

**A NOTE ON THE ACTIVITIES AND STRUCTURE
OF THE EDUCATION DEPARTMENT, TRIPURA**

**GOVERNMENT OF TRIPURA
DEPARTMENT OF EDUCATION
AGARTALA.**

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A Note on the Activities and Structure of the Education Department, Tripura

BACKGROUND

EDUCATION

Tripura in pre-independence days was a princely state and it merged into the Indian Union in October 1949. During the Rajas' days, educational effort in the state was of a limited nature in the sense that educational institutions were set up mostly in the administrative centres to cater to the needs of the elite few of the society, while the vast rural areas inhabited mostly by the tribal people and other backward communities practically remained starved of educational facilities. On the eve of transfer of power in 1947, hardly 8% of the children of primary school-going age (6-11 years) were enrolled in schools. This is but one illustration to show that educational facilities provided during the Rajas' days fell far short of actual needs of the people. The real break-through was however made with the advent of the five-year plans introduced in the early fifties. In 1941 the percentage of literacy in the state was 6.1.

The Education Directorate was set up in April 1953. Prior to that a few Inspectors of Schools who looked after educational development in the state were attached to the Secretariat Department of education. As work on educational development grew both in volume and intensity the Education Directorate had to be enlarged to keep pace with the programmes of expansion, and today the Education Department



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is perhaps the biggest Department in the State from the standpoint of such factors as number of employees engaged in it, budgetary provision, diversity of schemes and areas of operation covering almost all parts of the State including even the deepest interiors.

Main Sectors and Sub-Sectors.

Activities of the Education Department presently fall under the three main sectors -

- (A) General Education.
- (B) Technical Education.
- (C) Social Welfare.

(A) General Education covers the following sub-sectors -

- (1) Elementary Education.
- (2) Secondary Education.
- (3) University Education.
- (4) Social Education.
- (5) Other Educational Programmes :-
 - (a) Youth Welfare and Physical Education.
 - (b) Book Production.
 - (c) Language Development.
 - (d) Development of Administration & Direction.
- (6) Cultural Programmes :
 - (a) Compilation of Gazetteers.
 - (b) Development of Rabindra Bhaban.

- (c) Development of Govt. Museum.
- (d) Grants to Non-Govt. Cultural Organisations.
- (e) Development of Govt. Music College.
- (f) Proposed State Archaeological Unit.
- (g) Proposed State Fossil Park.
- (h) Development of Library Services.

(B) Technical Education.

Under Technical Education we have at present only two institutions both run by the Government.

- (1) Tripura Engineering College.
- (2) Polytechnic Institute.

(C) Social Welfare.

Under Social Welfare we have quite a few institutions like Boys' Orphanage, Girls' Orphanage, Institute for the Visually Handicapped (Blind School), Institute of Speech Rehabilitation for Deaf and Hard-of-Hearing Children (Deaf and Dumb School, Infirmary etc.

The approved Fifth Plan outlay on the three sectors as also the Annual Plan provision for the current year (1974-75) are given below :-

	<u>Fifth Plan</u> (in lakhs)	<u>Annual Plan.</u> (in lakhs). (1974-75)
A. General Education -	515.00	50.00
<u>Elementary Education.</u>		
(a) Under Minimum Needs Programme	135.00	25.00
(b) Other than Minimum Needs Programme.	45.50	2.00

	<u>Fifth Plan</u>	<u>Annual Plan</u>
Secondary Education	146.05	9.15
University Education.	49.00	5.00
Social Education.	14.95	2.00
Other Educational Programmes	41.00	3.65
Cultural Programmes.	23.50	3.20
Total - General Education -	515.00	50.00
B. Technical Education.	34.00	5.00
C. Social Welfare	15.00	3.00
GRAND TOTAL -	564.00	58.00

It may ~~be~~ be seen that a little more than 10 percent of the total fifth Plan outlay has been allotted for various schemes to be implemented during the first year of the Fifth Plan. It is relevant to mention here that in addition to a few Centrally - sponsored schemes there are now in operation 61 schemes in the State sector to carry on development under the three heads stated above.

Sectoral Details.

A. Elementary Education.

Elementary Education covers the first eight years of schooling from Class I to Class VIII. It has two stages - primary and middle. Primary Education consists of the first five classes(I-V) and is meant for children in the age group 6-11 years, while middle-stage education consists of the next three classes VI-VIII and is meant for children in the age-group 11-14.

Elementary Education is free throughout the State for all categories of students. It is also, by and large, co-educational in nature excepting in the few middle schools and attached middle sections of High Schools which are meant exclusively for girls.

Private enterprise in the development of elementary education is very insignificant. Government Schools account for more than 95 percent of the institutions, and the few schools under private management receive substantial aid from the Government. Education in Tripura is run almost entirely by the Government, because what has been stated in regard to elementary education equally applies to other stages of education too.

At the end of 1971-72, a primary school covered an average area of 2.6 sq. km., while a middle school covered 12.6 sq.km. All India figures in this regard in 1971 were 8.1 and 37.1 sq. km. respectively.

Other figures in regard to number of schools, enrolment, enrolment percentage, number of teachers etc., as worked out provisionally at the end of 1973-74, along with the proposed target of the Fifth Plan are given below:-

	1973-74		1974-79	
	Primary	Middle	Primary	Middle.
(a) Number of Schools -	1653	261	2553	335
(b) Enrolment -	2,00,000	48,200	2,46,800	72,000
(c) Enrolment percentage-	83%	40%	95.7%	54.5%
(d) Number of Teachers.	5,229	2,156	5,929	2,456

The curriculum for the primary schools is framed and approved by the Education Directorate, and the detailed syllabus is worked out in collaboration with the Teachers' Training Colleges and other experts available in the field. At the middle stage, however, the syllabus as prescribed by the Board of Secondary Education, West Bengal, is followed because the secondary schools of the State are affiliated to the Board of Secondary Education, West Bengal and the three Classes (VI-VIII) of the middle stage constitute a part of secondary education both in West Bengal and in our State. At the primary stage there is a Text Book Advisory Committee to advise the Education Directorate on matters pertaining to preparation and selection of text books. Incidentally it may be mentioned that we have two nationalised text books in Bengali and Arithmetic for Classes I and II. These books were prepared and published by the Education Directorate in 1972-73.

Teacher training at the primary stage is conducted in the three Basic Training Colleges situated in the three districts. These colleges are meant for undergraduate teachers and the standard of training obtaining in our State compares very favourably with training programmes existing in other States. The undergraduate teacher training programme is of one year's duration and the session runs from January to December. Training

is entirely inservice in character in the sense that only those who are already appointed as teachers are sent to the training colleges by the Education Directorate on deputation with the benefit of full pay and allowances plus monthly stipend of Rs. 50/-.

Inspection - Inspection of primary and middle schools is carried out by the Inspectors of Schools posted at the sub-divisional level. We have now 12 Inspectorates in the 10 sub-divisions of the State, the additional two being located in Sadar and Dharmanagar sub-divisions in view of largeness of their size. The Inspectors of Schools are assisted in their day-to-day work by Asstt. Inspectors of Schools and Sub-Inspectors of Schools. Each Sub-Inspector of Schools is placed in charge of a Circle in the sub-division which may be termed as the lowest unit of supervision under charge of an Inspecting Officer. The Inspectors of Schools, Assistant Inspectors of Schools and Sub-Inspectors of Schools have specified duties and areas of work in regard to administration and supervision of elementary schools in the sub-divisions.

State Institute of Education- In 1972 the State Institute of Education was set up to undertake programmes of qualitative improvement at the elementary level. At present it is implementing a UNICEF - assisted science programme for improvement of science teaching in the elementary schools. Other programmes of qualitative improvement are expected to be undertaken shortly as the Institute is provided with adequate staff for this purpose.

Secondary Education.

As already stated, secondary schools in Tripura are affiliated to the Board of Secondary Education, West Bengal. Curriculum, syllabus, examination, publication of results etc. are all done by the West Bengal Board. Last year, however, an Act had been passed by the Tripura Legislative Assembly to set up a Secondary Education Board in our State with a view to regulating secondary education in terms of regional needs and local features. The Board is expected to be set up soon.

Enrolment - The number of secondary schools in the State at present is 107 out of which 83 are government schools and 24 non-government schools. At the end of 1971-72 a secondary school section covered in average area of 42.8 sq. km. whereas the all-India figure in this respect was 91.7 sq. km. Other relevant figures in regard to school enrolment, enrolment percentage, number of teachers and percentage of trained teachers etc., as worked out provisionally at the end of 1973-74, as also proposed targets of the fifth five year plan are shown below :

	<u>1973-74</u>	<u>1974-79.</u>
Enrolment -	23,600	37,300
Percentage -	22.5%	31.3%
Teachers -	1,598	1,623
Percentage of Trained Teachers. -	70.2%	90.0%

The Headmasters and Asstt. Headmasters of our Higher Secondary and High Schools are Gazetted Officers and the Headmaster is the Head of Office. Supervision of the secondary schools is done mostly by the Dy. Directors of Education in addition to occasional visits made by the Director of Education himself.

Zonal Offices - In order to strengthen educational administration in the State, three Zonal Offices have been set up in the districts very recently - each under charge of a Dy. Director of Education. The Zonal Offices will start normal functioning very soon. Dy. Directors of Education have already been posted and other staff are moving too. Setting up of the Zonal Offices will go a long way in toning up educational supervision in the districts and thereby improving the standard of education in the State as a whole.

Guidance Bureau - There is a Bureau of Educational and Vocational Guidance headed by a Guidance Officer under the Education Directorate to serve the needs of secondary school students in respect of educational and vocational information.

Training College - There is a Secondary Teachers' Training College in Tripura to provide professional training to the teachers of secondary schools. This college is affiliated to the University of Calcutta who exercise complete academic

and supervisory control over the college. This college is well-equipped from all aspects such as building, hostels, library, laboratory and has an intake capacity of 150/160 per year. It is estimated that by the end of the fifth plan 90% of our secondary teachers will be trained. Secondary teacher training also is mostly inservice in character.

University Education.

There are six degree colleges in the State - four at Agartala proper, one at Kailasahar in the North District and the other at Belonia in the South District. One Government college at Agartala is meant exclusively for girl students. Three colleges are completely government-managed institutions while the others are of sponsored/aided type. Liberal grant-in-aid is provided to these three non-government colleges.

All the colleges are affiliated to the University of Calcutta. There are 19 Arts and Science subjects in which provision exists for teaching upto honours standard, in addition to numerous pass course subjects. M.A. & M.Sc. courses are also taught in two subjects - Mathematics and Economics in one of the degree colleges at Agartala. Present enrolment in the six colleges stand at 6850. It is estimated by the end of the fifth plan the number will exceed 10,000. Already there is an increasing demand for more colleges in the North and South Districts. But these could not be set up owing to reduced allocations provided by the Planning Commission for collegiate education.

To extend further the facilities of postgraduates teaching, a proposal has been made to the University Grants Commission, New Delhi, to approve establishment of a University Centre in Tripura under the Calcutta University to introduce M.A. courses in three more subjects namely, English, Bengali and ~~Bihar~~ ^{Sanskrit} ~~Bihar~~. It is expected that the proposed University Centre will come into being during the current financial year. To begin with, this University Centre will function as a nucleus of post-graduate studies in order that it may develop into a full-fledged university during a subsequent plan period.

Other Major Programmes .

Among other programmes mention may be made of Social Education, Physical Education including MCC, Book Production and Language Development and Administration and Direction.

Social Education.

The Social Education section which is headed by a Dy. Director constitutes a major wing of activity of the Education Directorate. Its main field of activity is adult literacy but it also operates a few subsidiary programmes like balwadi education (nursery education), women's welfare, film shows, farmers' literacy project etc. At present we have 375 social education centres in the State. Below the Directorate level there are three District Offices each

under charge of a District Inspector of Social Education to supervise and implement social education programmes in the districts. Our contemplation is to set up additional 1000 Social Education Centres in the State during the fifth plan.

Physical Education.

Physical Education Section is another important branch of activity of the Education Directorate. This section too is headed by a Dy. Director, and below him there are three Superintendents of Physical Education in the Districts. Tripura's achievement in the field of sports and games particularly in swimming and gymnastics - has been remarkable during the last few years, and Tripura boys and girls have won laurels in several national competitions. There is a Regional Coaching Centre at Agartala offering specialised coaching facilities in swimming, gymnastics and other indoor and outdoor games.

Book Production & Language Development - The Publication Unit under the Education Directorate attends to such work as preparation and publication of books, booklets, brochures, souvenirs etc. Printing of nationalised text books for Classes I and II is also looked after by this unit. This unit is presently under charge of a Publication Officer having the rank of a Dy. Director of Education.

There is also a Tribal Language Cell under the Education Directorate to attend to development of Tripuri, the major tribal language of the State, and to suggest ways and means by which teaching may be imparted to tribal students

in the lowest classes through the medium of mother tongue - that is, Tripuri. The Education Directorate have already published a number of books on the subject, such as Tripuri Primer, a Tripuri Grammar, a Tripuri-Bengali - English dictionary, a book of conversation in Tripuri and English and also some books on Tripuri folk tales. The issue of imparting education through Kak-barak(Tripuri) has become a sensitive one now-a-days having some deeper political undertones, and this issue possibly is going to engage the attention of the Education Directorate for some time to come. It is however to be mentioned in this context that Tripuri is yet to attain the status of a full-fledged language and with its limited vocabulary it will be difficult to prepare books in different subjects for higher classes.

Cultural Programmes.

As stated earlier, cultural programmes include such items as Govt. Music College, Govt. Museum, Library Services, Rabindra Bhaban, proposed Archaeological Unit and State fossil Park etc.

Institutions and organisations under Technical Education and Social Welfare have been mentioned at Page 3.

Topical Issues of Administrative Importance.

1. Primary Education is going to be the single biggest endeavour during the fifth plan. Enrolment target is 96% which is almost universal education excluding the blind, deaf and

other retarded and handicapped children. Issues requiring sustained attention at the primary stage are : qualitative improvement, improving attendance ,reducing wastage and stagnation, strengthening the inspection system and involving the local communities in a more active way.

2. At the secondary stage the issues to be tackled on a priority basis are 10 + 2 + 3 pattern, introduction of vocational courses, setting up our own Board of Secondary Education and better inspection of secondary schools.
3. Tribal Education poses a big challenge from several directions - which may be summarised as follows :

(i) Tripura's educational problems are basically problems of ~~the~~ rural education. 99% of the State's population consists of the tribal people. To satisfy their increasing demand for education through tribal language, attention will have to be paid toward development of the major tribal language - Tripuri.

(ii) Tribal villages and habitations are very small in size and are scattered - ~~over~~^{often} far away from one another, separated by hilly terrain and streams. Thus it is scarcely possible for a school to serve more than one village or hamlet. Consequently the size of the population and area served by a school becomes very much restricted.

(iii) This explains why we have about 675 single teacher primary schools. There are about 6,000 small rural habitations in Tripura. Nearly 75%

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(iii) This explains why we have about 675 single teacher primary schools. There are about 6,000 small rural habitations in Tripura. Nearly 75%

of them have a population below 200. There are about 150 schools which have an enrolment between 11-20 students. These schools are located mostly in the tribal areas. Education in these small rural schools is a very difficult proposition both from administrative and professional standpoints.

- (iv) Teachers with prescribed qualifications are not found in sufficient numbers among the tribal communities. So non-tribal teachers have to be posted in tribal areas. The need to place the right type of teachers who will work with correct approach and attitude among the tribal communities cannot be over emphasized.
- (v) As stated earlier, the question of medium of instruction is becoming a controversial issue and creating a lot of misgiving in the tribal mind.
- (vi) The average rate of wastage and stagnation among the tribal students is alarmingly high, and it is generally believed that about 75% of the primary ^{students} drop out of the school system before completing the first five years of schooling.
- (vii) Socio-economic factors stand in the way of spreading education among the tribal people. The entire family gets engaged in food quest when the tribal people face ~~xxxx~~ hard days during lean months of the year. It is extremely difficult to bring the children of shifting cultivators within the fold of education under existing conditions.

(viii) The need is to discover and develop tribal talents and train them up to the highest possible standard so that young boys and girls can act as pace-setters in the community and first just not become misfits in their society.

4. At the collegiate stage the immediate issue is how we can reduce the increasing pressure of admission into the colleges which ultimately swells unemployed manpower.
5. By establishing the Zonal Offices under charge of a Dy. Director of Education, the first step at decentralisation of administration has been taken. Follow up measures required to be taken are strengthening of the Inspectorates and intensifying supervision of schools to improve the quality of education throughout the State.

Administrative Structure.

The administrative and hierarchical pattern of the Education Department is stated separately in the enclosed sheet. Posts of the Degree colleges, Teachers' Training Colleges, State Institute of Education etc. have not been shown in the chart.

Administrative Structure of the Department, Tripara.

Education Minister (Chief Minister)

Dy. Minister
(Education)

Dy. Minister
(Social Education, Social Welfare & Library Services)

Education Secretary

Joint Secretary

Director of Education

Addl. Director of Education (S.E.).

Dy. Director of Scientific Education (2 at Headquarters)	Dy. Director of Education (2 in the districts)	Dy. Director of Women's Education (2 in the districts)	Dy. Director of Youth Program	Dy. Director of Science Promotion	Dy. Director of NCC	Publication Officer	Office on Special Duty
Guidance Officer, Director.	District Inspector of Schools.	District Inspector of Schools.	Superintendents of Physical Education.			Asst. Publication Officer.	Account Office
Research Officer.	Inspectors of Schools.	Chief Social Education Organizers.					
	Asst. Inspectors of Schools.	Social Education Organizers.					
	Sub-Inspectors of Schools.	Social Education Workers.					

* Ports of the "Barros Colleges, Teachers' Training Colleges, State Institute of Education have not been shown in this chart.

Education Minister (Chief Minister)

