

# Perception Of Pupil Teachers Towards Context Of Two-Year B. Ed. Programme: A Study Of Education Colleges Of Himachal, Haryana And Punjab

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**Abstract:** *In the present research paper, an attempt has been made to explore the perception of pupil teachers, who studied in education colleges of Himachal, Haryana and Punjab, towards context of two-year B. Ed. programme. Descriptive survey method was used to conduct the study. A sample of 1436 pupil teachers was drawn from government, grant-in-aid and self-financed colleges of education from Himachal, Haryana and Punjab State of India through convenience sampling technique. A self prepared scale measuring perception of pupil teachers towards context of two-year B. Ed. programme was used by the investigator to collect the responses of the selected sample. Percentage and one-way ANOVA were used for the analysis of collected data. Results of the study concluded that majority of pupil teachers perceived positively the context of two-year B. Ed. programme; and majority of pupil teachers of government, grant-in-aid and self-financed colleges of education as well as Himachal, Haryana and Punjab have positive perception towards context of two year B. Ed. programme; type of institution has a significant influence on the perception of pupil teachers whereas state did not play a significant role in making the perception of pupil teachers towards the context of two-year B. Ed. programme.*

**Keywords:** *Perception, Pupil Teachers, Context of Two-Year B. Ed. Programme.*

## Introduction

The development of a society and nation depends upon the education system prevailing over there. Education system directly depends on its stake holder. The responsibility of the education lies with the teachers. So, in order to provide standard and quality education to the students, there is a requirement of humane, professional, skilled, competent and committed teachers in the education system. It will be possible only if curriculum of teacher education programmes is of good quality and as per the needs of present and future of our society. Therefore, there is always a need to modernize the existing teacher education curriculum as per the needs of society. After designing a reformed curriculum, the next step is its implementation after ensuring all necessary requirements available in the actual field for its success.

In recent years, there is advancement and innovation in the field of technology at large scale which also influenced all the aspects of the present education system. In the light of these technological advancements, there is requirement that the teachers should be familiar with the

advancements of modern education. They should be trained, develop skills and competencies in order to use these innovative technologies in teaching learning process and make the teaching effective and purposeful.

In India, various commissions and committees were constituted time to time in order to review the teacher education as per the demand and requirement of education system at various levels and made recommendation for the improvement of education system.

The latest change implemented in the field of teacher education was based on the recommendation and suggestions made by Justice Verma commission in 2015. As a result of it, National Council of Teacher Education (NCTE) suggested to extend the duration of one year B. Ed. programme to two academic years for qualitative improvement in teacher education. This change in duration of academic years of B. Ed. programme came into effect by August, 2015 in all universities and affiliated colleges of education all over India.

In order to bring the quality improvement in teacher education and produce quality teachers, NCTE framed certain important goals of two-year B. Ed. programme to be achieved by teacher education institution after the completion of the duration. It can be visualized as context, input, process and product of B. Ed. programme. The present paper deals with perception of pupil teachers, who studied in education colleges of Haryana, Himachal and Punjab, towards the context of two-year B. Ed. programme.

### **Review of Related Literature**

Pal (2014) analyzed the shift of one year B. Ed. to two-year B.Ed. programme in relation to quality enhancement of aspiring teachers. Investigator analyzed the existing teacher education programme and its privatization; two-year B. Ed. programme; and qualitative improvement in teacher education programme. The analysis revealed that opportunity for rigorous theoretical study, self-study, cooperative learning, reflection, pedagogical skill development, involvement with the children, the school, the classroom, and the community is only possible with a reasonable time duration for teacher preparation programme. Four months teaching internship in schools provide enough scope to integrate the theory and practice. An effort has been made by teacher education institutions to prepare teachers with proper mind-set and capabilities for transforming the philosophy of education into practical learning experience. In order to provide a quality pre-service education, bring quality improvement in teacher education as well as education in India, it is very much essential to reorganize the teacher education in the country.

Barua (2015) compared the quality of public and private-funded institutions based on the perception of B. Ed. students with regard to learning enhancement in nine northern regions. Investigator revealed that no significant difference was found in the perception of B. Ed. students towards learning enhancement with respect to gender, age group along with type of institution; significant difference was found in the perception of B. Ed. students towards learning enhancement with respect to type of institution; and B. Ed. students of public-funded institutions had more favourable perception towards learning enhancement than B. Ed. students of private-funded institutions.

Sahoo and Sharma (2018) studied perception of student teachers towards curriculum reform in various teacher education programme. A sample of 300 (100 B. Ed., 100 M.Ed., 50 B.A/B.Sc. B. Ed. and 50 D.El.Ed.) student teachers enrolled in Regional Institute of Education, Bhubaneswar, and Radhanath IASE, Cuttack, Odisha. A self-prepared questionnaire was used by the investigator for data collection of the study. It was found that student teachers enrolled in various teacher education programmes perceived positively the curriculum reform in teacher education programmes.

Sahoo and Sharma (2018) explored perception of student teachers towards the restructuring of various teacher education programmes. A sample of 200 student teachers (40 M. Ed., 70 B. Ed., 40 B. A./B. Sc.- B. Ed. and 50 D. EI. Ed.) enrolled in Regional Institute of Education, Bhubaneswar, and Radhanath IASE, Cuttack, Odisha. A self-prepared questionnaire was used by the investigator for data collection of the study. Result of the study revealed that student teachers enrolled in D. EI. Ed., B. A./B. Sc.- B. Ed., B. Ed. and M. Ed. have expressed positive perception about structural reforms in teacher education introduced as per NCTE regulation, 2014 and are supportive to strengthening reform in the teacher education institutions of Odisha state.

Kaur and Mittu (2019) explored the perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution of Jalandhar City, Punjab. The method used to conduct the study was descriptive in nature. A total of 173 pupil teachers were drawn from one government (63), one grant-in-aid (57) and one self-financed (53) colleges of education situated in Jalandhar City of Punjab through convenience sampling technique. A self prepared scale measuring perception of pupil teachers towards context of two-year B. Ed. programme was used by the investigator to collect the responses of the selected sample. Percentage and one-way ANOVA were used for the analysis of collected data. Results of the study concluded that ninety percent of pupil teachers of selected sample perceived positively the context of two-year B. Ed. programme; most of the pupil teachers studied in government, grant-in-aid and self-financed colleges of education perceived positively the context of two-year B. Ed. programme; and type of institution has a significant contribution on the perception of pupil teachers towards the context of two-year B. Ed. programme.

### **Statement of Problem**

Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme: A Study of Education Colleges of Himachal, Haryana and Punjab.

### **Objectives**

1. To explore the perception of pupil teachers towards context of two-year B. Ed. programme.
2. To explore the perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution and state.
3. To compare the perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution and state.

### **Hypotheses**

1. Pupil teachers have positive perception towards context of two-year B. Ed. programme.
2. Pupil teachers of government, grant-in-aid and self-financed colleges of education have positive perception towards context of two-year B. Ed. programme.
3. Pupil teachers of Himachal, Haryana and Punjab have positive perception towards context of two-year B. Ed. programme.
4. There exists no significant difference in perception of pupil teachers studied in government, grant-in-aid and self-financed colleges of education towards context of two-year B. Ed. programme.
5. There exists no significant difference in perception of pupil teachers of Himachal, Haryana and Punjab towards context of two-year B. Ed. programme.

### **Delimitation**

The present study was delimited to the

1. Pupil teachers studied in government, grant-in-aid and self-financed colleges of education from Himachal, Haryana and Punjab state of India only.

2. Seven government, seven grant-in-aid and ten self-financed colleges of education from Himachal, Haryana and Punjab state of India only.
3. One government, one grant-in-aid and one self-financed colleges of education from Himachal; three government, three grant-in-aid and four self-financed colleges of education from Haryana and three government, three grant-in-aid and five self-financed colleges of education Punjab state of India only.

### **Design of the Study**

In the present study, descriptive survey method was used to conduct the study. A sample of 1436 pupil teachers was drawn from government (445), grant-in-aid (409) and self-financed (582) Colleges of Education situated in Himachal (223), Haryana (572) and Punjab (641) State of India through convenience sampling technique.

### **Tool**

The following tool was used for data collection:

Self prepared scale measuring perception of pupil teachers towards context of two-year B. Ed. programme.

### **Statistical Techniques**

Investigator used following statistical techniques to test the stated objectives and hypotheses:

1. Percentage was used to explore the perception of pupil teachers towards two-year context of B. Ed. programme.
2. One-Way ANOVA was used to compare the perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution and state.

### **Results and Discussion**

Analysis of data, result and interpretation of findings has been done keeping in view the objectives and hypothesis of the study.

### **Result Pertaining to Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme**

The objective was to explore the perception of pupil teachers towards context of two-year B. Ed. programme. The perception of pupil teachers towards context of two-year B. Ed. programme of the sample population was examined through percentage. After administering scale pertaining to perception of pupil teachers towards context of B. Ed. Programme, the percentage of the pupil teachers was calculated corresponding to the option strongly disagree, disagree, agree and strongly agree and results have been presented in table 1.

Ha: Pupil teachers have positive perception towards context of two-year B. Ed. programme.

**Table 1**

### **Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme**

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
<b>1.63%</b>	<b>7.23%</b>	<b>56.43%</b>	<b>34.71%</b>	<b>100%</b>

### **Interpretation**

It has been found that majority of the pupil teachers (91.14%) of the pupil teachers were shown positive perception i.e. agreement with context of B. Ed. programme whereas only 8.86% of the pupil teachers were shown negative perception i.e. disagreement with context of B. Ed. programme (table 1). Therefore, the stated hypothesis that pupil teachers have positive perception towards context of two-year B. Ed. programme, is accepted.

Therefore, on the basis of perception of pupil teachers, it was concluded that context of B. Ed. programme has been effectively defined as well as designed and it will help to improve the quality of teacher education and ultimately school education.

**Result Pertaining to Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme with respect to Type of Institution and State**

The objective was to explore the perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution and state. The perception of pupil teachers towards context of two-year B. Ed. programme of the sample population was examined through percentage. After administering scale pertaining to perception of pupil teachers towards context of B. Ed. Programme, the percentage of the pupil teachers with respect to the institution and state was calculated corresponding to the option strongly disagree, disagree, agree and strongly agree and results have been presented in table 2 and 3.

Ha: Pupil teachers of government, grant-in-aid and self-financed colleges of education have positive perception towards context of two-year B. Ed. programme.

**Table 2**

**Perception of Pupil Teachers towards Context of B. Ed. Programme with respect to Type of Institution**

Type of Institution	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Government	0.56%	2.50%	19.50%	8.43%	30.99%
Grant-in-Aid	0.37%	1.59%	15.79%	10.73%	28.48%
Self-financed	0.70%	3.14%	21.14%	15.55%	40.53%

**Interpretation**

Most of the pupil teachers of government (27.93%), grant-in-aid (26.52%) and self-financed colleges of education (36.69%) were shown positive perception i.e. agreement with context of B. Ed. programme whereas very few of the pupil teachers of government (3.06%), grant-in-aid (1.96%) and self-financed colleges of education (3.84%) were shown negative perception i.e. disagreement with context of B. Ed. programme (table 2). Therefore, the stated hypothesis that pupil teachers of government, grant-in-aid and self-financed colleges of education have positive perception towards context of two-year B. Ed. programme, is accepted.

Therefore, pupil teachers studied in government, grant-in-aid and self-financed colleges of education have more positive perception towards context of B. Ed. programme.

Ha: Pupil teachers of Himachal, Haryana and Punjab have positive perception towards context of two-year B. Ed. programme.

**Table 3**

**Perception of Pupil Teachers towards Context of B. Ed. Programme with respect to State**

State	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Himachal	0.21%	0.97%	9.31%	5.04%	15.53%
Haryana	0.91%	3.26%	21.22%	14.44%	39.83%
Punjab	0.50%	3.01%	25.89%	15.24%	44.64%

**Interpretation**

Most of the pupil teachers of Himachal (14.35%), Haryana (35.66%) and Punjab (41.13%) were shown positive perception i.e. agreement with context of B. Ed. programme whereas very few of the pupil teachers of Himachal (1.18%), Haryana (4.17%) and Punjab (3.51%) were shown negative perception i.e. disagreement with context of B. Ed. programme (table 3). Therefore, pupil teachers of Himachal, Haryana and Punjab have more positive perception towards context of B. Ed. programme. Therefore, the stated hypothesis that pupil teachers of Himachal, Haryana and Punjab have positive perception towards context of two-year B. Ed. programme, is accepted.

Therefore, pupil teachers of government, grant-in-aid and self-financed colleges of education as well as Himachal, Haryana and Punjab perceived that context of B. Ed. programme has been

effectively defined as well as designed and it will help to improve the quality of teacher education and ultimately school education.

**Result Pertaining to Difference in Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme with respect to Type of Institution**

The objective was to compare the perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution. After administering scale pertaining to perception of pupil teachers towards context of B. Ed. Programme, mean, standard deviation, one-way ANOVA for perception of pupil teachers towards context of two-year B. Ed. programme studied in government, grant-in-aid and self-financed college of education was computed and the results have been presented have been shown in table 4.

Ho: There exists no significant difference in perception of pupil teachers studied in government, grant-in-aid and self-financed colleges of education towards context of two-year B. Ed. programme.

**Table 4**  
**Mean and SD of Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme with respect to Type of Institution**

Type of Institution	N	Mean	SD
Government	445	25.25	2.81
Grant-in-Aid	409	26.36	2.62
Self-financed	582	26.17	3.25

**Interpretation**

As depicted in table 4 the mean perception scores of pupil teachers studying in government, grant-in-aided and self-financed college of education towards context of two-year B. Ed. programme are 25.25, 26.36 and 26.17 respectively and their standard deviations are 2.81, 2.62 and 3.25 respectively. The mean perception score of pupil teachers studied in grant-in-aid colleges of education towards context of two-year B. Ed. programme is the highest, followed by pupil teachers of self-financed and government colleges of education. The mean perception score of pupil teachers studied in government colleges of education towards context of two-year B. Ed. programme was found to be the lowest among all the pupil teachers.

To explore the significance of differences between means of perception of pupil teachers towards context of two-year B. Ed. Programme with respect to type of institution, one-way ANOVA was applied. The summary of one-way ANOVA for perception of pupil teachers towards context of two-year B. Ed. Programme with respect to the type of college is given in table 5.

**Table 5**  
**Summary of One-Way ANOVA for Perception of Prospective Teachers towards Context of B. Ed. Programme with respect to the Type of Institution**

SOV	df	SS	MS	F- ratio	p-value
Between the groups	2	318.58	159.29	18.36***	.000
Within the groups	1433	12432.91	8.68		
Total	1435	12751.48			

\*\*\* p < .001

**Interpretation**

The F- value as seen in table 5 is 18.36 which come out to be statistically significant at .001 levels of confidence. Therefore, the stated hypothesis that there exists no significant difference in

perception of pupil teachers studied in government, grant-in-aid and self-financed colleges of education towards context of two-year B. Ed. programme, is rejected.

To further find out the statistical significance of individual differences between the means of perception of pupil teachers towards context of two-year B. Ed. programme with respect to type of institution, z'-test was applied pair wise on all the three type of institutions. The results of the z'-test have been summarized in table 6.

**Table 6**

**Difference in Mean Perception Scores of Pupil Teachers towards Context of Two-Year B. Ed. Programme with respect to Type of Institution**

Type of Institution	N	Mean	SD	SE <sub>D</sub>	z'-value	df	p-value
Government	445	25.25	2.81	.187	5.990***	852	.000
Grant-in-Aid	409	26.36	2.62				
Government	445	25.25	2.81	.193	4.794***	1025	.000
Self-financed	582	26.17	3.25				
Grant-in-Aid	409	26.36	2.62	.194	.989	989	.323
Self-financed	582	26.17	3.25				

\*\*\* p < 0.001

As seen in table 6, the z'-values for pupil teachers' perception towards context of two year B. Ed. programme studied in government and grant-in-aid; government and self-financed; grant-in-aid and self-financed colleges of education comes out to be 5.990, 4.794 and .989 respectively. The z'-values for pupil teachers' perception towards context of two year B. Ed. programme studied in government and grant-in-aid as well as government and self-financed colleges of education were found to be statistically significant at .001 level of confidence. On the other hand, z'-values for pupil teachers' perception towards context of two year B. Ed. programme studied in grant-in-aid and self-financed colleges of education was found to be not statistically significant at 0.05 level of confidence. Therefore, it was concluded that pupil teachers studied in government colleges of education differ significantly from the pupil teachers studying in grant-in-aid and self-financed colleges of education on the basis of perception towards context of two-year B. Ed. programme whereas pupil teachers studied in grant-in-aid and self-financed colleges of education did not differ in perception towards context of two-year B. Ed. programme.

Pupil teachers studied in grant-in-aid and self-financed colleges of education have more positive perception towards context of two-year B. Ed. programme as compare to pupil teachers studied in government colleges of education.

In view of the above results and discussion, the stated hypothesis that there no significant difference in perception of pupil teachers studied in government, grant-in-aid and self-financed colleges of education towards context of two-year B. Ed. programme, is rejected for two combinations i.e. government and grant-in-aid as well as government and self-financed colleges of education and accepted for one combination i.e. grant-in-aid and self-financed colleges of education.

**Result Pertaining to Difference in Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme with respect to State**

The objective was to compare the perception of pupil teachers towards context of two-year B. Ed. programme with respect to state. After administering scale pertaining to perception of pupil teachers towards context of B. Ed. Programme, mean, standard deviation, one-way ANOVA for perception of pupil teachers towards context of two-year B. Ed. programme studied in college of education from Himachal, Haryana and Punjab was computed and the results have been presented have been shown in table 7.

Ho: There exists no significant difference in perception of pupil teachers of Himachal, Haryana and Punjab towards context of two-year B. Ed. programme.

**Table 7**

**Mean and SD of Perception of Pupil Teachers towards Context of Two-Year B. Ed. Programme with respect to State**

State	N	Mean	SD
Himachal	223	25.88	2.83
Haryana	572	25.88	3.10
Punjab	641	26.01	2.93

**Interpretation**

As depicted in table 4 the mean perception scores of pupil teachers studying in government, grant-in-aided and self-financed college of education towards context of two-year B. Ed. programme are 25.25, 26.36 and 26.17 respectively and their standard deviations are 2.81, 2.62 and 3.25 respectively. The mean perception score of pupil teachers studying in grant-in-aid colleges of education towards context of two-year B. Ed. programme is the highest, followed by pupil teachers of self-financed and government colleges of education. The mean perception score of pupil teachers studying in government colleges of education towards context of two-year B. Ed. programme was found to be the lowest among all the pupil teachers.

To explore the significance of differences between means of perception of pupil teachers towards context of two-year B. Ed. Programme with respect to type of institution, one-way ANOVA was applied. The summary of one-way ANOVA for perception of pupil teachers towards context of two-year B. Ed. Programme with respect to the type of college is given in table 8.

**Table 8**

**Summary of One-Way ANOVA for Perception of Prospective Teachers towards Context of B. Ed. Programme with respect to the Type of Institution**

SOV	df	SS	MS	F- ratio	p-value
Between the groups	2	5.895	2.947	.331	.718
Within the groups	1433	12745.59	8.894		
Total	1435	12751.48			

**Interpretation**

The F- value as seen in table 8 is .331 which comes out to be statistically not significant at .05 levels of confidence. Therefore, the stated hypothesis that there exists no significant difference in perception of pupil teachers of Himachal, Haryana and Punjab towards context of two-year B. Ed. programme, is accepted.

Therefore, pupil teachers of Himachal, Haryana and Punjab have same perception towards context of two-year B. Ed. programme.

**Findings**

1. Pupil teachers studied in government, grant-in-aid and self-financed colleges of education have positive perception towards context of two-year B. Ed. programme. They perceived that context of two-year B. Ed. programme has been effectively defined as well as designed by NCTE and it will help to improve the quality of teacher education and ultimately school education in coming future.
2. Pupil teachers studying in grant-in-aid and self-financed colleges of education have more positive perception, i.e. agreement, towards context of two-year B. Ed. Programme suggested by NCTE as compare to pupil teachers studying in government colleges of education. Pupil teachers studied in grant-in-aid and self-financed colleges of education perceived the context of two-year B. Ed. Programme almost in same manner.
3. Pupil teachers of Himachal, Haryana and Punjab have same perception towards context of two-year B. Ed. programme.

### **Conclusion**

Thus, it has been concluded that -

1. Majority of pupil teachers perceived positively the context of two-year B. Ed. programme. The same result reported by Pal (2014); Sahoo & Sharma (2018); and Kaur & Mittu (2019) that majority of pupil teachers have positive perception towards context of two-year B. Ed. programme.
2. It was found that pupil teachers studying in self-financed colleges of education have more positive perception towards context of B. Ed. programme when compare with pupil teachers of government and grant-in-aid colleges of education. Pupil teachers of government and grant-in-aid colleges of education have same perception towards context of B. Ed. programme. The same results reported by Baruna (2015); and Kaur & Mittu (2019) that majority of pupil teachers have positive perception towards context of two-year B. Ed. programme as a single group; and as three separate groups of government, grant-in-aid and self-financed colleges of education; and type of institution has a significant influence on the perception of pupil teachers.
3. Type of institution has a significant influence on the perception of pupil teachers towards the context of two-year B. Ed. programme. The same result reported by Baruna (2015); and Kaur & Mittu (2019).
4. State did not play a significant role in making the perception of pupil teachers towards the context of two-year B. Ed. programme.

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