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Secondary school level education in Himachal Pradesh: An analytic study

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Abstract

This paper deals with current status of secondary school level education in Himachal Pradesh. The results of this study indicated that there is tremendous growth in the enrollment of students at the secondary level. The H. P. Govt. is taking necessary steps regarding the infrastructure of schools and quality education. The teacher training programs under Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) are continuously organized by DIETs at block and State level. The State versus national level comparison was made in respect of various facilities provided in the schools by the State and Central Govt. in Himachal Pradesh like classrooms, drinking water and toilet facilities and found that the State is quite better than the nation. The new programs like ICT education and KYAN also launched by the State Govt. to give quality education at senior secondary level. The quality education in Govt. schools is a matter of concern. That is why, shift of enrolment from Govt. schools to private schools is found in the study and enrollment ratio of the students in the Private schools is continuously increasing and is the matter of concern for the Govt. The researcher tried to highlight some major problems in the secondary school education in Himachal Pradesh and suggested some measures regarding the quality improvement in the teaching – learning process and other important concerns.

Keywords: Senior secondary education, ICT, CCE, KYAN,

I. Introduction

Education is the key instrument for developing human capability to prosperity and welfare. No investment can yield better returns than the investment in the development of human resources. Human beings are a precious asset and resource of a nation. They need to be developed with care, tenderness and dynamism (OECD, 2000) ^[1]. The growth of an individual poses a range of problems during one's journey from womb to tomb. Education acts as a catalyst in this process of growth, which requires to be planned with care, caution and great sensitivity. The development of education aims at refining the sensitivities and perceptions that contribute to national cohesion, a scientific temper and an independence of mind and spirit (Lohumi, M. 2007) ^[2]. It awakens the potential among people to enable them to recognize truth, beauty and goodness. India is achieving new heights in the field of education in the present scenario. It is made possible due to the contribution of all the States in this area. It has become the focus of attraction of everyone who seriously thinks about education and development since it has achieved a human development index compared to the development and advanced countries in the world. Himachal Pradesh is among the top 11 states in India in literacy rates. Hamirpur is one of the top Districts in India in literacy. Literacy rate of women is increasing steadily in the state. The education standard of the state is noteworthy as compared to other states in India with several putative educational institutes for higher studies. In meeting the constitutional obligation to make primary education mandatory, Himachal has become the first State in India to make elementary education available to every child. The State Government is working invariably for preparing plans and projects to enhance the education system.

II. Objectives of the Study:

1. To briefly trace the history of school level education in Himachal Pradesh.
2. To study and analyze the status of secondary school level education in Himachal Pradesh with reference to:
(a) status of schools, (b) status of teachers, (c) status of in-service teacher training, (d) status of enrolment, (e) status of facilities in schools and (f) status of evaluation (g) fee collected by the schools.

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3. To discuss the innovations made in secondary school education in Himachal Pradesh.
4. To identify the major problems of secondary school education in Himachal Pradesh.
5. To suggest some measures for improvement of quality of secondary school education.

III. Methodology of the Study: The study is purely descriptive in nature. It is concerned with present status of secondary level school education in one state of the country. Method is used keeping in view the objectives of the study. It involves the description, recording, analysis and interpretation of conditions that now exist. The investigator collected and provided the type of information of what exists with respect of variables or conditions in a situation.

IV. Data Collection: The secondary data available in web portal of National University of Educational Planning and Administration (NEUPA), New Delhi and department of education of Himachal Pradesh Govt. is used in the study. The study is based on the data of the year 2013-14 and 2014-15.

V. Definition of Key Terms Used:

Social Category: It is concerned with the social classes defined in the GOI Act, 1935. SC (Scheduled Caste) is official designation given to various disadvantaged people belonging to lower castes in India. ST (Scheduled Tribes) is also official designation given to depressed classes/tribes in India. OBCs are described as socially and educationally backward classes in India. All the students other than reserved categories are considered in General category.

Arts Stream: All the subjects of humanities like Languages, History, Political Science, Sociology, Music, Psychology, Philosophy, Economics, Geography and Home Science, etc.

Science Stream: The science subjects like Physics, Chemistry, Mathematics and Biology are included in science stream.

Commerce Stream: The subjects Business Studies, Financing Accounting and Economics are concerned with this stream.

VI. Analysis of Data: The data is analyzed and interpreted by the researcher and achieved the objectives as follows.

1. History of school education in Himachal Pradesh:

Himachal Pradesh was under the direct control of the British colonial rule in the mid 19th century. Also, the state was the summer capital of India during the British colonial rule. The State came into existence as a Chief Commissioner's province with integration of 31 big and small hill states on 15th April, 1948. There were only 200 educational institutions in which mostly were Primary schools in 1948. In 1951 the literacy rate of the state was very poor with 7.98% in which 11.94 % was male literacy and 4.02% was female literacy. The Primary education was made compulsory as per 'The Himachal Pradesh Compulsory Primary Education Act, 1953 (Act No. 7 of 1954) and more emphasis was given on the Primary education at that time. The State acquired the full statehood on 25th January, 1971. At that time there were 3768 Primary schools, 742 middle schools and 435 high schools which were increased to 10485, 1215 and 1405 respectively in the year 1998 (Mittoo, H. K., 2008)^[3]. The Primary education was again made compulsory by promulgating "Compulsory Primary Education Act; 1997" GOI w.e.f. April, 1998 and

now by Right to Education for children of 6 to 14 years of age elementary education is the Fundamental Right of the Child & Fundamental Duty of Parents (Kumar, S., 2015)^[4]. Further, 93rd Constitutional Amendment provides that after Article 21 of the Constitution, the following Article has been inserted:

(a) "21A: The State is providing free and compulsory education to all children of the age of six to fourteen years in Govt. Schools in such manner as the State may, by law, determine."

The following clause has been added to Article 51 after clause (j):

(b) "Article 51(k): who is a parent or guardian to provide opportunities for education to his child or as the case may be ward between the age of six and fourteen years." As per the recommendations of the RTE and other amendments Government of H. P. new schools are opened and old ones are upgraded. In the year 2001-02, there were 13821 educational institutions in which 10633 were Primary schools, 1674 middle schools, 978 high schools and 536 senior secondary schools. The literacy rate increased to 76.50% (male 85.30% and 67.40% female). In the year 2007-08, the Himachal Pradesh Govt. has taken sincere steps to increase the number of educational institutions in the State to 15139 in which 10682 were Primary schools, 2399 middle schools, 835 high schools and 1223 senior secondary schools.

Presently, the school education in the state of Himachal Pradesh comprises of the following stages:

- (i) Primary Classes I to V (Age group 6-11)
- (ii) Middle (Upper Primary) Classes VI to VIII (Age group 11-14)
- (iii) High School (Secondary) Classes IX to X (Age group 14-16)
- (iv) Senior Secondary Classes XI to XII (Age group 16-18) (Kumar, S., 2007)^[5]

Directorate of Primary Education was set up in 1984 and further renamed as 'Directorate of Elementary Education' on 01.11.2005. The policies of the Govt. in the field of Elementary Education are implemented through the Deputy Directors of Elementary Education and Block Primary Education Officers at District and Block Level respectively with aims:-

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

Directorate of Elementary Education is responsible for general administration and management of education from Classes I – VIII and the Classes IX – XII and college education are being managed by Director of Higher Education, Lalpani, Shimla. The curriculum is framed as per NCF, 2005 by the SCERT and H. P. Board of School Education, Dharamshala. Presently these agencies have framed the new text books of classes 3rd to 5th and curriculum framed by NCERT is implemented in all Govt. and Aided schools from classes 6th onwards.

Hence, the standard of education provided in the State has reached to a considerably high level. Presently the State is committed to provide education to all. The concerted efforts of the Govt. have put Pradesh as one of the leading States in educational literacy. The achievements of Himachal in the educational, scientific and technological field and quality of life of people are inspiring and encouraging to all other States of India. It is the result of the sincere efforts of the concerning departments and the agencies – Govt. as well as NGOs. There is surprising hike in the literacy rate of Himachal in one decade and it is still improving day by day.

2. Status of secondary school level education in Himachal Pradesh:

The status of secondary school education is analyzed and described with reference to status of schools, status of teachers, status of in-service teacher training, status of enrolment and status of facilities, status of evaluation and fees collected in schools.

2 (a) Status of Schools: The status of schools is analyzed in terms of stage-wise number of schools, schools with respect to

enrolment of students, schools by number of teachers, percentage of special schools for CWSN and instructional and working days in schools. These are explained in the tables given as follows.

The State Govt. is still opening new schools for fulfilling the recommendations of Right to Education, 2009. The detail of percentage of schools under different managements is given in the Table I as follows.

Table I: Detail of Type of Schools (2015)

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

Source: *UDISE 2013-14, Flash Statistics, NEUPA, pp. 7., **Economic Survey-Statistical Tables^[6], Directorate of Economics & Statistics (2015), H.P., Part-I, pp. 137^[16].

There are 846 High schools and 1552 senior secondary schools are functioning under the Director of Higher Education of Himachal Pradesh comprising NCERT pattern affiliated with HPBOU Dharamshala (Directorate of Economics & Statistics, Part – II, 2015, pp. 19)^[6].

It is clear from Table I that there are only few central Government schools functioning in the state such as 23 Kendriya Vidyalaya (KVS)^[7], 12 Navodaya Vidyalaya

(MHRD)^[8], 01 Sainik School and others which are comprehensive in nature affiliated with CBSE. 14 private unaided schools follow ICSE-ISC, 10 ICSE, 221 CBSE and others follow NCERT affiliation. The State Government is the main provider of education up to the stage of senior secondary school which is followed by private organizations or individuals who become the main provider of education.

Table II: Distribution of Schools by Range of Enrolment (2014-15):

| Range of Enrolment Categories | 0 | 1-20 | 21-60 | 61-100 | 101-140 | 141-220 | 221-300 | >300 |
|-------------------------------|----|------|-------|--------|---------|---------|---------|------|
| Number of Schools | 21 | 5303 | 8245 | 2418 | 924 | 561 | 194 | 303 |

Source: UDISE 2014-15, Flash Statistics, NEUPA, pp. 16.^[9]

Table II indicates that majority of the schools lie in the enrolment range of 21-60 and few schools are there above the enrolment of 300 students. It is noticeable that not a single

student is found enrolled in 21 schools. The State Govt. should take this fact serious and necessary steps needs to be taken to increase the enrollment in Govt. schools.

Table III: Distribution of Schools by Number of Teachers (2014-15):

| Number of Teachers | 1 | 2 | 3 | 4-6 | 7-10 | 11-15 | >15 | <3 |
|--------------------|------|------|------|------|------|-------|------|------|
| Number of Schools | 1125 | 6833 | 2596 | 3422 | 1678 | 1201 | 1110 | 7962 |

Source: UDISE 2014-15, Flash Statistics, NEUPA, pp. 17.^[9]

How we can improve the status of our quality education when highest number of schools has less than 3 teachers and second highest schools have only 2 teachers? Only 1110 schools have

more than 15 teachers (Table III). Average number of schools has 4-6 teachers.

Education of Children with Special Needs:

Table IV: Special Schools for CWSN (2015)

| Type of School | MR | VI & HI | OH | Multi Disability |
|----------------|------|---------|-------|------------------|
| Govt. | ---- | 1 | ----- | 2 |
| NGO | 17 | 4 | 1 | 5 |

Source: (Himachal Database, 2015)^[10] & List of Special Schools (2014)^[11].

Table IV indicates that there is hardly special school for Children with Special Needs (CWSN) either at primary or elementary or secondary level of education and there is no such school at higher secondary level in Himachal Pradesh. 23 NGO's are working in the field of special education in the state and providing education and rehabilitation to severe and profound CWSN. Under Inclusive Education of SSA, CWSN are identified and taken care of in normal schools. CWSN friendly provisions have been made in schools so as to make

schools barrier free for them. Besides these, there are special schools meant for children with disabilities of severe nature.

In the year 2014-15 in Himachal Pradesh total 15,068 CWSN were identified suffering from one or other disability. 13,191 CWSN have been integrated in formal schools and for 1,877 out of school CWSN, different strategies have been adopted to bring them into the fold of education system. For these children Home-Based Programme has been introduced and implemented at elementary level in the age group of 6-14

years in Himachal Pradesh. 520 children have been adopted by 23 NGOs in different districts and remaining are being covered by in-service trained teachers. 12,352 Individual Education Programme (IEP) have been prepared for every child under Home Based Education (HBE) and accordingly goals were fixed for every three months. For mild and moderate categories, functional academic curriculum has been implemented in the first phase. 43 Medical assessment camps for CWSN in 2014-15 have been organized and 1,639 aids and appliances were provided to the needy children.

Instructional and Working Days: The instructional and working days in the schools during the session 2012-13 and percentage of schools with less than 220 working days for upper primary schools are given in the Table V as follows. It is clear from the Table V that in 2012-13, the instructional days of upper primary schools (215 days) is slightly less than that at the national level. In terms of working days, Himachal Pradesh performed excellently as the percentages of upper primary schools/secondary sections with greater than the prescribed working days are much more than the national averages in 2013-14.

Table V: Instructional and Working Days (2013-14)

| State | Average number of instructional days at Upper Primary/ Secondary Level | % of UP schools/ secondary sections with less than 220 working days |
|------------|--|---|
| | 2012-13 | 2013-14 |
| H. P. | 215 | 2.13 |
| All States | 225 | 24.91 |

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 4.^[12]

2 (b) Status of Teachers: The status of teachers is described with the average number of teachers per school, number of teachers of different social categories, teachers in different types of schools, teachers' profile by categories of teachers, teachers' profile by their academic and professional qualifications, percentage distribution of professionally

trained and qualified regular teachers, percentage distribution of professionally trained and qualified contract teachers and teacher-pupil ratio which are explained in tables given as follows.

Average number of Teachers per School:

Table VI: Average number of Teachers per School (2013-14)

| State | All Schools | All Govt. Schools | All Aided Schools | All Unaided Schools | All Unrecognized Schools |
|------------|-------------|-------------------|-------------------|---------------------|--------------------------|
| H. P. | 5.1 | 4.2 | 8.0 | 10.3 | 4.5 |
| All States | 5.3 | 4.2 | 10.3 | 8.8 | 5.8 |

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 14.^[12]

It is interpreted from the Table VI that the State is quite low in average number of teachers per school in all schools when compared with the country but stands equally in all Govt. schools with 4.2 teachers per school. The unaided schools in Himachal Pradesh have more teachers per school but fewer

teachers per school in all unrecognized schools as compared to the national level.

Teachers of Different Reserved Social Categories (2014-15):

Table VII: Number of Teachers of Reserved Social Categories (2014-15)

| Social Category | Male | Female | Total |
|-----------------|-------|--------|-------|
| General | 31793 | 31789 | 63582 |
| SC | 8833 | 5105 | 13938 |
| ST | 3561 | 2496 | 6057 |
| OBC | 5587 | 4123 | 9710 |
| Grand Total | 49774 | 43513 | 93287 |

Source: UDISE 2014-15, Flash Statistics, NEUPA, Table No. Sch – 3-5, pp. 62 – 67.^[9]

Table VII shows that there are more scheduled caste (SC) teachers in the State than the teachers belonging to other social categories ST and OBC. Majority of the teachers

belong to general category in which there are negligible differences in gender. But, these differences are more in reserved categories.

Table VIII: Teachers including Para Teachers in different Schools (2014-15):

| Sr. No. | Type of School | Male | Female | Total |
|---------|---|-------|--------|-------|
| 1. | High with Senior Secondary | 44 | 57 | 101 |
| 2. | Upper Primary & High | 3943 | 1856 | 5799 |
| 3. | Primary with Upper Primary, High/Senior Secondary | 3334 | 7255 | 10589 |
| 4. | Primary with Upper Primary & High | 2408 | 5316 | 7724 |
| 5. | Upper Primary with High & Senior Secondary | 16190 | 9303 | 25493 |
| 6. | Grand Total | 25919 | 23787 | 49706 |

Source: UDISE 2014-15, Flash Statistics, NEUPA, Table No. Sch – 3-1, pp. 53 – 61.^[9]

It is common that female teachers prefer the schools either nearby their residence or road head schools. It is evident from the table VIII number of female teachers is found high in type

of schools having sr. no. 1, 3 and 4 which are mainly situated on main roads of the state.

Table IX: Teachers' Profile by Teacher Category including Para Teachers (2014-15):

| Type of School | Male | Female | Total |
|------------------------------------|-------|--------|-------|
| Head Teacher | 4366 | 2976 | 7342 |
| Acting Head Teacher | 2075 | 1056 | 3131 |
| Teachers | 33485 | 33637 | 67122 |
| Para Teachers | 3391 | 2166 | 5557 |
| Principal | 1241 | 504 | 1745 |
| Vice Principal | 163 | 157 | 320 |
| Lecturers / Post Graduate Teachers | 4613 | 2631 | 7244 |
| Grade – 1 Principal/Headmasters | 41 | 27 | 68 |
| Language Teachers | 99 | 227 | 326 |
| Grand Total | 49474 | 43381 | 92855 |

Source: UDISE 2014-15, Flash Statistics, NEUPA, Table No. Sch – 3-6, pp. 65 – 69.^[9]

It is evident from the Table IX showing teachers' profile by teacher category including Para teachers that the head of the maximum schools are male while language teachers are female. It means that male heads leading the maximum schools of the State and maximum female heads serving in the schools situated in city. Acting head teachers and vice – Principals are senior teachers of the schools which look after the schools in the absence of the head teacher/Principal. There are 5557 para teachers which will be regularized after 5 years of service.

Table X: Teachers' Profile by Teachers' Academic Qualification (2014-15):

| Type of Academic Qualification | Male | Female | Total |
|---------------------------------|-------|--------|-------|
| Senior Secondary | 5962 | 4687 | 10649 |
| Graduate | 13863 | 13659 | 27522 |
| Post Graduate | 19914 | 18570 | 38484 |
| Master of Philosophy (M. Phil.) | 1435 | 975 | 2410 |
| Doctor of Philosophy (Ph. D.) | 248 | 167 | 415 |
| Post Doctorate (Post-Doctoral) | 7 | 6 | 13 |
| Grand Total | 41429 | 38064 | 79493 |

Source: UDISE 2014-15, Flash Statistics, NEUPA, Table No. Sch – 3-7, pp. 70 – 73.^[9]

The Govt. schools of the State have very highly qualified and experienced staff. It is clear from the Table X that 38484 teachers are post graduate in which 19914 are male and 18570 are female. 2410 teachers are M. Phil. and 415 are doctorate in their respective areas. 13 teachers have done post-doctoral research in their subject. Only 10649 teachers are senior secondary, i.e. +2 which are serving as drawing teacher/Language teacher/craft teacher/Physical education teacher.

Table X IV: Pupil-Teacher Ratio in Schools (2013-2014)

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

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 15.^[12]

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

Table XI: Teachers' Profile by Teachers' Professional Qualification (2014-15):

| Type of Professional Qualification | Male | Female | Total |
|------------------------------------|-------|--------|-------|
| Bachelor of Education (B. Ed.) | 22979 | 22053 | 45032 |
| Master of Education (M. Ed.) | 1941 | 1671 | 3612 |
| Other Professional Qualification | 6201 | 4283 | 10484 |
| Diploma in Special Education | 1916 | 1282 | 3198 |
| Grand Total | 33037 | 29289 | 62326 |

Source: UDISE 2014-15, Flash Statistics, NEUPA, Table No. Sch – 3-8, pp. 74 – 77.^[9]

The Table XI shows the teachers' profile by teachers' professional qualification. 45032 teachers are B. Ed. but only 3612 teachers have done M. Ed. It means that very few teachers prefer to attain high professional qualification. 10484 teachers have other professional qualification in which 6201 are male and 4283 are female teachers. 3198 teachers have done diploma in special education.

Professionally Trained/Qualified Regular Teachers:

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

Table XII: Percentage Distribution of Professionally Trained/Qualified Regular Teachers

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

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 25.^[12]

Professionally Trained/Qualified Contractual Teachers:

Table XIII: Percentage Distribution of Professionally Trained/Qualified Contractual Teachers

| State | All Schools | Govt. Schools | Private Aided Schools | Unaided Private Schools | Unrecognized Schools |
|------------------|-------------|---------------|-----------------------|-------------------------|----------------------|
| Himachal Pradesh | 90.20 | 90.27 | 100.00 | 89.92 | 100.00 |
| All States | 55.55 | 53.35 | 82.65 | 66.11 | 64.31 |

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 25.^[12]

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

Pupil-Teacher Ratio:

2 (c) Status of Trainings: The trainings of teachers described in terms of percentage distribution of teachers received in-service training and percentage of children provided special training.

Percentage Distribution of Teachers received In-Service Training:

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

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

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 26.^[12]

It is evident from the Table XV that percentage of teachers received in – service training is high than the country but the percentage of teachers received in – service training in all aided and unaided schools is less than the national level. Even none of the teachers of all aided schools received in-service training during the session.

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

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

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 5.^[12]

2 (d) Status of Enrolment: The students' enrolment at various levels, percentage of girls and CWSN in schools are the major aspects of enrolment.

Enrollment at Different Categories of Schools: It is interpreted from Table X VII that maximum 475341 students are enrolled in the schools Upper Primary with High & Senior Secondary followed by 254973 students in primary with Upper Primary & High / Senior Secondary. Minimum 1138

Schools having SMC and Children Provided Special Training:

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

students are enrolled in the schools which are only Senior Secondary. It means that students prefer to enroll in the next class in the same attached school.

Table X VII: Enrolment at Different Categories of Schools (2014-2015)

| Category of School | Primary with U. Primary & High / Sr. Sec. | High with Sr. Sec. | Upper Primary only | Upper Primary with High & Sr. Sec. | Primary with Upper Primary & High | Upper Primary with High | Sr. Sec. only |
|--------------------|---|--------------------|--------------------|------------------------------------|-----------------------------------|-------------------------|---------------|
| Enrolment | 254973 | 1488 | 71200 | 475341 | 126838 | 84338 | 1138 |

Source: UDISE 2014-15, Flash Statistics, NEUPA, pp. 11.^[9]

Gender and Class – wise Enrollment at Different Categories of Schools:

Table X VIII: Gender & Class – wise Enrollment at Different Categories of Schools (2014-2015)

| Category of School | Gender | Class IX | Class X | Class XI | Class XII | G. Total |
|---|--------------|--------------|--------------|---------------|--------------|---------------|
| Primary with U. Primary & High / Sr. Sec. | Boy | 13588 | 13380 | 11011 | 9575 | 47554 |
| | Girl | 9289 | 8858 | 7470 | 6855 | 32472 |
| | Total | 22877 | 22238 | 18481 | 16430 | 80026 |
| Upper Primary with High & Sr. Sec. | Boy | 39682 | 43292 | 52125 | 40793 | 175892 |
| | Girl | 36480 | 41097 | 48052 | 40441 | 166070 |
| | Total | 76162 | 84389 | 100177 | 81234 | 341962 |
| High with Sr. Sec. | Boy | 158 | 208 | 315 | 275 | 956 |
| | Girl | 76 | 108 | 184 | 164 | 532 |
| | Total | 234 | 316 | 499 | 439 | 1488 |
| Upper Primary with High | Boy | 10130 | 8991 | ----- | ----- | 19121 |
| | Girl | 9533 | 8784 | ----- | ----- | 18317 |
| | Total | 19663 | 17775 | ----- | ----- | 37438 |
| Primary with Upper Primary & High | Boy | 6934 | 6323 | ----- | ----- | 13257 |
| | Girl | 4376 | 4241 | ----- | ----- | 8617 |
| | Total | 11310 | 10564 | ----- | ----- | 21874 |

Source: UDISE 2014-15, Flash Statistics, NEUPA, Table No. Enr – 46, pp. 50.^[9]

The Table X VIII shows that maximum number of students are enrolled in the upper primary with high and senior secondary schools and minimum students enrolled in high

with senior secondary schools. It is also noteworthy that enrollment of girls is less than the enrollment of boys at all the levels. This gap is increased at the senior secondary stage.

Gender & Class – wise Enrollment w.r.t. Different Types of School Management:

Table X IX: Gender & Class – wise Enrollment w.r.t. Different Types of School Management (2014-2015)

| Category of Management of School | Gender | IX | X | XI | XII | G. Total |
|---|--------------|--------------|---------------|--------------|--------------|---------------|
| Department of Education | Boy | 48996 | 51327 | 51219 | 40001 | 191543 |
| | Girl | 45424 | 49286 | 47414 | 39836 | 181960 |
| | Total | 94420 | 100613 | 98633 | 79837 | 373503 |
| Tribal/Social Welfare Department | Boy | 38 | 30 | 01 | 11 | 80 |
| | Girl | 18 | 15 | 0 | 08 | 41 |
| | Total | 56 | 45 | 01 | 19 | 121 |
| Local Body | Boy | 25 | 18 | 0 | 0 | 43 |
| | Girl | 18 | 10 | 0 | 0 | 28 |
| | Total | 43 | 28 | 0 | 0 | 71 |
| Private Schools | Boy | 19987 | 19398 | 11430 | 10163 | 60978 |
| | Girl | 13249 | 12829 | 7736 | 7153 | 40967 |
| | Total | 33236 | 32227 | 19166 | 17316 | 101945 |
| Central Govt. | Boy | 1452 | 1427 | 1277 | 952 | 5108 |
| | Girl | 1051 | 913 | 855 | 800 | 3619 |
| | Total | 2503 | 2340 | 2132 | 1752 | 8727 |

Source: UDISE 2014-15, Flash Statistics, NEUPA, Table No. Enr – 45, pp. 49.^[9]

It is clear from the Table X IX that majority of the students prefer Govt. schools under department of education, State Govt. for high and senior secondary education, in Himachal Pradesh followed by the private schools. Maximum students are enrolled in class X. Negligible students are enrolled in the

schools governed by the local body and Tribal/Social Welfare Department.

Gender & Class – wise Enrollment of CWSN w.r.t. Different Types of Disabilities:

Table XX: Enrolment of CWSN (2014-15)

| Type of Disability | Class IX | | Class X | | Class XI | | Class XII | | Total | |
|----------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Blind | 16 | 11 | 09 | 17 | 04 | 24 | 03 | 12 | 32 | 64 |
| Low Vision | 204 | 170 | 163 | 185 | 86 | 110 | 53 | 90 | 506 | 555 |
| Hearing Impaired | 70 | 33 | 49 | 23 | 22 | 13 | 06 | 17 | 147 | 86 |
| Speech Impaired | 97 | 24 | 66 | 32 | 27 | 08 | 16 | 11 | 206 | 75 |
| Orthopedically Handicapped | 132 | 74 | 115 | 84 | 62 | 48 | 59 | 35 | 368 | 241 |
| Mentally Retarded | 129 | 68 | 50 | 36 | 08 | 07 | 04 | 03 | 191 | 114 |
| Learning Disable | 108 | 61 | 60 | 34 | 33 | 18 | 08 | 05 | 209 | 118 |
| Cerebral Palsy | 07 | 02 | 01 | 02 | 04 | 0 | 0 | 01 | 12 | 05 |
| Autism | 04 | 02 | 0 | 01 | 0 | 0 | 0 | 0 | 04 | 03 |
| Multi Disable | 24 | 13 | 09 | 09 | 05 | 01 | 02 | 04 | 40 | 27 |
| Total | 791 | 458 | 522 | 423 | 251 | 229 | 151 | 178 | 1715 | 1288 |

Source: UDISE 2014-15, Flash Statistics, NEUPA, Table No. Enr – 20, pp. 45.^[9]

Himachal Pradesh Govt. is taking necessary steps to enroll the children with special needs in the higher classes also but still the rate of drop out is high after elementary classes. The CWSN with orthopedically handicapped disability enrolled in secondary classes with maximum number whereas CWSN with autism disability enrolled in minimum number. It is

noted from the Table XX that the enrolment of CWSN is lowest in the upper classes.

Gender and Class – wise enrolment of Students of Different Social Categories:

Table XXI: Enrolment by Social Category

| Social Category | Class 9 th to 10 th | | | Class +1 to +2 | | | G. Total |
|-----------------|---|---------------|---------------|----------------|---------------|---------------|---------------|
| | Boys | Girls | Total | Boys | Girls | Total | |
| General | 73902 | 62148 | 136050 | 62713 | 55792 | 118505 | 254555 |
| SC | 38058 | 34343 | 72401 | 26564 | 24807 | 51371 | 123772 |
| ST | 8307 | 7531 | 15838 | 6945 | 6245 | 13190 | 29028 |
| OBC | 22431 | 18791 | 41222 | 18832 | 16958 | 35790 | 77012 |
| Total | 142698 | 122813 | 265511 | 115054 | 103802 | 218856 | 484367 |

Source: UDISE 2014-15, NEUPA, Table No. Enr – 1, pp. 37.^[9]

The Table XXI shows the enrolment of students of different social categories. The enrolment of students of general category is high and students of scheduled tribe are low. But, the enrolment of girl students is low than boys in each category.

Gender and Class – wise enrolment of Students w.r.t. their Academic Stream and Social Category:

Table XXII: Enrolment of Students w.r.t. their Academic Stream and Social Category:

| Arts Stream | | | | | | | |
|-----------------|----------|-------|-----------|-------|-------------|-------|--------|
| Social Category | Class XI | | Class XII | | Grand Total | | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| General | 16349 | 16600 | 11605 | 13667 | 27954 | 30267 | 58221 |
| SC | 9201 | 9461 | 6442 | 7321 | 15643 | 16782 | 32425 |
| ST | 2477 | 2307 | 1627 | 1956 | 4104 | 4263 | 8367 |
| OBC | 5168 | 5549 | 3836 | 4576 | 9004 | 10125 | 19129 |
| Total | 33195 | 33917 | 23510 | 27520 | 56705 | 61437 | 118142 |

| Science Stream | | | | | | | |
|-----------------|----------|-------|-----------|-------|-------------|-------|-------|
| Social Category | Class XI | | Class XII | | Grand Total | | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| General | 11680 | 8920 | 10977 | 8328 | 22657 | 17248 | 39905 |
| SC | 3276 | 2546 | 2838 | 2242 | 6114 | 4788 | 10902 |
| ST | 971 | 740 | 828 | 635 | 1799 | 1375 | 3174 |
| OBC | 3009 | 2124 | 2744 | 2026 | 5753 | 4150 | 9903 |
| Total | 18936 | 14330 | 17387 | 13231 | 36323 | 27561 | 63884 |

| Commerce Stream | | | | | | | |
|-----------------|----------|-------|-----------|-------|-------------|-------|-------|
| Social Category | Class XI | | Class XII | | Grand Total | | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| General | 6380 | 4249 | 5490 | 3900 | 11870 | 8149 | 20019 |
| SC | 2436 | 1727 | 2157 | 1417 | 4593 | 3144 | 7737 |
| ST | 565 | 348 | 449 | 352 | 1014 | 700 | 1714 |
| OBC | 2113 | 1272 | 1888 | 1259 | 4001 | 2531 | 6532 |
| Total | 11494 | 7596 | 9984 | 6928 | 21478 | 14524 | 36002 |

Source: UDISE 2014-15, NEUPA, Table No. Enr – 12, pp. 40. ^[9]

It is clear from Table XXII that the enrolment of students in the Arts stream is highest followed by Science stream whereas in the Commerce stream the enrolment is lowest. The enrolment of girl students is high in Arts stream but it is low in the rest of the streams.

2 (e) Status of Facilities: The facilities like schools with all-whether roads, student-classroom ratio, drinking water facility, toilet and hand wash facility, computer facility, computer aided learning, library and playground facilities etc. are included in the status of facilities.

Schools with All-Weather Road:

Table X XIII: Schools with All-Weather Road (2013-14)

| State | % of Schools Approachable by all Weather Road | |
|------------------|---|---------|
| | 2012-13 | 2013-14 |
| Himachal Pradesh | 82.17 | 81.72 |
| All States | 87.47 | 89.12 |

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 4. ^[12]

Table X XIII indicates that in terms of percentage of schools approachable by all weather-road, the position of schools in Himachal Pradesh is worse than that of most other states of the country.

Classroom and Student – Classroom Ratio:

Table XX IV: Student – Classroom Ratio

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

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 6. ^[12]

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

national averages but it is high in private schools. Student – classroom ratio is also low than the country.

Drinking Water Facility: It is concerned with the safe drinking water facility in the schools throughout the year. It is described in the Table X XV as follows.

Table-X XV: Provision of Drinking Water Facility in Schools in 2013-14

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

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 9. [12]

Table XX indicates that the percentage of schools having drinking water facility. It has slightly come down from 99.07

| Total Toilets and Number of Functional Toilets | | | | | | Toilets with water for Flushing / Cleaning | |
|--|------------|----------|------------|-----------|------------|--|----------|
| Total Toilets | | For Boys | | For Girls | | | |
| Total | Functional | Total | Functional | Total | Functional | For Boys | For Girl |
| 57932 | 57030 | 27690 | 26788 | 30242 | 29160 | 16885 | 20094 |

Source: UDISE 2014-15, NEUPA, pp. 30. [9]

It is evident from Table X XVI that there are 13753 urinals for boys and 11424 urinals for girls. There are 3015 schools in which toilet facility for CWSN is provided by the Govt. Maximum toilets are functional in 2014-15.

Provision of Computer, CAL and Internet:

Table-X X VII: Provision of Computer, CAL and Internet in Schools (2013-2014)

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

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 10 & 11. [12]

Table X XVII shows that all the types of schools except upper primary schools/sections have fewer computers than schools in the rest of the country as a whole. The percentages of schools having computers are quite high in upper primary schools. Out of the elementary schools having computer, 67.30% of them have functional computers as compared to the country having 62.71% of schools functional computers. Only 31.75% of upper primary schools/sections in Himachal Pradesh have Computer Aided Learning (CAL) facility but

in 2012-13 to 99.06 in 2013-14, but, higher than the national average in both the sessions. When upper primary/middle schools are taken together, the percentages slightly increased and are higher than that at the national level. All the higher and senior secondary schools in the State have drinking water facilities in 2013-14.

Urinal, Toilet and Hand Washing Facility:

Table X XVI: Urinal, Toilet and Hand Washing Facility for Boys, Girls & CWSN (2014-15)

| Total Urinals | | Schools with Toilets for CWSN |
|---------------|-----------|-------------------------------|
| For Boys | For Girls | |
| 13753 | 11424 | 3015 |

Source: UDISE 2014-15, NEUPA, pp. 30. [9]

Toilet and Hand Washing Facility:

this percentage is higher than that in the country. In terms of computer and internet facility, the position of senior secondary schools in the state is low with 40.46% than in the country with 43.99 %. The H. P. Govt. has started Computer Education Programme in 1,077 upper primary schools in remotest part of the State.

Boundary Wall and Playground in All the Schools:

Table XX VIII: Percentage Schools having Boundary Wall and Playground in 2012-13 & 2013-14.

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

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 10 & 11. [12]

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

Library and Ramp: It belongs to established library facility in the schools. In 2012 ₹ 2500 given to each school to purchase the books or magazine for the children to develop the reading habit of the extra material other than their syllabus books. For ramps ₹ 8000/- given to the schools. Ramps are made in the schools to facilitate the CWSN. In the State maximum schools have constructed the ramps.

Table- XX IX: Provision of Library and Ramp in Schools (2013 – 2014)

| State | % Schools Having Library | | % Schools With Ramp | |
|------------|--------------------------|--|---------------------|-------------|
| | 2013-14 | | 2012-13 | 2013-14 |
| | All Schools | | All Schools | All Schools |
| H. P. | 96.17 | | 91.05 | 92.10 |
| All States | 76.13 | | 79.25 | 82.33 |

Source: DISE 2013-14, Flash Statistics, NEUPA, pp. 11. ^[12]

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

Medical Check – up and Electricity Connection:

Table XXX: Medical Check – up and Electricity Connection (2013-14)

| State | % Schools that Arrange Medical Check – Up | | % Schools Having Electricity Connection | |
|------------|---|--|---|-------------|
| | 2013-14 | | 2012-13 | 2013-14 |
| | All Schools | | All Schools | All Schools |
| H. P. | 90.06 | | 85.02 | 87.13 |
| All States | 63.33 | | 49.92 | 51.74 |

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

Table XX XI: Compulsory Subjects and Marks at High School Examination

| Compulsory Subject | | Maximum Marks | Pass Marks |
|---|---------------------|---------------|------------|
| English | | 85+15 | 33 |
| Mathematics | | 85+15 | 33 |
| Social Science | | 85+15 | 33 |
| Science | Theory | 60 | 33 |
| | Internal Assessment | 15 | |
| | Practical | 25 | |
| | Total | 100 | |
| Hindi | | 85+15 | 33 |
| Sanskrit/Urdu/Tamil/Telgu/Punjabi | | 85+15 | 33 |
| Drawing/Vocal Music/Home Science/ Economics/ Agriculture//Commerce/Information Technology | | 85+15 | 33 |
| Grand Total | | 700 | 231 |
| Non Examination Subjects | | | |
| Library, Physical Education and Co-Curricular Activities | | | |

Source: H. P. Board of School Education, Dharamshala (hpbose.org/) and Education Code, Chapter 2, pp. 7. ^[13]

For Matriculation School Examination Certificate, students are required to offer five compulsory subjects mentioned in the above table each of which carries 100 marks (85 marks for Theory and 15 marks as Internal Assessment) for which 33 is pass mark. The internal assessment marks are given on the basis of regular performance of the students and counted only when the students will get 28 marks in theory paper. The students are given option to offer any two of the given

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

2 (f) Status of Evaluation: The status of evaluation includes provision for teaching various subjects, marks scheme and process of examinations.

Compulsory Subjects and Marks at High School Examination:

subjects. The examination, evaluation of answer sheets and declaration of the results is done by the Himachal Pradesh Board of School Education, Dharamshala, District, Kangra. The certification of Matriculation Examination is issued to each student by the board.

Compulsory Subjects and Marks at Senior Secondary Examination:

Table-XXX II: Compulsory Subjects and Marks at Senior Secondary Examination

| SUBJECT IN SCIENCE STREAM | Maximum Marks | | Pass Marks | |
|------------------------------------|---------------|-----------|------------|-----------|
| | Theory | Practical | Theory | Practical |
| English | 85+15 | --- | 85+15 | --- |
| Three Subjects from the following: | | | | |
| Physics | 60 + 15 | 25 | 20 | 10 |
| Chemistry | 60 + 15 | 25 | 20 | 10 |
| Biology | 60 + 15 | 25 | 20 | 10 |
| Mathematics | 85 + 15 | --- | 33 | --- |
| One subject from the following: | | | | |

| | | | | |
|---|---------|------------|------------|-----|
| Information Technology/Music/ Sociology/Home Science/Sanskrit/ Geography/Psychology/Philosophy/ Physical Education/Public Administration | 60 + 15 | 25 | 20 | 10 |
| SUBJECTS IN COMMERCE STREAM | | | | |
| English | 85 + 15 | --- | 33 | --- |
| Business Studies | 85 + 15 | --- | 33 | --- |
| Financing Accounting | 85 + 15 | --- | 33 | --- |
| Economics | 85 + 15 | --- | 33 | --- |
| One Subject from the following: | | | | |
| Maths/Information Technology/Music/ Sociology/Home Science/Sanskrit/ Geography/Psychology/Philosophy/ Physical Education/Public Administration | 60 + 15 | 25 | 20 | 10 |
| SUBJECTS IN ARTS STREAM | | | | |
| English | 85 + 15 | --- | 33 | --- |
| Three Subjects from the following (not more than One Language): | | | | |
| Political Science | 85 + 15 | --- | 33 | --- |
| History | 85 + 15 | --- | 33 | --- |
| Hindi | 85 + 15 | --- | 33 | --- |
| Sociology | 85 + 15 | --- | 33 | --- |
| Economics | 85 + 15 | --- | 33 | --- |
| Mathematics | 85 + 15 | --- | 33 | --- |
| Psychology | 60 + 15 | 25 | 20 | 10 |
| Philosophy | 85 + 15 | --- | 33 | --- |
| Sanskrit | 85 + 15 | --- | 33 | --- |
| Public Administration | 85 + 15 | --- | 33 | --- |
| Music (Hindustani Vocal/Hindustani Instrumental) | 60 + 15 | 25 | 20 | 10 |
| Melodic/Hindustani Instrumental Percussion | 60 + 15 | 25 | 20 | 10 |
| French/Urdu | 85 + 15 | --- | 33 | --- |
| Geography | 60 + 15 | 25 | 20 | 10 |
| Dance (Kathak/Bharat Natyam) | 60 + 15 | 25 | 20 | 10 |
| Fine Arts: Painting, Graphic, Sculpture and Applied Arts (Commercial Arts | 60 + 15 | 25 | 20 | 10 |
| One Subject from the following: | | | | |
| Physical Education | 60 + 15 | 25 | 20 | 10 |
| Computer Science (IP) | 60 + 15 | 25 | 20 | 10 |
| Grand Total | | 500 | 150 | |

Source: H. P. Board of School Education, Dharamshala (hpbose.org)^[13] and Department of Higher Education 2012, Education Code, Chapter 2, pp. 8. (educationhp.org)^[14].

The Table XXXII depicts the subjects that can be offered by students of senior secondary schools for Himachal Pradesh Board of School Education, Dharamshala examination. English is compulsory for all the subject combinations. The three compulsory subjects opted by the students in each discipline and one subject from the optional subjects. In total there are five subjects in senior secondary examination. The examination, evaluation of answer sheets and declaration of

the results is done by the Himachal Pradesh Board of School Education, Dharamshala, District, Kangra. The certification of Senior Secondary Examination is issued to each student by the board.

Examination Result of Previous Academic Year:

Table XX XIII: Annual Examination Result of Class X (2013-14)

| Social Category | Number of Students Appeared | | | Number of Students Passed | | | Total Pass %age |
|-----------------|-----------------------------|--------------|---------------|---------------------------|--------------|---------------|-----------------|
| | Boys | Girls | Total | Boys | Girls | Total | |
| General | 39539 | 33606 | 73145 | 29786 | 25679 | 55465 | 75.82 |
| SC | 20393 | 18918 | 39311 | 12906 | 12251 | 25157 | 63.99 |
| ST | 4543 | 3996 | 8539 | 3201 | 2668 | 5869 | 68.73 |
| OBC | 12871 | 11319 | 24190 | 8471 | 7425 | 15896 | 65.71 |
| Total | 77346 | 67839 | 145185 | 54364 | 48023 | 102387 | 70.52 |

Source: UDISE 2014-15, NEUPA, Table No. Enr – 17, pp. 43.^[9]

The annual result of general students of class X is more than the total result of the State whereas the only 63.99% students

belong to SC category passes their matric examination. The annual result of ST and OBC students are better.

Table XX X IV: Gender and Social Category – wise Examination Result of Class XII**Arts Stream**

| Social Category | Number of Students Appeared | | | Number of Students Passed | | | Total Pass %age |
|-----------------|-----------------------------|--------------|--------------|---------------------------|--------------|--------------|-----------------|
| | Boys | Girls | Total | Boys | Girls | Total | |
| General | 12084 | 14518 | 26602 | 9473 | 11696 | 21169 | 79.57 |
| SC | 6604 | 7791 | 14395 | 5088 | 6175 | 11263 | 78.24 |
| ST | 1647 | 1908 | 3555 | 1240 | 1493 | 2733 | 76.87 |
| OBC | 3929 | 4991 | 8920 | 2856 | 3743 | 6599 | 73.97 |
| Total | 24264 | 29208 | 53472 | 18657 | 23107 | 41764 | 78.10 |

Science Stream:

| Social Category | Number of Students Appeared | | | Number of Students Passed | | | Total Pass %age |
|-----------------|-----------------------------|--------------|--------------|---------------------------|--------------|--------------|-----------------|
| | Boys | Girls | Total | Boys | Girls | Total | |
| General | 12024 | 9187 | 21211 | 9966 | 7806 | 17772 | 83.78 |
| SC | 3210 | 2385 | 5595 | 2757 | 2082 | 4839 | 86.48 |
| ST | 883 | 765 | 1648 | 717 | 657 | 1374 | 83.37 |
| OBC | 2834 | 2270 | 5104 | 2422 | 2019 | 4441 | 87.01 |
| Total | 18951 | 14607 | 33558 | 15862 | 12564 | 28426 | 84.70 |

Commerce Stream:

| Social Category | Number of Students Appeared | | | Number of Students Passed | | | Total Pass %age |
|-----------------|-----------------------------|-------------|--------------|---------------------------|-------------|--------------|-----------------|
| | Boys | Girls | Total | Boys | Girls | Total | |
| General | 5876 | 4065 | 9941 | 4564 | 3342 | 7906 | 79.52 |
| SC | 2319 | 1553 | 3872 | 1756 | 1287 | 3043 | 78.58 |
| ST | 451 | 321 | 772 | 339 | 256 | 595 | 77.07 |
| OBC | 2091 | 1356 | 3447 | 1502 | 1078 | 2580 | 74.84 |
| Total | 10737 | 7295 | 18032 | 8161 | 5963 | 14124 | 78.32 |

Source: UDISE 2014-15, NEUPA, Table No. Enr – 18, pp. 44.^[9]

The annual result of senior secondary students of science stream is high than other two streams. General students of Arts and Commerce stream and OBC students of Science stream are found better than their counterpart. The students belong to OBC category in Arts & commerce stream and students belong to ST category in Science stream get low result as shown in Table XXX IV.

2 (g) Fees Collected by the Schools: All Government elementary schools are bound by the RTE Act 2009 to provide free and compulsory education to all the children. Therefore, no fee or fund is collected from the students of classes 1st to 8th. The high and senior secondary schools are allowed to collect small amount of admission fees and another funds. The fees and funds charged by all Govt. schools in Himachal Pradesh (Department of Higher Education, 2012)^[15] are given in the Table XX XV as follows.

Table XXX V: Detail of Fee and Funds Collected from Students of Class 9th to 10+2.

| Name of Fee | Class 9 th and 10 th | Class +1 and +2 |
|--|--|-----------------|
| ANNUAL CHARGES | | |
| Admission Fee | 5 | 10 |
| School Leaving Certificate Fee | 5 | 5 |
| Magazine Fund | ---- | 40 |
| Identity Card Fund | 10 | 10 |
| Furniture Repair Fund | --- | 5 |
| Cultural Activity Fund | ---- | 15 |
| Library Security (Refundable) | ----- | 30 |
| Examination Fund | 75 | 100 |
| MONTHLY CHARGES | | |
| Amalgamated (Union Fund) | 10 | 15 |
| Building Fund | 5 | 10 |
| Science Fund | 3 | ---- |
| Practical Fund per Subject (for Practical Subjects only) | ---- | 10 |
| NCC Fund (where NCC functioning) | ---- | 1 |
| Scout and Guide Fund | 2 | 3 |
| Sports Fund | 2 | 3 |
| Sports Equipment Fund | 2 | 3 |
| ICT Fee | 110 | 110 |
| Physical Education Fee | 30 | 30 |

Source: Education Code, Department of Higher Education, Chapter 4, pp. 2. (educationhp.org/)^[15].

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

3. Innovations in School Education: The State Project Director Office and Directorate of Education always involved in new innovations and creativities in methodology of teaching, examination system, evaluation system and implementation of Continuous and Comprehensive Evaluation process in Govt. schools all over the State. The major innovations made in the school education are discussed as follows.

Table XXX VI: Some Innovations Introduced in School Education

| | Girls Education |
|----|--|
| a) | Information Technology Education |
| b) | Educating Out of School Children |
| c) | Inclusive Education |
| d) | Capacity Building of In-service Teachers |
| e) | Community Involvement |
| f) | Achievement Test at Elementary Level |
| g) | Himachal Sanskriti and Yoga Education |
| h) | Text Book Development |
| i) | Expansion of Sanskrit Schools |
| j) | Development of Learning Standards |
| k) | Knowledge Yantra (KYAN) |

a) Girls' Education: For achieving the goal of universal education in respect of girl child, specific inputs and activities are imperative to enhance their self-esteem and self-confidence and to familiarize them with the status and problems related to women. For this, systematic counseling and orientation on health, hygiene and physical and mental development which are not sufficiently covered by the regular curriculum have been proposed by the state. Free education is being provided to girl students in the State up to University level including vocational and professional courses i.e. only tuition fee is exempted. The state has implemented Kishori Shakti Yojna to improve the nutritional and health status of girls in the age group of 11-18 years, to provide the required literacy and numeracy skills through non-formal education to train and equip the adolescent girls to improve/ upgrade home-based and vocational skills and to promote awareness of health, hygiene, nutrition and family welfare, home management/ child care and to take all measure as to facilitate their marrying only after attaining the age of 18 years. During the financial year 2014-15 (up to December, 2014), supplementary Nutrition has been provided to 35,325 BPL adolescent girls, Vocational training to 1,061 girls, number of adolescent girls given NHED and Non Formal Education to 1,19,153 and number of adolescent girls given IFA/ Deforming supplementation to 20,928. During the current financial year 2014-15, no fund have so far been received from Govt. of India, however out of balance of ₹33.67 lakh of 2013-14 ₹24.74 lakh have been utilized up to December, 2014. With an aim to empower girls through appropriate inputs in the science, technology and innovation, girls studying in KGBV and LLF Pilot schools were supported and oriented towards research and innovation. Three students of Himachal Pradesh have got the top level amongst 22,946 girls from 279 KGBVs in the country (Economic Survey of Himachal Pradesh, 2014-15)^[16].

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

of total fee. About 105000 students are enrolled in IT education subject.

b) Out of School Children: According to Economic Survey of Himachal Pradesh, 2014-15 states that the Net Enrolment Ratio (NER) at the elementary stage of education in Himachal Pradesh is more than 99 percent which is indicative of the fact that there are negligible children who are outside the formal range of education. However they are being attempted to bring into the fold of elementary education through Non-Residents Bridge Courts Centres (NRBCCs). The first and foremost obligation of Right to Education (RTE) Act is to ensure that all children in the age group of 6-14 years should be in the schools. Other independent studies conducted by Indian Market Research Bureau (IMRB) and Pratham have also confirmed that the number out of school children in Himachal Pradesh is below one percent. Bilaspur and Lahaul Spiti Districts have no out of school children. It is observed that due to migration from other parts of the country to the urban/semi-urban areas of the State, the figure of out of school children keeps on fluctuating. Districts have been asked to conduct survey in the month of July and December every year to keep track of migratory population, enroll them in schools as per RTE provision by leveling off their learning gaps through some non-residential bridge courses. For identified 2,414 Out of School Children (OOSC) including 105 Children With Special Need (CWSN) age and class appropriate education is being ensured through NRBCCs. Bridge courses for primary and upper primary level children have been developed to ensure age appropriate admission of OOSC in formal schools.

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

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

e) Community Involvement: The trained resource teachers are providing support in the Community Involvement for which we have received very encouraging response from the community. The monthly meetings of SMC are regularly held in all the schools. SMC's taking efficient steps for the development of the school including improvement and betterment of education.

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

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

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

c) Modernization of Sanskrit Schools.

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

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

4. Major Problems of School Education in Himachal Pradesh: Although Himachal Pradesh is in the top list in elementary education in India. But, still many problems are observed by the investigator which is discussed as follows.

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

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

❖ **Unrecognized Schools:** There are still unrecognized schools in the State which are providing elementary education to the students. 0.1% schools are reported unrecognized during 2013-14.

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

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

❖ **Backdoor Entries of Incompetent School Teachers:** The State has recruited the incompetent teachers in the schools through School Management Committee (SMC) who have not qualified TET exam. Also, Para Teachers PTA teachers were also recruited in the same way in the schools through Village Education Committee and Parents Teacher Association in the previous years. The position of private schools is still worse in this regard as these schools have not any proper and authentic recruitment process. Teaching is a profession and leaving school education in the hands of teachers without professional qualification or training hampers the efforts to achieve quality school education.

5. Suggestions for Improvement: The education system has to be made more rational, more convenient, and more palpable to mind, more conducive, more attractive and friendlier. There is an urgent need to revamp the elementary education system in Himachal Pradesh. The following are the suggestions regarding this:

- ✓ The education should be based on aptitude of a child.
- ✓ The standard of school education offered by the state government needs to be raised by way of improving the infrastructure, facilities, teachers, teaching-learning process, school environment etc.
- ✓ The GOI has sanctioned Five Model Schools for Educationally backward blocks of Distt. Chamba and Sirmour and state Govt. notified and made functional. The Five Model schools are GMSSS Khushnagri in Tissa Block Distt, Chamba, and GMSSS Dand in Tissa Block Distt. Chamba, GMSSS BhariaKothi in Mehla Block, Distt. Chamba, GMSSS Hillour in Pangi Block Distt. Chamba and GMSSS Shillai in Shillai block Distt. Sirmour. More model schools should be created by SSA and RMSA.
- ✓ 'There should be All India Teachers Services (AITS) to provide better incentive and status so that quality people can be attracted towards the system' (Raj, V. S., 2009)^[17].
- ✓ The educational content must be scientific in nature to stimulate growth – oriented outlook towards life.
- ✓ It is an important area in which school education can be upgraded (Kumar, S., 2013)^[18]. School Management Committees should be trained and involved in preparation of school development plan as this is one of the functions mandated for SMC by RTE Act 2009.
- ✓ Efforts should be made to improve the implementation of ICT in all Schools so as to make teachers and students ICT educated or at least literate. Computers and internet facility wherever available, need to be integrated with teaching-learning process. In 2013-14, 105000 students enrolled in IT education subject in classes IX to XII. It needs to be implemented at elementary stage.

- ✓ The State Govt. should take a positive initiative towards the better of education and status of Govt. elementary schools.
- ✓ Today best teachers are in Govt. schools but the students are those rejected by other schools. There is need to change the attitude of the parents towards Govt. schools.
- ✓ The teachers of the Govt. schools need to strengthen the rapport of the Govt. elementary schools by highlighting their teaching activities and innovations through media.

Thus, by taking some steps on these suggestions the level of schools and students will hopefully enhance. It is a collaborative effort and all have to work in the right direction to improve the quality and standard of elementary school education in the hilly State.

VI. Conclusion: Useful and relevant education signifies a quest for an education system. There is mission to bridge social, regional, class and gender gaps with the active participation of the community in the management of Govt. elementary schools. But at last I shall bind up with these lines that people who are in this field or who are the part of this holy course should think that this occupation is like that doctor's job who gives light to the blind and this job is the part of that holy job of God because God made man but we make them civilized.

"So we should not cheat our duty because we do not cheat anyone we cheat ourselves."

Some serious policy making procedure needs to be adopted and implemented soon to improvise the degrading face of Indian education system or else we will not be able to sustain our global leadership after 2050 (Kumar, S., 2012)^[19].

Clearly defined mission, goals, and objectives guide faculty, administration, staff, and governing bodies in making decisions related to planning, resource allocation, programs and curriculum development, and definition of program outcomes. These goals and objectives should focus on student learning, other outcomes, and school improvement (Kumar, S., 2011^[20], 2013^[18]). The H.P. Govt. is responsible for providing free and compulsory quality education to each and every child up to the 8th standard irrespective of class and gender. It has paved the way for building a strong, literate and empowered youth of the State. Its aim is to allow children to learn about and master their natural environment and surroundings in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that provides children an opportunity to work for each other's well being rather than to permit mere selfish pursuits. I found in the study that the State is performing better in various areas like implementation of CCE, medical check-up of the students, pupil-teacher ratio and taking achievement test at elementary level uniformly. But, in some aspects we teachers have to work hard along with the community to give praiseworthy output. However, the state's Endeavour to improve school education has not been fulfilled mainly due to paucity of funds. On the other hand, there are many problems faced in school level education which can be solved without involving much fund. The present study is an effort to take the attention of the authorities regarding this and expected to have some implications for this.

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