**Annexure-II**

**Main Points Emerging from the Reports of Meghalaya & Madhya Pradesh**

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| Sl. No. | Meghalaya | Madhya Pradesh |
|  | **Literacy rate**  -Reports of Census 2011 - Meghalaya feeds 0.24 percent of total population of India.  -Census 2011, Meghalaya has literacy rate of 75.48 which is above national average of 74.04 percent. Census 2001- Meghalaya had 62.56% literacy rate. | -70.6 % (Census 2011), which is slightly lower than the national literacy rate of 74.0 %.  - (Census 2011) males -80.5in (2001-76.1) Females-60.0 In (2001-50.3 )  - female literacy has considerably improved over the last decade, a great disparity still persists in the literacy rates of males and females  - Figures of enrolment- nearly all children enrolled in primary classes. --The GER for primary level is above 100 per cent, meaning that most of the eligible children are enrolled in some school or the other, and what is a matter of satisfaction for MP is that even amongst children of SC and ST communities, enrolment rates are 100 per cent. |
|  | **Meghalaya Health Profile**  -Sex ratio has been found to be extremely healthy at 972, which is much higher than the national average of 933.  -The infant mortality rate at 49 is quite higher than the national average. |  |
|  | **Vision/concept for development**  - Based on the NCF 2005 the Directorate of Educational Research and Training (DERT) of the Department of Education, Government of Meghalaya revised its School Syllabus in the year 2006  - With the implementation of the RTE, ACT, 2009- In July, 2011 state came up with the ‘The Meghalaya Right of Children To Free and Compulsory Education Rules, 2011’.  - The state Government has also constituted the Core Committee for Curriculum and Text Book Revision (CCCTR)  - The ideas, vision, perspectives are well shared and understood till the district level, but unfortunately, they fail to reach the grass root level (especially schools in the interior places of the state).This therefore appears to be an important point that we should look into it. | **Local Governance in Schools**  -School management decentralized to the district and sub-district levels.  -Parents Teacher Association (PTA) & Village Education Committee (VEC)given powers to decide on issues that impinge on the daily functioning of the school, such as school timing, local holidays, monitoring the regular functioning of the school. Teachers are now expected to be accountable to the local PTA and the VEC. This is expected to make the school management responsive to the needs of the children.  -Emphasis has been given to each school to develop its own development plan with participation of parents. This would then be the basis of the village education planned upward to get integrated into a district education plan. Teachers are expected to help in developing village education registers to record and track each child’s movement through school.  -Move towards community schools locally managed with sufficient autonomy-evident in relatively greater measure in the state’s education guarantee scheme (EGS) schools. In the EGS schools, the local community chooses the teacher, gets a grant from the state government to run its school and forms a PTA that manages the school completely, also academic support coming in from the Jan Shiksha Kendra. |
|  | **Dimensions of the operational definition of the development concept:**  - initiatives have been taken towards the implementation of the *Gross National Happiness*  **How is it ensured and sustained?**  -At nat. level orientation progs-for state/regional level  Follow up/research studies in curriculum/class transaction/assessment/tr trg undertaken/changes made in initial prep of trs in approach. |  |
|  | **Education system position/rank among key levers of national development**  - The top most priority area and concern – in fact it is the fourth after Urban development, Roads and bridges, Water supply and sanitation. | **Access and Participation**  **-** The retention rate of 75.1 per cent for all children in 2011-12, (76.5 per cent boys and 74.3 per cent girls) clearly exhibits the phenomenon that as children move from primary classes onto senior classes, there appears dropout phenomenon.  - Transition Rate-The beginning of this process is the first clearance of the first hurdle, i.e. transition from primary to upper primary. Though enrolment is high in the primary stage, the transition of these students to upper primary is not encouraging. In 2011-12, transition rate from Primary Level to Upper Primary Level was 90.40 percent whereas from Upper primary to high school was 66.0 percent.  **Learner Achievement**  **-** NCERT carried out learning achievement tests throughout the country in the year 2004-05for classes III, V, VII and VIIII-worst among all states.  -“Learning to Read Programme” - a big jump between 2005-06 in the ability to read standard textbook of classes 1-8.- But it shows little increase in 2007, indicating lack of energetic follow-up to further improve the situation.  -In spite of relentless efforts school education is not successful in delivering equitable quality education at desirable level.-Need to analyse the system of general education in a comprehensive manner. |
|  | **Labour market and world of work responsiveness**  -(NPE), Programme of Action, 1986 mentions that there should be 25% of the + 2 enrolment in the vocational stream by the year 2000,- at present there is less than 5% of students who choose this option.  -NCF,2005 emphasizes on the introduction of Vocational Education and Training (VET)  -A number of voc.trg. Institutes are available in the state.  - School options for voc are not many/Job market also decides entry to voc. stream. One way of motivating students is that the project work given to students should be more oriented towards career opportunities, and can be further enhanced by holding seminars, career exhibitions for students.  -Gaps in what the policy document &NCF, 2005 states &school board options available-no teachers /no funds etc.  - Vocational component needs to be highlighted and emphasized in the school curriculum. | Schemes of Vocationalisation of Secondary Education- State Government--Book-Bank Scheme: In this scheme the text books are supplied to the boys and girls of schedule cast and schedule tribe studying in class 6 to 12 through book bank.-Free Of Cost School Uniform Scheme: -Under this scheme free of cost school uniforms are supplied to poor class girls of schedule cast /schedule tribe /other backward class studying at the primary level. -The scheme provides help to admit girls of in the schools and in continuation of their study.  -The scheme is in force like "study and earn scheme" in which school girls are paid remuneration on preparing uniforms, along with their studies in the school.  -One of the major disconnect is between education and world of work-Madhya Pradesh is in the process of planning to introduce National Vocational Education Quality Framework (NVEQF,2012) scheme in the state. |
|  | **Individual level responsiveness :Ensuring and sustaining general education system responsiveness to development needs of individual learners:**  - Policies do exist  - Gaps-tr.trg to ensure curriculum changes are incorporated in trg. Of trs.  -To implement the policy of inclusive education at the earliest then only will all children benefit from the general education system and their needs and aspirations will be met s**uch as in Delhi state 25-% of intake in schools should be from CWSN and disadvantaged groups.Dr.Behera is this the case in other states-then the sentence will change..** | -Padhana-Badhana' Movement for Literacy: 'LITERACY MOVEMENT'-  11.8% increase in the rate of literacy of the state from 1991 to 1997.  - **Individual Level Responsiveness**  -Child centered pedagogical interventions were initiated by DPEP and strengthened by NCF.  - Introduction of Activity Based Learning (ABL)in 2008-09 and Active Leaning Methodologies (ALM) in 2009-10 for the classes VI to VII in the state of Madhya Pradesh are the evidences.  - In the year 2008, *Learning Enhancement Programme* has been introduced to focus on the enhancement of basic literacy and numeracy skill of primary school children labeled as slow learners.  -However, in spite of pedagogical innovations and progressive policy pronouncements, General Education system is still dominantly following the practice of ‘one shoe fits for all’.  -Integrating vocational education component across school education;  -Revamping of curriculum to integrate general education to diverse needs of world of work;  -Focusing on skill development in school education;  -Creating different pathways within general education system to connect with diverse needs of world of work. |
|  | **Internal system coherence-lower/upper ele./secondary/higher secondary**  -Different levels suffer from linkages deficiency, and as such there is no connectivity from one level to another with regards to knowledge, comprehension and application**.**  **-** only the government run schools which is just a handful follow the DERT School Syllabus, other schools who form a majority have their own textbooks and syllabus till the elementary level. However, at the secondary level all schools which fall under the Meghalaya Board of School Education (MBOSE) follow the syllabus prescribed by the Board. | **Internal System Coherence**  - School education is primarily organized in two Stages- Elementary (I to VIII) and Secondary (IX to XII). Each of these two stages are further sub-divided into two sub-stages - elementary stage consists of primary (I to V) and upper primary stages (VI to VIII) while the secondary stage comprises of Secondary (IX and X) and higher secondary stages (XI and XII). 4 types of recognized schools: Government, Local Body, Private Aided and Private Unaided. Also are unrecognized schools.  **-**Internal coherence in terms of knowledge and skill development among these stage and types of schools is very loose. There is visible disconnection between different stages in terms linking education to world of work. |
|  | **Enhancing relevance and responsiveness of general education**  - policies and legislations should reach the grass root level i.e. if all children in the state get access to good, and equal opportunities in education  - State Education Curriculum is made available to all schools  - Uniform system of assessment to be implemented. It is hoped that the Continuous and Comprehensive Evaluation of the state which will be implemented from the next academic year will help to a great extent to ensure quality education.  - all teachers in the state should be qualified, trained and competent (at present the state has a huge backlog of untrained teachers especially at the elementary level) |  |
|  | **Key factors of inclusion/exclusion in quality education and effective learning**  - categories of children who experience exclusion- those from weaker and disadvantaged sections of the society ,children with disabilities, teenage pregnancy is on the rise in the state- Children dropping out of school, irregular and insufficient attendance, increase in juvenile delinquency, increase in child labour, and in case of children with special needs who joined the mainstream schools.  - Trend continues since 1980’s - NGOs in the state through Special schools and an Inclusive school caters to all learners and also providing them with an effective learning, based on their abilities and capacities.  State faces differences in children’s educational opportunities:  -In the rural areas of Khasi, Jaintia and Garo Hills, preference is given to the girl child to be provided with the best educational facilities. Shows that preference of the *girl over the boy child* is one of the factors which attributes to it.  -There is a big disparity between urban and rural areas in terms of economic and social conditions.  -Intervention of the SSA has led to children with special needs enrolled in educational institutions but many of the schools especially in semi urban and rural areas are unprepared to cater to them.  -In very remote and rural areas, illiterate parents prefer their children lend a helping hand in the fields/ looking after domesticated animals/ their younger siblings at home. | -Caste, gender along with tribe continues to be the major factors of inequity and exclusion in general education. Religious and linguistic minority children get unequal opportunities of education. Differently abled children experience different kinds of exclusion. Differential schooling opportunities to children of different social strata is instrumental for unequal quality educational opportunities at the entry level itself. |
|  | **Effectiveness of the measures to make the general education system inclusive**  **-**Based on policies and interventions, there is an increase in the number of enrolment of children with special needs, increase in bridging gender and social category gaps**.**  - The retention rate at the elementary level is 59.92% (Source: DISE) Regular attendance is also reflected in the school register, report cards. The Residential Bridge Courses, the Non Residential Bridge Courses of the SSA have also helped in increasing the enrolment, and the setting up of the Jawahar Navodaya Vidyalayas (JNVs) in seven districts of the state have also been able to bridge the gap between the rural and urban children . | -data indicates growing inclusiveness of school opportunities to all the children. |
|  | **Persisting challenges**  **-**Very few children with special needs are enrolled in mainstream schools-schools are not adequately ‘prepared’ either in infrastructure and attitude.  - children with learning disabilities and low level of disabilities in mainstream schools are not properly identified, assessed and given appropriate educational interventions  -Programmes and course materials are yet to be developed for school dropout, late starters to be prepared for age appropriate classes. | **Challenges and Constraints**  - inclusion into schools is happening but cognitive inclusion and cultural inclusion is the biggest challenge  -State primary education system does not have the wherewithal to make provisions for proper learning of all students with disabilities and special needs.  - In-depth study to identify the urban deprived children (slum pockets) and the hurdles those come in the way of education of such children.  - Special Training learning package has been developed for age appropriate enrolment of out-of-school children.  - The State was pioneer in addressing issues of migration and gave the concept of *Shiksha Ghar* to retain children during migration. It appears that the focus on these children has reduced during last few years. The State needs to undertake mapping of the areas prone to seasonal migration and mount an intensive advocacy programme to ensure that the children do not migrate with the families. |
|  | **Towards equity of quality and of effective learning-** gaps and obstacles-  -Lack of trained and qualified teachers  -Effective monitoring and supervision of programmes  - -Social stigma which is a binding force not to send children to school  -System inefficiency-Political interference/Lack of political and public will for transparency and change/ Poor accountability/Lack of public awareness  -Government Policy of Education for All (RTE, SSA, and RMSA) appears to be undermined by schemes like the National Rural Employment Guarantee Act (NREGA) in rural parts of the state.  - Implementation of a common school system which follow uniform norms  -Stringent accountability structures  -Setting up of vocational schools | -Learning as construction of meaning/knowledge has become official understanding in Madhya Pradesh. |
|  | **Quality Challenges and Initiatives** | **Quality Challenges and Initiatives**  -detailed plan for the improvement of quality. This includes, revisiting the curriculum, reviewing existing textbooks to amalgamate worksheets with the learning process, implementing CCE, developing Resource Books for teachers, strengthening of existing processes teacher training and support systems.  - In order to address issues related to effective implementation of CAL**,** the State has decided to implement the Headstart program in PPP mode under which, an outside agency shall be made responsible for providing hardware and human resource and the software shall be provided by RSK. It is proposed to open about 1055 entry level PC labs (10 PCs in each lab.) in upper primary schools.  -Evidences for this are the introduction of Computer Assisted Learning (CAL) in SSA schools and HEAD START project in Madhya Pradesh. As per MHRD directives, Madhya Pradesh, with a view to expand the scope of technology aided learning, has renamed the CAL as “Technology Enabled Learning” (TEL) -it is not seen as a standalone intervention, but an integral part of a total teaching learning process within built online-offline activities to be evaluated for assessing the quality of learning outcomes.  -Progs. for addressing the issue of equity through National Programme for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi BalikaVidyalayaYojana (KGBV) and Midday Meal (MDM) Programme.  - need to rejuvenate the state’s dying cadre of teachers. It will be effective if the state should go for appointment of full time teachers rather than depending upon varying category of para-teachers and it will help in improve quality of education provided in the government schools of the state.  - Differential and multi-layered school system is also one of the critical factors of inequitable quality learning opportunities.  -Inequity of learning is not individual learner’s achievement; it is the attribute of school. |
|  | **Effectiveness of mechanisms for acquiring required competencies**  -follow-up of the NCF-2005, NCERT’s syllabi and textbooks review of state syllabi and textbooks was undertaken.  **-**Gap in time since NCF2005 was brought and Meghalaya state effort to train trs./text bk revision-7yrs  - Gap in the translating NCF-2005 perspective into the syllabus and state textbooks. State syllabus is prepared by DERT and the Meghalaya Board of School Education (MBOSE) prescribes the syllabus and the textbooks are developed by private publishers. |  |
|  | **Adequacy of opportunities for acquiring competencies throughout life**  - The textbook approach dominates in the teaching learning process with few or no teaching learning materials.  -The curriculum is information loaded  -CCE is about to be taken up in the state but it has not yet been fully implemented as the state plans to first pilot it in 500 schools before it is finally approved and enforced in all schools.  -There is lack of continuous teacher development/training programs and orientation for the administrators at all levels. |  |
|  | **Adequacy of mechanism for creating lifelong learners**  - Under RTE Act 2009, children from the age 0-6 are excluded and even under RMSA the higher secondary levels have not been covered |  |
|  | **Matching competencies to country development needs**  - Is in the process of reviewing its curriculum and text book in the light of NCF-2005 - constituted a Core Committee for Curriculum and Text Book Revision (CCCTR) in  - CCCTR is making attempts to bring in inclusion and equity, health, economic and social development needs, protection of child rights, tribal welfare, tribal languages, natural resources and their preservation, tourism, heritage, arts and crafts, mining etc. for the development of the state.  -Efforts are being made to make vocational education an imp. component in the school curriculum by following the National Vocational Education Qualification Framework developed by MHRD to help our students enter the world of labour market with required skills and competencies.  - IT education has been made accessible to students from upper primary level so as to enable students to enter the world of work/labour markets with some minimum skills. |  |
|  | **Operational conceptualization of effective learning**  -The behaviorist approach to what learning is still continues, and the constructivist approach to it has not been given due weight age and importance in the process of learning.  -Reasons for this is maybe that the training programmes at all levels have not emphasized on the constructivist approach to learning  -Efforts have been taken where emphasis is laid in the 12th Five year Annual plans in Teacher Education programmes of the state. Hoping that with the implementation of CCE, from 2013- major shift will be there on the thrust to be given to learning-assessment practices are viewed as an imp.to learning |  |
|  | **Strategic positioning of learning in the general education system**  - Syllabus is too lengthy and sometimes irrelevant - find it very difficult to cope - it is not learning but a rat race in completing the syllabus.  -normative assessment of the child  - learning is related to the knowledge and information, and hardly on skills and competencies, which they should gain from that subject matter | - Learning is conceptualized as an active engagement with reality; it is not positioned at the centre of education system. Learning is often undermined by systemic demands such as completion of prescribed syllabi and examinations. |
|  | **The role of evidence in supporting learning effectiveness**  - Semi urban and rural based schools ‘the chalk and talk’ method of teaching still prevails however in urban based schools variety of methods like cooperative learning, peer teaching, project work, etc. are practiced | - Though evidence is generated with diverse interpretations, there is no evidence that the generated evidence is utilized for learning effectiveness. |
|  | **Mechanisms for making effectiveness of teaching equitable**  - Many efforts are being taken up however concern is teachers should be given the right and appropriate training and approaches so that the impact is seen in the quality of education in the children.  - At the secondary level, trainees are not taught to handle Children with Special Needs (CWSN) in the classroom. They are exposed to CWSN only in theoretical classes, and informed that practically they will not be able to handle all children in the classroom.  -Other areas which are also lacking are in guidance and counseling, remedial teaching and exposing them to innovative practices.  -The felt need therefore is that the curriculum at all levels of Teacher Education be modified and adapted to meet the challenges and the targets and goals that we set for education for all our children. | -There are mechanisms in place to make effective learning equitable. But their functioning there by impact is not considerable. |
|  | **Toward equitable and effective teaching**  -From 2004 the minimum qualification for primary school teacher had been prescribed as Class XI1 Passed.  -The practice of appointing untrained teachers first and deputing them for training at Teacher Training Institutes later on, however, needs to be addressed. | - Shift in defining teaching as an act of enabler or facilitator has become one of the discussion points in pedagogical trainings in the state. However, the shift still remains as alternative pedagogical practices by the teacher to the mainstream teaching that centers on transmitting model.  - Multi-level academic resource groups support classroom teachers to make their teaching effective and equitable. Regular short term training sessions in the methodology of teaching CWSN is provided to all the teachers. Nearly 2000 teachers drawn from different districts were given 90 days training by sending them to special education centers.  - Effective use of research evidence to support effective teaching and learning is a neglected area. In fact, there is no mechanism to drive research findings into feedback to teaching and learning effectiveness. |
|  | **Ensuring the development relevance of curricula**  -Based on the NCF the DERT developed a School Syllabus Vol I and II (2007) and was implemented throughout the state.  - Teachers from different areas of the state, school authorities throughout the state have not received a copy of it.  - Since the state does not have its own curriculum but just a School syllabus, is therefore lacks to ensure learner centeredness, comprehensive/holistic learning, and approaches to teaching and learning as advocated by the NCF 2005. | - However, relevance of curriculum to development is not seen in the Curriculum framework 2007 of Madhya Pradesh. It is, indeed looks like a ‘syllabus’ compilation. Hence, making Curriculum frame work with adequate care should be one the pressing needs of the state. |
|  | **Implementing, monitoring and evaluating curriculum for quality education and effective learning**  -School Syllabus 2007 -teachers in the state are not aware of it. & the ‘Curriculum’ does not find a place in the syllabus of Teacher Education programmes both at the elementary and secondary levels. | -Different levels of general education have different patterns of monitoring and support systems in place.  - In very recent times *Gyan Punj* – a Resource pool of 9 teachers has been created to provide onsite support system for teachers at secondary stage. These teachers are fulltime Resource persons to monitor and to support teachers of 30 schools in a month. *Gyanpunj* teams have been identified and started working from February, 2012.  -Curriculum, Syllabus, text-book preparation is done in sequence. But, finding thread among them in terms of quality education and effective learning needs to be established. Research needs to be undertaken in this regard. |
|  | **Enabling conditions for teaching** | -Government policies, over the years, in an urge for quantitative expansion of schooling, created different and unequal cadre of teachers. This brought down the status of teachers and hence, teacher identity is at stake.  -In terms of physical and cognitive infrastructure, huge gap exists between schools of different denominations and there are different levels of enabling conditions for teaching in different schools. |
|  | **Preparing teachers for quality education and effective learning**  -In order to meet the demand of pre trained teachers at the Elementary level, the Government is giving scholarship/stipend to the candidates who are aspiring to become teachers. This is on a pilot basis. | - The state has about 28,000 untrained teachers in government/local body schools special permission from NCTE to organize Diploma in Elementary Education (D.EL.Ed) for these teachers under distance mode through IGNOU. 8000 teachers have been enrolled in the programme.  - This is cause of concern. |
|  | **The physical learning environment** | -RTE Act, 2009 makes provision that while laying down the curriculum and evaluation procedure shall take into consideration of making the child free of fear, trauma, and anxiety and helping the child to express views freely. The State proposes to achieve this by making efforts for ensuring the establishment of a Child Friendly School system. *Outlines of Child Friendly School System* and enabling Accreditation System has been developed with the support of UNICEF. |
|  | **Priority actions to improve Financing of Education**  **-Measuring Results** | **-**-Funding  After the introduction of SSA, fund allocation to elementary education has been considerably increased year after year and the share of central government in funds allocation to elementary education is increased many fold. Education cess is in place to meet out this growing expenditure on education.  -The financial planning should be need based but at present it is resource based. No study is available indicating the relation between financial allocation and performance. Only a properly designed study can respond to the efficient use of resources.  **-**do not have any authentic data to measure the efficiency of the education system; In India there is no such mechanism exists; hence there is a need to establish such mechanism to conduct research into internal and external efficiency of the system. |
|  | **Road map for improving education system quality and learning effectiveness** | **-** Growing inequality in schooling is the most critical constraint of general education system;  -Ineffective incorporation of vocational education into general education;  -Linking education to world of work and developing Curriculum that Integrates general education with world of work;  -Internal system coherence; Internal coherence in terms of knowledge and skill development among different stages and types of schools is very loose. There is visible disconnection between different stages in terms linking education to world of work.  -Mechanism for life –long learning is at its infancy.  -Lack of research knowledge on the system efficiency;  -Lack accountability is the major concern. |
|  | **Measures required for redress** | -Integrating vocational education component across school education;  -Revamping of curriculum to integrate general education to diverse needs of world of work;  -Focusing on skill development in school education;  -Establish mechanism that makes connections between policies, practices, researches and feedback in every aspect of education.  -Need to establish mechanism to conduct research into internal and external efficiency of the system.  -A study is required to know about the inter relationship between the availability of resources and performance in education. |
|  | **ICTs in Education**  -The state has a EDUSAT network managed by DERT for transmission and traing  - The implementation of ICTs in schools is still in its minimal.  - One of the barriers for ICT incorporation into education policies and strategies is the absence of basic infrastructure- erratic power cuts from time to time. | -The state has EDUSAT network  -CAL and Head start are major programmes  -3212 Elementary schools are provided with this network  -Maintenance of systems, internet connectivity and speed, power cuts etc. are problems in implementation |