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PRIMARY EDUCATIONAL POLICY AND DEVELOPMENT – A STUDY OF TELANGANA STATE

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Abstract of the Paper

Education of a nation is one of the foremost requirements for its development. India's advantage of having a large population of youth presents a huge opportunity to the players in the education sector as well as scope to the government for development of this sector and consequently, the country. Several factors such as growing income levels and favourable foreign policies have attracted many foreign players into the Indian education market. The Government of India has also taken several initiatives to provide quality education to the youth in the country. Every established system in the country always attracts severe criticism. The Education system of the nation, has been the target of many allegations from students, parents and teachers. Students think they are overburdened, teachers think they are not paid enough and parents want their children to get 99.99 percentage. Telangana Education is offered through a number of institutes spread across the state. In Telangana the education system is of 10+2 system before joining under graduation. First standard to Tenth standard classes is conducted by the School Education under the administration of the School Education Department and finally the Tenth Class (S.S.C.) Public examination at state level is conducted by the Board of Secondary Education. The present paper is a modest attempt to know the present scenario of Education system in Telangana State as a case study.

Keywords: Primary Education, Constitutional Provisions, Educational Committee, Creativity Skills, School Activity, School Curriculum.

Introduction

Statement of the Problem

“Education is the key to unlock the golden door of freedom”

George Washington

The formation of separate state of Telangana raised certain expectations on different dimensions of development including social, economic and educational ones in the state. After prolonged struggles and sacrifices for almost six decades, people of Telangana realised a separate state. The state policy of social and inclusive development in realising the developmental goals in general and expectations its people in particular is something that the state has to strive for. Complacency on the achievements whatsoever so far would be a roadblock in going forward. There is a great need in the state of Telangana addressing many issues and challenges in many aspects of development in the state. Education development that would eventually advances the other dimensions of development is one among them.

Although social and economic development in a country or state influence its educational development to a certain extent, a determined state policy and resource allocations for educational development can make transform the both the other dimensions of development. Recognising the crucial role of education in economic development, social scientists, beginning with classical economist like Adam Smith and J. S. Mill, have been advocating the state policy and role as a prime mover in this respect. Research studies have been observing private and social returns for education along with its positive externalities in terms of increases in labour productivity, income earnings, and diffusion of technologies and skills (see Psacharopoulos, 1985; 2006; Psacharopoulos and Patrinos, 2004). Human capital and capabilities theories have established instrumental role and intrinsic value of education in economic, social and human development. Human capital encompassing educational levels and skills, found to be an important source of economic growth along with the conventional factors, labour and capital (see Shultz, 1961; 1964; Dennison, 1967; Baro, 1997; Baro and Sala-i-Martin, 2004). Hence, its importance can be seen in the perspectives of human capital and human development along with that of human rights. In this respect the universalising elementary education was one of the eight goals of Millennium Development Goals (MDGs) and carried forwarded in the post-2015 development agenda. More comprehensively the quality education is one among the 17 Sustainable Development Goals (SDGs).

Its instrumental role is transforming the future workforce into skilled one and increasing the labour productivity and increasing the earning capacities of individuals. Investment in education can also break the cycle of intergenerational poverty transmission. The structural transformation of economies through different phases of industrial development or revolutions in developed countries is achieved with educational development. Educational development has pivotal role in the changing



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circumstances of economies in the context of globalisation, transformations into technology-intensive, knowledge-based and digitising economies with electronic transfers and transactions. As it is said now the globe on the verge of experiencing fourth industrial revolution. The first one began with use of water and steam power that mechanised the production, the second one had electric power that created the mass production and the third one with electronics and information technology that introduced automation in the industrial production¹. The fourth one is building on the previous one and characterised by fusion of digital, biological and physical worlds. The new era of knowledge-based economies has already begun unfolding and technologies including that of artificial intelligence, quantum computing, robotics and nano-technologies along with concurrent advancements in technologies in the spheres of physical, mechanical, digital and biological sciences are going to determine future of the economies and their systems of production and organisation. Although its unfolding and the transformation that it will bring in systems of production and organisation is yet to be known, one can be sure that educational development would be critical factor in the process, in getting ready to embrace it and benefit from the same. Illiterate workforce and that with poor educational levels may not be able to sustain themselves and support such an economy with educational levels and skills sets that it demands. Education policy and strategies at the national levels as well in the state must concern with the future of workforce and economy and hence the social and economic development.

Educational Development in India: Policy Context

In India despite a remarkable progress since independence, its achievements in expected outcomes of educational development in the country has considerable shortages. The century old demand for free and compulsory education, at least for children below 14 years of age that shaped the Gokhale Bill in 1911 (that was passed in 1913) is yet to be realised. The British Government during the pre-independence period despite introducing mass education, they had certain limitations as well as interests of their own in expanding the same. Post-independence, the Government of India has initiated certain important policy initiatives at the national level in respect of educational reconstruction. The University Education Commission (1948-49) and the Secondary Education Commission (1952-53) were to review and recommend an educational policy for the independent India. Meanwhile the Constitution of India as a directive policy induced a goal of universalisation of primary education with compulsory schooling for all the children below 14 years of age (Article 45). Such a goal was set to be achieved in a decade period after the Constitution came into force. The failure to achieve any such goals by the end of third Five-Year Plan, led to setting up the Indian Education Commission (1964-66), known as Kothari Commission, to review comprehensively the education system in India and recommend a policy. Therefore, the first National Policy on Education 1968 evolved based on the Commission's recommendations for radical reconstruction of education system with an emphasis on quality.

A review at the end of the sixth Five-Year Plan revealed that despite certain progress and implementation of common structure (10 + 2 + 3) of education across many states, the 1968 policy could not get translated into appropriate implantation strategy. As a result the problems of access, quality, expansion, and resource meagreness got accumulated. The shortcomings of the previous policy along with the emerging challenges and social needs made imperative for the Government of India to introduce National System of Education through its new National Policy on Education (NPE) 1986 that was announced in the budget session of the year. For the Programme of Action (PoA), 23 Task Forces (subject-specific) were constituted immediately and they had submitted their report in the same year. The PoA in fact conceived the scheme of Operation Black Board (OBB) which was launched in 1987, to provide minimum essential facilities to all primary schools in the country. Further, the National Literacy Mission for adult education and literacy was initiated in 1988. Now re-casted it as Sakshara Bharat in 2009 while emphasizing the female literacy.

A Committee (Chairman: Acharya Ramamurthi) to review NPE 1986 and to recommend modifications, if any, was setup in May 1990 and that submitted its report in December of the same year. Pending the Parliament discussion on Ramamurthi Committee report, the Government of India initiated in July 1991 another Central Advisory Board on Education (CABE) Committee on Policy (Chaired by Dr. B. Janadhan Reddy) that submitted its report in January 1992 recommending small changes in NPE 1986 but considerable modifications to POA 1986. Accordingly, the revised NPE was presented to Parliament in May 1992. Further, a Steering Committee along with 22 Task Forces were setup to revise the POA. The CABE endorsed the revised POA in August 1992. The District Primary Education Programme (DPEP) as a centrally sponsored scheme (CSS) launched in 1994 is part of POA 1992. While adopting the 'area specific approach' with district as a unit of planning DPEP was to revitalise primary education system with a goal of universalisation of the same. Subsequently, the Sarva Shiksha Abhiyan (SSA) as a CSS was initiated in 2001 while taking it forward the obligation to achieve the Universalisation of Elementary Education.

Meanwhile certain judicial reviews of the Apex body have also given further impetus to consolidating the policy concerns and perspectives on education in India. Particularly, the Supreme Court of India in a judgement in July 1992 and in another judgement in February 1993 held that education is a fundamental right² which had been a long-standing demand. The second judgement in 1993, however, limits the right to basic education and disagrees on the part that of 1992 judgement which applies to all the levels of



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education. In another instance, the Supreme Court of India in 2001 directed all state governments to implement the Mid-Day Meal Scheme³. It insisted that every child in all the Government and Government assisted Primary School should be provided with a prepared mid-day-meal. A minimum content of meal specified is 300 calories and 8-12 grams of protein each day of school for a minimum of 200 days.

Post-1992/93 judgements of the Supreme Court, discussions and debates involving various sections of society including civil society bodies, social scientists, educationist and policy makers led to a serious thought to make basic education a fundamental right as the Apex Court held. As a result, Constitution (83rd Amendment) Bill 1997 was initially introduced in Parliament but as it was sent to scrutiny of the Parliamentary Standing Committee (PSC) on Human Resource Development along with Law Commission of India (LCI), any action on it was delayed and it was again re-introduced in Parliament as a Constitution (93rd Amendment) Bill 2001. Finally, a decade after the 1992 judgement, the Constitution (86th Amendment) Act 2002 was passed in Parliament that inserted Article 21-A saying that the free and compulsory education for children of 6 to 14 years of age is a fundamental right. It is now part of constitutional provision of right to life (Article 21). The provision for compulsory schooling of children was previously made under Article 45 as a part of the directive principles of state policy.

Constitutional Provisions

The constitutional provision of education as fundamental right through an amendment however required a legislation for implementing it. But seven years after the amendment only it was realised in the form of the Rights of Children to Free and Compulsory Education (known as Right to Education – RTE) Act 2009, a legislative action with the enactment guaranteeing such right. Recently, the Government of India in 2017 amended Rule 23(2) of Right to Education (RTE) Act making it compulsory for all states to codify expected levels of learning for students in Classes I to VIII, i.e., what should be the learning level they achieve in different subjects.

With the growing needs of the economy and society, and following the reasonable progress made under the SSA, the Government of India initiated in 2008 the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) as a centrally sponsored scheme (CSS) with a mandate universalization of secondary education (secondary and higher secondary). Further, recently Government of India introduced Integrated Scheme for School Education (ISSE) or Samagra Shiksha Abhiyan (SmSA) 2018 subsuming the SSA and RMSA along with integrating pre- school education. **The third National Educational Policy 2020 concerned with pre-school education to higher and technical education is just rolled out.**

Further, one of the recent policy initiatives is related to pre-schooling which has been neglected for a long time in the country. Although the Integrated Child Development Scheme (ICDS) initiated in 1974 on pilot basis and that scaled up over a period and that is universalised the end of 12th Five-Year Plan by establishing ICDS centre and/or Anganwadi Centre (AWCs) to provide six-component package of ICDS services. Nutritional aspects have been dominant services in these centres. Pre-school education has not get such priority as it required. But beginning with the National Curriculum Framework 2005, then the National Early Childhood Care and Education (ECCE) Policy 2013 followed by National ECCE Curriculum Framework 2014, Integrated Scheme for School Education (ISSE) or Samagra Shiksha Abhiyan (SmSA) 2018 and the third National Education Policy (NPE) 2020, all they have been emphasizing on pre-schooling of 3 to 6 years old children. However, pre-schooling is not yet been brought under RTE. In fact, the draft NPE 2019 has recommended but the policy (NPE 2020) rolled out has not consider the recommendation. Despite that the NPE 2020 is emphasising on the pre- school education as an important determinant factor.

Also, the higher education along with technical and vocational education has been on the national policy agenda for a long time, ever since the pre-independence period. With the establishment of three universities (Bombay, Madras and Calcutta) in 1857 in three principal provinces (Presidencies), the British Government in India during the pre-independence period laid certain foundation for higher education. They were to train the native people who were to help construction works of the British in India. Subsequently few more universities and colleges came up. The technical education in India during the British regime had begun during the first half 19th Century with industrial schools which were mostly attached to ordinance factories. The first Engineering College was in 1847 at Roorkee and another three such colleges in mid-1850s in three principal Presidencies. Over a period, some of the universities began imparting engineering training or courses. India had a total of 20 universities and around 500 colleges at the time of independence. Post-independence, all such institutions imparting general and technical education have grown multi-fold.

The present-day education system in India has come a long way and the age-old traditions have undergone a new makeover. Government of India is doing lots of efforts in this field so that the objective of inclusive growth can be achieved very soon by it. A great achievement of the Indian government is a big jump in the literacy rate from 18.3% in 1950-51 to 74.04% in 2010-11. Suchan



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achievement is the result of a lot of efforts by the Indian government in the education sector. The government is improving the country's education status to enhance the standard of living of the people and also to achieve other goals like, overcoming the problem of poverty and unemployment, social equality, equal income distribution, etc. Education contributes to the individual's wellbeing as well as the overall development of the country. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life (Goel,2008). Thus, the importance of education can't be ignored.

Telangana State

“As all of you know, the new State of Telangana has come into existence on June 2, 2014 after nearly six decade long relentless struggle, fulfilling the long cherished aspirations of nearly four crore people to establish their identity and chart their own future. The dreams of people of Telangana to live in a state of their own and to develop it in accordance with their hopes and aspirations came to a reality with the formation of the 29th State of the Indian Republic.

The State's geographical area of 1,14,840 sq.km holds a population of 351.94 lakhs (2011 Census). GSDP of the State is Rs 3,78,963crores and Per capita Income is Rs 93,151 at current prices (2013-14). The share of Agriculture Sector in the GSDP at current prices (2013-14) is 17%, Industry 27% and Service sector 56%. During the decade 2004-05 to 2013-14, the state registered an average growth rate 9.8% per annum as against the national average of 7.6%. Agricultural sector grew at 7.2% compared to the national average of 3.9%, while industry grew at 9.4% against the national average of 6.9%. In case of service sector also, the state averaged a higher growth rate of 10.9% than the national average of 9.1% during this period.

Literacy

The literacy rate of the State is 66.46 per cent in 2011 as against 58 per cent in 2001. The literacy rate of the State is lower than that of all India literacy rate 72.99%. A slow growth in literacy rate was identified during the last decade at state and national levels. The general literacy rates (7 years & above) in the state are not very high and with one third non-literate, the rank of the state is 25 among the states in 2011. The adult literacy rate of 73.7 percent for Telangana placed it in 21st position among the states in 2011-12. The proportion of households with no adult literate was 29percent in rural Telangana while it was 18.7 percent at all-India level in 2011-12. However, in the urban segment still 6 percent of households do not have any adult literate member.

School Education

During 2013-14, there were 43,293 schools in the State of which 25,331 were exclusively Primary Schools, 6883 exclusively Upper Primary schools, 123 schools having Primary with Upper Primary, secondary and higher secondary, 202 schools with Upper Primary Secondary/ Higher Secondary classes, 817 schools were run with Primary with Upper Primary and secondary classes and 9937 schools having Upper Primary and Secondary classes. Teacher pupil ratios for primary, upper primary and high school categories as of 2013-14 for the state stand at 29, 24 and 24 respectively.

Table 1: Enrolment of Children in Schools

Years	Pre Primary	Classes I-V	Classes VI-VII	Classes VIII-X	Classes XI-XII	Total
2004-05	217362	3577528	1180486	1297082	4171	6276629
2005-06	323621	3436306	1256075	1393142	4079	6413223
2006-07	423452	3442831	1278285	1466126	3680	3314374
2007-08	419329	3358789	1236830	1541091	4035	6560074
2008-09	426829	3332610	1193274	1588178	4608	6545498
2009-10	255699	3328545	1154606	1583438	11023	6333311
2010-11	231939	3297475	1169852	1547789	8801	6255856
2011-12	225741	3256509	1195855	1544896	11063	6234064
2012-13	231107	3172977	1175147	1534496	15357	6129384
2013-14	183223	3206958	1738259	1025861	24194	6178495

Note: In 2013-14 enrolment is given for (VI-VIII) and (IX-X) classes instead of (VI-VII) and (VIII-X) classes. Source: Commissioner of School Education, Hyderabad.



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Table 2: School Dropout Rates

Years	Class I-V			Class I-VII			Class I-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2004-05	37.3	37.06	37.17	54.85	55.83	55.25	61.2	61.86	61.47
2005-06	30.37	30.17	30.27	53.5	54.41	53.93	61.4	62.06	61.69
2006-07	32.81	33.34	33.08	43.38	44.29	43.82	63.03	63.56	63.28
2007-08	26.19	25.28	25.75	36.79	37.66	37.22	65.24	65.31	65.27
2008-09	23.74	22.82	23.29	39.29	40.2	39.74	64.59	64.68	64.63
2009-10	23.45	22.09	22.79	31.95	31.59	31.78	55.9	56.76	56.33
2010-11	25.61	24.2	24.92	29.39	28.06	28.75	48.65	47.77	48.22
2011-12	24.28	23.23	23.77	28.11	25.3	26.74	49.42	49.11	49.27
2012-13	24.28	24.56	24.42	33.98	31.35	32.69	42.71	41.59	42.16
2013-14	22.6	22.02	22.32	33.72	31.34	32.56	39.05	37.33	38.21

Note: From 2012-13 dropout rate is given for I-VIII classes instead of I-VII classes

Source: Commissioner of School Education, Hyderabad.

The Government is committed to achieve total literacy by 2015 and for this several schemes have been initiated for bringing about both quantitative and qualitative improvement. The department provides schooling facility to school-aged population of 61.78 lakh children. The state is close to achieving its objective of ‘universalization of primary education’. Significant efforts were made in strengthening physical infrastructure at primary level of education institutions that improved the teacher – pupil ratio with quality of teaching remaining a critical issue. Recruitment and retention of qualified teachers in remote and tribal areas continues to be a challenge. Lack of effective participation of local bodies and community in school related matters is another matter of concern.

The government is focusing on the schemes to meet the special needs of differently-abled children who constitute the bulk of ‘out of school’ children have to be strengthened.

- Mid-Day Meal Scheme
- Sarva Shiksha Abhiyan
- District Institute of Education and Training
- Kasturba Gandhi Baalika Vidyalaya
- MANA TV
- Development of Schools for Holistic Development of Child
- Implementation of Right to Education (RTE) Act

To improve the quality in Technical Education, 27 Skill Development Centers (SDC) have been established in Polytechnics to provide add-on skills for employability of Polytechnic Students. Technical Education Quality Improvement Programme (TEQIP) has been taken up under centrally sponsored scheme in 24 engineering colleges.

The proposals for establishment of 3 Model Degree colleges i.e., GDC, Kalwakurthy, Mahabubnagar Dist, GDC, Yellareddy, Nizamabad Dist., GDC, Narayankhed, Medak Dist. were approved. Telangana State Council for Higher Education has been set up to oversee the functioning of the institutions of higher education in the state.

The state’s focus is on universalization of elementary and secondary education and bridging the gender, location(rural-urban) and social gaps in participation at these levels which are high at present. Providing hassle free access from KG to PG is an important goal of the Government in this sector. Partnerships with private / corporate sector in imparting quality education using innovative child friendly teaching materials and methods should be pursued to lay foundations for building the knowledge society.

Summing up

Education in Telangana has to be put on track and radical changes should be made at every level in order to improve the system to fulfill the dreams of the Telangana youth and children. As the people are eagerly waiting to enhance the quality of their life, they will accept any change in the appropriate direction. This is the right time to affect these measures to help the field of education in view of achieving both short and long term goals. The methodology of teaching and testing of the languages should be in accordance



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with the latest researches in language learning/teaching. English Courses at Tertiary, Higher Secondary, Secondary, Primary and Pre-primary Levels should be totally revamped. New courses should be designed and suitable materials for these courses, treating English as a language, should be prepared. Partnerships with private / corporate sector in imparting quality education using innovative child friendly teaching materials and methods should be pursued to lay foundations for building the knowledge society

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