

Occasional Papers

Access to Secondary Education in North-Eastern States What SEMIS Data Reveal

S.M.I.A. Zaidi



National University of Educational Planning and Administration

17-B, Sri Aurobindo Marg, New Delhi-110016, INDIA

2013

Access to Secondary Education in North-Eastern States

What SEMIS Data Reveal

S.M.I.A. Zaidi



National University of Educational Planning and Administration

17-B, Sri Aurobindo Marg, New Delhi – 110 016

2013

Contents

Introduction	2
Demographic Profile of North-East Region	2
Literacy Scenario of North-East Region	5
Development of Secondary Education	8
Schools/Colleges imparting Secondary and Higher Secondary Education	10
Secondary Education in North-East Region	12
Access to Secondary Education	12
Size of Secondary Schools in North-East	17
Teachers at Secondary level	18
Trained Teachers at Secondary Level	20
Facilities in Secondary Schools	23
Availability of Buildings in Secondary Schools	24
Availability of Various Types of Rooms in Secondary Schools	25
Availability of Infrastructure Facilities in Secondary Schools	30
Availability of Computer Facility and its Accessories	32
Availability of Library and related facilities	36
Sanitation Facilities in Secondary Schools	38
Provisions made under RMSA for Secondary Schools in the 11 th Plan	40
Provisions made under ICT@Schools Scheme for Secondary Schools	45
Findings of the Paper	48
In Sum	53
References	53

Access to Secondary Education in North-Eastern States

What SEMIS Data Reveal

S.M.I.A. Zaidi*

Abstract

The north-eastern region of the country is located relatively far off from the centre. The region is geographically located in such a way that several states in this region have international borders. The region, comprising of 8 states, has its own typical socio-economic characteristics. Huge area of the region is covered by hills and mountains. It is generally felt that development in this region has been rather slow when compared with other regions of the country. However, this does not necessarily mean that north-eastern region is educationally backward also. Barring two states, namely Arunachal Pradesh and Assam, the literacy rates of all other states are relatively quite high when compared with the literacy rate of the country.

This paper looks at the educational development in this region with focus on secondary education. It presents the scenario of secondary education in the north-east region by analysing state-wise data on access to secondary education. All data used in it have been taken from Secondary Education Management Information System (SEMIS) for the year 2009-10, i.e., the data as on 30th September 2009 for which complete report in SEMIS is available. The secondary education scenario of the region and individually in all the 8 states have been compared with the respective figures for the country as whole. It thus presents an inter-state picture of the region on access to secondary education. It also briefly presents the provisions made under RMSA for strengthening of the secondary schools in the region till the end of 11th five year plan.

It reveals that despite the fact that region is located in far flung area in the country, access to secondary education is not a problem and schooling facilities in this region are available in all these states. Though access in terms availability of secondary schools is quite satisfactory, provision of facilities in the secondary schools is not up to satisfactory level. Though enough number of teachers are available in secondary schools and the pupil teacher ratio is quite low, the availability of trained teachers in secondary schools is a big issue in all the states of the region as percentage of trained teachers in almost all states is far below the national average. Relatively higher percentage of secondary schools in the states of north-eastern region are lacking basic facilities like library, laboratories, headmaster's room, boys' and girls' common room, drinking water facility, compound wall, sports material, indoor games facility etc. It has been found that facilities like electricity, computers and internet are hardly available in the secondary schools of this region.

* Professor & Head, Department of Educational Planning, National University of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi - 110016.

The author would like to thank the anonymous referee of the NUEPA Occasional Paper series for their suggestions to revise the paper.

Introduction

India is a very vast country not only in terms of its population size but also in its geographical area. The country is divided into 35 administrative units known as the states and union territories. At present there are 28 states and 7 union territories in India. However, being such a large country, one can see that there are several geographical regions in India and these are northern region, central region, western region, eastern region, southern region and north-eastern region. The development in general and educational development in particular can be seen in India across various regions and also by states and union territories.

The north-eastern region of the country, as is clear from the name, is located in the north-eastern part of India. This region has its own specific characteristics that are distinct from other regions. That may be the reason that the states coming under this region have not been included in the eastern region of the country. The region comprises of 8 states namely Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and almost all the states are having geographically strategic location, as almost all of them have international borders, adjoining with different countries, namely Nepal, Bhutan, Tibet, China, Myanmar and Bangladesh.

Almost all these are hill states, except Assam which is not only the biggest state of the region but also has a vast plain area. The whole region can be termed as a backward region in terms of economic development as there are hardly any big industries here, barring some such units in Assam. However, it does not necessarily mean that all the states lying under this region are also educationally backward.

Geographically Assam and Arunachal Pradesh are larger states while other six states of the north-eastern region are small states. Demographically, except Assam, all states in the north-eastern region are relatively quite small.

Demographic Profile of the North-east region

As per 2011 population data, out of the total 28 states in the country, Sikkim is demographically the smallest state and it represents only 0.05 per cent of the country's

population. It may, therefore be noted that Sikkim is not only the smallest state of the region but it is also even the smallest state of the country. In fact the 2011 census data show that out of the 5 smallest states in the country four states are located in the north-eastern region and these are Mizoram, Nagaland, Manipur and Sikkim. Goa, the only one of the 5 smallest states in India, is not located in the north-eastern region.

Population Wise

The following Table 1 shows the demographic profile of the 8 north-eastern states, as well as the north-eastern region, as per 2011 Census.

Table 1
Population of North-Eastern States of India (2011)

Name of the State	Total Population	Male Population	Female Population	% of Country's Population
Arunachal Pradesh	1382611	720232	662379	0.1142
Assam	31169272	15954927	15214345	2.5755
Manipur	2721756	1369764	1351992	0.2249
Meghalaya	2964007	1492668	1471339	0.2449
Mizoram	1091014	552339	528675	0.0902
Nagaland	1980602	1025707	954895	0.1637
Sikkim	607688	321661	286027	0.0502
Tripura	3671032	1871867	1799165	0.3033
NORTH-EAST REGION	43137982	23309165	19828817	3.5646
India	1210193422	623724248	586469174	100

Source: Census of India 2011

Table 1 presented above, reveals that the north-eastern region of the country, comprising of 8 states (out of 35 states and union territories), represents only about 3.56 per cent of the country's population. However, it can be noted that Assam, the biggest state of this region, comprises of 2.58 per cent of the country's population and this state alone represents about 72.25 per cent of the total population of north-eastern region. It means that demographically about three-fourth of the north-eastern region comprises of only one state, i.e., Assam and the rest one-fourth population of the region lives in the remaining other 7 states in the region.

Table 1 shows further that in the north-eastern region, one state, namely Sikkim, has less than 1 million population; three states namely Arunachal Pradesh, Mizoram and Nagaland have population between 1 and 2 million; two states, i.e., Manipur and Meghalaya have population between 2 and 3 million; while one state, i.e., Tripura has population between 3 and 4 million. Assam, the biggest state of this region has a population of more than 31 million. So, demographically, Assam is the biggest and Sikkim the smallest state of this region.

Area Wise

The following Table 2 presents some demographic indicators of the eight states of the north-eastern region as per 2011 Census.

Table 2
Demographic Indicators of North-Eastern States of India (2011)

Name of the State	Area (sq. kms.)	Density of Population	Sex Ratio	Growth Rate of Population (2001-2011)
Arunachal Pradesh	83743	17	920	25.92
Assam	78438	397	954	16.93
Manipur	22327	122	967	18.65
Meghalaya	22429	132	986	27.82
Mizoram	21081	52	975	22.78
Nagaland	16579	119	931	-0.47
Sikkim	7096	86	889	12.36
Tripura	10486	350	961	14.75
NORTH-EAST REGION	262179	164	950	-
India	3287240	382	940	17.64

Source: Census of India 2011

Table 2 shows that the north-eastern region has about 7.98 per cent of the country's area while its population is only about 3.56 per cent of the country's population. In the north-eastern region, geographically, Arunachal Pradesh (83743 square kilometer) is the biggest state in terms of its area, followed by Assam (78438 square kilometer). Table 2 further reveals that Sikkim (7096 square kilometer) is the smallest state in north east region in its area, followed by Tripura (10486 square kilometer).

Density of Population

Being small in population and relatively vast in terms of its geographical area, the north-eastern region has quite a low density of population. As against the population density of 382 in the country, the north-eastern region has only 164 persons per square kilometer. But Assam is the state where the population density is even more than the national average while in Tripura also population density is relatively high. In three states, namely Manipur, Meghalaya and Nagaland, the density of population is between 100 and 135. In other two states, namely Sikkim and Mizoram, the population density is between 50 and 100. Arunachal Pradesh has a population density which is not only lowest in this region but it is also lowest in the whole country.

Sex Ratio

Data pertaining to sex ratio show that the position in north-eastern region is relatively better as here the sex ratio is slightly better than the national average. In the north-eastern region, sex ratio is highest in Meghalaya followed by Mizoram and Manipur. However, in three states, namely Sikkim, Arunachal Pradesh and Nagaland, the sex ratio is lower than the national average of 940 and that of the north-eastern region which is 950.

Decadal Growth Rate

The decadal growth rate of population in the states of north-eastern region shows a very typical trend. It is surprising to note that in Nagaland the population has declined between 2001 and 2011 and this is the only state in the region that shows negative growth rate of population. Meghalaya has the highest decadal growth rate of population, followed by Arunachal Pradesh and Mizoram. But Sikkim, Tripura and Assam have lower decadal growth rates of population than the national average of 17.64.

Literacy Scenario of North-East Region

Literacy is considered as one of the most basic indicators of educational development of any area. It may therefore be appropriate to look at the literacy figures of the various states of the north eastern region and compare these figures with national

scenario. The following table presents the literacy rates of the north-eastern states for the 2011 Census.

Table 3
Literacy Rates of North-Eastern Region (2011)

Name of the State	Total Literacy	Male Literacy	Female Literacy	Increase in total literacy (2001 to 2011)
Arunachal Pradesh	67.0	73.7	59.6	+12.7
Assam	73.2	78.8	67.3	+10.0
Manipur	79.8	86.5	73.2	+9.3
Meghalaya	75.5	77.2	73.8	+13.0
Mizoram	91.6	93.7	89.4	+2.8
Nagaland	80.1	83.3	76.7	+13.5
Sikkim	82.2	87.3	76.4	+13.6
Tripura	87.8	92.2	83.1	+14.6
India	74.04	82.14	65.46	+9.0

Source: Census of India 2011

Over-all Literacy Status

Table 3 reveals that, except Arunachal Pradesh and Assam, all the other 6 states of the north-eastern region have better literacy rates than the national average of 74.04 per cent as per 2011 Census. Looking at the overall literacy rates of the 28 states in India, the figures show that Arunachal Pradesh is placed second from the bottom; and it is above Bihar only. Further, it can also be observed that Mizoram is placed second from the top among 28 states as it is ranked only below Kerala as far as 2011 literacy rates are concerned. It can, therefore, be inferred that the north-eastern states represent the extreme cases as far as literacy rates are concerned.

In the total literacy as observed above, Mizoram has the highest literacy while Arunachal Pradesh has the lowest literacy in the region. Out of 8 states one state, that is, Mizoram has more than 90 per cent literacy; three states, that is, Nagaland, Sikkim and Tripura have more than 80 per cent literacy; and two states namely Manipur and Meghalaya have literacy rate between 75 and 80 per cent.

Male Literacy

The figures of male literacy show that except Arunachal Pradesh, Meghalaya and Assam the rest 5 states of the north-eastern region have higher literacy rates than the

national average (82.14 per cent). Table 3 shows that two states, namely Mizoram and Tripura have more than 90 per cent male literacy. Further, three states have male literacy between 80 and 90 per cent and these states are Manipur, Nagaland and Sikkim. Only three states, namely Arunachal Pradesh, Assam and Meghalaya have male literacy below 80 per cent and also below the national average.

Female Literacy

The position of female literacy in north-eastern states is even better as all the states, except Arunachal Pradesh, have better female literacy than that the national average of 65.46 per cent. In two states of north-eastern region the female literacy is more than 80 per cent and these states are Mizoram and Tripura. In two states, namely Nagaland and Sikkim the female literacy is between 75 and 80 per cent. Another two states of the region, namely Manipur and Meghalaya have female literacy between 70 and 75 per cent. Assam has less than 70 per cent female literacy while Arunachal Pradesh has less than 60 per cent female literacy.

Decadal Literacy Growth Rate

It may be appropriate to see the progress made by the north-eastern states in literacy in 10 years, i.e., between 2001 and 2011. The figures presented in the above Table 3 show that the north-eastern states have made very good progress in this regard. Mizoram is the state where the progress in literacy was rather the slowest as the literacy here has increased by 2.8 percentage points only. The reason being the literacy rate of this state was very high even in 2001 and so there was not much scope for this state to increase its literacy figures. In rest of the 7 states, the net increase in literacy is more than the national average of 9 percentage points between 2001 and 2011. In this regard, Manipur shows the lowest increase, followed by Assam while Tripura shows the highest increase in literacy. In rest of the four states, the increase in literacy is between 10 and 14 percentage points and these states are Arunachal Pradesh, Meghalaya, Nagaland and Sikkim.

Looking at the literacy figures presented in the above Table 3, it can be concluded that, except Arunachal Pradesh and Assam, the north-eastern states show that these are the educationally advanced states of the country as far as the literacy scenario in India is concerned. Further, almost all the north-eastern states have made very good progress in increasing the literacy rates between 2001 and 2011.

Development of Secondary Education

The development of secondary education in India has been mainly the responsibility of state and UT governments and the role of central government in this regard has been quite marginal. However, it seems that the states, by and large, have been focusing more on the elementary education and they have not been able to allocate enough resources on secondary education. Thus, secondary education has got low priority in many states of the country. It may, therefore, be perceived that the pace of growth in secondary education sector is relatively slow as compared to elementary education.

It may be noted that secondary education in India is so far neither compulsory nor free for all children of the country. Further, unlike elementary education there is no Constitutional directive to provide secondary education to all the children as neither Article 45 of the Constitution nor the Right to Education (RTE) Act 2009 covers the secondary level of education. It is, therefore, clear that there is no official commitment for the universalization of secondary education in the country so far. However, as a result of successful implementation of Sarva Shiksha Abhiyan (SSA) programme in the whole country for about 10 years now, it is found that tremendous progress has been made in the area of elementary education and, therefore the demand for secondary education has also increased.

Perspective Planning

It may be mentioned here that Government of India had set up a committee of CABE on “Universalization of Secondary Education” in September 2004. This committee submitted its report in 2005. One of the recommendations of this committee was that “each state should develop a perspective plan for universal secondary education.

In order to develop the perspective plan, a comprehensive Secondary Education Management Information System (SEMIS) should be developed as early as possible. The SEMIS must especially provide for capturing data on girls, SC/ST, OBC, minorities and disabled children”

As a result of the above mentioned recommendation of the CAGE committee two developments took place in the country and these are as follows.

One, a nationwide programme on secondary education was launched in the country. This programme known as Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been launched in March 2009 by Government of India in collaboration with state governments. Two, NUEPA developed a framework and operationalized Secondary Education Management Information System (SEMIS) in the country and this was launched in 2009-10 and is now operational in all the states and union territories of the country.

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) programme has been implemented in all the states and union territories since 2009-10 and all the districts of the country have been covered under this programme. The vision of this programme is to provide good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. This programme has the following objectives.

- To provide secondary school within a reasonable distance of any habitation, which should be 5 kilometers for secondary schools and 7-10 kilometers for higher secondary schools.
- To ensure universal access of secondary education by 2017 (GER of 100%), and Universal retention by 2020.
- To ensure that all secondary schools have physical facilities, staff and supplies up to the prescribed standards.
- To improve access to secondary schooling to all young persons according to norms.
- To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.

- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- To ensure that all students pursuing secondary education receive education of good quality.

Under RMSA, all the districts of the country in various states and union territories are developing their district secondary education perspective and annual plans. As per the directive of Ministry of HRD, Government of India, these plans are being developed by using the data generated by the districts and states under SEMIS. The above mentioned two programmes, namely RMSA and SEMIS have been implemented and made operational in all the 8 north-eastern states also.

North eastern states are geographically located in difficult region and its topography is different from rest of the country and that is why this region has its own problems related to infrastructure development in general and provision of educational facilities in particular. This is perhaps the reason that the north-eastern region is seen as a very specific case and the government of India has a special provision of funding for the development of these states. Keeping in view the above discussion, the present study takes into account the development of secondary education in north-eastern region as an area of specific investigation.

One of the main objectives of this study is to examine the performance of these states in development of secondary education and show the status of secondary education facilities available in the north-eastern region in general and in the north-eastern states in particular and compare the performance of this region and these states with the rest of the country.

Schools/Colleges imparting secondary and Higher Secondary Education

Information on various items related to secondary and higher secondary education has been collected under the Secondary Education Management Information System (SEMIS) that has been managed by NUEPA at the national level. Under this system, data are collected from all schools imparting secondary and higher secondary education on

various items and all these schools provide data by filling up a Data Capture Format (DCF) developed for the said purpose. These data from schools are collected by the states and union territories annually with reference date as on 30th September. These data are aggregated at the national level by NUEPA.

The following Table 4 presents the number of schools/colleges imparting secondary and higher secondary education in India and in the north-eastern region as on 30th September 2009 and the year is officially reported as 2009-10.

Table 4
Number of Schools/Colleges imparting Secondary and Higher Secondary Education (2009-10)

Name of the State	No. of Schools/Colleges imparting Secondary Education (IX-X)	No. of Schools/Colleges imparting only Higher Secondary Education (XI-XII)	Total No. of Schools/Colleges imparting Secondary and H.S. Education
Arunachal Pradesh	228	39	267
Assam	5584	293	5877
Manipur	804	11	815
Meghalaya	879	27	916
Mizoram	638	18	656
Nagaland	481	25	506
Sikkim	162	14	176
Tripura	763	10	773
NORTH-EAST REGION	9549	437	9986
India	166327	28493	194820

Source: NUEPA (2012): SEMIS 2009-10

The above Table 4 shows that the total number of educational institutions imparting secondary and higher secondary education, as reported in SEMIS, was 1,94,820 in the year 2009-10. Out of these total institutions, north-eastern region had 9,986 institutions which is about 5.13 per cent of the country's total educational institutions imparting secondary and higher secondary education. The present paper covers all the schools and colleges imparting secondary education, i.e., all the educational institutions having grades IX and X.

It may, therefore, be made clear here that the scope of this paper is limited to the analysis of secondary education institutions only and that is why all data presented in the

paper pertain to these educational institutions, i.e., 1,66,327 in the country and 9,549 such educational institutions working in the north-eastern region. Further, all data presented in this paper are as reported in SEMIS 2009-10.

Secondary Education in North-east region

In this paper all educational institutions imparting secondary education (i.e. having grades IX and X) will be referred to as secondary schools. So, secondary schools in this paper mean all the educational institutions imparting secondary education.

As mentioned above the literacy rates of north-eastern states, barring Arunachal Pradesh, are quite impressive. It can therefore be expected that the performance of these states from north-eastern region in elementary education will also be relatively better. However, the focus of this paper is on investigating about the performance of these states in development of secondary education. This paper mainly focuses on the provisions made by the states of the north-eastern region for developing their secondary education sector. As mentioned above, SEMIS has been operational in all the states and union territories including all the 8 north-eastern states. This paper extensively uses the data from this source and all data related to secondary education presented in this paper pertains to the year 2009-10.

Access to Secondary Education

The access to secondary education can be seen in terms of the number of secondary schools available in the region. State-wise availability of secondary schools in the north-eastern region is presented in the following tables. All data reported in the following tables pertain to the number of schools covered under SEMIS 2009-10 and may not be necessarily the total number of schools available in the states and the country.

The following Table 5 presents state-wise total number of secondary schools by category in the north-eastern states of the country as reported in SEMIS 2009-10.

Table 5
Total Number of Secondary Schools by Category (2009-10)

Name of the State	Government Schools	Private Aided Schools	Private Unaided Schools	Total Number of Schools
Arunachal Pradesh	186	20	22	228
Assam	3061	1219	1314	5584
Manipur	254	135	415	804
Meghalaya	44	497	338	879
Mizoram	223	159	256	638
Nagaland	141	0	340	481
Sikkim	141	8	13	162
Tripura	695	32	36	763
NORTH-EAST REGION	4745	2070	2734	9549
India	77766	34816	53745	166327

Source: NUEPA (2012): SEMIS 2009-10

Note: In the above table, the government schools include all schools run by state government departments, local bodies and central government departments.

The above Table 5 shows that out of total 1,66,327 secondary schools in the country (covered under SEMIS), 9,549 schools are in the north-eastern region. This shows that north-eastern region had about 5.74 per cent secondary schools of the country in 2009-10. However, as presented in the Table 1 above, the north-eastern region has about 3.56 per cent of the country's population as per 2011 Census. These two figures, seen together, reveal that the north-eastern region has relatively more secondary level institutions as compared to the national average. This means that access to secondary schooling facilities is better in the north-eastern region as compared to other regions.

Though the above Table 5 shows the number of government, private aided, private unaided and total number of schools in the north-eastern states and north-eastern region and the country, it does not show a very clear picture of availability of these types of schools across the states. As far as the availability of government, private aided and private unaided schools is concerned, a better picture can be seen by presenting the percentage of such schools in various states and region.

The following Table 6 presents the percentage of government, private aided and private unaided secondary schools in the north-eastern states as reported in SEMIS 2009-10.

Table 6
Percentage of Secondary Schools by Category (2009-10)

Name of the State	Government Schools	Private Aided Schools	Private Unaided Schools	Total Number of Schools
Arunachal Pradesh	81.58	8.77	9.65	228
Assam	54.82	21.83	23.35	5584
Manipur	31.59	16.79	51.62	804
Meghalaya	5.01	56.54	38.45	879
Mizoram	34.80	25.07	40.13	638
Nagaland	29.31	0	70.69	481
Sikkim	87.04	4.94	8.02	162
Tripura	91.09	4.19	4.72	763
NORTH-EAST REGION	49.69	21.68	28.63	9549
India	48.75	18.95	32.31	166327

Source: NUEPA (2012): SEMIS 2009-10

Note: In the above Table, the government schools include all schools run by state government departments, local bodies and central government departments.

The data presented in the above Table show, that the percentage of government schools in India is about 48.75 while in the north-eastern states, a little less than 50 per cent schools are the government schools. Further, private unaided schools are about 32.31 per cent in the country but in the north-eastern region, they are only about 28.63 per cent.

Looking at the government schools in the north-eastern states it is found that Tripura has the highest percentage of such schools, followed by Sikkim and Arunachal Pradesh. Assam has also relatively better share of government schools than the north-eastern region and the country. It is disappointing to note that in 3 out of 8 north-eastern states, the percentage of government schools is less than 40 per cent each which is below the national and regional average. These states are Mizoram, Manipur and Nagaland. The position in Meghalaya is worst as here only 5.01 per cent secondary schools are government schools.

Private aided schools are relatively highest in Meghalaya, followed by Mizoram. In 3 states private aided schools are less than 10 per cent and these states are Arunachal Pradesh, Sikkim and Tripura. It is interesting to note that in Nagaland there is no private aided school at all, as here there are either government schools or private unaided schools.

Table 6 reveals that private unaided schools are relatively less in the north-east when compared to the national average. It is disturbing to note that Nagaland has as high as about 70.69 per cent unaided schools while in Manipur also more than 50 per cent schools are unaided schools. In Meghalaya and Mizoram also, the ratio of unaided schools is more than the national average of 32.31 per cent.

From the above Table 6, it can be concluded that as far as the access to the secondary schooling facilities provided by the government are concerned, Tripura has the highest place with more than 90 per cent government schools while Meghalaya has, on the other hand about 95% private schools. Arunachal Pradesh and Sikkim, however, have more than 80 per cent government schools.

Access to secondary schooling facilities can also be seen in terms of number of schools per unit population and number of schools per unit geographical area. The following Table 7 presents data related to access indicators in the north-eastern region of the country.

Table 7
Access of Secondary Education in the North East

Name of the State	Population (2011)	No. of Schools (2009-10)	Population served by each school	No. of Schools per lakh Population	Area in square kilometers (2011)	Area Served by each school (in sq.kms.)
Arunachal Pradesh	1382611	228	6064	16.49	83743	367.29
Assam	31169272	5584	5582	17.92	78438	14.05
Manipur	2721756	804	3385	29.54	22327	27.77
Meghalaya	2964007	879	3372	29.66	22429	25.52
Mizoram	1091014	638	1710	58.47	21081	33.04
Nagaland	1980602	481	4118	24.29	16579	34.46
Sikkim	607688	162	3751	26.66	7096	43.80
Tripura	3671032	763	4811	20.78	10486	13.74
NORTH-EAST REGION	43137982	9549	4518	22.14	262179	27.46
India	1210193422	166327	7276	13.74	3287240	19.76

Sources: (1) Census of India 2011 and (2) NUEPA (2012): SEMIS 2009-10

The data presented in the above Table 7 reveal that in the north-east region for every 4,518 people there is one secondary school. But, in the country, for every 7,276 persons there is a secondary school. These figures show the access position of secondary education. Table 7 shows that access is best in Mizoram while it is worst in Arunachal Pradesh.

Number of schools available per lakh population can be taken as an indicator for measuring the access to schooling facility. Table 7 shows that in India there are 13.74 schools available per lakh population while in the north-east region there are as many as 22.14 schools available per lakh population. It shows that the position of access in the north-east region is better than the country as a whole. Here also, Mizoram is the best state while Arunachal Pradesh is the worst state.

Table 7 also presents average geographical area served by each secondary school. In India each school serves to about 19.76 square kilometer area while in the north-eastern region one school serves to about 27.46 square kilometer area. No wonder,

Arunachal Pradesh is worst served as here one secondary school serves to about 367.29 square kilometer area. The reason for such a disappointing picture of access in Arunachal Pradesh is that it has very small habitations, the population is quite scattered and the density of population is quite low. Tripura and Assam are the best states where one school serves only 13.74 square kilometer and 14.05 square kilometer area respectively.

From Table 7, it can be concluded that secondary schooling facilities are better in the north-east region as compared to other parts of the country. Within the north-eastern region, Mizoram has the best access to secondary schooling facility while Arunachal Pradesh has the lowest access to the secondary educational facilities. It is, therefore, desired that more secondary schools are required to be opened in this state, i.e., Arunachal Pradesh and the state government should give priority to the development of secondary education and open more secondary schools to meet the demand for secondary education.

Size of Secondary Schools in the North-East Region

A secondary school is expected to have an optimum size in terms of enrolment. The following Table 8 presents the average size of secondary schools in the north-eastern region.

Table 8
Average Size of Secondary Schools in North-Eastern region (2009-10)

Name of the State	Total no. of Secondary Schools	Total Enrolment at Secondary Level (IX-X)	School Size (No. of students per school)
Arunachal Pradesh	228	32958	143
Assam	5584	674184	121
Manipur	804	70524	88
Meghalaya	879	70379	80
Mizoram	638	32914	52
Nagaland	481	42070	87
Sikkim	162	13206	82
Tripura	763	103237	135
NORTH-EAST REGION	9549	1039472	109
India	166327	28272902	170

Source: NUEPA (2012): SEMIS 2009-10

Table 8 shows that average size of a secondary school in the north-east region is 109 while the average size of secondary school in India is 170 which indicates that north-east region has relatively smaller secondary schools. However, it is surprising to note that Arunachal Pradesh has the biggest size secondary schools in the region, followed by Tripura and Assam. In all other states of the north-eastern region, the average secondary school size is less than 100 students. Mizoram has the smallest size schools where average size of secondary is only 52 children.

Teachers at Secondary level

An important input to education system is the teachers and the non-teaching staff. It may be noted that each school needs to have sufficient number of teachers and non-teaching staff as per state norms. At secondary level it is expected that sufficient number of teachers may be available so as to ensure that proper teaching-learning takes place. However, at the secondary level, only the number of total teachers is not important but even subject-wise availability of teachers is also necessary. It is generally perceived that in the north-eastern states, availability of properly qualified teachers at secondary level is a problem and getting trained teachers is even more difficult. This paper examines about the position of availability of teachers in secondary schools of the north-eastern region.

The following Table 9 presents the number of teachers in position in the secondary schools, i.e., teachers available for teaching classes IX and X.

Table 9
Number of Teachers at Secondary level for Classes IX and X (2009-10)

Name of the State	Male Teachers	Female Teachers	Total Teachers	% of Female Teachers
Arunachal Pradesh	1616	473	2089	22.64
Assam	40061	15074	55135	27.34
Manipur	7285	4374	11659	37.51
Meghalaya	4427	3372	7769	43.40
Mizoram	2909	1187	4096	28.98
Nagaland	4023	2070	6093	33.97
Sikkim	1487	1051	2538	41.41
Tripura	3779	1502	5281	28.44
NORTH-EAST REGION	65587	29103	94690	30.74
India	1216617	834672	2051289	40.69

Source: NUEPA (2012): SEMIS 2009-10

Table 9 shows that in the north-eastern states, the highest number of secondary teachers is in Assam while the lowest number of teachers is reported in Arunachal Pradesh. Assam, being the biggest north-eastern state, has genuinely the highest number of teachers. Since the smallest state in the north-east region is Sikkim, it may be expected that Sikkim may have the lowest number of teachers. But Sikkim has more teachers than Arunachal Pradesh which shows that in Arunachal Pradesh the number of teachers is relatively less as compared to sikkim.

It can be observed that in the north-eastern region, there are 94,690 teachers which is about 4.62 per cent teachers of the country. However, data presented in the earlier Tables show that the north-eastern region has about 3.56 per cent population and about 5.74 per cent secondary schools. These data reveal that in the north-eastern region, teachers at secondary level are relatively more as compared to other regions of the country.

As far as availability of female teachers at secondary level is concerned, in the north-eastern region, the percentage of female teachers is 30.74 which is less than the percentage of female teachers in the country. In the north-east region, there are only two states where the percentage of female teachers is more than the national average and these states are Meghalaya and Sikkim. In addition to these two states, there are two more states, namely Manipur and Nagaland where percentage of female teachers is more than that of the north-east region, i.e., 30.74 per cent. Arunachal Pradesh has the lowest percentage of female teachers, followed upward by Assam.

The following Table 10 presents teachers per secondary school in the north-eastern region as per SEMIS 2009-10 data.

Table 10
Teachers per School at Secondary level in the North-Eastern States (2009-10)

Name of the State	Total no. of Secondary Schools	Total no. of Secondary Teachers	Teachers per schools
Arunachal Pradesh	228	2089	9.16
Assam	5584	55135	9.87
Manipur	804	11659	14.50
Meghalaya	879	7769	8.83
Mizoram	638	4096	6.42
Nagaland	481	6093	12.66
Sikkim	162	2538	15.67
Tripura	763	5281	6.92
NORTH-EAST REGION	9549	94690	9.91
India	166327	2051289	12.33

Source: NUEPA (2012): SEMIS 2009-10

Table 10 shows that teachers per school in the north-east region are quite less as compared to teachers per school in the country. In three states, namely Sikkim, Manipur and Nagaland, the number of teachers per school is more than the national average. In two states, namely Mizoram and Tripura the number of teachers per school are very less.

Trained Teachers at Secondary Level

The quality of education imparted in the schools depends upon the competence, commitment and sincerity of its teachers. It is, therefore, expected that all the teachers are well qualified and pre-service trained. However, a general impression is that in the north-eastern states, there is dearth of trained teachers and the secondary schools are managed mostly by untrained teachers. This paper examines this aspect of secondary education in the north-east states.

The following Table 11 presents percentage of trained teachers teaching at the secondary level in the north-eastern states as reported in SEMIS 2009-10.

Table 11
Percentage of Trained Teachers at Secondary level in North-Eastern States (2009-10)

Name of the State	Percentage of Trained Teachers MALE	Percentage of Trained Teachers FEMALE	Percentage of Trained Teachers TOTAL
Arunachal Pradesh	60.89	58.78	60.42
Assam	18.17	17.83	18.07
Manipur	27.58	36.07	30.80
Meghalaya	30.60	42.09	35.48
Mizoram	44.33	37.61	42.39
Nagaland	23.15	28.40	24.93
Sikkim	54.99	61.81	58.12
Tripura	65.42	66.67	65.76
NORTH-EAST REGION	26.12	29.63	27.19
India	81.89	82.07	81.96

Source: NUEPA (2012): SEMIS 2009-10

The data presented in Table 11 show that in the country, there are about 82 per cent trained teachers at the secondary level. However, in the north-eastern region, there are only 27.19 per cent trained teachers. It can be observed that none of the 8 north-eastern states has percentage of trained teachers at par with national average, i.e., 81.96. Data show that, except Assam and Nagaland, all other north-eastern states have trained teachers more than the regional average of 27.19 per cent. Only two states, namely Tripura and Arunachal Pradesh have more than 60 per cent trained teachers while Sikkim has more than 50 per cent trained teachers. It is very disappointing to note that Assam and Nagaland have less than 25 per cent trained teachers. The rest 3 states of the north-eastern region have trained teachers between 30 and 45 per cent and these states are Manipur, Meghalaya and Mizoram.

Looking at the gender-wise trained teachers, it is clear that there is hardly any difference in the percentage of trained male teachers and trained female teachers in the country. However, in the north-eastern region, female trained teachers are slightly more than the male trained teachers. In the north-eastern states, in this regard, there is low gender disparity in Arunachal Pradesh, Assam and Tripura. In rest of the states, gender disparities in training status of teachers at secondary level are quite visible.

As mentioned earlier, various north-eastern states have three types of secondary schools, i.e., government schools, private aided schools and private unaided schools. It may be interesting to examine here the status of trained teachers of these three categories of schools. The following Table 12 presents percentage of trained teachers in the government, aided and unaided secondary schools in the north-eastern states.

Table 12
Percentage of Trained teachers (Secondary) by Management of Schools in the North-Eastern States (2009-10)

Name of the State	% of Trained Teachers in GOVT. schools	% of Trained Teachers in AIDED Schools	% of Trained Teachers in UNAIDED Schools	Percentage of Trained Teachers ALL Schools
Arunachal Pradesh	61.17	62.77	54.17	60.42
Assam	23.75	8.49	11.46	18.07
Manipur	51.27	22.12	23.67	30.80
Meghalaya	65.53	37.50	25.40	35.48
Mizoram	84.14	14.27	10.66	42.39
Nagaland	42.98	NIL	17.15	24.93
Sikkim	59.57	60.53	47.13	58.12
Tripura	69.20	39.42	52.29	65.76
NORTH-EAST REGION	36.13	17.93	18.22	27.19
India	86.04	85.39	75.30	81.96

Source: NUEPA (2012): SEMIS 2009-10

Note: Nagaland has not even a single aided school

Table 12 very clearly reveals that government schools are quite ahead of the private schools as far as the percentage of trained teachers is concerned. In the country, the performance of private unaided schools is worst as the percentage of trained teachers in these schools is the lowest when compared to the government schools and the private aided schools. More or less similar is the trend in the north-eastern region and the north-eastern states also. In the north-eastern region, percentage of trained teachers in government schools is 36.13 per cent which is relatively far better than the private aided (17.93 per cent) and unaided (18.22 per cent) schools. In the north-eastern states, exceptions are: (i) Arunachal Pradesh where percentage of trained teachers in private aided schools is slightly better than the government schools; and (ii) Sikkim where again

percentage of trained teachers in private aided schools is slightly better than that in the government schools.

As far as the percentage of trained teachers in private unaided schools is concerned, the picture in the north-eastern states is very dismal. Only two states have more than 50 per cent trained teachers and these states are Arunachal Pradesh and Tripura. In four states not even 25 per cent secondary school teachers of private unaided schools are trained. Mizoram and Assam are the worst performing states as only 10.66 per cent and 11.46 per cent teachers of private unaided schools in these states are respectively trained.

As far as percentage of trained teachers is concerned, though almost all the north-eastern states seem to have problem in finding trained teachers but much more problem lies with the private aided as well as private unaided schools as the percentage of trained teachers in these schools is much less than that of government schools.

It may be noted that even the provision of in-service training of the secondary teachers is quite a problem in almost all these states, as institutional arrangement even for regular training is not available. In the north-east states, the problem is even more acute as these states have hardly any arrangement for pre-service training. However, under RMSA programme, there is a provision of in-service training of all government school teachers as well as of private aided school teachers every year. It is expected that as a result of such a provision in RMSA, secondary teachers' in-service training will be taken care of. But the real problem, as noted above, that lies with the private unaided school teachers will remain as these schools cannot be covered under any of the government schemes including the RMSA programme.

Facilities in Secondary Schools

Facilities are required to be provided in all schools, irrespective of their level. However, higher levels of schools such as secondary and higher secondary schools may need to have more facilities and these schools need to be better equipped. Unlike primary schools that need basic infrastructure, the secondary schools, for their smooth functioning

and proper teaching-learning process, need to have all kinds of infrastructure and facilities, in addition to the basic facilities.

Data on several items related to the infrastructure and facilities in the secondary and higher secondary schools have been provided in the SEMIS for all the states and union territories. This paper examines the performance of secondary schools of the north-eastern states as far as some selected items of infrastructure and facilities are concerned. These items include building, type of building, various rooms for different purposes, library, laboratory, and other basic facilities.

Availability of Building in Secondary Schools

It may be perceived that all secondary schools of the country ought to have their own building. However, it seems important to explore this aspect for secondary schools of the north-eastern states. The following Table 13 presents data on the availability of building and the type of buildings available to the secondary schools of the north-eastern region.

Table 13
Percentage of Secondary Schools having various types of building in
North-Eastern States (2009-10)

Name of the State	Pucca Building	Partly pucca Building	Kachcha Building	Tent	Others	No Building
Arunachal Pradesh	38.00	54.70	5.60	0	1.70	0
Assam	37.80	48.60	13.40	0.10	0.10	0
Manipur	34.40	48.30	16.80	0	0.40	0
Meghalaya	61.00	26.90	6.10	0	0.50	5.60
Mizoram	11.10	48.70	28.70	0	0	11.50
Nagaland	2.20	0.70	94.10	0	0	3.10
Sikkim	79.20	19.00	1.20	0	0.60	0
Tripura	86.90	12.40	0.50	0	0.10	0
India	81.40	13.40	2.50	0.20	2.50	0.10

Source: NUEPA (2012): SEMIS 2009-10

A common perception that all secondary schools have buildings seems to be negated by the data presented in the above Table that shows that in the country about 0.10 per cent secondary schools do not have a building of their own. In the North-Eastern

region, all the schools in five states do have their building but there are 3 states where some schools do not have any building. These states are Meghalaya, Mizoram and Nagaland. It is quite surprising to note that in Mizoram more than 10 per cent secondary schools and in Meghalaya more than 5 per cent secondary schools do not have any building.

Ideally, all secondary schools should have fully pucca building. But the Table 13 presented above shows that only 81.40 per cent secondary schools in the country have pucca building. The condition in the north-eastern region is even worse as, except Tripura, no state of this region has even 80 per cent schools having pucca building. In Sikkim, about 80 per cent and in Meghalaya about 61 per cent secondary schools have pucca building. In three states, namely Arunachal Pradesh, Assam and Manipur less than 40 per cent schools have pucca building. The position is really bad in Mizoram where only 11.10 per cent schools have pucca building but it is worst in Nagaland where there are hardly a few pucca building schools. Assam is the only north-eastern state, where 0.10 per cent schools are run in the tents though such tent schools are about 0.20 per cent in the country.

Analysis of data presented in the above Table 13 reveals that as far as availability of building in secondary schools is concerned, Tripura has about 87 per cent secondary schools with pucca building while Nagaland has about 94 per cent secondary schools running in kachcha buildings whereas a little more than 3 per cent schools do not have any building at all.

Availability of Various Types of Rooms in Secondary Schools

The secondary schools need not only have sufficient classrooms but may also have other rooms like Headmaster's/Principal's room, Assistant Headmaster/Vice-Principal's room, Teachers/Staff room, office room, library room, laboratory room etc.

The following Table 14 presents data on the percentage of secondary schools having various types of rooms in the schools.

Table 14**Percentage of Secondary Schools having various Types of Rooms (2009-10)**

Name of the State	Headmaster/ Principal's Room	Assistant Headmaster/ Vice-Principals Room	Teachers'/ Staff Room	Female Teachers' Room	Auditorium
Arunachal Pradesh	50.0	9.15	28.17	8.45	18.31
Assam	52.58	3.38	82.04	2.80	5.80
Manipur	85.30	36.82	91.67	25.45	20.45
Meghalaya	78.98	12.38	68.71	6.95	7.37
Mizoram	66.10	3.95	49.72	0.94	4.14
Nagaland	94.89	41.94	97.67	25.68	20.70
Sikkim	85.71	28.58	90.91	6.36	14.29
Tripura	60.93	6.18	75.15	5.74	3.75
NORTH-EAST REGION	61.13	9.46	78.22	6.20	7.98
India	70.87	12.35	63.68	19.36	12.33

Source: NUEPA (2012): SEMIS 2009-10

Table 14 shows that only about 70.87 per cent secondary schools in the country have Principal's/Headmaster's room. It therefore, means that in about 30 per cent of the secondary schools in India do not have a separate room for the principal/headmaster. The situation seems to be quite unsatisfactory as having separate room for the principal/headmaster in the secondary schools is almost essential. As far as north-eastern region is concerned, only about 61 per cent secondary schools have principal's/headmaster's room. It is, therefore, clear that the position in the north-eastern region is worse than the other regions of the country.

In the north-eastern region it is heartening to note that in three states, namely Nagaland, Sikkim and Manipur, there are more than 85 per cent secondary schools having separate room for principal/headmaster. Even Meghalaya also has 79 per cent secondary schools that have this facility of separate principal's/headmaster's room which is better than the national average. In the other north-eastern states less than 70 per cent secondary schools have principal's/headmaster's room. In this regard, Arunachal Pradesh and Assam are the worst performing states where less than 60 per cent secondary schools have separate rooms for principal/headmaster.

As far as separate room for vice-principal/assistant headmaster is concerned, it seems very rare in the secondary schools as only 12.35 per cent schools have this facility in the country while in the north-eastern region, this facility is available in only 9.46 per cent secondary schools. In the north-eastern region, Nagaland is the best performing state, as here 41.94 per cent secondary schools have this facility. In the other two states, namely Manipur and Sikkim, more than 25 per cent schools have this facility. However, Assam and Mizoram are the worst performing states, as in these two states, not even 5 per cent secondary schools have vice-principal's/ headmaster's room.

Separate room for teachers/staff also seems to be very essential in the secondary schools but the data presented in the above Table 14 as reported in SEMIS show that only 63.68 per cent secondary schools in the country have this facility. It means more than one-third secondary schools in the country do not have teachers'/staff room. It is heartening to note that in the secondary schools of the north-east region, the position is relatively better, as here about 78.22 per cent schools have the facility of teachers'/staff room. Nagaland is the best performing state as it has about 97.67 per cent secondary schools having this facility, followed by Manipur and Sikkim where about 91.67 per cent and 90.91 per cent secondary schools respectively have teachers'/staff room. In Assam and Tripura more than 75 per cent secondary schools have teachers'/staff room available. In Arunachal Pradesh and Mizoram, less than half of the secondary schools have this facility.

Table 14 also shows that female teachers' rooms are available only in 19.36 per cent secondary schools in the country which means about four-fifth secondary schools do not have female teachers' room. The situation is very bad in the north-eastern region as here not even 10 per cent secondary schools have this facility. In this region, only Manipur and Nagaland have more than 25 per cent secondary schools having this facility. However, in four states, namely Arunachal Pradesh, Meghalaya, Sikkim and Tripura, more than 5 per cent secondary schools have female teachers' room. Mizoram is the worst performing state, as here less than 1 per cent schools have this facility while in Assam only 2.80 per cent secondary schools have female teachers' room.

In the secondary schools generally, it is believed that at least one auditorium may be available for conducting various indoor literary and cultural activities and festivals. But this facility also seems to be rarely available in the schools as only 12.33 per cent secondary schools of the country have this facility. But in the north-east region the situation is still worse, as here hardly about 8 per cent secondary schools have auditorium. In the north-eastern region, as many as four states have better performance as in these states more than 14 per cent secondary schools have this facility. These states are Arunachal Pradesh, Manipur, Nagaland and Sikkim. In the north-eastern region, two states have less than 5 per cent secondary schools having auditorium facility and these states are Mizoram and Tripura.

The overall analysis of the data presented in the above Table 14 reveals that in the north-eastern region as far as the facilities of other rooms, i.e. other than the classrooms are concerned, Nagaland has the best performance, followed by Manipur and Tripura. In this regard, the position is worst in Mizoram and Arunachal Pradesh.

The following Table 15 presents the availability of other rooms in the secondary schools of north-eastern states as reported in SEMIS 2009-10.

Table 15
Percentage of Secondary Schools having Various Other Rooms (2009-10)

Name of the State	Library Room	Laboratory Room	Boys' Common Room	Girls' Common Room	Indoor Games Room
Arunachal Pradesh	30.28	38.73	6.34	7.04	9.86
Assam	11.02	3.49	3.16	19.39	1.10
Manipur	50.00	55.61	18.94	18.33	19.09
Meghalaya	21.84	34.35	3.20	6.12	4.59
Mizoram	6.21	13.37	3.58	3.58	7.53
Nagaland	37.63	53.49	6.45	6.18	11.83
Sikkim	25.45	70.00	2.73	1.82	5.45
Tripura	7.51	9.93	2.21	2.43	0.66
NORTH-EAST REGION	16.87	16.33	4.75	14.71	4.23
India	39.63	38.02	12.32	16.05	11.69

Source: NUEPA (2012): SEMIS 2009-10

Table 15 shows that about 40 per cent secondary schools in India have separate library room which shows that these schools have a full-fledged library. But, in the north-eastern region hardly about 17 per cent secondary schools have this facility. However, except Manipur, all other north-eastern states have less percentage of secondary schools that have library room than the national average. The performance of Mizoram is worst, as here only 6.21 per cent secondary schools have library room. This shows that about 94 per cent secondary schools of Mizoram have virtually no library.

About 38 per cent secondary schools of the country have laboratory rooms but this facility is available in only about 16 per cent schools in the north-eastern region. In this region there are only three states that have more than 50 per cent secondary schools having laboratory rooms and these states are Nagaland, Sikkim and Manipur. Arunachal Pradesh and Meghalaya also have more than one-third of the secondary schools that have laboratory rooms. Assam is the worst performing state, as here less than 5 per cent secondary schools have laboratory rooms.

Boys' common rooms are available in only 12.32 per cent secondary schools in the country but this facility is available in less than 5 per cent schools of the north-eastern region. However, in this region the position is relatively better in Manipur, as here about 19 per cent secondary schools have boys' common room. In five north-eastern states, less than 5 per cent secondary schools have the facility of boys' common room. These states are Assam, Meghalaya, Mizoram, Sikkim and Tripura while in Arunachal Pradesh and Nagaland more than 5 per cent schools have this facility.

Girls' common rooms are available in 16 per cent secondary schools of the country but in the north-eastern region this facility is available in only about 15 per cent schools. Assam has the highest percentage of secondary schools in the north-east region having girls' common room, though this highest percentage is as low as only about 19 per cent and it is followed by Manipur that has a little more than 18 per cent secondary schools having girls' common room. In three states, less than 5 per cent secondary schools have girls' common room and these states are Mizoram and Sikkim and Tripura.

Table 15 also shows that about 11.69 per cent secondary schools have indoor games' room in the country while in north-eastern region this facility is available in only about 4 per cent schools. In the north-eastern region, only Manipur and Nagaland have more than 10 per cent secondary schools that have rooms for indoor games. Three more states namely Arunachal Pradesh, Mizoram and Sikkim, have more than 5 per cent secondary schools having this facility of indoor games room. Three states have less than 5 per cent secondary schools that have auditorium and these are Assam, Meghalaya and Tripura.

Overall analysis of the data presented in Table 15 shows that in the north-eastern region secondary schools of Manipur have the best facilities of rooms available for various purposes, followed by Nagaland in this regard. On the other hand, secondary schools of Mizoram and Assam are having least facilities in terms of rooms available other than the classrooms in the schools.

Availability of Infrastructure Facilities in Secondary Schools

Apart from proper building and enough number of rooms in the school, all secondary schools need to have appropriate infrastructure available in the school as it helps in ensuring that proper teaching-learning process takes place in the classrooms and facilitates the teachers in imparting education of satisfactory quality to all the enrolled children in the school.

The following Table 16 presents data on secondary schools of the north-eastern states having various infrastructure facilities in the school.

Table 16**Percentage of Secondary Schools having various Infrastructure Facilities (2009-10)**

Name of the State	Drinking Water	Compound Wall	Playground	Sports' Material	Indoor Game Facility
Arunachal Pradesh	79.58	52.82	69.72	23.24	16.20
Assam	89.79	38.27	83.39	12.76	4.70
Manipur	80.15	62.73	75.61	42.27	28.64
Meghalaya	71.07	36.72	64.26	19.47	8.48
Mizoram	75.33	18.27	31.26	5.84	7.91
Nagaland	69.89	55.38	58.67	40.32	19.09
Sikkim	92.73	35.45	85.45	32.73	11.82
Tripura	88.52	29.36	81.68	26.49	6.18
NORTH-EAST REGION	84.88	39.41	75.58	18.23	8.55
India	91.68	66.88	78.63	45.87	20.12

Source: NUEPA (2012): SEMIS 2009-10

Table 16 shows that about 92 per cent secondary schools in the country have drinking water facility which thereby means that about 8 per cent secondary schools do not have even facility of drinking water available in the school. It can be noted that this facility is available in only about 85 secondary schools in the north-eastern region. This shows that in the north-eastern region, about 15 per cent secondary schools do not have the basic facility of drinking water. In the north-eastern region more than 85 per cent secondary schools have drinking water facility in only three states and these states are Assam, Sikkim and Tripura. Other two states, namely Arunachal Pradesh and Manipur have about 80 per cent secondary schools that have drinking water facility. Meghalaya and Nagaland have more than 28 per cent secondary schools that do not have drinking water facility.

Compound wall is available in about 67 per cent secondary schools in the country but in the north-eastern region, only about 39 per cent secondary schools have this facility. In Manipur, about 63 per cent schools have compound walls while in another two states, viz. Arunachal Pradesh and Nagaland compound walls are available in more than 50 per cent schools. In five states, less than 50 per cent secondary schools have this facility and these states are Assam, Meghalaya, Mizoram, Sikkim and Tripura. It is a

serious concern that in Mizoram, which is a totally hill state, only about 18 per cent secondary schools have compound walls.

Availability of playground in the secondary schools is almost a necessity but the data presented above show a sorry picture, as only about 79 per cent schools in the country and only about 75 per cent schools in the north-eastern region have this facility. Though three north-eastern states, that is, Assam, Sikkim and Tripura have more than 80 per cent secondary schools each having playground but another 2 states, namely Arunachal Pradesh and Manipur have about or more than 70 per cent secondary schools each having this facility. Mizoram is the state where less than one-third secondary schools have their playground.

Sports material is available in about 46 per cent secondary schools of the country but in the north-eastern region only less than 20 per cent secondary schools have this facility. Manipur has the highest percentage of schools having this facility, followed by Nagaland and Sikkim. Again the position is worst in Mizoram where hardly about 6 per cent secondary schools have sports material in the schools.

Indoor games facility is available in about 20 per cent secondary schools in the country while in the north-eastern region only 8.55 per cent secondary schools have this facility. Manipur is the only state where more than 25 per cent secondary schools have indoor games facility. In 3 states, more than 10 per cent secondary schools have this facility and these states are Arunachal Pradesh, Nagaland and Sikkim. Other 4 north-eastern states have less than 10 per cent secondary schools having facility of indoor games and these states are Assam, Meghalaya, Mizoram and Tripura.

Availability of Computer Facility and its Accessories

It is expected that all the secondary schools in the country may have computers that are to be used for both administration work as well as teaching learning process. However, the position of availability of computers in secondary schools is not very encouraging in the country and more so it is still worse in the north-eastern region. A basic requirement for the availability of computers in the secondary schools is the

electricity connection in these schools and perhaps a back up of electricity in the form of generator set. Further, schools having computers are also expected to have internet connections.

The following table presents data on availability of computers as well as its accessories in the secondary schools of north-eastern region.

Table 17
Percentage of Secondary Schools having Computer and related facilities (2009-10)

Name of the State	Schools having Electricity Connection	Schools having Generator Sets	Schools having Computers	Schools having Internet Connection
Arunachal Pradesh	75.35	28.17	29.58	17.61
Assam	36.74	3.92	4.37	0.87
Manipur	77.27	36.06	30.76	13.03
Meghalaya	68.71	4.87	25.87	7.09
Mizoram	70.06	6.78	9.98	4.14
Nagaland	88.17	23.92	48.92	7.26
Sikkim	79.09	7.27	61.82	6.36
Tripura	43.93	1.99	9.49	1.99
NORTH-EAST REGION	50.15	3.57	13.04	3.57
India	73.25	17.70	26.35	21.04

Source: NUEPA (2012): SEMIS 2009-10

Table 17 shows that in India about 73 per cent secondary schools have electricity connection which means more than one-fourth secondary schools of the country do not have even electricity connection. But the position in north-east region is even worse as here only about 50 per cent secondary schools have electricity connection which means that half of the secondary schools in this region are devoid of electricity facility. In four north-eastern states, electricity is available in more than 75 per cent secondary schools and these states are Nagaland, Sikkim, Manipur and Arunachal Pradesh. The states that have worst position in this regard are Assam and Tripura. The overall performance of the region seems to be bad because of these two states only, as these are relatively the biggest states in the region.

The secondary schools having electricity connection may have a generator set as a backup for electricity as the electricity supply in many parts of the country and especially in backward and rural areas is found to be erratic. In the country, only about 18 per cent secondary schools have generator sets while in the north eastern region, the percentage of such secondary schools having generator sets is as low as only 3.57 per cent. In this regard, the position is quite better in three states and these states are Manipur, Arunachal Pradesh and Nagaland and in these states about 36 per cent, about 28 per cent and about 24 per cent secondary schools respectively have generator sets available. However, out of the rest of the five states, two states, namely Sikkim and Mizoram, have more than 5 per cent secondary schools that have generator sets while in the other 3 states, not even 5 per cent secondary schools have this facility.

Computers are available in only 26.35 per cent of the secondary schools in the country but the position in the north-eastern region is even worse as here only about 13 per cent secondary schools have this facility. Despite this bad position in the region, in Sikkim there are more than 50 per cent secondary schools and in 4 other states, namely Arunachal Pradesh, Manipur, Meghalaya and Nagaland less than 25 per cent secondary schools have computers. There are two states where less than 10 per cent schools have computers and these are Mizoram and Tripura while in Assam less than 5 per cent secondary schools have computers.

As part of the availability of ICT facility, the secondary schools need to have internet connections also at least in the schools having computers. Though 26.35 per cent secondary schools in the country have computers, only about 21 per cent schools have internet connections. It shows that roughly 5 per cent secondary schools in the country, having computers, do not have internet connection. However, the position is more disappointing in the north-eastern region, as here less than 4 per cent secondary schools have internet connection though about 13 per cent schools have computers. It shows that about 9 per cent secondary schools having computers in north eastern region are devoid of internet connections. Except Arunachal Pradesh and Manipur, no state of the north-eastern region has even 10 per cent secondary schools that have internet connections. In

Assam, which is the biggest state of the region, not even one per cent secondary schools have internet connection.

The following Table 18 presents data on the availability of computers in secondary schools of various types of management viz. government, private aided and private unaided schools in the north-eastern region.

Table 18
Percentage of Secondary Schools having Computers in the North-Eastern Region (2009-10)

Name of the State	Government Schools	Private aided Schools	Private unaided Schools	Total Schools
Arunachal Pradesh	17.92	58.82	68.42	29.58
Assam	5.93	0.35	5.35	4.37
Manipur	18.50	17.07	43.03	30.76
Meghalaya	63.64	21.41	24.00	25.87
Mizoram	10.40	8.76	10.42	9.98
Nagaland	5.22	NA*	68.48	48.92
Sikkim	60.61	25.00	100	61.82
Tripura	7.14	37.50	40.00	9.49
NORTH-EAST REGION	9.49	7.48	22.51	13.04
India	21.05	24.30	35.48	26.35

Source: NUEPA (2012): SEMIS 2009-10

Note * Nagaland has no private aided schools at all

It is clear from data presented in the above Table 18 that private unaided secondary schools are better equipped in terms of availability of computers as compared to the government and private aided secondary schools. About 36 per cent private unaided secondary schools have computers while only about 21 per cent government secondary schools and about 24 per cent private aided secondary schools have this facility in the country. However, the position of the north-eastern region is worse, as here only about 9.50 per cent government secondary schools and only about 7.50 per cent private aided secondary schools have computers as against about 22.50 per cent private unaided secondary schools having computers.

It is, therefore, clear that as far as the availability of ICT facilities are concerned, overall condition of the north eastern region is unsatisfactory while the position of government schools of this region is worst.

It is heartening to note that in Meghalaya more than 60 per cent government secondary schools have computers as against only about 21 per cent private aided schools and about 24 per cent private unaided schools. In Sikkim also, though more than 60 per cent government secondary schools have computers, in aided schools only 25 per cent schools have this facility while cent per cent private unaided schools have computers. In almost all the other north-eastern states, less proportion of government schools have the facility of computers than the private unaided schools.

Among the north-eastern states, performance of Assam is the worst as here less than 5 per cent secondary schools have computers. However, the position is more or less same in government and private unaided schools where about 5.93 per cent and 5.35 per cent schools respectively have computers. However, data reveal that there are hardly any private aided secondary schools that have computers. Since Assam is the biggest state in the north-eastern region and it has a share of about 58 per cent of the total secondary schools of the region, backwardness of this state on any count makes the whole region backward in terms of facilities.

Availability of Library and related facilities

Each secondary school must have a library and a reading room as well as other facilities to make the library functional and useful for teachers as well as students. Secondary schools may also have a librarian to run the library and may regularly take out a school magazine and a school annual report.

The following Table 19 presents data on the percentage of secondary schools having library and other related facilities in the north-eastern region.

Table 19**Percentage of Secondary Schools having Library and other related facilities (2009-10)**

Name of the State	Library	Librarian	Reading Room	School Magazine	School Annual Report
Arunachal Pradesh	45.07	11.27	19.72	14.79	45.77
Assam	52.28	2.31	3.81	9.23	50.20
Manipur	62.88	12.42	30.61	13.48	61.67
Meghalaya	32.82	2.32	7.23	4.59	49.37
Mizoram	3.95	0.38	1.88	0.94	3.95
Nagaland	1.61	1.10	14.25	10.48	62.37
Sikkim	57.27	9.09	12.73	10.91	55.45
Tripura	12.58	4.38	3.97	4.19	72.19
NORTH-EAST REGION	42.90	3.35	7.34	8.45	49.78
India	67.01	12.36	23.17	25.45	56.14

Source: NUEPA (2012): SEMIS 2009-10

It is clear from the above Table 19 that only about two-third secondary schools in the country have the school library. But the position is even worse in the north-eastern states, as here only about 43 per cent secondary schools have the school library and not even a single north-eastern state has more than 65 per cent schools that have their library. However, three states, namely Assam, Manipur and Sikkim have more than 50 per cent secondary schools having library. Mizoram and Nagaland do not have even 5 per cent schools having library.

Though there are libraries in about 67 per cent secondary schools in the country, only about 12.36 per cent schools have a librarian in position. In the north-eastern states, less than 5 per cent secondary schools have librarian in their schools. It thereby means that in India about 45 per cent secondary schools, though have library, do not have librarian and the schools having library but not a librarian in north-eastern states is about 40 per cent. Except Arunachal Pradesh and Manipur, in other 6 north-eastern states not even 10 per cent secondary schools have librarians.

Reading room facility is available in about 23 per cent secondary schools in India but it is available in only 7.34 per cent secondary schools in the north-eastern region. Manipur has the highest percentage of secondary schools having reading room facility,

followed by Arunachal Pradesh, Nagaland and Sikkim. However, in rest of the four states, one state has less than 10 per cent i.e., Meghalaya and in three states, that is, Assam, Mizoram and Tripura less than 5 per cent secondary schools have reading rooms.

School magazine is brought out in about 25 per cent secondary schools in the country and in about 8.5 per cent secondary schools in the north-eastern region. In half of the north-eastern states more than 10 per cent secondary school have schools magazines and these states are Arunachal Pradesh, Manipur, Nagaland and Sikkim. Out of the rest four states, in three states not even 5 per cent schools bring out any school magazine.

Data presented in the above Table 19 show that about 56 per cent secondary schools in the country and about 50 per cent secondary schools in the north-eastern region publish annual reports of their school. In this regard, Mizoram has the worst performance as here hardly 4 per cent secondary schools publish annual reports while in rest of the 7 north-eastern states, more than 45 per cent secondary schools bring out their annual reports.

Sanitation Facilities in Secondary Schools

The following Table 20 presents data on secondary schools of the north-eastern states having various sanitation facilities in the school.

Table 20
Percentage of Secondary Schools having various Sanitation Facilities (2009-10)

Name of the State	Urinal	Lavatory	Urinal for Girls	Lavatory for Girls	Urinal for teachers	Lavatory for teachers
Arunachal Pradesh	57.04	50.00	40.85	33.10	50.70	42.96
Assam	82.18	23.96	50.99	11.35	46.87	13.35
Manipur	82.88	68.18	63.03	44.70	44.85	36.82
Meghalaya	76.36	45.48	49.24	25.17	50.07	30.04
Mizoram	77.02	65.73	34.46	24.67	45.01	45.39
Nagaland	86.83	64.78	71.77	45.43	72.85	54.57
Sikkim	68.18	70.19	56.36	46.36	55.45	56.36
Tripura	91.39	51.88	51.88	23.84	43.27	22.52
NORTH-EAST REGION	81.42	37.85	51.68	19.98	48.14	23.13
India	79.34	62.40	67.97	49.37	49.56	41.44

Source: NUEPA (2012): SEMIS 2009-10

Table 20 shows that about 79 per cent secondary schools in the country and about 81 per cent schools in the north-eastern region have urinals. In Arunachal Pradesh, only 57 per cent secondary schools have this facility while in Tripura this facility is available in more than 90 per cent secondary schools, that is the highest among the north-eastern states. In Assam, Manipur and Nagaland, more than 80 per cent secondary schools have urinals.

The lavatory facility is available in more than 60 per cent secondary schools of the country but this facility is provided only in about 38 per cent schools in the north-eastern region. In Sikkim, more than 70 per cent secondary schools have lavatory. However, in Assam this facility is available only in 24 per cent secondary schools and that is the lowest in the north-eastern region.

Urinals for girls are available in about 68 per cent secondary schools in the country but in the north-eastern region this facility is available in about 52 per cent schools only. In the north-eastern states, Nagaland has the highest percentage of secondary schools having girls' urinals while Mizoram has the lowest percentage of such schools. Girls' lavatories are available in about half of the secondary schools of the country while in the north-eastern region, this facility is available in only about 20 per cent schools. In the north-eastern region, not even a single state has 49.37 per cent schools having this facility which is the national average.

Urinals and lavatory for teachers are available in about 50 per cent and about 41 per cent secondary schools respectively in the country. But the respective figures for the north-eastern region are about 48 and 23 per cent only. Though in 4 out of 8 north-eastern states, urinals for teachers are available in more than 50 per cent secondary schools, lavatory for teachers is available in more than 50 per cent secondary schools in two states only and these states are Nagaland and Sikkim. Mizoram has the lowest percentage of secondary schools having teachers' urinals while Assam has the lowest percentage of secondary schools having teachers' lavatory.

Data presented in the above Table 20, very clearly show, that sanitation facilities in the secondary schools of north-eastern region are relatively poor when compared to

these facilities in the country which means that in the other regions of the country, these facilities are relatively better than in the north-eastern region.

The figures presented in all the above Tables pertain to the year 2009-10 as reported under SEMIS. It can be expected that during the last 2 years, i.e. in 2010-11 and 2011-12, some progress may have been made in the north-eastern states in the provisions and access to secondary educational facilities. During these two years, an important nation-wide programme launched for the development of secondary education in the country is the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) programme that covers all the north-eastern states also.

Provisions made under RMSA for secondary Schools in the 11th Plan

This paper presents information about the interventions sanctioned under RMSA for the development of secondary education in the north-eastern states. These interventions are in terms of provision of additional schools, classrooms, teachers, infrastructure etc. to the secondary schools. The details of these interventions given to the secondary schools of north eastern states are presented below.

As mentioned above, the RMSA programme was launched in March 2009 with the objective to enhance access to secondary education and improve its quality. The implementation of this programme started in 2009-10 in almost all the states including the 8 north-eastern states. Under the programme, physical facilities provided to the states for improving access and quality of secondary education include sanction for opening new secondary schools, provision of additional classrooms, laboratories, libraries, art and craft rooms, residential quarters for teachers in the remote areas etc. Important quality interventions provided under RMSA include appointment of additional teachers, focus on Science, Mathematics and English teachers, Science laboratory, ICT enabled education, curriculum reforms etc.

The following Tables 21(i), 21(ii) and 21(iii) present data on the various interventions sanctioned under the RMSA programme to the north-eastern states in the XI five year plan period.

Table 21 (i)
Interventions (Facilities) Sanctioned under RMSA to North-Eastern States in
XI Plan (till March 2012)

Name of the State	Opening new Schools	Strengthening Existing Schools	Sanctioning Additional Classrooms	New Teachers Sanctioned	New Teachers Recruited against sanctioned (%)
Arunachal Pradesh	33	192	352	209	0
Assam	0	1103	2065	0	0
Manipur	116	224	202	830	503 (60.6)
Meghalaya	25	28	38	15	0
Mizoram	81	199	281	532	184 (34.6)
Nagaland	147	126	141	939	0
Sikkim	0	151	93	0	0
Tripura	83	257	282	415	210 (50.6)
NORTH-EAST REGION	485	2280	3454	2940	897 (15.7)

Source: Govt. of India, Ministry of HRD retrieved from <http://mhrd.gov.in/print/646>

Table 21(i) shows that in North-eastern region, 485 new schools have been sanctioned under RMSA to these 8 states till the end of 11th Plan, i.e., till March 2012. Highest number of schools were sanctioned to Nagaland (147) followed by Manipur (116). Sanctions to Tripura and Mizoram were 83 and 81 new schools respectively while Arunachal Pradesh (33) and Meghalaya (25) had got a very few schools sanctioned during this period. However, no new school was given to Assam and Sikkim under RMSA till the end of XI plan.

One of the important interventions in the RMSA programme is to strengthen the existing schools. This is in terms of providing all basic facilities to the secondary schools so as to make them well equipped and fully functional. In north-eastern region, under RMSA, sanction has been given for strengthening of 2,280 existing schools. About half of these schools are in Assam (1,103) while Tripura (257) has second highest number of schools in this regard. In Manipur (224), Mizoram (199) and Arunachal Pradesh (192) also sufficient number of secondary schools have been sanctioned for strengthening. Meghalaya (28) has the lowest number of schools given sanction for strengthening.

Additional classrooms have been sanctioned to the extent of 3,454 in the north-eastern states. Assam (2,065) has the highest additional number of classrooms sanctioned, followed by Arunachal Pradesh (352), Tripura (282), Nagaland (281) and Manipur (202). Meghalaya (38) has the lowest number of additional classrooms sanctioned among the north-eastern states.

Having provision under RMSA for providing new teachers, total number of new teachers sanctioned in the north-eastern region till the end of XI plan was 2,940. Highest number of new teachers was sanctioned to Nagaland (939), followed by Manipur (830). In Mizoram 532 and in Tripura 415 new teachers were sanctioned under RMSA till the end of XI plan. It can be noted that two states, namely Assam and Sikkim which are the biggest and the smallest states in the north-eastern region respectively, were not given any new teacher under RMSA. Arunachal Pradesh has been sanctioned 292 new teachers while Meghalaya got only 15 new teachers under RMSA.

The above Table 21(i) further shows that though 6 north-eastern states have been given sanction for recruiting new teachers, till June 2012, only three states have been able to recruit some teachers. Nagaland, Arunachal Pradesh and Meghalaya could not recruit a single teacher out the number of teachers sanctioned to these states that are 939, 209 and 15 teachers respectively. Manipur has recruited 503 teachers out of 830, i.e., about 60.6 per cent of the sanctioned number while Tripura recruited 210 teachers out of 415 teachers sanctioned and this shows about 50.6 per cent sanctioned posts of the teachers have been filled up in Tripura. In Mizoram only 34.6 per cent (180 out of 532) sanctioned posts of the teachers could be filled up till June 2012.

Table 21 (ii)
Interventions (Facilities) sanctioned under RMSA to North-Eastern States in
11th Plan (till March 2012)

Name of the State	Science Lab	Computer Room	Libraries	Art/Craft/Culture Room
Arunachal Pradesh	150	176	154	171
Assam	869	860	838	14
Manipur	167	165	95	224
Meghalaya	13	13	14	28
Mizoram	187	199	195	198
Nagaland	87	126	126	126
Sikkim	56	52	98	120
Tripura	209	184	211	212
NORTH-EAST REGION	1738	1775	1731	1093

Source: Govt. of India, Ministry of HRD retrieved from <http://mhrd.gov.in/print/646>

In the north-eastern region, under RMSA programme up to end of XI plan, 1,738 secondary schools were given sanction for science lab and half of these schools are from Assam (869). After Assam the highest number of schools sanctioned science labs are from Tripura (209) followed by Mizoram (187), Manipur (167) and Arunachal Pradesh (150). In three states, namely Meghalaya (13), Nagaland (87) and Sikkim (56) less than 100 schools each were sanctioned science labs.

Table 21(ii) given above shows that 1,775 secondary schools in the north-eastern region were sanctioned computer room under RMSA. About half of these schools are in Assam (860) followed by Mizoram (199) and Tripura (186). Arunachal Pradesh (176), Manipur (165) and Nagaland (126) have more than 100 schools (each) given computer rooms under RMSA. However, Meghalaya (13) and Sikkim (52) have less than 100 schools getting computer room.

Provision for library has been sanctioned in 1,731 secondary schools of the north-eastern region. Here again, the highest number of schools getting provision of library under RMSA are from Assam (838), followed by Tripura (211) and Mizoram (195). Three states viz. Manipur (95), Sikkim (98) and Meghalaya (14) got less than 100 schools each for the provision of library.

Provision of Art/Craft/Culture rooms has been given to 1,093 secondary schools of north-eastern region under RMSA. Manipur (224) has the highest number of secondary schools getting this provision, followed by Tripura (212), Mizoram (198) and Arunachal Pradesh (171). In Assam (14) and Meghalaya (28) the lowest number of secondary schools got the provision of Art/Craft/Culture room under RMSA.

Table 21 (iii)

Interventions (Facilities) sanctioned under RMSA to North-Eastern States in 11th Plan (till March 2012)

Name of the State	Minor Repair	Major Repair	Residential Quarter for Teachers	Toilet Block	Drinking Water
Arunachal Pradesh	561	14	203	161	124
Assam	5890	359	0	585	67
Manipur	661	206	304	224	224
Meghalaya	73	0	0	19	16
Mizoram	574	27	141	138	139
Nagaland	374	131	199	82	76
Sikkim	417	0	0	67	46
Tripura	1911	207	30	220	197
NORTH-EAST REGION	10461	944	877	966	769

Source: Govt. of India, Ministry of HRD retrieved from <http://mhrd.gov.in/print/646>

Under RMSA provision for minor repair has been made in the secondary schools. In this regard, till March 2012, i.e., till the end of XI plan period, 10,461 minor repair works have been sanctioned in the secondary schools of the north-eastern states. Keeping in view the size of the state as expected about 58 per cent of these minor repair works have been sanctioned in the secondary schools of Assam (5,890 works) alone and it is followed by Tripura where 1,911 minor repair works in secondary schools have been sanctioned. Meghalaya got the minimum 73 minor repair works only.

Major repair works in the north-eastern region have been sanctioned in 944 secondary schools under RMSA till March 2012. Assam (359) has the highest number of schools that have been sanctioned major repair followed by Tripura (207) and Manipur (206). However, two states, namely Meghalaya and Sikkim did not get provision of major

repair even for a single secondary school under RMSA while in Arunachal Pradesh and Mizoram only 14 and 27 secondary schools respectively have been given this provision.

Provision of residential quarters for teachers of secondary schools has been sanctioned under RMSA in 5 out of the 8 north-eastern states. Manipur (304 quarters) has the highest number of quarters sanctioned, followed by Arunachal Pradesh (203) and Nagaland (199). In the north-eastern region, 3 states, namely Assam, Meghalaya and Sikkim did not get a single residential quarter sanctioned.

The above Table 21(iii) shows that in north-eastern region 966 secondary schools have been sanctioned toilet blocks under RMSA till the end of 11th plan. Highest number of schools given such facility are from Assam (585), followed by Manipur (224) and Tripura (220). From Arunachal Pradesh and Mizoram 161 and 138 secondary schools respectively have been sanctioned toilet blocks. In another 3 north-eastern states, namely Meghalaya (19), Nagaland (82) and Sikkim (67) less than 100 schools each have been given provision of this facility under RMSA.

Provision for drinking water facility has been sanctioned in 769 secondary schools of the north-eastern region under RMSA. Such schools getting this facility are the highest in Manipur (224), followed by Tripura (197). In 4 states, less than 100 schools have been given this facility. These states are Assam (67), Meghalaya (16), Nagaland (76) and Sikkim (46).

Provisions made under ICT@Schools Scheme for Secondary Schools

It may be mentioned here that a centrally sponsored scheme of Information and Communication Technology (ICT) in Schools, that is generally referred to as ICT@Schools, had been launched by the Government of India in December 2004. The scheme is meant to provide opportunities to secondary stage students to mainly build their capacity in ICT skills and make them learn through the computer-aided learning process. The scheme is a major catalyst to bridge the digital divide amongst students of various socio-economic and other geographical barriers. The scheme provides support to states/UTs to establish computer labs on a sustainable basis.

Based on the experiences gained so far, the scheme was revised in July 2010 and during XI plan, an allocation of Rs. 6,000 crore was made for this scheme. The scheme is aimed at:

- (i) providing computer aided education to secondary and higher secondary government and government aided schools;
- (ii) to establish smart schools which shall be technology demonstrators;
- (iii) provision for engagement of an exclusive teacher, capacity development of all teachers in ICT and a scheme for national ICT award as a means of motivation; and
- (iv) development of e-content, mainly through Central Institute of Educational Technology (CIET), six State Institutes of Educational Technology (SIETs) and 5 Regional Institutes of Education (RIEs), as also through outsourcing.

This scheme currently covers both government and government aided secondary and higher secondary schools. Financial assistance is provided for procurement of computers and peripherals, educational software, training of teachers, development of e-content, internet connectivity and setting up of smart schools.

Under the scheme, there is a provision to provide financial assistance to States/Union territories to procure computers and other ICT related infrastructure. The grant of Rs.6.4 lakh (non-recurring) and Rs. 2.7 lakh (recurring) per school is given under the scheme which is shared between Centre and States in the ratio of 75:25, except for North-East States where this proportion is 90:10.

As per the information provided in the MHRD website, the following Table 22 presents the amount released under this scheme to all the north-eastern states till March 2012, i.e., till the end of 11th five year plan.

Table 22**Grants Released under ICT@Schools Scheme to North-Eastern States till March 2012**

Name of State	Number of Schools Covered	Amount Released (Rs. In lakh)	Total Amount Released (Rs. In lakh)
Arunachal Pradesh	55	165.82	165.82
Assam	2007-08 641 2010-11 1240	641 (March 2011) 2182.40 (September 2011)	2823.40
Manipur	2007-08 65	391.95 (in 2 installments)	391.95
Meghalaya	2007-08 75 2010-11 241	452.26 386.59	838.85
Mizoram	-	-	-
Nagaland	2010-11 82	144.32 (March 2011) 80.0 (January 2012)	224.32
Sikkim	2005-06 103	338.01 (March 2011)	338.01
Tripura	2007-08 400 2010-11 282	750.0 446.32 (March 2011)	1196.32
North-east region	3094		5978.67

Source: Govt. of India, Ministry of HRD retrieved from <http://mhrd.gov.in/print/646>

The above Table 22 shows that till the end of 11th plan, about Rs. 5,978.67 lakh was released to the north-eastern states under this scheme and this amount released was meant to cover 3,094 secondary schools of the region. However, this coverage was in only 7 out of 8 north-eastern states as the scheme was either not implemented in Mizoram at all or no information about this state was made available in the report of MHRD. It can, therefore, be observed that, on an average, about Rs. 1,93,234 per school was released in the region under this scheme.

It can be seen that highest number of schools covered under this scheme are from Assam where an amount of Rs. 2,823.40 lakh was released and 1,881 schools were covered from this state. Next state is Tripura from where 682 secondary schools were covered under this scheme and an amount of Rs. 1,196.32 lakh was released. In Meghalaya 316 schools were covered under this scheme and an amount of 838.85 lakh was released. It can be seen that under this scheme, 103 schools have been covered from Sikkim and an amount of Rs. 338.01 lakh was released to this state. In other states, less than 100 schools each have been covered under this scheme and less than Rs. 400 lakh in

each of these states was released and these states are Arunachal Pradesh (55 schools), Manipur (65 schools) and Nagaland (82 schools).

As a result of implementation of centrally sponsored schemes, it is expected that some progress might have been made in the secondary schools of north-eastern region also. The picture shown in this paper, which is as per 2009-10 SEMIS data, might have changed especially because of implementation of the two schemes, namely RMSA and ICT@Schools. This might have happened as several provisions have been made for the secondary schools under these two schemes and many infrastructure and other facilities have been provided to the states.

Findings of the Paper

The north-eastern states have their own specific socio-cultural and geographical features and that makes these states distinct from states of the other regions of India. However, within north-eastern region, there are diversities within the eight states in terms of their socio-economic profile and educational development. In this regard, this paper highlights the following observation points in terms of findings of the study.

- In the north-eastern region, one state, that is, Sikkim has less than 1 million population, three states, namely Arunachal Pradesh, Mizoram and Nagaland have population between 1 and 2 million, two states, that is, Manipur and Meghalaya have population between 2 and 3 million while one state, i.e., Tripura has population between 3 and 4 million. Assam, the biggest state of this region, has a population of more than 31 million. So, demographically, Assam is the biggest and Sikkim the smallest state of this region.
- The north-eastern region has about 7.98 per cent of the country's area while its population is only about 3.56 per cent of the country's population. In the north-eastern region, geographically Arunachal Pradesh (83,743 square kilometer) is the biggest state, followed by Assam (78,438 square kilometer). Sikkim (7,096 square kilometer) is the smallest state in the north east, followed by Tripura (10,486 square kilometer).

- Being small in population and relatively big in geographical area, the north-eastern region has quite a low density of population. As against population density of 382 in the country, the north-eastern region has only 164 persons per square kilometer. Data pertaining to sex ratio show that the position in the north-eastern region is relatively better, as here, the sex ratio 950 is slightly better than the national average 940.
- The decadal growth rate of population in the states of the north-eastern region shows a very typical trend. It is surprising to note that in Nagaland the population has declined between 2001 and 2011 and this is the only state in the region that shows negative growth rate of population (-0.47). Meghalaya (27.82) has the highest decadal growth rate of population, followed by Arunachal Pradesh (25.92) and Mizoram (22.78). Sikkim (12.36), Tripura (14.75) and Assam (16.93) have lower growth rate of population than the national average of 17.64.
- The data show that except Arunachal Pradesh and Assam, the other north-eastern states are educationally advanced states of the country as far as the literacy scenario in India is concerned. Further, almost all the north-eastern states have made very good progress in increasing the literacy rates between 2001 and 2011.

With regard to the availability of secondary education facilities in the north-eastern region, the following are the findings of this study.

- The percentage of government schools in India is about 48.75 while in north-eastern states (49.69 per cent) a little less than 50 per cent schools are the government schools. Private aided schools in India are about 18.98 per cent in the country while in the north-eastern region these are 21.68 per cent. Further, private unaided schools are about 32.31 per cent in the country but in the north-eastern region, they are only about 28.63 per cent.
- As far as access to the secondary schooling facilities provided by the government are concerned, Tripura is the best where more than 90 per cent schools are government schools while Meghalaya is the worst state where about 95 per cent

schools are private schools. Further, Arunachal Pradesh and Sikkim are also better, as in these two states more than 80 per cent schools are government schools.

- Access related indicators such as number of secondary schools per lakh population, average area and population served by a secondary school etc. show that secondary schooling facilities are relatively better in the north-east region as compared to other parts of the country. Within the north-eastern region, Mizoram has the best access to secondary schooling facility while Arunachal Pradesh has lowest access to the secondary educational facilities. It is, therefore, desired that more secondary schools may be opened in this state, i.e., in Arunachal Pradesh and the state government should give priority to the development of secondary education and open more secondary schools to meet the demand for secondary education.
- Average size of a secondary school in the north-east region is 109 while the average size of secondary school in India is 170 which shows that the north-east region has relatively smaller secondary schools. However, it is surprising to note that Arunachal Pradesh (143 students per school) has the biggest size secondary schools in the region, followed by Tripura (135) and Assam (121). All other states have average secondary school size of less than 100 students. Mizoram has the smallest size schools where the average size of secondary school is only 52 children.
- It has been found that north-eastern region has just about 4.62 per cent teachers of the country. This region has about 3.56 per cent population and about 5.74 per cent secondary schools of the country. These data reveal that in the north-eastern region, teachers at secondary level are relatively less as compared to the rest of the country.
- As far as availability of female teachers is concerned at secondary level, the north-eastern region has about 30.74 per cent female teachers which is quite less than the percentage of female teachers in the country (i.e. 40.69 per cent). In the north-east region, there are only two states where the percentage of female teachers is more than the national average and these states are Meghalaya (43.40 per cent) and Sikkim (41.41 per cent).

- In the country there are about 82 per cent trained teachers at the secondary level. However, in the north-eastern region there are only 27.19 per cent trained teachers. It shows that there is dearth of trained teachers in the north-eastern region and it may have implications on the quality of education imparted at secondary level.
- As far as percentage of trained teachers is concerned, though almost all the north-eastern states seem to have problem in finding the trained teachers, much more problem lies with the private aided as well as private unaided schools as the percentage of trained teachers in these schools is much less than that in government schools.

The following are the findings of the study with regard to the facilities available in secondary schools of north-eastern region of the country:

- This study reveals that as far as availability of building in secondary schools is concerned Tripura is the best performing state where about 87 per cent secondary schools have pucca building while Nagaland is the worst performing state in the north-eastern region as here about 94 per cent secondary schools are run in kachcha buildings and a little more than 3 per cent schools do not have any building at all.
- In the north-eastern region as far as the facilities of other rooms, i.e., other than the classrooms are concerned, secondary schools of this region have relatively less facilities than the other regions of the country. However, in the region, Nagaland state has the best performance, followed by Manipur and Tripura while the position is worst in Mizoram and Arunachal Pradesh.
- In the north-eastern region, secondary schools of Manipur have the best facilities of rooms available for various purposes like library, laboratory, boys' and girls' common room and indoor games room etc. and Manipur is followed by Nagaland in this regard. On the other hand, secondary schools in Mizoram and Assam are having least facilities in terms of rooms available other than the classrooms in the schools.
- Secondary schools of the north-eastern region have relatively less infrastructure facilities than the schools of the other regions of the country. Relatively less

percentage of secondary schools of north-eastern region have facilities like drinking water, compound wall, playground, sports material and indoor games facility as compared to the other regions.

- In terms of availability of electricity connection, generator sets, computers and internet connection etc., secondary schools of the north-eastern region are in relatively poor condition as compared to other regions of the country. About 73 per cent secondary schools in the country while only about 50 per cent schools in the north-eastern region have electricity connection. Further, as against 26 per cent secondary schools having computers in India, only about 13 per cent such schools in the north-eastern have computers.
- Secondary schools in the north-eastern region are relatively less equipped than the schools of other region as far as availability of school library, librarian in the schools and reading rooms are concerned. About two-third secondary schools in the country have library while in north-east region only 43 per cent schools have this facility. Though only about 12 per cent secondary schools in India have librarian but in the north-eastern region hardly 3.35 per cent schools have this facility. As against about 23 per cent secondary schools having reading room in the country, only about 7.3 per cent secondary schools of the north-eastern region have this facility.
- Sanitation facilities like urinals and lavatory for boys, girls and teachers are relatively poor in secondary schools of the north-eastern region when compared to the provision of these facilities in the country which means that in other regions of the country, these facilities are better than in the north-eastern region.
- As a result of implementation of centrally sponsored schemes like RMSA and ICT@Schools, some progress has been made in the provision of facilities for secondary education in the north-eastern states during the last two years, after 2009-10, i.e., during 2010-11 and 2011-12.

In Sum

It can be concluded that facilities related to the provision of secondary education are not satisfactory in most of the north-eastern states. Over-all the position of access to secondary education is not very good in the north-eastern region, though the number of secondary schools per lakh population in this region is slightly higher than the national average. Because of hilly terrain in most of the states and scattered habitations and low density of population, access is a big issue in the north-eastern states. Further, secondary schools of the north-eastern states are generally ill-equipped as a considerable percentage of schools do not have even basic facilities available on the school premises. It is, therefore, desired that these states may give more attention in their plans towards the development of education in general and towards development of secondary education in particular. These states should take full benefit from the centrally sponsored schemes launched in the area of secondary education and implement these schemes in the respective states with full commitment and sincerity. Proper management of these schemes is the responsibility of the state governments and without their active support and full ownership, these schemes will not benefit the states to the desired level.

A gray area in the north-eastern states is the lack properly oriented and trained educational functionaries in planning and management of the educational programmes in general and that of the centrally sponsored schemes in particular. It is, therefore, desired that these states might make efforts towards capacity building of their educational functionaries as well as teachers working in these states in a big way. The research and resource institutions available in the region as well as in other parts of the country may be contacted for helping these states in undertaking the exercise of capacity building of local personnel.

References

Census of India (2001) Series-1 *India Provisional Population Totals*, Paper 1 of 2001, Registrar General and Census Commissioner, India, New Delhi

_____ (2011) 'Statewise: Population Census 2011 India Details and Analysis' retrieved from <http://www.census2011.co.in/states.php>

_____ (2011) 'Literacy Rates in India 2011' retrieved from <http://www.mapsofindia.com/census2011/literacy-rate.html>

- Government of India (2005), Ministry of HRD, *Report of CABE Committee on 'Universalization of Secondary Education'* Department of Secondary and Higher Education, New Delhi
- _____ (2009), Ministry of HRD *Framework for Implementation Rashtriya Madhyamik Shiksha Abhiyan*, Department of School Education and Literacy, New Delhi
- _____ (2012), Ministry of Human Resource Development 'Rashtriya Madhyamik Shiksha Abhiyan: Overview' retrieved from <http://mhrd.gov.in>
- NUEPA (2012), '*Statistics on Secondary Education in India (2009-10)*' National University of Educational Planning and Administration, New Delhi
- Narula, Manju (2006), *Quality in School Education: Secondary Education and Education Boards*, Shipra Publications, New Delhi.
- Narula, Manju (2012), *Emerging Issues at Secondary Level: Focus on Private Schools in Madhya Pradesh*, NUEPA Occasional Paper 42, NUEPA, New Delhi.
- Sujatha, K. & P. Geetha Rani, Editors (2011), *Management of Secondary Education in India — Quality, Performance and Administration*, Shipra Publications, New Delhi.
- Sujatha, K. & P. Geetha Rani, Editors (2011), *Development of Secondary Education in India — Access, Participation and Delivery Mechanism and Financing*, Shipra Publications, New Delhi.
- Tilak, J.B.G., Editor (2005), *Financing of Secondary Education in India*, Shipra Publications, New Delhi.
- World Bank (2009), *Secondary Education in India: Universalizing Opportunity*, Human Development Unit, South Asia Region Delhi
- Zaidi, S.M.I.A. (2005), 'Provision and Utilization of Elementary Educational Facilities in North-East India' in *New Frontiers in Education* Vol. XXXV, No.3, July-September, 2005
- Zaidi, S.M.I.A. et al. (2012), '*Secondary Education: Planning and Appraisal Manual*' National University of Educational Planning and Administration, New Delhi

NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION

National University of Educational Planning and Administration (NUEPA) is an autonomous body which was upgraded by the Government of India from NIEPA (established in 1970) to a National University in the year 2006 for conferring the Degree on educational planning and administration, which was a successor to the erstwhile Unesco-sponsored Asian Institute of Educational Planning and Administration. The University is primarily concerned with improvements in policy, planning and management of education both at micro and macro levels. With this end in view it undertakes research, conducts studies, offers consultancy and advisory services and organises training programmes. The University is concerned with all levels of education. A significant aspect of the University's programmes has been the services that it has offered to the national and international community.

THE OCCASIONAL PAPERS SERIES

Occasional Papers Series is intended to diffuse the findings of the research work relating to various facets of educational planning and administration, carried out by the faculty of the NUEPA. The papers are referred to an expert in the field to ensure academic rigour and standards. Occasional Papers are circulated among a special group of scholars as well as planners and administrators to generate discussion on the subject.

The facts and figures stated, conclusions reached and views expressed in the occasional paper are of the author and should not be attributed to NUEPA.