

# School Education *in India*

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# Aims of Education

- Education as promoting economic growth
  - Increase in GDP, highest returns for primary education
- Education and Equality
  - Mass education
  - Education and the poor (Paulo Freire)
  - Quality of schools for different classes: common school system
  - Cultural capital

# Approaches to Education

- **Education and Individual Growth**
  - Develop individual capacities to the utmost
  - Not just intellectual, but social education
- **Education and Democracy**
  - People are involved in governing in democracies
  - Need to share democratic values

*Question: Which Aim is the Most Important? Why?*

# How to Educate?

- Education to ‘get a job’:
  - Certificates, degrees, diplomas
  - Technical or liberal education
- Education for human and social development
  - What is to be learned: Facts, subject matter, scientific method,
  - How do children learn?
    - Copying
    - Reaction and Reward
    - Construction of Knowledge
  - Student as constructor of knowledge, student as:
    - Participator
    - Experimenter
    - Problem solver

# Development of School Education

## Pre-Independence

- **Pre-colonial**
  - Primary schools for boys in some villages
  - Teacher decided what to teach: reading and writing, arithmetic, texts
  - Teacher given gifts by community
- **Colonial**
  - Spread of modern style education, higher secondary schools
  - Access to few. In 1927, 42% boys and 10% girls got primary education
  - Government curriculum, textbooks, supervision of schools
  - Poorly qualified teachers, majority not completed middle school
  - Few teacher education institutes, badly staffed, poor quality

*Question: What was the aim of colonial education?*

# Development of School Education Post Independence to 1990s

## Goals

- *Directive Principles of Constitution:*  
Free and compulsory elementary education
- *Education to achieve national goals:*  
Unity, secularism, modernity, productivity, human and caring society.
- *Education Policy 1968 and 1986:*
  - Free and compulsory education to all children at elementary stage
  - Equalize educational opportunity
  - Educational interests of minorities, student hostels and scholarships for SC and ST students, development of material in tribal languages

# Development of School Education Post Independence to 1990s

- *Education Policy 1968 and 1986 continued:*
  - Improved status and professional development of teachers
  - District Institutes for Education and Training
  - 10+2+3 school structure
  - Child centered activity based teaching approach at elementary stage
  - More technical and vocational facilities at secondary stage
  - Minimum levels of learning
  - Essential facilities in schools

*Question: What are these policies trying to achieve?*

# Development of School Education Post Independence to 1990s

## What was done

- *Expansion of schools*: 136% increase in primary schools between 1950 and 1985, eightfold increase in upper primary schools
- *Primary teachers increased* at 2.8% annually, upper primary at 6.3%
- *Higher teacher salaries*: increase by 3.2 times at constant prices
- *Better qualified teachers*: By 1985, 68% primary teachers had class 12 education
- *Expansion of teacher education institutes*: trained teachers matched demand, District Institutes of Education and Training (DIETs) towards end of 1980s
- *Scholarships and free textbooks* for some categories of students



# Development of School Education Post Independence to 1990s

## Problems of (mainly) Underinvestment

- Many villages without even primary schools close by, Especially small villages
- Not enough teachers in several schools, single teacher schools
- Schools without buildings, blackboards
- Little teaching-learning material in schools in general

*Question: What could be other reasons for these problems?*

# Development of School Education Post Independence to 1990s

## Other Problems

- Several children not enrolled even in villages with schools  
*Why?*
- High dropout rate at the primary stage itself, and later  
*Why?*
- Reports of Teachers neglecting duty  
*Why?*
- Classroom teaching based on rote learning  
*Why?*
- Poor learning levels  
*Why?*

# Development of School Education After the 1990s

What happened in the country in the 1990s?

## *Key Developments in School Education*

- Pressure to make elementary education universal: domestic, international
- Programmes
  - *District Primary Education Programme (DPEP)* in 1993, class 1 to 5 in half the districts
  - *Midday Meals Scheme* in 1995
  - *Sarva Shiksha Abhiyan (SSA)* in 2000, class 1-8 in all the country
  - *Rashtriya Madhyamik Shiksha Abhiyan* in 2009, class 9-12 in all the country
  - *Samagra Shiksha Abhiyan* in 2018, for whole school cycle in all the country

# Development of School Education After the 1990s

## What was done

- Expansion of DIETs
- New schools for eligible habitations
- More teachers as per norms
- Additional building infrastructure and equipment
- In service teacher training
- More student benefits: midday meals, free textbooks for all, school uniforms
- Village Education Committees

# Development of School Education After the 1990s

## The Para Teacher

- After 1990s, pressure to make elementary education intensified.
- Substantial number of new schools and teachers needed
- State government finances in poor shape
- Greater outreach to community needed
- Regular teachers with comfortable salaries were seen as not delivering
- *Solution: low paid contract teachers, local, often without teacher training degree*
- Unionization and agitation by para teachers

*Question: Is the para teacher a good or bad thing?*

# Development of School Education After the 1990s

## Privatization of Education

- From mid-1990s, increasing number of children shifted to private schools
  - ‘English medium’ schools
  - Private teacher training colleges grew very fast
- Question: What are the implications?*
- The textbook games

# Development of School Education After the 1990s

## Right of Children to Free and Compulsory Education Act 2009

- Primary schools to be provided within 1 km and upper primary within 3 km
- Minimum number of teachers depending on number of students specified, minimum qualifications of teachers specified
- Teachers cannot be put to non-educational work
- Minimum building and equipment standards specified
- School Management Committee
- Children cannot be refused admission, 'failed' in a class, punished physically or harassed

# Gross Enrollment Ratio

		Girls	Boys	Overall
Primary (I-V)	India	103.69	101.87	102.74
	Meghalaya	168.18	163.92	166
Upper Primary (VI-VIII)	India	90.46	88.93	89.67
	Meghalaya	117.9	102.52	110.1
Elementary (I-VIII)	India	98.65	96.99	97.78
	Meghalaya	147.83	139.3	143.48
Secondary (IX-X)	India	77.83	77.97	77.9
	Meghalaya	91.96	74.74	83.23
Higher Secondary (XI-XII)	India	52.4	50.52	51.42
	Meghalaya	47.93	38.93	43.36



# Net Enrollment Ratio

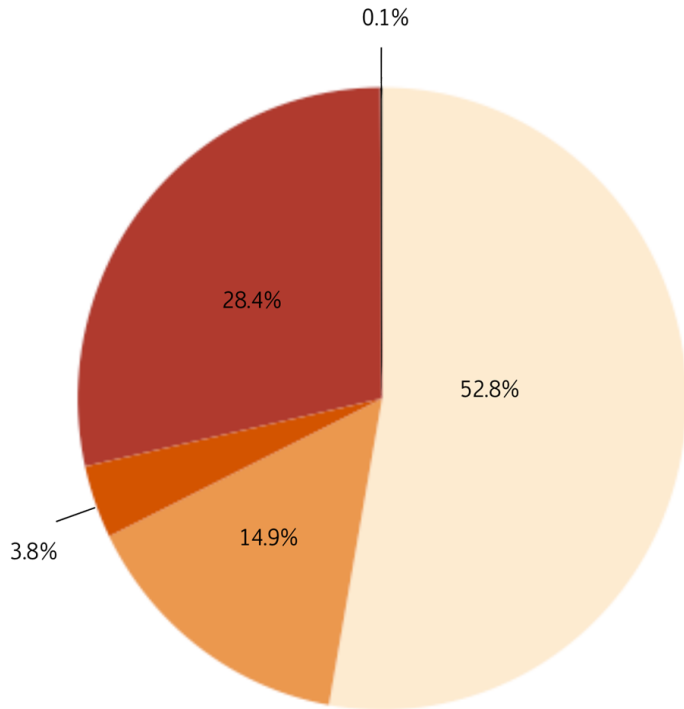
		Girls	Boys	Overall
Primary (I-V)	India	92.37	90.52	91.4
	Meghalaya	100	100	100
Upper Primary (VI-VIII)	India	71.89	70.44	71.14
	Meghalaya	71.87	62.47	67.1
Elementary (I-VIII)	India	91.28	89.66	90.44
	Meghalaya	100	100	100
Secondary (IX-X)	India	50.3	50.17	50.23
	Meghalaya	48.49	38.61	43.48
Higher Secondary (XI-XII)	India	33.26	31.42	32.3
	Meghalaya	26.98	21.87	24.39

# Drop Out Rates

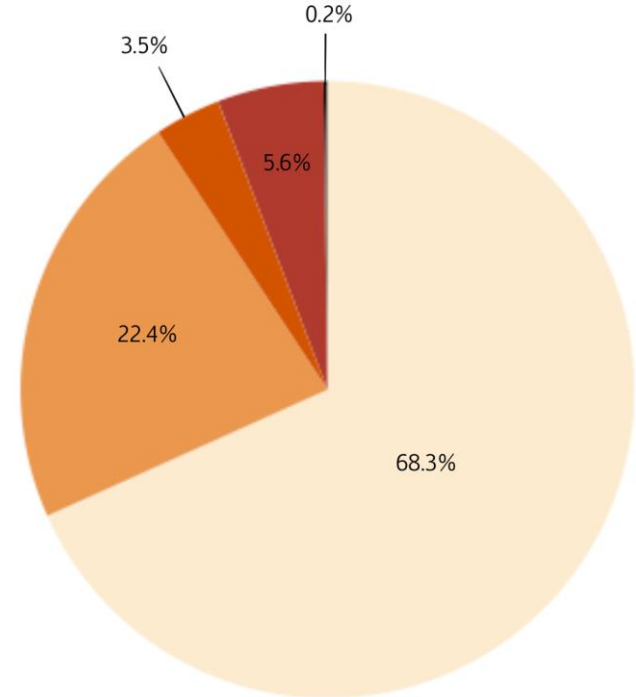
		Girls	Boys	Overall
Primary (I-V)	India	1.22	1.67	1.45
	Meghalaya	6.12	7.89	7.02
Upper Primary (VI-VIII)	India	2.96	2.22	2.58
	Meghalaya	6.62	9.49	7.99
Secondary (IX-X)	India	15.05	17.01	16.07
	Meghalaya	21.79	22.76	22.24

# Distribution of Different Types of Schools

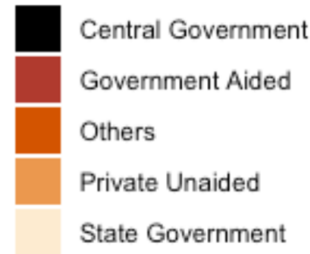
## Meghalaya



## India

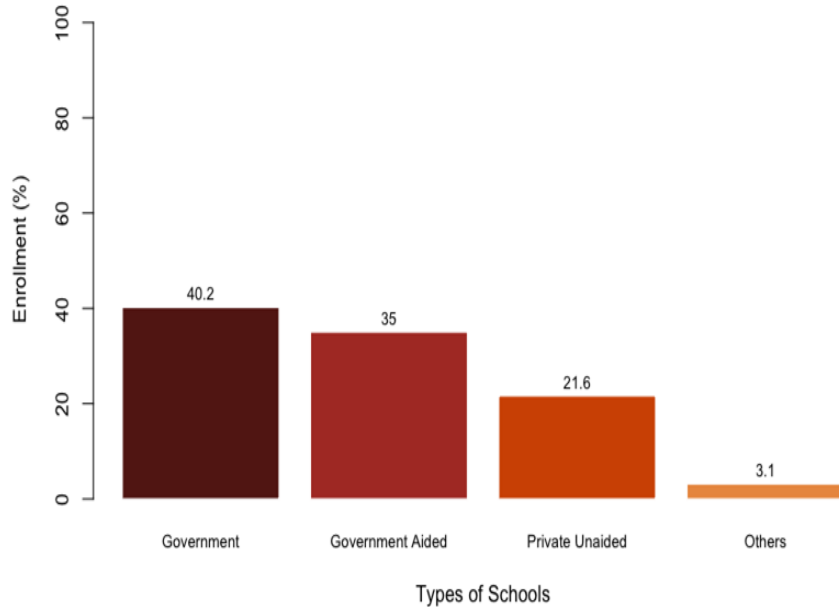


### Legend

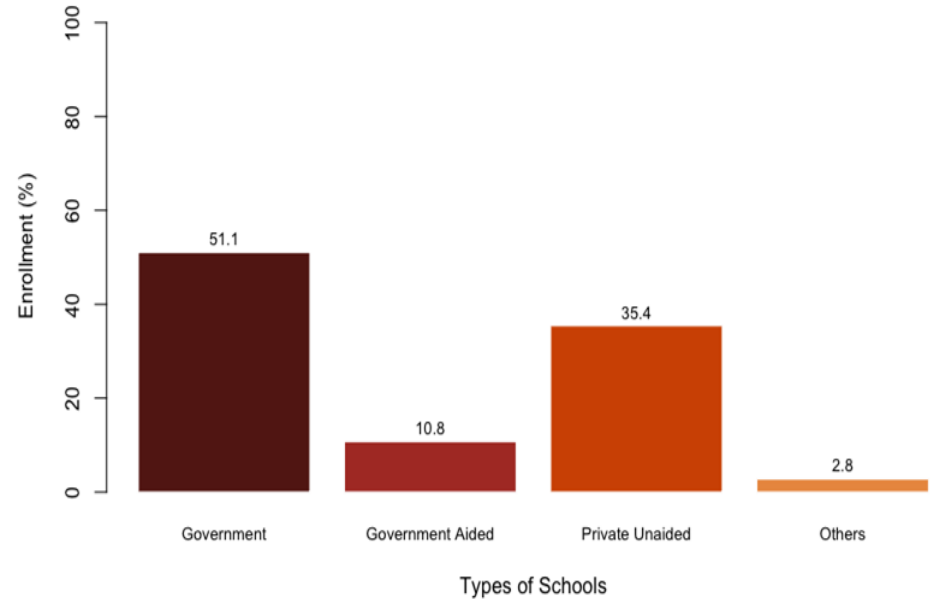


# Distribution of Enrolled Students in Different Types of Schools

## Meghalaya

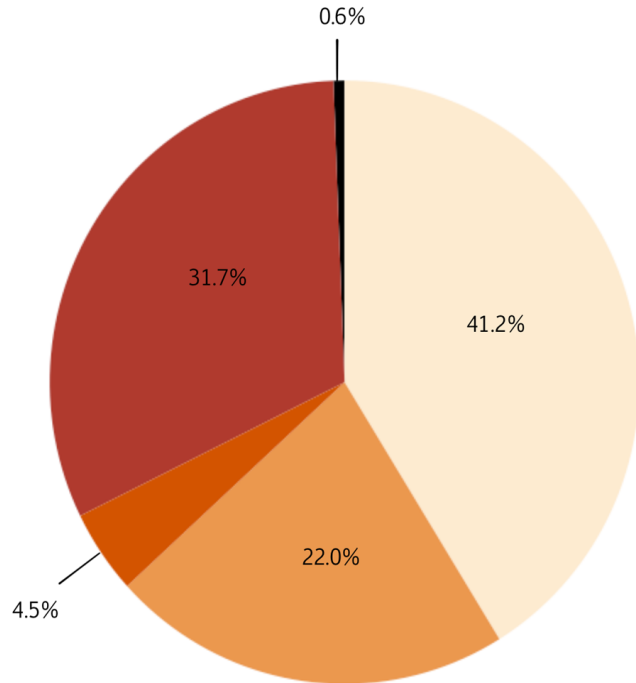


## India

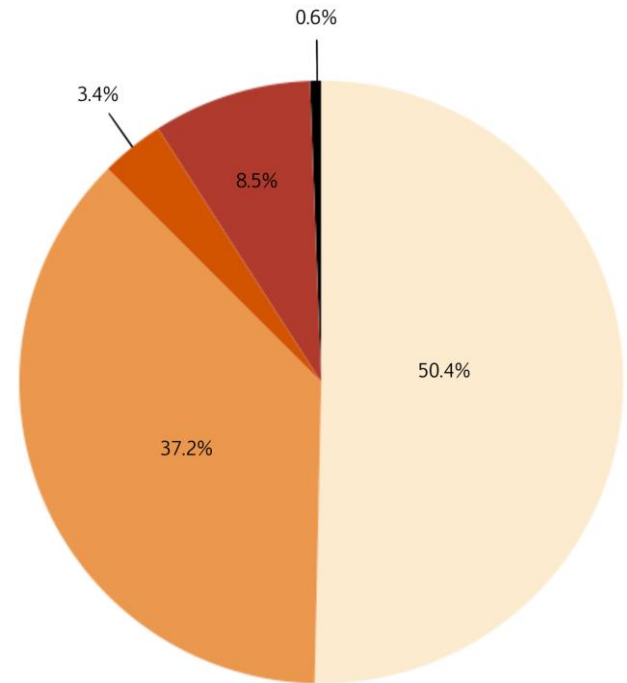


# Distribution of Teachers in Different Schools

Meghalaya



India



## Legend

- Central Government
- Government Aided
- Others
- Private Unaided
- State Government

# Infrastructure of Government Schools in India and Meghalaya

## Toilets

- % of Primary schools without functional toilets
  - For Girls: 9% in India and 31% in Meghalaya
  - For Boys: 12% in India and 25% in Meghalaya
- % of Upper Primary schools without functional toilets
  - For Girls: 7% of in India and 20% in Meghalaya
  - For Boys: 13% of in India and 20% in Meghalaya
- % Schools with both Primary and Upper Primary classes that do not have functional toilets
  - For Girls: 6% of in India and 26% in Meghalaya
  - For Boys: 8% of in India and 22% in Meghalaya

# Infrastructure of Government Schools in India and Meghalaya

## Drinking water

- % of Primary schools without access to drinking water
  - India: 4%
  - Meghalaya: 63%
- % of Upper Primary schools without access to drinking water
  - India: 1%
  - Meghalaya: All 5 upper primary schools in Meghalaya have drinking water
- % of Schools with Primary and Upper Primary Classes that do not have access to drinking water
  - India: 4%
  - Meghalaya: 59%

# National Education Policy 2020

1. Focus on *literacy and numeracy* at primary stage, joyful learning
2. Conceptual, critical, experiential learning, learning how to learn
3. Regular and trained teachers, teacher education linked to universities, career progression
4. Equity and inclusion through hostels, open schools, transport facilities
5. Adequate infrastructure, school accreditation for adequate facilities
6. Early childhood education?
7. Intensive student assessment?
8. Use of technology?