	33
Grand Total		700	231
Non Examination Subjects			
Library, Physical Education and Co-Curricular Activities			

Source: H. P. Board of School Education, Dharamshala (hpbose.org/) and Education Code, Chapter 2, p. 7.

For Matriculation School Examination Certificate, students are required to offer five compulsory subjects mentioned in the above table each of which carries 100 marks (85 marks for Theory and 15 marks as Internal Assessment) for which 33 is pass mark. The internal assessment marks are given on the basis of regular performance of the students and counted only when the students will get 28 marks in theory paper. The students are given option to offer any two of the given subjects. The examination, evaluation of answer sheets and declaration of the results is done by the Himachal Pradesh Board of School Education, Dharamshala, District Kangra. The certification of Matriculation Examination is issued to each student by the board.

Compulsory Subjects and Marks at Senior Secondary Examination

Table 29
Compulsory Subjects and Marks at Senior Secondary Examination

SUBJECT IN SCIENCE COMBINATION	Maximum Marks		Pass Marks	
	Theory	Practical	Theory	Practical
English	85+15	---	85+15	---
Three Subjects from the following:				
Physics	60 + 15	25	20	10

Chemistry	60 + 15	25	20	10
Biology	60 + 15	25	20	10
Mathematics	85 + 15	---	33	---
One subject from the following:				
Information Technology/Music/ Sociology/Home Science/Sanskrit/ Geography/Psychology/Philosophy / Physical Education/Public Administration	60 + 15	25	20	10
SUBJECTS IN COMMERCE COMBINATION				
English	85 + 15	---	33	---
Business Studies	85 + 15	---	33	---
Financing Accounting	85 + 15	---	33	---
Economics	85 + 15	---	33	---
One Subject from the following:				
Maths/Information Technology/Music/ Sociology/Home Science/Sanskrit/ Geography/Psychology/Philosophy / Physical Education/Public Administration	60 + 15	25	20	10
SUBJECTS IN ARTS COMBINATION				
English	85 + 15	---	33	---
Three Subjects from the following (not more than One Language):				
Political Science	85 + 15	---	33	---
History	85 + 15	---	33	---
Hindi	85 + 15	---	33	---
Sociology	85 + 15	---	33	---
Economics	85 + 15	---	33	---
Mathematics	85 + 15	---	33	---
Psychology	60 + 15	25	20	10
Philosophy	85 +15	---	33	---
Sanskrit	85 + 15	---	33	---
Public Administration	85 + 15	---	33	---
Music (Hindustani Vocal/Hindustani Instrumental)	60 + 15	25	20	10
Melodic/Hindustani Instrumental Percussion	60 + 15	25	20	10
French/Urdu	85 + 15	---	33	---
Geography	60 + 15	25	20	10

Dance (Kathak/Bharat Natyam)	60 + 15	25	20	10
Fine Arts: Painting, Graphic, Sculpture and Applied Arts (Commercial Arts	60 + 15	25	20	10
One Subject from the following:				
Physical Education	60 + 15	25	20	10
Computer Science (IP)	60 + 15	25	20	10
Grand Total	500		150	

Source: H. P. Board of School Education, Dharamshala (hpbose.org/) and Department of Higher Education 2012, Education Code, Chapter 2, p. 8. (educationhp.org/).

The Table 29 depicts the subjects that can be offered by students of senior secondary schools for Himachal Pradesh Board of School Education, Dharamshala examination. English is compulsory for all the subject combinations. The three compulsory subjects opted by the students in each discipline and one subject from the optional subjects. In total there are five subjects in senior secondary examination. The examination, evaluation of answer sheets and declaration of the results is done by the Himachal Pradesh Board of School Education, Dharamshala, District Kangra. The certification of Senior Secondary Examination is issued to each student by the board.

Fees Collected by the Schools

All Government elementary schools are bound by the RTE Act 2009 to provide free and compulsory education to all the children. Therefore no fee or fund is collected from the students of classes 1st to 8th. The high and senior secondary schools are allowed to collect small amount of admission fees and another funds. The fees and funds charged by all Govt. schools in Himachal Pradesh (Department of Higher Education, 2012) are given in the Table 30 as follows.

Table 30

Fee and Funds Collected from Students of Class 9th to 10+2

Name of Fee	Class 9th and	Class +1 and

	10th	+2
ANNUAL CHARGES		
Admission Fee	5	10
School Leaving Certificate Fee	5	5
Magazine Fund	----	40
Identity Card Fund	10	10
Furniture Repair Fund	---	5
Cultural Activity Fund	----	15
Library Security (Refundable)	-----	30
Examination Fund	75	100
MONTHLY CHARGES		
Amalgamated (Union Fund)	10	15
Building Fund	5	10
Science Fund	3	----
Practical Fund per Subject (for Practical Subjects only)	----	10
NCC Fund (where NCC functioning)	----	1
Scout and Guide Fund	2	3
Sports Fund	2	3
Sports Equipment Fund	2	3
ICT Fee	110	110
Physical Education Fee	30	30

Source: Education Code, Department of Higher Education, Chapter 4, pp. 2. (educationhp.org/).

Some high and senior secondary schools also collect donation fund on behalf of School Management Committee which is little bit higher than what is prescribed by School Education Department. The private schools collect huge amount of fees from the students as compared to Govt. schools. These dues vary from school to school as per the location of school and facilities provided.

INNOVATIONS IN SCHOOL EDUCATION

The State Project Director Office and Directorate of Education always involved in new innovations and creativities in methodology of teaching, examination system, evaluation system and implementation of Continuous and Comprehensive Evaluation process in Govt. schools all over the State. The major innovations

found in the school education are: 1. Girls Education; 2. Information Technology Education; 3. Educating Out of School Children; 4. Inclusive Education; 5. Capacity Building of In-service Teachers;6. Community Involvement; 7. Achievement Test at Elementary Level; 8. Himachal Sanskriti and Yoga Education'; 9. Text Book Development; 10. Expansion of Sanskrit Education; 11. Development of Learning Standards; 1nd 12. Knowledge Yantra (KYAN).

Girls' Education

For achieving the goal of universal education in respect of girl child, specific inputs and activities are imperative to enhance their self-esteem and self-confidence and to familiarize them with the status and problems related to women. For this, systematic counseling and orientation on health, hygiene and physical and mental development which are not sufficiently covered by the regular curriculum have been proposed by the state. Free education is being provided to girl students in the State up to University level including vocational and professional courses i.e. only tuition fee is exempted. The state has implemented Kishori Shakti Yojna to improve the nutritional and health status of girls in the age group of 11-18 years, to provide the required literacy and numeracy skills through non-formal education to train and equip the adolescent girls to improve/ upgrade home-based and vocational skills and to promote awareness of health, hygiene, nutrition and family welfare, home management/ child care and to take all measure as to facilitate their marrying only after attaining the age of 18 years. During the financial year 2014-15 (up to December, 2014), supplementary Nutrition has been provided to 35,325 BPL adolescent girls, Vocational training to 1,061 girls, number of adolescent girls given NHED and Non Formal Education to 1,19,153 and number of adolescent girls given IFA/ Deforming supplementation to 20,928. During the current financial year 2014-15, no fund have so far been received from Govt. of India, however out of balance of `33.67 lakh of 2013-14

`24.74 lakh have been utilized up to December, 2014. With an aim to empower girls through appropriate inputs in the science, technology and innovation, girls studying in KGBV and LLF Pilot schools were supported and oriented towards research and innovation. Three students of Himachal Pradesh have got the top level amongst 22,946 girls from 279 KGBVs in the country (Economic Survey of Himachal Pradesh, 2014-15).

Information Technology Education

Information Technology education is being imparted in all Govt. Senior Secondary Schools on self finance basis where students had opted for IT education as an optional subject. The department is charging IT fee 110.00 per month per student. The students of SC (BPL) families are getting 50% fee concession of total fee. About 105000 students are enrolled in IT education subject.

Educating Out of School Children

Economic Survey of Himachal Pradesh, 2014-15 states that the Net Enrolment Ratio (NER) at the elementary stage of education in Himachal Pradesh is more than 99 per cent which is indicative of the fact that there are negligible children who are outside the formal range of education. However they are being attempted to bring into the fold of elementary education through Non-Residents Bridge Courts Centres (NRBCCs). The first and foremost obligation of Right to Education (RTE) Act is to ensure that all children in the age group of 6-14 years should be in the schools. Other independent studies conducted by Indian Market Research Bureau (IMRB) and Pratham have also confirmed that the number out of school children in Himachal Pradesh is below one per cent. Bilaspur and Lahaul Spiti Districts have no out of school children. It is observed that due to migration from other parts of the country to the urban/semi-urban areas of the State, the figure of out of school children keeps on fluctuating. Districts have been asked to conduct survey in the month of July and December every year to keep track of migratory population, enrol them in schools as per

RTE provision by levelling off their learning gaps through some non-residential bridge courses. For identified 2,414 Out of School Children (OOSC) including 105 Children With Special Need (CWSN) age and class appropriate education is being ensured through NRBCCs. Bridge courses for primary and upper primary level children have been developed to ensure age appropriate admission of OOSC in formal schools.

Inclusive Education

In Himachal Pradesh total 15,068 CWSN were identified suffering from one or other disability. 13,191 CWSN have been integrated in formal schools and for 1,877 out of school CWSN, different strategies have been adopted to bring them into the fold of education system. For these children Home-Based Programme has been introduced and implemented at elementary level in the age group of 6-14 years in Himachal Pradesh 520 children have been adopted by 23 NGOs in various districts and remaining are being covered by in-service trained teachers.

Capacity Building of In-service Teachers

Capacity building of in service teachers is an integral part of general teacher Training Programme. The Special focus of providing services is on Activities of Daily Living Skill Training such as: (1) Eating, Toileting, Bathing and Dressing etc. (2) Motor Activities: Under this skill, CWSN with Orthopedically Impairment and Cerebral Palsy are being covered and trained in Motor activities under the guidance of Physiotherapist/ Occupational Therapist. In addition to above these out of school CWSN are being covered by taking the services of Special Educators in Mental Retardation through utilizing Block IE Resource Rooms.

Community Involvement

The trained resource teachers are providing support in the Community Involvement for which we have received very

encouraging response from the community. The monthly meetings of SMC are regularly held in all the schools. SMC's taking efficient steps for the development of the school including improvement and betterment of education.

Achievement Test at Elementary Level

Himachal is the first State in the country who started conducting large scale achievement surveys of all students at elementary level. The State Project Director Office, Shimla conducting the achievement test of classes 1st to 8th in all the Govt. schools in the State. The tests are framed as per the learning standards given to the teachers to make ensure on the part of the teacher and school to give minimum qualitative output. The results are analysed separately for summer closing and winter closing schools.

Himachal Sanskriti and Yoga Education

The department has developed for classes 6th to 8th special books on Yoga Shiksha, History, Culture and War Heroes of Himachal Pradesh.

Text Book Development

The text books being taught in class 3rd to 5th have been revised in accordance with NCF-2005 by SCERT, Solan and HPBOSE, Dharamshala.

Expansion of Sanskrit Education

Tremendous efforts are made to promote Sanskrit Education by the State Govt. as well as Centre Govt. The details are as under:

a) Award of scholarships to students of High/ Senior Secondary Schools studying Sanskrit.

b) Providing grant for the salary of Sanskrit Lecturers for teaching Sanskrit in Secondary Schools.

c) Modernization of Sanskrit Schools.

d) Grant to State Govt. for various schemes for promotion of Sanskrit and for research/ research projects.

Development of Learning Standards

The State Project Director Office has developed the learning standards for the teachers of elementary level with the help of experienced teachers in 2013. These are provided to all schools and facilitating the teachers to teach in a qualitative manner. The whole syllabus is term – wise divided and minimum level of learning standards and learning goals are fixed for each unit along with the methodology of teaching, concerned activity and method of evaluation.

Knowledge Yantra (KYAN)

In Govt. high and senior secondary schools 615 Govt. senior secondary schools Knowledge Yantra (KYAN) is provided. In KYAN, activity centered lesson plans of duration 35 minutes for 9^{th} and 10^{th} and 01 hour for +1 & +2 of English, Mathematics, Social Science and Science for classes 9^{th} to 10+2 are loaded. It is very helpful for teachers for making their teaching interesting and qualitative one. It is also helpful for the students in the absence of teachers. They get start their plan and learn accordingly.

MAJOR PROBLEMS OF SCHOOL EDUCATION IN HIMACHAL PRADESH

Although Himachal Pradesh is in the top list in elementary education in India, still many problems are observed by the investigator, which are:

Commercialisation of Education

It is due to the attitude of the teaching staff in the Govt. schools. The guardians are lacking in awareness and they prefer private schools for the education of their kids. Less emphasis is laid on vocational studies at elementary stage and more on formal education.

Politicisation of Education

The politicization of education takes place in the State due to affect the public opinion, confusing the people about the right and wrong, promoting the education system of private schools in annual and other functions.

Unrecognised Schools

There are still unrecognised schools in the State which are providing elementary education to the students. 0.1% schools are reported unrecognized during 2013-14.

Non Implementation of CCE

Continuous and Comprehensive Evaluation (CCE) scheme of evaluation of students is implemented in the State in the elementary schools. But, it is reported in the year 2013-14 that 99.12% Primary and 98.72% other schools have implemented the CCE successfully. Still there are 0.88% Primary and 1.28% other schools in which CCE is not implemented.

Inadequate Provision for Early Childhood Education

The early childhood education is provided in the State in Anganwadis and ICDS centers managed by women and the child welfare department. In addition to Govt. departments, the pre – primary education is imparted by the private sector. A few schools in the State have started nursery level classes by the prior permission of the Dy. Director of Elementary Education of the concerned district.

Non- Completion of Instructional Days in Elementary Schools

There is a provision in the Right to Education, 2009 that every Primary school has to complete 200 instructional days and Upper Primary schools has to complete 220 instructional days in one academic session. But, in the year 2013-14, 0.21% Primary and 2.13% upper Primary schools are recorded in the DISE who have not completed these instructional days.

Schools not Approachable by All Whether Roads

Himachal is a hilly state and most of the upper areas are covered with snow in the winter. In the year 2012-13, 17.83% and in 2013-14, 18.28% schools were not approachable in all whether roads. Thus the education of such schools is affected and it is difficult for the teachers to reach the school at right time throughout the year.

Poor Quality

In the year 2013-14, baseline and terminal assessment is conducted by the State Project Director Office, Lalpani, Shimla. 508944 students assessed for the baseline assessment and 597898 students assessed for terminal assessment. Only 20% students of Primary classes entered with higher grade with appropriate learning levels. As the students move to higher classes this percentage of the students with appropriate learning levels decreases drastically. Very less percentage of students attempted questions of synthesis and application level. In every class and subject 20% students enter next higher grade without learning anything. This percentage increases to 50% or more in higher classes. Students are weak in English language and Mathematics.

Backdoor Entries of Incompetent School Teachers

The State has recruited the incompetent teachers in the schools through School Management Committee (SMC) who have not qualified TET exam. The position of private schools is still worse in this regard as these schools have not any proper and authentic recruitment process. Teaching is a profession and leaving school education in the hands of teachers without professional qualification or training hampers the efforts to achieve quality school education.

SUGGESTIONS FOR IMPROVEMENT

The standard of school education offered by the state government needs to be raised by way of improving the infrastructure,

facilities, teachers, teaching-learning process, school environment etc. There is an urgent need to revamp the elementary education system in Himachal Pradesh. The education should be based on aptitude of a child. Anganwadis need to be revamped or reviewed. Nursery and/or kindergarten classes need to be made less formal and be made play and activity oriented. Up to the class fifth the medium of instruction should be in mother tongue. This will help to remove dichotomy of the dual language. There may be All India Teachers Services (AITS) that can provide better incentive and status so that quality people can be attracted towards the system.The educational content must be scientific in nature to stimulate growth – oriented outlook towards life.It is an important area in which school education can be upgraded. School Management Committees should be trained and involved in preparation of school development plan as this is one of the functions mandated for SMC by RTE Act 2009.Efforts should be made to improve the implementation of ICT in all Schools so as to make teachers and students ICT educated or at least literate. Computers and internet facility wherever available, need to be integrated with teaching-learning process. In 2013-14, 105000 students enrolled in IT education subject in classes IX to XII. It needs to be implemented at elementary stage. Enrolling the students in the nursery classes in all the Govt. Primary schools to increase the enrolment in the first grade. The H.P. Govt. should appoint ETT teachers in the Govt. primary schools to teach nursery classes.The State Govt. should take a positive initiative towards the better of education and status of Govt. elementary schools.Today best teachers are in Govt. schools but the students are those rejected by other schools. There is need to change the attitude of the parents towards Govt. schools.The teachers of the Govt. schools need to strengthen the rapport of the Govt. elementary schools by highlighting their teaching activities and innovations through media. Thus, by taking some steps on these suggestions the level of schools and students will hopefully enhance. It is a collaborative effort and all have to work in the

right direction to improve the quality and standard of elementary school education in the hilly State.

CONCLUSION

The H.P. Govt. is responsible for providing free and compulsory quality education to each and every child up to the 8th standard irrespective of class and gender. It has paved the way for building a strong, literate and empowered youth of the State. Its aim is to allow children to learn about and master their natural environment and surroundings in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that provides children an opportunity to work for each other's well being rather than to permit mere selfish pursuits. I found in the study that the State is performing better in various areas like implementation of CCE, medical check-up of the students, pupil-teacher ratio and taking achievement test at elementary level uniformly. But, in some aspects we teachers have to work hard along with the community to give praiseworthy output. However, the state's Endeavour to improve school education has not been fulfilled mainly due to paucity of funds. On the other hand, there are many problems faced in school level education which can be solved without involving much fund. The present study is an effort to take the attention of the authorities regarding this and expected to have some implications for this.

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EDITORIAL
INNOVATIONS IN PRE-SERVICE EDUCATION AND TRAINING OF SCHOOL TEACHERS

Sunil Behari Mohanty

INTRODUCTION

Innovations bring life into school education system. Innovation Unit (2015) listed following ten ideas for 21st century education: 1. Open up lessons; 2. Think outside the classroom box; 3. Get personal; 4. Tap into students' digital expertise; 5. Get real with projects; 6. Expect (and help) students to be teachers; 7. Help (and expect) teachers to be students; 8. Measure what matters; 9. Work with families, not just children; and 10. Power to the student. There have been efforts to measure innovations. OECD (2014, p. 16) reported that "There have been large increases in innovative pedagogic practices across all countries covered in areas such as relating lessons to real life, higher order skills, data and text interpretation and personalisation of teaching." This study covered innovations in respect of following areas: 1. Teaching styles; 2. Instructional practices; 3. Class organization; 4. Methods of assessment used in classrooms; 5. Use of textbooks in the classroom; 6. Availability of computers and the internet in the classroom; 7. 11. Use of computers in the classroom; 8. Provision of special education in schools; 9. Extent of teacher collaboration in schools; 10. Feedback mechanisms in schools; and 11.Evaluation and hiring in schools.

Edge and Mann (2013), in their edited volume for British Council related to an international scenario of innovations in pre-service education and training for English language teachers, covered innovations such as 1. Providing 'the spark' for reflection from a digital platform; 2 Formative assessment for a pedagogy of success; 3 IMMERSE: an institutional approach to pre - and early-service teacher development; 4. Borrowing the use of ethnographic notes from the social sciences for classroom observation in central Mexico; 5. Fostering collaborative conversations between pre-service trainees and serving teachers through supervisory role plays; 6. Cultivating expertise in materials design in pre-service English teacher education; 7. Communication skills: a blended learning approach for pre-service teachers; 8. Top Tips: a model for participant-led, shared learning; 9. A course on continuing professional development; 10. A shadowing experience for TEFL student teachers; 11. iCorpus: making corpora meaningful for pre-service teacher education; 12. Using the European Portfolio for Student Teachers of Languages (EPOSTL) to scaffold reflective teacher learning in English language teacher education; 13. Beyond theory and practice: introducing praxis in pre-service language teacher education; and 14. 'Being there?': comparing synchronous and recorded online instruction for language teachers.

INNOVATIONS IN PRE-SERVICE EDUCATION AND TRAINING OF TEACHERS IN INDIA

Nations provide initial teacher training programmes at pre-service stage, to make trainees acquire appropriate knowledge, understanding, skills, and if possible, develop suitable attitudes and values. Since more than a decade, Governments of United Kingdom and United States have permitted suitable schools and school systems to select and train their own teachers,

in spite of opposition from university experts. As no study has reported that school based training is inferior than university based training, there has been no compelling reason for withdrawing this provision.

In India, there are many innovative schools and innovative school systems such as Saraswati Sishu Mandirs, etc. which have the ability to train teachers. There are residential Public Schools, which are private and their teachers play many roles, which are not taken care of by the available teacher training programmes. There may be a necessity for MHRD officials to make a study of school based teacher training system, introduced by their counterparts in UK and US as an alternative to university based teacher training system, and explore possibility of having such a system in India so as to make university teacher training system have a befitting challenge to improve. In fact, certain heads of schools are Ph. D. (Education) and may be more competent than heads of conventional teacher training institutions. Recently, such a head of an English medium school conducted efficiently a national level conference on ECCE. Why then not to allow competent schools and school groups systems to have their own teacher training programme and if required rules be modified to allow teachers trained in such manner to appear at teacher eligibility tests?

Five main aspects of quality of an initial teacher training programme are: quality of teacher trainers; quality of teacher trainees; quality of teacher training curricula; quality and quantity of material resources for imparting training; and quality of involvement of the school system.

QUALITY OF TEACHER TRAINERS

States differed in deciding minimum qualification of a Lecturer in Education. Today, there are Professors of Education with following basic qualifications :(a) B. A. / B. Sc. and M. Ed. and Ph.D. (Education); (b) M. A. (Education) and Ph. D. (Education); (c) M.A. / M. Sc. and Ph. D.

in a subject other than Education and without M.Ed./ M.A. (Education); and (d) M. A. / M. Sc. and M. Ed. and Ph. D. (Education). Today, majority of professors of Education belong to 'd' category and are two years junior in service than professors belonging to other categories in Education subject as well as their counter parts in other subjects. During academic deliberations, no difference is found among these four categories of professors of Education. Why then to insist on M.Ed. degree? During MHRD directed NCTE team visit, it was found that Himachal Pradesh's Govt. College of Teacher Education at Dharamashala, supported by the Central Government as a CTE was recognised by NCTE, although majority of its faculty including the principal did not have a B.Ed. Degree. The principal told the visiting team (editor was a member of the team) that lack of B.Ed. degree for majority of faculty or of principal did not affect the performance of students at B. Ed. Exam. The visiting team also found that certain CTEs and IASEs in Madhya Pradesh and Punjab States were supported by MHRD and recognised by NCTE, although their principals did not have even a B.Ed. Degree. If NCTE could recognise such colleges for running B.Ed. programmes, why then to have B. Ed. / M. Ed. Degree essential for a faculty of a teacher training programme? Lifelong learning skill is essential for a teacher trainer. This year, in a seminar organised by one university college of education, participants were asked to mention the text mentioned under article 45 of Directive Principles of the Constitution of India on a piece of paper. All participants failed to mention ECCE, unaware of 86th Amendment. This result was also found in case of a paper writing workshop in a teacher training college. A few years ago, during a paper writing workshop conducted in a central university no participant with M. Ed. or M. A. (Education) could correctly state the said article, whereas a participant from a non-Education subject could state it correctly. Can such teacher trainers, who are not aware of such developments in school system, instil lifelong learning skills in teacher trainees? If the current policy of two-year B.Ed. and two-year M.Ed. started this year continues, after four years, an individual eligible to work as a lecturer to teach science method in a B. Ed. class must have spent SIX years after graduation (2 years M.Sc.+ 2 years B.Ed. +2 years M. Ed), whereas his/her more talented peers at degree stage, who did not opt for B.Ed., could become eligible to teach that science subject to graduates after two years, after completing their B.Sc. Hence, now less talented will opt for becoming a Lecturer in

Education to teach methodology of a subject. Conventional teacher training institutions have been trying out certain innovations. Innovations in respect of school experience to faculty include (a) Heads and faculty taking a few classes in schools, (b) Observing classes of school teachers and giving them feedback; (c) Making faculty observe classroom teaching skills of peers; and (d) Survey of school situation by faculty members of teacher training institutions.

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QUALITY OF TEACHER TRAINEES

An individual with two-year B.Ed. Degree, takes at least FIVE years after his/her passing Higher Secondary(+2) examination. An individual with Four Year Integrated B.A. / B.Sc. & B.Ed. degree, takes at least FOUR years after Higher Secondary (+2) examination. As trained graduate teachers having passed Four Year Integrated B.A. / B.Sc. & B.Ed. degree or Two-year B.Ed. Degree get same scale of pay, a more talented will opt for Four Year integrated course and in due course two year B.Ed. Courses will continue with the process of having reduced intake and also low quality intake than found in case of integrated courses. Last year, in a meeting of teachers of a school 'international' included in its name, when teachers were asked to divide 403 by 4, no one could have 100.75 as the result. Similar results were also found in case of a group of primary school inspectors of a state B and teachers of States C and D.

Content knowledge plays a crucial role in determining level of quality of a teacher trainee. Conventional degree in a subject may not be adequate to teach a subject at school stage. For instance, a Graduate with Physics , Chemistry and Mathematics have to teach topics related to Biology, Earth science, Astronomy, etc. as part of General Science curriculum at school stage. Hence, certain teacher training institutions have introduced innovations such as content knowledge test and imparting appropriate subject knowledge to candidates found deficient. They also test the relevant content knowledge before the students are sent to schools for internship.

QUALITY OF TEACHER TRAINING CURRICULA

In case of initial teacher training for primary school teaching, there are two types of programmes- Two year Diploma course and B. El. Ed. course, which admit students having passed at least higher secondary. For secondary school teaching, two programmes are Four year integrated courses and two year B. Ed. courses. Minimum qualification for admission for four year integrated courses is a pass in a higher secondary examination (18 years old), whereas, minimum qualification for admission in a B.Ed. course is a degree (21 years old). Moulding of value pattern or attitude towards teaching profession may be better in case of adolescents in integrated courses than it is possible in case of adults in B.Ed. courses. However, in most of the B.Ed. courses, there is provision for morning assemblies and a number of co-curricular activities, which may not be there in case of four year integrated courses. Innovations are essential for improving quality of teacher training curricula. A few areas in which innovations may be thought of are listed here. Individual differences among teacher trainees necessitate to have flexibility in teacher training curricula to suit to needs of individual teacher trainees, depending on their past teaching experiences, expertise in using specific teaching aids, etc.. Constitution of India lists certain groups as SC or ST and directs the government to make special provision for education of children from such communities. Identified rural talented children at the age of 11, join special residential schools known as *Jawahar Navodaya Vidyalayas*. Innovations are necessary to suggest effective strategies for teaching gifted students and also students admitted under quota system, who are not academically as capable as their peers, who have been selected on merit. Students from rich families, studying in high fee charging schools have more facilities for self-learning, because of home environment enriched by Internet and other self-learning resources. Researches are necessary to develop skills in teacher trainees to handle learning skills of such students. Students coming from poor families may be deprived of adequate home feedback or may be frequent

absentees in schools, due to their family obligations. Training programmes need to make trainees adopt appropriate strategies including teaching skills for supervised study in school hours. Year-round schools are found in certain developed countries to facilitate better learning in students. Sri Aurobindo International Centre of Education at Puducherry provides year-round schooling for physical education. Training programmes may need to introduce innovations to make teacher trainees develop appropriate skills to effectively work in schools that provide year-round training in physical education and recently introduced yoga education and also year-round support to under achievers and as well as to gifted students. Certain attributes such as personal autonomy, morality, teaching aptitude, attitude towards teaching profession, love for students, creativity, resourcefulness, flexibility, etc. are essential for effective functioning of a teacher. Teacher training institutions vary in providing innovations to develop social and emotional and communication skills of their teacher trainees some of these are: (a) Having morning assemblies at the starting of the day's work - all human resources joining; (b) Singing prayers from various religions in morning assemblies; and (c) School heads and school supervisors giving talks on their work. Innovations related to training of teacher trainees in delivery of lessons include (a) Prior distribution of copies of demonstration lesson plans and getting written feedback, (b) Delivering a number of demonstration lessons in each subject so as to cover all methods of teaching a subject; (c) Covering method theory before student teachers are sent to schools, (d) Delivery of demonstration lesson in the school classroom; (e) Method of Teaching wise weekly discussion on school experience; and (f) Teachers distributing copies of lesson notes giving list of references including page numbers. Innovations related to developing skills in teacher trainees include (a) Teacher trainees observing classroom teaching of regular school teachers and discussing observations; (b) Teacher trainees observing classroom teaching of their peers; (c) Training in preparing maps

using epidiascope by projecting maps / pictures in books on the chart on the wall; (d) Non-writing of application questions on black board cloth; (e) Training in individual skills of teaching; (f) Full time presence of the student teacher at the school during block practice teaching; and (g) Delivering practice teaching lessons as per school scheme of work.

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QUALITY AND QUANTITY OF MATERIAL RESOURCES FOR IMPARTING TRAINING

Innovations in respect of quality and quantity of material resources for imparting training include: (a) Providing playground and other physical education facilities, available at a distance, on payment, accessed by institution arranged transport; (b) Providing Internet facilities and a computer lab; (c) Digitalisation of library catalogue; (d) Keeping library open one hour before the regular class starts; (e) Having open access system in library; (f) Having facilities of reading room; (g) Having a special room for teaching aids preparation; (g) Making faculty preparing topic wise index of publications in the library; and (h) Procuring teaching aids including films, film strips, charts, photographs, posters etc. from government departments, NCERT, RIEs and also from embassies and consulates.

QUALITY OF INVOLVEMENT OF THE SCHOOL SYSTEM

Innovations relate to quality of involvement of the school system include (a) Making school teachers observe lessons of teacher trainees and giving feedback on a form supplied by the teacher training institution; (b) Following school scheme of work and involving school teachers in student teaching; (c) Having pre and post internship discussion in the presence of school heads and school teachers; (d) Utilising teacher trainees to handle school classes in the sudden absence of a school teacher; (e)Supporting schools with teaching aids and publications; (f) Faculty members

of teacher training institutions teaching school students; (g) School heads and school teachers teaching certain topics to teacher trainees; and (h) School teachers (ex-trainees of the institution) narrating their experiences during their training to new teacher trainees;

CONCLUSION

Although Initial teacher training curricula of examining bodies do not provide scope for innovation as a curricular initiative, institutions and their faculty, if interested in experiencing JOY in their work have to be innovative, within the limitations of the prescribed curricula.

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SCHOOL EDUCATION OF TRIPURA

Subhash Sarkar

INTRODUCTION

The State Government of Tripura has attached highest priority to education since it attained the statehood in 1972. The state of Tripura has been spending 12-14 per cent of its annual budget for school education subsector. The "Right to Children to Free and Compulsory Education Act, 2009" has come into effect from April, 2010 to provide free and compulsory education to children in the age group of 6 to 14 in a neighbourhood school in Tripura. So it is very much important to study and analyse the present status of school education in Tripura and specify the limitations and provable measures and suggestions for improving the overall scenario in school education in Tripura. The present study has shown the present status and what will be the best for the future of school education in Tripura.

BRIEF HISTORY OF SCHOOL EDUCATION IN TRIPURA

Tripura is located in the North Eastern part of India having national and international border with Assam, Mizoram, and neighbouring country Bangladesh. Tripura is the 3rd smallest state in India in terms of geographical location with total land area of 10492 square Kms. For a long period Tripura was a princely state and ruled by the rulers of Manikya dynasty. The state merged with the Indian Union on 15th October, 1949. The rulers of Tripura wanted to modernise their state through educational modernisation. But, the process of modernisation was started from the last quarter of 19th century. Many schools, like primary, secondary and higher secondary schools were established during

that short span of time. The Government of Tripura has taken important steps to develop the educational set up. A free and compulsory education is provided for the students in the age group of 6 to 14 years. The education imparted in the Schools of Tripura is divided into 4 stages like primary stage which comprises of Classes I-V, upper primary stage VI – VIII, secondary stage IX – X and higher secondary state XI – XII. Department of Education, Government of Tripura was established with an aim to enhance the academic scenario of the state and it looks after all the educational systems at various levels in Tripura. But later, the department of education was further divided into Education (school), Education (higher), Technical Education and Social welfare and Social Education Department. Directorate of School Education also run the elementary education, secondary education, physical education, teacher training institution (e.g. BT College, IASE, College of Teacher Education), SCERT, DIET, Madrasa etc. and some pre-university education (e.g. degree or diploma courses) run by the Directorate of Higher Education and Technical Education. Different kinds of schools were established in the state of Tripura which include various Government as well as private school. In addition, various religious institutions also function in this state. The schools in Tripura are affiliated to Tripura Board of Secondary Education (TBSE) or Central Board of Secondary Education (CBSE) and some are affiliated to Council for the Indian School Certificate Examinations (CISCE).

Table – 1
Stages of School Education in the State of Tripura

SL No.	Stage	Class	Minimum Age for this stage	Medium of Instruction
1	Pre-Primary /Anganwadi /Nursery	Before Class I	3 years to 5 years	Bengali & English
2	Primary	Classes I to V	6 years to 10 years	Bengali, English & Hindi

3	Upper Primary	Classes VI to VIII	11 year to 14 years	Bengali, English & Hindi
4	Madhyamik or Secondary	Classes IX to X	15 year to 16 years	Bengali, English & Hindi
5	H.S (+2 Stage) or Higher Secondary	Classes XI to XII	17 year to 18 years	Bengali, English & Hindi

Source: Director of School Education

Director of school education of Tripura is responsible for overall activities from Pre-Primary to Higher Secondary stage, which includes arrangement of funds or grants for running schools, maintenance of infrastructure, control over school managing committees, recruitment of teachers andnon-teaching staffs, organizing teacher training programmes, sanctioning and disbursement of students stipends and scholarship etc.

STATUS OF SCHOOL EDUCATION IN TRIPURA

Table – 2
Number of Schools Stage Wise (2013-14)

Anganwadi	ICDS Project	Elementary		High School / Secondary	Higher Secondary
		Primary	Upper Primary		
9911	56	2417	1270	581	383

Source: Director of School Education website
(http://schooleducation.tripura.gov.in/ListOS.htm
http://indiawater.gov.in/IMISWeb/Reports/EntryStatus/Rep_EntryStatusOfTargetsSchools_S.aspx,2014.

There are 9911 Anganwadi centres which impart free pre-primary (3 to 6 years) child foundation education in Tripura under 56 ICDS Projects of Social Welfare Department. Total numbers of

schools in Tripura are 4651 and out of these Primary Schools are 2417, Upper Primary Schools are 1270, High Schools or Secondary Schools are 581 and Higher Secondary Schools are 383. There are 129 Madrasa Schools but there is no Sanskrit Schools in Tripura.

Types of Schools and Classes Taught

Table – 3
Types of Schools (Management- wise) and Classes Taught

Type of School	State Govt. anaged	TTAAD C Managed	Tribal/ Social Welfare Dept.	Sports Dept.	Private Aided	Aided Madrassa
Primary	766	1493	3	0	10	40
SB	970	221	1	0	4	6
U.Pry. Only	0	0	2	0	0	0
High	524	0	0	0	6	2
HS	323	1	5	1	28	3
Total Schools	2583	1715	11	1	48	51

Type of School	Private Un-aided	SPQEM	Central Govt School like KVS	Unrecognized	Total School
Primary	115	126	1	10	2564
SB	64	3	1	1	1271
U.Pry. Only	0	0	0	0	2
High	40	0	2	0	574
HS	19	0	9	0	389

Total Schools	238	129	13	11	4800

Source: U-Dise 2013-14. Base date 30th September 2013

As per table 3 it is found that there are only 13 numbers of Central Government Schools like KVS functioning in the state of Tripura. Majority of the schools (primary to higher secondary) are run by the State Government and are the main provider of school education. There are 1715 schools which is run by the TTAADC Management. Under SSA and RMSA new schools are going to be started in Tripura which will be model schools in this state as well as for the nation.

Following tables give pictures of various aspects of school education in Tripura.

Table – 4
Status of School educational facilities in the existing (eight) Districts in 2013-14

Type of School	West	Sepahijala	Khowai	Gomati	south	Dhalai	Unakoti	North	Total
JB	307	263	265	295	345	543	178	227	2423
S.B	153	147	122	176	158	242	81	152	1231
High	98	92	61	74	101	59	43	62	590
H.S	103	52	35	41	55	29	30	39	384
Total	661	554	483	586	659	873	332	480	4628

Source: - Education (School) Department, Tripura.

Table – 5
District wise enrolment position during the year 2013-14

District	Primary (I-V)		Middle (V-VIII)	
	Total	Girls	Total	Girls
West	79452	38922	45743	22620

south	45184	22279	25401	12275
Dhalai	54115	26386	22661	10444
North	46367	22786	22916	11496
Sepahijala	52676	25621	28213	14049
Khowai	29762	14729	17366	8517
Gomati	45052	21996	24236	11944
Unakoti	33922	16763	17164	8462
Total	386530	189482	203700	99807

District	**Secondary (IX-X)**		**Higher Sec (XI-XII)**		**Total**	
	Total	Girls	Total	Girls	Total	Girls
West	35389	17611	17105	7877	177689	87030
south	18154	8461	6801	2706	95540	45721
Dhalai	14488	6550	4014	1726	95278	45106
North	14591	7650	4458	2065	88332	43997
Sepahijala	21515	10779	7682	3077	110086	53526
Khowai	13662	6629	4260	1808	65050	31683
Gomati	17531	8304	5928	2432	92747	44676
Unakoti	11773	6100	3581	1616	66440	32941
Total	147103	72084	53829	23307	791162	384680

Source: - Education (School) Department, Tripura.

Table – 6
District wise status of the teachers during 2013-14 in the State.

District	**Primary (I-V)**		**Middle (V-VIII)**	
	Total	**Female**	**Total**	**Female**
Dhalai	2459	630	1434	326

Gomati	2548	587	1466	302
Khowai	2646	680	1498	397
North	1625	497	1301	317
Sepahijala	2591	577	1915	367
South	2146	428	1577	247
Unakuti	1172	438	840	251
West	4540	1829	2770	1276
State Total	19727	5666	12801	3483

District	Secondary (IX-X)		Higher Sec (XI-XII)		Total	
	Total	Female	Total	Female	Total	Female
Dhalai	335	70	370	103	4638	1146
Gomati	607	128	536	161	5207	1198
Khowai	531	112	445	146	5120	1335
North	565	127	420	117	3916	1059
Sepahijala	691	108	667	213	5864	1265
South	646	91	715	106	5115	885
Unakuti	302	73	389	129	2703	891
West	1306	572	1796	999	10412	4676
State Total	4983	1281	5338	1974	42975	12455

Source: - Education (School) Department, Tripura.

Table – 7
District wise Facilities

Type of facility	West	Sepahijala	Khowai	Gomati
Drinking water	623	567	449	545

Boy toilet	634	538	417	598
Girls toilet	659	443	420	598
Electricity	297	178	129	164
Play ground	510	388	345	356
Ramps	313	233	291	418
Library	173	125	114	97

Type of facility	**South**	**Dhalai**	**Unakoti**	**North**	**Total**
Drinking water	609	659	313	439	4204
Boy toilet	660	873	310	474	4504
Girls toilet	661	875	286	471	4413
Electricity	144	133	79	149	1273
Play ground	531	398	159	218	2905
Ramps	531	237	180	178	2381
Library	94	642	142	157	1544

Source: - Education (School) Department, Tripura.

Table – 8
Drop-out rate by districts during the year 2013-14

Name of District	**Primary stage (I-V)**			**Elementary stage (I-VIII)**		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**
West Tripura	3.52	3.10	3.31	5.19	5.68	5.44
South Tripura	1.73	1.36	1.54	3.98	4.14	4.06
Dhalai	3.42	3.41	3.42	8.19	9.36	8.75

North Tripura	4.60	5.45	5.01	14.10	8.96	11.54
Sepahijalla	0.85	0.97	0.91	7.62	5.48	6.53
Khowai	2.19	2.68	2.43	9.30	8.00	8.65
Gomati	4.19	3.53	3.86	8.43	7.09	7.78
Unakoti	1.50	1.86	1.68	6.98	3.10	5.05
Total	2.93	2.86	2.90	7.67	6.40	7.03

Table – 9
District wise number of schools having computer facility

Type of School	**West**	**Sepahijala**	**Khowai**	**Gomati**	**South**	**Dhalai**	**Unakoti**	**North**	**Total**
Primary	12	5	19	15	10	15	7	12	95
Senior Basic	16	5	7	10	7	8	3	6	62
High	49	28	22	26	20	13	15	36	209
H.S	83	41	31	38	42	26	30	37	328
Total	160	79	79	89	79	62	55	91	694

Source: Education (School) Department, Tripura. the year 2013-14.

Table – 10
District and type-wise number of higher secondary schools in Tripura during the year 2013-14 (excluding Madrassa)

Type of School	West	Sepahijala	Khowai	Gomati	South	Dhalai	Unakoti	North	Total
Science	67	23	12	16	27	14	15	15	189
Commerce	33	10	6	9	11	6	7	7	89
Arts	103	52	35	41	55	29	30	39	384

Source: Education (School) Department, Tripura.

Table – 11
District and type-wise total no. of English medium schools in Tripura during the year 2013-14

Type of School	West	Sepahijala	Khowai	Gomati	South	Dhalai	Unakoti	North	Total
J.B	10	6	8	13	4	9	10	11	71
S.B	5	2	4	5	2	4	0	4	26
High	11	2	4	6	8	5	2	11	49
H.S	20	3	2	3	1	3	3	3	38
Total	46	13	18	27	15	21	15	29	184

Source: Education (School) Department, Tripura.

Table – 12
Institutions for girls' by districts in Tripura 2013-14

Type of School	West	Sepahijala	Khowai	Gomati	South	Dhalai	Unakoti	North	Total
J.B	1	0	1	0	0	1	2	1	6
S.B	6	6	5	0	0	1	0	0	18
High	9	4	1	5	6	0	2	0	27
H.S	12	2	2	3	5	1	3	3	31
Total	28	12	9	8	11	3	7	4	82

Source: Education (School) Department, Tripura.

Table – 13
Status of management and type-wise number of Madrassa in the State during the year 2013-14

Type of School	West	Sepahijala	Khowai	Gomati	South	Dhalai	Unakoti	North	Total
Junior	28	64	2	14	4	3	33	21	169
Senior	0	4	0	1	0	0	0	1	6
High	0	2	0	0	0	0	0	0	2
Fazil	0	1	0	0	0	0	1	1	3
Total	28	71	2	15	4	3	34	23	180

Source: Education (School) Department, Tripura.

Education of Children with Special needs under Inclusive Education programme

Inclusive education in Sarva Shikha Abhiyan Scheme is very important programme for education of children with special needs facing critical physical challenges. Inclusive Education programme aims at providing education to these children in inclusive setup in the formal schools instead of special schools. The concept of implementation of inclusive education programme is perceived in SSA to ensure achieving the goal of Universalisation of elementary education. SSA lays prime importance to bring the CWSN under the coverage of education in the formal school system. Since inception of SSA scheme in the programme effectively and successfully for greater educational interest of CWSN who have been put into difficult circumstance in life due to ill luck or any other reasons what so over. Activities detailed below for the period up to the year 2013-14 include: (a) Formation of Resource Group: - Eight member Resource group have been Constituted at the State & District level; (b) Identification and enrolment of CWSN (- Every year during conduct of Household Survey, Comprehensive data regarding CWSN are collected from all Households. Even impairment wise detailed information is also collected in respect of each CWSN. After Identification, Special step are taken to enrol CWSN having mild disability in the formal schools as far as practicable. This is done during organisation of special enrolment programme of

Vidyalaya Cholo Abhiyan every year throughout the state. CWSN Identification up to the year 2013-14 → 4487 numbers student. CWSN enrolled up to the year 2013-14 → 3928 numbers student.; (c)Ramps were constructed to make 2681 schools barrier free up to 2013-14; (d)Training was given on special education to 1952 teachers up to 2013-14;(e) Home Based Education was given to 1353 CWSN having severe disability; (f)Escort Allowance was provided to 599 beneficiaries up to the year 2013-14; (g)Transport Allowance was provided to 97 beneficiaries up to the year 2013-14; (h) 106 Assessment Camp was organised up to the year 2013-14; (i) 3402 Aids and Appliances provided up to the year 2013-14; and (j) 56 IE Nodal schools were established up to the year 2013-14.

Table – 14
Average Number of Classroom and Student – Classroom Ratio

State	Average Number of Classroom						Average Number of Classroom					
	Primary Schools			All Schools			All Govt. Schools			All Private Schools		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-
Tripura	**3.5**	**3.7**	**3.7**	**5.2**	**5.0**	**4.8**	**5.0**	**4.8**	**4.7**	**9.7**	**8.4**	**6.7**
All States	**3.3**	**3.5**	**3.5**	**4.7**	**4.6**	**4.8**	**3.8**	**3.8**	**4.0**	**7.9**	**7.1**	**7.8**

State	Average Student – Classroom Ratio					
	Primary Schools			All Schools		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Tripura	**15**	**14**	**14**	**26**	**26**	**26**

All States	**30**	**27**	**25**	**30**	**29**	**28**

Source: www.dise.in>publication2013-14,flashbook

The average number of classroom in primary schools of Tripura is more than the national average (2013-14). In the year 2013-14 average number of classroom all Government schools in Tripura also higher than national average. National average is 4.00 whereas Tripura is 4.7. Average student classroom ratio in primary school in Tripura (2013-14) is 14, but national average is 25. So it means Tripura is below average in comparison to national level.

Table – 15
Density of Schools per 10 Sq. Km, Ratio of Primary to Upper Primary, and Average No. of instructional days

State	Density of School per 10 Sq. Km						Ratio of Primary to Upper Primary Schools		
	Primary Schools			Upper Primary Schools					
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Tripura	**4.22**	**4.45**	**4.50**	**2.08**	**2.11**	**2.13**	**2.03**	**2.11**	**2.11**
All States	**3.55**	**3.62**	**3.66**	**1.71**	**1.76**	**1.80**	**2.07**	**2.06**	**2.04**

State	Average Number of instructional Day (In previous Academic Year		% of Primary only school with less than 200 Working Days (Govt. & Aided Management)	% of upper primary school with less than 220 working Days (Govt. & Aided Management)	% of School Approachable by All Weather Road	
	Primary Level	Upper Primary Level	2013-14		2012-13	2013-14
Tripura	**237**	**220**	**2.68**	**12.44**	**79.81**	**78.25**
All States	**224**	**225**	**4.90**	**24.91**	**87.47**	**89.12**

Source: www.dise.in>publication2013-14,flashbook

The density of school per 10 Sq. Km in primary level (2013-14) is 4.50 and upper primary school (2013-14) is 2.13, which is higher than the national level. Average number of instructional days in the academic year 2012-13, at primary level was 237 days which was higher than national level. But in upper primary level figure was 220 days, whereas national level was 225 days. 2.68% of primary schools in Tripura are found with less than 200 working days where as in all India level is 4.90. So Tripura is better than national level in case of less than 200 working days. In case of percentage of upper primary school with less than 220 working days Tripura is 12.44% but all India level is 24.91%. So it is also better than national level.

Table – 16
Percentage of Special School, Number of Government School opened during the year 2002 to 2014, Primary and Upper Primary School per thousand child populations (6 to 14)

State	% of Special School		Number of Primary Schools under DISE			Number of Govt. Schools opened during the period 2002-03 to 2013-14	
	Primary Schools	All Schools				Primary Schools	Upper Primary Schools
	2013-14		2011-12	2012-13	2013-14		
Tripura	**0.31**	**0.38**	**2317**	**2535**	**2564**	**1311**	**85**
All States	**0.88**	**1.05**	**842481**	**853870**	**858916**	**162849**	**77227**

State	Primary Schools per thousand child population (6 to 11 year)			Upper Primary Schools per thousand child population (11 to 14 year)		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Tripura	**14**	**15**	**14**	**10**	**10**	**13**
All States	**10**	**10**	**9**	**8**	**8**	**8**

Source: www.dise.in>publication2013-14,flashbook

Table 16 shows that percentage of special school for CWSN in primary level (2013-14) is 0.31 and including all school is 0.38 are quite low as compared to the national percentage. 1311 numbers of primary schools and 85 numbers of upper primary school was opened during the period of the year 2002-2014. In the year 2012-13, 15 numbers of primary school per thousand population 6 to 11 years are found which is better than national level.

In the year 2013-14, 14 primary school per thousand child population 6 to 11 years are found which is higher than national level. In compare to Tripura and national level regarding upper primary school per thousand child population (11 to 14 years), Tripura is higher than national level.

Table – 17
Percentage of Schools Constituted SMC, Opened Bank Account, School Development Plan, Special Training, Implemented CCE and Arranged Medical Check-up

State	% of Schools Constituted SMC (Govt. & Aided Management)	% of Schools with SMC having Opened Bank Account (Govt. & Aided Management)	% of school having constituted SMC & Prepared School Development Plan (Govt. & Aided Management)

	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Tripura	**97.60**	**99.11**	**43.04**	**55.17**	**68.06**	**71.98**
Tripura	**88.37**	**91.08**	**94.25**	**95.83**	**80.79**	**83.65**

State	% of children provided Special Training in previous year (Govt. Management)	% of school where CCE is Implemented		% of School Arranged Medical Check-up during previous Academic Year	
		Primary Schools	All Schools	Primary Schools	All Schools
	2013-14	2013-14		2013-14	
Tripura	**45.10**	**4.10**	**3.98**	**29.91**	**38.56**
Tripura	**36.08**	**81.91**	**80.62**	**60.67**	**63.33**

In terms of percentage of school constituted SMC (Government & Aided management), Tripura is better than of most other states of the country. However, the percentage of schools having constituted SMC and prepare school development plan (Government and Aided management) is much less than of the national average. 45.10% of children provided special training in the year of 2013-14 which is better than national level.In case of CCE, only 4.1% primary school is implemented continuous and comprehensive evaluation system and 3.98 % all schools where CCE is implemented. But national level is very high in implemented CCE in primary school compare to Tripura state. Only little percentage of elementary school in Tripura having introduced CCE. Thus condition of school in the state regarding CCE is far from satisfactory. The percentages of schools that arrange medical check – up during 2013-14 are very low as compared to the national percentages for different stages of

education. Thus, the condition of schools in the state is very poor in regards to medical check-up.

Table – 18
Percentage of Single Teacher Schools, Percentage Enrolment in Single Teacher Schools

State	% Single – Teacher School						% Single Teacher Schools with 15 and more student						% Enrolment in Single Teacher Schools					
	Primary Schools			All Schools			Primary Schools			All Schools			Primary Schools			All Schools		
	2011-	2012-	2013-	2011-	2012-	2013-	2011-	2012-	2013-	2011-	2012-	2013-	2011-	2012-	2013-	2011-	2012-	2013-
Trip	2.98	2.60	3.71	1.58	1.39	2.02	2.68	2.33	3.12	1.42	1.24	1.71	2.64	2.05	2.74	0.53	0.44	0.64
All	10.8	11.7	11.4	8.31	8.65	8.32	9.34	10.0	9.67	7.18	8.72	7.15	6.30	6.83	7.00	3.77	3.79	3.68

Source: www.dise.in>publication2013-14,flashbook

In primary schools and all schools, the percentage of single – teacher schools (STS), the percentage of STS with 15 or more students and the percentage of enrolment in STS are all less than that of the percentage at the national level in 2011 to 2014. Thus, single – teacher school is less prevalent in Tripura when compared with other states of the country.

Table – 19
Percentage School having Drinking water facility, Boys and Girls Toilet

State	% School having Drinking water facility					
	Primary Schools			All Schools		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14

Tripura	**66.77**	**80.71**	**83.00**	**75.35**	**85.71**	**84.48**
All States	**93.15**	**93.73**	**94.09**	**94.45**	**94.87**	**95.31**

% Schools having Boys Toilet		**% Schools having Functional Boys Toilet**	**% Schools having Girls Toilet**		**% of Schools having Functional Girl's Toilet (All Schools) 2013-14**
Primary Schools	**All Schools**	**All Schools**	**Primary Schools**	**All Schools**	
2013-14			**2013-14**		
95.55	**94.22**	**95.59**	**85.22**	**86.79**	**95.90**
92.93	**94.45**	**92.67**	**80.85**	**84.83**	**91.62**

Source: www.dise.in>publication2013-14 flashbook

The percentage of primary schools having drinking water facility has come up from 83.00 in the year 2013-14, which was lower than the national average. The percentage of all school having drinking water facility has come up from 84.48 in the year 2013-14, which was below than the all India level. But it was found that every year the percentages are increasing. With regard to girls' toilet and boys' toilet, the position of primary schools and all schools in Tripura is much higher than the national level. 95.59 % school having functional boys' toilet and 95.90% school having functional girls' toilet, which is higher in comparison to all India level. The position of schools at each level is satisfactory in this regard.

Table – 20
Percentage School having Boundary Wall and Computer

State	**% School having Boundary Wall (All Schools)**			**% School having Functional Computer**
	2011-12	**2012-13**	**2013-14**	**2013-14**
Tripura	**13.75**	**18.19**	**16.94**	**58.32**

All States	**58.16**	**59.48**	**61.87**	**62.71**

State	% School having Computer						
	All Schools			Primary Schools		Upper Primary Schools	
	2011-12	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Tripura	**11.59**	**12.71**	**11.48**	**3.35**	**3.59**	**23.44**	**20.35**
All States	**20.53**	**22.09**	**23.30**	**8.69**	**9.25**	**41.96**	**43.75**

Source: www.dise.in>publication2013-14,flashbook

Compared to national level regarding percentage of school having boundary wall in Tripura state, the position of school at primary and upper primary all schools are not satisfactory. In the year 2011-12 only 13.75% schools having boundary wall, in the year 2012-13 only 18.19 per cent schools having boundary wall, in the year 2013-14 only 16.99% schools having boundary wall, which is much lower than that at the national level. The percentages of schools having computers are very low in primary and upper primary school. In the year 2013-14 only 3.59% primary schools and 20.35% upper primary schools having computer facility, but the percentage is lower than that at the all India level. Whereas the position of upper primary is better than the primary schools. From above table it is found that 58.32% school having functional computer whereas national level is 62.71%.

Table – 21
Percentage Schools having CAL Facility, Library, Ramp and Playground facility

State	% Schools having CAL Facilities	% Schools having Library		% Schools with playground facility (All School)
	Upper Primary	Primary	All	

	School		School	Schools		
	2012-13	2013-14	2013-14		2012-13	2013-14
Tripura	4.12	5.19	25.51	30.10	60.21	57.88
All States	19.10	22.18	72.39	76.13	56.58	58.05

State	% Schools having Ramp					
	Primary School			All Schools		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Tripura	51.06	70.09	32.26	56.34	76.19	48.57
All States	53.28	81.53	84.09	53.43	79.25	82.33

Source: www.dise.in>publication2013-14,flashbook

In the year 2012-13, only 4.12% and the year 2013-14, only 5.19% upper primary schools in Tripura had Computer Aided Learning (CAL) facility, but this percentage was lower than that of the all India level. In the year 2013-14, CAL facility at the national level was 22.18% and in the year 2012-13, it was 4.12 %. Primary schools and all schools are in poor position with regard to library facility in compared to all India level. Only 25.51% primary schools and 30.10% all schools had library where as national percentage was 72.39% and 76.13%. In the year 2013-14, only 32.26% primary schools and 48.57% all schools have RAMP facility in Tripura state but which is lower than the national percentages. Regarding playground facility, in the year 2012-13 only 80.21% schools were covered in Tripura which is higher than national level. But in the year 2013-14, 57.88% schools had playground facility, which is very near to national average.

Table – 22
Percentage Schools Providing Mil-day Meal, Text Books and Electricity Connection

State	% Schools Providing Mid-day Meal (Govt. &	% Schools Providing Mid-day Meal but not	% Govt. Management School Received

	Aided Management)		prepared in School Premises (Govt. & Aided Management		Text Books	
					Primary Schools	All Schools
	2012-13	2013-14	2012-13	2013-14	2013-14	
Tripura	97.91	99.04	2.75	2.08	87.71	89.23
All States	94.83	88.60	12.53	9.45	82.09	73.14

State	% Schools having Electricity Connection					
	Primary Schools	All Schools	Primary Schools	All Schools	Primary Schools	All Schools
	2011-12		2012-13		2013-14	
Tripura	3.28	15.79	9.35	19.81	11.19	23.42
All States	36.34	47.11	39.95	49.92	41.85	51.74

Source: www.dise.in>publication2013-14,flashbook

In the year 2012-13, 97.91% Government and aided management schools and in the year 2013-14, 99.04% Government and aided management schools in Tripura has been in a better position in respect of Mid-day meal facility. In the year 2013-14, 87.71% primary schools and 89.23% All Government schools received Text Books which is higher than national average.

During 2013-14, 11.19% primary schools and 23.42% all schools in Tripura had electricity connection but it was below than national level. The position of schools at each

level was not satisfactory during 2011 to 2014, regarding electricity connection.

Table 23
Average Annual Dropout Rate, Retention Rate and Gross Completion Rate

State	Average Annual Dropout Rate						
	Primary Level			Upper Primary Level			Elementary Level
	2012-13			2012-13			
	All	Boys	Girls	All	Boys	Girls	
Tripura	2.22	2.31	2.11	3.08	3.10	3.07	2.52
All States	4.67	4.68	4.66	3.11	2.30	4.01	4.17

State	Grade wise Dropout 2012 - 13				
	Grade-I	Grade-II	Grade-III	Grade-IV	Grade- V
Tripura	1.26	0.31	1.44	1.04	7.30
All States	4.83	2.28	3.58	3.49	9.47

State	Retention Rate at Primary Level (Grade –I to V)					Gross Completion Rate at Primary Level
	2012-13	2013-14	2013 - 14			
			SC	ST	Muslim	

Tripura	**80.70**	**79.99**	**86.31**	**64.41**	**-**	**111.57**
All States	**80.70**	**82.38**	**80.68**	**67.68**	**78.06**	**101.30**

Source: www.dise.in>publication 2013-14, flashbook

In primary level, average annual dropout rate for boys is 2.31% better than national level. Regarding average annual dropout rate in Tripura state is satisfactory in compare to national level.
The average annual dropout rate of upper primary level is also satisfactory in compare to national level.

In the year 2012-13, the Grade wise dropout rate is 1.26% in class –I, 0.31% in class – II, 1.44% in class – III, 1.04% in class – IV, 7.30% in class – V which is better in compare to national level.

In Tripura, 80.70% retention rate at primary level is found the year 2012-13, which is better than national average, but in the year 2013-14, 79.99% retention rate found in Primary level which is lower than All India Level. The gross completion rate at primary level is found 115.57% in Tripura, which is better than all India level.

Table -24
Percentage School with boundary wall and Drinking water facility in secondary and higher secondary

State	Percentage School with boundary wall			Percentage School with Drinking water facility		
	Secondary	Higher Secondary	All schools	Secondary	Higher Secondary	All schools
	2013-14	2013-14	2013-14	2013-14	2013-14	2013-14

Tripura	34.89	47.04	34.89	83.59	76.35	83.59
All India	82.80	88.73	83.01	98.08	98.75	98.04

Source: www.dise.in,flashstatistics,2013-14(secondary)

Compared to national level regarding percentage of school having boundary wall in Tripura State, the position of school at secondary and higher secondary are not satisfactory. In 2013-14, 34.89% secondary schools and 47.04% higher secondary school of Tripura having boundary wall, whereas All India percentage is 82.80% at secondary level and 88.73% at higher secondary level. The percentage of secondary and higher secondary schools having drinking water facility has come up from 83.59% and 76.35% in the year 2013-14, which was lower than the all India level.

Table – 25
Percentage School with separate Room for Head Master /Head Mistress and Secondary schools with integrated Science Library

State	Percentage School with Separate Room for Head master			Secondary schools with Integrated Science Library
	Secondary	Higher Secondary	All schools	2013-14
	2013-14	2013-14	2013-14	
Tripura	55.24	64.27	55.24	31.36
All India	72.64	78.65	72.19	42.10

Source: www.dise.in,flashstatistics,2013-14(secondary)

From above table it is found that in the year 2013-14, only 55.24% secondary schools and 64.27% higher secondary schools with separate room for head master, which is lower than compared to all India level. It is also found that only 31.36% secondary schools with integrated science library, but national percentage is 42.10%.

Table – 26
Percentage Schools with Electricity and Computers

State	Percentage Schools with Electricity			Percentage Schools with Computers		
	Secondary	Higher Secondary	All schools	Secondary	Higher Secondary	All schools
	2013-14	2013-14	2013-14	2013-14	2013-14	2013-14
Tripura	74.77	76.61	74.77	41.43	61.70	41.43
All India	86.25	91.56	86.46	62.15	65.58	60.58

Source: www.dise.in,flashstatistics,2013-14(secondary)

74.77% secondary schools and 76.61% higher secondary schools during the year 2013-14 having electricity connection but it is below than national level. The position of schools at each level is not satisfactory regarding electricity connection. From above table it is found that in the year 2013-14 only 41.43% secondary school and 61.70% higher secondary schools having computer facility, but this percentage is lower than that at the all India level. Whereas the position of higher secondary level is better than the secondary level.

Table -27
Percentage Schools with Librarian and Playground facility

State	Percentage Schools with Librarian			Percentage Schools with Playground facility		
	Secondary	Higher Secondary	All schools	Secondary	Higher Secondary	All schools
	2013-14	2013-14	2013-14	2013-14	2013-14	2013-14

Tripura	8.72	16.71	8.72	70.20	65.81	70.20
All India	17.60	28.83	18.36	76.61	78.89	76.49

Source: www.dise.in,flashstatistics,2013-14(secondary)

In the year 2013-14 it was found that only 8.72% secondary schools and 16.71% higher secondary schools with librarian whereas All India percentage were 17.60% at secondary level and 28.83 at higher secondary level. In the year 2013-14 70.20% secondary schools with playground facility in Tripura, which is very near to national level. Only 65.81% higher secondary schools having playground facility which is below in compare to All India level.

Table – 28
Percentage Schools with Boy's Toilet and Girl's Toilet

State	Percentage Schools with Boy's Toilet			Percentage Schools with Girl's Toilet		
	Secondary	Higher Secondary	All schools	Secondary	Higher Secondary	All schools
	2013-14	**2013-14**	**2013-14**	**2013-14**	**2013-14**	**2013-14**
Tripura	83.97	75.14	83.16	85.02	77.33	84.92
All India	90.73	94.46	90.34	95.57	95.56	94.96

Source: www.dise.in,flashstatistics,2013-14(secondary)

Regarding girl's toilet and boy's toilet, the position of secondary schools and higher secondary school in Tripura is not much higher than that at the All India level. 83.97% secondary schools with boy's toilet and 85.02% secondary schools with girl's toilet which is below in compare to All India level.

Table –29
Percentage schools with medical check-up and parent – teacher association

State	Percentage Schools with Medical Check-up			Percentage Schools with Parent-Teacher Association		
	Secondary	Higher Secondary	All schools	Secondary	Higher Secondary	All schools
	2013-14	**2013-14**	**2013-14**	**2013-14**	**2013-14**	**2013-14**
Tripura	48.60	43.44	48.60	85.46	86.38	85.46
All India	71.06	69.08	69.50	38.37	40.10	37.54

Source: www.dise.in,flashstatistics,2013-14(secondary)

The above table shows that the percentage of schools the arrange medical check-up during the year 2013-14 are very low as compared to the national percentages for secondary and higher secondary stage. Thus, the condition of schools in the state is very poor in regards to medical check-up. In terms of percentage schools with parent-teacher association Tripura is better than of the All India level. Regarding schools with parent teacher association is satisfactory in compare to All India level.

Table -30
Percentage Higher Secondary Schools with Separate Room for Laboratory

State	Percentage Higher Secondary Schools with Separate Room for Laboratory 2013-14								
	Physics			Chemistry			Biology		
	Percentage	Full Equipped	Partially Equipped	Percentage	Full Equipped	Partially Equipped	Percentage	Full Equipped	Partially Equipped
Tripura	31.36	36.07	52.46	31.62	35.77	52.03	30.33	36.44	51.69

All State	34.36	63.66	24.12	34.24	63.71	24.00	32.26	63.82	23.67

Source: www.dise.in,flashstatistics, 2013-14(secondary)

The above table shows that percentage higher secondary school with separate room for laboratory in the year 2013-14 is less than All India level. Only 31.36% higher secondary schools with separate room for physics laboratory. 31.77% higher secondary school with separate room for chemistry laboratory and 30.33% higher secondary schools with separate room for Biology Laboratory.

Table – 31
Percentage Teachers by Academic Qualification

State	Percentage Teachers by Academic Qualification 2013-14									
	Secondary					Higher Secondary				
	Below Graduation	Graduation	Post Graduation	M.Phil	Ph.D	Below Graduation	Graduation	Post Graduation	M.Phil	Ph.D
Tripura	0.92	76.63	21.99	0.32	0.14	0.17	1.97	96.84	0.66	0.37
All State	10.53	42.85	42.85	1.86	0.70	5.60	17.40	69.10	5.49	1.22

Source: www.dise.in,flashstatistics,2013-14(secondary)

Above table reveals that secondary schools of Tripura have 0.92% below graduate teacher, 76.36% graduate teacher, 21.99% post graduate teachers, 0.32 % M. Phil. and 0.14 % Ph.D. holder. In higher secondary level, 0.17% teachers are below graduate, 1.97% graduate teacher, 96.84% post graduate teachers, 0.66% and 0.37% teachers are M. Phil. and Ph.D. holder. Percentage of graduate teachers in secondary schools are higher than national

level and percentage of post graduate teachers in higher secondary schools are higher than national level.

Table – 32
Percentage Enrolment by Management (Secondary level)

State	Percentage Enrolment by Management (Secondary level) 2013-14									
	Department of education	Tribal/Social Welfare Department	Local Body	Private Aided	Private Unaided	Other Govt. Manage-ment	Central Govt.	Un recognised School	Recognised Madrasa	Un recognised Madrasa	Other Manag-ement
Tripura	89.94	0.31	0.00	4.89	3.62	0.04	0.99	0.00	0.12	0.10	0.00
All State	37.33	2.55	3.59	22.90	30.98	0.21	0.73	0.67	0.48	0.29	0.26

Source: www.dise.in,flashstatistics,2013-14(secondary)

Above table shows that percentage of enrolment by management in secondary level and it is found that Tripura is 89.94% while all India percentage is 37.33 in regards to Department of education. In Tripura enrolment percentage by Tribal / Social Welfare is 0.31 and All India level percentage is 2.55, which is so high comparison to Tripura State. In regards to Local Body, Unrecognised School, Other Management enrolment by management is 0 and Private Aided, Private Unaided, Other Government percentage is 4.89, 4.89, and 0.04 respectively whereas all India level percentage is so high.

Table – 33
Percentage Enrolment by Management (Higher Secondary level)

State	Percentage Enrolment by Management (Higher Secondary level) 2013-14										
	Department of education	Tribal/Social Welfare Department	Local Body	Private Aided	Private Unaided	Other Govt. Management	Central Govt.	Unrecognised School	Recognised Madrasa	Unrecognised Madrasa	Other Manage-ement
Tripura	80.22	0.55	0.00	12.90	3.89	0.01	2.16	0.00	0.11	0.15	0.00
All State	31.85	1.72	0.58	24.94	37.42	0.26	0.87	0.49	0.30	1.28	0.28

Source: www.dise.in,flashstatistics,2013-14(secondary)

Above table shows that percentage of enrolment by management in higher secondary level and it is found that Tripura is 80.22% while all India percentage is 31.85 in regards to Department of education. In Tripura enrolment percentage by Tribal / Social Welfare is 0.55 and All India level percentage is 1.72, which is so high comparison to Tripura State. In regards of Local Body, Unrecognised School, Other Management enrolment by management is 0 and Private Aided, Private Unaided, Other Government percentage is 12.9, 3.89, 0.01 respectively whereas all India level percentage is so high.

Table – 34
CWSN Enrolment

State	Grade wise CWSN Enrolment 2013-14				Percentage CWSN to total CWSN		Percentage CWSN to total Enrolment	
	Class IX	Class X	Class XI	Class XII	Secondary	Higher Secondary	Secondary	Higher Secondary
Tripura	353	229	65	66	12.55	2.83	0.40	0.24
All India	127859	99726	32260	28683	8.14	2.18	0.61	0.27

Source: www.dise.in,flashstatistics,2013-14(secondary)

Grade wise CWSN Enrolment in the year 2013-14 in Tripura is 353 in Class IX, 229 in Class X, 65 in Class XI, 66 in Class XII and percentage CWSN to total CWSN at Secondary level is 12.55 and in regards to Higher Secondary level 2.83 whereas all India level percentage is 8.12 at Secondary level and 2.18 at Higher Secondary level, so Tripura is better than all India level. In regards to percentage CWSN to total Enrolment is 0.40 at Secondary level and 0.24 at Higher Secondary level, whereas all India level 0.61 at Secondary level and 0.27, national level is higher than the Tripura State.

Table – 35
Enrolment by stream at Higher Secondary Level

State	Enrolment by Stream at Higher Secondary Level 2013-14									
	Arts		Science		Commerce		Vocational Stream		Other Stream	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

Tripura	21454	18448	5276	3040	2004	322	16	0	0	0
All State	3584396	4032762	3239654	2181385	1363348	1084954	291137	187642	105803	62740

Source: www.dise.in,flashstatistics,2013-14(secondary)

Enrolment of boys and girls by various Stream like Arts, Science, Commerce, Vocational Stream and other Streams at Higher Secondary level in the year 2013-14 in Tripura is 21454 Boys and 18448 Girls for Arts while National level 3584396 Boys and 4032762 Girls, In regards to Science Boys enrolment is 5276 and Girls is 3040 and National level is 3239654 Boys and 2181385 is Girls. In regards to Commerce in Tripura enrolment of Boys is 2004 and Girls is 322 while all India level is 1363348 Boys and 1084954 Girls. But in Tripura enrolment of Vocational Stream is far from satisfactory level, it is found that only 16 Boys are enrol in Vocational Stream and there are no Boys and Girls for other stream while all India level it is found that 291137 Boys and 187642 Girls for Vocational Stream and 105803 Boys and 62740 Girls for Other Stream

Table – 36
Enrolment Ratio

State	Gross Enrolment Ratio				Net Enrolment Ratio			
	Secondary level		Higher Secondary level		Secondary level		Higher Secondary level	
	Boys 2013-14	Girls 2013-14	Boys 2013-14	Girls 2013-14	Boys 2013-14	Girls 2013-14	Boys 2013-14	Girls 2013-14

Tripura	117.14	116.87	44.79	36.85	88.00	87.91	31.90	26.17
All India	76.80	76.47	52.77	51.58	45.53	45.74	30.25	30.62

Source: www.dise.in,flashstatistics,2013-14(secondary)

In the year 2013-14 Gross Enrolment Ratio at Secondary level at Tripura is 117.14 for Boys and 116.87 for Girls while all India level is 76.80 Boys and 76.47, so Tripura is higher than all India level for Enrolment Ratio at Secondary level during the year 2013-14. In Higher Secondary level Gross Enrolment Ratio in Tripura is 44.79 for Boys and 36.85 for Girls whereas All India level is 52.77 for Boys and 51.58 for Girls. So all India level Gross Enrolment Ratio at Higher Secondary level is quite high. In regards to Net Enrolment Ratio in the year 2013-14 in Tripura at Secondary level 88.00 Boys and 87.91 Girls which is higher than all India level (45.53 Boys and 45.74 Girls in all India level) and in respect to Higher Secondary level in Tripura Boys 31.90 and 26.17 Girls while all India level 30.25 Boys and 30.62 Girls.

Table – 37
Average Repetition Rate and Average Annual Dropout Rate

Tripura	**Average Repetition Rate 2012-13**				**Average Annual Dropout Rate 2012-13**			
	Secondary level		**Higher Secondary level**		**Secondary level**		**Higher Secondary level**	
	Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
	18.86	20.26	6.05	4.44	24.09	26.99	8.40	9.49
All India	3.49	3.36	2.24	1.85	14.54	14.54	-	-

Source: www.dise.in,flashstatistics,2013-14(secondary)

Average Repetition Rate during the year 2012-13 at Secondary level in Tripura 18.86 for Boys and 20.26 for Girls while all India level is so low that means 3.49 for Boy and 3.36 for Girls whereas at Higher Secondary level in Tripura 6.05 for Boys and 4.44 for Girls and all India level 2.24 for Boys and 1.85 for Girls which is also lower than the Average Repetition Rate of Tripura. In respect to Average Annual Dropout Rate in the year 2012-13 it is found that at Secondary level in Tripura 24.09 for Boy and 26.99 for Girls while all India level is 14.54 for Boys and 14.54 for Girls, it is higher than the All India level.

MAJOR WEAKNESS OF SCHOOL EDUCATION IN TRIPURA

In the present study the following weaknesses have been identified in school education of Tripura:

1. Average student classroom ratio in primary school in Tripura (2013-14) is 1.4, but national average is 25. So it means Tripura is below the average in comparison to national level.
2. The percentage of school having constituted SMC and school development plan (Government and Aided management) is much less than of the national average.
3. Regarding CCE, only 4.1% of primary school has implemented continuous and comprehensive evaluation system (and 3.98 % all schools) where CCE is implemented. But national level is very high in implemented CCE in primary school. It is found in above table No.17 only little percentage of elementary school in Tripura having introduced CCE. Thus condition of school in the state regarding CCE is far from satisfactory.
4. The percentages of schools that arrange medical check – up during the year 2013-14 are very low as compared to the national percentages for different stages of education. Thus, the performance of schools in the state is very poor with regards to medical check – up in comparison to all India level.
5. The percentage of primary schools having drinking water facility was 83.00 in the year 2013-14, which was lower than the

national average. The percentage of all school having drinking water facility has come up to 84.48 in 2013-14 which was also below than the all India level.

6. The percentage of schools having computers is very low among Primary and Upper Primary Schools. In the year 2013-14 only 3.59% primary schools and 20.35% upper primary schools were having computer facility, which is lower than the all India level. 58.32% schools are having functional computers whereas in national level the percentage is 62.71%.

7. In the year 2012-13 only 4.12% and 2013-14 only 5.19% upper primary schools in Tripura have Computer Aided Learning (CAL) facility, but this percentage is lower than that in the all India level. In the year 2013-14 the percentage in national level was 22.18% and in 2012-13 is 4.12 % with regard to CAL Facility.

8. Primary schools and all schools are in a much worse position with regard to library facility in comparison to all India level. Only 25.51% primary schools and only 30.10% all schools have library, whereas national percentage is 72.39% and 76.13%.

9. 11.19% primary schools and 23.42% all schools in Tripura during the year 2013-14 were having electricity connection but it is below than national level. The position of schools at each level is not satisfactory during the year 2011 to 2014, regarding electricity connection.

10. There is no school service commission for recruitment of quality trained teacher.

11. Most of the teacher (56%) of school education of Tripura are untrained and they have no basic idea about teacher education or training related different skills and competencies.

12. In Schools of Tripura there is lack of opportunity for ICT, smart class and EDUSET.

13. Approximately 10% of the girls are not enrolling in schools because they are engaged in house-keeping of their family.

14. A majority of children are not registering their names due to the involvement in earning by securing job facilities.

15. There are other causes such as child-labour, lack of teacher's attention on children enrolled in school, disinterest of the girls towards education due to lack of proper encouragement from family members and elders of the village/caste/community.
16.Absence of methodical approach, scarcity of school buildings, trained teachers, essential equipment, libraries and necessary amenities.
17. School evaluation system is not up to the marks because CCE programme not implemented properly. The present examination is defective as it doesn't take into account the work done by the student throughout the year.
18. Non – attractive environment of the school, lack of well behaviour of teachers i.e. lack of affectionate treatment, unattractive teaching learning methods adopted by the teachers, lack of proper co-ordination between parents, teachers and society, involvement of children in some work or trade due to poor economic background and disinterest of parents towards education due to poverty and other social problems are also among the major drawbacks and weakness of school education of Tripura.

SUGGESTIONS FOR IMPROVEMENT OF QUALITY OF SCHOOL EDUCATION

1. Pre-Primary education of Tripura like Anganwadis, Nursery and or Kindergarten etc. needs to be made more activity or play oriented.
2. Improvement of Infrastructure of Pre-Primary education like arrangement of Teaching Aids, Sufficient land for playground, garden, playing materials, recruitment of quality teacher, teacher training etc. also required.
3. Establishment of more model schools also required for quality improvement of Pre-Primary and Primary Education of Tripura.
4. More teacher training institutes are also required to be set up for training untrained teachers; otherwise improvement of quality of school education of Tripura will not be possible. Because in this survey it is found that more than 56% of teachers are untrained,

so untrained teacher cannot provide quality education and it also challenged the RTE Act 2009.

5. Teacher should be free from other non-teaching activities and increase in the number of working days and instructional days are also required. This has to be regularly checked and monitored by the higher authority like – Inspector of Schools, Director, Joint Director, School managing authority and other local authority.

6. Time to time, teacher – guardian, teacher – school management committees' meeting required. School management committee should be constituted by well-trained qualified resource persons and be involved in preparation of school development plan as this is one of the functions mandated for MC by RTE Act 2009.

7. More libraries at school level should be established. It is also required to have more quality books and the study habit of students and teachers are also needed to be improved.

8. Improvement and increase in the number of ICT, smart class and EDUSET also required for school education of Tripura. More qualified trained technical persons should be deployed for proper running of this system of education in Tripura.

9. One School Service Commission is immediately required for recruitment of quality teachers for school education in Tripura.

10. Proper training should be given to those teachers who are untrained till now (56%) in School Education of Tripura for main streaming of teaching profession.

11.Resource persons are required for identification and imparting training to the special children.

12. There is a need for recruitment of Adolescence Councillors for school education and Resource Persons for Art Education, Physical, Health and Work Education.

13. Proper awareness on the importance of primary education should be promoted among the parents by organizing meetings, exhibitions, distributing pamphlets and also by advertising through T.V, Radio and Newspapers.

14. Proper electricity and computer facilities are required for School Education in Tripura.

15. More control on private school regarding student admission (including 25% free admission for weaker section), fees, recruitment of teachers and training etc. required.
16. Suggestions regarding the role of Teachers: Teacher should adopt suitable teaching methods considering the learning abilities of the children.Teacher should prepare and use low-cost teaching material to promote motivation among children. Teacher should pay interest in solving problems of the children. School environment should be designed catering the needs of the economically and academically backward children. Teacher should give importance on activity - oriented teaching so as to make the pupils involve in the learning process actively. Research projects should be taken by every teacher and the results should be discussed with the colleagues and higher authorities. New teaching techniques should be adopted to attract and also to make learning more interesting to children. In service training programmes, workshops and seminars should be organized for the teachers to make the primary education a grand success. Hand books and guidelines should be supplied to the teachers for effective participation in all programmes related to primary education. Teachers should educate the parents about the importance of primary education by establishing parent-teacher associations. Teachers should attend class work regularly with full preparation and should reside in the work place so as to make them available to serve the society for the cause of education and development of rural masses. Teachers should make the school as a centre of the excellence and establish academic environment in the school.
17. Suggestions regarding the Role of Parents: Parents should understand the importance of education in establishing harmony in the society. They should admit their children in School at the appropriate age and they should feel the responsibility of sending their wards to school regularly. They should see that their children complete their homework as per the instructions of teachers and they should allow their children to participate in games and sports so as to enable them to be active. They should take necessary steps

for strengthening girl's education programmes both in rural and urban areas and they should encourage literacy programmes organized by the Government for the benefit of adults. They should try to develop proper awareness on modern trends education and extend their help to the teachers and policy makers for the best implementation of the education programmes and they should extend financial help and also help in raising funds for providing infrastructure facilities of the school. They should take active participation in all functions organized in school. They should involve in admitting illiterate adults in the adult education centres and make them attend regularly.

18. Suggestions Regarding the Role of Community: Community organisations should take active part in designing and implementing the plan of action. More number of Vidya Committees should be formed to supervise the primary schools and also work for the expansion of primary education. The services of educated youth and retired employees should be used for the purpose of teaching in primary and secondary schools wherever there is shortage of teacher. Community elders should take the responsibility of enrolling the names of the children of school going age in the school registers and community organization should help the school admission in organizing various functions in the school. Well-equipped people of the society should be invited to the school functions to encourage both teacher and children. Community should come forward to extend their co-operation for organizing Mid-day meal programmes.

CONCLUSION

With this study it is found that the present scenario of School Education of Tripura far from satisfactory level. For this reason Government of Tripura has taken some steps for improving School Education in Tripura. Like that Government of Tripura forming Committee Reference No.F.1(1-50)-SE/E(NG)/2014 Dated 17th January, 2015 for Teacher Recruitment Rules 'TET' for recruitment of qualified trained teacher as per RTE Act 2009.

Very soon School Education of Tripura will be starting CCE programme for improvement of evaluation system of school education of Tripura. In case of SSA and RMSA the School Education of Tripura is performing well. But it is facing insufficiency of fund and for this reason school education can't to make well plan for improvement of school education. On the other hand there are some problem faced by school education which can be solved without fund and for this purpose Government of Tripura is required to take proper steps to solve those problems. That's why the present study is expected to have some implications for this.

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SCHOOL EDUCATION IN WEST BENGAL

Sudeshna Lahiri

INTRODUCTION

School education in West Bengal has a long heritage and history where Kolkata (erstwhile Calcutta) being the seat of learning. Started by Christian missionaries and reformist, schools in pre-independent India spread its wings with a gradual progress and soon, Kolkata played a pioneering role in the development of the modern education system in India. The education at various levels of schools had been provided by public and private sectors. The school education in West Bengal had not only pledged for eradication of literacy, but also many social reformers came up to forefront for educating women population. To name a few, Ram Mohan Roy, David Hare, Ishwar Chandra Vidyasagar, Shashi Bhusan Chatterjee, William Carey, Begum Roquia Sakhawat Hussain, and Gurudev Rabindranath Tagore contributed to widespread of education and literacy among women. The present article aims to overview the status of School education in West Bengal. Primarily, the article attempts to compare the data obtained from the reports in different time frames and scrutinize the parameters in national arena. It further analyses the initiatives taken by the state-government and discusses existing lacunae in these initiatives. Required data for reporting the status of school education involve extensive qualitative survey of reports and research articles on school education in West Bengal.

STRUCTURE OF SCHOOL EDUCATION AT VARIOUS LEVELS

The Government of West Bengal restructured the educational pattern to 10+2 system from its previous structure where the public exam (higher secondary) signified 11 years of schooling. Primary Education consists of first half of the ten years of schooling ,i.e., it consists of the classes I to V, which is followed by the Upper Primary level from class VI to VIII, to first public exam class X. Hence, after Class V, it takes another 5 years to complete secondary education which further requires two more years (+2) to complete higher secondary education.

The wide range and spectrum of schools in West Bengal makes it a mammoth structure which requires management of these schools district-wise. The figure varies considerably in number of schools as given in DISE 2013-14 (NUEPA, 2014a). The number of schools imparting elementary education is 94958 where Government schools contribute to 81915 and number of private recognised schools are 9657 (NUEPA, 2014a). A further revelation gives 10.17 % of private share to total schools which is divided as 0.43 % of privately aided and 9.74 % privately Unaided. As reported in DISE (2013- 2014) for the quantification of schools having elementary classes , number of recognised Madarsas in West Bengal is 561 and unrecognised Madarasa covered under DISE is 1125. Moreover, percentage of schools in rural area to total school is 86.43 and 2.87 % of elementary schools contribute to girls' school. At Secondary and Higher secondary level, a breakup given by U-DISE 2013-14 (NUEPA 2014b) shows a vibrant picture of stakeholders (Table 1)

Table - 1
Percentage of Higher Secondary/Secondary schools by Management

	Local Body	Private Aided	Private Unaided	Others Government Managements	Central Government	Unrecognised schools	Recognised Madarsas	Un recognised Madarsas
Secondary Schools	0.06	0.75	6.08	0.02	0.68	0.82	4.79	0.32
Higher Secondary Schools	0.05	0.82	6.04	0.00	0.85	0.96	3.47	0.25

Source: NUEPA (2014b)

The percentage of higher secondary and secondary schools reveals how the school system in West Bengal assume a pyramidal structure.

DISE (2013-2014) reported that 2.87 % of elementary schools contribute to girls' school.

The summary of the equity with respect to single-sex and Co-educational schools are explained in U-DISE 2013-2014 (NUEPA, 2014b) as given in Table 2.

Table - 2
Summary with respect to single-sex and co-education schools

Schools	Secondary Schools/sections	Higher Secondary schools/sections	Percentage of Rural Schools

Numbers	9902	6345	72.67
Percentage of single-sex girls' school	17.87	15.48	
Percentage of co-educational school	69.81	76.61	

As per U-DISE 2013-2014 (NUEPA, 2014b), percentage of co-educational schools in West Bengal is much more than single-sex Secondary/Higher Secondary schools. Moreover, secondary schools/sections as well as Higher secondary schools/sections contributes to 72. 67 per cent of rural schools.

Caste wise Enrolment

The geographical situation of the West Bengal makes it unique among other states of India. It shares the boundary with Bangladesh, Nepal and Bhutan as international borders. Nationally, West Bengal is the gateway to North-Eastern India and connected with Odisha, Bihar, Jharkhand, Sikkim and Assam. An internal migration from neighbouring states for various reasons cannot be overlooked. Economic, social and cultural bonds are still strong with Bangladesh and they are also Bengali speaking people. Hence, they have a natural advantage to migrate this state. The average annual exponential growth rate in West Bengal is 1.31% which is less than all-India figure of 1.64% and decadal growth rate is 13.93% (all-India figure 17.64%) as per provisional census data 2011. 99.39% of total population in West Bengal speak in scheduled languages. However, 85.34% of total population speak in Bengali (IIMC, 2011).

The relationship between SC/ST population and female literacy is negative, whereas the relationship of female literacy and general category population is positive.

Although the gender ratio has improved in West Bengal and Kolkata, the enrolment of girl students still lag behind as compared to their counter-parts irrespective of caste and class they belong to. A similar picture (Table 10) has shown in U-DISE 2013-2014 (NUEPA, 2014b) comparing the enrolment of Secondary and Higher Secondary classes in West Bengal and India.

Table - 3
Enrolment in Secondary and Higher Secondary Classes caste across

			Secondary Classes			Higher Secondary Classes		
	General	SC	ST	OBC	General	SC	ST	OBC
West Bengal	1326319	704000	141035	362838	849805	388638	73005	223636
India	10742563	6868384	3200473	16485263	7577279	3878871	1395298	9462864

Note: SC = Schedule Caste; ST= Schedule Tribes; OBC= Other Backward Class

An appreciable percentage of SC, ST and OBC have been enrolled in Secondary and Higher Secondary classes when compared to the overall enrolment in India across the Castes.

School Teachers

As per Joint Review Mission (2013), the progression of teachers for academic session 2012 in West Bengal is given in Table 4.

A good number of untrained teachers have been appointed in

Government and Government-aided schools in Kolkata. It seems that Private players in school education have also not cared to appoint professionally trained teachers for Primary/Upper Primary classes in Kolkata. An updated survey on the percentage of Professionally trained teachers in Elementary as well as Secondary/Higher Secondary school teachers are given in DISE 2013-2014 (NUEPA, 2014 a) and U-DISE 2013-2014 (NUEPA, 2014 b) . A comprehensive picture is given in Table 13.

Table - 4
Distribution of teachers in relation to Professional training certification (2013-2014)

Elementary school teachers	**All Schools**	**Government Managements**	**Private Aided Management**	**Private Unaided Management**	**Unrecognised schools**
Percentage of Professionally Trained Regular Teachers	49.43	55.72	37.22	24.89	30.67
Percentage of Professionally Contractual Teachers	**All Schools**	**All Government schools**	**All aided schools**	**All unaided schools**	**Unrecognised schools**
	19.98	20.03	50.00	22.90	16.80
Percentage of teachers received in service training during (2012/13)	**All Schools**	**All Government schools**	**All aided schools**	**All unaided schools**	**Unrecognised schools**
	23.10	28.08	0.14	0.44	—
Percentage of Professionally Trained Teachers in Secondary/Higher Secondary level	**Secondary Schools/sections**		**Higher Secondary schools/sections**		**All schools**
	70.81		72.87		71.11

Where Delhi recruits professionally trained teachers against every vacant post of teachers teaching at elementary classes, the recruitment process in West Bengal does not give very encouraging picture [ss in DISE (2013-14) and U-DISE (2013-14)]. A large population of teachers (including contractual) still

remains professionally untrained, even when a number of in-service teachers have taken up teacher-training certification in preceding academic year (2012-13).When compared this data in national platform, all the teachers teaching at Secondary/Higher Secondary classes, in Delhi, are trained professionally. However, West Bengal has been among those states that seemed to have compromised with the teachers' training during the recruitment of teachers teaching at Secondary/Higher Secondary classes.

It is amazing to note that number of male teachers is much more than female teachers in rural area, but female teachers have outnumbered male teachers in urban area in the entire category across the management and class. For more update, the data obtained for 2012/13 and 2013/14 explains more number of teacher recruitment since 2011/12.

Table - 5
Number of teachers in elementary schools and classes in West Bengal

Breakup	Number of Teachers (All Schools) based on		Percentage of Teachers in			
	School Category	Classes taught	Govt. School	Aided School	Unaided Schools	Unrecognised Schools
2012-2013	537047	449864	82.78	0.68	12.42	-
2013-2014	536830	463163	81.61	0.65	13.11	4.62
Percentage distribution of Contractual- Teachers in Total teachers						
Category of Schools	All Schools	All Government Schools	All Aided Schools	All Unaided schools		
2013-2014	9.74	11.47	0.49	0.67		

Source: NUEPA. (2014)

From DISE (2013-2014), not much information could be procured for the teachers in unrecognised schools with elementary classes. After Lakshadweep, Bihar and Uttar Pradesh, teachers in West Bengal hold the highest percentage of Government school teachers representing the respective state.

Considering the number of teachers teaching in Secondary schools/section and Higher Secondary Schools/section, Table 16 gives the breakup of teachers teaching at secondary schools/sections and Higher Secondary schools/sections in relation to gender.

Table - 6
Summary of number of teachers in Secondary and Higher secondary classes

Teachers	Secondary Level	Higher secondary Level	All schools	Total
Regular % Female	87672 36.34	26706 36.96	108249	110756
Contractual % Female	2412 56.55	107 33.64	2507	

Source: NUEPA (2014)

There is a considerable underrepresentation of female teachers in secondary and Higher secondary classes. The Glass ceiling hit by women aspirants in teaching job often restrict them from pursuing academic preparation required for teaching at Higher classes in schools. As Table 6 gives an overall picture across all the category of management, it is interesting to find out that more number of contractual teachers is female. The apprehended

reason may be primarily societal which may bar female teachers to be under-qualified for school teaching at higher classes and may make them to take up contractual positions in private schools.

Although U-DISE (2013-2014) and DISE (2013-2014) does not specify the nature of Non-teaching assignments delegated by school teachers in India, but the report has quantified the percentage of Secondary /Higher Secondary /Elementary school teachers and days involved (Table 7).

Table - 7
Percentage of teachers involved in Non-Teaching Assignment: 2013- 2014

Schools	Teachers in elementary schools/sections	Secondary/Higher secondary school teachers in 2012-2013		
	Including Contractual teachers in 2012-2013	Secondary school	Higher Secondary school	All teachers
Percentage of Teachers	2.82	4.90	3.82	4.69
Number of Days Involved	23	21	35	24

It is evident in U-DISE 2013-2014 (NUEPA, 2014b) that percentages of teachers in Delhi, Meghalaya, Manipur, Goa and Lakshdweep are in the top of the list for delegating non-teaching assignments; West Bengal has shown its humility in involving

lesser percentage of teachers in these duties. More number of days is involved in these non-teaching activities for Secondary teachers in Rajasthan and Bihar; and Rajasthan, Madhya Pradesh and Andhra Pradesh for Higher Secondary teachers. In this regard, West Bengal has involved less number of teaching days in engaging Secondary and Higher Secondary school teachers for non-teaching assignments. Similarly, Himachal Pradesh and Uttar Pradesh has been in the top of the list for involving more number of Elementary school teachers for non-teaching assignments, where West Bengal has shown the modest involvement of teachers other than academic activities.

Pupil-Teacher Ratio in Schools

The Right of Children to Free and Compulsory Education (RTE) Act has clearly mentioned that Pupil-Teacher Ratio should not exceed 40. The recent survey reported in DISE (2013-2014) and U-DISE (2013-2014) may be referred for more recent and explicit data. A comprehensive picture is given in Table 8.

Table - 8
Pupil-Teacher ratio in schools (2013-2014)

Secondary & Higher secondary Level						
Pupil-Teacher Ratio		**Secondary Level**		**Higher secondary Level**		**All schools**
		28		57		37
Primary and Upper Primary level						
All Govt. Schools	**All Aided schools**	**All Unaided schools**	**All Un-recognised schools**	**Primary Level***	**Upper Primary level***	**All schools**
27	20	13	20	27	29	25

*Excluding teachers teaching in composite schools

Amazingly, Pupil-teacher ratio (s) at primary and upper primary level gives very glaring and encouraging scenario for the school education in West Bengal. However, higher secondary level classes may seem to be over-crowded with students. The reasons may be attributed as less number of schools with higher secondary classes and less number of recruited teachers.

SPECIAL SCHOOLS

There are special schools in all over West Bengal addressing the different disabilities managed by Government/Government-aided as well as non-government organisation. The details are given in Table 9.

Table - 9
Summary of Primary and Upper Primary schools for Children with Special Needs (CWSN)

Number of CWSN Primary Schools covered under DISE	Number of Govt. CWSN Schools opened during the period 2002-03 to 2013- 2014	
	Primary schools/section	Upper Primary schools/sections
76969	7636	5504

This list given in DISE 2013-2014 (NUEPA, 2014a) does not give an elaboration of schools with respect to the type and category with reference to the disabilities. A more clarity in picture is comprehended in Table 10.

Table - 10
Breakup of School education for Children with Special Needs (CWSN)

% of Special Schools for CWSN as Elementary schools		% of Special Schools for CWSN as Secondary and Higher secondary level		
Primary School	**All schools**	**Secondary Level**	**Higher secondary Level**	**All schools**
0.14	0.19	0.18	0.17	0.18

Surveys reported in DISE 2013-2014 (NUEPA, 2014a) and U-DISE 2013-2014 (NUEPA, 2014b) separately quantify the status of Elementary, Secondary and Higher secondary schools for Children with Special Needs. However, a further analysis of type and category of schools with respect to the disabilities and special needs may be proved helpful in explaining the school education in West Bengal. As given in Table 11, the special schools do not ensure hundred percent presence of ramp for the children with special needs.

Table - 11
Percentage of schools with ramp for CWSN

Percentage of schools with ramp for CWSN	Elementary schools with ramp for CWSN		Secondary and Higher secondary schools with ramp for CWSN		
	Primary Schools	**All schools[@]**	**Secondary Level**	**Higher secondary Level**	**All schools[@]**
	90.35	89.32	90.54	90.62	90.54

[@] School required and have ramp

An appreciable number of schools have the ramps for the usage of children with special needs as reported in DISE 2013- 2014 (NUEPA, 2014a) and U-DISE 2013-14 (NUEPA, 2014b) where Delhi has been the state with absolute presence of ramps in every school wherever it is required and Andaman & Nikobar Islands has shown less sensitivity for having ramps in the schools.

IMPLEMENTATION OF POLICIES

The review of Sarva Shiksha Abhiyan (SSA) as a scheme and Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) has met different fate in West Bengal. The West Bengal Board of Secondary Education started its programmes of Sarva Shiksha Abhiyan (SSA) in the State in the year 2003 for the students at the elementary level (VI to VIII). To link local Bodies/ Communities with Panchayati Raj Institutions, the steps have been taken to decentralize powers to Village Education Committees/Panchayat/Urban Local Bodies through legislation or State Government Executive orders.

1. At District level- a) There is a permanent education committee in which D.I of schools (P.E), D.I of schools (S.E), DPSC chairman are members. b) In DPSC, there are Zilla Parishad representatives: One person from each sub-division.
2. School Inspector of schools (P.E) is the ex- officio secretary of the education committee.
3. A Panchayat member is the VEC President. There is a Panchayat Nominee in every School Managing Committee.

However, there are massive vacancies in filling up the post under SSA in West Bengal which is highest (61,623) in the country (The Indian Express, 2014) along with higher number of untrained recruited teachers.

With this enormous structure of elementary education, the state represents a gloomy picture of elementary education for few of the

parameters of quality. In these circumstances, statistics are alarming for the implementation of RTE Act and its success to ensure access, equity and quality of education to its stakeholder. Moreover, the West Bengal RTE rules (WBRTE) have been notified in Kolkata Gazette in March 2012 which is almost two years of delay from the intended implementation of RTE Act (April 2010). The scenario becomes grave when absence of required teacher certification gets coupled up with lack of awareness about RTE among teachers. As in 2013, 51016 government primary schools were taking care of a population (age group 5-9 years) of 72.86 lakhs –a ratio of 143 children per school. This is an optimum ratio where no more new school will be required to open after 15 years.

There are locations in the geographical area of West Bengal which have more number of primary schools than the minimum required. On the contrary, there are areas which have no primary school. Thus, whatever may be the overall statistics of the state regarding the literacy and number of primary schools, availability of primary schools may not guarantee universal access to all school going children. In this respect it may be noted that the West Bengal Government has not yet notified the limits or area of neighbourhood as required in RTE Act, 2009. As per SSA, the catchment area of the school should be 1 km of every habitation. There are 16 districts in West Bengal wherein which have places with no primary school/SSK within 1 km of habitation. As estimated by Indian Institute of Management, Calcutta (IIMC, 2011), there is a need to setup 1557 new primary schools in designated areas to bridge this gap and thereby ensuring adequate access.

According to JRM report (Ministry of Human Resource and Development, 2013), the number of untrained teachers at primary

(Class I-IV) and upper primary levels are 75,715 and 29,515 respectively. At primary level, the numbers of fully and partly untrained teacher are 45,808 and 29,907. The number of training institution operating in West Bengal is 300, each of which has capacity to provide training 200 candidates in two batches, that is, in one session 60,000 teachers can be trained. However this figure does not include teachers in SSKs and MSKs 16,000 SSKs and 3000 MSKs have been upgraded to primary and upper primary schools under RTE Act 2009. At present there is no well laid down plan to train these Sahayikas for RTE compliance.

INITIATIVES TAKEN BY STATE GOVERNMENT

School Education has been the primary concern for West Bengal State Government. As reviewed by Joint Review Mission on Education (Ministry of Human Resource and Development, 2013) and IIMC (2011) along with literature pertaining to school education, the initiatives towards school education have been recognised as:

1. The Government of West Bengal decided to introduce an alternative elementary education system in West Bengal, which could reach any corner of the state, cater to the special needs of the children, less costly, but qualitatively comparable with the formal education system. In 1997-98 the Education department, Government of West Bengal, took up such a programme and planned to set up about 1000 Child Education Centres, with the help of Panchayati Raj bodies. Subsequently the programme was transferred to the Department of Panchayats and Rural Development, Government of West Bengal. The Panchayat and Rural Development Department took up the programme as Shisu Shiksha Karmasuchi, and decided to set up the Shishu Shiksha Kendras (ssk), wherever there were at least twenty children not having access to any existing primary school or require some

special dispensation, which are not available in the formal primary schools (Source: www.wbprd.gov.in/HtmlPage/ssk.aspx).

2. The Report of the Education Commission of West Bengal of 1992 provides a useful account of the progress of school education (and primary education in particular) (GOWB, 1992). According to the Education Commission 1992, there was a major expansion of primary schooling: the number of schools increased, school enrolments increased more than 80 per cent between 1977 and 1992, and the average distance between schools and living settlements was reduced across the state. The Government of West Bengal concentrated on areas where Dalits and Adivasis predominated. Moreover, all school education was made free. The number of teachers increased raising the average number of teachers per primary school to three in 1992. The West Bengal government improved the conditions of employment of teachers: their salaries, allowances and retirement benefits rose substantially. The schemes for providing textbooks to school children and uniforms to girl students were begun although their coverage is not universal. There were changes in the administration of primary education. West Bengal, for example, introduced a system of no-detention or automatic promotion for the first five years of school (Ramachandran, 2000).

3. On February 2, 1995, the Government of West Bengal established a registered organization named 'Paschim Bangla Rajya Prathimik Siksha Unnayan Sansita' as an autonomous and independent body for implementation of elementary education project in West Bengal.

4. A special programme called Joyful Learning (*Ananda Path)* has already been launched in a number of districts in the state with the help of UNICEF during first half of the 1990's.

5. The issue of primary education in West Bengal had been higher on the list of priorities in the late 1980s and early 1990s. In spite of primary schools in nearly every village, the literacy rate was

reported to be still less than 50 per cent (Sengupta and Gazdar, 1997). This raised an alarm for the contemporary government and thus, the crucial steps were taken towards the widespread and access to education. These include Operation Blackboard, in which the village panchayats were asked to secure blackboards for all rooms in the schools under their jurisdiction; the Special Orientation Programme for Primary School Teachers (SOPT) which required to up- date and improve primary school teachers' skills; and the more experimental *Ananda Path* (or 'Joyful Learning'). The Ananda Path was proposed to develop the learning environment in primary schools through posters, a free lunch, and pedagogic improvements (Ruud, 1999).

7. The implementation of SSA in the State was assigned to this Sansita on 14 March 2001 with some alterations and the name of SIS (State Implementation Society) was also changed to 'Paschim Banga Rajya Praramvik Siksha Unnayan Sanstha' (PBRPSUS).

8. The Government of West Bengal has appointed a Committee of Experts vide a notification in August 2011. The Committee has since produced new text books for classes I, III, V and VII, based on the newly recommended curriculum and syllabus. This marks the first major change in curriculum to be brought about after the introduction of the NCF 2005, and the RTE Act 2009 in West Bengal. The curricula, syllabi and texts for Classes - I, III, V, VII at elementary level have been revised and re-written as per recommendations of the Committee and the revised curricula, syllabi and texts have become effective from the academic session 2013.

9. Since academic session 2013, the State proposes the Text Book grant as Top up Grant @ Rs. 58.40 for all students & @Rs. 150/- per Children with special needs (CWSN) under RTE – SSA where Text Book grant is @Rupees 250/- per student .

10. For elementary school teachers, alternative school teachers/ para teachers, VEC members, community leaders and parents,

CRC/BRC Coordinators and faculty of DIET, SCERT, NGOs training is being organized.

CONCLUSION

The wide range of untrained teachers, skewed posting of teachers in various areas of West Bengal and uneven scatter of primary schools defying the laid catchment area from habitation make it one more time to think about the extent of the success of Sarva Shiksha Abhiyan. The RTE rules in West Bengal come to the effect in 2012. The section 28 of central RTE Act discourages the private tuition or private teaching activity by teachers and Section 24 mentions the duties of teachers of the teacher. The West Bengal RTE rules reiterate Section 24 of Central Act in its draft, however, remains silent on Section 28 of the central Act which clearly dejects private teaching by teachers. Moreover, election of School Management Committee as mentioned in Central RTE Act could not see the light of the day till March 2015. Moreover, the placement and teacher recruitment is one of the pressing problems in West Bengal which requires immediate attention to improve the academic scenario and implementation of RTE Act in West Bengal. The improved statistics regarding enrolment in primary and upper primary level classes, as in DISE (2013-14), gives a glaring picture and hope for the immediate future. There are hopes for further improvement in quality and quantity in school education as a notable improvement is visible for meeting the standard for PTR, at primary/elementary classes, as given in DISE (2013-2014). In sum, quality and quantity of school education in West Bengal requires a serious attention to be given to live up to the legacy created by the predecessors.

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SCHOOL EDUCATION IN ASSAM

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BRIEF HISTORY OF SCHOOL EDUCATION

Assam is one of the seven states of North East India. Its ancient name was Pragjyotish, the capital of which was Pragjyotishpur (modern Guwahati) later named as Kamrupa. Shan or Tai People known as 'Ahom' from the east came in Assam in 1228 A.D. and captured Assam and they ruled the state for six hundred years. The present name is derived from the word 'Ahom'. In 1826, British annexed Assam. The map of then was different from present. The state was along with present day Assam, Nagaland, Meghalaya (then Garo and Khasia Jayantia Hills) and the Sylhet region of present day Bangladesh. This map of Assam was till independence. The present day Assam consists mainly of two river valleys and hilly trace in between which are: The Brahmaputra valley; The Barak valley; and the hill area (Karbi Anglong and North Cachar hills presently known as Dima Hasao). The state is rich in flora and fauna and the state is a multi-racial, multi-lingual, multi-religious and multi-cultural state – a mini India in sort. Assamese is the main language of the state and serve as lingua-franca for its people. Many ethnic groups are here with its diverse socio-cultural tradition and custom.

After the Ahom period (from 1228 to 1826), it came under British rule in 1826. At that time the following type of indigenous educational institutions were: (a) 'Pathsala' for the Hindus; (b) Muktabs' for the Muslims; (c) 'Tols' for higher caste Hindus; and

(d) 'Satras' for the Vaishnavas (created by great man Srimanta Sankardeva and his disciples). The British initially took step for the promotion of the indigenous system of education and later took step for setting up educational institutions in the state for providing general education for the masses which comprised of three stages of school education primary, middle and high schools. They even started educational institutions in remote areas of hills and plains and the Missionaries had great contribution in the state for spreading modern system of education, particularly in hills and backward and remote areas. However, 'Tols' and 'Moktabs' or 'Madrassas' continued for the study of 'Sanskrit' and 'Islamic' subjects respectively, which is still continued even today with some modification. Missionaries gave emphasis on school education through mother tongue. They have key role in making Assamese language not only the language of the Court but the medium of instruction in the primary and middle vernacular schools after 1873. First secondary school at Guwahati was established in 1935 by colonial rules and slowly school education expanded steadily till independence by them.

The number of educational institutions at the time of independence (as on 30.09.1947) was as follows:

Table - 1
Types of Schools

	Number of schools			Enrolment		
	Boys	Girls	Total	Boys	Girls	Total
Primary	6739	835	7574	357733	35514	393247
Middle	645	97	742	98955	11658	90613
High Schools	163	28	191	59450	9312	68762

	Teacher	
	Male	Female

	Trained	Untrained	Total	Trained	Untrained	Total
Primary	**1618**	**7533**		**132**	**732**	
Middle	**845**	**5151**		**140**	**271**	
High Schools	**487**	**1745**		**71**	**244**	

[Source : Statistics Branch, Directorate of Secondary Education, Assam]

After independence school education developed slowly in different stages. Various acts has been passed for elementary level were : (a) Assam Primary Education Act 1947; (b) Assam Elementary Education Act 1954; (c) Assam Elementary Education Act 1962, 1968, 1979 and lastly Right to Education Act 2011. There is considerable expansion of primary education during each decades after independence to achieve UEE which consists of Operation Black Board Scheme, DPEP programme after NPE 1986 and lastly SSA since 2002.

The academic administration of secondary education in Assam was under Calcutta University till 1947 including responsibility of conduction of Matriculation Examination, Pre University Course and prescribing curriculum Textbooks etc. and this responsibility was taken by Gauhati University, which came into existence in 1948 till 1963 when Govt. of Assam set up Board of Secondary Education, Assam (SEBA). 10+2+3 pattern of education has been introduced in the state in 1972-1973 and then two year higher secondary course started under Gauhati University and later established Dibrugarh University. In 1984, +2 stages in the whole State of Assam was brought under Assam Higher Secondary Education Council (AHSEC) making uniformity in XI and XII education all over the State. Junior College for Higher Secondary education started as a part of the Higher Secondary education in later part of the 1980s.

For quality improvement of school education, State Institute of Education (SIE) was established in the year 1964 in Jorhat. State

Institute of Science and Education (SISE) in the year 1967 was established in Guwahati mainly for development of Science and Mathematics education. State Council Educational Resource and Training (SCERT) was set up in the year 1985 as a State level counterpart of NCERT and as a central pillar in academic support in school education. SCERT is concerned mainly for qualitative improvement of school and teacher education and presently declared as Academic Authority by Govt. of Assam after RTE Act 2009. For teacher training, the training institutes are Normal School, BTC, DIET, B.Ed. Colleges, CTE and IASE. Normal Schools and BTCs are old teacher training institutes established before independence.

SCHOOLS STAGE WISE

At present Assam has 27 Districts with total population 3,12,05,576 (as per census 2011) rural population is 86% Sex ratio (female per thousand male) is 958. Literacy rate is 72.19 (as per census 2011). Three stages of school education are elementary (consisting of Lower Primary & Upper Primary), Secondary & Higher Secondary. At present, the structure of school education in the state is: (a) Lower Primary/primary-Class I to Class V; (b) Upper Primary - Class VI to Class VIII; (c) Secondary -Class IX to Class X; and (d) Higher Secondary - Class XI to Class XII. This structure has been introduced since 2011.

In the year 1999, one pre-primary section named as 'Ka-shreni' was introduced in all primary schools as pre primary section for the children of age 4+. Also there are Anganwadi centres for the children between 3 to 6 years at pre primary level under the department of social welfare. At present there are 62153 Anganwadi centres in the state under the department of Social welfare. The schools of elementary stage are under department of elementary education Govt. of Assam and those of secondary stage are under department of secondary education Govt. of Assam.

Table - 2
Number of schools stage wise as on September 2013-2014

Elementary Stage(for Govt./Provincialised)			Secondary Stage		
Lower Primary	Upper Primary	**Total**	**Secondary**	**Higher Secondary**	**Total**
40355	7646	48001	7124	1633	8757

[Source: DISE 2013-2014]

In Assam elementary level schools have 3 categories i.e Lower Primary, Upper Primary and composite schools. Category wise Govt./Provincialised/Recognised/Tea garden and local body school as on 2013-14 are as follow :

Table - 3
Category wise school at elementary stage

	Govt./ Provincialised	**Recognised**	**Tea Garden/Local body**
Lower Primary/ primary	40355	0	451
Upper Primary	7646	3735	0
Composite	1588	193	17
		Total	**53985**

[Source DISE data 2013-14]

Table - 4
Percentage of school by type at secondary stage

Secondary		Higher Secondary	
Girls	**Coeducation**	**Girls**	**Coeducation**
10.42%	87.59%	5.82%	91.55%

Source: UDISE data 2013-14

Percentage of CWSN school at primary level is 0.21%. Percentage of school exclusively for CWSN (Children with Special need) at secondary stage is 0.11.

- Ratio of Upper Primary school to Secondary school section is = 2.28 (2013-2014 report)
- Ratio of Secondary to Higher Secondary level = 4.36 (2013-2914)

In Assam there are some *special schools* for CWSN children, Sanskrit teaching and Madrasa education. The number of schools are as follows :

- For CWSN children number of school is 4. (However due to inclusive education in every school at present students of CWSN are enrolled in general school).
- for Sanskrit teaching there are special school name i.e *"Sankskrit tol" - the number of which is* 97 no. in the state and there are 4 number of teaching staff in each sankrit school.
- For Madrasa education number of senior Madrasa school is 130 .

Source-RMSA Assam and Directorate of Sec. Edn Assam.)

At present, there are various facility in the school like computer, library, toilet, ramp and kitchen etc. and certain data available from Secondary education flash statistics 2013-2014.

Table 5
Percentage of schools with computer and internet facilities (30^{th} September 2013)

At secondary level	At higher secondary level	All school level
4.79%	10.66%	5.09%

Table - 6
Percentage of school with library at secondary level

At secondary level	At higher secondary level	All school level
57.82%	76.85%	59.57%

Table - 7
Percentage of school with girls' toilet

At secondary level	At higher secondary level	All school level	At elementary level
72.49	79.37%	72.65%	59.3%

Table - 8
Percentage of school with boys' toilet

At secondary level	At higher secondary level	All school level	Elementary level
61.98 %	0.57%	2.68%	78.8%

Table - 9
Percentage of school with ramp

At secondary level	At higher secondary level	All school level	Elementary level
21.48%	26.03%	21.55%	89.6%

Table - 10
Percentage of Elementary school having electricity, computer and drinking facilities etc.

Electricity	Computer	Drinking water	Kitchen Shed
15.9%	7.7%	79.7%	72.5%

Mid-day-meal is provided in 95.2% school of elementary level in state Assam (Source : State report card 2013-14)

Table - 11
Teacher Position

Elementary level			Secondary level		Higher Secondary level	
Lower Primary	Upper Primary	Total	Regular	Contractual	Regular	Contractual
115218	55082	170300	65619 (Female % = 31.14%)	67 (Female % = 35.82%)	16514 (Female % = 35.8%)	11 (Female % = 9.09%)

Source: DISE data 2013-14 & UDISE data 2013-14

Table - 12
Students Enrollment

Elementary Level		Secondary Level	Higher Secondary Level
Lower Primary	Upper Primary		
32,34,713	9,35,584	9,10,170 Girls = 52.45%	3,65,055 Girls = 48.72%

Source: DISE data from MIS branch of SSA, Assam for elementary level and NUEPA for secondary level]

Table - 13
Grade wise CWSN enrolment in 2013-14 at secondary level

IX	X	XI	XII
2879	2046	308	248

Table - 14
Percentage of CWSN to total enrolment

Secondary level	High Secondary level
0.54%	0.15%

GROSS ENROLLMENT RATIO

At Secondary level is - 77.20 (boys), 65.60 (girls). At Higher Secondary level is-31.78(boys), 34.27 (girls)

- Assam is a multilingual state.

It has 10 number of medium of instruction at elementary level as mentioned in the above table i.e. Assamese, Bengali, Bodo, English, Garo, Hindi, Hmar, Karbi, Manipuri and Nepali.

Table - 15
Medium wise enrollment at elementary level is as follows –

Medium	Ka-Sreni	Class-I	Class-II	Class-III	Class-IV
Assamese	466720	686264	591413	560413	517629
Bengali	65024	125248	116914	114921	109250
Bodo	34084	32099	26245	25319	24682
English	25324	18417	15538	14436	12426
Garo	2343	2700	2320	2120	2018
Hindi	5171	9141	9018	9016	8713
Hmar	1278	926	713	619	500
Karbi	367	286	157	152	98

Manipuri	1036	864	728	762	732
Nepali	82	56	54	69	55
Total	**601429**	**876001**	**763100**	**727827**	**676103**

Medium	**Class-V**	**Class-VI**	**Class-VII**	**Class-VIII**	**Total**
Assamese	479500	440742	424109	419043	4585933
Bengali	105186	81151	79712	83914	881320
Bodo	23591	21258	21511	22314	231003
English	10878	12676	12098	11957	133750
Garo	1719	1038	948	971	16177
Hindi	8822	7751	7806	7971	73409
Hmar	391	119	140	122	4808
Karbi	80	0	0	0	1140
Manipuri	788	575	669	725	6879
Nepali	60	52	55	46	529
Total	**631015**	**565362**	**547048**	**547063**	**5934948**

[Source: DISE 2013-2014]

CURRICULUM AND SCHOOL SUBJECTS AT DIFFERENT STAGES

In Assam curriculum for 10+2 education system is being developed by different educational bodies.

SCERT – for elementary level (up to class VIII)

SEBA – for secondary level (for IX & X)

AHSEC – for Higher Secondary level (for XI & XII)

AT ELEMENTARY STAGE

The curriculum of this stage was renewed in 2010 on the basis of NCF-2005 and RTE Act 2009. The draft curriculum was finalized in 2012. The subjects are

At Lower Primary/Primary Level

- Language (1^{st} & 2^{nd})
  Language1 = Mother tongue and Medium of instruction
  Language2 = English
- Environmental Study
- Mathematics
- Art
- Health & Physical Education

(N.B. – for English medium students they will select any of the 1^{st} language except English as 2^{nd} language)

At Upper Primary Level

- Languages (1^{st} ,2^{nd}, 3^{rd})

  Laguage1 = Mother tongue/Medium of instruction
  Laguage2 = English (for vermicular medium school)
  Laguage3 = Hindi (Arabic and Sanskrit are also taught in some schools along with Hindi under language3)
- Mathematics

- Science
- Social Science
- Art
- Health & Physical Education
- Work Education
- Diniyat (only for Madrasa School)

The textbooks are renewed on the basis of NCF 2005 w.e.f. 2010 phase wise for all medium and being distributed to schools as free textbooks. These free textbooks are developed by SCERT involving Teacher, Teacher Educator and Subject Experts with financial support from SSA.

As per Govt. office memorandum NCERT textbooks are adopted in the state for few subjects namely – English (I to VIII), Hindi (I to VIII), Mathematics (I to VIII), Science (VI to VIII), Sanskrit (VI to VIII). The subject textbooks are translated by SCERT in different mediums.

The Arabic language is taught in Madrassa school mainly and also in few Govt. schools where Arabic teacher is there. Similarly, Sanskrit is also taught in some schools where teacher is available. Diniyat subject is taught only in Madrassa school.

There are language teacher at lower primary school and Science teacher, Hindi teacher, Arabic teacher and Language teacher are there in upper primary school.

Compulsory subject at Secondary Stage with marks

At secondary level (in IX and X) the subjects and marks are -

1) Language	1st language (MIL)	100
	2nd language (English)	100
2) General Mathematics		100

3) General Science 100

4) Social Science 100

5) One Elective Subject (out of 22 subjects) 100

Total = 600 marks

There are 11 number of MIL which are – Assamese, Bengali, Hindi, Bodo, Urdu, Manipuri, Nepali, Kashi, Garo, Mizo and Hmar.

22 Elective subjects are – Advance Mathematics, Advance Geography, Advance History, Sanskrit, Arabic, Persian, Santali, Gurumukhi, Computer Science, Fine Arts, Music, Dance, Home Science, Agriculture, Cane and Bamboo work, Needle work and Tailoring, Wood Craft, Cloth Craft, Assamese[4], Bengali[4], Hindi[4], Manipuri[4].

The curriculum and textbooks are developed by SEBA at this stage. In this stage also textbooks are renewed on the basis of NCF 2005. And NCERT textbooks are adopted for English, Mathematics, Science and Hindi (MIL).

At High Madrassa school, the subjects are (with marks) –

1) First language (any one of the language Assamese, Bengali Hindi and Urdu) - 75 (for IX) and 50 (for X)
2) Second language – English - 100 (for both IX and X)
3) General Science - 100 (-do-)
4) General Mathematics - 100 (-do-)
5) Social Science - 100 (-do-)
6) Fiqh and Acquaid - 25 (for IX) and 50 (for X)
7) Arabic Literature - 100 (for both IX and X)

Total = 600

Compulsory subjects at Higher Secondary Stage (+2 stage)

At this stage, 5 subjects are to be taken - 2 for language and 3 for any elective subjects of each stream. There are 3 main stream i.e. Science, Arts, Commerce. Also there is vocational stream at this stage total marks at is 500 for each class of XI and XII (with or without practical). The curriculum and textbooks are developed by AHSEC for this stage.

TUITION FEES: There are no tuition fees at any stage of school education. However a small amount of annual fees (Rs.500/- to 600/-) is collected by school yearly at secondary stage for different purposes.

INNOVATIONS IN SCHOOL EDUCATION

Since last few decades many remarkable attempts were made in school education for quality improvement specially at elementary level mainly from DPEP period. Visioning workshop was arranged in 1998 through SCERT, Assam for overall improvement of primary education. Seven areas were identified for bringing major changes which were: Curriculum, Textbook, Method, Materials (to be used for teaching learning), Teacher training, Evaluation, and Monitoring and support. Since then innovative ideas were brought mainly in developing new textbook, in teaching learning process, in evaluation and also in teacher training. Remarkable innovations were made in development of new textbook. In 1998 for the first time in the state at class-I integrated single textbook was developed integrating five subjects i.e. Language, Maths, EVS, Art and Physical Education. Also two numbers of integrated textbooks were developed for class II integrating all the five subjects. All the primary textbooks were developed in innovative way during the period 1998 to 2002 with totally new philosophy and approach making the textbooks: Child centric, Joyful, Activity based, and Competency based.

During that period especially the mathematics textbooks were developed in innovative way incorporating story, rhymes, games,

pictures stories, puzzle etc. Those mathematics textbooks were developed in such a innovative way so that children can remove their traditional fear psychosis of the subject and as well as can enjoy Mathematics. The textbooks were made totally activity based. This approach of development of new textbooks in innovative way continues till to-day for all other subjects also.

In 2013, six numbers of bilingual textbooks combining home language and medium of instruction were developed at class I for the learners of different ethnic community of the state whose mother tongues are yet to recognize as medium of instruction. These textbooks are totally innovative one.

*Innovation have also made in pedagogy and in use of TLM mainly at elementary level. Activity based approach were adopted in this stage so that children can be involved in class room and can work with material for learning. Many schools are practicing various type of innovation in class room transaction specially during DPEP & SSA period. TLM grants are provided to school by SSA.

*In the year 2010 condensed materials for special training for never enrolled and dropout children were developed by SSA for the children up to 14 years which are at renewed now going by SCERT.

*Innovations in handling multilingual situation in classroom are undertaken by SCERT. For this a small research study was conducted in a block of a district. Outcome of which may help in solving the multilingual situation in the state.

*Recently innovation in conduction of CCE in classroom has been initiated in the state through SCERT which is a challenging task for the state. Also a small project on Multilevel and Multi grade between in classroom is going on in one district by a DIET.

* At secondary stage no such remarkable innovation has been made yet. However in each year state level science and mathematics exhibition, children science congress etc. were held for the students of class VI to XII where children get opportunity

to showcasing their innovative ideas with the help of guide teacher**.**

*After launching of RMSA in the state, recently Mobile Science laboratory has been introduced initially in two district namely Kamrup Metro and Jorhat as many school do not have Science and Maths laboratory yet.

*There are large number of schools under Rajiv Gandhi computer literacy where computer education are being provided and few schools are now try to use ICT in school including classroom transaction as an innovative practice. But these are very few in number. Govt. of Assam provides free to the students who passed HSLC (High School Learning Certificate) and High Madrassa with 50% marks to popularise computer education in the state.

PROBLEM IN SCHOOL EDUCATION (STAGE WISE)

At Elementary Level

Many attempts and efforts were made for improvement of elementary education including RTE act. The Assam state RTE Rules were notified on 11th July 2011 in the state which emphasized on *quality*, *equality* and *no discrimination*. The rule also specified the following:

*Duties of Appropriate Govt. and Local authority.

*School and related issues including norms and standard.

*Teacher and related issues specifying academy and professional qualification, duties and other issues like PTR etc.

*Management of school by forming SMC (School management committee) in each school.

*Curriculum and completion of elementary education by providing certificate including implementation structure of CCE.

*Protection of children right etc.

*Though pupil teacher ratio is almost as per RTE act but in reality there are many single teacher schools at present against a large number of students. On the other hand there are many schools having very low enrollment but number of teacher is more than

required. Rural and remote Schools are having shortage of teacher in specific subject.

*There is no special teacher yet for Art, Work & Health and Physical education in Govt. schools though these subjects are made compulsory subject as per curriculum.

*Lack of professional qualified teacher is another major problem in the state. The state has till about 50% of untrained i.e. professionally unqualified teacher (as per DISE 2013-2014). To make 100% professionally qualified teacher is major problem in the state. For this SCERT and state Open University are taking responsibly at present.

*As the state is multilingual, majority of school have multilingual situation where children's home language is not the language of the instruction of the school. As teachers are appointed medium wise many of them they do not understand children's home language. So there is a communication gap between children and teacher mainly in rural and remote areas. Even there are lack of TLM for handling multilingual situation, though curriculum emphasized use of home language and multilingual approach for handling at primary classes. Teachers are not even trained in this respect yet. So this problem needs to be addressed.

*Low achievement in student's learning is another major problem in the state. National Achievement survey (conducted by NCERT) as well as ASER report 2013 (conducted by NGO Pratham) showed a pathetic scenario of student's learning. Majority students are very poor in Language and Mathematics. There are various factor for low achievement, some of which are:

- Irregular attendance of students as well as teachers.
- Long term absent due to migration or other issues like poor health status, poverty, natural disaster like storm, flood etc., insurgency, poor communication mainly in rural and remote areas.
- Teachers are still not adopting new teaching learning pedagogy and also assessment of children's learning is not done properly in the classroom. Even teachers are not

provided training for conduction of CCE and handling of newly developed textbook and curriculum.

*Lack of infrastructure facilities like toilet, drinking water, electricity, separate classroom, Science and Maths Lab, open space/field for play, sports and games etc. are found in majority of Govt. school which should be as per RTE norms. However, this facility exists in private/public schools and Kendriya Vidyalayas. So poor infrastructure facilities is another major problem in the state which need improvement in real sense so that children will motivate to come and learn in the school.

*Most of the teachers are not motivating to adopt modern technique of teaching learning process in the classroom even after obtaining training and getting support from CRCC's.

At Secondary Level

*Infrastructure facilities like electricity, computer, laboratories in each school is a major problem for bringing quality secondary education in the state as only 59.26% schools have electricity at present.

*Student's achievement is now for the subject Science, Mathematics and English. Presently RMSA has just initiated special training to the teachers in this subject.

*Lack of professionally qualified teacher is another problem like elementary level.

*There are less number of teacher training institutes for secondary level teacher. Many B. Ed. colleges are yet to get NCTE recognition for the course as they do not have norm as specified by NCTE. At present, the State has 57 recognised TEI for secondary education.

*Teachers at this stage are not oriented much like elementary level. Very less in-service training has been conducted at this level. So lack of training of teacher for handling different subjects in new approach is a major problem.

*Lack of vocational courses in many new areas as per present day need.

*Lack of computer facility for imparting ICT in education is another major problem in this technological age. Though many schools have been provided computer but teachers are yet to train for using ICT in classroom practices. At present as per secondary education data (2013-2014), 40.55% at secondary level and 51.56% at higher secondary schools have computer.

SUGGESTIONS FOR IMPROVEMENT OF QUALITY SCHOOL EDUCATION IN THE STATE

At Elementary Level

*More micro planning is required for overall improvement of school education at grass root level rather than macro planning.
*School mapping is suggested for getting actual status of number of school against enrollment block wise. As many Govt. schools are having low enrollment, so there is need of school mapping.
*Rationalisation of teacher must be done immediately as per RTE act so that there should not be any single teacher school. If required 2/3 nearby school in a locality with low enrollment may be merged.
*There should be language policy in the state as a large number of languages are to be handled in this stage
*Pre-service teacher education must be strengthened so that within next 5 years state must have 100% qualified teacher like state Gujarat, Delhi etc.
*Infrastructure facilities must be improved as per RTE act so that each school must have toilet (for both boys and girls), drinking water, classroom etc. the basic need of a school for ensuring regularities.
*Teachers must be provided training on CCE block wise for ensuing continuous comprehensive evaluation of each children for each area so that children's learning can be ensured and achievement will be improved. SCERT should play a vital role with coordination district and with block functionaries.

*Strategies to be evolved by district and block functionaries in coordination with other department for ensuing academic support to each school of rural and remote areas as many schools have communicates problem to reach. For this transport and communication need to be improved or alternatively residential school may be established in nearby locality where communication is better.
*In-service teacher training in innovative way using ICT to be conducted intensively so that teacher can able to handle the classroom more effectively ensuing children's learning. Teacher training institutes should play a vital role in this respect.
*Though CRCs are there for each cluster to provide academic support to the teacher but practically necessary academic improvement is not observed in the school. So for monitoring and academic support, ICT to be used in school right from school to cluster, cluster to block and block to district. More effective planning is required in these aspects.

At Secondary level

*Secondary teacher education must be strengthened so that state must have professionally qualified teacher at this stage in coming years.
*Each secondary school must be equipped with modern infrastructure facilities like Kendriya Vidyalaya and Public school to make centre of excellence so that students will be motivated to have compulsory secondary education.
*Extensive research work is required related to various issues of secondary education for its improvement. Very less research study is there for improvement of education in this stage.
*Madrassa education should be modernized as the curriculum textbooks are yet to revise at secondary level.
*Science and Mathematics teachers must get exposure with the modern approach of teaching the subjects.
*Vocational stream should include some new vocation to meet the demand of the learner in present day context.

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GUIDELINES FOR MANUSCRIPT SUBMISSION

Journal of All India Association for Educational Research is a peer reviewed journal. For anonymity in the reviewing process, paper title, name(s) of the author(s) and address for correspondence should be placed on a separate sheet.

The first page of the manuscript should also include the title.

Each manuscript must accompany the undertaking of the author(s) that the said manuscript has neither been sent to any other journal or to any other publisher.

Three copies of the manuscript and a CD containing the manuscript , along with a declaration signed by all authors about originality and plagiarism check are to be sent to the Associate Editor at the following address:

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An abstract of not more than 150 words should accompany each manuscript.

New paragraphs should be indicated by clear indentation. Quoted passages longer than 3 lines should be indented throughout.

There should not be endnotes and footnotes.

Single foreign words and phrases should be italicised.

All pages should be numbered.

Tables and Figures should be avoided; if included, must not be included as part of the text. These have to be provided in separate sheets and the approximate position of tables and figures must be indicated in the manuscript.

Tables should be numbered by Roman numerals and Figures by Arabic numerals.

A manuscript should run between 20 and 50 pages in 12-point type and should not normally exceed 6,000 words.

Manuscripts should be submitted as Word documents.

Bibliographical references should be arranged alphabetically and should be given at the end of the text in the following format.

Book:
Mukherjee, J. K. (2005) *Principles and Goals of Integral Education.* Sri Aurobindo Ashram, Pondicherry.

Book with Two or Three Authors
Joshi, K. & Artaud, Y. (1974) *Explorations in Education.* Sri Aurobindo Society, Pondicherry.

Book with More than Three Authors:

Bransford, J. D., et al. (2000) *How People Learn: Brain, Mind, Experience and School (Expanded Edition).* National Academic Press, New York.

A Commission Report:
Delors, J. (1996) (Chairman) *Report of the International Commission on Education for the Twenty First Century.* UNESCO, Paris.

Edited Book
Cochran-Smith, M. & Zeichner, K. M. (Eds.) (2005) *Studying Teacher Education.* Lawrence Erlbaum Associates, Mahnwah, New Jersey.

A Chapter in an Edited Book:
Jayaswal, S. R. (1974) Integral child education. In Dowestt, N. C. & Jayaswal, S. R. (Eds.) *Education of the Child*, 39-42. Sri Aurobindo Society, Pondicherry.

Articles:
Lomax, P. (1993) Management of training for education: an action research. *Journal of All India Association for Educational Research* 5, 2, 1-7, June.
(Titles of the journals should not be abbreviated)

Newspaper Article (Author an individual)
Mohanty, S. B. (1982, February 21) Is teacher training a farce ? *The Hindu,* p.14.

Newspaper Article (No individual as author)
New Puducherry Times (2009, May 22) Workshop on research paper writing at St. Christopher's College of Education, Chennai. p. 10.

Dissertation or unpublished working paper, discussion paper, etc.

Raghavan, J. (1984) *A Critical Study of Sri Aurobindo's Conception to the Building of Modern Indian Philosophy of Education*. Ph. D. Dissertation, Nagpur University, Nagpur.

Work by an Organisation

United Nations (1998) *The United Nations Decade for Human Rights Education, 1995-2004 (UN Document HR/PUB/DECADE/1997/1).* Author, New York.

Conference Paper

Petegem, P.V. (2009) *Internal and external evaluation of schools: two sides of the coin called 'quality assurance of education.* Key note address delivered at the Annual Conference of the All India Association for Educational Research, Lucknow, India, December 28-30.

IN-TEXT CITATIONS

In-text references should be mentioned in the in the text as: author, year of publication and page. Different categories are as follows:

Single author

(Chaturvedi 2006, p.67)

Two authors

(Rajmani & Dewasthalee 2009, p. 67)

More than three authors

While citing first time: (Miyan, Fernandes, Passi, Malhotra & Mishra 2009, p.54)

In subsequent citation: (Miyan et al. 2009, p.66)

Organisation as an author
According to the All India Association for Educational Research (1987, p.34)

Two or more works in the same Parentheses
(Priscilla 2009, p.67; Thilaka 2009, p.57)

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(Pradhan 2009 a, p.55) (Pradhan 2009b, p.43) …..

Authors with the same last name
(C. A. Rajasekar 2008, p.44; S. Rajasekar 2006, p.53)

COMMON ERRORS FOUND BY REVIEWERS OF MANUSCRIPTS

- Inadequate review of recent literature
- Mention of wrong facts and figures (For instance, elementary education is now fundamental right, manuscript mentions it as found in article 45 of Directive Principles)
- Inadequate discussion giving comparison of findings of the study conducted by the author(s) with the findings of other studies
- Reference mentioned in the text does not appear in the reference list at the end of the article.
- Reference in the text, let us say, "Hussain, 1997", whereas the reference list at the end gives "Hussain, 1987", for the same source.
- Spelling of the surname mentioned in the text does not match with the spelling of the surname in the Reference list
- Mistake in name of the place of publication
- Mistake in name of the publisher
- Mistake in the year of publication
- Giving Foot notes, although the journal does not accept it
- Mistake in arranging reference list as per journal reference style

- Spelling errors in the text (Spell check in computer does not take care of all errors)
- Grammatical errors in the text
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- Missing words / sentences at the time of correction
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- Unnecessary formatting
- Going beyond word limit for an article for a journal
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SUB THEMES

1. Increasing Awareness: ESD 2. Placing ESD in the Curriculum 3. Educational Reform & Economic Viability: ESD 4. National Education Campaign: ESD 5. Developing ESD programme with Community Participation 6. Engaging Traditional Discipline in a Trans disciplinary Frame Work 7. Sharing the responsibility: Ministry/Department/NGO's 8. Building Human Capacity 9. Developing Inservice programme Modules 10. Developing financial funding & material resources 11. Developing Policies 12. Developing creative, Innovative Skills 13. Promoting Sustainability in Popular Culture 14. Adopting 3 R methods to promote SD 15. Promoting research in improving environment quality 16. Assistive Technology for reducing threats related to Environment 17. Collaborative and cooperative approach among various agencies 18. Qualitative & Quantitative Improvement in Life 19. Appropriate management of resources 20. Judicial Use of non-renewable resources 21. Developing competent skills among teacher educators 22.Evaluation & Monitoring Environment 23. Sustained Agriculture & Rural Development 24. Sustained Development in Industry 25. Sustained Energy Development 26. Sustained forestry development 27. Protecting the Bio Diversity of the Earth 28. Change in Human Attitude & deeds

Covering one or more of following stages of education: Higher Education, Pre-school Education, School Education, Professional Education – Computer Education, Engineering Education, Management Education, Medical Education, Nursing Education, Pharmacology Education, Teacher Education, Technical Education.

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Last Date for Receiving Abstracts: 30 September, 2016
Abstract to be sent by E-mail to
aiaerintconf2016@gmail.com
Abstract should be prepared within 250 words, under four headings:
Aims/ Purpose
Methodology of Study
Findings
Relevance/ Originality/ Value
Last date for Notification of Abstracts by E-mail: 15 October 2016.

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Three copies of the Paper, along with filled in Registration Form are to be sent by Registered Post to Dr. Vivek Kohli, Organising Secretary of the Conference, with a declaration that the paper has been cleared through Plagiarism Check.

A copy of the paper should also be sent by E-mail to sldaveducation@gmail.com and also to.
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Before sending paper, delegates are advised to get the paper subjected to Plagiarism Check.

Date, time and room of paper presentation shall be notified by 10 November 2016 and shall also be made available in the web site of AIAER
www.aiaer.net

DELEGATE FEE, STAY AND FOOD

There is no Delegate Fee for Paper presenters, whose abstracts have been approved for presentation.
The Delegate has to arrange his/ her own accommodation. Hotels/Dharamshala are available in and around the college in Ambala City. List of nearby accommodations can be provided on request.

Lunch can be arranged on payment of Rs. 400/- for three days, provided the amount is received by November 18, 2016 through bank draft payable to The Principal, Sohan Lal DAV College of Education, Ambala City

VENUE OF THE CONFERENCE

Sohan Lal DAV College of Education (Post Graduate Institution), Ambala City, Haryana is at a distance of 8 Km from Ambala Cantt Railway station.

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The papers presented in the conference shall be brought out in a book form having ISBN and shall be made available on payment basis.

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AIAER Awards are available for Best Paper Presenters from among two categories:
(a) School Teachers, and
(b) Researchers under 40 Years of Age

AIAER MEMBER NETWORK SPECIAL INTEREST GROUP SESSIONS

During this Conference, there shall be sessions for Special Interest Groups.

ORGANISING SECRETARY

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NOTICE FOR AIAER GENERAL BODY MEETING

Next meeting of the General Body of the AIAER shall be held on 25th November 2016 at 4 PM at Sohan lal DAV College of Education, Ambala, Haryana, the venue of the next annual conference of AIAER

Agenda

Confirmation of the minutes of the proceedings of the last annual general body held at Thiruvananthapuram

Consideration of Audit Report 2015-16

Consideration of Annual Report 2015-16

Any other matter

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NOTICE FOR ELECTION
to
EXECUTIVE BODY for the calendar years 2017 & 2018

1. Election to the various posts of the Executive Body for the calendar years 2017 and 2018 shall be held online.
2. Dr. Amarendra Pani, Deputy Director (Research), Association of Indian Universities, 16 Kotla Marg, New Delhi-110 002 E-mail: pani_amar@rediffmail.com shall act as the Returning Officer for the Election.
3. Procedure for conduct of election shall consist of

a. Issue of Notification along with Nomination proforma for Election shall be placed in AIAER Web site http://www.aiaer.net and also shall be published in the last page of the journal of AIAER
b. Nomination proforma shall consist of (i) Name of the post (ii) Name of the candidate (iii) AIAER Membership Number (iv) Signature of the candidate (v) Name of the proposer (vi) AIAER Membership Number (vii) Signature of the proposer
c. Nomination paper with signatures of candidate and proposer shall be scanned and converted to PDF and shall be sent as an attachment to pani_amar@rediffmail.com
d. Last date for Receipt of nomination – 31.08.2016
e. Last date for scrutiny of nomination and publication of list of candidates in AIAER web site – 15 .09. 2016
f. Last date for withdrawal of candidature-30.09.2016
g. Last date for Publication of final list of candidates in AIAER web site – 7.10.2016
h. Last date for receipt of ballots from AIAER members -10. 11.2016
Ballot papers shall be available in AIAER web site which can be downloaded and duly filled in ballot paper with signature has to be scanned and its PDF has to be submitted by e- mail as an attachment to pani_amar@rediffmail.com
i. Last date for Notification of Results of Election -15.11.2016

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