Some Aspects of Upper Primary Stage of Education in India

A Status Study

1998

Study Team

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D11609

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

July 2000
Asadha 1922

PD 1T RNB

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National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016 D-11609
DOC, No .....
Date ..... 11-10-2002 .

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Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016, lasertypeset at Bina Enterprises, 112, Humayun Pur, Near N.C.C. Office, Safdarjung Enclave, New Delhi 110 029 and printed at Shagun Offset, 132, Mohammad Pur, New Delhi 110 066.

Foreword

THE upper primary stage of education for a majority of school-going children in our country marks the end of their formal education. The completion of this stage also corresponds to the provision of free and compulsory education to all till the age of 14 years as laid down by our Constitution. This provision is expected to become a Fundamental Right very soon.

Improvement in the quality of secondary education cannot be visualized without ensuring quality education at the upper primary stage. Curiously, upper primary education has been generally neglected even when the issues and problems relating to primary and secondary education have received some attention. Recently, however, this stage has been given the necessary importance in the context of universalization of elementary education. Various programmes and policies have already been launched for the improvement of quality of primary education. As a logical corollary of that, the upper primary stage is also receiving the necessary focus.

This report is the result of a study conducted by the National Council of Educational Research and Training (NCERT) in the year 1998 at the instance of the Department of Education, Ministry of Human Resource Development, Government of India. The main focus of this report is the formal position, in all its variety and diversity, of the structure and organization of the upper primary stage of education. It draws attention to various issues relating to organisation of the curriculum and its effective implementation, notably teacher and teacher preparation, instructional materials and aids and equipment, evaluation and examination and inspection and supervision. The report highlights the need for independent field studies in various areas of upper primary education. It is hoped that it will contribute to providing a fuller understanding of the present state of this stage which is crucial to developing

programmes and policies at the national and state levels for the achievement of universalization of quality elementary education in India.

I gratefully acknowledge the extensive and timely support provided to the study team by Secretaries, Directors and other functionaries of the Departments of Education, Boards of Education, SCERTs/SIEs and other educational bodies in States/Union Territories. Without their help and cooperation this study could not have been conducted. I am thankful to Professor Arjun Dev and members of the study team for diligently conducting this study and preparing the report. I am also thankful to my other colleagues for their valuable support in this task.

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New Delhi
19 January 2000

Preface

THE question of extending the District Primary Education Project (DPEP) to the Upper Primary stage of education has been under discussion for some time. Some studies on various aspects of this stage of education have already been conducted or are under way to facilitate the consideration of the major issues in achieving universalization of quality education at this stage. This report is the result of a study which was assigned to the National Council of Educational Research and Training (NCERT) by the Department of Education, Ministry of Human Resource Development, Government of India and conducted in 1998. It covers only a few selected aspects of the Upper Primary stage with an almost exclusive focus on the formal position of those aspects. It is hoped that in spite of its limitations, this report, along with the reports of studies on other aspects of the Upper Primary stage, will be found useful in bringing to the fore some of the major issues and problems that may be considered while evolving a suitable programme for a quality universal upper primary education in the country. This report as well as other studies, it is expected, will also pave the way for undertaking not only case studies in selected districts and schools but also independent detailed studies on various aspects of the upper primary stage of education.

It became possible for the study team set up in the NCERT to complete its work in about four months time due to the unqualified help and support that it received from a number of senior members of the NCERT faculty. The information on which most of the present report is based was personally collected by them during March — April 1998 from the State/UT organizations concerned with Upper Primary stage. The study team is grateful to them for the work they did as Investigators and for their support at the preparatory stage of the study.

This study was initiated at a time when the concerned organizations in the States/UTs were in the midst of conducting

public examinations and dealing with various matters connected with the end of a financial year and beginning of a new one. In spite of the many inconveniences, the heads of the concerned State/UT organizations and their other senior functionaries provided every support and help that the Investigators needed in their work. Much of this report is based entirely on the information that they provided and without which this study could not have been conducted at all. We are grateful to the Secretaries and Directors of Education of States/UTs and the various functionaries of the State/UT organizations whose support made this study possible. Some of them had to stay in their offices till late hours providing information that was sought from them.

We are grateful to Professor A.K. Sharma, Director, NCERT (since retired), who provided valuable guidance to the study team at various stages of its work and every facility and support that we asked for.

We are particularly grateful to Shri Moti Lal for undertaking the entire job of word-processing the report, including tables, in a very short time and with utmost care and exemplary perseverance. We are also grateful to Shri Harish Threja who looked after almost the entire administrative work relating to the study. Dr Shainul Haque prepared the map included in this report, for which we are thankful to him.

The draft of this report was sent to the organizations that had provided information. The corrections received from them have been incorporated in the present version.

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Introduction

THE Department of Education, Ministry of Human Resource Development, Government of India, proposed that National Council of Educational Research and Training (NCERT) undertake a study of the 'Structure and Organization of Upper Primary Curricula in Different States'. "The study", it was proposed, "would provide an overview of the national curriculum policy and variations in curriculum structure, its development and administration (threshold norms/conditions for effective implementation of curriculum – facilities, teachers, textbooks and other instructional materials, teacher training and continued professional support, instructional times, etc.) in different States". It was also proposed to "analyse key issues and current constraints in effective implementation of curriculum in the context of quality upper primary education for all children, including those with special needs". The study was to cover all major States and to be completed in two months time. It was expected to be followed by case studies of curriculum practices in selected districts and schools.

The NCERT undertook to conduct the study with a focus on the following aspects of the Upper Primary stage of education:

- National Policy and national guidelines for the structure of upper primary stage of education, main features of the curriculum at this stage and various aspects of provisions for its effective implementation
- Structure of the upper primary stage in different parts of the country – organizations, agencies, authorities, etc. responsible for curriculum development and implementation in States/UTs – when and how the present curricula were framed
- Structure and organization of curriculum in States/UTs
  ⇒ Subjects/courses of study (including 'non-scholastic' areas)

⇒ Weightage of each subject/course/area in terms of allocation of time (for teaching-learning) and marks/ grades in examination/evaluation

⇒ General framework of syllabuses/guidelines in various subjects/courses/areas with an indication of main foci of each

⇒ Special provisions in the curriculum for the disabled, and for ethnic, linguistic and other minority groups – Special provisions, if any, for girls and others

• Policies/Provisions/Norms for implementation of curriculum in States/UTs

⇒ Policy regarding deployment of teachers – Teacher – Pupil ratio prescribed – Qualifications of teachers – Provisions/Norms for teacher deployment vis-a-vis subjects/courses/areas prescribed – Pre-service training curriculum and requirements of the prescribed subjects/ courses/areas – Provision of in–service education, if any – Provisions and norms of professional support to teachers - Problems, if any, in this regard

• Policy/Provisions for textbooks, teachers' materials, teaching aids, materials and equipment for science and other subjects – who is responsible for their preparation, how they are prepared and produced, system of prescription/recommendation, distribution/dissemination – Review of a sample of these materials – Provisions, if any, for preparation of print materials in minority languages, materials for the handicapped – Problems, if any, in this regard

⇒ Provisions for effective implementation of curriculum for groups with special needs – Provisions, if any, for the disabled, SC/ST/OBC, minorities, first generation learners, girls, others

⇒ Community role - Role of PTAs and other organizations – Areas and forms of support, if any, from the local community

• Evaluation and Examination system at the upper primary stage in States/UTs

⇒ Evaluation practices prescribed/recommended/ followed

⇒ End of term/year/stage examinations – Provisions/

practices regarding promotion and detention – External/public examinations, if any, how they are conducted and in which subjects – Certification, if any, and which aspects of the students' achievement they reflect

⇒ Evaluation materials – Test materials – Examination materials – Guidelines for assessment of students' achievement – Guidelines for using assessment for improving teaching-learning

- Major issues and problems in improving the quality of curriculum and its effective implementation at the upper primary stage

The study team constituted by the NCERT began its work in the second fortnight of March 1998. It defined its task basically as studying the position of various aspects of the Upper Primary Stage of education, as indicated above, in all 25 States and two Union Territories (Delhi and Pondicherry). Considering the large number of aspects identified for the study, and the requirement of submitting the report in the shortest possible time, it was decided that the study would be basically concerned with the formal position of the situation in different parts of the country.

For the study of the national policy and national guidelines on various aspects of the Upper Primary stage and the contents of courses prescribed in States/UTs, the study team decided to base its work entirely on published materials – statements of national policy and programmes, reports of commissions and committees, NCERT publications on curriculum and related aspects, syllabuses brought out by educational authorities in States/UTs, etc. For every other aspect of the study relating to the existing position in States/UTs, it was decided to collect information from the concerned educational authorities in States/UTs. For this purpose, a detailed proforma for collecting information from the educational authorities of States/UTs was prepared. The draft proforma was scrutinized and finalised with the help of a large number of academic faculty members of the NCERT who had agreed to associate themselves with the study as Investigators. This proforma was used by all Investigators for collecting information from all States and UTs.

The information from States/UTs was collected during the period from the last week of March to the first week of May 1998.

Investigators visited the leading functionaries of the State/UT organization(s) concerned with Upper Primary stage and personally collected information from them in their natural setting on the given proforma. In all, 17 senior members of the NCERT faculty worked as Investigators for this purpose. The number of days spent by an Investigator in a State/UT to collect information varied from two to four days.

Information on some aspects was also collected from the Kendriya Vidyalaya Sangathan,(KVS), Navodaya Vidyalaya Samiti, (NVS), Central Board of Secondary Education (CBSE) and Council for Indian School Certificate Examination (CISCE).

The parts of the present report which deal with the existing position of various aspects of Upper Primary stage in States/UTs (except for the part dealing with contents of courses prescribed by them) are based entirely and exclusively on the information provided by the leading functionaries of the concerned State/ UT organization or by those of their colleagues who were assigned by them to provide the information as recorded by the Investigators.

It may be pointed out that no independent investigation was done on any of those aspects for which information was collected from the State/UT organizations. On some aspects, what was sought from the State/UT organization(s) was not only information but also their views. The parts of the report dealing with such aspects are based on the views expressed by the authorized informants of State/UT organizations as recorded by the Investigators.

It may also be stated that in some States the concerned organizations were not able to provide information on every aspect that was sought from them. The present report, therefore, reflects the status position of those aspects of Upper Primary stage in various States for which information was provided by the concerned State organizations.

Chapters 1 to 9 of the report cover National Policy and Guidelines for Education at Upper Primary Stage (Chapter 1), Structure and Administrative Framework of Upper Primary Education (Chapter 2), Curriculum (Chapter 3), Teachers (Chapter 4), Instructional Materials and Infrastructural Facilities (Chapter 5), Provisions for Groups with Special Needs (Chapter 6), Evaluation and Examination System (Chapter 7), Inspection and Supervision (Chapter 8), and Role of

Community (Chapter 9). The study team's perception of some of the major problems and issues relating to the qualitative improvement of Upper Primary stage of education as they emerge from the study is stated in Chapter 10. In this chapter, areas requiring detailed independent studies are also indicated.

The contribution of the following faculty members of NCERT in conducting the study is gratefully acknowledged :

Ms Archana Shastri, Dr Basabi Khan Banerjee, Dr Hari Om Gupta, Dr J. L. Pandey, Dr Jaishree Sharma, Dr Kiran Devendra, Dr K. C. Tripathi, Dr Manju Bhatt, Dr Minoo Nandrajog, Dr Neerja Rashmi, Dr Pritish Acharya, Dr P. K. Das, Dr R. K. Dixit, Dr Savita Sinha, Ms Supta Das and Dr V. K. Bajpai

Abbreviations

AP	Andhra Pradesh
ASM	Assam
ARP	Arunachal Pradesh
BIH	Bihar
GOA	Goa
GUJ	Gujarat
HP	Himachal Pradesh
HAR	Haryana
KAR	Karnataka
KER	Kerala
MAH	Maharashtra
MGH	Meghalaya
MAN	Manipur
MP	Madhya Pradesh
MIZ	Mizoram
NGL	Nagaland
ORI	Orissa
PUN	Punjab
RAJ	Rajasthan
SKM	Sikkim
TN	Tamil Nadu
TRP	Tripura
UP	Uttar Pradesh
WB	West Bengal
DNH	Dadra and Nagar Haveli
D&D	Daman and Diu
DEL	Delhi
CHD	Chandigarh
POND	Pondicherry
ACR	Annual Confidential Report
BTC	Basic Training Certificate
BTT	Basic Teacher Training
CABE	Central Advisory Board of Education
CBSE	Central Board of Secondary Education
CCE	Continuous and Comprehensive Evaluation
CISCE	Council for the Indian School Certificate Examination
CR	Confidential Report
CT	Certificate in Training
CTC	Certificate Teachers' Course
DBTB	Delhi Bureau of Textbooks
DEE	Directorate of Elementary Education
DEO	District Education Officer
DIET	District Institute of Education and Training
DIS	District Inspector of Schools
DPEP	District Primary Education Project
DSERT	Directorate of State Educational Research and Training
DTE	Diploma in Teacher Education
DTERT	Directorate of Teacher Education, Research and Training

EB	Efficiency Bar
ELTC	English Language Training Centre
ELTI	English Language Training Institute
EVS	Environmental Studies
GCERT	Gujarat Council of Educational Research and Training
HM	Head Master/Mistress
IED	Integrated Education for the Disabled
KV	Kendriya Vidyalaya
L1	First Language
L2	Second Language
L3	Third Language
LOE	Life Oriented Education
MHRD	Ministry of Human Resource Development
MLL	Minimum Levels of Learning
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework for Elementary and Secondary Education (1988)
NCTE	National Council of Teacher Education
NDC	National Development Council
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NPE	National Policy on Education
NV	Navodaya Vidyalaya
NVS	Navodaya Vidyalaya Samiti
OB	Operation Blackboard
OBC	Other Backward Classes
PMOST	Programme of Mass Orientation of School Teachers
POA	Programme of Action
PTA	Parent Teacher Associations
PUC	Pre-University Course
RIE	Regional Institute of Education
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SDEO	Sub-divisional Education Officer
SIE	State Institute of Eduction
SIERT	State Institute of Educational Research and Training
SISE	State Institute of Science Education
SOPT	Special Orientation Programme for Teachers
ST	Scheduled Tribe
SUPW	Socially Useful Productive Work
TA/DA	Travelling Allowance/ Daily Allowance
TCH	Teacher Certificate Higher
TGT	Trained Graduate Teacher
TTC	Teacher Training Certificate/College
TTI	Teacher Training Institute
U.P.	Upper Primary
UEE	Universalization of Elementary Education
UT	Union Territory
WE	Work Experience

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(or Elementary) stage — and these were not the only nomenclatures for the pre-Secondary stage — was of seven or eight years' duration divided into a Lower Primary (or Primary, Junior Basic, Lower Elementary) of four or five years (Classes I to IV or I to V) and Upper Primary (or Middle, Junior High School, Senior Basic, Higher Elementary) of generally three years (Classes V to VII or VI to VIII). The Education Commission recommended that 'the first ten years of schooling... will provide a course of general education without any specialization', thus suggesting the discontinuance of the pattern of eight years of Primary and three years of Secondary (Higher Secondary) education that had been adopted following the recommendation of the Secondary Education Commission (1952-53). However, it was less definite on the question of the duration of Primary (or Elementary) as well as Secondary (lower Secondary) stages. It recommended 'a Primary stage of seven or eight years and a Lower Secondary stage of three or two years', the Primary stage being further subdivided into 'a lower Primary stage of four or five years and a Higher Primary stage of three years'. It tended to favour seven years of Primary education when, for example, it recommended the provision of 'effective general education of not less than seven years' duration to every child, on a free and compulsory basis'.

The Resolution on the National Policy on Education issued by the Government of India in 1968, while accepting the 10+2 pattern and expressing its resolve to fulfil the constitutional directive of free and compulsory education for all up to the age of 14 years, surprisingly made no reference to the stages within ten years of schooling or the duration, in terms of school years, of the period of free and compulsory education.

There were similar variations in other aspects and dimensions of school education in the country. This was particularly true for school curriculum and the various issues connected with its implementation. A major breakthrough in this regard was the acceptance in the 1968 Policy of the 10+2 structure which made Science and Mathematics an integral part of general education. However, it was only during the process of the implementation of the 10+2 structure during the 1970s that a broad national framework of a common structure and of curriculum and the various issues connected with its implementation began to be evolved. The National Policy on Education (NPE) adopted in 1986, which underwent some modifications in 1992, articulated more

specifically national policy and national guidelines on various aspects of school education.

National policies and guidelines have evolved on many specific issues and aspects of school education during the implementation of the NPE since 1986. These include issues and aspects that are specific to the Upper Primary stage though it may be said that this stage has perhaps received less attention than other stages. Being a part of the larger Primary (Elementary) stage, more attention has been given to the first (lower) part than to the second (upper). As a result, the consideration of issues that are specific to the Upper Primary stage has been neglected. Most of the special schemes and projects that have been launched for the Universalization of Elementary Education (UEE) have also been almost exclusively concerned with the first (lower) part of that stage.

This chapter focuses on those areas and aspects of the Upper Primary stage for which a broad framework of policy guidelines has evolved over the years. However, it may be noted that these do not cover every important area or aspect of education at the Upper Primary stage.

1.1 Structure of Upper Primary Stage

The first clear and unambiguous statement about the duration of the Upper Primary stage and the school years to be covered by it was made in *The Curriculum for the Ten-year School — A Framework* brought out by the NCERT in November 1975 as the 'starting point of a serious effort to implement' a curriculum corresponding to the 1968 Policy Resolution. In this framework, the school years VI to VIII were identified as constituting a distinct 'middle stage', and the nomenclature used to denote this stage was 'Upper Primary stage'.

The National Policy on Education adopted in 1986 explicitly laid down the following regarding the structure of the first ten years of school education: It stated, "Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising five years of primary education and three years of upper primary, followed by two years of high school". This was referred to as a part of a common educational structure envisaged for building the National System of Education. The Programme of Action (POA), adopted in August 1986 for the implementation of the 1986 Policy laid down

the following: "In the meetings of the Central Advisory Board of Education (CABE) and the National Development Council (NDC) in May 1986, a consensus has already been reached in regard to the need for switching over to a common structure for the first ten years of schooling".

"The states where the first ten years are divided into four years of primary, three years of upper primary and three years of high school, will attempt to switch over to 5+3+2 pattern by 1995 so that it coincides with the target year of UEE." It also mentioned in broad terms some of the steps that the States needed to take for the implementation of the new structure.

It is surprising that the Programme of Action (1992) which in its chapter on Elementary Education reviewed the progress of the implementation of the Programme of Action of 1986 made no reference to either the 1986 Policy on the structure of the first ten years of school or to the steps recommended by the POA 1986 in this regard. The reason for this omission may be that the target date for achieving a common structure of 5+3+2 was 1995 which then lay three years away into the future. However, as this report points out in Chapter 2, the common structure of 5+3+2 has still (in 1998) not become universal. It is surprising that the POA (1992) did not even refer to the difficulties because of which some States have not considered switching over to the common structure and the steps that may be required to be taken to overcome them. It perhaps does not need stressing that the question of structure is not merely an arithmetical one but has implications for the structure of curriculum. Some of the anomalies resulting from the deviation from the recommended structure are indicated in Chapter 3 on Curriculum.

It may be noted that the duration (8 years) of elementary education corresponds to the years of free and compulsory education laid down in the Constitution, in the National Policy and the two Programmes of Action.

1.2 Guidelines on Curriculum

An important objective of curriculum reform in the country has been a 'continual improvement of standards and their comparability between different parts of the country'. To secure this at the school stage, the Education Commission (1964-66) recommended the 'creation of an adequate and efficient machinery at the state and national levels which will define,

revise and evaluate national standards at the end of the Primary and the Lower and Higher Secondary stages.' It also provided a broad framework of curriculum at various stages of school education. Based on the foundations laid during the first four years of school, the following broad curricular areas for the school years V to VII (for which the proposed nomenclature was 'higher primary') were recommended: "Second language, arithmetic skill will develop into the acquisition of more difficult mathematical knowledge, environmental activities will lead to the study of natural and physical sciences, history, geography and civics; constructive and creative skills will provide the basis for the practice of simple arts and crafts; and the practice of healthy living will serve as the foundation for physical education." The 1968 Policy Resolution emphasized the teaching of Science and Mathematics as 'an integral part of general education till the end of the school stage.'

The first curriculum framework formulated at the national level, as mentioned earlier, was the NCERT's *Curriculum for the Ten-Year School — A Framework*. It was brought out in 1975 as a part of the effort which had been initiated by the then Ministry of Education and Social Welfare, Government of India to implement the main recommendations of the Education Commission and the 1968 Policy Resolution. It was followed by the preparation of syllabuses in various subjects and instructional materials, mainly textbooks, for all stages of school education. This was, in a sense, a landmark in the development of school education in India insofar as it was the first comprehensive national level effort in the area of curriculum development. The bringing out of the document *Curriculum for the Ten-year School — A Framework* was particularly significant as it was the result of a national consensus which was evolved after many discussions at different levels involving experts from various fields. The formulation of the framework had the support of the then Ministry of Education and Social Welfare, Government of India. This framework soon became the basis for evolving new curricula and instructional materials in most parts of the country.

The framework articulated objectives of general education for the Primary (Classes I to V), Middle (Classes VI to VIII) and Lower Secondary (Classes IX and X) stages as well as subject-wise instructional objectives and content for these three stages. It visualized 'self-contained courses' for these stages as Classes V,

VIII and X were seen as 'terminal classes for a large number of students.' It also proposed the curricular areas which would provide a broad base of general education to all pupils as well as the allocation of time for each area. The scheme proposed for the Upper Primary (Middle) stage was the following:

Curricular Area	*Suggested number of periods (30-40 minutes each) per week*
First language (continued from Primary)	8
Second language (to be introduced at Primary stage or at this stage)	5
Mathematics	7
Science (life sciences and physical sciences)	7
Social Sciences (history, geography, civics and economics)	6
Arts	4
Work experience	5
Physical education, health education and games	6
Total	48

It also recommended the introduction of the third language at this stage though it did not specifically allocate time for teaching it.

The NCERT also brought out, in 1976, syllabuses in various subjects for the Upper Primary and other stages as well as a set of textbooks and other instructional materials with the active collaboration of leading subject experts in the country. These materials were used by many States as models in developing their own syllabuses and textbooks and a few States straightaway adopted the NCERT materials.

1986 Policy and After: While the curriculum framework, syllabuses and instructional materials prepared by the NCERT from 1975 onwards influenced curriculum development in many parts of the country, the formulation of curriculum at the national level was visualized as explicitly *national policy* in the context of the National Policy on Education (NPE) adopted by Parliament in 1986 (modified in some respects in 1992). The NPE laid down, "The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible". It may be noted that the NPE

was formulated ten years after education had been brought on the concurrent list in the Constitution even though the concurrency, in the NPE, was visualized as signifying 'a partnership' between States and the Union. It stated:

> "The Constitutional Amendment of 1976, which includes Education in the Concurrent List, was a far reaching step whose implications — substantive, financial and administrative — require a new sharing of responsibility between the Union Government and the States in respect of this vital area of national life. While the role and responsibility of the States in regard to education will remain essentially unchanged, the Union Government would accept a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards (including those of the teaching profession at all levels), to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects of education, culture and Human Resource Development and, in general, to promote excellence at all levels of the educational pyramid throughout the country. Concurrency signifies a partnership which is at once meaningful and challenging; the National Policy will be oriented towards giving effect to it in letter and spirit."

The NPE gave very broad indications of the direction of curriculum reform and development. It specifically identified what it called the common core which, according to it, "will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity". "These elements," it further laid down, "will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values." It also stated, "India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, education has to strengthen this world view and motivate the younger generations for

international cooperation and peaceful co-existence. This aspect cannot be neglected."

The Union Ministry of Human Resource Development in August 1986 presented a Programme of Action (POA) to Parliament for the implementation of the NPE. The POA identified intervention programmes to cover, among others, orientation in curricular areas, and formulated a time-schedule for the performance of various tasks to the identified organizations for the implementation of the national curriculum.

In 1985, the NCERT had brought out a curriculum framework before the NPE was adopted. A revised version of this entitled *National Curriculum for Elementary and Secondary Education — A Framework* (hereafter referred to as NCF) was brought out in 1988 to incorporate the major thrusts and recommendations of the NPE. The POA had assigned the tasks of preparing guidelines and syllabuses as well as instructional packages, including textbooks, in various curricular areas to the NCERT. The guidelines and syllabuses were brought out by the NCERT in 1988, followed by textbooks, most of which were brought out during 1988-91. These were made available to the educational authorities of the States/UTs and in almost every State a programme of developing new curricula, syllabuses and textbooks was initiated. The POA 1992 made a specific reference to the laying down of Minimum Levels of Learning (MLLs) for the Upper Primary stage. These, however, have not yet been framed.

As stated earlier, for the first time 'a national curricular framework which contains a common core along with other components that are flexible' became the national policy in 1986. The guidelines and syllabuses prepared by the NCERT in 1988 based on the NCF, may be seen as providing national level guidelines for curriculum throughout the country.

The NCF provided, among other things, a broad framework of objectives and content of the various curricular areas for the Primary, Upper Primary and Secondary stages of school education and the relative weightage given to each area. The curricular areas identified for the Upper Primary stage were the following:

1. Three Languages
2. Mathematics
3. Science

4. Social Sciences
5. Work Experience
6. Art Education
7. Health and Physical Education

Languages: The NCF recommended the study of only one language — the mother tongue/regional language — at the Primary stage even though it made an allowance for the introduction of a second language 'in a suitable grade/class at the primary stage.' It recommended the introduction of the second language in the first year of the Upper Primary stage (where only the first language is introduced at the Primary stage) and the third language (for which it allowed flexibility in choosing the exact class of the Upper Primary stage). Thus, the implementation of the three-language formula was recommended to be initiated at the Upper Primary stage. The principle of identifying languages for the implementation of the three-language formula was also recommended. It stated, "The first language should be the mother tongue/regional language. The second language may be Hindi or English in case of non-Hindi speaking States and one of the modern Indian languages or English in the Hindi speaking States. The third language, in non-Hindi speaking States, should be Hindi or English whichever has not been studied as a second language. Similarly, in the Hindi speaking States, the third language should be English or modern Indian language whichever has not been taught as a second language." It also recommended that "A classical language may be taught as a part of a composite mother tongue/regional language". The broad framework of language curriculum at the Upper Primary was visualized as follows:

> "At the Upper Primary Stage, pupils' competence in language has to be strengthened further to an extent so as to enable them to use language effectively in their future day-to-day life. They should be introduced to various forms of literature in the mother tongue/regional language. They should be able to express their reactions, in speech and in writing, to whatever they read and listen. Special stress should be laid on the applied side of language. Creative expression and the ability to think on one's own should be encouraged through language teaching with oral form of language finding important place in language curriculum. Teaching of language at the secondary stage will be required to be literature

oriented and it is at the Upper Primary stage when its basis should be proposed. In upper primary classes pupils should also be exposed to applied grammar in order to enable them to develop additional insight into the nature, structure and functions of language. Learners at this stage are also required to be introduced to the second and third languages. However, teaching of the second and third languages is to be planned keeping in view that the exposure of the pupils to these languages is comparatively very much restricted. There is hardly any chance for them to enrich their command of these languages except through reading. Therefore, the teacher of these languages should be satisfied if the pupil learns to operate satisfactorily within the limits of a controlled vocabulary and graded structure."

Mathematics: The broad framework of Mathematics curriculum was visualized as follows :

"At the Upper Primary stage (Classes VI to VIII) the pupils should further acquire knowledge and understanding of facts, concepts, principles, etc., related to commercial mathematics, mensuration, descriptive statistics, practical geometry and fundamentals of algebra. They should develop proficiency in using tables and ready reckoners, etc. in solving problems. The problems should be realistic, informative and data-based and should be selected from different sources like trade, commerce, industry, agriculture, population studies, etc. There should be practical work in the mathematics laboratory/work room/open field consisting of geometrical drawing, estimation and measurement of lengths, areas and volumes, and verification/demonstration of geometrical facts with simple teaching aids including paper folding/cutting. The pupils should be enabled to read and interpret data from statistical graphs. The mathematics up to the Upper Primary stage should be mainly functional. The study of arithmetic, including commercial mathematics, should be completed to a very large extent by the end of the Upper Primary stage. Introduction of simple mathematical signs, international terms and symbols may be promoted as a curricular objective."

Science: The NCF laid down the general perspective of Science as a curricular area at the School stage. It stated,

"Science should be treated as one of the curricular areas that play a decisive role in equipping the learner for understanding, interpreting and dealing with, in a more scientific way, various things and phenomena around him/her. Education in science should aim at developing well defined abilities in cognitive, affective and psychomotor domains such as spirit of inquiry, creativity, objectivity, the courage to question and aesthetic sensibility. Programmes in science education should be designed so as to enable the learner to acquire problem solving and decision-making skills and to discover the relationship of science with health, agriculture, industry and other aspects of daily life. Scientific knowledge and skills should help an individual to question the existing beliefs, prejudices and practices and act as a liberating force. They should also help him/her to search for truth, harmony and order in different aspects of life.

"Thus there are three aspects of the study of physical and natural environment under science education. The pupil has to learn about the flora and fauna, natural resources, sources of energy, etc. Secondly, the learning here should take place to a great extent, through the learner's physical and natural environment implying thereby systematic observations and exploration of the environment by applying scientific procedures of study. Thirdly, learning should be for the physical and natural environment, meaning thereby that it should be aimed at the development of a genuine concern, sensitivity and ability necessary for the preservation and protection of physical and natural resources."

For the Science curriculum at the Upper Primary stage, it recommended the following: "At the Upper Primary stage (Classes VI to VIII), the learner is expected to consolidate and strengthen the abilities acquired at the primary stage. In addition, the objective should be to develop an understanding of nature of scientific knowledge, and certain physical, chemical and biological principles and their relationship to the operation of scientific principles in nature as well as in daily life. The learner should be helped in developing the capability of using the process of science in solving problems, making decisions and furthering his own understanding of the universe. The pupil should be made to develop skills of manipulating simple science

equipment and designing of simple experiments to seek explanation of natural phenomena. Science education at this stage should help the learner to develop an understanding and appreciation of the joint enterprise of science and technology and the interrelationship of these with other aspects of society".

Social Sciences: The NCF recommended the following broad perspective of Social Sciences as a curricular area for general education:

"The study of social sciences as component of general education is of critical importance in facilitating the learner's growth into a well informed and responsible citizen. It should aim at developing in him/her an understanding of his/her physical and social environment, both immediate and remote, in terms of time and space, and an appreciation of the cultural heritage of India and various cultures of the world. The study of the present physical and social environment should help him/her in developing an understanding of the interaction of man with his physical and social environment and with the institutions — social, economic and political—through which human beings inter-relate with one another and function in the society. The study of social sciences should also aim at enabling him to see the present in the perspective of past developments.

"Similar to the study of physical and natural environment in science education, the study of social environment in social sciences should have three aspects, namely, learning *about* the social environment, learning *through* the social environment and learning *for* the social environment. This would mean that a pupil will learn, for example, about the social customs, cultural heritage, history of society, etc. through observation, exploration and scientific study of social phenomena and events, and will thereby develop genuine interest in, and an urge for, preservation of what is good in our culture and improvement of existing socio-economic cultural set-up.

"Social sciences is perhaps the singular curricular area which can prove to be the most effective tool for providing education in the context of all the core components indicated in the NPE-86. Special care should, hence, be taken in

designing the curriculum in social sciences so as not to overlook any of the core components."

For the curriculum at the Upper Primary stage, it recommended the following:

"At the Upper Primary stage, the study of social sciences should comprise the study of history, geography, civics and contemporary issues and problems. The learner at this stage should be initiated into the study of India's past in all its major aspects such as social, cultural and scientific development. He/she should also be helped to appreciate diversities in ways of living and interdependence of various regions of India and the world. He/she should know the civic and political institutions and understand contemporary social and economic conditions and problems. Social skills and civic competencies, and a national perspective would thus equip him/her to participate in the task of social and economic reconstruction."

Work Experience: The broad perspective of the curriculum in Work Experience was visualized as follows:

"Work experience, viewed as purposive and meaningful manual work, organized as an integral part of the learning process and resulting in either goods or services useful to the community, should be an essential component at all stages of education, and be provided through well-structured and graded programmes. It should comprise activities in accordance with the interests, abilities and needs of learners, the level of skills, and knowledge to be upgraded with the stages of education."

"Work experience should inculcate in the learners a respect for manual work, value of self-reliance, cooperativeness, perseverance, helpfulness, inquisitiveness, work ethics, attitudes and values related to productive work, and concern for the community. This experience would also be helpful on their entry into the work force. It should enable the learner to understand the concepts, facts, terms and scientific principles involved in various forms of work situations, know the sources of raw materials, understand the use of tools and equipment in production and service processes, acquire skills required in a technologically advancing society, and conceptualize his role

in the productive situations. The programme should also help him/her in acquiring skills required for identifying, selecting, procuring, arranging and developing innovative methods and materials; observing, manipulating and participating in work practices thereby enhancing his productive efficiency. Pre-vocational programmes provided at the secondary stage should also facilitate the choice of the vocational courses at the higher secondary stage."

For the Upper Primary stage, it recommended the following for Work Experience:

"At the Upper Primary stage, learners are sufficiently mature to carry out strenuous work with higher skills requiring closer neuro-muscular coordination. They should be encouraged to participate more intensively in production processes by understanding well-designed projects. By and large, the activities should lead to the enhancement in nutrition, health, sanitation, productivity and economic status of the community. The observation, manipulation and work practice should be the methodology to achieve the stipulated goals. At this stage, the learning and mastery of skills become more important than at the Primary stage. This is the age when work experience should emphasize agricultural and technological processes to help the integration of science, mathematics and technology with the life of the community. Work experience should prove to be helpful to the learner on his/her entry into the work force."

Art Education: The NCF pointed out that art education and creative expression had received inadequate attention in the school curriculum so far and stressed its importance as an area of curricular activity for all round development of the child. It visualized the aim of art education as the sensitization of the learners 'so that they may learn to respond to the beauty in line, colour, form, movement and sound'. It emphasised to the study of art and cultural heritage for appreciating and understanding one another. The aim of curriculum was stated as 'developing awareness of, and interest in, a wide range of fine arts, both at the classical and folk level so that the learner is both the beneficiary and the performer'. The broad perspective of art education was stated as follows:

"At the Upper Primary stage, art education programme should comprise (i) handling of the materials for drawing, painting, printing, collage, clay modelling and construction of puppets; (ii) creating artistic things by free expression method and specific topics method; (iii) handling of simple musical instruments ...; (iv) movement, mime and simple dance forms; (v) community singing; (vi) simple concepts of visual and performing arts; (vii) stories of great personalities in the field of arts; and (viii) stories connected with other countries. Emphasis should be laid on the use of learner's own imagination and development of his/her own concepts and expression through exploration. He/she should be enabled to develop a sense of organization and design, i.e., aesthetic arrangements permeating all life, and to feel a deep and lasting joy of art."

Health and Physical Education: This area was described in the NCF as an integral part of the learning process. The NCF stated,

"Health and physical education and sports should be an integral part of the learning process and be included in the evaluation of performance. Health and physical education should be concerned with the total health of the learner and the community implying thereby the important place of mental and emotional health, in addition to the physical health. Thus, it should enable the pupil to know that harmonious development of body and mind is essential for good health. He/she should be helped to develop desirable understanding, attitudes and practices with regard to nutrition, health and sanitation so that the health status of the family and community is improved. Thus, he should be enabled to develop awareness also as a conscious citizen about the health and sanitation at the community level and his role in that context. The physical education should aim at developing health, strength and fitness of the body. Acquisition of adequate neuro-muscular coordination should be an important component of the scheme of health and physical education. Some programmes related to physical education, such as scouting, guiding, N.C.C., etc. can be of help in cultivation of such basic qualities as endurance, courage, decision-making, resourcefulness, respect for others, truthfulness, faithfulness, loyalty to duty, and concern for common good.

"The content of health and physical education during the first ten years should include those areas which are needed for general promotion of healthful living as well as those related to the major health problems of the country. Amongst sports and games activities, due stress should be laid on indigenous traditional games. As a system which promotes an integral development of body and mind, yoga should receive special attention".

"Medical inspection and check-up should be compulsory at all the stages with adequate follow-up in cases in which medical/physical defects are noticed".

For the Upper Primary stage, specifically, it recommended,

"In view of the characteristic physical growth, neuro-muscular coordination and social development that take place at the Upper Primary stage, it is desirable to provide for vigorous developmental exercises, rhythmics, gymnastics, calisthenics, athletics, acquatics, judo, yoga, drill and marching, scouting, camping and various team games and competitions at that stage. In health education, provisions should be made for creation among learners of awareness related to common health problems, safety measures, nutritional problems, adulteration, first-aid, sanitation and pollution."

The NCF also provided broad indication of the time allocation in terms of the percentage of total time to be allotted to each curricular area for the Primary, Upper Primary and Secondary stages. For the Upper Primary stage, this allocation was as follows:

Languages	32 %
Mathematics	12 %
Science	12 %
Social Sciences	12 %
Work Experience	12 %
Art Education	10 %
Health and Physical Education	10 %
Total	100 %

1.3 Guidelines for Provision of Facilities

Guidelines have been developed during the past three decades on certain aspects of the implementation of the curriculum. Some of these have been formulated in very broad terms while for some aspects they have been detailed and specific. Correction of regional imbalances and provision of good educational facilities in rural and other backward areas, adoption of the Common School System, emphasis on the education of girls, more intensive efforts to develop education among the backward classes, particularly among the tribal people, expansion of educational facilities for the physically and mentally handicapped children and developing integrated programmes enabling the handicapped children to study in regular schools are among the principles which the 1968 Policy Resolution emphasized for the development of education in the country. The 1975 curriculum framework laid emphasis on the provision of facilities, instructional aids and equipment, involvement of the community with school as a centre of community activities and the community providing men and materials to schools and nurturing Work Experience and arts.

The NPE, in the context of explaining the concept of a National System of Education, stated that "It implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality." It further said, "To achieve this, the government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy." It further stated, "To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success." In Part IV on Education for Equality, the 1986 Policy laid emphasis on removing of disparities and on equalizing educational opportunity by attending to the specific needs of girls, Scheduled Castes, Scheduled Tribes, Other Educationally Backward Sections and Areas, Minorities and the Handicapped. Except at places for specific reference to Elementary stage, there were no references to problems or programmes for any other specific stage of education. The section on Elementary Education made a specific reference to the first generation learners who, it stated, 'should be allowed to set their own pace and be given supplementary

remedial instruction'. Specifically, the Policy stated, "The Operation Blackboard will be extended to Upper Primary stage also". It laid special emphasis on sports and physical education which, it said, 'are an integral part of the learning process, and will be included in the evaluation of performance'. For the promotion of sports and physical education, it stated, "A nation-wide infrastructure for physical education, sports and games will be built into the educational edifice. The infrastructure will consist of play fields, equipment, coaches and teachers of physical education as part of the School Improvement Programme."

While some aspects of the 1986 Policy were elaborated in the POA (1986), little specific was included for infrastructural facilities for the Upper Primary stage. The NCF also referred to the provision of the minimum essential facilities in general terms and made no specific reference to the distinct requirements of the Upper Primary stage. It stated,

> "Provision of the essential facilities required for effective transaction of the curriculum in all schools/non-formal learning centres needs to be articulated effectively in all the plans and programmes for educational development. It is necessary to ensure that all schools have the minimum essential facilities in terms of classrooms, teachers, teaching aids, etc. A phased drive should be undertaken to provide the essential facilities necessary for effective transaction of the curriculum in all schools. Government, local bodies, voluntary agencies and individuals in the community will have to be involved in this task. There exists a considerable disparity in the facilities available in the rural and urban schools. There is an urgent need to provide adequate physical facilities to the rural schools to bring them to the level of urban schools.
>
> "The introduction of normative common scheme of studies is likely to ensure equity in terms of participation of children from the backward areas, and girls, in curricular areas like sciences and mathematics particularly at the secondary level. On the plea of inadequate resources, such secondary schools located in the backward areas do not provide facilities for teaching these subjects. Thus, an unwritten diversification of courses, on the basis of access to resources by the educational institutions, in violation of the accepted curricular norms,

comes into being and should be effectively restricted. Such measures will also make it obligatory on the part of the local educational authorities to ensure that the threshold facilities and arrangements required for teaching all the subjects under the common scheme of studies are provided to all schools."

The 1992 POA specifically referred to a scheme for the Upper Primary stage to operationalize the Revised Policy Formulations (1992). The scheme as stated in the POA was as follows: "Expanding OB (Operation Blackboard) to Upper Primary schools to provide (a) at least one room for each class/section, (b) a headmaster-cum-office room, (c) separate toilet facilities for girls and boys, (d) essential teaching learning equipment including a library, (e) at least one teacher for each class/section and (f) a contingency grant for replenishment of items, consumables and minor repairs, etc." It also made a special reference to steps that would be taken to increase enrolment at the Upper Primary stage. "The existing norm," it stated," of providing an Upper Primary school within 3 km walking distance is generally inconvenient for girls. This norm will be relaxed and the new ratio between primary and upper primary schools will be 2:1. Action will be taken in the next 5 years to upgrade every second primary school to the Upper Primary level." It added,"It will be primarily the responsibility of the State governments to observe this norm for school-mapping". The time-schedule for the implementation of the extension of OB scheme to the Upper Primary stage was also less than definite. It said, "Under the expanded OB scheme, a limited number of Upper Primary schools will be covered during the Eighth Plan. Depending on the availability of funds, all Upper Primary schools will be covered by the year A.D. 2000."

1.4 Guidelines for School Days and School Hours

The number of working days and instructional days for schools has long been a matter of concern. The Education Commission had recommended 234 working days for schools per year, or 39 weeks, each week having six working days. It allowed for a loss of not more than 21 instructional days every year due to various causes, including examinations, and recommended not less than 1000 instructional hours per year to be raised to 1100 hours or even 1200 hours. The 1975 curriculum framework recommended

a minimum of 240 working days in a year out of which 220 days would be for instruction and 20 days for school camps and community services, etc. For the Upper Primary stage, instructional time of not less than five hours per day was recommended in addition to 50 minutes for morning assembly and recess. The National Curriculum Framework (1988) emphasized the importance of the availability of adequate instructional time for the effectiveness and the quality of curriculum transaction. It made the following recommendation in this regard:

> "The effectiveness and the quality of curriculum transaction is also dependent upon the availability of adequate instructional time. All possible efforts should be made to ensure that the stipulated number of working days are available to schools. Loss of instructional time due to unspecified reasons should be minimized through better educational management. After taking into account the number of days required for holding terminal examinations, school functions, etc. at least 200 days in a year should be available for effective instruction."
>
> Regarding the school hours, it recommended, "An early childhood education centre should function for three hours a day. A primary school should function for five hours a day out of which four hours should be available for instructional work. For the Upper Primary and Secondary schools, the duration of a school day should be six hours, out of which five hours should be kept for instructional work, and the rest utilized for morning assembly, recess, etc. The duration of a class period should be around 40 minutes."

1.5 Teachers and Teacher Preparation

All committees and commissions on education and statements of educational policy have made recommendations on the status of teachers and teacher education, both pre- and in-service. The Education Commission recommended that the duration of professional courses for primary teachers who have completed the secondary school course should be two years. It also recommended in-service education of 'two or three months' in every five years of a teacher's service. The Commission also made a number of recommendations for improving the quality of teacher education.

The 1968 Policy Resolution made some recommendations on the 'Status, Emoluments and Education of Teachers'. It made a specific reference to the academic freedom of teachers but did not go beyond stating the following on the education of teachers: "Teacher education, particularly in-service education, should receive due emphasis." The NPE made many elaborate formulations on the status of teachers and laid down specific steps for improving the quality of professional education of teachers. According to the NPE, "The methods of recruiting teachers will be reorganized to ensure merit, objectivity and conformity with spatial and functional requirements.... Guidelines will be formulated to ensure objectivity in the postings and transfers of teachers. A system of teachers' evaluation—open, participative and data-based— will be created.... Norms of accountability will be laid down...." It also emphasized the importance of the role of teachers' associations in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct and stated that "National level associations of teachers could prepare a Code of Professional Ethics for Teachers and see to its observance". The Policy also emphasized the inseparability of pre-service and in-service components of teacher education and envisaged 'as a first step' the over-hauling of the system of teacher education. It specifically laid down the setting up of District Institutes of Education and Training (DIETs), 'with the capability to organize pre-service and in-service courses for elementary school teachers (as well as for the personnel working in non-formal and adult education).'

Following the adoption of NPE, POA (1986) laid down steps for setting up DIETs which, it stated, by bringing about radical transformation of the present system of Elementary Education would bring about an important change in the educational system. The functions of DIETs as laid down by POA included, among others, 'Pre-service and in-service education of teachers for the formal school system', 'Training and orientation of heads of institutions in institutional planning and management and micro-level planning', 'Orientation of community leaders, functionaries of voluntary organizations and others influencing school level education', 'Academic support to school complexes and District Boards of Education', 'Serving as evaluation centre for primary and upper primary schools...', 'Provision of services of

a resource and learning centre for teachers and instructors', etc. The POA also referred to the role of SCERTs in the in-service education of teachers, without any reference to the specific category of teachers. The DIETs 'for the primary level', it stated, 'would be the major agency to conduct the programmes of in-service education for primary teachers'. The development of guidelines for curricula and methods of teacher education, according to it, was to be performed by the National Council for Teacher Education (NCTE) which was to be given autonomous and statutory status and other functions such as preparation of learning materials were to be continued to be performed by the NCERT, SCERTs, in cooperation with NCTE. The 1992 POA referred to the progress in the setting up of the DIETs. It referred to the NCTE which was set up as a statutory body soon after. It also mentioned that 'State Boards of Teacher Education will also be set up.'

After the 1986 Policy, a centrally sponsored scheme of Mass Orientation of School Teachers was launched which, during 1986-89, is stated to have covered 17.62 lakh teachers (30 per cent of whom were Upper Primary and Secondary teachers). A similar scheme exclusively for Primary teachers was launched with the adoption of POA (1992).

Various efforts have been made at the national level to promote changes in the teacher education curriculum for improving the quality of professional education of teachers. The NCTE, of which the NCERT's Department of Teacher Education was then the Secretariat, in 1978, had brought out *Teacher Education Curriculum —A Framework* which provided the basis for changes in teacher education curriculum in some States. In 1991, the NCERT brought out, in view of changes in the educational system, *Elementary Teacher Education Curriculum: Guidelines and Syllabi.* This document provided suggestive guidelines for improvements in the elementary teacher education curriculum in the country. More recently, in 1996, the NCTE brought out a Discussion Document entitled *Curriculum Framework for Teacher Education.* In both the NCERT document of 1991 and the recent very general framework brought out by the NCTE for discussion, little attention is paid to the fact that Elementary Education is composed of two distinct stages and even when a reference to the Upper Primary stage does occur, it is more or

less perfunctory and stops short of providing any meaningful suggestions.

The national policy and guidelines in regard to teachers and their professional training may be summed up as follows: "The teachers at this stage are required to have completed their higher secondary (+2) education followed by two years of professional training in a more or less undifferentiated elementary education programme."

In pursuance of the NPE formulations regarding the status of teachers and the accountability of teachers, the Task Force set up by the Ministry of Human Resource Development has recently (1997) brought out a report entitled *Teachers' Service Conditions and Redressal of their Grievances in Private Schools.* The report deals, among others, with issues relating to Service Conditions of Teachers and Teacher Accountability. A 'Code of Professional Ethics for School Teachers' evolved by All India Federations of Primary and Secondary School Teachers' Organizations and a group of educationists in meetings organized by the NCERT was also issued in 1997.

1.6 Evaluation System

The general principles on which the evaluation and examination system should be based have been articulated over and over again at the national level. The 1968 Policy Resolution summed it up in these words: "A major goal of examination reforms should be to improve the reliability and validity of examinations and to make evaluation a continuous process aimed at helping the student to improve his level of achievement rather than at 'certifying' the quality of his performance at a given moment of time." The curriculum framework of 1975 emphasized the necessity of 'remedial courses' to remove deficiencies rather than 'failing' students by way of punishment. It expressed the view that the external public examinations even at the end of Class X would become redundant and should be abolished. The 1986 Policy gave a somewhat elaborate form to the 1968 principles already referred to and emphasized 'Continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time' and 'effective use of the evaluation process by teachers, students and parents'. The 1986 POA in its section on Elementary Education

emphasized the following in respect of evaluation: "A critical point of evaluation in the educational system is the progress of the learners. Hence... the greatest attention will be paid to creating a scientific system of evaluation of learners which would serve both as the basis for improvement of the academic programme and as the measure of the overall quality of elementary education system". The POA, while reiterating the integration of the assessment of performance with the process of learning and teaching, and utilizing the process of evaluation to bring about qualitative improvement in education stressed in the Policy stated that 'Public examination will continue to be held only at the levels of Classes X and XII'. For giving effect to the Policy on integrating the process of evaluation with teaching and learning, it listed the following programmes, among others, for consideration: "At the school level: (i) The Boards of Education will lay down the levels of attainment expected at Classes V, VIII, X and XII; (ii) The Boards will also prescribe the learning objectives corresponding to these levels of attainment in terms of knowledge and comprehension, communication, skills in the application of knowledge, and the ability to learn; (iii) Schemes of evaluation consisting of examinations to test those aspects of learning which can be assessed through formal examinations, and the procedure for assessing those aspects which cannot be tested through such an examination, will be developed. Abilities and proficiencies which can and should be assessed through institutional evaluation will be identified and procedures evolved for such evaluation." The 1992 POA, while stating that the "main function of evaluation will be diagnostic in nature so as to provide remedial help to the pupils at the Primary stage in view of no-detention policy envisaged at that stage, proposed that concerned agency in each State prepare a flexible scheme of Continuous Comprehensive Evaluation (CCE) at the elementary stage so as to make the evaluation process an integral part of teaching and learning at this stage". It further suggested, "The CCE will cover cognitive, affective and psychomotor areas of pupils' growth and will employ a variety of tools and techniques of evaluation for collecting evidence on different dimensions of pupils' growth. These evaluations will be reported in the form of grades on a comprehensive proforma. Appropriate procedures for ensuring reliability, validity, objectivity and transparency of the evaluations will be suggested by the concerned agency in each state."

The NCERT, in 1993, prepared a detailed 'Framework of Continuous and Comprehensive Evaluation for Upper Primary and Secondary Stages'. This framework, besides explaining the concept of continuous and comprehensive evaluation, dealt with specific aspects of evaluation such as assessment of scholastic aspects, assessment of personal and social qualities, evaluation of co-curricular activities, self-appraisal by pupils, recording, reporting and progress report card, etc. and may be considered as providing the framework of guidelines in this area at the national level.

2

Structure and Administrative Framework of Upper Primary Education

2.1 Structure of Upper Primary Education

ELEMENTARY (OR PRE-SECONDARY) education in almost every State/UT of the country is divided into two distinct stages. There is variation in the duration of each stage and the school years (classes) it covers as well as in their nomenclature. Only in Gujarat, the Elementary stage (called Primary) is not formally divided into two stages though there are schools which provide education exclusively for Classes V to VII.

The National Policy on Education (1986,1992) recommends, as stated in Chapter 1, a common structure of 5+3+2 for the first ten years of schooling throughout the country with the first five years of Primary and the next three years of Upper Primary together constituting the Elementary stage. However, this structure has still not been implemented throughout the country. There are three different structures of Upper Primary education in the country — in most States/UTs, this stage of education is of three years' duration but the classes covered are either VI to VIII or V to VII, while in the third pattern, the duration of this stage is two years and the Classes covered are VI and VII. It may be noted that States/UTs which have adopted the pattern of classes VI-VIII constituting the Upper Primary stage have their Primary stage covering Classes I to V and Secondary stage covering Classes IX-X. The students completing the Upper Primary stage of education in these States/UTs would generally be 14 years of age, which conforms to the constitutional provision of the age of free and compulsory education. In the other main pattern, the Primary stage is of four years' and Secondary of

three years' duration with the end of Upper Primary stage corresponding generally to age 13. Only in two States, viz. Andhra Pradesh and Orissa and a part of UT of Pondicherry (Yanam), the third pattern (duration of two years and the Classes covered VI-VII) is followed. (Variations in the structure of Upper Primary education, are shown in Fig. on page 28 and Table 2.1.

TABLE 2.1
Structure and Nomenclature of the Upper Primary Stage in States/UTs

Classes V-VII	*Classes VI-VIII*	*Classes VI-VII*
ASM (Middle English School, Madhya Vidyalaya)	ARP (M)	AP (U.P.)
	BIH (M)	ORI (M)
	HAR(M)	POND* (M)
GOA (M)	HP(M)	
GUJ (Primary — I to IV and V to VII)	J&K(M)	
	MP(M)	
KAR (Hr. Primary)	MAN(M)	
KER (U.P.)	NGL (M)	
MAH (U.P.)	PUN(M)	
MGH (U.P.)	RAJ(U.P.)	
MIZ (M)	SKM(U.P.)	
POND* (M)	TN(M)	
	TRP (M)	
	UP (Jr. High School)	
	WB(Jr. High School)	
	DEL (M)	
	POND* (U.P.)	

M - Middle

U.P. - Upper Primary

* Different parts of the UT of Pondicherry follow different patterns — Yanam, Mahe, and Karaikal and Pondicherry follow the nomenclature used in AP, KER and TN, respectively.

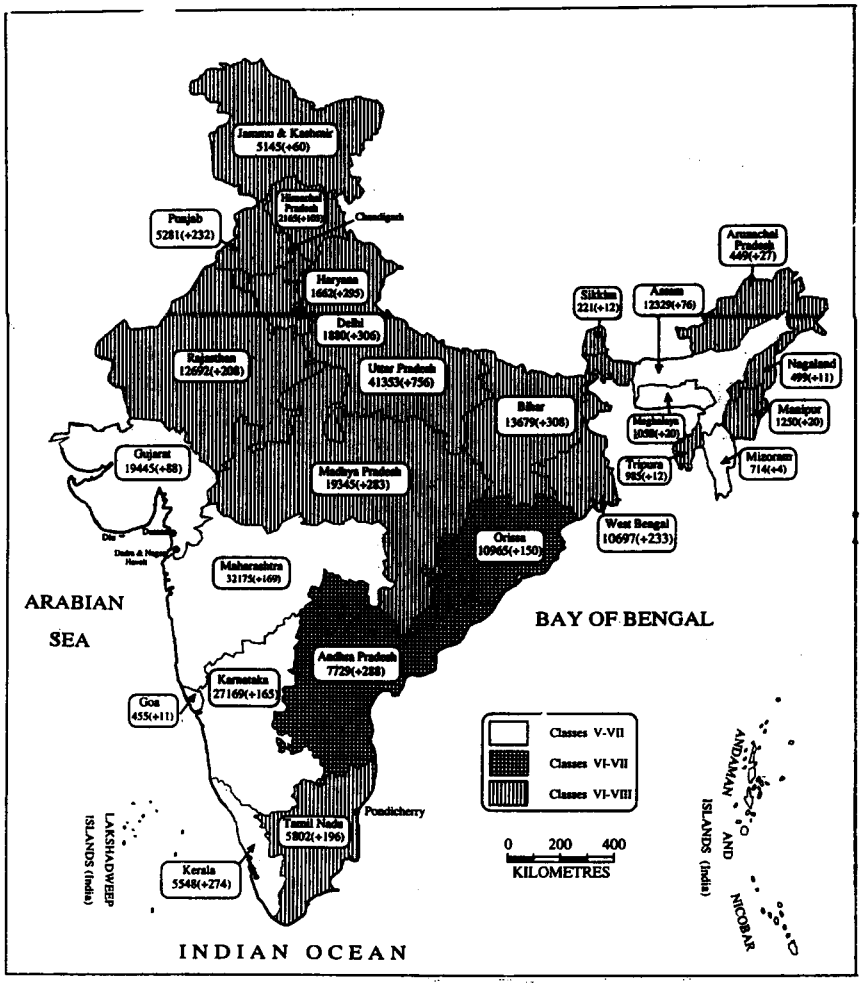
2.2 Types of Schools

Upper Primary education is provided in schools which cover different stages of school education such as those that provide education for the entire Elementary stage, those that provide education for Primary and/or Upper Primary along with Secondary and/or Higher Secondary; in most States, there are also schools that provide education exclusively for the Upper

INDIA

Upper Primary Stage of School Education

1997-98



Notes

1. The figures shown in the map indicate the number of schools imparting Upper Primary education in each State.
2. The figures outside the parentheses are of schools following the State's system, while the figures in the parentheses are of schools following other systems (such as KVs, NVs, other schools affiliated to CBSE; and schools affiliated to CISCE.)

Primary stage. In some States, the number of exclusive Upper Primary schools is very large; for example, in States such as Assam, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Orissa and Rajasthan, over half of the total schools providing Upper Primary education are exclusively Upper Primary schools. However, there are some States that do not have schools exclusively for this stage of education at all.

In most States/UTs, schools providing Upper Primary education are predominantly government or local body schools, followed in most cases by the number of schools aided by the government. In some States, however, such as West Bengal and some States in the North-East, the aided schools are much larger in number than government/local body schools; in the case of West Bengal they are almost entirely government-aided. Almost all States/UTs also have private unaided schools but generally their number as a proportion of the total number of schools is very small; only in some States/UTs, such as Andhra Pradesh, Karnataka, Madhya Pradesh, Maharashtra and Delhi, they form more than 10 per cent of the total schools providing Upper Primary education while in a few they are almost totally non-existent (Table 2.2).

In most States/UTs, there are also schools for this stage which are affiliated to the two all-India Boards, viz. Central Board of Secondary Education (CBSE) and Council for Indian School Certificate Examination (CISCE). The former includes Kendriya Vidyalayas, Navodaya Vidyalayas, Project schools, Sainik schools, etc. and private unaided schools (besides schools in some UTs which have all their schools affiliated to the CBSE) (Table 2.3). The schools affiliated to the CISCE, much smaller in number than the CBSE-affiliated schools, are all private unaided schools.

TABLE 2.2

Different Types of Schools Providing Upper Primary Education in States/UTs

States/ UTs	No. of Recognized Schools	Exclusively U.P. Schools	Schools by Management			Pace-Setting Schools	
			Govt./Local Bodies	Private Aided	Private Un-aided	No.	Name
AP	7729	Nil	5170	479	2080	23	Govt. Model School
ARP	449	Nil	429	9	11	Nil	-
ASM	12329	8293	10766	943	620	Nil	-
BIH	13679	Nil	13364	248	67	Nil	-
GOA	455	97	143	304	8	Nil	-
GUJ	19445	1206	14805	1173	3467	-	-
HAR	1662	Nil	1217	Nil	445	Nil	-
HP	2165	1253	2621	144		-	-
J&K	5145	Nil	4226	58	861	Nil	-
KAR	27169	Nil	20935	2450	3784	26	1.Morarji Desai Res. School
						226	2.Model Upper Primary School
KER	5548	2968	1938	3264	346	14	Govt. Model School
MP	19345	16101	12437	3664	3244	Nil	-
MAH	32175	21743	20567	7359	4249	5	Govt. Vidya Niketan
MAN	1250	66	605	188	457	87	Model School
MGH	1058	736	79	856	123	Nil	-
MIZ	714	712	338	277	99	1	Govt. Model School
NGL	499	200	235	264		Nil	-
ORI	10965	6663	9522	824	619	Nil	-
PUN	5281	2545	4957	167	157	Nil	-
RAJ	12692	-	10310		2382	8	Special Middle School
SKM	221	122	210	11	-	Nil	-
TN	5802	133	3795	1977	30	29	Govt Model School
TRP	985	411	936	35	14	Nil	-
UP	41353	17275	18752	975	21626	110	Model School
WB	10697	2775	45	10552	100	Nil	-
DEL	1880	549	974	217	689	3	(i)Pratibha Vikas
						317	(ii) Sarvodaya
POND	268	Nil	166	27	75	Nil	-

*Note:*The figures of schools given here do not include KVs, NVs, private unaided schools affiliated to CBSE, and schools affiliated to CISCE. The information about these schools is given in Table 2.3.

TABLE 2.3

KVs, NVs and Other Schools Affiliated to CBSE and CISCE in States and UTs

Schools Affiliated to CBSE				*Schools Affiliated to CISCE (as in October 1997)*	*Total*
States/ UTs	*Kendriya Vidyalayas (as on 30.6.1997)*	*No. of Navodaya Vidyalayas (as on 31.3.98)*	*Other* Schools*		
AP	45	23	145	75	288
ARP**	10	06	11	-	27
ASM	48	06	19	3	76
BIH	59	29	152	68	308
GOA	05	02	01	3	11
GUJ	41	12	30	5	88
HAR	26	13	247	9	295
HP	18	10	54	21	103
J&K	26	14	20	-	60
KAR	31	19	60	55	165
KER	26	12	186	50	274
MP	91	44	133	15	283
MAH	53	28	39	49	169
MAN	05	08	07	-	20
MGH	07	05	04	4	20
MIZ	01	03	Nil	-	4
NGL	07	03	Nil	1	11
ORI	30	12	55	53	150
PUN	39	10	152	31	232
RAJ	55	24	121	8	208
SKM	01	02	03	6	12
TN	29	Nil	125	42	196
TRP	05	03	02	2	12
UP	122	44	405	185	756
WB	29	Nil	50	154	233
A&N**	03	02	04	-	9
CHD**	06	01	37	6	50
D&D	Nil	02	01	-	3
DEL**	35	02	266	3	306
LAKS	Nil	01	Nil	-	1
POND	02	03	Nil	-	5
TOTAL	855	344	2330	848	4377

* Other Schools include Secondary and Senior Secondary project schools, Sainik schools, etc. and private unaided schools but do not include such of those schools as may be for Upper Primary stage only.

** The figures given do not include government and government aided schools which are affiliated to CBSE.

The government and local body schools have been put together in Table 2.2 to indicate schools which are directly under the control of the State/UT governments or local bodies, but it is important to note that while some States/UTs do not have any local bodies controlling schools at this stage, in States/UTs that do have local body schools the level of local bodies having schools varies. In States such as Bihar, Haryana, Himachal Pradesh, Punjab, etc. no local body at any level is authorized to set up Upper Primary schools. In some States, such as Rajasthan, the Panchayat Samitis are authorized to set up Upper Primary schools. In Karanataka, on the other hand, the only local body authorized to set up Upper Primary schools is the Bangalore City Corporation. The variations in the pattern in different States/UTs in this regard are shown in Table 2.4.

TABLE 2.4

Local Bodies in States/UTs Authorized to Set up Upper Primary Schools

Urban Municipality/ Cantt. Board/ Corporation	*Rural*			*Autonomous Distt.. Council*	*None*
	District level	*Block level*	*Village level*		
AP. GOA. GUJ. KAR. KER. MP. MAH. TN. UP. WB . DEL	AP. GUJ. KER. MAH. MIZ. UP. WB	AP. RAJ. TN	—	ASM	ARP. BIH. HAR. HP. J&K. MAN. MGH. NGL. ORI. PUN. SKM. TRP.

Note: In some States, more than one local body is authorized to set up Upper Primary schools. In Karnataka, only the Bangalore City Corporation is authorized to set up Upper Primary school.

It may be recalled that as a result of the 73rd Amendment, under Article 243 and Schedule 11 of the Constitution, all education up to the Secondary stage can be among the functions of the Panchayat if the legislative assembly of a State passed the necessary legislation for this purpose. However, the devolution of authority to the Panchayats in the area of Upper Primary education does not appear to have made any notable progress.

2.3 Criteria for Setting up Upper Primary Schools

Most States/UTs have fairly well-defined criteria for setting up an Upper Primary school. These criteria generally conform to the nationally evolved guidelines and norms in this regard.

Most States have laid down criteria such as the number of households, for example, 200 (or population varying from 800 to 3000) as well as distance (varying from a radius of 1 km to 5 km). Other States mention the criteria specifically in terms of NPE ('as per NPE') or in general terms such as 'requirement and popular demand'. In some States in the North-East, the government itself does not take the initiative in setting up a school; it either recognizes and gives grant to or takes over a school already set up (in Manipur), accords permission for setting up a school (in Meghalaya), takes over a private school on the request of private bodies (in Nagaland) or agrees to set up a school if the community provides land, building and furniture, etc. (in Mizoram).

A number of States have set up pace-setting schools, known by different names in different States. The purpose generally stated for setting up these schools, though small in number, is to provide quality education, particularly in rural areas, to children belonging to SCs, STs and other economically backward sections. In some States, these schools have been set up to serve the training requirements of student teachers of elementary teacher training institutions (See Table 2.2).

2.4 Criteria for Recognition of Schools

Each State/UT also has well-defined criteria for according recognition to schools set up by private bodies. For instance, the body setting up the school should be a registered society, should have the necessary infrastructure in terms of land, buildings, classrooms, library and qualified teachers, should have run the school for a specified period of time (which varies from State to State), should have the necessary funds (generally specified in the rules), etc. A well-defined procedure for according recognition also has been laid down by each State. The authority according recognition to schools in most States/UTs is the State government or its Department or Directorate of Education. In some States, (for example, West Bengal, Mizoram, Tripura), this authority is vested in the Board of School Education. In very few cases, this is done by bodies at a level lower than the State government, the State Directorate of Education in the State, the State Board, etc. In most States, the setting up of Upper Primary schools is centralized at the State level and so is the authority according recognition to schools.

2.5 Areas of State Control

Areas in which State/UT authorities exercise control over the private aided schools and private unaided schools vary from State to State. More States exercise control over the recruitment of teachers in aided schools than those that do not do so, and a little more of them exercise full control over the service conditions of teachers. In nearly all States/UTs, the State/UT authorities exercise full control over the curriculum and textbooks used in aided schools. In a few cases the authorities also exercise full control over the admission of pupils and in some over the policy of promotion of children to the next class. Thus, basically it is mainly in the area of curriculum and textbooks followed by service conditions that the State authorities exercise full control over the aided schools (Table 2.5).

TABLE 2.5

States/UTs by Areas of Control over Aided Schools

Recruitment of teachers	*Service Conditions of Teachers*	*Curriculum*	*Textbooks*	*Admission of pupils*	*Policy of Promotion to next class*
AP, ASM, GOA, GUJ, HP, J&K, KAR, KER, MP, MAN, MGH, MIZ, PUN, RAJ, TRP, UP, WB, POND.	AP, ASM, GOA, GUJ, HAR, HP, KAR, KER, MP, MAH, MAN, MIZ, ORI, PUN, RAJ, TRP, UP, WB, DEL, POND.	AP, ASM, BIH, GOA, GUJ, HAR, HP, J&K, KAR, KER, MP, MAH, MAN, MGH, MIZ, NGL, ORI, PUN, RAJ, SKM, TN, UP, WB, DNH, DEL, POND.	AP, ASM, GOA, GUJ, HAR, HP J&K, KAR, KER, MP, MAH, MAN, MGH, MIZ, NGL, ORI, PUN, RAJ, SKM, TN, UP, WB, POND.	AP, ASM, GOA, GUJ HP, J&K, KAR, KER, MP, MAN, MIZ, ORI, PUN, RAJ, TN, TRP, UP, WB, DEL, POND	AP, ASM, GOA, GUJ HAR, HP KAR, KER, MP, MAH, MAN, MIZ, RAJ,TN, UP, DEL, POND

In the case of private unaided schools, the recruitment of teachers and their service conditions are controlled by State/UT authorities only in a few States. In about half the States/UTs, the curriculum and textbooks used in private aided schools are fully controlled by the State/UT authorities. State control over private unaided schools is exercised in less than half the States in matters of admission of pupils and policy of promotion of pupils to the next class (Table 2.6).

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TABLE 2.6

States/UTs by Areas of Control over Unaided Schools

Recruitment of Teachers	*Service Conditions of Teachers*	*Curriculum*	*Text-books*	*Admission of Pupils*	*Policy of Promotion to Next Class*
AP. GOA. J&K. MGH. UP	AP. GOA. MAH. MAN. UP. WB. DEL. POND.	AP. ASM. BIH. GOA. HAR. J&K. KAR. KER. MP. MAH. MIZ. NGL. ORL. TN. UP. WB. DEL. POND	AP. GOA. HAR. J&K. KAR. KER. MP. MAH. MAN. MIZ. NGL. ORI. TN. UP. WB. POND	AP. GOA. J&K. MAN. MIZ. RAJ. TN. UP. WB POND	AP. GOA. MP. MAH. MAN. MIZ. RAJ.TN. UP. POND

Overall, it may be said that the State authorities exercise full control over many aspects of Upper Primary stage of education. This is particularly prominent in the areas of curriculum and textbooks and somewhat less prominent in the service conditions of teachers and their recruitment.

2.6 School Days

The working days prescribed for schools in almost all States/UTs conform to the national guidelines in this regard (See Chapter 1). In most of the States/UTs, it is about 220 days per year. In a few it is less than 200 days and in a few others, it is much above the 220 figure — Bihar, for example, has 270 days prescribed. The number of instructional days prescribed is broadly in conformity with the nationally recommended guidelines though falling short in some States by about 5 to 10 per cent. The working days per week are 6 in most States and 5½ in the rest. As for the hours for which a school functions every day, almost in every State and UT, it is five or more. All this is in conformity with the national guidelines (Table 2.7).

There has been a general concern over the school working days which are lost due to various reasons. In very few States, the days lost are stated to be nil or in single digits. In most States that have provided information in this regard, the number of instructional days lost during the year was ten or more — in one State it was 45 days and in another 70. The data given in Table 2.7 is based entirely on the information available with and provided by the State head-quarters for the year 1997-98. It is possible that this data is an underestimate of the actual number of instructional days lost. It may also be noted that the number of days lost would not

necessarily be uniform in a State, and the information given may, therefore, be an approximate average for the State as a whole. This may mean that in some schools in the State, the number of instructional days actually lost would be more or less than what is stated.

TABLE 2.7

School Days and Hours

States/ UTs	School Days Per Year				Duration		Approximate No. of Days Lost in a Year
	Working Days	For Instruction	For Examinations	For Other Activities	Days Per Week	Hours Per Day	
AP	220	185	25	10	6	5-40	15-20
ARP	250	225	22	3	6	6-45	20
ASM	239	193	32	14	6	5	10
BIH	270	250	20	10	6	5-30	70
GOA	220-230	210	10	—	6	5	10
GUJ	220	206	14	—	5 ½	5	—
HAR	220	200	20	—	6	6	1-2
HP	220	200-205	15-20	—	6	6	—
J&K	225	175	20	10	6	6	20
KAR	220	170	30	20	6	5-30	3-5
KER	200	155	30	15	5	5	10
MP	220	—	—	—	6	4 to 6	—
MAH	220-240	180-195	35-40	—	6	6	7
MAN	240	180	18	6-7	5 ½	5-30	45
MGH	220	—	—	—	5-6	5-30	Nil
MIZ	203	199	4	11	5	5-30	Depends on locality
NGL	219	190	25	4	5-6	6	15
ORI	230	—	—	—	—	5-30	—
PUN	220	195	25	—	6	7	None
RAJ	245	210	20	15	6	6	10
SKM	220	202	18	—	6	5-30	None
TN	220	186	24	10	5	5	—
TRP	210	200	6-10	—	5 ½	5	10
UP	220	200	6	6	6	6	10-20
WB	210	200	6-10	—	5 ½	5	—
DEL	220+	190	22	20	6	5-30	20
POND	220	186	24	10	5	5	—

Note: There are some discrepancies in the data on the number of school days per year. In some cases this is due to the overlap between days for other activities and days for instruction.

3

Curriculum

3.1 Framing and Prescription

THE ORGANIZATIONS responsible for framing the syllabus for the Upper Primary stage in most States/UTs are the State Councils of Educational Research and Training (SCERTs) or the State Institutes of Education (SIEs). In some States, the nomenclature is somewhat different (for example in Karnataka, it is Directorate of State Educational Research and Training, in Rajasthan it is State Institute of Educational Research and Training, etc.). Two States have adopted the NCERT curriculum/syllabus. In most of the other States, it is framed by the State's Board of School Education or Secondary Education. In two States (Gujarat and Delhi), the respective State Textbook Bureaus are involved in framing the syllabus while in Tamil Nadu the syllabus is prepared by the Directorate of Teacher Education, Research and Training and the Directorate of Elementary Education. In the case of Pondicherry, the syllabuses of Tamil Nadu, Andhra Pradesh and Kerala are prescribed in different parts of the UT.

In some States, the same authority/organization frames and prescribes the syllabus but in some others, it is done by the government itself or its Department of Education or the Directorate of Education. The organizations responsible for framing the curriculum generally look after all subjects areas included in the curriculum. However, in some States, the syllabus in some languages is prepared by specialized institutes or societies. For example, the English curriculum for Karnataka and Uttar Pradesh is developed by, or in collaboration with, their respective Regional Institutes of English and in the case of West Bengal with the help of the British Council (Table 3.1).

TABLE 3.1

Curriculum Preparation in States/UTs

States/ UTs	Organizations Responsible for Curriculum			Year when Present Syllabus Prescribed Within State/UT	Subjects in which Syllabuses are Developed Organization	Subjects with Experts within the State
	Framing	Prescribing	Other Organizations, if any, for specific subjects			
AP	SCERT	Govt.	None	1995-96	All Languages Maths, Science, Social Studies	Telugu, Hindi, English, Maths, Science, Social Studies, Work Experience, Health and Phy Edn., Art, Creative Activities, Moral Education
ARP	NCERT	Govt.	None	1987-88	None	None
ASM	Board of Sec. Education	Board	None	1988	All Languages, Gen. Maths, Gen. Science, Social Studies, Drawing	English, Assamese, Maths, Science, Social Studies
BIH	Department of Edu.	Department of Edu.	None	1986	All languages, Maths, Science, Social Studies, SUPW, Art, Phy. Edn.	None
GOA	SIE	Directorate of Education-	None	1994-95	All languages, Maths, Science, Social Sciences	Hindi, Maths, Science

TABLE 3.1 *(contd.)*

Curriculum Preparation in States/UTs

States/ UTs	Organizations Responsible for Curriculum			Year when Present Syllabus Prescribed Within State/UT	Subjects in which Syllabuses are Developed Organization	Subjects with Experts within the State
	Framing	Prescribing	Other Organizations, if any, for specific subjects			
GUJ	GCERT, State Textbook Bureau	Govt.	None	1997	All languages, Maths, Science, Social Studies, Phy. & Health Edn.	Gujarati, Hindi, English, Maths, Social - Studies, Phy. & Health Edn.,
HAR	SCERT	Department of Education	None	1998	All languages, Maths, Science, Social Science, Drawing, Agriculture, SUPW	English, Hindi, Sanskrit, Punjabi, Urdu, Maths, Science, Social-Science, Drawing, Agriculture, SUPW.
HP	HP Board of School Education	Board	None	1986-87	Art, Music, Home, Science, SUPW, Study of Freedom Struggle,Moral Education, Physical Education	None
J&K	Board of School Education	Board	None	1982	Hindi, Urdu, Punjabi, Dogri, Persian, Arabic, Kashmiri, Sanskrit, Budhi.	None

TABLE 3.1 *(contd.)*

Curriculum Preparation in States/UTs

States/ UTs	Organizations Responsible for Curriculum			Year when Present Syllabus Prescribed Within State/UT	Subjects in which Syllabuses are Developed Organization	Subjects with Experts within the State
	Framing	Prescribing	Other Organizations, if any, for specific subjects			
KAR	DSERT	DSERT	Regional Institute of English	1988-89	All languages, Maths, Science, Social Science, SUPW, Phy & Health Edn., Moral Education, Art Education.	None
KER	SCERT	SCERT	None	1992	Basic Maths, Basic Science, Social Studies, Work Experience, Art Education, Health and Phy. Edn.	Maths, Science, Social Studies, Work Experience, Art Edn., Health & Phy. Edn.
MP	SCERT	Govt.	None	1988	—	—
MAH	MSCERT	Govt.	None	1988	All languages, Maths, Science, Social Science, Work Experience, Art, Physical Education.	English, Marathi, Hindi, Urdu, Art, Physical Education
MAN	NCERT	SCERT	Tribal Dialect Literary Society	1989-90	English, Maths, Hindi, Manipuri	English, Maths
MGH	DERT	Board	None	1992	All languages, Maths, Science, Social Studies, Phy. & Healh Education, Work Experience, Creative, Expression	English, Maths, Science, Social Science, Khasi, Garo, Creative Expression, Work Experience

TABLE 3.1 *(contd.)*

Curriculum Preparation in States/UTs

States/ UTs	*Organizations Responsible for Curriculum*			*Year when*	*Subjects in which*	*Subjects with*
	Framing	*Prescribing*	*Other Organizations, if any, for specific subjects*	*Present Syllabus Prescribed Within State/UT*	*Syllabuses are Developed Organization*	*Experts within the State*
MIZ	Mizoram Board of School Education	Board	None	1993	Mizo	Mizo
NGL	SCERT	SCERT	Hindi, Teachers' Association NGL	1988	English, Maths, Science, Social Science, Hindi, Mother Tongue, Fine Arts and Work Experience	Hindi, & Mother Tongue, English, Maths, Science, Fine Arts, Work Experience
ORI	SCERT	Directorate of Edn.	None	1988	All languages, Maths, Science, Social Science, Health & Phy. Edn., Art and Aesthetics.	None
PUN	Punjab Board of School Education	Board	None	1986-87	Science, Maths, Social Science	Science, Maths, Social Science, Punjabi, Urdu,
				1990-91	All languages, Phy. Edn., Art Education, Work Experience	Hindi, English, Art Edn., Phy. Edn., Work Experience

TABLE 3.1 *(contd.)*

Curriculum Preparation in States/UTs

States/ UTs	Organizations Responsible for Curriculum			Year when Present Syllabus Prescribed Within State/UT	Subjects in which Syllabuses are Developed Organization	Subjects with Experts within the State
	Framing	Prescribing	Other Organizations, if any, for specific subjects			
RAJ	SIERT	Directorate of Education	None	1990	All languages, Maths, Science, Social Science, SUPW, Art & Music, Health & Phy. Edn.	Hindi, English, Urdu, Sindhi, Gujrati, Punjabi, Sanskrit, Maths, Science, Social-Studies, Art, Physical Education.
SKM	SIE, Deptt. of Edn.	SIE, Deptt. of Edn.	—	1986-87	Languages, Maths, Science, Social Studies, SUPW/WE, PT/Games, Value Edn.	Languages, Science, Social Studies, Maths
TN	DTERT & DEE	DTERT & DEE	None	1995 -96	All languages, Maths, Science, Social Science, Physical & Health Edn., Art Education, Value Education, Life Oriented Education	Tamil, Telugu, Malayalam Kannada, Urdu, English, Maths, Science, Social Science, Phy. Edn., Value Edn., Life Oriented Edn.

TABLE 3.1 *(contd.)*

Curriculum Preparation in States/UTs

States/ UTs	Organizations Responsible for Curriculum			Year when Present Syllabus Prescribed Within State/UT	Subjects in which Syllabuses are Developed Organization	Subjects with Experts within the State
	Framing	Prescribing	Other Organizations, if any, for specific subjects			
TRP	Board of School Education	Board	None	1990-93	Bengali, English	None
UP	SCERT	Board	ELTI, State Institute of Science Education	1996	All languages, Maths,Science, Social Studies, Physical Edn., Work Experience, Home Science, Art & Music	All Subjects
WB	Board of School Education	Board	Urdu Academy and British Council	1986, 1992	Languages, Maths,Science, History, Geog., Phy. Edn., Work Experience	—
DEL	DBTB	DBTB	None	1991	—	—
POND	State Boards of TN, AP, and KER	Govt. of Pondicherry	Brevet Board of Examination for French Medium School	1996-97	—	—

In almost every State, the curricula currently in use were framed after and as a follow-up of the 1986 National Policy on Education and the POA (1986). As mentioned in Chapter 1, all States/UTs were expected to frame new curricula to reflect the main thrusts of the NPE keeping in view the National Curriculum Framework. The Guidelines and Syllabuses prepared by the NCERT in various subjects as a follow-up of the 1986 NPE and POA were also expected to be made use of by the concerned organizations in States/UTs. In some States, the concerned organizations adopted and more often adapted the NCERT syllabuses. Many States are also stated to have consulted the syllabuses of other States, in some cases of neighbouring States, and the syllabuses of CBSE and CISCE.

Almost all States involve subject experts, teacher educators, senior school teachers, Upper Primary school teachers and educational administrators in framing the syllabuses. Many States also involve representatives of teachers' associations or teachers' professional organizations in this work; very few involve PTAs. A few States involve retired eminent educators while in one State, an NGO working in the area of Elementary Education was involved. In one State, journalists, lawyers, political scientists and social workers are also stated to have been involved. The national level organization involved by many States in the process of developing syllabuses and textbooks is the NCERT and in one State, Kerala, organizations such as Central Institute of Indian Languages, Central Institute of English and Foreign Languages, Regional Institute of Education and Regional Institute of English were also involved. Almost no State has any centre or body for curriculum development at regional, district or other levels (except the State level body) and in most States, the DIETs play no role in this area.

Organizations responsible for framing the curriculum in many States do not have subject experts of their own on their faculty in all the major areas included in the curriculum at this stage; some States in their organizations responsible for curriculum have almost no academic faculty in any subject area. All States, however, as stated before, involve subject experts and teachers in the work of framing the curriculum. It may need to be considered whether the lack of subject faculty within the organization affects the task of curriculum development,

particularly if curriculum is required to be updated, revised and renewed on a continuing basis.

In most States, there is generally no system of circulation of the curriculum before its finalization and introduction. Some States circulate the draft to State and national level institutions for their comments, some send it to a few experts or a small number of schools, some conduct a few workshops/seminars to discuss the draft (in Meghalaya, these seminars are organized District-wise). Thus the extent of consultation with teachers and experts, other than those directly involved in framing it, varies from State to State; in most States, however, it is almost non-existent.

3.2 Curricular Areas/Subjects

There is a broad commonality in the curricular areas/subjects introduced at this stage throughout the country. In every State/UT, three languages (L1, L2, L3), Mathematics (in one State referred to as Basic Mathematics and in another as General Mathematics), Science (in some States referred to as General Science, and in one State referred to as Physical and Life Sciences), Social Science (in some States, referred to as Social Studies, and in one State as History and Geography) are compulsory for all students. Tamil Nadu is the only exception where only two languages are compulsory. In one State four languages are compulsory at this stage and in two other States, there is provision for a fourth language. Almost all States also have Physical and Health Education (in some States, Physical Education and in one State Sports and Physical Education), Work Experience (SUPW in some States and Life Oriented Education — LOE — in Tamil Nadu and Pondicherry) and Art Education (specifically Art and Music in Uttar Pradesh, Fine Arts in Nagaland, Creative Expression in Tripura, Drawing in Assam, Arts and Crafts in Karnataka, etc.). Some States also have Moral or Value Education as a curricular area. In West Bengal, Social Service is a component of the curriculum.

No State provides for any relaxation in the study of these curricular areas/subjects except that in Karnataka, the handicapped children are given the relaxation of studying only one language. Most States provide options in the choice of one or more languages and some from within a few specified areas such as any one of the crafts. Home Science is provided as an option in three States and in one — Haryana — it is available only to girl students (Table 3.2).

TABLE 3.2

Curricular Areas/Subjects

States/ UTs	*No. of Subjects*	*Curricular Areas/Subjects*
AP	10	L1,L2, L3, Maths, Science, Social Studies,SUPW/ WE, Health and Phy. Education, Art Education, Moral Education
ARP	10	L1, L2, L3, Maths, General Science, Social Science, Moral Science, Physical Education, Art Education, WE
ASM	10	L1, L2, L3, General Maths, General Science, Social Studies, Drawing, Physical and Health Education, Art Education, WE
BIH	10	L1, L2, L3, L4, Maths, Science, Social Studies, SUPW, Art, Physical Education
GOA	10	L1, L2, L3, Maths, General Science, Social Science, Art, Health and Physical Education, WE, Value Education
GUJ	10	L1, L2, L3, Maths, Science, Social Studies, Physical Education, WE/ Vocational Area, Creative Arts
HAR	9	Hindi, English (Punjabi),L3, Maths, Physical & Life Sciences, Social Science, Home Science/Drawing/Music/ Agriculture, SUPW, Health & Physical Education/Moral Education
HP	11	L1, L2, L3, Maths, General Science, Social Studies, Music/Art/Home Science, Physical Education, SUPW, Study of Freedom Struggle, Moral Education
J&K	9	L1, L2, L3, Maths, General Science, Social Science, WE, Art Education, Health and Physical Education
KAR	10	L1,L2, L3, Maths, Science, Social Science, SUPW, Physical and Health Education, Arts and Crafts, Value Education
KER	9	L1, L2, L3, Basic Maths, General Science, Social Studies, WE, Art Education, Health and Physical Education
MP	9	Hindi, English, Sanskrit/Urdu/Marathi/Gujarati, Maths, Science, Social Science, Sports and Health Education, Art, Work Experience
MAH	9	L1, L2, L3, Maths, Science, Social Science, WE, Art Education, Physical Education

TABLE 3.2 *(contd)*

Curricular Areas/Subjects

States/ UTs	*No. of Subjects*	*Curricular Areas/Subjects*
MAN	9 / 10	L1, L2, L3, Maths, Science, Social Science, SUPW, Health & Phy. Education, Creative Expression, Recognized Tribal dialect or any other Indian language (only for non-English medium schools)
MGH	9	L1, L2, L3, Maths, Science, Social Science, WE, Creative Expression, Health and Physical Education
MIZ	8	L1, L2, L3, Maths, Science, Social Science, Art Education, Physical and Health Education
NGL	8	L1,L2,L3, Maths, Science, Social Science (EVS), WE, Fine Arts
ORI	10	L1,L2,L3, Maths, Science, History and Civics, Geography, Health and Physical Education, WE, Art Education
PUN	10	L1,L2,L3, Maths, Science, Social Studies, WE, Health & Physical Education, Moral Education, Art/Music/Sanskrit/ Home Science
RAJ	10	L1, L2, L3, Maths, Science, Social Studies, Sanskrit, SUPW, Art Education, Physical and Health Education
SKM	9	L1,L2,L3, Maths, General Science, Social Studies, SUPW, Physical Education, Value Education
TN	8	L1,L2, Maths, Science, Social Science, LOE, Physical and Health Education, Value Education
TRP	9	L1,L2,L3, Maths, Science, Social Science, Health and Physical Education, Creative Expression, WE
UP	12	Hindi, English, L3, Maths, Science, Social Studies, Physical Education, SUPW, Art/Music, L3 - Commerce, Basic Craft, Moral Education, Environmental Edn.
WB	10	L1,L2,L3, Maths, Physical and Life Sciences, History, Geography, Work Education, Physical Education, Social Service
DEL	10	L1,L2,L3, Maths, Science, Social Studies, Art Education, Physical Education, Yoga, SUPW
POND*	9	L1,L2,L3, Maths, Science, Social Studies, Physical & Health Education, LOE, Value Education

* The subjects given are for Pondicherry and Karaikal. In other parts of the UT, Yanam and Mahe, the subjects are the same as in Andhra Pradesh and Kerala respectively.

The language curriculum of various States generally includes all the major languages spoken as mother tongue in those States. Most States, as mentioned before, have included the study of three languages in the curriculum at the Upper Primary stage. The first language (L1) is generally the mother tongue or regional language which is introduced at the Primary stage itself and is continued through the Upper Primary stage and beyond. Many States in the country have provided a number of languages in the curriculum for students to choose from as their first language (L1). It is presumed that the language chosen will be the learner's mother tongue. The total number of languages provided for as first, second or third language is generally very large. Some States have also provided English as one of the first languages that can be studied, and in some States it is also introduced at the Primary stage. However, it is generally introduced as a second language (L2) at the Upper Primary stage and in some States where Hindi is introduced as the second language, English is introduced as a third language. Similarly, Hindi in non-Hindi speaking States is introduced either as a second or third language. In almost every State, L2 and L3 are taught at least for three years. Some States, including most of the North-Eastern States, Bihar and West Bengal, also provide for the study of one of the tribal languages, in some cases, as a fourth language. Many States have provided for the teaching of Sanskrit and in some cases also Persian and Arabic as L3. In about half the States/UTs from where information was collected, Urdu is also provided for in the curriculum; in some States, it is available as L1. It is notable that in some States, particularly Hindi-speaking States and also in Gujarat and Punjab, the number of Modern Indian Languages provided in the curriculum is limited; in some States the total number of languages provided for is just three, thus precluding any options (Table 3.3).

In a few States, Hindi, and in some others English, is the sole medium of instruction. Most States, however, provide for a number of medium languages though in very few States all the languages introduced as L1 are medium languages for instruction.

It may be important to note that the provision for the study of languages does not necessarily mean that the corresponding facilities for teaching them are also available in most schools.

TABLE 3.3

Languages in Curriculum

States/ UTs	Languages Provided for	No. of Languages to be Studied	Medium Language(s)
AP	L1-Telugu/ Urdu/ Kannada/ Tamil/ Gujarati/Marathi/Oriya, L2-Hindi, L3-English	3	Telugu, Urdu, Tamil, Kannada, Gujarati, Oriya, Marathi, Hindi, English
ARP	L1-English, L2-Hindi,L3-Sanskrit/Assamese/Adi/ Kampti/Bhoti	3	English
ASM	L1-Assamese/Bengali/ Hindi/Bodo/ Urdu/ Manipuri/ Nepali/ Khasi/ Garo/ Mizo, L2-English, L3-Hindi/any other L1	3	Assamese, Bengali, Hindi, English, Bodo, Manipuri
BIH	L1-Hindi/Urdu/Bengali/ Maithili; L-2, Hindi/ Sanskrit/Oriya; L-3, English; L-4,Persian/ Arabic/Ho/Mundari/ Oraon/ Santhali	4	Hindi, Urdu, Bengali, Oriya
GOA	L1-English/Marathi/ Konkani, L2-Hindi, L3-English/Konkani/ Marathi/ Kannada/ Urdu	3	English, Marathi, Urdu, Konkani
GUJ	Gujarati, Hindi, English	3	Gujarati
HAR	L1- Hindi, L2- English/ Punjabi, L3-Urdu/ Sanskrit/Telugu/ Punjabi/ English	3	Hindi
HP	L1-Hindi,L2- English, L-3 Sanskrit	3	Hindi
J&K	L1-Hindi/Urdu, L2-English,L3-Urdu/ Hindi/L4-(Optional) Punjabi/ Budhi/Dogri/ Persian/Arabic/ Kashmiri/ Sanskrit	3/4	English, Hindi, Urdu

TABLE 3.3 *(contd)*

Languages in Curriculum

States/ UTs	*Languages Provided for*	*No. of Languages to be Studied*	*Medium Language(s)*
KAR	L1-English/ Kannada/ Urdu/ Marathi/Hindi/ Tamil/Telugu; L2-English/Kannada;L3-Hindi/ Sanskrit/ Persian/Arabic/English;	3	Kannada, English, Hindi, Marathi, Urdu, Tamil, Telugu
KER	L1-Malayalam/Tamil/ Kannada/ Arabic/Urdu/ Sanskrit/Gujarati; L2-English, L3-Hindi, [L1 can be two languages]	3/4	Malayalam, Tamil, Kannada, English
MP	L1-Hindi,L2-English; L3-Urdu/ Sanskrit/ Marathi/Gujarati	3	Hindi, English, Urdu, Marathi
MAH	L1-Marathi/English/ Hindi/Urdu/ Gujarati/ Telugu/Sindhi/Tamil/ Kannada/ Bengali; L2-Marathi/Hindi, L3-Marathi/English/ Hindi (with or without another minority language)	3	Marathi, English, Urdu, Hindi
MAN	L1-Manipuri/Hindi/MIL/ Tribal dialect, L2-English, L3-Elementary Hindi/ Manipuri	3/4*	Manipuri, English, Hindi, Bengali
MGH	L1-Khasi/Garo/Assamese/ Bengali/ Hindi/ Nepali; L2- English; L3-Hindi/ any other L1	3	English
MIZ	L1-Mizo/Bengali/Nepali/ Hmara; L2-English; L3-Hindi	3	Mizo, Hmara, Bengali, Nepali
NGL	L1-English; L2-Hindi; L3-Tenyidie (Angami)/ Ao/ Sema/Lotha/Sangtam/ Chhang/ Konyak/ Alternative English	3	English

TABLE 3.3 *(contd.)*

Languages in Curriculum

States/ UTs	*Languages Provided for*	*No. of Languages to be Studied*	*Medium Language(s)*
ORI	L1-Oriya/Hindi/Bengali/ Telugu/ Urdu/Alternative English: L2-English: L3-Hindi	3	Oriya (Other medium languages in some pockets)
PUN	L1-Hindi/Punjabi/ Urdu: L2-Hindi/Punjabi/ Urdu: L3- English	3	Punjabi, Hindi, English, Urdu
RAJ	L1-Hindi:L2-English: L3-Sanskrit/ Gujarati/ Urdu/ Punjabi/ Sindhi	3	Hindi
SKM	L1-English: L2-Nepali/ Bhutia/ Lepcha/ Limboo: L3-Hindi	3	English
TN	L1-Tamil/Telugu/ Kannada/ Malayalam/ Urdu: L2- English	2	Tamil, Telugu, Urdu, Malayalam, Kannada, English
TRP	L1-Bengali/English/ Hindi/Lushai: L2-English/ Bengali: L3-Hindi	3	Bengali, Hindi, English, Lushai
UP	L1-Hindi & compulsory Sanskrit: L2-English; L3-Sanskrit/Urdu/ Punjabi/ Gujarati/ Marathi/Assamese/ Kannada/ Oriya/ Kashmiri/Tamil/Telugu/ Malayalam/Arabic/Persian	3	Hindi, Urdu
WB	L1-Assamese/Bengali/ English/ Gujarati/ Lushai/Malayalam/ Marathi/ Modern Tibetan/ Nepali/ Oriya/ Punjabi/ Tamil/Telugu/Urdu/ Santhali/ Sadani: L2-English/Bengali/ Nepali: L-3 Any classical/ modern European language/ Sanskrit/ Pali/ Persian/ Arabic/Greek/ Latin/Classical Tibetan/ Classical Armenian/ French/German/Russian/ Portuguese/ Spanish/ Italian	3	English, Bengali, Nepali, Santhali, Hindi, Urdu, Oriya

TABLE 3.3 *(contd.)*

Languages in Curriculum

States/ UTs	*Languages Provided for*	*No. of Languages to be Studied*	*Medium Language(s)*
DEL	Hindi, English, Sanskrit, Punjabi, Urdu, Telugu, Kannada, Tamil, Bengali, Malayalam, Gujarati, Marathi	3	Hindi, Urdu, English, Other Mother Tongues
POND	L1-Tamil/Telugu/ Malayalam/French; L2-Hindi; L3-English	2/3	French, Malayalam, Tamil, Telugu, English

* Four languages for those studying a tribal dialect.

3.3 Allocation of Time and Marks to Different Curricular Areas/Subjects

(i) Allocation of Time

Most States have prescribed the number of periods for the teaching of each curricular area/subject. There is no common pattern of time allocation in the country. The three languages which are a part of the curriculum in almost every State get between 30 to 40 per cent of the total time, with L3 getting proportionately less time than L1 and L2. The time allocated to Mathematics, Science, Social Sciences is generally the same though in some States Mathematics is allocated more time than the other two areas. The time allocated to each of the so-called non-scholastic areas is, almost in every State, less than the time allocated to each of the other areas except, in a few cases, to L3. It is generally 1½ hours per week or even less in most States (Table 3.4).

The time allocation shown in the table is not exact. In many States, the duration of period varies from 30 minutes to 40 minutes. Schools also make their own adjustments.

(ii) Allocation of Marks in Annual Examinations

The weightage in terms of marks allocated to various so-called scholastic areas/ subjects in most States has no relationship with the time allocated to their teaching — each subject has been allotted 100 marks. In a few States, some differentiation is made between L1 and L2 on the one hand (100 marks each) and L3 (50 marks) on the other. For the non-scholastic areas, very few States

TABLE 3.4

Subject-wise Time (in hours-minutes) Allocation per Week

States/ UTs	*L1*	*L2*	*L3*	*L4*	*Maths*	*Science*	*Social Sciences*	*SUPW/ WE*	*Health & Phy. Edn /Yoga*	*Art/ Dra-wing/ Music/ Creative Expres-sion*	*Moral/ Value Edn.*
AP	4-45	2-15	4-30	—	6-00	3-45	4-10	1-30	1-10	1-10	1-10
ARP	5-00	5-00	2-00	—	5-00	5-00	5-00	2-00	2-00	1-20	2-00
ASM	4-25	4-00	2-25	—	4-00	4-00	4-00	—	—	1-00	—
BIH	3-15	3-15	3-15	2-40	4-00	4-00	4-00	2-40	1-20	1-20	—
GOA	5-15	3-00	2-20	—	3-30	3-30	4-00	1-00	2-35	1-10	0-30
GUJ	—	—	—·	—	—	—	—	—	—	—	—
HAR	6-00	6-00	3-30	—	6-00	6-00	6-00	1-15	1-15	3-30	—
HP*	3-00	4-45	3-00	—	4-45	3-30	3-30	0-30	1-10	1-10	0-30
J&K	2-45	2-45	0-30	—	2-45	2-45	2-45	1-30	1-40	2-30	—
KAR	4-40	3-20	3-20	—	4-00	4-00	4-00	2-00	2-40	1-15	0-40
KER	4-00	3-20	2-00	—	3-20	3-20	2-40	2-00	1-20	1-20	—
MP	4-00	4-00	4-00	—	4-00	4-00	4-00	—	4-00	—	—
MAH	3-30	3-00	2-10	—	3-30	3-00	3-30	3-00	2-25	2-25	—
MAN	2-40	3-25	2-40	—	4-00	2-40	2-40	2-00	2-00	2-00	
MGH	—	—	—·	—	—	—	—	—	—	—	—
MIZ	—	—	—·	—	—	—	—	—	—	—	—
NGL	4-40	2-40	3-15	—	4-40	4-00	3-15	2-00	—	2-00	—
ORI	4-30	4-30	3-00	—	4-30	4-30	7-30	2-15	2-15	2-15	—
PUN	3-00	3-00	3-00	—	3-00	3-30	3-00	2-10	7-00	—	1-00
RAJ	4-00	4-00	2-40	—	4-00	4-00	4-00	4-00	2-40	2-40	—
SKM	4-00	4-00	2-40	—	3-15	2-40	2-40	1-15	0-40	—	0-40
TN**	5-15	4-30	·	—	5-15	5-15	3-45	—	1-30	—	1-30
TRP	4-00	3-15	2-45	—	4-00	4-00	4-00	3-15	2-45	2-00	—
UP	6-40	4-00	2-00	—	6-40	4-00	4-00	2-40	2-00	—	—
WB	5-15	5-15	2-00	—	4-00	4-00	4-00	1-30	1-30	—	—
DEL	4-00	4-00	4-00	—	4-40	4-00	4-00	2-20	3-10	2-40	—
POND	4-00	1-20	3-25	—	3-20	3-20	2-45	2-00	1-20	1-20	—

* In HP 30 minutes are allocated for study of freedom struggle.
** In TN 3 hrs. are allocated for study of Life Oriented Education.

have marks allocated to them; wherever marks are allocated, they are generally half of the marks allocated to the so-called scholastic areas. Many States give grades for these subjects while some give neither marks nor grades.

(iii) Public Examinations and Allocation of Marks

A fairly large number of States, though less than half of those surveyed, have public examinations at the end of the Upper Primary stage (Class VII or Class VIII depending on the terminal year of the stage). In most of these States, these examinations are held mainly in what are generally referred to as scholastic areas — languages, mathematics, science and social sciences. In a few States, there is a public examination in Home Science/Art/Music and in one State in Health Education as well. Most States hold the public examination in three languages (L1, L2, L3). The weightage given to every subject in these examinations in terms of marks is generally the same — 100 marks. In a few States, however the third language (L3), Health Education, Art Education, etc. are allocated half the marks — 50 — compared with L1, L2 and other subjects.

A comparison of the weightages in terms of time and marks in public examinations allocated to different curricular areas/ subjects shows that there is generally no strict correspondence between the two. The position of evaluation and public examination is shown in greater detail in Chapter 7.

3.4 Co-Curricular Activities

Almost all States/UTs have provided for co-curricular activities. Some of these are related to specific curricular areas such as Physical Education, Work Experience/SUPW, Arts and Crafts, etc. Among the activities mentioned by States are debates, seminars, elocution contests, music, dance, drama and other cultural activities, cultural exhibitions, literary activities, scientific activities, science fairs and exhibitions, field work for observation, scouting, Bal Sabha, athletics, gymnastics, cleanliness drives, etc. Some States have also indicated the time allocated for these activities though most have not. While the fact that many States have specifically provided for a variety of co-curricular activities at this stage of school education is important, its place, in practice, in the school's curricular activities and programmes cannot

be assessed in the absence of information about the extent of students' involvement in them, both as individuals and in groups.

3.5 Provision for changes in the syllabus by the School

The States/UTs in the country do not allow schools to make changes in the prescribed curriculum/syllabus. The only changes which one or two States allow is the addition of local specific topics, shifting of some topics from one class to another and some freedom in the areas of SUPW and Moral Education.

3.6 Curricular Subjects/Areas in Class VIII in States/UTs with Class VII as the Terminal Year of Upper Primary Stage

In States/UTs with a structure in which the Upper Primary stage terminates at the end of Class VII, the curricular areas/subjects introduced in Class VIII are a part of the curriculum for the Secondary stage. In many of these States/UTs, the subjects/areas in Class VIII are broadly the same as in Class VII. The number of languages to be studied, for example, as well as the options in the choice of languages remain the same. The medium languages also are the same as at the Upper Primary stage. In some States, however, there is some variation. In Goa, for example, a Technical subject is added in Class VIII. In Kerala, Mathematics is spelt out to include Algebra, Arithmetic, Geometry and Modern Areas; Science as separate disciplines viz. Physics, Chemistry, and Biology and Health Science, and Social Science as History and Civics, Geography and Economics. Also along with Work Experience is mentioned Pre-Vocational subject. In terms of weightage, the pattern for class VIII is broadly the same both in allocation of time and marks in the annual examinations irrespective of whether it is part of Upper Primary or Secondary stage. There are some variations in the allocation of time to different subjects (Table 3.5).

3.7 Curricular Provisions for Special Groups

Very few States have special curricular provisions for the disabled in the mainstream schools. In only three States (Bihar, Maharashtra, Manipur) specialized teachers and a resource room with special equipment are stated to have been provided; in one of these States, there is also a special provision for admission of the disabled. In Karnataka, the visually impaired are exempted

TABLE 3.5

Subject-wise Time (in hours-minutes) Allocation in class VIII where it is NOT part of U. P. Stage

States/ UTs	L1	L2	L3	L4	Maths	Science	Social Science	SUPW/ WE	Health & Phy. Edn. /Yoga Vocational Course	Art/ Drawing/ Music/ Creative Expression Edn.	Moral/ Value Edn. Non-Scholastic
AP	3-35	2-15	3-40	—	6-00	6-00	3-00	6-40	0-30	0-30	0-30
ARP*	—	—	—	—	—	—	—	—	—	—	—
ASM	5-15	4-25	2-25	—	4-00	4-00	4-00	—	—	4-00	—
BIH*	—	—	—	—	—	—	—	—	—	—	—
GOA	4-00	2-20	2-20	-	4-40	4- 40	-	1- 10	1-50	1-10	1-10
GUJ +	—	—	—	—	—	—	—	—	—	—	—
HAR*	—	—	—	—	—	—	—	—	—	—	—
HP*	—	—	—	—	—	—	—	—	—	—	—
J&K*	—	—	—	—	—	—	—	—	—	—	—
KAR	4-40	3-20	3-20	—	4-00	4-00	4-00	2-00	2-40	—	—
KER	4-00	3-20	2-00	—	3-20	4-00	2-40	1-20	1-20	1-20	—
MP*	—	—	—	—	—	—	—	—	—	—	—
MAH	3-30	2-50	2-20	—	3-30	2-50	3-30	2-50	2-20	2-20	—
MAN*	—	—	—	—	—	—	—	—	—	—	—
MGH	—	—	—	—	—	—	—	—	—	—	—
MIZ	—	—	—	—	—	—	—	—	—	—	—
NGL*	—	—	—	—	—	—	—	—	—	—	—
ORI	4-30	4-30	2-15	—	3-45	3-45	3-45	3-00	2-15	2-15	2-15
PUN*	—	—	—	—	—	—	—	—	—	—	—
RAJ*	—	—	—	—	—	—	—	—	—	—	—
SKM*	—	—	—	—	—	—	—	—	—	—	—
TN*	—	—	—	—	—	—	—	—	—	—	—
TRP*	—	—	—	—	—	—	—	—	—	—	—
UP*											
WB*	—	—	—	—	—	—	—	—	—	—	—
DEL*	—	—	—	—	—	—	—	—	—	—	—
POND*											

* Not Applicable

from Mathematics and Map Work. In Tripura, more time is provided to the disabled during the examinations. In Punjab, the visually impaired have the option to appear in Board examinations at class VIII. The provision of writers for the visually impaired is presumed to be common.

Not all States have special schools for the disabled; those that exist are mainly for the severely hearing, visually and orthopaedically impaired. There are also special schools for the mentally retarded though these generally do not follow the same courses of study as at the Upper Primary stage. In the special schools for other categories, modification in the curriculum and provision of special curriculum is made. As up-to-date data about these schools was not always available from the Departments of Education, we are showing in Table 3.6 the data based on the NCERT's *Sixth All India Educational Survey* with 30 September 1993 as the reference date.

TABLE 3.6

State-wise Number of Special Schools for Disabled Children

States/UTs	*Number*	*States/UTs*	*Number*	*States/UTs*	*Number*
AP	60	MP	52	TRP	3
ARP	1	MAH	183	UP	30
ASM	6	MAN	2	WB	56
BIH	17	MGH	5	A&N	25
GOA	5	MIZ	7	CHD	2
GUJ	53	NGL	2	DNH	0
HAR	40	ORI	77	D&D	0
HP	6	PUN	10	DEL	38
J&K	5	RAJ	29	LAKS	0
KAR	51	SKM	0	POND	1
KER	30	TN	106		

Source : Sixth All India Educational Survey, Vol.1, pp. 127-130, NCERT, New Delhi, 1997

It may be noted that the information given earlier in this section on special curricular provisions for the disabled may not be representative of the actual situation. It is possible that, in spite of the scheme of Integrated Education for Disabled Children, its impact is either very limited or is very inconspicuous.

For other groups — girls, SC students, Tribal students, students belonging to religious minorities — almost no State in the country has any special curricular provisions. A few States provide the option of Home Science, Embroidery/Tailoring, Domestic Science, etc. to girls as an additional subject or in lieu of one of the so-called non-scholastic areas. In some States where Madrsa education is a part of the formal system, there is provision for a separate curriculum.

3.8 Provisions regarding Languages of Linguistic Minorities

The right of linguistic minorities to set up their own schools is guaranteed by Article 30 of the Constitution as a Fundamental Right. Most States/UTs give recognition to a number of minority languages and provide for them in their curriculum at this stage without necessarily providing facilities for the study of those languages. In Kerala, Gujarati is available in schools in Kozhikode District (Calicut). Some States have made provision for teaching Urdu through Madrsa schools. In some States, there are Urdu medium schools set up by the government.

In many States, the provision for teaching some of these languages is made in schools depending, according to explicitly stated rules, and in some States, on the number of students belonging to a minority language group in a school. In Kerala, for example, if the number of students belonging to a minority language group in a class exceeds 10, provision for teaching that language can be made in that school. In some States, such facilities are stated to be dependent on the availability of teachers. Minority languages are available as media of instruction and examination in many States though the number of languages provided as medium languages is smaller than those provided for study as languages. Some tribal languages, which are provided in the curriculum as optional languages, however, are not available as medium languages.

More than half the States/UTs surveyed prepare their own curriculum in the minority languages while a few adopt the curricula, in some languages, developed in other States. For example, in Madhya Pradesh, Maharashtra curriculum in Marathi is adopted while Pondicherry has adopted the Arabic language curriculum developed by the Kerala Board of School Education.

3.9 An Overview of the Course Contents

Various States/UTs, as stated before, developed their present syllabuses after the NPE (1986) was adopted to give effect to the main thrusts of the Policy. The National Curriculum Framework and the Guidelines and Syllabuses developed by the NCERT in various subjects for the Upper Primary stage seem to have exercised considerable influence on the process of the framing of new syllabuses in most States/UTs. The scheme of studies or the courses of study indicated in the preceding section is broadly on the lines recommended by NCF. A broad survey of the syllabuses brought out by various States/UTs shows that in the formulation of objectives and the main themes/topics covered in almost all subjects, there is a broad common pattern throughout the country and a broad conformity to NCF and the Guidelines and Syllabuses of the NCERT, with some adaptations. The influence of the NCERT syllabuses is much more conspicuous in Science, Mathematics and Social Science courses than in those of languages and other curricular areas.

(i) Language Courses

Not all syllabuses clearly state the objectives of teaching first, second and third language. Generally, language is seen mainly as a vehicle for communication of thoughts and ideas, and for establishing and strengthening social relations. It is generally recognized that language education is crucial to the study of all subjects. Language is instrumental to the growth and development of the mind and personality of the child. In this context, English is commonly seen as a service subject. The acquisition of proficiency or working knowledge in the English language is expected to facilitate the learning of other subject areas later on. English is seen as a link language within the country as well as with the rest of the world.

No clear distinctions are made in the syllabuses, and in the statement of objectives wherever given, between the teaching of the second language and the third language. In some cases, where the third language is a classical language, the objectives and methodology, it is presumed, must of necessity be different from those of teaching the first and the second language.

Most syllabuses in languages seem to be structure based — seeking to teach language through graded structures and controlled vocabulary. They also contain elements of formal

grammar, though most claim to emphasize the functional and communicative aspects of language learning. In a couple of cases, Uttar Pradesh included, they are modelled after MLL design, which has a specific format of presentation giving the teaching item and the corresponding activity along with the learning outcome. Most syllabuses have lists of structures with examples of usage. In some cases, Hindi,Urdu and English syllabuses are based on the NCERT syllabus.

In case of mother tongue teaching, emphasis is laid on understanding and appreciating literature. Acquisition and promotion of various language abilities, correct pronunciation and stress, conversation, reading (aloud as well as silent), writing, use of dictionary, etc. have been detailed. In a few cases, thinking as a separate ability (analyzing, rationalizing, summing up orally and in writing, agreeing/disagreeing) has also been included.

First language syllabuses, are often heavily grammar based and do not reflect the approach advocated in the general statement of goals and purposes.

(ii) Science Courses

In most States, the course in Science at the Upper Primary stage is introduced as a single subject except in Haryana, Kerala, Tamil Nadu and West Bengal where different approaches are followed. Almost all of them provide a broad rationale of the subject, objectives of teaching, criteria for the selection of content, and hints for evaluation. In some States, the objectives of science teaching have been further elaborated in the form of specific objectives of the curriculum for each class. Whether the course is organized as a single subject or in the form of separate disciplines, the objectives formulated in different States have a high degree of commonality and broadly conform to the NCF and NCERT Guidelines. Many States have followed the pattern adopted in the NCERT's syllabus in the organization of the content with separate columns listing major ideas, minor ideas, suggested teaching/learning situations, learning outcomes/competencies/skills envisaged, etc. In others, however, the mode of presentation is traditional, that is, listing of the topics.

The science course in Kerala follows the spiral approach. The Class VI course, for example, is organized under six major themes — Living World, Non-Living World, Energy in Action

and The Universe, Man and Environment, and Science and Technology. Similar themes are adopted for other classes. The Tamil Nadu syllabus is based on a disciplinary approach with the content organized as Physics, Chemistry, Botany and Zoology. In West Bengal, the course is organized into two broad disciplines, Life Science and Physical Sciences.

(iii) Mathematics

The Mathematics courses in most States have a broad correspondence to the course developed by the NCERT. It includes elements of arithmetic, algebra, geometry, commercial mathematics and statistics, as in the NCERT's course, though the class-wise presentation of topics is different in some cases. Some topics included in the courses of various States are not common. The courses of Tamil Nadu and Karnataka, for example, include binary system and computer programming. Introduction to coordinate geometry, set theory and operations on sets are included in the Mathematics course of Kerala (the last two topics also occur in the courses of Karnataka and Gujarat). The course in Goa has a topic on the contribution of mathematicians, which includes the life and work of Indian mathematicians, though it is non-evaluative. Most of the States' courses include a statement on rationale of teaching/learning Mathematics, objectives of teaching and guidelines for evaluation.

(iv) Social Sciences

Most States have adopted the nomenclature Social Science (or Social Sciences) and the main components of this course are History, Geography and Civics. In West Bengal, however, the course comprises Geography and History while there is no component of Civics.

The content of courses in the three components in most States is broadly the same as in the NCERT syllabus, generally following also the same organization of content and the same weightage. The History component in almost all States which have Classes VI to VIII as the Upper Primary stage comprises the study of ancient Indian history in Class VI, medieval Indian history in Class VII and modern Indian history in Class VIII. Some States have added a component of the local/State history to this. In States that have Classes V-VII as the Upper Primary stage, there are two broad patterns — either

the history components mentioned above for Classes VI to VIII are compressed into a course for Classes VI and VII or the Class VIII course which is a part of the Secondary stage is in terms of its contents really an extension of the Classes VI-VII course. For example in Andhra Pradesh, ancient Indian history is introduced in Class VI and medieval Indian history in Class VII which is the terminal class for the Upper Primary stage. However, modern Indian history is introduced in Class VIII which is the first year of the Secondary stage.

Broadly the same pattern applies to the other two components — Geography and Civics. The contents in these two subjects with some variations is broadly the same in most States as in the NCERT syllabus. Many States have included elements of local/State geography. The course for Class VIII in these subjects in States which have classes VI to VII or V-VII as the Upper Primary stage is also generally on the same lines as in the case of History mentioned above.

Some States have included Economics as a component of Social Science courses. The main focus of this component is the economy of the State.

(v) Art Education

There is no uniform pattern of art education in various States/ UTs. Some States, largely following the NCERT pattern, have a fairly well-structured curriculum giving details of areas covered under art education and of the activities to be undertaken. A holistic and integrated approach to art education, broadly based on the NCERT pattern, is reflected in the art curriculum of some States such as Rajasthan, Goa, Kerala, Jammu and Kashmir, Orissa, Tripura and Maharashtra where all relevant disciplines of visual arts (Drawing, Painting, Collage, Printing and Design, Applied Arts, Clay Modelling, Three Dimensional Constructions, Masks and Puppets), Music (Vocal, Instrumental, both folk and classical), Dance (folk and classical) and Creative Drama have been included. Indigenous resources and techniques too have been adopted in these States. However, in States like Bihar, Assam and Punjab, art education courses do not seem to reflect their rich traditions in art. In most States, it is limited to two- dimensional visual arts along with an introduction to plastic art. In some States, it is only 'Drawing'. Many States have also music, both classical and folk, in their curriculum. In some States, art education is

not among the compulsory areas at this stage. In Punjab, art education is listed in the curriculum, but it is introduced as *Practical art education* under SUPW activities involving making useful things ranging from artistic products to electrical appliances. In many States, activities which may be otherwise covered under WE/SUPW and art education are listed under co-curricular activities.

Most of the States following a pattern similar to the NCERT have prescribed appreciation and exposure to art through films, slides, life sketches, outings and other performances.

The focus of the art curriculum in West Bengal is exclusively on art history. It is worth mentioning that the art education curriculum of Goa, from Class VIII onwards, has a definite and distinct career orientation. It also attempts to assimilate both the Western and Indian traditions in music and theatre.

(vi) Work Experience/ Socially Useful Productive Work

As a programme to relate education to life and productivity, Work Experience/SUPW has been introduced in the school curricula of all States and Union Territories. Food, shelter and clothing form the main areas of curriculum though the focus varies from State to State. Kitchen Gardening, Plant Care, Food Processing and Preservation, Poultry Farming, Bee keeping, Book-binding, Tailoring, making of some utility items like soap, candles, file-tags are prevocational whereas some creative experiences like shell work, palm leaf mats, cane and bamboo items, etc., utilize the aesthetic sensibilities of the students.

In Kerala, Orissa, Tripura, Goa and Maharashtra, the orientation of SUPW/WE curricula is towards vocations and self-reliance while in J&K and Rajasthan the emphasis seems to be on integration with other subjects. Interaction with local craftsmen and exploitation of local resources have been given emphasis in States such as Orissa, Tripura, Punjab, Goa and West Bengal.

The curriculum of Goa is distinctive in its clarity and focus. In Punjab curriculum activities have been listed on the basis of gender distinction.

Certain art-related activities like clay modelling, stone carving and engraving, fabric painting, etc. are found over-lapping under SUPW/Work Experience.

In most of the States, students are evaluated in this area on the basis of their performance in oral and practical examinations.

(vii) Physical and Health Education

The curricula and syllabuses of Physical and Health Education in the country generally follow a common pattern. They cover (i) formal activities, (ii) individual activities, (iii) promotional activities (patriotism/national integration), and (iv) out-door activities. Athletics, gymnasitcs, aquatics, callisthenics, drill marching, major games (cricket, hockey, table-tennis, badminton, etc.), rhythmics, stunts and combatives, yogasanas are some of the areas of main focus in most of the States.

In Tamil Nadu, apart from the above-mentioned regular events, track and field events are given importance. In both Punjab and Tamil Nadu, sports seem to be gender-based. Apart from these, history of the games and, knowledge of rules and regulations form a part of the syllabus.

Health Education courses generally seek to develop awareness about health problems, infectious diseases, basic health care, cleanliness and hygiene, good habits, environmental hygiene, first-aid and safety measures. Charts and models are recommended to be used as supplementary tools for better understanding of the subject.

Conclusion

From the foregoing, it is possible to conclude that in the area of formal curriculum, a great deal of commonality has been achieved throughout the country. There is also a fairly high level of correspondence between the syllabuses developed and prescribed in the States/UTs at this stage and the pattern recommended at the national level as reflected in NCF and NCERT's Guidelines and syllabuses. It has been possible perhaps largely due to the fact that the 1986 National Policy explicitly made the formulation of a national curricular framework as a basis, along with a common structure, for building a National System of Education. The adoption of the Policy was followed by a clearly laid-down allocation of responsibility to national and state level bodies in this regard. It was supported by a regularly monitored scheme of 'Reorientation of Content and Process' for its implementation. It is notable that many States that have tried to model their

curriculum on the national pattern have, while doing so, also made the necessary adaptations to suit their requirements. It is interesting to note that in many of the States that have not been able to effect the swicth-over to the nationally accepted structure of 5+3+2, the curriculum for their Class VIII follows the pattern of the Upper Primary stage rather than that of the Secondary stage. This, of course, creates an anomaly for those who are unable to continue their education beyond the Upper Primary stage as they are deprived of some of the curriculum components (that of Class VIII) without which the Upper Primary Curriculum (Class V or VI to Class VII) lacks coherence. This further underscores the need for effecting the switch-over to the common system.

The significance of this development in the area of curriculum, though it deserves recognition, need not be over-emphasized. Curriculum is not just a scheme of studies and articulation of objectives and themes/topics/contents of curricular areas/subjects. The scheme of studies only provides the general framework in which teaching-learning takes place. Its actual implementation depends on various other factors, including teachers and teacher preparation, classroom transaction, quality of instructional materials, provision of facilities (infrastructural and others) and the system of evaluation.

4

Teachers

4.1 Selection, Appointment and Deployment

THE MODE of selection of teachers for government and local body schools varies from State to State. The recruitment of teachers of government schools in most States is done through a written test and interview. In a few States, it is done through only interviews or on the basis of qualifications. In many States, this is done through Public Service Commissions, or other similar bodies. The recruitment in about half the States surveyed is done at the State level and in most other States at the District level. In a few States, the recruitment is done at the regional level. The appointing authority is generally the Director of Education (Director of School Education, Director of Elementary Education, Director of Public Instruction). In States where the recruitment is made at the District level, the appointing authority in some cases is the District Education Officer (or District Superintendent of Education, Deputy Director of Public Instruction, Joint Director of Public Instruction, District Inspector of Schools, Chief Education Officer, District Basic Education Officer, etc.) (Table 4.1).

The selection of teachers for local body schools, in States where such schools exist, is either through written test and interview or only through interview, and the recruitment is done generally at the level of the District and the Municipality/ Corporation, and in a few at the Block level. The appointing authority for teachers in these schools varies from the Mandal Development Officer, District Collector, Municipality/Corporation, District or Chief Education Officer, etc (Table 4.2).

TABLE 4.1

Level at which Teachers Recruited

States/UTs	*Government Schools*	*Local Body Schools*
AP	District	District
ARP	State	No local body schools
ASM	District	Management Committee of local body
BIH	District	No local body schools
GOA	State	Municipality
GUJ	State	District Panchayat Education Committee
HAR	State, District (for classical language teachers)	No local body schools
HP	State for other than languages, District for language teachers	No local body schools
J&K	District	No local body schools
KAR	District	Municipal Corporation level (only Bangalore)
KER	State	—
MP	District	—
MAH	Regional	District
MAN	State	No local body schools
MGH	District	No local body schools
MIZ	State	District
NGL	District	No local body schools
ORI	District	Municipality
PUN	State	No local body schools
RAJ	Regional and District	Panchayat Samiti
SKM	State	No local body schools
TN	District	District
TRP	State	No local body schools
UP	District	District
WB	State	No local body schools
DEL	Union Territory level	Municipal Corporation
POND	Union Territory level	No local body schools

TABLE 4.2

Mode of Selection of Teachers

States/ UTs	*Government Schools*	*Local Body Schools*	*Private Aided Schools*
AP	Written test and interview	Written test and interview	Interview
ARP	Written test and interview	NA	Their own procedure
ASM	Interview	Interview	Interview
BIH	Written test	NA	Interview
GOA	Interview	Interview	Interview
GUJ	—	—	—
HAR	Interview	NA	Interview
HP	Written test and interview	NA	Interview
J&K	Interview	NA	Their own procedure
KAR	Qualifications	—	Interview
KER	Written test and interview	Written test and interview	Interview
MP	Interview	Interview	Interview
MAH	Written test and interview	Written test and interview	Written test and interview
MAN	Written test and interview	NA	Written test and interview
MGH	Written test and interview	NA	Their own procedure
MIZ	Written test and interview	Written test and interview	Written test and interview
NGL	Written test and interview	NA	Interview
ORI	Interview	Interview	Interview
PUN	Interview	NA	Interview
RAJ	Interview	Interview	Interview
SKM	Written test	NA	—
TN	Interview	Interview	Interview
TRP	Interview	NA	Interview
UP	Interview	Interview	Interview
WB	Written test and interview	NA	Written test and interview
DEL	Qualification	Interview	Interview
POND	Written test and interview	NA	Interview

NA : Not Applicable

Note : Written test and/or interview are in addition to the qualifications

The teachers of private aided schools are selected generally through interviews and in a few cases through a written test and interview. The recruitment in most States is done at the school level itself by the school management committees. However, as stated earlier, the State authorities exercise control over the appointment of teachers in private aided schools in most States. In West Bengal, a School Service Commission has been set up to recruit teachers for aided schools.

In almost every State, government school teachers are deployed from a panel of teachers selected for appointment. The panel in most States is formed at the State level and in some at the District level. In a few States, the panel of language teachers is prepared at the District level but for other subjects at the State level. The local bodies also prepare panels for the schools under their jurisdiction.

The government school teachers in every State are transferable. Most States have laid down clear policies in this regard and have provisions for transfer on request. The posting generally is for a minimum period of three to five years. In a few States, there is an explicit provision for posting husband and wife at the same place. In States where some areas/zones are identified as difficult, an attempt is made to ensure that the teachers posted there are not retained for long. In some private aided schools, teachers are transferred from one school to another under the same management.

In most States, reservation policy is followed in the recruitment of teachers according to the norms laid down by the State. There is generally reservation for the recruitment of handicapped teachers also and a provision for posting them to a school near their home town. The reservation for handicapped teachers varies from 1 per cent in some States to 4 per cent in some others. Some States have reservations for various other categories — for example, in Bihar for Urdu teachers, in Karnataka, for ex-military personnel, in Maharashtra for nomadic tribes, in Pondicherry for Freedom Fighters' families. In some States, 50 per cent of teachers' posts are reserved for women, in a few this percentage is 33.3, and in some States where there is no such reservation, there is a provision that there should be at least one woman teacher in every girls' school or coeducational school. There is also an explicitly laid down policy in some States for considering proximity to the residence while deploying women teachers.

Neither government nor local body schools are authorized in any State/UT to appoint teachers. The only provision which a few States have in this regard is for the school to appoint a teacher for a short term against a leave vacancy or in case of urgency. In a few cases, PTA funds are utilized for engaging a teacher for a short term.

4.2 Assessing and Filling Teachers' Vacancies

The provision of the required number of teachers in every school as determined by the norms laid down by the State is basic to the running of the school itself. It is indispensable, therefore, for the educational authorities to make an assessment of the anticipated vacancies, in addition to the existing ones at any particular point of time and take steps in advance to fill the vacancies as soon as they occur.

Most States have a system of assessing vacancies that are likely to occur in government schools by taking into account retirement of teachers, upgradation of schools, opening of additional sections in existing schools, opening new schools, creation of new posts, promotion of teachers, student enrolment, death, etc. In about half the States surveyed, the frequency of recruitment of teachers for government schools is once a year; in one State (Bihar), it is generally after an interval of three to five years and in another twice in a year; in most other States, the recruitment is stated to be done when necessary.

In States where they have a system of preparing a panel of selected teachers, appointments can be made for filling unanticipated vacancies. Some States have provision for making ad hoc appointments for a period of up to three months. In Gujarat, there is a scheme under which teachers can be recruited locally at a fixed salary. In about one-third of the States, however, there is no provision for filling unanticipated vacancies.

There is a high degree of variation in different States in the time lag between the occurrence of a vacancy and its filling up. There are a few States where there is almost no time lag or it is between one to three months. There are many in which it is more than three months and among these States there are some where the time lag is up to one year or more. There is even a State where it takes between one to four years to fill a vacancy.

The figures for the existing number of vacancies of teachers in government schools are revealing. In many States, information is

TABLE 4.3
Recruitment and Vacancies of Teachers

States/ UTs	*Frequency of Recruitment in Govt. Schools*	*Provision for Filling Unanticipated Vacancies*	*Time Lag between Vacancy and Appointment*	*No. of Existing Vacancies*
AP	Every Year	From the existing panel of selected teachers	—	39104
ARP	Once a year	Leave substitutes on temporary basis	About a month	30 to 35
ASM	Once a year	No provision	About 6 months	By the end of 1998, all vacancies are to be filled
BIH	3 to 4 years	From the panel of selected teachers		1 to 4 years 8,000 as on 1.1.1997
GOA	Once a year	From the panel of selected teachers	3 months	35
GUJ	—	Bal Guru Yojana to recruit teachers for Rs 2000 p.m. locally	—	—
HAR	—	Recruitment on contract basis	No time lag. Ad hoc teachers appointed for 89 days	Nil (because of adhoc appointments)
HP	Every year	From the panel	8 to 10 months if the panel exists, immediate appointment made	—
J&K	As and when required	—	—	2454
KAR	Every year	From the panel	Within a year	28997
KER	—	Appointment on ad hoc basis	One year	—
MP	As and when required	No provision	—	No vacancies at present
MAH	Twice a year	From the panel	3 to 4 months	11106 as on 30.9.1997
MAN	As and when required	No provision	No fixed time	6415
MGH	Once a year	Ad hoc appointment by Inspector of Schools	—	6
MIZ	Once a Year	Short-term appointment	About 45 days	—
NGL	Once a year	Ad hoc appointments are made	One month	—
ORI	Once a year	—	3 months	—
PUN	No fixed provision	—	Up to one year	1500 approx.

TABLE 4.3 (contd)
Recruitment and Vacancies of Teachers

States/ UTs	Frequency of Recruitment in Govt. Schools	Provision for Filling Unanticipated Vacancies	Time Lag between Vacancy and Appointment	No. of Existing Vacancies
RAJ	Once a year	—	3 months	—
SKM	Every year	Temporary appointments are made until regular recruitment	No time lag	—
TN	Every year between July and August	—	One to two months	5925
TRP	As and when required	—	—	—
UP	Once a year	—	3 months	10,000 approx.
WB	As and when vacancy arises	—	2 to 3 months	—
DEL	Every year	—	—	—
POND	—	—	—	—

said to be 'not available' with the authorities. In some of the larger States that have provided information in this regard, the number of vacancies runs into thousands and even tens of thousands.

There are anomalies in the information provided by some States. For example, even in States where the appointments are stated to be made from a panel, there is considerable time lag between the occurrence of a vacancy and its filling up. Similarly, in one State, while the time lag between the occurrence of a vacancy and its filling up is stated to be only up to three months, the number of existing vacancies at the time for which data was available ran into thousands (Table 4.3).

The rules regarding the number of posts sanctioned for a government school, it is legitimate to presume, are not particularly liberal. That these posts also remain unfilled for considerable periods of time, it would be no exaggeration to conclude, would adversely affect the quality of education imparted in these schools, and even the running of some of them can only be expected to be doubtful.

It has not been possible to collect information regarding this aspect for local body schools and for private aided schools.

4.3 Teacher Qualifications and Workload

The essential qualifications recommended at the national level, as mentioned in Chapter 1, for teachers of Upper Primary stage

of education — as of the entire Elementary stage including the Primary — are Higher Secondary (+2) followed by two years of professional (teacher) training. In about half the States, these are the essential minimum qualifications laid down for teachers of this stage. In other States, it is a University degree (B.A., B.Sc., B.Com.) followed by one year of teacher training (B.Ed.). In many of the States in the North-East, professional training is not essential. In some States, essential qualifications are relaxed for teachers in remote or backward areas and sometimes for those appointed on compassionate grounds but, generally, these teachers are required to obtain the necessary qualifications within a certain period (Table 4.4).

In States where the essential academic qualification is a degree, there is generally an insistence on B.Sc. degree for those who would be teaching Science and/or Mathematics. However, there is generally no such insistence for teachers of social science subjects. For language teachers also there is generally no insistence on language specialization at the degree level. For teachers of Art Education in some of these States, the academic qualifications laid down are lower, generally higher secondary and in some States even Matriculation. For teachers of Physical and Health Education and Work Experience/SUPW also, the academic qualifications are lower. In States where the essential academic qualification is Higher Secondary, specialization in terms of subjects is of little relevance.

Teachers at the Upper Primary stage are almost invariably required to teach more than one subject, in most States two to three subjects, in some three to four or even five and in one State all. In very few States, the requirement is of one to two subjects only. Though there are no rigid combinations of subjects which a teacher is required to teach, generally for the so-called 'scholastic' areas, the combinations may be Science and Mathematics, and Language(s) and Social Sciences. Often to each of these combinations is added a so-called 'non-scholastic' area. Art Education sometimes is combined with WE/SUPW and Health and Physical Education with WE/SUPW or any other subject. Where the languages to be taught include Hindi and Sanskrit, the same teacher is required to teach both, often along with another subject.

The total teaching hours per week vary from State to State. Except in one State, where the teaching hours per week are as

TABLE 4.4

Essential Qualifications of Teachers

States/ UTs	Qualifications			Relaxation of Essential Qualifications	
	Academic	Professional	Duration of Training	Whether Provided	Specific Provision
AP	Intermediate	Teachers Training Certificate	2 Years	No	NA
ARP	B.A./B.Sc.	B.Ed.	1 Year	Yes	For tribal teachers professional qualification is waived
ASM	Hr. Sec. School Leaving Certificate	Basic Training	1 Year	No	NA
BIH	B.A./B.Sc.	B.Ed.	1 year	No	NA
GOA	Class XII	Diploma	2 years	No	NA
GUJ	—	—	—	—	—
HAR	B.A./B.Sc.	B.Ed.	1 year	No	NA
HP	B.A./B.Sc. Matric Shastri (Sanskrit)	B.Ed Diploma Shastri	1 year 2 years —	No	NA
J&K	Class XII	No	NA	Yes	For ST and residents of backward areas, minimum qualifications are relaxed
KAR	PUC	TCH (Teachers' Certificate Higher)	2 years	No	NA
KER	PUC	TTC (Teachers' Training Certificate)	2 years	No	NA
MP	Hr. Sec. School Certificate B.A/B.Sc.	BTT B.Ed.	2 years 1 year	—	—
MAH	Class XII	Diploma in Education	2 years	Yes	Relaxation of professional qualification for teachers of remote areas but will have to qualify after appointment
MAN	PUC	Desirable	—	—	—
MGH	PUC	No	—	—	—
MIZ	B.A./B.Sc.	No	—	—	—
NGL	B.A/B.Sc. PUC for backward areas	No	—	Yes	Relaxation of academic qualification in backward areas — PUCs can be appointed

TABLE 4.4 (contd)

Essential Qualifications of Teachers

States/ UTs	*Qualifications*			*Relaxation of Essential Qualifications*	
	Academic	*Professional*	*Duration of Training*	*Whether Provided*	*Specific Provision*
ORI	Intermediate.	CTC (Certified Teachers Course)	2 years	No	NA
	B.A./B.Ed (one graduate teacher essential in a school)	B.Ed.	1 year		
PUN	B.A./B.Sc.	B.Ed.	1 year	No	NA
	Sr. Sec	Diploma (for Physical and Art Edn.)	2 years		
RAJ	—	—	—	—	—
SKM	B.A./B.Sc.	Training essential after appointment	—	—	—
TN	Class XII	DTE (Diploma in Teacher Education)	2 years	No	NA
TRP	B.A./B.Sc.	Desirable	—	No	NA
UP	Intermediate	B.T.C. or C.T.	2 years	—	—
WB	B.A./B.Sc.	B.Ed.	1 year	No	NA
DEL	B.A./B.Sc..	B.Ed.	1 year	No	NA
POND	Class XII	DTE	2 years	No	NA
	B.A./B.Sc.	B.Ed.	1 year		

low as 12 ½, in every other case, they are more than 20 and in most cases 30 or more. Besides the hours spent on teaching, every teacher is generally assigned various other responsibilities in the school including academic, administrative, financial (accounts) responsibilities and various types of maintenance work. The workload involved in performing these duties cannot always be calculated in terms of time. It may vary from about two hours per week in some States to five to seven and even more hours in others (Table 4.5).

Most teachers in government schools are also required to perform various duties outside the school and outside the school

TABLE 4.5

Workload of Teachers

States/ UTs	*No. of Subjects to be Taught by a Teacher*	*Teaching Hrs per Week*	*Hrs. per Week for Additional Work*	*Nature of Additional Work Within School*	*Nature of Additional Work Outside School*
AP	3/4	24	7	Administrative work,	Census, election duty, academic special enrolment drive
ARP	2/3	30-35	2	Management work at school	Census, election duties, health-related activities
ASM	—	27	As required	Academic work, Administrative work	Census, election duties, assisting educational survey work, work during natural calamities
BIH	3/4	30	Nil	—	Census and election duties, economic survey work
GOA	All subjects	21	9	Co-curricular activities,	Census and election duties Academic work
GUJ	All subjects	30	2	School maintenance, co-curricular activities, academic	Census, election duties, health and family welfare programmes, natural calamities
HAR	2	20/26	4	Administrative work, financial	Census, election duties, economic survey work
HP	2	17-21	2 to 3	Administrative, maintenance, co-curricular activities, academic, financial	Census, election duties
J&K	—	—	As per the need of the school	Not very specific	Census and election duties, surveys
KAR	3	31-33	2 to 5	Administrative work, management, maintenance and co-curricular activities, food distribution	Census, election duties, annual enumeration of children under Compulsory Education Act
KER	5	23	3	Co-curricular activities, academic	Census, election duties
MP	2	23-26	—	Administrative and maintenance work	Census, election duties, assisting surveys

TABLE 4.5 *(contd)*

Workload of Teachers

States/ UTs	*No. of Subjects to be Taught by a Teacher*	*Teaching Hrs per Week*	*Hrs. per Week for Additional Work*	*Nature of Additional Work Within School*	*Nature of Additional Work Outside School*
MAH	All subjects	19	5	Administrative, academic work	Census, election duties, enrolment of children, economic surveys
MAN	2	16	—	Assistance in mid-day meal scheme, academic and co-curricular activities	Census, election duties
MGH	3/4	22	—	Nothing specific	Census, election duties, assisting economic survey work
MIZ	2/3	21-24	—	—	Census, election duties, maintenance of birth and death register
NGL	5	13	1	Academic	Census, election duties, assisting pulse polio campaign and other health programmes
ORI	2	22-24	—	—	Census, election duties, helping in government projects, economic survey work
PUN	2	21	1-2	Financial duties, school maintenance, co-curricular activities	Census, election duties, Adult literacy drive, educational surveys
RAJ	3	24	—	Maintenance, co-curricular activities, Scouts and Guide programme	Census, election duties, Immunization and other health-oriented activities, developmental activities
SKM	2	20	2-3	Academic work Mid-day meal scheme	Census, election duties
TN	2/3	23	1	Co-curricular activities, mid-day meal scheme	Census, election duties, special enrolment drive
TRP	1/2	20-24	—	Co-curricular activities	Census, election duties, economic survey work

TABLE 4.5 *(contd)*

Workload of Teachers

States/ UTs	*No. of Subjects to be Taught by a Teacher*	*Teaching Hrs per Week*	*Hrs. per Week for Additional Work*	*Nature of Additional Work Within School*	*Nature of Additional Work Outside School*
UP	All subjects	24	—	Co-curricular activities	Census, election duties, Mass pulse polio programme
WB	1/2 Academic	22	—	Co-curricular activities,	Census and election duties
DEL	1/ 2	24	3	School maintenance, Co-curricular activities	Census, election duties, surveys, preparations for national festivals
POND	2/3	23	1		Census, election duties, special enrolment drive, preparation of census register of children of school-going age

hours. Most of these duties are occasional though they involve long hours of work for a number of days. These almost (invariably) include election duty, census work, the former tending to be more frequent than once in five years. In some States, some other duties are assigned to teachers including various kinds of surveys (for example, surveys relating to poverty line), adult literacy drives, immunization programmes, AIDS campaigns, special enrolment drives, sometimes registration of births and deaths.

It is to be expected that in any nationally important operation requiring educated manpower on a massive scale, society would inevitably secure the services of the most numerous group among the educated people in the country — the teachers. However, while considering the question of the quality of education, it is necessary to take note of the numerous non-teaching functions that teachers are obliged to perform within and outside the school.

Another important question that is closely related to the quality of education at the Upper Primary stage relates to the norms regarding qualifications of teachers, both academic and professional. If one looks at the broad content of the curricular areas/subjects introduced at this stage, considers the number of subjects and their possible combinations that a teacher is

required to teach, examines the kind of professional training that is imparted and keeps in view the academic qualifications that are laid down, one is likely to find a clear mismatch between them. The question of pre-service training has not been examined in this report and requires an urgent separate study. However, even a cursory look at the general scheme of Elementary Teacher Training Curriculum prepared at the national level reveals that there is little subject-orientation in the professional training that is imparted at this level. In any case, the appropriateness of a common professional training programme to prepare teachers for two very different stages of Elementary Education may require serious reconsideration.

4.4 Teacher Requirement and Teacher-Pupil Ratio

The minimum number of teachers required for an Upper Primary school is not always possible to determine because Upper Primary stage of education is not imparted only in exclusively Upper Primary schools, and utilizing teachers for more than one stage and transferring them from one stage to another is not uncommon. However, it is possible to draw some conclusions on the basis of the information that has been collected. The minimum number of teachers required for an Upper Primary school in different States varies from three to ten. In most States, it varies from four to six. Only in a few States, there is a requirement for one teacher for each subject. Generally, the requirement is that there must be teachers for Science, Mathematics, Language (not 'languages', for a teacher is generally required to teach a language and another subject) and Social Sciences (Table 4.6). However, as already discussed in the preceding section, this does not necessarily mean that teachers required to teach these subjects always have the necessary subject background.

The prescribed teacher-pupil ratio varies from State to State — the ratio is 1:25 in a few States and 1:40 or 45 in most States. The actual teacher-pupil ratio is not very different in most States from the prescribed ratio. However, more importantly, the maximum class-size in every State is much higher than the prescribed limit. In most States it is 50 or above, in many of them 60 and in one State 80.

In terms of relevance to actual classroom transaction of curriculum, the maximum class-size, whether permissible or

TABLE 4.6

Number of Teachers, Teacher-Pupil Ratio and Class Size

States/UTs	Minimum No. of Teachers for U.P.S.	Subjects in which Teacher is Essential	Teacher-Pupil Ratio		Maximum Class-size
			Prescribed	Actual	
AP	9	Language, Maths, Science, Social Studies	1:40	1:42	50
ARP	8 (including Primary)	Science & Social Science	—	1:26	45
ASM	5	Science, Maths, Hindi	1:30	Lower than prescribed ratio in urban areas and higher in rural areas	50
BIH	8	One Arts graduate, one Science graduate, one Head Master (HM)	1:40	1:55	60
GOA	3+1 HM = 4	No specific subject	1:40	1:40	60
GUJ	One teacher per class	—	1:42	1:17-45	60
HAR	5	Hindi, Sanskrit, Maths, Science, Social Sciences, English, PT, Drawing	1:40	1:35-40 (urban, 1:50 (rural)	50
HP	6	Science, Social Sciences, Maths, Languages, Art	1:60	1:40-80	60
J&K	5	—	not prescribed	1:30	Not specified
KAR	One teacher per section	Language, Hindi, Science, Social Sciences, Maths, Phy. Edn., Arts/ Crafts, Music	1:50	1:30-75	80
KER	One teacher per class +1 HM	—	1:45	1:40	45
MP	3+1 HM	—	1:33	1:30	45

TABLE 4.6 *(contd.)*

Number of Teachers, Teacher-Pupil Ratio and Class Size

State/UT	*Minimum No. of Teachers for U.P.S.*	*Subjects in which Teacher is Essential*	*Teacher-Pupil Ratio*		*Maximum Class-size*
			Prescribed	*Actual*	
MAH	1.3 per section	—	1:40	1:38	40 rural 50 urban
MAN	3 +1 HM	Hindi,	1:40	1:18	50-60
MGH	4	Science, Maths. Social Science	—	—	50
MIZ	6	Science, Social Science, Language, Maths, W.E.	Not prescribed	1:25	50
NGL	10	Science, Hindi, Drawing, Carpentry, Knitting	1:25	Varies from place to place	30
ORI	3	None. (No subject consideration)	1:40	—	53
PUN	5/6	Punjabi, Hindi, Science, Maths, Social Studies, English, Music/ Art, Health and Phy. Edn.	1:40	1:10-60 (rural)	60
RAJ	5+1 HM	Science,Maths	1:40	1:50	40-45
SKM	4	Language, Maths, Science, Social Sciences	1:30	1:22	35
TN	5	Maths, Science, Social Sciences, English, Tamil	1:40	1:40	60
TRP	5	All subjects	—	—	40
UP	5 (3 in Distt. Board schools)	Science, Language and Craft	1:40	—	50
WB	6	All subjects	1:40	—	50-55
DEL	1.5 teacher per section	All subjects	1:25	1:10-40	40-45
POND	4	One TGT, one language teacher	1:40	1:27	60

Note: In States where there are no exclusively Upper Primary schools, the figures regarding the minimum number of teachers prescribed may include teachers of other stages also.

permitted in practice, is much more important than the teacher-pupil ratio.

4.5 Shortage of Teachers

According to the information provided, there is no shortage of teachers in any subject in eight of the 29 States/UTs. In one State (Orissa), as the recruitment of teachers is not done subject-wise, the shortage of teachers for specific subjects cannot be assessed. In most States, however, there is stated to be shortage of teachers in Science and Mathematics, in some of them along with English or Hindi. In the Social Science area, the only subject in which there is shortage of teachers in two States (West Bengal and Tripura) is Geography. In one State (Arunachal Pradesh) there is a general shortage of teachers in all subjects due to lack of funds while in another State (Maharashtra) there is a shortage of teachers in all subjects in tribal areas. In hardly any State, shortage of teachers in the so-called 'non-scholastic' areas has been stated. The possibility that these areas are not considered important enough for any shortage to be noticed cannot be entirely ruled out (Table 4.7).

Not many States have been able to determine any specific steps to meet the situation of shortage in specific subjects though the matter is of obvious concern to them.

In some States, however, special training programmes have been evolved and conducted to train their teachers to teach Science and Mathematics. One State (Assam) has decided that recruitment of a Science graduate for every school is essential. In another State (Goa), the problem is met by getting a Mathematics teacher working in one school to also teach in another school. In Maharashtra, the qualifications of teachers selected to work in tribal areas have been relaxed and temporary posts have been created to meet the problem of general shortage of teachers.

4.6 In-Service Training of Teachers

Most States/UTs in the country have provision for in-service training of teachers and have organizations — mainly State Councils of Educational Research and Training (SCERTs), Department of Teacher Education, Research and Training (DTERT), State Institute of Educational Research and Training (SIERT), Department of Educational Research and Training (DERT), Department of State Educational Research and Training

TABLE 4.7

Shortage of Teachers

States/UTs	*Subjects*
AP	None
ARP	All subjects due to shortage of funds
ASM	None
BIH	None
GOA	Maths
GUJ	—
HAR	—
HP	None
J&K	Urdu, Science
KAR	Maths, Science, Hindi, Physical Edn., English
KER	English
MP	—
MAH	All subjects in tribal areas
MAN	Science, Maths, Hindi
MGH	Science, Maths, Hindi
MIZ	Science, Maths
NGL	Science, Maths
ORI	No subject-wise recruitment, therefore, shortage in specific subjects not identified
PUN	None
RAJ	English, Maths, Science
SKM	Maths, Science
TN	Science, Maths
TRP	Maths, Geography, SUPW
UP	Science, Maths
WB	Geography
DEL	None
POND	None

(DSERT), State Institute of Education (SIE), State Institute of Science Education (SISE), etc. in some States] at the State level and the DIETs which have been set up during the recent years at the District level. In some States, teacher training colleges and School Education Boards, Resource Groups at various levels, ELT centres (for English) and Centres of Central Institute of Hindi (for Hindi) are also involved in in-service training programmes. In some States such as Nagaland, the SCERT conducts a one-year

training programme for their untrained teachers in addition to normal orientation courses.

These organizations, with very few exceptions, conduct in-seryice training programmes as a regular activity. However, in terms of the number of programmes conducted and the number of teachers trained during one year (1996-97), for which information was sought, there is a high degree of variation among States. In some States, the number of training programmes stated to have been organized during one year runs into hundreds, in one State it is stated to be 2000, while in some others the number is very small. There are similar variations in the number of teachers trained. It is possible that these figures in some States apply to all training programmes, including Special Orientation Programme for Teachers (SOPT) which was meant for Primary teachers, organized in those States.

The information available regarding the number and duration of subject-based training programmes and the number of teachers trained is not comprehensive for all States. However, it is indicative of the serious efforts being made in most States to provide specific subject-based training to teachers, and this training is likely to be much more effective for improving teaching-learning in the classroom than general orientation programmes. The latter have their own importance but are likely to be effective only when followed up by subject-based programmes.

Many States do not provide any incentives for participation in training programmes except TA/DA. In some States, participation in the training programmes is linked with promotion to a higher grade and in one UT (Delhi), for crossing the Efficiency Bar (EB).

Teachers in most States/UTs are stated to be keen on in-service training programmes. In almost all States, they are also stated to find them useful.

There is no common perception about the problems in providing in-service training. Among the academic problems mentioned by some States are lack of training personnel/resource persons, shortage of materials, common training programmes for various subject teachers, lack of subject-based training, etc.— the most common among the various problems being lack of training personnel/resource persons and lack of training materials. Lack of facilities, particularly hostel facilities, at the

training centres is another common problem in many States. The administrative problems are apparently faced by fewer States and the main common problem relates to the delay in deputing teachers. In more than half the States, the shortage, in some cases acute, of funds is a major problem. This problem is considered to be the most serious in most States.

It is surprising that in some States, few problems in providing in-service training have been perceived. The number of States that are stated to have not even shortage of funds for in-service training programmes is not too small. A few are stated to have 'No Problem' whatsoever. Table 4.8 provides information on the organizations responsible for and the problems, and their ranking, as perceived by them in providing in-service training to teachers.

It may be noted that the information regarding this aspect—as of all other aspects—has been provided by the concerned authorities in each State. It is possible that the perceptions of teachers on various issues relating to in-service training programmes in various States would be somewhat different. The effectiveness of in-service training programmes is perhaps one of the areas that may need further probing.

The information provided by various States regarding provisions for the professional growth of teachers is mixed. In some States, provisions are almost non-existent. Some States provide for additional increment and eligibility for promotion with improvement in qualifications. In many States, enrichment materials are made available to teachers by the SCERTs, in some only during training programmes. In most States, there are no incentives for teachers to participate in seminars/workshops, except for payment of TA/DA for participation in training programmes. In some States, financial support is given to professional bodies of teachers and in a few it is limited to academic support, but in most States there is no provision for support to professional bodies (Table 4.9).

It appears that there is generally no comprehensive provision in most States for promoting the professional growth of teachers.

4.7 Role of DIETs

In only a few States, DIETs have been set up in each District. In one State (Meghalaya), there is no DIET at all while in another

TABLE 4.8

In-Service Training - Organizations and Problems

States/ UTs	Organizations Responsible for In-service Training	Problems in Order of Ranking			
		Rank I	Rank II	Rank III	Rank IV
AP	SCERT/DIETs	Financial	Organizational	Adminis-trative	—
ARP	Directorate	Financial	Infrastructural	—	—
ASM	State level Resource Group Distt. level Resource Group Block level Resource Group	Financial	Organizational	Delay in deputing teachers	—
BIH	DIETs	Administrative	Organizational	—	—
GOA	SIE, DIETs, Teacher Training Colleges	Academic: Lack of training personnel	—	—	—
GUJ	SCERT, DIET	—	—	—	—
HAR	SCERT	Financial, No honorarium to experts	—	—	—
HP	Directorate of Education at Distt. level	Academic: Lack of resource persons	Organizational: Lack of hostel facilities	—	—
J&K	DIETs, Colleges of Education, SIE,	Organizational	Academic	—	—
KAR	DIETs, DSERT	Academic: Inadequate staff in DIETs, No specialized training programmes	Organizational: Lack of hostel facilities	—	—
KER	SCERT, DIETs	Organizational: DIETs not fully equipped, lack of building, hostel	Academic: No training materials, no proper monitoring and no follow-up programmes	—	—
MP	DIETs, Govt. Colleges of Education.	—	—	—	—

TABLE 4.8 *(contd)*

In-Service Training - Organizations and Problems

States/ UTs	*Organizations Responsible for In-service Training*	*Problems in Order of Ranking*			
		Rank I	*Rank II*	*Rank III*	*Rank IV*
MAH	SCERT, DIETs, TTIs	Administrative: Delay in deputing teachers, lack of coordination	—	—	—
MAN	DIETs	Academic: Shortage of training personnel, Shortage of materials	Organizational: Lack of hostel facilities	Administrative: Delay in deputing teachers	Financial: Shortage of funds
MGH	DERT (SCERT), Normal Training Schools	Organizational: Lack of building, training equipment, vehicles	Financial: Shortage of funds, DA rates very low	Academic: Common programames for teachers of different subjects	
MIZ	SCERT, DIETs	Financial: Lack of funds	Administrative: Administrators do not take interest	Organizational: Hostel, no vehicles, no technial equipment	Academic: Lack of resource persons
NGL	SCERT	Financial: Inadequate funds	Organizational: Lack of hostel facilities	Academic: Lack of training materials, equipment	Adminis-trative: Lack of coordina-tion
ORI	SCERT, DIETs	Financial	Academic	Organizational	Adminis-trative
PUN	Dist. Level training centres under SCERT, SISE	Organizational: Lack of hostel facilities, furniture	Financial: Inadequate funds	Academic: Training materials	—
RAJ	DIETs, SIERT	Financial: Lack of funds	Administrative: Problem of deputing teachers	—	—
SKM	SIE	Academic: Lack of training personnel	—	—	—
TN	DTERT, DIETs	Financial: Acute problem	Organizational: Lack of facilities and equipment	Academic Lack of training materials	—

TABLE 4.8 *(contd)*

In-Service Training - Organizations and Problems

States/ UTs	*Organizations Responsible for In-service Training*	*Problems in Order of Ranking*			
		Rank I	*Rank II*	*Rank III*	*Rank IV*
TRP	SCERT	Academic: Shortage of Staff	Administrative: Delay in releasing TA/DA	Financial: Lack of funds	
UP	SCERT, ELTI*, SISE	Academic: Competent persons not available	Organizational: Lack of infrastructure	Administrative: Teachers do not turn up	Financial: Lack of funds
WB	WBBSE, SCERT	Financial	Administrative	Academic	Organizational
DEL	SCERT, DIETs	No problem			
POND	DIETs	No problem			

* ELTI - English Language Teaching Institute

State (West Bengal), no DIET is stated to be functional. Most of them are stated to have introduced pre-service training programme of two years' duration. However, in States where the essential qualifications for a teacher at the Upper Primary Stage is B.A./ B.Sc. and B.Ed., this training is limited to preparing teachers for the Primary stage. The information regarding the number of teachers having been trained or being trained every year in the DIETs has not been possible to obtain from every State (Table 4.10).

In most States, the provision of academic support to teachers on a continuing basis is not considered very effective. In some States, the DIET's role, as mentioned earlier, is limited to the Primary stage. In one State, the DIET's support is not very effective as they are stated to be running not very efficiently and in another State their effectiveness is not up to expectations.

In many States, individual teachers are stated to be approaching DIETs, to seek academic support and guidance.

Most States have mentioned problems in the effective functioning of DIETs. The most commonly stated problems are lack of infrastructural facilities - hostels which would be essential for a regular programme of in-service training, non-availability of teaching aids, lack of qualified faculty and inadequate staff, in one case, 'no regular faculty'.

It may be necessary to have a separate detailed study of the functioning of DIETs in States where they have been in existence for some years.

TABLE 4.9

Provisions for Professional Growth of Teachers

States/ UTs	*Incentives for Additional Qualifications*	*Availability of Enrichment Material*	*Incentives for Participation in Seminars*	*Support to Professional Bodies*
AP	1 to 4 increments for additional qualification	Yes, through SCERT	None	Yes
ARP	None	Yes, through library	None but no bar to attend either	None
ASM	None	None	None	None
BIH	None	Yes	Yes	None
GOA	Yes, considered for promotion	Yes	None	Yes. In the form of TA contribution to associations
GUJ	None	Yes. Teachers, Handbooks are given	TA/DA for participation	None
HAR	None	Yes. Copies of lectures are supplied to participants	None	None
HP	None	None	No additional incentives. However, on request a teacher is deputed	None
J&K	Yes. Considered for promotion	Yes, Instructional materials and supplementary materials are given	Yes. Prizes and certificates	None
KAR	Yes. Participation in training with pay and allowances	Yes. Training packages are supplied to teachers	None	None
KER	None	Course materials supplied	TA/DA for participation	Yes. Help to organize panel discussions, seminars etc.
MP	None	None	None	—
MAH	Yes	Yes. SCERT supplies materials	Yes	Financial grant to Teachers' Associations for publication of magazines, etc.
MAN	Yes. Special scale for trained teachers	Yes. SCERT supplies materials	None	Financial grants to professional associations
MGH	None	Yes. Models and reading materials are supplied	TA/DA	None

TABLE 4.9 (contd.)

Provisions for Professional Growth of Teachers

States/ UTs	*Incentives for Additional Qualifications*	*Availability of Enrichment Material*	*Incentives for Participation in Seminars*	*Support to Professional Bodies*
MIZ	Senior grade is given if qualification is improved	None	None	Yes. Association are helped on receiving their requirements
NGL	Study leave is granted	Rarely supplied - mainly English grammar books	TA/DA, Duty leave and honorarium	None
ORI	None	None	None	None
PUN	Yes. Increment for higher qualifications	Yes SCERT makes these available	Yes. While selecting for awards, weightage is given to participation in seminar	None
RAJ	Additional increment for doing M.Ed	Yes. They are made available to teachers	None	None
SKM	Two increments for one additional increment for every additional qualification	3.Ed, Yes. Materials developed in teachers' workshops are made available	None	None
TN	Yes	None	None	Yes. Academic only
TRP	None	Yes. supplied during training programmes	Yes. TA/DA for seminars and workshops	Yes. Academic only
UP	None	Yes. They are made available	—	None
WB	Higher grade for enhanced qualifications	Yes. Supply of materials during training programmes	Leave/TA/DA depending on the nature of seminar etc.	No direct support
DEL	None	Materials distributed during training programme and in the schools	For senior scale and EB. 21 days participation is compulsory	—
POND	—	Yes, through DIETs	None	Support to set up Science Forums/ Study Forums, and for publication of printed materials

TABLE 4.10

DIETs and Their Role

States/ UTs	*No. of DIETs*	*No. of Districts without DIETs*	*Pre-service Training*		*In-service Training*		*Effectiveness of DIETs in Providing Academic Support*	*Problems in the Effective Functioning of DIETs*
			Duration	*No. of Teachers Trained in One Year*	*Provided*	*No. of teachers trained per year*		
AP	23	Nil	—	—	Yes	720 App.	Effective	None
ARP	1	12	—	—	No	—	Not very effective	Lack of proper qualified staff, Lack of monitoring
ASM	16	5	—	—	—	—	—	No regular faculty in DIETs in full strength No proper hostel for trainees
BIH	34	Nil	—	—	Yes	—	Not very effective as they are not efficiently run	Lack of buildings, lack of proper staff
GOA	1	1	2 yrs	40	Yes	750	Effective	Lack of hostel for teachers; Adequate staff not available
GUJ	19	Nil	2 yrs	—	Yes	—	Effective	Inadequate staff
HAR	12	7	2 yrs	—	No	No	Not effective at the Upper Primary stage	—
HP	12	Nil	2 yrs	1000App.	No	—	Only to Primary Teachers	—
J&K	14	Nil	—	—	Yes	—	Effective. Teachers trained in methodology	Lack of infra-structural facilities
KAR	20	7	2yrs	150	Yes	35000 App.	Effective	Inadequate staff, hostels under construction
KER	14	Nil	—	—	Yes	—	Effective	Lack of physical facilities
MP	45	Nil	2 yrs	—	Yes	—	No academic support on continuing basis	Lack of Housing/ Hostel, qualified staff

TABLE 4.10 (contd)

DIETs and Their Role

States/ UTs	No. of DIETs	No. of Districts without DIETs	Pre-service Training		In-service Training		Effectiveness of DIETs in Providing Academic Support	Problems in the Effective Functioning of DIETs
			Duration	No. of Teachers Trained in One Year	Provided	No. of teachers trained per year		
MAH	29	1	2 yrs	40	yes	1160 App.	Effective	Inadequate staff, No proper accommo-dation
MAN	5	3	2 yrs	50	Yes	300 App.	Effective	Inadequate staff, No proper teach-ing aids
MGH	Nil	—	—	—	—	—	—	—
MIZ	2	3	—	—	Yes (for un-trained teachers)	100 App.	Effective	Inadequate staff, No hostel, No proper building
NGL	3	5	—	—	Yes	500 App.	Effective	No. of DIETs inadequate, over-burdened
ORI	13	17	2 yrs	—	Yes	—	Not very effective	—
PUN	12	5	—	—	—	—	Not effective	—
RAJ	29	3	2 yrs	—	Yes	—	Quite effective	No adequate hostel facilities
SKM	1	3	No	—	No	—	Only for primary stage	Lack of qualified staff
TN	21	8	2 yrs	1900	No	—	Very effective	Lack of hostel facilities
TRP	2	2	—	—	No	—	—	—
UP	60	25	No	—	No	—	—	—
WB	No DIETs functional	—	—	—	—	—	—	—
DEL	7	2	2 years	—	Yes	500 to 600	Very effective - All DIETs have adopted schools & look into their problems	
POND	1	—	2yrs	50	Yes	250 to 300	Very effective	Nil

5

Instructional Materials and Infrastructural Facilities

5.1 Textbooks

TEXTBOOKS REMAIN the single most important, in fact indispensable, instructional materials for education at this stage. They also substantially, if not entirely, define the actual specificities, details and orientation of the various courses of study.

In almost every State textbooks are prescribed at this stage. The only exceptions are language textbooks in some languages in Karnataka and, in the case of West Bengal, where textbooks in some subjects are recommended. In every State, the prescribing authority is the government or its Directorate/ Department or other bodies set up or authorized by the government such as the SCERTs, Boards of School Education, State Textbook Bureaus, etc. In some States, they are explicitly prescribed by the government directly. In the case of French medium schools in Pondicherry, they are prescribed by Lycee Francaise in Paris.

Textbooks in almost all States are prepared by the organizations set up by the government — the textbook bureaus, the SCERTs, etc. — except in a few States which adopt textbooks prepared by the NCERT as a matter of course. In very few States where textbooks are not prepared by the State agencies in all or a few subjects, the concerned authorities in the State invite private publishers and authors to submit their manuscripts/books for approval for prescription or recommendation. In some cases, authors are commissioned by the concerned authorities to write textbooks.(Table 5.1)

TABLE 5.1

Preparation and Revision of Textbooks

State/ UTs	*Agency/Organization Responsible for Preparation*	*Process of Preparation*	*System of Post-publication Review*	*System of Updating/ Revising/ Correcting*	*Frequency of Revision*
AP	Directorate of School Education	In workshops by authors and members of subject committees	Feedback from teachers and experts	—	Not fixed
ARP	NCERT (For most textbooks)	—	—	—	—
ASM	State Board and Hindi Rashtrabhasha Parishad	By individual authors and through workshops	In-house reviews	In-house updating	Not fixed
BIH	State Textbook Corporation	By panel of authors and through workshops	Feedback from teachers	Yes	As per need
GOA	State Institute of Education	Subject committees and through workshops	Feedback from teachers	In review workshops	Every year
GUJ	Textbook Board	Subject committees and tryout	—	Yes	Every 5/6 years
HAR	Directorate of Secondary Education	By commissioning authors	Proforma for feedback circulated to teachers	After third edition-updating	Not fixed
HP	State Board	—	Consultation with teachers	By SCERT on feedback	—
J&K	NCERT/State Board	Through workshops	Feedback from teachers	Review by experts	Not fixed
KAR	Directorate of Textbooks, DSERT	Subject committees select authors and editors	—	—	After 5 to 8 years
KER	SCERT	Panel of authors	—	—	—
MP	SCERT	Panel of authors and through workshops	No	—	At least within 5 years
MAH	MSBT	Through subject committees and workshops	Regular feedback from teachers	—	10 years

TABLE 5.1 *(contd)*

Preparation and Revision of Textbooks

State/ UTs	*Agency/Organization Responsible for Preparation*	*Process of Preparation*	*System of Post-publication Review*	*System of Updating/ Revising/ Correcting*	*Frequency of Revision*
MAN	SCERT	Mss. from Private Publishers are invited and reviewed	No	—	—
MGH	NCERT/State Board	By commissioned authors	No	No	—
MIZ	Mizoram Board of School Education	By authors through workshops	No	—	7 to 8 years
NGL	SCERT	Mss. reviewed in workshops and by Teachers' Association	Feedback from teachers	Yes	Not fixed
ORI	SCERT	By team of authors, and reviewed by editors	Feedback from teachers	Yes	Not fixed
PUN	Punjab Board of School Education	Through Subject Committees	—	—	Not fixed
RAJ	SIERT	Subject committees with one convener and two authors and through workshops	—	—	10 years
SKM	SIE and Language Section of the Department of Education	By more than one author	—	—	Every year
TN	DTERT and DLE	By a committee with two experts, illustrators, teachers for each subject	—	—	Every 5 years
TRP	TBSE	Team of Authors	—	—	Not fixed

TABLE 5.1 *(contd)*

Preparation and Revision of Textbooks

State/ UTs	*Agency/Organization Responsible for Preparation*	*Process of Preparation*	*System of Post-publication Review*	*System of Updating/ Revising/ Correcting*	*Frequency of Revision*
UP	SCERT/Deptt of Primary Education	By committee of subject experts	Reviewed by SIE	Yes	Atleast after 5 years
WB	WB Board of Secondary Education and private publishers	By teams of authors approved in a formal meeting	By experts and Board members	Yes	Approximately 5 years
DEL	Delhi Bureau of Textbooks	By a group of authors	—	—	—
POND	Textbooks from AP, Kerala, and Tamil Nadu	—	—	—	—

Every State textbook organization follows specific modalities in preparing the textbooks. Most of them have their subject committees, subject panels or editorial boards, and manuscripts are prepared by one author or by groups of authors. These manuscripts are reviewed by experts and in workshops and in some cases finalized with the help of professional editors. Sometimes textbooks are prepared through the workshop mode. In a few States, there is also a system of try-out of the textbooks in a few schools before they are introduced in all schools in the State.

In all States, subject experts, senior school teachers, teachers of the Upper Primary stage, teacher educators and academic administrators are stated to be involved in the preparation of textbooks at various levels. The involvement of experts and the review of manuscripts by experts and in workshops is generally stated to ensure the authenticity of textbooks.

Many States also have a system of obtaining post-publication review of their textbooks and feedback from teachers. There is a system in most States of updating, correcting and revising their textbooks. This is done in some States 'as and when required', and in a few States 'every year if possible'.

The frequency of revising textbooks varies from State to State. In three States, it is stated to be every year, in some States within five years and in some others once in more than five years and, in

a few, up to ten years. In many States, however, there is no specific period fixed for revision.

From the information obtained, the distinction between revising in terms of mainly correcting mistakes and updating and substantial revisions or changing the textbooks seems to be somewhat blurred. While changing the textbooks or substantially revising them cannot be obviously too frequent — that would generally follow changes in the curriculum or would be based on a comprehensive evaluation of a certain book after it has been in use for a certain minimum number of years or has been found to be unsuitable soon after its publication—postponing revision for correcting and updating may have serious implications in a situation where textbooks happen to be the major resource even for teachers. The seriousness of the implications for not correcting and updating textbooks in social science courses is obvious. For other subjects also, it is not unimportant. (Table 5.1)

From the information obtained, it appears that the existing system has no problems in ensuring the authenticity of the textbooks which have been brought out and are in use. While no evaluation of textbooks in use has been conducted for purposes of the present study, it is important to mention here that the evaluation reports on textbooks in some subjects being used in many States/UTs, which have been brought out in recent years, present a rather dismal picture of the general quality of textbooks in use at various stages of school education in most States [National Steering Committee, *Recommendations and Evaluation Reports*, Parts 1 and 2].

The textbooks brought out by State organizations are distributed through their own outlets and in most cases through booksellers. In a few States, the textbook bureaus have their centres in each district for this. In a few others, textbooks are distributed through District Panchayats (Gujarat) and through cooperatives (Table 5.2).

In most States, textbooks are brought out on no-profit-no-loss basis by the State agencies. In a few States, they are also subsidized. In some States, textbooks are provided free to all students at this stage of school education. In most States, textbooks are provided free to all SC and ST students, and in some of them, to OBC students, girl students and economically backward students.

TABLE 5.2

Agencies Responsible for Publishing Distributing Textbooks

Published by					*Language Versions*		*Distribution*		*Free Distributions of Textbook to*			
Govt./ Direct-orate	*School Board*	*SIE or SCERT*	*Textbook Bureau*	*Private Publi-shers*	*Published in Required Languages*	*Not Publi-shed in all Required Languages*	*Directly by Govt.*	*Through Book-sellers*	*SC/ST Students*	*Girl Students*	*Students of Particular Region/ Section*	*All Students*
AP ARP GOA HAR HP MIZ ORI SKM	J&K PUN TRP	KER MAN	ASM BIH GUJ KAR MP MAH RAJ TN DEL	MGH NGL UP WB	AP ARP ASM BIH GOA GUJ HAR HP J&K KAR KER MP MAH MGH MIZ NGL ORI RAJ SKM TN TRP UP WB	MAN PUN	AP ARP ASM GUJ HAR HP KAR KER ORI PUN RAJ SKM TN TRP	BIH GOA J&K MP MAH MAN MGH MIZ NGL PUN UP WB DEL	ARP (ST) GOA HAR (SC) HP (also OBC) KAR MP (SC) PUN (SC) RAJ (also OBC) TN UP (in 27 districts under basic education project)	MAH RAJ	MGH (Economi-cally back-ward) NGL (2 districts WB (students affected by natural calamities)	ASM GUJ SKM

The number of languages used as media of instruction in various States/UTs has been mentioned in Chapter 3. In most States, textbooks are brought out in all the medium languages recognized in the State.

In almost no State/UT, any problem regarding availability of textbooks has been reported. Only one State (Assam) has mentioned the problem of delay in publication of textbooks and their distribution in remote areas of the State.

Many State agencies also prepare materials other than textbooks. These generally include teachers' handbooks/guides, workbooks, teacher training materials and, in some States, also supplementary books for students.

The language textbooks in minority languages in most States are prepared within the State generally by the agency preparing and bringing out textbooks. In a few States, for some languages, the textbooks are adopted from other States. Similarly, the minority language versions of textbooks in various subjects are also prepared in many States by the agencies preparing textbooks. No major problems in this regard have been reported.

Very few States have special materials for children with disabilities. Some of these States procure these materials from elsewhere produced by specialized agencies. Only in one State (Kerala), the State agency responsible for preparing textbooks also prepares special materials for disabled children. Surprisingly, very few States have mentioned any problem in providing necessary materials for children with disabilities. While two States have mentioned the problem of funds, the clear response of one State-'no attention being paid'— perhaps sums up the situation in most parts of the country in this regard (Table 5.3).

5.2 Materials for Teachers

In many States, teachers' guides and handbooks are prepared in some subjects. The number of States where such materials are prepared for all or most curricular areas is very small. A few of them also bring out some other materials for teachers, including teachers' magazines, materials on different topics, diary and modules. All such materials are brought out by the same agencies as bring out the textbooks. In most of the States where these materials are produced, they are provided to teachers by the school or by the government (Table 5.4).

In most States, no guidance materials for teaching the disabled are prepared.

5.3 Teaching Aids and Equipment

Of the teaching aids and equipment for Upper Primary stage, only maps and charts, globe and sports materials are stated to be generally available in most States/UTs and in a slightly fewer number of States Science Kits are also generally available. In over half the States/UTs, art materials and musical instruments are either not available in schools at all or available only in

TABLE 5.3

Materials for the Disabled

States/ UTs	*Preparation of Materials*	*Organization Responsible for Preparation*	*Problems*
AP	Only for the Blind	—	—
ARP	No	—	—
ASM	No	—	—
BIH	No	—	—
GOA	No	—	—
GUJ	Curriculum	GCERT	—
HAR	No	—	—
HP	—	—	—
J&K	—	—	—
KAR	—	—	—
KER	Yes	SCERT	Paucity of Funds
MP	—	—	—
MAH	—	—	—
MAN	—	—	—
MGH	—	—	—
MIZ	Procured	SCERT Procures	Paucity of Funds
NGL	—	—	—
ORI	Yes	National Institute for Handicapped	No
PUN	—	—	—
RAJ	Yes	—	—
SKM	No	—	—
TN	No	—	—
TRP	Procured	—	—
UP	No	—	—
WB	Yes	Special Agency	—
DEL	—	—	—
POND	No	—	—

TABLE 5.4

Materials for Teachers

States/ UTs	*Teachers' Guides (Subjects)*	*Other Materials*	*Agency Responsible for Preparation*	*Are these Available to Most Teachers*	*Materials for Teaching Disabled*		
					Whether Prepared	*Agency which Prepares*	*How made Available to Teachers*
AP	No	Enrich-ment materials	SCERT	Yes	Yes	Directorate of Physi-cally Handi-capped	Free distribution
ARP	Hindi	—	NCERT	No	No	—	—
ASM	No	—	—	—	No	—	—
BIH	No	—	—	—	—	—	—
GOA	English	Training Materials	SIE	—	No	—	—
GUJ	No	—	—	—	No	—	—
HAR	Health & Phy. Edn.	—	—	Yes	No	—	—
HP	No	—	—	—	No	—	—
J&K	English. Maths	Glossary in Science, Social Science and Maths	DIET/SIE	Yes	No	—	—
KAR	Maths, Science, Kannada, Sanskrit, English	—	Directorate of Text-books	Yes	Yes	—	Through DSERT
KER	Language, Maths, Sc., Soc. Studies	Enrich-ment materials	SCERT	Yes	Yes	SCERT	Distributed by SCERT
MP	No	—	—	—	No	—	—
MAH	All subjects	Monthly magazines	SCERT	Yes	Yes	SCERT	Distributed in work-shops
MAN	English. Manipuri, Maths, WE	—	SCERT	Yes	No	—	—
MGH	No	—	—	—	No	—	—
MIZ	No	Ed. Tech., Pop. Ed., Audio cassettes in some subjects	SCERT	—	Yes	SCERT	Blocks covered by IEDS
NGL	English. Maths	Pop. Ed.	SCERT	Yes	No	—	—

TABLE 5.4 (*contd*)

Materials for Teachers

States/ UTs	*Teachers' Guides (Subjects)*	*Other Materials*	*Agency Responsible for Preparation*	*Are these available to most teachers*	*Materials for Teaching Disabled*		
					Whether Prepared	*Agency which Prepares*	*How made Available to Teachers*
ORI	No	—	—	—	No	—	—
PUN	English	Workbook in English	—	—	No	—	—
RAJ	English, Hindi, Maths, Sc., Soc. Science	—	SIERT	No	—	—	—
SKM	No	—	—	—	No	—	—
TN	All Subjects	Module for classroom related issues	DTERT	Yes	No	—	—
TRP	No	Pop. Edn.	SCERT	No	—	—	—
UP	No	—	—	—	No	—	—
WB	English	—	WB Board Sec. Edn. & SCERT	No	No	—	—
DEL	Science	—	DBTB/ SCERT	No	No	—	—
POND*	As in TN and KER	As in AP	—	—	—	—	—

* TN materials used in Pondicherry and Karaikal, KER materials used in Mahe and AP materials used in Yanam

some schools. Radio and Cassette players are also, similarly, either not available at all or available in some schools in over half the States/UTs. The situation regarding Maths teaching aids is also about the same. TV sets are stated to be generally available only in Delhi. Slide projectors and overhead projectors are not generally available in schools; they are virtually not available in schools in any State/UT (Table 5.5).

5.4 Infrastructural Facilities

Information about the availability of only a few aspects of infrastructural facilities—Science Lab/Room, Library/Reading Room, Art Room, Music Room, Playground — was collected. The only facility which is generally available in schools in most States/ UTs is a playground. Even this is not generally available in

TABLE 5.5

Availability of Teaching Aids and Equipment

Teaching Aids/ Equipment	*Generally Available*	*Generally Not Available*
Maps/Charts	AP, ARP, ASM, BIH, GOA, GUJ, HAR,HP, J&K, KAR, KER, MAH, MAN, MIZ, NGL, ORI, PUN, SKM, TN, TRP, WB, DEL, POND.	MP, MGH, RAJ, UP
Globe	AP, ASM, BIH, GOA, GUJ, HAR, HP, J&K, KAR, KER, MAH, MAN, MIZ, NGL, ORI, PUN, SKM, TN, TRP, UP, WB, DEL, POND	ARP, MP, MGH, RAJ
Science Kits	AP, ARP, GOA, GUJ, HAR, HP, J&K, KAR, KER, MAH, MAN, NGL, PUN, RAJ, SKM, TN, UP, DEL, POND	ASM, BIH, MP, MGH, MIZ, ORI, TRP, WB
Sports Goods	AP, ARP, GOA, GUJ, HAR, HP, J&K, KAR, KER, MP, MAH, MAN, MGH, NGL, PUN, SKM, TN, TRP, UP, DEL, POND	ASM, BIH, MIZ, ORI, RAJ, WB
Art Material	AP, GOA, GUJ, HAR, HP, KAR, MP, MAH, PUN, UP, DEL, POND	ASM, ARP, BIH, J&K, KER, MAN, MGH, MIZ, NGL, ORI, RAJ, SKM, TN, TRP, WB
Musical Instruments	ARP, GUJ, HP, MAH, PUN, UP, DEL, POND	AP, ASM, BIH, GOA, HAR, J&K, KAR, KER, MP, MAN, MGH, MIZ, NGL, ORI, RAJ, SKM, TN, TRP, WB
Maths Teaching Aids	AP, ARP, BIH, GOA, GUJ, KAR, KER, MAH, TN, UP, DEL, POND,	ASM, HAR, HP, J&K, MP, MGH, MIZ, NGL, ORI, PUN, RAJ, SKM, TRP, WB
Radio	AP, HAR, KER, MAH, MAN, MGH, SKM, DEL, POND	ARP, ASM, BIH, GOA, GUJ, HP, J&K, KAR, MP, MIZ, NGL, ORI, PUN, RAJ, TN, TRP, UP, WB
Cassette Player	AP, KER, MAH, MGH, DEL, POND	ARP, ASM, BIH, GOA, GUJ, HAR, HP, J&K, KAR, MAN, MP, MIZ, NGL, ORI, RAJ, SKM, TN, TRP, UP,WB
Television	DEL	AP, ARP, ASM, BIH, GOA, GUJ, HAR, HP, J&K, KAR, KER, MAN, MP, MAH, MGH, MIZ, NGL, ORI, PUN, RAJ, SKM, TN, TRP, UP, WB, POND
Slide Projector	Nil	AP,ARP, ASM, BIH, GOA, GUJ, HAR, HP, J&K, KAR, KER, MAN, MP, MAH, MGH, MIZ, NGL, ORI, PUN, RAJ, SKM, TN, TRP, UP, WB, DEL, POND
Overhead Projector	Nil	AP, ARP, ASM, BIH, GOA, GUJ, HAR, HP, J&K, KAR, KER, MAN, MP, MAH, MGH, MIZ, NGL, RAJ, ORI, PUN, SKM, TN, TRP, WB, UP, DEL, POND

schools in as many as seven States. Neither an Art Room nor a Music Room is available in schools in most States/UTs. Science Lab/Room is also not generally available in most States/UTs. It is stated to be generally available in only two States and one UT. As for the Library/Reading Room, it is not generally available in schools in most States/UTs (Table 5.6).

It may be noted that the information sought from States/UTs in this regard was whether these facilities existed there or not. Details such as the number of books in the Library/Reading Room or the kind of material generally available in the Science Lab/Room were not gone into.

5.5 Science Kits and Maintenance Grants

Every State has received the grant for Science Kits under the Centrally Sponsored Scheme for Improvement of Science Education or Operation Blackboard for the Upper Primary stage. In most States/UTs, Science Kits are stated to have been distributed to schools. However, it has not been possible to find out if these Kits have been distributed to all or nearly all schools in these States. According to the data available, in most States/UTs, the number of teachers trained in the use of Science Kits is smaller than the number of schools to which they have been distributed (Table 5.7).

There is provision of recurring grants for procurement/maintenance of teaching aids/equipment in only less than half the States and in Delhi. It is not clear whether there are specific norms with regard to recurring grants. In many States, Headmasters are authorized to use Pupils' fund for this purpose.

Considering the fact that not too many States have the infrastructure of a Library/Reading Room, the question of a recurring grant for it is relevant only to some States. In most of these States, books for the Library/Reading Room are centrally purchased and distributed to schools; in one school, books are purchased from the pupils' fund and in another a Library fee is collected from all students (Table 5.8).

TABLE 5.6

Infrastructural Facilities

Facilities	*States/UTs Where Generally Available*	*States/UTs Where Generally not Available*
Science Room/Lab	GOA, HAR, DEL	AP, ARP, ASM, BIH, GUJ, HP, J&K, KAR, KER, MAN, MP, MAH, MGH, MIZ, NGL, ORI, PUN, RAJ, SKM, TN, TRP, UP, WB, POND
Library	GOA, J&K, TRP, DEL	AP, ARP, ASM, BIH, GUJ, HAR, HP, KAR, KER, MAN, MP, MAH, MGH, MIZ, NGL, ORI, RAJ, PUN, SKM, TN, UP, WB, POND
Art Room	DEL	AP, ARP, ASM, BIH, GOA, GUJ, HAR, HP, J&K, KAR, KER, MAN, MP, MAH, MGH, MIZ, NGL, ORI, PUN, RAJ, SKM, TN, TRP, UP, WB, POND
Music Room	Nil	All
Playground	AP, ARP, ASM, GOA, GUJ, HAR, HP, J&K, KAR, KER, MP, NGL, ORI, PUN, RAJ, SKM, TRP, UP, DEL, POND	BIH, MAN, MAH, MGH, MIZ, TN, WB

TABLE 5.7

Science Kits

States/UTs	Whether Grants Received	Whether Kits Distributed	No. of Schools in which Distributed	No. of Teachers Trained in the Use of Science Kit
AP	Yes	Yes	4,755	4,510
ARP	Yes	Yes	952	526
ASM	yes	Yes	—	—
BIH	Yes	Yes	—	—
GOA	Yes	Yes	—	—
GUJ	Yes	Yes	—	—
HAR	Yes	Yes	—	—
HP	Yes	Yes	—	—
J&K	—	—	—	—
KAR	Yes	Yes	16,125	—
KER	Yes	Yes	—	Two teachers from each school
MP	Yes	Yes	—	—
MAH	Yes	Yes	17,257	—
MAN	Yes	No	—	—
MGH	Yes	Yes	733	Atleast one from each school
MIZ	Yes	Yes	—	—
NGL	Yes	Yes	—	—
ORI	Yes	Yes	—	—
PUN	Yes	Yes	—	—
RAJ	Yes	Yes	7,042	11,413
SKM	Yes	Yes	—	—
TN	Yes	Yes	—	—
TRP	Yes	Yes	150	300
UP	Yes	—	—	—
WB	Yes	Yes	—	—
DEL	Yes	Yes	—	—
POND	Yes	Yes	48	150

TABLE 5.8

Provision for Recurring Grants

States/ UTs	*Procurement/Maintenance of Teaching Aids/Equipment*		*Library*	
	Whether Provided	*Norms*	*Whether Provided*	*Norms*
AP	No	—	No	—
ARP	No	—	Yes	Centrally purchased and distributed to schools
ASM	—	—	—	—
BIH	No	—	No	—
GOA	Yes	@ Rs.10 per student	Yes	@Rs.0.50 per student
GUJ	No	—	Yes	—
HAR	No	—	No	—
HP	Yes	—	No	—
J&K	No	—	No	—
KAR	Yes	—	No	—
KER	No	—	Yes	Under the bulk purchase scheme
MP	No	—	No	—
MAH	Yes	—	Yes	—
MAN	Yes	—	No	—
MGH	No	—	Yes	Schools are given grant by turn
MIZ	No	—	No	—
NGL	No	—	Yes	Centrally purchased and distributed to schools
ORI	No	—	Yes	—
PUN	No	—	Yes	Centrally purchased and distributed
RAJ	Yes	—	Yes	—
SKM	Yes	—	Yes	Centrally purchased and distributed
TN	No	—	Yes	—
TRP	No	—	No	—
UP	Yes	—	No	—
WB	Yes	—	No	—
DEL	Yes	—	Yes	—
POND	No	—	Yes	—

6

Provisions for Groups with Special Needs

6.1 Provisions for the Disabled

Besides special schools to which a reference has already been made, many States are implementing the IED (Integrated Education of the Disabled) scheme and making various other provisions for the disabled. Some of these States provide stipends and other necessary equipment and materials and facilities such as wheel-chairs, crutches, hearing aids, Braille kits, uniforms, free books, stationery, escorts, readers, transport, and specially trained teachers. However, only from a detailed survey one can assess the actual needs in different States and their coverage by the programmes and schemes that have been launched. A few States do not seem to have made any provisions at all.

6.2 Provisions for Scheduled Castes, Scheduled Tribes and Other Backward Classes

Generally, provisions made for students belonging to Scheduled Castes and Scheduled Tribes are the same. Most of the States, except some of those that have predominantly tribal populations, have made some provisions. Most States provide stipends or scholarships, and some of them also provide free textbooks. In a few States, residential schools have been set up for students belonging to these groups; in some, free hostel accommodation has been provided. The number of States specifically providing for remedial teaching to these groups is very small.

Some States have extended the same facilities to students belonging to Other Backward Classes as to SC and ST students (Table 6.1).

TABLE 6.1

Provisions for Groups with Special Needs

States/ UTs	*Disabled*	*Scheduled Castes*	*Scheduled Tribes*	*Other Back ward Classes*
AP	Total Schools for Disabled: 67 Visually impaired, 20; speech and hearing impaired, 26; orthopaedically impaired, 7; mentally retarded, 1; reformatory schools, 13	121 residential schools for classes V-X	28 residential schools both boys and girls for classes V-X - Ashram schools in Agency Areas	12 residential schools for classes V-X
ARP	None	None	Free textbooks, school uniforms, stipends	Free textbooks, school uniforms, stipends
ASM	—	—	—	—
BIH	7 schools for deaf and dumb 4 schools for blind children with specially trained teachers, hostel facility provision for free education	72 residential schools, provision for food,clothing, books and scholarships	102 residential schools, provisions as for SC students	Charwaha Vidyalayas with specially trained teachers. Vocational training is provided [fisheries, vegetable growing, animal rearing and farming]
GOA	None	None	None	None
GUJ	Financial support to NGOs	School uniforms, textbooks, scholarships	School uniforms, textbooks, scholarships	uniforms, textbooks, scholarships
HAR	12 IED Centres in 12 districts. Resource teachers, special educators, free books and stationery, allowance for transport, escorts, reader and equipment	Free stationery, stipends, scholarship	—	stipends, free education and stationery
HP	Stipends: Assistant for physically, visually handicapped; grant for hearing aid	scholarships and free textbooks	Scholarships and free textbooks	—
J&K	None	Special teaching programmes, remedial programmes	Special teaching programmes, remedial programmes	Special teaching programmes, remedial programmes,

TABLE 6.1 *(contd)*

Provisions for Groups with Special Needs

States/ UTs	*Disabled*	*Scheduled Castes*	*Scheduled Tribes*	*Other Backward Classes*
KAR	One school for visually impaired - Braille materials free textbooks, free uniforms - Provision for escorts, readers, etc. - Training of teachers for IED - 26 schools run by NGOs providing integrated education	—	—	—
KER	Trained teachers, stationery, school uniforms, transport, readers, wheelchairs, calipers, crutches, spectacles, Braille materials, etc.	Funds for various schemes	Funds for various schemes	Funds for various schemes
MP	—	—	—	—
MAH	New IED units to accommodate disabled students, special projects and training programmes	Scholarships	Scholarships to all students	None
MAN	None	None	None	None
MGH	Financial assistance to NGOs for disabled students	None	None	None
MIZ	Free textbooks, Braille kits, wheelchairs, educational toys, special training to teachers in all these areas - Resource room for remedial teaching	None	None	None
NGL	None	None	None	None
ORI	Braille materials, abacus, crutches, wheelchairs, artificial limbs, stipends, board and lodging	Stipends	Free Ashram schools-special stipends	—
PUN	Assistance through Red Cross and other voluntary orgns., exemption from class VIII Board exam. Assistant for blind in exams	Scholarships and free textbooks	None	None
RAJ	Scholarships up to class X under IED and PIED	7 residential schools for SC/ST students	Hostels, free school uniforms	None
SKM	Schools set up by Social Welfare Deptt.	Free hostel accommodation	Free hostel accommodation	None

TABLE 6.1 *(contd)*

Provisions for Groups with Special Needs

States/ UTs	*Disabled*	*Scheduled Castes*	*Scheduled Tribes*	*Other Backward Classes*
TN	Special schools for deaf & dumb, visually impaired; also residential schools	Hostels; educational facilities enhanced by Adi Dravida Tribals Welfare	Hostels; educational facilities enhanced by Adi Dravida Tribals Welfare Deptt.	Hostels and educational facilities provided by the Deptt.of Backward Classes
TRP	One school each for blind boys and girls; free board, lodging, medical aid; book-grants, school uniforms, scholarships, teacher training for IED	Special stipends	Free board and scholarships	—
UP	None	Scholarships and books	Scholarships and books	Scholarships and books
WB	All facilities under the integrated child development scheme (Braille materials, crutches, hearing aids)	Book grants	Book grants	None
DEL	System of integrated education to put them into mainstream schools. Braille books, trained teachers	—	—	—
POND	—	Hostels and educational facilities	None	—

6.3 Provisions for Religious and Ethnic Minorities

The number of States having special provisions for religious and ethnic minorities is very small. In some States, provision is made for a separate curriculum in Madrasas, and in some schools teachers are appointed to teach Arabic. In one State (Haryana), model schools have been set up in an area which is predominantly inhabited by a religious minority. In a few States special provisions are made and assistance is provided for teaching languages of some ethnic groups. In Sikkim, funds are provided by the State for teaching Science, Maths, English and some other subjects to children in Gompa (monastic) schools.

TABLE 6.2

Provisions for other Groups

States/ UTs	*First Generation Learners*	*Girls*	*Others*
AP	—	2/3 residential schools in every district	Provisions for Girijan Vidya Vijnana Kendras, Malabadies for nomads and migrant labourers
ARP	None	None	None
ASM	None	None	—
BIH	—	—	—
GOA	Remedial Teaching	None	—
GUJ	None	Bicycles, uniforms, textbooks, scholarships provided under Saraswati Yojana	—
HAR	—	Free education; school uniforms for SC girls	—
HP	—	Special incentives (scholarship) based on attendance	None
J&K	None	None	NFE programmes for children of migrant labourers
KAR	—	—	—
KER	—	—	—
MP	—	—	—
MAH	None	Attendance allowance for backward class girls	Schools for children of sugarcane workers near to the factory
MAN	None	None	None
MGH	None	None	None
MIZ	None	None	None
NGL	None	None	None
ORI	—	—	—
PUN	None	None	None

TABLE 6.2 (*contd*)

Provisions for others Groups

States/ UTs	*First Generation Learners*	*Girls*	*Others*
RAJ	—	Free education and free books up to class VIII	Cash grant for uniforms in 5 Dist. (Tribal Areas) and 4 Distt. (Desert Areas); NGOs working for children of nomads and migrant labourers
SKM	None	Free hostel accommodation	Free hostel facility and financial assistance to children of nomadic tribes (cowherds)
TN	Special efforts	Girls who complete class VIII given Rs.10,000/- at the time of marriage	Relaxation of rules for admitting children of migrant labourers
TRP	—	—	—
UP	—	—	—
WB	—	—	—
DEL	None	None	None
POND	Special enrolment drive	None	None

6.4 Provisions for First Generation Learners

The first generation learners have almost in no State/UT been viewed as a separate category. No specific attention, therefore, has been paid to them. It is, presumably, left to individual schools and individuals to cater to their specific needs (Table 6.2).

6.5 Girls

Some States provide what they term free education, including free textbooks, to girls up to the end of the Upper Primary stage. Some States have special provisions for hostel facilities, in a few free, for girls. In most States, however, girls are not treated as a separate category (Table 6.2).

6.6 Provisions for Other Groups

There are various other groups in most parts of the country with distinct problems requiring special provisions. Among the more conspicuous in such groups are children of the migrant labourers and of groups following a nomadic lifestyle. Very

few States have made any special provisions for meeting their educational requirements in the formal system of school education. In some States, the Non-Formal Education (NFE) programmes are stated to be catering to their educational needs. Whether the NFE programmes can really provide education of a comparable quality at the Upper Primary stage is a question which is outside the scope of this study (Table 6.2).

There is a need for a separate study to assess the existing provisions vis-a-vis the needs. However, even from the very general nature of the information that was collected for purposes of this study, it appears that adequate provisions have not been made for any category of students belonging to groups with special needs. It is also noticeable that among the provisions that have been made in various States/UTs, there are few specifically educational programmes except perhaps for the disabled and, in a few cases, for ethnic groups for teaching their languages. The absence of any special educational programme for the first generation learners, even considering that there is a great deal of overlap between this group and some of the others, is also noticeable.

7

Evaluation and Examination System

7.1 Monitoring Students' Progress

IT APPEARS that all the methods of monitoring day-to-day progress of students—Classwork, Homework, Activities and Projects, Written Test, Oral Test, Performance in non-scholastic areas and Observation of students' academic progress and of behaviour—are practised in almost every State and UT in the country. In six States, the method of Oral Test, in three States Observation, in one State Written Test and in another State Activities/Projects are not used for this purpose. No information was collected on the number of schools in various States/UTs in which these methods were practised or in how many schools, students were actually involved in activities and projects. Collecting information on such aspects would require a separate study. It can, however, be concluded that the methods mentioned above are considered desirable and appropriate by educational authorities for monitoring the day-to-day progress of students (Table 7.1).

All States (except seven) are stated to have a system of maintaining records of students' performance on a continuing basis. The systems followed by various States for doing this, however, vary. They include in some States the adoption of the scheme of CCE (Continuous and Comprehensive Evaluation), Teachers' Diary, Records maintained by the teacher and the school, cumulative records of students, etc. However, some other systems mentioned include Half Yearly Examinations and Examination-wise Cumulative Record.

TABLE 7.1

Maintenance of Record of Students' Performance on a Continuing Basis

States/UTs	Maintenance of Records	How Maintained
AP	Yes	Continuous and Comprehensive Evaluation
ARP	Yes	Cumulative Progress Report
ASM	Yes	Unit Test Reports (3 times a year)
BIH	Yes	—
GOA	No	—
GUJ	Yes	Records maintained by class teachers
HAR	No	—
HP	Yes	Records maintained by class teachers
J&K	Yes	Continuous and Comprehensive Evaluation
KAR	Yes	Cumulative Progress Report
KER	No	—
MP	Yes	A general class record
MAH	No	—
MAN	Yes	Half-yearly examination
MGH	Yes	Records maintained by class teachers
MIZ	Yes	Records maintained by schools
NGL	Yes	Examination-wise cumulative Progress Report
ORI	No	—
PUN	Yes	1. Teachers' Diary and 2. Progress Cards
RAJ	Yes	Students' Progress Report
SKM	Yes	Monthly Progress Report
TN	Yes	—
TRP	No	—
UP	—	—
WB	Yes	—
DEL	Yes	Continuous and Comprehensive Evaluation
POND	Yes	Teachers' Diary

Every State/UT has a regular system of homework by students and a student is expected to spend about six hours per week on homework. (In a few States it is just about an hour and in one State 20 hours.)

In all States, except two, there is no proposal to introduce a system for children not to carry school bags.

7.2 School Tests and Examinations

In very few States, there are weekly (in three States) or fortnightly (in six States) tests. In about half the States, there is

a system of monthly test but quarterly, half yearly tests or examinations are held in almost all States/UTs and yearly tests or examinations are held in all States/UTs. In most of the States, the mode of evaluation in yearly, half-yearly and quarterly tests/ examination is solely the written test. In a few, it is both written test and oral test and in one State it is both written and practical (Table 7.2).

TABLE 7.2

Frequency and Mode of Evaluation in States/UTs

Mode of Evaluation	*Weekly*	*Fortnightly*	*Monthly*	*Quarterly*	*Half-yearly*	*Yearly*
Oral	AP, BIH	BIH	BIH	BIH		
Written	ASM, MAN, MGH	AP, ASM, MAN, MGH, MIZ, TN	AP, ARP, ASM, HAR, KAR, MP, MAH, MAN, MGH, SKM, TN POND.	AP, ASM, GOA, HAR, KAR, MP, MAH, MAN, MGH, MIZ, NGL, RAJ, SKM, TN, DEL, POND	AP, ARP, ASM, BIH, GOA, HAR, HP (practicals) J&K, KAR, MP, MAH, MAN, MGH, NGL, ORI, RAJ, SKM, TN, POND	AP, ARP, ASM, BIH, GOA, HAR HP (practicals) J&K, KAR, MP, MAN, MGH, MIZ, NGL, ORI, RAJ, SKM, TN, DEL, POND
Oral and Written	GUJ, J&K, KAR, MAH, PUN	GUJ, J&K, KAR, MAH,	GUJ, HP, J&K, KER PUN	GUJ, HP(practicals) J&K, KER, PUN, WB	GUJ, KER, PUN, TRP, WB	GUJ, KER, MAH, PUN, TRP, WB

Note: No information about UP is included in the above table.

In many States/UTs, the evaluation in monthly tests is also through written tests though some others have both written and oral, in one State it is done through oral test and home assignment, and in another only through home assignment. A broadly similar pattern is found in States that have fortnightly and weekly tests.

In less than half the States, there is a system of assessing children's attitudes and values. This is done exclusively through observation (Table 7.3).

TABLE 7.3

Utilization of Pupils' Evaluation

Nature of Utilization	*Extent of Utilization*		
	Generally	*Sometimes*	*Rarely*
Remedial Teaching	AP, ARP, GUJ, J&K, KAR, MAH, ORI, TN, TRP, WB, DEL, POND	ASM, GOA, HP, KER, MGH, MIZ, SKM	BIH, MAN, NGL, PUN, RAJ
Improving Instruction	AP, ARP, ASM, GUJ, J&K, KAR, KER, MAH, MGH, TN, DEL, POND	HP, NGL,	BIH, GOA, MAN, MIZ, PUN, RAJ, SKM, TRP, WB
Stratifying Pupils	AP, J&K, MAN, MGH, TN, POND	GOA, HAR, KAR, MAH, TRP	ARP, ASM, BIH, GUJ, HP, KER, MIZ, ORI, PUN, RAJ, SKM, WB, DEL
Informing Parents	AP, ARP, ASM, BIH, GOA, GUJ, HAR, HP, J&K, KER, MAH, MAN, NGL, PUN, TN, TRP, WB, DEL	KAR, MGH, ORI, RAJ, SKM, POND	MIZ.
Additional Coaching	AP, ARP, MAH, TN, TRP	ASM, GUJ, HP, NGL, WB	BIH, GOA, KAR, MAN, ORI, PUN, DEL

Note: No information about UP and MP is included in the above table

The evaluation of pupils is stated to be generally utilized for remedial teaching in nine States and two UTs. In seven States, it is used for this purpose sometimes and in five States rarely. The practice in different States/UTs regarding utilization of evaluation for improving instruction is also broadly on the same pattern. Not many States utilize evaluation to stratify or categorize students. Most States send information about evaluation of pupils to their parents. About half the States generally use evaluation for additional coaching and the rest rarely do so. The most common utilization of pupils' evaluation seems to consist in informing the parents.

7.3 Annual Examinations and Promotions

School-based annual examinations are held in every State/UT at the end of each class of the Upper Primary stage except in those States, where at the end of the last year of the Upper Primary stage, there is a public examination. In most States,

these examinations are held in languages, Mathematics, Science and Social Sciences. In a few States, there is also an assessment in Art Education and Physical Education — the former is generally based on oral test and/or performance and the latter on performance. In one State, there is also a written examination in Moral Education.

The examination in languages in most States is written but in a few also oral. In Mathematics, it is in most States exclusively written and in very few States/UTs also oral. In a few States/UTs, the Science examination is both written and practical, in some others it is written and oral but in most States, it is only written. In Social Sciences it is generally only written but in some States it is both written and oral.

Promotion to the next class is determined by the students' performance in annual examinations exclusively in very few States. In most States, it is determined by their performance in other tests(monthly, quarterly, half-yearly) and in the annual examinations. In one State (Assam), Unit Tests and Home Assignments are also considered for promotion.

In most States, the subjects in which students must pass are Languages, Maths, Science and Social Science with generally 33 per cent or 35 per cent marks in each of these subjects. In a few States, passing in all Languages is not necessary for promotion, and in some, subject-wise pass percentage is much lower as long as the aggregate is, for example, 40 per cent (Karnataka) and 34 per cent (Tripura)

Most States do not follow no-detention policy at this stage. In one State (Andhra Pradesh) it is followed only up to Class VI (which is the first year of the Upper Primary stage). In Bihar and Kerala it is followed throughout their respective Upper Primary classes. In Kerala, however, students are detained on grounds of lack of attendance (Table 7.4).

It may, however, be noted that students whose performance is below the criteria and pass percentage for promotion in a State are not necessarily detained. Generally the decision to promote or detain a pupil finally rests with the school.

7.4 Public/External Examinations

In 13 States, there is a public/external examination at the end of the Upper Primary stage. In States where it is held, it is

TABLE 7.4

Criteria for Promotion and Minimum Pass Percentage for Promotion in School Examination

Criteria for Promotion		*Minimum Percentage of Marks in a Subjects to Pass*		
Annual Exam only	*Annual Exam and Periodical Tests*	*33 per cent*	*35 per cent*	*Any other*
GUJ, HP, MP, ORI, PUN,	AP, ARP, ASM, BIH, GOA, HAR, J&K, KAR, KER, MAH, MAN, MGH, MIZ, NGL, RAJ, SKM, TN, TRP, UP, WB, DEL, POND	ARP, ASM, HP, KER, MIZ, PUN, SKM, DEL	BIH, GOA, GUJ, MAH, TN, POND	AP-No detention up to class VI BIH- No detention KAR- 25% in sub, 40% agg. KER-No detention MAN- School decides MGH - School decides NGL - School decides ORI - 30% TRP- 34% UP - 20% WB-20% in subject, 34% in aggregate

Note : The criteria for promotion and pass percentages shown in this table do not necessarily determine promotion to the next class in all States.

compulsory for all students. In each of these States, the authority conducting the examination is the State Board, in some States, the Department or the Directorate of Education, in three States District or Division level authorities, and in one State the SIE. Question Papers are set at the State level or the District or Division level, depending on the authority responsible for conducting examination but the evaluation in some States is done at a level lower than the one responsible for setting the question papers; in a few States it is done at the school level. It is held in all the so-called scholastic subjects and in some States also in other subjects. There are some variations among different States in the criteria for passing the examination. In some States, obtaining pass marks in all subjects is not necessary to pass the examination. However, passing the examination is generally essential for promotion to the next class (Table 7.5).

TABLE 7.5

Public/External Examinations

States/ UTs	*Public Examination*	*Conducted by*	*Level at which Question Papers are Set*	*Level at which Answer Scripts are Evaluated*
AP	Yes	DEO	Dist.	Dist.
ARP	Yes	Directorate	State	Dist.
ASM	Yes	—	—	—
BIH	No	—	—	—
GOA	No	—	—	—
GUJ	No	—	—	—
HAR	Yes	Board	State	State
HP	Yes	Board	State	State
J&K	Yes	SIE	Regional	Inter-school
KAR	Yes	Dy. Director	Dist.	Block
KER	No	—	—	—
MP	Yes	Divisional Board	Divisional Level	Divisional Level
MAH	No	—	—	—
MAN	Yes	Deptt. of Education	State	State
MGH	No	—	—	—
MIZ	Yes	Board	State	State
NGL	Yes	Board	State	School
ORI	Yes	Board	State	Regional
PUN	Yes	Board	State	State
RAJ	No	—	—	—
SKM	Yes	Deptt. of Education	State	State
TN	No	—	—	—
TRP	No	—	—	—
UP	-	—	—	—
WB	No	—	—	—
DEL	Yes	DBTB	State	Zonal
POND	No	—	—	—

7.5 Policy Guidelines for Pupils' Evaluation

In most States, there are policy guidelines on pupils' evaluation which are prepared generally by the State Board, Directorate/Department of Education or the SCERTs. In a few States, these are prepared at the District or Divisional level and made available to schools/teachers.

The State bodies in most States also prepare guidelines for paper-setters and some of them also prepare and make available sample or model question papers.

Some States have programmes for training teachers in modern methods of evaluation and in a few States such training programmes have been conducted. In most States, however, such programmes have not been held.

The attention paid to this aspect of education at the Upper Primary stage seems to be very inadequate. There is much dissatisfaction in many States over the existing situation in this area. There is a general agreement among educational authorities to improve the methods of evaluation. Some States are particularly concerned about malpractices and the law and order problems that arise during examinations. There is also a general concern over lack of familiarity with modern methods of evaluation. In some States, the problem of evaluation is linked with the poor quality of teaching.

8

Inspection and Supervision

8.1 Provisions for External Inspection and Supervision of Schools

EVERY STATE/UT has provisions for external inspection and supervision of schools. It is done either by an individual (generally by Inspector of Schools or District Education Officer) or a Committee, in some States by both. The number of schools under the jurisdiction of an Inspector of Schools or District Education Officer, or under a Committee, varies from State to State. In most States, the number is between 40 and 60 schools. In some States, it is all the schools in a District and, in a few, the number of schools is up to 300.

The frequency of inspection in every State/UT is stated to be at least once a year, in some States even once a month. Supervision is generally more frequent in a few States where it is stated to be once a week (Table 8.1).

The basic purposes of inspection in almost all States/ UTs include academic and administrative improvement. In some States, checking pupils' and teachers' attendance and performance, discipline and infrastructural facilities are also covered under inspection.

Inspection/supervision is considered effective in most States/UTs in improving the functioning of the school. In many States, it has been stated to be very effective but in a few not so effective. In providing academic guidance to schools also, it is considered effective or very effective in most States/UTs; only in a few States it is considered ineffective or not so effective.

TABLE 8.1
Jurisdiction and Frequency of Inspection

States/ UTs	*Jurisdiction/ No. of Schools*	*Frequency of Inspection/ Supervision*
AP	50-60	Inspection - Annual Supervision - 3 times per year
ARP	About 500	Inspection - Annual
ASM	80	Inspection - Annual
BIH	60	Inspection - 4 times per year
GOA	—	Inspection - Annual
GUJ	50	Inspection - Annual Supervision - 2 times per year
HAR	40-50	Inspection-Annual Supervision 2-3 times per year
HP	All Schools in a District	Inspection - 2 times per year
J&K	Not fixed	Inspection - 4 times per year
KAR	50-75	Inspection - Annual
KER	40-60	Inspection - Annual
MP	30-50	Inspection - once per month
MAH	8-10	Inspection - Annual Supervision - Once per week
MAN	Depending upon No. of Schools in a District	Once, twice or four times a year depending on the performance of schools and complaints
MGH	30-40	Inspection - 6 times per year
MIZ	15-16	Inspection - 1 to 10 times per year
NGL	25	Inspection - Once per month
ORI	77-300	Inspection - 5 times per year Supervision - 30 times per year
PUN	All schools in a District	Inspection - Annual
RAJ	300	Inspection - Annual
SKM	25	—
TN	50-60	Inspection - Annual Supervision - 3 times per year
TRP	20-25	—
UP	300	Inspection - 2 times per year
WB	—	—
DEL	50-60	Inspection - Annual
POND	30-40	Inspection - Annual Supervision - 2 times per year

Most States/UTs have also a follow-up of inspection and supervision, including sending inspection reports to schools, suggestions for improvement, providing additional support to

schools and, except in a few States, adopting penal measures. The penal measures in some States include issuing memos to teachers and transferring them.

8.2 Assessment of Headmasters/Headmistresses and Teachers

Most States have a system of assessment of headmasters/ headmistresses. This is done during inspection, through Confidential Reports by the Inspectors, etc. and, in some States, on the basis of school results. In one UT (Delhi), there is also a system of self-assessment by headmasters/headmistresses.

The system of teachers' assessment is also generally on the same lines. Besides the assessment during inspection/supervision, in some States there is also a system of Confidential Reports (CRs) written by headmasters/headmistresses. Subject results are taken into account for assessing teachers in some States. As a follow-up of the assessment, reports are communicated to headmasters/ headmistresses and teachers, and in many States to higher authorities. Suggestions for improvements are also made and in many States the reports are used for promotion, rewards or penal transfers (Table 8.2).

Ten out of 25 States surveyed mentioned some specific factors because of which the system of inspection and supervision is not effective. In some of these States, the number of schools is very large and the number of inspecting staff inadequate for the purpose. In some States, the inspecting staff is not properly trained and is not able to provide leadership. Among other reasons mentioned are the absence of any follow-up, no academic supervision, transport and communication problems in remote areas, too much administrative work for the inspection staff leaving them not enough time for regular and systematic inspection.

A study based on the actual experience of schools as well as of the inspecting and supervisory personnel may be useful to understand the various issues relating to the effectiveness of inspection and supervision and assessment of headmasters/ headmistresses and teachers.

The information given in this chapter reflects the formal situation in various States/UTs. An assessment of the effectiveness of the inspection/supervision and of the existing system of assessment of teachers and headmasters/ headmistresses would require separate studies.

TABLE 8.2

System of Assessment

States/ UTs	Assessment of		Follow-up	Reasons if not Effective
	Headmaster/ Headmistress	Teachers		
AP	During Inspection	During Inspection, By HM	—	—
ARP	During Inspection -Record maintenance -School funds utilization -Teacher's diary	During Inspection -Classroom observation	Necessary action taken, if required	No. of schools very large
ASM	During Inspection	During Inspection -Classroom observation	Reports to higher authority, action immediately by Inspector	No.of schools very large
BIH	During Inspection	No system	No	—
GOA	Students' performance, Planning of school programmes	During Inspection -Classroom observation	Suggestions made	None
GUJ	During Inspection	During Inspection -Classroom observation	1.Report to higher Authorities 2.Action taken	—
HAR	CR* by SDEO	CR-by HM - report to SDEO	1.Adverse report communicated to concerned person 2.Explanation called	—
HP	-Supervision of teaching -Diary, Result and Discipline	-Classroom Observation -Diary, Result	Suggestions made	—
J&K	Surprise checks -Result -Reputation of School	-Annual Performance report	Suggestions made	—
KAR	During Inspection -Sent Report to higher Authority	1. During Inspection 2. HM's reports	Report submitted for review	No thorough academic follow-up
KER	No	No	No	1.Not Regular & systematic 2.No Academic supervision
MP	On the basis of school result	On the basis of subject result	None	—
MAH	During Inspection	During Inspection	Suggestions communicated	One visit not sufficient

TABLE 8.2 *(contd)*

System of Assessment

States/ UTs	*Assessment of*		*Follow-up*	*Reasons if not Effective*
	Headmaster/ Headmistress	*Teachers*		
MAN	C R	On the basis of result	Teacher rewarded on the basis of student's performance	—
MGH	During Inspection	CR by HM	1. Promotion 2. Transfer	Inspectors ineffective. cut off from teaching- Not able to provide leadership
MIZ	During Inspection -Report to higher Authority	During Inspection -Report to SDEO	1.Sugestions made 2.Penal measures taken	—
NGL	During Inspection	1. During Inspection 2. HM	Corrective measures taken	Lack of transport and communi-cation facili-ties in remote areas
ORI	During Inspection -Report to Director	During Inspection	Reports communicated to teacher/HM	—
PUN	During Inspection -Report to DEO & Dy. DEO	During Inspection	1.Report communicated to HM/teacher 2. Follow up action by DEO	—
RAJ	During Inspection -Report to DEO -ACR**	1. During Inspection 2. CR by HM	Report submitted for implemen-tation to HM	Lack of transport No training to super-visory staff/SDI
SKM	—	Examination results	1. Promotion of the efficient 2. Transfer of the inefficient	—
TN	During Inspection	No	No	—

TABLE 8.2 *(contd)*

System of Assessment

States/ UTs	*Assessment of*		*Follow-up*	*Reasons if not Effective*
	Headmaster/ Headmistress	*Teachers*		
TRP	1.During Inspection 2.CR by Inspector and Dy. Director	1. During Inspection 2. By HM	No	Infrequent inspection due to adminis-trative pressure
UP	1.Assessment Proforma 2. Annual Evaluation	1.Assessment Proforma 2. Annual Evaluation	1.Promotion 2. State awards	—
WB	No specific system	Generally by HM	No	Inspection not regular
DEL	Self-Assessment	CR by HM	Reflected in CRs	—
POND	During Inspection	HM through supervisory Diaries	Reports communicated through HM	

* CR - Confidential Report

** ACR - Annual Confidential Report

9

Role of the Community

9.1 Areas of Support from the Community

MOST STATES/UTS envisage a number of areas—academic and financial, and those relating to infrastructure and expertise—for community support in the functioning of schools. Most States have mentioned various kinds of support that comes from the community. These include generally support for infrastructure — land, buildings, classrooms, maintenance, playgrounds, drinking water facilities, meals, awards for excellence, etc. In a few States, such as Nagaland, the community also extends support for SUPW and arranging teachers and their salaries (Table 9.1).

It may be useful to study the extent of the support which local communities are able to provide to schools and consider steps for augmenting such support.

9.2 Parent Teacher Associations (PTAs)

In a fairly large number of States, most schools are stated to have PTAs. However, in very few States, there are PTAs at District or State level. They are expected to perform a variety of functions for improving the functioning of the schools such as mobilizing funds, interaction between teachers and parents, maintenance of discipline, work for all-round development of the schools, help in solving schools' problems, support school activities, suggest academic improvements. They are not considered effective in all States or all schools in a State. In some States, they are stated to be more effective in urban areas than in rural areas.

TABLE 9.1
Role of Community

States/UTs	*Type of Community Support Generally Available*
AP	Donations, infrastructure, sports equipment, meals, award for excellence
ARP	Gaon Burha (village headman) involved in school management
ASM	Sporadic support by community
BIH	—
GOA	Academic ., Financial
GUJ	Building and beautification of the classrooms
HAR	Village education societies seek active cooperation of the community for ensuring students' attendance, Panchayats assist in strengthening infrastructure and organizing cultural and sports activities
HP	Donation of land, financial support and improving infrastructure
J&K	Maintaining discipline, help in raising funds for infrastructure
KAR	Construction and maintenance of buildings and organizing festivals and hospitality to teachers
KER	—
MP	Infrastructural facilities
MAH	Infrastructural facilities, drinking water, administration, micro planning, help by village education committees
MAN	—
MGH	Land, infrastructure, financial, salaries of ad hoc teachers, maintenance of building
MIZ	Free coaching by NGOs
NGL	Land, repair of school building, support for SUPW, arranging teachers and their salaries.
ORI	No substantial support
PUN	Infrastructural and maintaining school buildings, drinking water
RAJ	Panchayat Samiti run their own schools, parents give financial support
SKM	Community helps schools according to its resources
TN	Academic, infrastructural, financial, teaching and administration
TRP	Buildings and playgrounds
UP	Funds for buildings etc.
WB	Land, construction of building
DEL	Parents give suggestions and contribute through PTA fund for improving infrastructure
POND	—

TABLE 9.2

Parent Teacher Associations

States/ UTs	*Do Most Schools have PTAs*	*Dist./ State, PTAs*	*Functions*	*Areas in which Effective*
AP	Yes	No	Donations for many purposes	Funds for schools and teachers' salaries
ARP	Yes	No	Maintaining discipline	Effective for the functioning of schools
ASM	No	No	Solving problems regarding infrastructural facilities- Suggestions for academic improvement	A few PTAs function effectively in urban areas
BIH	Yes	No	Help in effective and efficient functioning of schools - Offer solutions to problems of teaching and other issues	Effective mostly in administrative matters
GOA	Yes	No	Supporting school activities	Effective in organizing extra-curricular activities — Purchase of equipment
GUJ	Yes	No	To help schools financially and academically	Very effective in improving school resources and environment
HAR	Yes	Yes	Mobilizing support and funds for schools - PTAs review results of exams. Generate keen interest in school activities and assist in Annual Day	Very active in ensuring attendance and arranging co-curricular activities
HP	Yes	No	Maintaining discipline, funds for repairing buildings, assist in organizing cultural and sports activities	—
J&K	Yes	Yes	Maintaining discipline, help in raising infrastructure	Effective in maintaining discipline
KAR	Yes	No	Solving problems of students, promoting healthy interaction between teachers and parents on school related issues	Effective in development of infrastructure, teaching materials, providing teacher support, and in preservation of environment

TABLE 9.2 *(contd)*

Parent Teacher Associations

States/ UTs	*Do Most Schools have PTAs*	*Dist./ State, PTAs*	*Functions*	*Areas in which Effective*
KER	Yes	Yes	Give support for infrastructural facilities	Effective in providing incentives - scholarships to children
MP	Yes	Yes	Work for allround development of schools	Active in academic field, provide infrastructural support
MAH	Yes	Yes	—	—
MAN	No	No	Nothing specified	—
MGH	No	No	Village Committees try to bring children to schools and help in ensuring attendance	—
MIZ	No	No	—	—
NGL	No	No	Besides observing Parents Day, parents are involved in solving common problems of schools	—
ORI	No	No	Not performing well	—
PUN	Yes	No	Assist in school functioning, Maintaining discipline, Providing infrastructural facilities, Organizing cultural Programmes, Arranging transport	Quite active and effective in making up shortage of teachers by providing temporary teachers
RAJ	No	No	—	—
SKM	No	No	—	—
TN	Yes	Yes	—	—
TRP	Yes	No	Improving school functioning, Providing facilities, Academic exchange	Active in development of infrastructural facilities and preventing drop-outs
UP	Yes	No	Help in resource mobilization at district level and other school activities	—

TABLE 9.2 *(contd)*

Parent Teacher Associations

States/ UTs	*Do Most Schools have PTAs*	*Dist./ State, PTAs*	*Functions*	*Areas in which Effective*
WB	Yes	No	Improving performance of pupils and improving relations between parents and teachers	Generally effective in improving relations between parents and schools
DEL	Yes	Yes	Assist in upgradation of infrastructural facilities, award scholarships - Linking community and schools	—
POND	Yes	No	Help for effective functioning of schools	Academic

In many States, their role in improving infrastructural facilities, providing scholarships, maintaining discipline and ensuring pupils' attendance is stated to be important (Table 9.2).

The role of PTAs should be seen as an organized expression of the role of the community. The factors that impede the community and the PTAs' effective involvement in the schools may need to be looked into.

10

Major Issues and Problems

SOME OF the major issues and problems that emerge from the study of the aspects covered in this report are briefly indicated in this chapter. As stated earlier, the formal status of various aspects of Upper Primary stage of education in 25 States and two UTs reflected in this report is based almost entirely on the official information provided by the concerned State/UT organizations as recorded by the Investigators. On many aspects, it may be necessary to conduct independent studies in order to obtain a fuller view of the actual situation. Some of the aspects requiring independent studies are also, therefore, indicated in this chapter.

Structure

The national policy with regard to the structure of Upper Primary stage is unambiguous. The common structure recommended in the national policy for this stage (covering Classes VI-VIII) was expected to be adopted in all States by 1995. This has, however, not been achieved. In States where the structure continues to be different from the nationally recommended one, this issue does not seem to be under active consideration. At the national level also, few attempts seem to have been made to take up this issue with the educational authorities of the States, and to discuss the factors that inhibit the switch-over to the classes VI-VIII structure and the support that the States might need to facilitate the switch-over. As has been pointed out in the report, the question of structure is not an arithmetical one. The implementation of the nationally recommended structure is important for meeting the constitutional requirements of providing free and compulsory

education to all children till the age of 14. The curricular implications of its non-implementation which have a direct bearing on the quality of education at this stage have also been brought out in this report.

It is important that detailed studies of the specific problems inhibiting some States from switching over to the recommended pattern are undertaken.

Administrative Issues

Though this report does not deal with the question of administration of Upper Primary stage, certain issues relating to it have come to light. The extent of control exercised by various educational authorities on Upper Primary stage of education varies from State to State. In the case of government, government-aided and local body schools, the devolution of authority to the Panchayats (under Article 243 and Schedule 11 of the Constitution) does not appear to have made much progress. In some States, no local body is authorized to even set up an Upper Primary school while in most others, the local bodies at the District level in rural areas and Municipalities/Cantt. Boards/Corporations in urban areas alone are authorized to set up local body schools. In some States, Primary education is under the Panchayati Raj and Upper Primary under the State Directorate of Education creating various types of anomalies. One State has specifically pointed out that when a Primary school is upgraded to the Upper Primary stage, all the existing teachers are withdrawn and the upgraded school is left with only a headmaster for sometime to come. Among other issues raised are the administrative bottlenecks and resulting delays in the recruitment of teachers, problem of exercising administrative control and supervision over a vast number of schools in States where such control and supervision is centralized at the State level, problem of coordination between different departments, political interference in administration, postings and transfers, etc.

As each State's administrative problems are specific to it, it may be necessary to have state-wise studies of these problems.

School Days and School Hours

According to the formally stated position, the number of working days for schools per year and the hours for which schools

function per day broadly conform to the national guidelines. However, in most States, a large number of school days are lost every year due to various reasons; in some States, the number of days lost is very large. It may be useful to conduct sample surveys to assess the actual number of days lost and the reasons thereof. This may be done area-wise and for different types of schools. Similar sample surveys may be useful to assess the actual number of hours for which the school functions and, if there are any shortfalls in this regard, the reasons thereof.

Curriculum

In the scheme of studies (the curricular areas) and the content of courses prescribed at this stage there is a broad commonality throughout the country. This is a significant positive development which quite clearly is the result of the specific national policy in this regard and its vigorous implementation with the support of a regularly monitored centrally sponsored scheme on the reorientation of the content and process of education. However, the importance of this development should not be exaggerated. There are major problems relating to almost every aspect that has a bearing on the implementation of curriculum for quality education at this stage. Some of these problems are expected to be specifically identified when the case studies on curriculum practices in selected districts and schools are taken up. Some of the problems that have emerged from this study are briefly referred to here in the context of the aspects dealt with in the paras that follow.

Teachers

Teachers are central to the effective implementation of the curriculum and no issue of quality education can be discussed without a consideration of their central position. A number of aspects relating to the position of teachers have been covered in the report and a number of issues emerge from it.

Appointment of teachers : Teachers in most States are selected either at the State level or the Regional/District level. Schools in a few States can appoint teachers for a short period against a leave vacancy or in cases of urgency. The time lag between the occurrence of a vacancy and its filling up on a regular basis

varies from State to State. However, in almost every State, there is a large number of vacancies which have not been filled in some States, their number runs into thousands. This points to the extremely serious situation in many States where in a fairly large number of schools even the absolutely essential pre-requisite for carrying out educational programmes, is not available. It may be noted that the situation referred to above relates to unfilled sanctioned posts which may be taken to be the absolutely minimum but not necessarily adequate for implementing satisfactorily all components of the curriculum that is laid down. The study team, therefore, is of the view that the actual position in this regard is likely to be much worse than the formally stated position. This view is further supported by the finding mentioned in the report that the maximum class-size (as against the teacher-pupil ratio) in most States is 50 or more.

There are specific problems of deployment of teachers in specific areas. For example, rural, tribal and 'remote' areas have a shortage of teachers. There is also a shortage of teachers in specific subject areas.

Teacher Preparation : The teacher qualifications prescribed in about half the States follow the nationally recommended norm— Higher/Senior secondary followed by two years of teacher training, while in others, the qualifications prescribed are higher— a University degree followed by one year of teacher training. In some States in the North-East, the minimum qualifications laid down are lower or are relaxed. Considering the nature of curriculum prescribed at this stage and the number of subjects a teacher is expected to teach, the nationally recommended norm for teacher qualifications needs to be reconsidered. The study team is of the view that the prescribed academic and professional qualifications for teachers of the Upper Primary stage are not commensurate with the requirements of curriculum for that stage. The existing pre-service teacher training programmes in these States, more or less the same for both Primary and Upper Primary teachers, may be particularly unsuitable as they make no distinction between the nature of these two stages of education.

The pre-service teacher training programmes have not been examined in this study. It is important that a detailed study of the existing teacher training programmes is conducted and

its suitability for meeting the requirements of curriculum at the Upper Primary stage examined.

In the case of other States which have prescribed higher qualifications, there is a perception that though there is no shortage of teachers with the necessary qualifications, the pre-service teacher training (B.Ed. etc.) imparted to them does not always prepare them to adopt and use the methodologies required for improving the quality of instruction. Over the years, there have not been many comprehensive efforts to revise the pre-service teacher training curricula at the B.Ed. level and even fewer ones for the orientation of teacher educators in spite of the many changes that have been made in the stated curriculum for the schools, including the one at the Upper Primary stage, resulting in what one of the informants of a State has called 'virtual stagnation in the standard of teacher training institutions'.

It may be important, therefore, to examine all pre-service teacher training curricula from the point of view of their suitability to meet the demands made on school curriculum for universal quality education.

The problem of teacher training in States where minimum qualifications of teachers are relaxed due to non-availability of qualified teachers is a serious one. Equally serious is the problem of non-availability of qualified teachers to serve in rural, tribal and 'remote' areas, presumably because of unsuitable working and living conditions in those areas. These problems, being context-specific, would need to be looked into and tackled.

The situation in respect of in-service training of teachers has been described in the report. A number of problems such as those of administrative coordination, lack of funds, inadequate physical facilities such as hostel, lack of training personnel and lack of training materials have been mentioned in the report. There is also a general lack of emphasis on subject-based in-service training programmes and a general absence of incentives. From the information provided by the States, it would not be an exaggeration to conclude that in-service training of teachers, its coverage in terms of number of teachers and the effectiveness of the programmes, has not received the importance due to it.

In this context, the role of DIETs in providing in-service education to teachers and serving as a resource and learning centre for teachers and instructors particularly needs to be looked into. While most States have stated that DIETs provide in-service training, only some have given information on the number of teachers trained.

The effectiveness of the in-service training programmes is one of the areas that may need to be further probed. The problems that have been reported in the effective functioning of DIETs make it necessary to have a detailed study of their functioning.

Workload of Teachers and Teacher Motivation : The workload of teachers has been mentioned in the report mainly in the context of number of subjects that they are required to teach, teaching hours per week, additional duties performed in the school and additional work outside the school. The question of workload should, therefore, be seen not merely in terms of the number of hours that teachers are required to work in and outside the school (not including the time expected to be spent in making preparations for teaching) but in the nature of the different types of work that they are called upon to do. It has already been mentioned that in almost all States, teachers are required to teach two or more subjects; in some States they are expected to teach 'all subjects'. This requirement can have serious implications on the quality of teaching-learning in the classroom, particularly when their academic as well as professional training has not equipped them for this, and the provision of in-service training itself is uncertain, if not non-existent.

The number of school days lost in every State has been mentioned before. While there is no alternative to employing teachers in various nationally important operations outside the school, its effect on the academic work inside the school has not been assessed.

Most States have mentioned the issue of motivation of teachers as one of serious concern. This concern is shared by many outside the area of education and needs to be closely studied. It is necessary that in studying this issue, the perspective of teachers is also given the necessary place.

Instructional Materials

Most States seem to be completely satisfied with the text-books that are prepared and prescribed by their respective State bodies. The procedure that they are stated to have adopted for preparing them, the selection of authors and reviewers, the steps taken for ensuring their authenticity and the system of obtaining feedback are expected to make for good quality text books. The only thing lacking in some States is a system of correcting and updating them on a regular basis after they have been brought out. However, as mentioned in the report, the evaluation of textbooks in some subject areas, which has been conducted by the NCERT since 1992, has brought to light the extremely poor quality of textbooks used in different parts of the country.

It may be useful if the evaluation of a sample of textbooks and other instructional materials in various subjects used in different States is taken up to assess the actual position in this regard. Most States are also stated to be bringing out textbooks in various mother tongues for language teaching and also textbooks in various languages. A sample survey of the actual position in this regard may also be useful.

Many States also produce materials for teachers in a few subjects and make them available to teachers. However, instructional materials for children with disabilities and materials for teaching children with disabilities are prepared in very few States.

Aids and Equipment and Infrastructural Facilities

The only teaching aids and equipment stated to be generally available in schools in most States are maps and charts, globe, science kits and sport materials. No information was sought on their quality, usability and actual use. In terms of infrastructural facilities, only two States and one UT have a science room/lab and three States and one UT have a library/reading room. The only infrastructural facility which seems to be common but not universal is a playground. Science kits are stated to have been made available in most schools but no information was sought on their use.

It hardly needs pointing out that the situation with regard to teaching aids and equipment and the infrastructural facility of

even a library/reading room, be it for namesake, is absent in most schools imparting Upper Primary education in the country. The question of a recurring grant for maintenance of equipment or purchase of books is simply irrelevant. This is an aspect of the existing status of Upper Primary stage of education in the country which does not even require any further study.

Provisions for Groups with Special Needs

Most States have made some provision for students of scheduled castes and scheduled tribes and of some other categories in terms of scholarships, uniforms and textbooks and in some States of hostel facilities. Some States have also provided some facilities to girl students. It is notable that there are no provisions for first generation learners. Considering that the category of first generation learners overlaps with other categories of groups with special needs, it may be noted that for these categories too, there is hardly any provision for academic programmes such as remedial teaching.

The situation with regard to instructional materials for children with disabilities and materials for teaching children with disabilities has been mentioned already. While provisions for children with disabilities exist in most States, the extent of their actual availability vis-a-vis their actual need would require State-wise studies.

Evaluation and Examination

Most methods of monitoring the progress of students are stated to be practised in all States and most of the States also have a system of maintaining records of students' performance on a continuing basis. Students' evaluation is also stated to be used for remedial teaching and improving instruction, besides informing the pupils' parents, in many States. While the information provided by States in this regard points to the recognition of the importance of these practices in improving the quality of education, the extent of their actual use may need to be verified.

Most States, as stated in the report, do not follow the policy of no-detention at the Upper Primary stage. However, the passing of the annual examination (except, generally, public examinations held at the end of the Upper Primary stage) is not necessarily a

pre-requisite for promotion to the next class. It may be useful to assess the extent of detention at this stage, if any, as well as the actual provision of remedial teaching in case of students who perform poorly but are not detained.

The Study team has not gone into the question of actual detention or non-detention at this stage or the merits of the policy in this regard. However, the question is an important one and merits serious consideration.

It is useful in this context to refer to the near-unanimous perception of States regarding the poor quality of Primary education as a major factor responsible for the poor quality of Upper Primary education. Almost no State has made a reference to the impact of DPEP on improving the quality of Primary education. The informants of most States have attributed the poor quality of Primary education to the policy of no-detention. It is necessary to ensure that the policy of no-detention does not result in poor quality Primary education. The success of a programme for improving the quality of Upper Primary education is conditional upon the improvement in the quality of Primary education as improvement in the quality of Secondary education is conditional upon the improvement in the quality of Upper Primary education.

Inspection and Supervision

Though the existing system of inspection is stated to be effective in most States, its actual operation and effectiveness in terms of providing academic guidance and support to the schools and to teachers needs to be studied separately. Some States have expressed the view that the inspection is neither regular nor systematic, that there is no academic follow-up, that inspectors are not able to provide academic leadership. It has also been pointed out that the system of inspection has not kept pace with the expansion of education and it has become little more than an occasional ritual. Considering the importance of the system of inspection in improving the quality of education, a detailed study of the existing situation of this aspect is necessary. The existing system of assessment of teachers and headmasters/ headmistresses may also need to be studied independently.

The NPE had recommended the creation of a system of teachers' evaluation which will be open, participative and data-based. The existing system seems to almost entirely rest on confidential reports and, in some States, school results.

Role of the Community

The report presents a very general view of the community support which schools in some States receive. The role of PTAs also has been reported in very general terms. It would be useful to study the role which the community, including the PTAs, play in various areas of Upper Primary education and the actual extent of this role. How to enhance the involvement and participation of the community in education is a major issue which merits serious consideration.

It may be added that the state of education which this report deals with concerns most of the school children in the country. It is, therefore, imperative that issues that have emerged receive the most serious consideration for any meaningful programme of quality improvement of school education.

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Acknowledgements

The study team gratefully acknowledges the help of the following officials of the State/UT organizations in providing information used in this study.

Andhra Pradesh

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Arunachal Pradesh

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Shri B.K. Das, Secretary, Board of Secondary Education
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Bihar

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Shri B.K. Poddar, Director,Social Welfare
Shri Anup Kumar, Academic Registrar, Bihar State Textbook Corporation Ltd.

Goa

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Gujarat

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Shri B.K. Patel, Incharge (Training), GCERT

Haryana

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Shri R.P. Singh, Senior Principal, SCERT
Shri Kuldeep Aggarwal, Director, State Board of Education

Himachal Pradesh

Shri P.L. Malik, Joint Director, Secondary Education
Shri B.K. Mathur, Vice Principal, SCERT

Jammu and Kashmir

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Shri R.K. Jalali, Deputy Director, Board of School Education
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Shri Sanjay Kaul, Commissioner of Public Instruction
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Shri A.K. Ibotombi Singh, Statistical Officer, Directorate of Education (School)
Shri Th. Babu Singh, Textbook Officer, SCERT
Shri M. Labange Singh, Deputy Director, IETC, SCERT

Shri S.R. Dev, Department of Educational Technology, SCERT
Shri Th. Angou Singe, Principal, DIET
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Shri Shardendu, Director, SCERT
Dr K.C. Tripathi, I/c, Field Adviser, NCERT

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Shri P.C. Bose, Managing Director, Delhi Bureau of Textbooks
Shri M.M. Sharma, Asstt. Director (Planning), Directorate of Education

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Shri P. Muthu, Joint Director, Elementary Education

Kendriya Vidyalaya Sangathan

Shri Puran Chand, Joint Commissioner

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Council for the Indian School Certificate Examinations

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ANNEXURE

NAME OF THE INVESTIGATOR

_____

A Study of Some Aspects of Education at Upper Primary Stage in India

1. State/Union Territory _____

2. Organizations from which information was collected and their addresses _____
_____
_____
_____

3. Names and Designations of Officials providing information _____
_____
_____
_____

4. Date(s) on which information was collected _____
_____
_____

I. General Information about Upper Primary stage of education

1. Nomenclature of the stage _____

2. Classes covered _____

3. Total number of recognized schools Providing education at this stage _____

4. Total number of schools providing education *only* and *exclusively* at this stage _____

5. Number of schools for this stage by management
   - (i) Government, including local bodies _____
   - (ii) Private, aided by Government/local bodies _____
   - (iii) Private/unaided (State pattern) _____
   - (iv) Private/unaided (CISCE, CBSE, etc.) _____
   - (v) KVs, NVs _____
   - (vi) Any other (Please specify)

6. Management structures of different types of schools (controlling authority, management body, educational trust/society, etc.)
   - (i) Government Schools _____
   - (ii) Local body schools _____
   - (iii) Private, aided by Government _____
   - (iv) Private schools aided by local bodies _____
   - (v) Private/unaided (State pattern) _____

(vi) Private/unaided (CISCE, CBSE, etc.) _____

(vii) Any other (Please specify) _____

7. Local bodies (Municipalities, District Boards, etc.) authorized to set up schools for this stage.

_____

_____

_____

_____

8.(i) Criteria for setting up a government school
[Please also collect a copy of the critieria]

(ii) Criteria for setting up a local body school
[Please also collect a copy of the criteria]

9.(i) Are there any pace-setting schools, model schools, etc. set up by the Government or local bodies? Yes/No

(ii) What are these schools called? _____

_____

(iii) Purpose for which these schools have been set up

_____

_____

_____

(iv) Total number of such schools _____

10.(i) Conditions/Criteria laid down for recognition of schools
[Please also collect a copy of the critieria]

(ii) Name(s) of the authority (authorities) according recognition

_____

_____

_____

(iii) Procedure adopted for according recognition (e.g. inspection of infrastructure)

[Please also collect a copy of the procedure]

11. Administrative structure and main personnel/functionaries of the State/UT authority/authorities controlling Upper Primary education

	(A) Departments/ Organizations	(B) Main Personnel/ Functionaries
(i) State/UT level		
(ii) Regional level (if any)		
(iii) District level		
(iv) Town/City level		
(v) Village/Block level		

12. Areas in which State/UT authority (authorities) exercise full control

		(A) Private, Aided Schools	(B) Private, Unaided School
(i)	Recruitment of teachers	Yes/No	Yes/No
(ii)	Service conditions of teachers	Yes/No	Yes/No
(iii)	Curriculum/Syllabus	Yes/No	Yes/No
(iv)	Textbooks	Yes/No	Yes/No
(v)	Admission of pupils	Yes/No	Yes/No
(vi)	Policy regarding promotion to next class	Yes/No	Yes/No

13.(i) Total number of working days per year prescribed for Upper Primary schools _____

(ii) Total number of days prescribed for instruction _____

(iii) Total number of days prescribed for examination _____

(iv) Total number of days prescribed for other activities _____

14. Number of working days per week prescribed _____

15. Number of school hours per day prescribed _____

16. Approximate number of days for instruction generally lost due to various reasons (natural calamities, law and order, deployment of teachers for activities other than school activities, etc.) (Please indicate the range) _____

17. Approximate number of working days observed during 1997-98 (Please indicate the range) _____

II. Curriculum

1. Organization(s) responsible for

   (i) framing the curriculum/syllabus _____

   (ii) prescribing the curriculum/syllabus _____

   (iii) Please specify if there are specialized organizations for specific subjects _____ _____ _____ _____

2. Year when present curriculum/syllabus came in force _____

3. Subjects in which curriculum/syllabus
   (i) developed within the State/UT _____ _____ _____ _____ _____ _____

   (ii) adopted/adapted from other organizations/agencies _____ _____

Subject	Organization/agency from which adopted/adapted
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Areas in which organization(s) responsible for framing curriculum/ syllabus have subject experts on their staff

Scholastic areas	Non-scholastic areas
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Personnel involved in framing the curriculum/syllabus in different subjects/areas

(i) Subject experts Yes/No

(ii) Teacher educators Yes/No

(iii) Teachers other than those of Upper Primaary stage Yes/No

(iv) Subject Teachers of Upper Primary stage Yes/No

(v) Representatives of teachers' associations/ professional bodies Yes/No

(vi) Administrators Yes/No

(vii) Representatives of PTAs Yes/No

(viii) Representatives of other educational and professional bodies at local/ district/regional/State levels [Please specify] _____ _____ _____ _____

(ix) Representatives of national educational bodies [Please specify] _____ _____

(x) Any other [Please specify] _____ _____ _____

6. Materials/documents consulted

(i) Natioanl Policy on Education (1986, 1992] Yes/No

(ii) National Curriculum Framework (1988) Yes/No

(iii) Syllabus Guidelines and Syllabuses, NCERT (1988) Yes/No

(iv) Others [Please specify] _____ _____

7. (i) Any provision or practice of circulation of syllabuses for comments before finalization/prescription

Yes/No

(ii) If YES, please explain the provision/practice

_____

_____

_____

8. (i) Regional/District/other level organizations/centres for curriculum development

Yes/No

(ii) If YES, please specify the organizations/centres and their specific purpose and jurisdiction

(iii) What role do DIETs play in curriculum development? (Only if DIETs' role is not mentioned in response to (i) and (ii) above)

_____

_____

_____

9. Curricular Areas/Subjects

(i) Total number of subjects to be studied _____

(ii) Compulsory subjects (Nomenclature as used in the State)

_____ _____

_____ _____

_____ _____

_____ _____

(iii) Any relaxation allowed for (ii) above
(Please specify)

_____
_____

(iv) Optional subjects, if any (Nomenclature as used in the same) _____ _____ _____ _____ _____ _____ _____ _____

(v) Optional subject(s) available only to specific groups of students (Please specify subjects and groups of students to whom available) _____ _____ _____ _____ _____ _____ _____ _____

10. (i) Languages provided for in the curriculum _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

(ii) How many languages a student is required to study? _____

(iii) Language(s) which are compulsory for all sudents
1. _____
2. _____
3. _____

(iv) duration of study of compulsory language(s)

(A) Language	(B) Class from which introduced	(C) Class up to which studied
_____	_____	_____
_____	_____	_____
_____	_____	_____

(v) Which are the medium languages (media of instruction)
1. _____
2. _____
3. _____

(vi) Please state the scheme of languages taught at the Upper Primary stage

11. Allocation of time for instruction for each subject/area — scholastic and non-scholastic

Subject	Periods per week	Duration of period	Hours per week

12. Marks allocated for each subject/area, scholastic and non-scholastic

(i) School Annual Exams

Subject	Marks	Subject	Marks
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(ii) Public/External Examination, if any
(Please specify class) _____

Subject	Marks	Subject	Marks
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

13. (i) Does curriculum specifically provide for co-curricular activities?

Yes/No

(ii) If YES, please specify activities and time allocation, if any

_____	_____
_____	_____
_____	_____

14. (i) Can schools make changes in the prescribed curriculum/ syllabus?

Yes/No

(ii) If YES, please specify the area(s) and type of changes allowed

_____

_____

_____

_____

15. *[Information about Class VIII curriculum/syllabus to be obtained only from States/UTs with Upper Primary stage up to Class VII]*

(i) *Curricular areas/Subjects [Nomenclature as used in the State] in Class VIII*

(ii) *Optional subjects, if any*

(iii) *Optional subject(s) available only to specific groups of students (Please specify subjects and groups of students to whom avaialble)*

(iv) *Languages provided for in the curriculum*

(v) *Languages compulsory for all*

(vi) *Medium languages* _____

_____

(vii) *Duration of study of compulsory languages* _____

_____

(A) Language	(B) Class from which introduced	(C) Class up to which studied
_____	_____	_____
_____	_____	_____
_____	_____	_____

(viii) *Please state the scheme of languages taught in Class VIII.*

(ix) *Allocation of time for instruction for each subject/area — scholastic and non-scholastic*

Subject	*Periods per week*	*Duration of period*	*Hours per week*

(ix) *Marks allocated for each subject/area, scholastic and non-scholastic*

Annual Exams./School or public/External _____

Subject	*Marks*	*Subject*	*Marks*

16. Special provisions in the curriculum/syllabus for the disabled

(i) in mainstream schools [Please specify for each group of disabled]

(ii) In special schools [Please specify the groups with disabilities for whom there are special schools and special curricula provisions]

17. Special provisions, if any, in the **curriculum** for

(i) girls [Please specify]

(ii) SC students [Please specify]

(iii) Tribal students [Please specify]

(iv) Religious minorities [Please specify]

(v) Any other group [Please specify]

18.(i) Languages recognized as minority languages in the State

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(ii) Special provisions, if any, for linguistic minorities for setting up their own schools (Please specify)

(iii) Minority languages taught in schools other than those schools set up by linguistic minorities

_____	_____
_____	_____
_____	_____
_____	_____

(iv) Minority languages used as media of instruction

_____	_____
_____	_____
_____	_____
_____	_____

(v) Minority languages allowed as media of examinations

_____	_____
_____	_____
_____	_____
_____	_____

(vi) Curriculum for minority languages

(a) prepared by the State's/UT's own organizations Yes/No

(b) adopted/adapted from another State Yes/No

(If YES, please specify)

III. Teachers

1. Authority (Authorities) appointing teachers for

   (i) Government schools _____

   (ii) Local body schools _____

   (iii) Private, aided schools _____

2. How is the selection of teachers done (through Written Test only, Written Test and Interview, Interview only or Paper Qualifications only, etc.)

   (i) For Government schools _____

   (ii) For local body schools _____

   (iii) For private, aided schools _____

3. The level at which recruitment of teachers is made (State/Region/District/Local)

   (i) For Government schools _____

   (ii) For Local body schools _____

   (iii) For private, aided schools _____

4. Are teachers selected and appointed for particular schools or a panel is formed from which deployment is done? (Please specify for each category of schools)

   _____

   _____

   _____

5.(i) Are teachers transferable?

Government school teachers Yes/No

Local body school teachers Yes/No

Private, aided school teachers Yes/No

(ii) Are there any criteria for transfer/policy for transfer? Yes/No

(If YES, please specify)

_____

_____

_____

6.(i) Can a school under Government/local body appoint a teacher? Yes/No

(ii) If Yes, please specify under what conditions and on what terms

_____

_____

_____

_____

7. Practice for anticipating the number of Vacancies of teachers

_____

_____

_____

8. How frequently do the Government/local bodies recruit teachers for their schools?

_____

_____

_____

9. Is there any provision for filling unanticipated vacancies? (Please specify)

_____
_____
_____

10. Approximate time lag between the occurrence of a vacancy and appointment of a teacher

_____
_____
_____

11. Approximate number of vacancies at present in Government schools (if available also in aided schools, local body schools)

_____
_____
_____

12. Minimum essential qualifications laid down for teachers

Academic

_____
_____

Professional

_____
_____

Duration of professional training

_____

13. Is professional training in the required subject area(s) an essential part of eligibility for appointment?

Yes/No

14.(i) Any relaxation in minimum essential qualifications permissible

Yes/No

(ii) If YES, in which subjects and on what grounds

_____
_____
_____

15. Subject-wise essential qualifications laid down for teachers

	Subject	Qualifications
(i)	Languages (Please specify if there are variations in the essential qualifications laid down for different languages)	_____ _____ _____
(ii)	Science (Please give separately in case there are different teachers for different Science subjects)	_____ _____ _____
(iii)	Mathematics	_____
(iv)	Social Science/Social Studies (Please give separately in case there are different Social Science subject teachers)	_____ _____ _____
(v)	Drawing, Painting, Fine Arts, Music, etc.	_____ _____
(vi)	Physical and/or Health Education	_____
(vii)	Work Experience/SUPW	_____
(viii)	Any other(s) _____ (Please specify) _____ _____	_____ _____ _____

16. How many subjects a teacher is required to teach _____

17. Common combinations of subjects a teacher is required to teach

(i) _____ _____ _____ _____
(ii) _____ _____ _____ _____
(iii) _____ _____ _____ _____
(iv) _____ _____ _____ _____

18. (i) Workload on teachers

Teaching periods/hours per week _____

Hours for additional work per week _____

(ii) Nature of additional work assigned to teachers within the school

_____
_____
_____

19. Nature of duties assigned to teachers outside the school (e.g. election duties, census work, etc.)

_____
_____
_____

20. (i) Minimum number of teachers required for an Upper Primary school _____

(ii) Subjects for which an Upper Primary school must have teachers with the relevant qualifications _____
_____
_____

21. Any special provisions for the deployment of

(i) Women teachers Yes/No

If YES, Please specify

_____
_____
_____

(ii) SC/ST/OBC teachers Yes/No

If YES, please specify

_____

_____

(iii) Handicapped teachers Yes/No

If YES, please specify

_____

_____

(iv) Any other (Please specify)

_____

_____

22. (i) Prescribed Teacher-Pupil ratio _____

(ii) Actual Teacher-Pupil ratio _____

23. Maximum class-size permitted _____

24. (i) Subjects/areas in which there is a shortage of teachers _____

_____

_____

(ii) Steps taken to deal with this shortage

_____

_____

_____

25. In-service Training of Teachers

(i) Provision for in-service training of teachers

_____

_____

_____

_____

(ii) Organization(s)/agencies responsible _____

_____

_____

(iii) Number of training programmes organized during 1996-97 _____

(iv) Number of teachers provided in-service training during 1996-97 _____

_____

Subject-wise training programmes

Subject	No. of trg. prog. during 1996-97	Approximate duration of each	No. of teachers trained

(vi) Any incentives for participation in in-service training programmes

_____

_____

_____

26. Problems in providing in-service training

(i) Academic (lack of training personnel, training materials, etc.) _____ _____

(ii) Organizational (lack of infrastructure, facilities, etc.) _____ _____

(iii) Administrative (problem of deputing teachers etc.) _____ _____

(iv) Financial (inadequacy of funds etc.) _____ _____

(v) Any other (Please specify) _____ _____

(vi) Please rank (a), (b), (c), (d), (e) in order of importance _____ _____ _____

27. (i) Are teachers generally keen on in-service training programmes?

Yes/No

(ii) If NO, reasons thereof

_____
_____
_____

28. (i) Do teachers generally find in-service training programmes useful?

Yes/No

(ii) If NO, reasons thereof

_____
_____
_____

29. Is there a system of evaluating in-service teacher training Programmes? Yes/No

30. Professional growth of teachers

(i) Incentives for improvement of qualifications

_____
_____
_____

(ii) Making enrichment materials available to teachers

_____
_____
_____

(iii) Incentives for participating in seminars/workshops

_____
_____
_____

(iv) Support to professional bodies of teachers

_____

_____

_____

(v) Any other (Please specify)

_____

_____

_____

31. Role of DIETs

(i) Number of DIETs set up _____

(ii) Number of Districts without DIETs _____

(iii) Do they provide pre-service training for teachers of Upper Primary stage Yes/No

(a) If YES, duration of training and number of teachers trained every year _____ _____

(iv) Do DIETs provide regular in-service training for Upper Primary teachers Yes/No

(a) If YES, number of teachers trained every year _____

(v) Effectiveness of DIETs in providing academic support to teachers on a continuing basis

_____

_____

_____

(vi) Do individual teachers approach DIETs to seek academic support and guidance?

Yes/No

(vii) Problems if any, in the effective functioning of DIETs (e.g. hostel facilities, adequate qualified staff, etc.)

_____

_____

_____

32. (i) State's assessment of the number of teachers required to be provided in-service training every year

_____

(ii) Given the existing infrastructural facilities, how many teachers can be provided in-service training every year

_____

IV. Instructional Materials — Teaching Aids

1. (i) Prescription/recommendation of textbooks

Subject	Prescribed	Recommended	Neither prescribed nor recommended

(ii) Agency/organization prescribing/recommending textbooks

(iii) Procedure for prescribing/recommending textbooks

(iv) How is the authenticity and suitability of private publishers' textbooks which are prescribed/ recommended ensured?

2. Preparation of textbooks

(i) Agencies/organizations responsible (State textbook agencies, SCERTs/ SIEs, Private publishers, etc.)

If different for different subject areas, please specify for each

(ii) (a) How are textbooks brought out by State agencies prepared (one or more authors, subject committees to oversee the work of writing, workshop mode, etc.)?

(b) Personnel involved in preparing textbooks/teaching materials

Subject experts from higher levels of education	Senior subject teachers	Upper Primary teachers	Teacher educators	Academic administrators (Personnel from SCERT/ SIE, Boards, Directorate, etc.)
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No

(iii) System of ensuring authenticity and suitability of textbooks, teaching materials, maps and illustrations (Reference to experts, review workshops, professional editing, try-out, etc.)

(iv) System of post-publication review, feedback, etc.

(v) System of updating, revising, correcting textbooks/teaching materials

(vi) How frequently are textbooks revised/changed

3. Publication and distribution of textbooks

(i) Who publishes textbooks (State government, Autonomous or State textbook agencies, private publishers)

(ii) Distribution of textbooks (to schools directly, through booksellers, etc.) _____

(iii) Textbook publication by State agencies for profit, no-profit no-loss, subsidized

(iv) Provision of free textbooks to any groups of students (Please specify the groups) _____

(v)(a)How many language versions of textbooks required ? _____

(b)How many language versions of textbooks are brought out? _____

(vi) Any problems regarding availability of textbooks in general and in any specific subject/areas _____

(vii) Teaching materials other than textbooks prepared by State agencies commonly used in schools (Please specify)

_____

4. Textbooks/Teaching materials for special groups

(i) Are textbooks for minority languages prepared in the State?

For teaching minority languages — Yes/No

For using minority languages as media — Yes/No

(a) If YES, who prepares them

_____

(b) If NO, how the needs of students of minority languages are met

_____
_____
_____

(ii) Are there special materials for children with disabilities?
Yes/No

If YES, who prepares them

_____
_____
_____

(iii) Are there any problems in providing necessary materials for children with disabilities? (Please specify)

_____
_____
_____

5. Materials for teachers

(i) Subjects in which teachers' guides/handbooks are prepared

_____ _____ _____
_____ _____ _____

(ii) Any other material for teachers (Please specify) _____
_____

(iii) Who prepares them? _____
_____

(iv) Are they provided to teachers by the Government, the school, etc? Yes/No

(v) Do most teachers have them? Yes/No

(vi) Are any guidance materials for teaching the disabled prepared? Yes/No

(vi) Subjects in which held _____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

(vii) Criteria for passing the examination

_____

_____

_____

(viii) Is passing the examination essential for promotion to next class? Yes/No

14. (i) Are there policy guidelines for pupils' evaluation in the school? Yes/No

(a) If YES, who prepares these guidelines? _____

(b) Are they made available to teachers/schools? Yes/No

(ii) Are paper-setters provided any guidelines? Yes/No

If YES, who prepares them?

_____

_____

(iii) Are any guidance materials such as sample papers, test items, etc. provided to teachers/students? Yes/No

If YES, please specify

_____

_____

_____

(iv) Any specific programmes for orienting teachers in modern methods of evaluation

_____

_____

_____

(v) Any teacher training/orientation programme conducted for (iv) above Yes/No

If YES, estimate of coverage of teachers per year

_____

_____

_____

15. State's perception of main problems concerning evaluation and examination

_____

_____

_____

_____

_____

_____

VII. Inspection and Supervision

1. Is there a provision for external inspection and supervision of schools? Yes/No

2. Is it done by individual inspector or committees? _____

3. Number of schools generally under the jurisdiction of an inspector/committee _____

4. Frequency of inspection and supervision as laid down _____

5. Basic purpose(s) of inspection and supervision as laid down

_____ . . .
_____ . . .
_____ . . .
_____ . . .
_____ . . .

6. Specific components covered under inspection/supervision (headmaster/headmistress, teachers, subject teaching, facilities, discipline, etc.)

_____ . . .
_____ . . .
_____ . . .
_____ . . .

7. How effective, in practice, are inspection and supervision in

(i) improving the functioning of the school — very effective/ effective/ not effective

(ii) providing academic guidance and support — very effective/ effective/ not effective

8. Follow-up of inspection and supervision

(i) Are reports communicated to schools? Yes/No

(ii) Are any suggestions for improvement made available to schools? Yes/No

(iii) Is additional support to schools, where necessary, provided? Yes/No

(iv) Are any penal measures taken? Yes/No

(v) Any other (Please specify)

_____

_____

9. (i) System of headmaster's/headmistress' assessment

_____

_____

_____

(ii) System of teacher's assessment

_____

_____

_____

(iii) What is the follow-up of these assessments?

_____

_____

_____

10. If inspection and supervision not considered effective, reasons for it

_____

_____

_____

VIII. Role of Community

1. Specific areas in which community support is envisaged and encouraged in the functioning of the school, such as

(i)	academic	Yes/No
(ii)	infrastructrue	Yes/No
(iii)	financial resoruces	Yes/No
(iv)	expertise available in the community	Yes/No
(v)	any other (Please specify)	

2. What kinds of support do schools generally get from the community (Parents, Panchayat/local bodies, other associations and organizations)

3. (i) Is the formation of PTAs encouraged? Yes/No

   (ii) Do most schools have PTAs? Yes/No

   (iii) Are there District/State level PTAs? Yes/No

   (iv) Role and functions of PTAs

   _____
   _____
   _____
   _____

   (v) How active/effective they are and in what specific areas

   _____
   _____
   _____
   _____

IX. Major Issues and Problems

1. Availability of adequate number of schools with easy access

2. Administrative problems in Departments/Organizations involved

3. Availability of qualified teachers

4. Motivation of teachers

5. Finanical

6. Perceptions of achievement at Primary stage as a factor affecting effective teaching-learning at this stage

7. Any specific groups of children (girls, minorities, nomadic groups, etc.) for whom access and retention are acute problems and why

8. State's perception of the problem of drop-outs

9. Respondents' general perception of major problems concerning Upper Primary stage of education and their possible solutions

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