



Indira Gandhi National Open University
School of Education

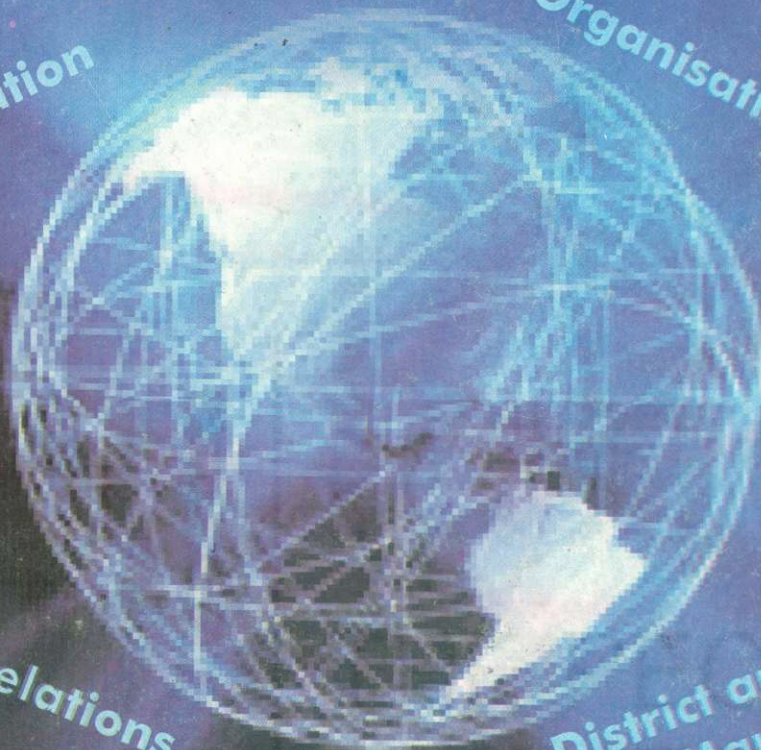
MES-042
**DIMENSIONS OF
EDUCATIONAL MANAGEMENT**

Policy Formulation

Organisational Structures

Centre State Relations

**District and Subdistrict
Management**



Community Participation

**Educational Management
at the National Level**

1

“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गांधी



“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”

— Indira Gandhi



MES-042
Dimensions of Educational
Management

Block

1

EDUCATIONAL MANAGEMENT AT THE NATIONAL LEVEL

UNIT 1

Policy Formulation and Policy Planning 5

UNIT 2

Organisational Structure 34

UNIT 3

Role of National Bodies 79

UNIT 4

Coordination, Networking, Partnership and Linkages 107

EXPERT COMMITTEE

Prof. Lokesh Koul
Prof. Emeritus (Education)
Himachal Pradesh University, Shimla. H.P

Prof. Snehaben Joshi
Formerly with Dept. of Educational
Administration, Faculty of Education and
Psychology. M.S University of Boroda
Vadodara. Gujarat.

Prof. K. Sudharao
Senior Fellow
Higher Education Unit,
National Institute of Educational Planning and
Administration (NIEPA)
Aurobindo Marg, New Delhi-110016

Prof. S.L. Jena
Former Director
State Council of Educational Research and
Training (SCERT) Bhubaneswar, Orissa

Dr. Narayan Tara
Faculty, Public Systems
Indian Institute of Management, Bangalore

Prof. B.B. Khanna
School of Management Studies, IGNOU

Prof. S.K. Panda
STRIDE, IGNOU

Prof. S.V.S. Choudhary
Vice Chairman, NCTE, Delhi

Ms. Poonam Bhushan
Lecturer (Selection Grade)
Special Invitee
SOE, IGNOU

Prof. Vibha Joshi
SOE, IGNOU

COURSE TEAM

Course Contributors

Dr. Sunita Chugh
Asst. Professor
NUEPA, Delhi

Dr. Savita Kaushal
Asst. Professor
NUEPA, Delhi

Mr. Trilokes De
Consultant, SOE
IGNOU

Unit Design & Editing

Prof. Vibha Joshi
SOE, IGNOU

Proof Reading

Mr. Trilokes De
Consultant, SOE, IGNOU

Mr. Turoshan Yanthan
RTA, EDNERU, IGNOU

Content Editor

Prof. Santosh Panda
STRIDE, IGNOU

PRODUCTION

Mr. B. L. Natrajan
D.R. (P), MPDD

Mr. Jitender Sethi
A.R. (P), MPDD

Mr. Sunil Kumar
S.O. (Pub), MPDD

December 2009

© Indira Gandhi National Open University, 2009

ISBN : 978-81-266-4024-9

All rights reserved. No part of this work may be reproduced in any form, by mimeography or any other means, without permission in writing from the Indira Gandhi National Open University.

Further information on the Indira Gandhi National Open University courses may be obtained from the University's Office at Maidan Garhi, New Delhi-110 068

Printed and published on behalf of the Indira Gandhi National Open University, New Delhi,
by Registrar, MPDD

Paper Used: Agrobased Environment Friendly

Laser typeset by Nath Graphics. 1/21, Sarvapriya Vihar, New Delhi-110 016

Printed At :- **Maa Printer B-24/2 Okhla Phase-2 New Delhi-20**

BLOCK 1 EDUCATIONAL MANAGEMENT AT THE NATIONAL LEVEL

Block Introduction

Education in India is concurrent for national, state and intermediate bodies. Both the central and state governments take concurrent responsibilities in educational finance. "Education is an all India affair" and every region must equally attain it. If a sizeable number of people would remain illiterate in any part of India, it would be a liability for the nation.

The scope of educational planning in India has been broadened over the past decades. In addition to the formal system of education, it is now applied to all other important educational efforts in non-formal settings. The Planners and Administrators have become more and more aware of the importance of implementation strategies. Education planning and educational policies are closely interrelated.

It is necessary for the centre to ensure that the different regions of the country march together with equal steps, and that no serious regional imbalances in educational development are created. This necessarily calls for certain elements of central coordination. In this block we discussed how the dimensions of educational management can help facilitate educational developments in all regions and communities. The block consists of four units describe briefly as follows.

Unit 1 deals with policy formulation and policy planning in the context of educational management where roles, functions and implementation of policies are discussed.

Unit 2 encompasses organisational structure of the Department of Education of Ministry of Human Resource Development (MHRD), Government of India. The Indian education system from primary to higher education, is supervised by the Ministry of Human Resource Development (MHRD); and we have discussed the overall structure of the MHRD in the context of educational management at the national level.

Unit 3 titled 'roles of national bodies' is concerned with system of education in India and the roles of various national bodies in the planning and organisation of education at various levels. The **last unit** deals with the coordination, networking, partnership and linkages in educational planning and management. In this unit we have discussed on different coordinating agencies facilitating educational management at national level. Further, we have elaborated on the coordination and cooperation between the Union and the States in the field of education with the help of different government bodies.

MES-042: DIMENSIONS OF EDUCATIONAL MANAGEMENT

Course Introduction

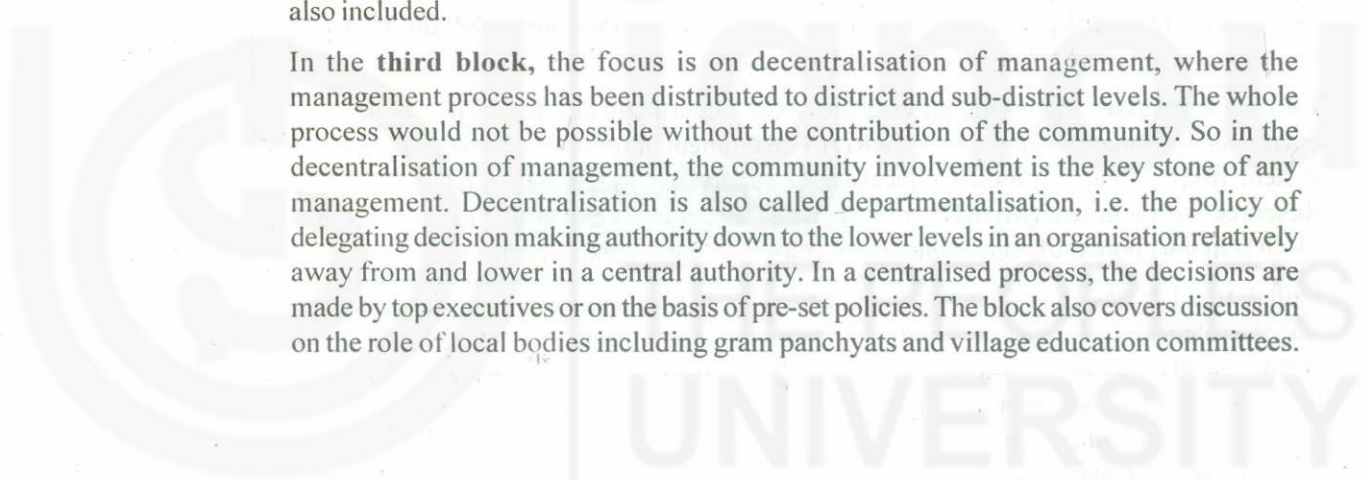
Education has three dimensions viz. development of knowledge, training of mental abilities, and development of character. Therefore the development of favourable predisposition towards continually changing learning and teaching the concepts, theories and applications of management cannot function in a vacuum. It requires a social system for its implementation. The course 'Dimensions of Educational Management' is a part of Educational Management which has been developed towards this end.

The contents for this course are presented in three blocks comprising twelve units. The organisation of the block begins with an introduction to educational management at the national level, and ends with the last block dealing with decentralised management. The three blocks are briefly discussed in the following paragraphs.

The **first block** discusses the policy formulation and policy planning at the national level. Further, the organisational structure, coordination and networking through central to state level are also focused in this block.

The **second block** contains discussion on the policy planning at the state level and the centre-state relationship. Along with that planning and coordinating at the state level is also included.

In the **third block**, the focus is on decentralisation of management, where the management process has been distributed to district and sub-district levels. The whole process would not be possible without the contribution of the community. So in the decentralisation of management, the community involvement is the key stone of any management. Decentralisation is also called departmentalisation, i.e. the policy of delegating decision making authority down to the lower levels in an organisation relatively away from and lower in a central authority. In a centralised process, the decisions are made by top executives or on the basis of pre-set policies. The block also covers discussion on the role of local bodies including gram panchyats and village education committees.



UNIT 1 POLICY FORMULATION AND POLICY PLANNING

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 What is Policy ?
- 1.4 What is Educational Policy ?
- 1.5 Conceptual Framework for Policy Formulation
- 1.6 Stakeholder Group of Educational Policy Making
- 1.7 Educational Policy in India: Historical Evolution
 - 1.7.1 Overview of Educational Policies in India
 - 1.7.2 Educational Policy in Ancient Times
 - 1.7.3 Educational Policy during the Mughal Period
 - 1.7.4 Educational Policy during the East India Company
 - 1.7.5 Educational Policy under the British Government
 - 1.7.6 National Movement and Education (1905-1921)
 - 1.7.7 Education under Provincial Autonomy and Congress Ministries
- 1.8 Educational Policy in India since Independence
 - 1.8.1 University Education Commission or Radhakrishnan Commission, 1948
 - 1.8.2 Secondary Education Commission or Mudaliar Commission, 1952
 - 1.8.3 National Policy of Education 1968
 - 1.8.4 The Educational Structure
 - 1.8.5 Six Percent of GDP for Education
 - 1.8.6 National Policy on Education 1986: Key Features
 - 1.8.7 Acharya Ramamurti Committee 1990
 - 1.8.8 Janardhana Committee on National Policy on Education: Review of Ramamurti Committee (1991)
- 1.9 Educational Policy Making Bodies
 - 1.9.1 Constitutional Provisions
 - 1.9.2 Ministry of Human Resource Development: Department of Education
 - 1.9.3 Central Advisory Board of Education (CABE)
 - 1.9.4 Planning Commission
- 1.10 Advisory Institutions Involved in the Policy Formulation and Implementation
- 1.11 Schemes/Programmes as a Consequence of Educational Policy
 - 1.11.1 Non-Formal Education
 - 1.11.2 Operation Blackboard Scheme
 - 1.11.3 National Programme of Nutritional Support to Primary Education
 - 1.11.4 Kasturba Gandhi Balika Vidyalaya (KGBV)
 - 1.11.5 Teacher Education
 - 1.11.6 Kendriya Vidyalaya Sangathan (KVS)
 - 1.11.7 Navodaya Vidyalaya Samiti (NVS)
 - 1.11.8 Vocationalisation of Secondary Education at +2 Level

- 1.12 Educational Programmes / Projects
 - 1.12.1 District Primary Education Project (DPEP)
 - 1.12.2 The National Programme for Education of Girls at Elementary Level (NPEGEL)
 - 1.12.3 Sarva Shiksha Abhiyan (SSA)
- 1.13 Let Us Sum Up
- 1.14 Unit End Activities
- 1.15 References
- 1.16 Answers to Check Your Progress

1.1 INTRODUCTION

India is a quasi federal nation constituting of twenty eight states and seven union territories. The constitution provides directives regarding the development of education throughout the country. The areas in which the respective central and state governments have jurisdiction have been specified as the central list, the state list and the concurrent list. Under the constitution originally enacted, education was primarily a state subject, which implied that states were responsible for the management of their respective school system. As this led to differential educational progress across the states, in 1976 education was transferred to the concurrent list through a constitutional amendment. While the role and responsibility of the States did not change significantly, the Union Government accepted a major role in strengthening the national and integrative character of education. Consequent to this, *National Policy on Education 1986* envisaged a meaningful partnership between the Union Government and the State governments in implementing the Policy.

1.2 OBJECTIVES

After going through this unit you should be able to:

- describe the policy formulation and policy planning.
- describe the organisational structure of educational planning and implementation.
- analyse the role of national bodies in educational planning and management; and
- illustrate the coordination, networking, partnership and linkages, and schemes/programmes/projects launched to fulfil the recommendations of the *National Policy on Education*.

1.3 WHAT IS POLICY ?

Policy is a deliberate plan or course of action, intended to influence and determine decisions, actions and other matters. Policies can be understood as political, management, financial and administrative mechanisms arranged to reach explicit goals.

Policy differs from rules or laws. While laws can compel or prohibit behaviours, policy merely guides actions towards those that are most likely to achieve a desired outcome. Policy making is the first step in any planning cycle, and planners must appreciate the dynamics of policy formulation before they can design implementation and evaluation procedures effectively.

1.4 WHAT IS EDUCATIONAL POLICY?

Educational policy refers to plan of action that guides the operation of an education system. Education occurs in many forms for many purposes through many institutions. Examples include early childhood education, kindergarten through to 12th grade, two and four year colleges or universities, graduate and professional education, adult education and job training/vocational education. Therefore, educational policy can directly affect the education processes people engage in at all ages.

Educational policy seeks to answer questions about the purpose of education, the objectives (societal and personal) that it is designed to attain, the methods for attaining them and the tools for measuring their success or failure.

In India the principal aim of the education system has been to provide free and compulsory elementary education to all the children between the age of 6-14 years; and provide equal opportunities to all irrespective of gender, caste and class. To achieve these aims, educational policies have been formulated, and they have been suggesting various means to achieve this target. Policy directives have been provided by various committees and commissions. While some of the committees have looked into the specific level of education (e.g., Radhakrishnan Commission on Higher Education, Secondary Education Commission or Mudaliar Commission) or education of the specific groups, others have concentrated on all levels and aspects of education (i.e, National Policy on Education, 1968 and 1986). In the formulation and implementation of educational policy wide range of groups, consisting of politicians, bureaucrats, planners, administrators and academicians are involved.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

1. What is policy?

.....

.....

.....

2. What is educational policy?

.....

.....

.....

1.5 CONCEPTUAL FRAMEWORK FOR POLICY FORMULATION

A policy change is a response to a problem or set of problems in the sector and, must, therefore, start with an analysis of the existing situation of the educational sector and its context. In addition to the analysis of the sector itself, policy analysis should consider a number of aspects of the social context, including political, economic, demographic, cultural and social issues which are likely to affect the decision making and even implementation processes of the education sector.

The general character of a country (i.e, location, geography, population, culture and social stratification patterns) has obvious implications for educational policy formulation

and implementation. This makes the process of educational policy making more difficult in a number of ways. Typically different groups have different values about the role of education. Insofar as education represents access to economic and political powers, then different access or interest in education also means differential access to power. Resulting conflicts and struggle is particularly acute in India which consists of variety of socio-cultural and economically disadvantaged sections of population. The distribution of access to basic educational facilities across the states is unequal and uneven. Therefore while formulating the education policy, the differential educational development across the states have been kept in consideration and therefore emphasis has been on the reduction of regional, social and gender disparities.

● Political context

An analysis of the political environment is necessary for an understanding of the national decision making process, the comparative value of education, and the role that education must play in the socio-political process. In a democratic country like India, various political parties have been coming to power and have been defining educational goals and priorities as per their political ideology. They have been implementing various programmes to achieve the target set in their educational policies.

● Economic context

Before formulating the educational policy an assessment of financial and human resources is essential. It is important to estimate the financial resources of the country in order to assess what the economy requires from the education sector and what the education sector expects to face from the rest of the economy, particularly in terms of general infrastructure and financial resources.

Variables such as demographic shifts, urbanisation and migration coupled with likely growth in various sectors of the economy will have a significant impact on labour markets and consequently on needs for education and skill training. The level of economic development will set enormous constraints on the capacity of the education system to build schools and to expand. It is difficult to build schools without the necessary economic infrastructure. For example, the Education Policy of 1968 proposed that 6% of GDP should be spent on education and till date we have not been able to spend more than 3.8% of GDP on education. Therefore, it has not been possible to provide schools with adequate infrastructure and other facilities.

The level of economic development also sets the range of possible taxation by the government, which in turn influences educational expenditures. For example in India 2% of taxable income is towards the educational cess for elementary education and 1% is towards the educational cess for secondary and higher education.

The economic growth rate is important not only for estimating the likely need for certain kinds of skill but also for estimating the future amounts of slack resources. This is necessary because, as the rate of growth increases, more funds are often made available to education; in the similar way, as it decreases, the allocations to education are among the first cut.

● Diagnosis of educational scenario

Educational policy analysis starts with an identification and understanding of the major sectoral issues relevant to the country. These issues may be explored under different categories: (i) available access to educational opportunities and how to further improve it, (ii) equity in the distribution of educational services, (iii) structure of the education system, (iv) internal efficiency like drop out rates, repetition rate, transition rate, promotion rate, etc., (v) external efficiency, and (vi) institutional arrangements for the management of the sector.

While analysing the above issues the analysis should reflect on the progress made over the years as the meeting of one educational need or solution of one problem frequently creates another. For example, the expansion of the system and the provision

of new facilities naturally lead to issues about the quality of the education provided and the capacity of the educational system to handle a larger education system. A historical and evolutionary perspective on the dynamics of policies across time allows the educational planners and policy makers a better understanding of why a particular policy is being advocated at that moment. By studying the past, one also estimates the time required to achieve the goals set by the policy.

1.6 STAKEHOLDER GROUP OF EDUCATIONAL POLICY MAKING

In the formulation and implementation of educational policy, a wide range of groups, consisting of politicians, bureaucrats, planners, administrators and academicians are involved. A national policy on education has to emerge from the perceptions, active participation and wisdom of all those who are likely to be involved in its implementation. The states, local bodies, voluntary agencies, teachers, students and parents, scientists, managers, entrepreneurs and workers, parliamentarians and legislators and indeed the members of the Fourth Estate, contribute to the process of policy formulation. Some of the stakeholders involved in the process of formulation of education policy include the following :

- Politicians and elected representatives
- Civil servants, bureaucrats and administrators
- Professional bodies — CAGE, NCERT, NIEPA, UGC
- Lobbyists and pressure groups
- Political parties
- Voluntary organisations and charities
- Media
- The people in general.

In a democratic and huge country like India representative from various political and social groups are involved in the formulation and implementation of policy. For example, for the formulation of *National Policy on Education 1968* a commission was set up in 1964. The Education Commission under the Chairmanship of Dr. D. S. Kothari, the then Chairman, University Grants Commission, began its task on October 2, 1964. It consisted of sixteen members, eleven being Indians and five foreign experts. In addition, the Commission had the benefit of discussion with a number of internationally known consultants in the educational as well as scientific fields.

The Commission set up 12 task forces and 7 working groups, and commission interviewed about 9000 men and women distinguished in public life : educators, scientists, industrialists and scholars in different fields and others interested in education. It received and scrutinized over 2400 memoranda and notes. The Commission spent about hundred days in visiting universities, colleges and schools and held discussions with teachers, educationists, administrators and students. The report of the Commission was received in June 1966. By the time it was printed and circulated the elections of the Parliament were to be held and the matter was to be discussed in the Cabinet. Therefore, the committee of members of the parliament could be appointed in 1967. The report was discussed in both the houses of parliament and the final resolution was issued in 1968.

To meet the new challenges and social needs a review of policy was undertaken for improving the efficiency and quality of education. A document entitled "*Challenges of Education : A Policy Perspective*" was brought out by the Union Ministry of Education in 1985 which provided an overview of the state of education and directives for the future initiatives, based on the suggestions made by educational planners, teachers, students, parents, intellectuals and common citizens. It was a useful document as it discussed the pitfalls of the current system and presented a framework for realistic policy making so that the targets are made on the basis of ground realities. It took into

consideration the constraints and limitations while suggesting the tasks and strategies for achieving UEE.

Common citizens sent their opinion on the goals and objectives of education, structure of education and language of medium of instruction, to the Department of Education/ Ministry of Human Resource Development. Most of them expressed their views through the editorials in the newspapers. Media especially the press played a significant role in the process of formulation of educational policy. The public expressed their expectations from the education system through the editorials, letter to editor in various newspapers and journals. Content analysis of the clippings of the newspapers/ journals was done to provide feedback to the policy makers and planners. The entire spectrum of the issues discussed in the press media were classified into various categories like goals of education; content and curriculum; evaluation and examination; planning and management ; financing of education; teachers; school and non formal education, etc. Thus media played a very constructive and positive role in gathering and dissemination of information to the policy makers about the perception and expectations from the new educational policy.

Based on the suggestions, the *National Policy on Education*(NPE) was adopted in 1986. Following the policy document a "*Programme of Action*" was prepared which specified the details for the implementation of the policy. The Union Ministry of Education undertook an intensive exercise to prepare the *Programme of Action* (POA). Twenty three Task Forces were constituted and each was assigned a specific subject covered by NPE. Eminent educationists, experts and senior representatives of Central and State Governments were associated with these task forces. The subjects assigned to the task forces were related to all levels of education and special focus was on the education of the handicapped, women, scheduled caste and scheduled tribes, etc. The Task Forces were also expected to project the actions that would be necessary, and indicate the broad targets and the phasing of the programmes.

The Task Forces submitted their report in July 1986. These reports were discussed in a series of meetings by the Minister of Human Resource Development. After these discussions were completed, a conference of Education Secretaries of the State Governments and U.T. administrators was convened on 20th July, 1986. Suggestions of this committee were considered while formulating the *Programme of Action*.

The Central Advisory Board of Education (CABE) met at New Delhi on the 1st and 2nd August 1986 and discussed the POA document. Several valuable suggestions were made by the Education Ministers of State Governments and UT Administrations.

It can be easily concluded that the educational policy formulation in India has been democratic which has involved all the stakeholders especially the common citizens, professionals and experts.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

3. Mention any five stakeholders involved in the process of formulation of educational policy.

.....

.....

.....

4. When was the NPE set up?

.....

.....

.....

1.7 EDUCATIONAL POLICY IN INDIA: HISTORICAL EVOLUTION

The roots of educational policy formulation in India lie before the independence period. In fact the education policy of independent India has been influenced by the previous policies that were pronounced during the British period. An overview of educational policies in India from the ancient time onwards is presented in this section.

1.7.1 Overview of Educational Policies in India

Let's list the developments in a tabular form.

Period/Dates	Policies
Ancient	Education policy was determined by the kings and rulers with the help of advisors
Charter of 1813	East India Company
1835	Orders of Lord William Bentinck/Macaulay Minute
1854	Wood's dispatch
1882	Hunter Commission report
1904	Government resolution on education policy by Lord Curzon
1911	Gokhale's Resolution in the Imperial Legislative Council
1913	Resolution of the Government of India on Education
1919	Government of India Act
1928	Hartog Committee Resolution
1935	Government of India Act
1937	Wardha Scheme
1943	Sir John Sargent Report
1968	National Policy on Education
1986	National Policy on Education & Programme of Action
1990	NPE 1986 Review Ramamurti Committee
1991	Janardhana Committee on National Policy on Education, Review of Ramamurti Committee
1992	Programme of Action

1.7.2 Educational Policy in Ancient Times

In India, the history of education has been long and varied. In the ancient times education was restricted to the higher castes and was denied to the common people. Women were also not provided such facilities. Educational policy was determined by the kings and rulers with the help of their advisors. Education was given importance according to the value attached to it by different rulers in different provinces.

1.7.3 Educational Policy During the Mughal Period

Grants and donations were given for the promotion of education especially by the Mughal emperors. Babar was a knowledgeable man with knowledge of Arabic, Persian and Turkish, and had a taste for poetry. Akbar although not educated, was very keen to spread education among the masses. He encouraged the education of not only Muslims but also of the Hindus and had a large number of Sanskrit books translated into Persian. He provided a systematic and organized structure to education. Akbar not only increased the number of educational institutions but also concentrated on the improvement of quality in education.

Aurangzeb further expanded the educational institutions and orders were issued to provincial governments to look into the education of their subjects. The education system was flexible, simple and practical. The schools did not have special buildings and the classes were conducted either in the house of teachers or temples or in the open. The duration of teaching and timings were adjusted as per the convenience of the teachers and students. Students could join the *pathshala* or *tols* at any point of time.

1.7.4 Educational Policy During the East India Company

The East India Company till 1765 was not intensely involved in the education of people. The schools were run by the missionaries. After 1765 when the Company became a political power the educational policy underwent change. The Company adopted a policy of strict religious neutrality and stopped supporting the mission schools.

- **Charter of 1813**

The charter of the Company was reviewed in 1813, which forced the Company to accept the responsibility of education of the Indians. As the charter did not specify the mode of implementation, the controversial issues emerged between the Orientalist who favoured indigenous education and the Anglicist who favoured English education (1823-1835). The bone of contention was on the issues of the aims and objects of education, the medium of instruction; the agencies responsible for providing education, and the policy adopted to spread education.

As far as educational policy and recommendations were concerned they were basically decided by the Governors or the Governor General as no separate education department existed, and Indians were not part of the deliberations. Governors were subject to the control of the Court of the Directors of Company in England.

- **Minute of Lord Macaulay/Bentinck Proclamation of 1835**

On the issue of the spread of education divergent views emerged. The famous Minute of Lord Macaulay, the first law minister of the Governor General's Executive Council, submitted in 1835, advocated for the education of the selected few who would in turn educate the masses. This is known as *downward filtration theory*. The other point of view was that this theory would not be applicable in India; therefore the company should start education on a mass scale.

The policy favoured for the education of a few as the financial resources available for education were limited and it was not possible to educate everybody with such meagre amount. As far as administration of education was concerned from 1813-33, education was the responsibility of the provincial governments.

Bentinck's Proclamation was the resolution dated March 7, 1835, consequent to the acceptance of Macaulay's Minute. It emphasised on the promotion of European literature and sciences among the natives. This was the first declaration of the British Government in the field of education in India. Schools teaching European literature and sciences became popular as some of the educated Indians like Raja Ram Mohan Roy also favoured the spread of English education.

Lord Auckland through the Auckland's minutes (1839) tried to resolve the dispute between the Orientalist or Classicist and Occidentalists or Anglicists and outlined the future policy of the government: (i) the existing oriental colleges may continue and receive the same grant, and (ii) the existing oriental colleges may start English classes if they so desired.

- **Wood's Dispatch of 1854**

A need was felt to revamp the system and a comprehensive scheme known as Wood's Dispatch in 1854 followed. Dispatch recommended administrative and structural reforms in the education system. It proposed abolition of former Provincial Boards

and Councils of Education and instead of these bodies recommended the creation of Department of Public Instruction in each of the then existing five provinces.

The Dispatch document is very significant as it was the first official declaration of the British Parliament on the educational policy to be followed in India. It covered all the stages of education and delineates the scope, role and function of the state in education. It propounded that mass education would be managed by people through the grant-in-aid but under the supervision and control of the state. The recommendations of the Dispatch commission were not implemented for a long duration of time and some of them were never implemented.

As a consequence of Wood's Dispatch, the Department of Public Instruction under the D.P.I with inspectors and other minor officers was set up in 1855 in every province; the universities of Calcutta, Bombay and Madras were established as examining bodies in 1857; a system of grants-in-aid for private schools and colleges was introduced in all the provinces.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

5. What was the educational policy during the East India Company?

.....

.....

.....

6. What was Bentincks' Proclamation?

.....

.....

.....

7. Describe briefly the Auckland's minutes.

.....

.....

.....

1.7.5 Educational Policy Under the British Government

However the education in India under Company came to an end as in the year 1857 the administration of India was transferred to the British crown. In 1859 a review of policy was taken by Lord Stanley, the first secretary of state. It did not suggest major changes except that the state should take the responsibility of primary education and for generating resources should impose levy on land revenue. However the government did not follow this policy.

● Hunter Education Commission (Indian Education Commission) of 1882-83

On February 3, 1882 Lord Ripon appointed the first Indian Education Commission with Sir William Hunter as the chairman to "enquire particularly into the manner in which effect had been given to the principles of Dispatch of 1854 and to suggest such measures as it might think desirable with a view to the further carrying out of the policy therein laid down".

The Commission assessed the educational policy very minutely and suggested the following measures:

- It was in favour of the withdrawal of the government from direct control in education.
- The Commission again recommended recognition and extension of all indigenous schools.
- It observed that the supervision and monitoring of indigenous elementary schools should be vested with the municipal and local boards.
- The Commission advocated for secular education in the schools.
- So far as colleges and secondary schools were concerned the Commission recommended the gradual transfer of government institutions to efficient private bodies.
- It did not favour the transference of higher education to missionaries as was demanded by them.

While recognizing the significance of elementary education the commission recommended that the area of a District or a Municipal Board should be fixed as the school area and the local body concerned should be constituted as the School Board for that particular locality with full power and control over primary education.

This recommendation had an adverse impact on the status of primary education as the government instead of taking the responsibility of primary education transferred to a weak body that were entrusted with the responsibility of generating finances and the resources. The main consequences of the recommendations were:

- The control of primary education was completely transferred to Local Boards and Municipalities.
- The government refused to open more colleges and secondary schools on their own.
- Great encouragement was given to Indian private enterprise.
- The principle that missionary enterprise can occupy only a subordinate position in a national system of education was recognised.

● *Government Resolution on Education Policy 1904*

In 1901 the education in India was reviewed critically by Lord Curzon. He also appointed the Indian University Commission in 1902 and issued the government resolution on education policy in 1904.

The Commission suggested that :

- The legal powers of the existing universities should be enlarged so that these might be recognised as teaching bodies.
- The universities should make provisions for advanced courses through the appointment of their own teachers.
- New universities should not be established.
- Rules of affiliation should be strict and affiliated colleges should be strictly supervised.
- There should be a managing committee for every college.
- Hostel facility should be provided to the children.

The education policy was declared in the form of a government resolution on 11th March, 1904 by Lord Curzon. It emphasised on the quality control on schools. Only those secondary schools may be given recognition which have properly constituted managing body, it teaches the proper subjects up to proper standard, that due provision has been made for the instruction, health, recreation and discipline of the pupils, that the teachers are suitable as regards character, number, qualification, etc.

● **Gokhale's Resolution in the Imperial Legislative Council, 1911**

The Bill was introduced in the Imperial Legislative Council on 16th March 1911 by Gopal Krishan Gokhale, a member of the council to provide for the gradual introduction of the principle of compulsion into the elementary education of the country. Though the Bill was rejected but a beginning was made towards a compulsory education bill.

● **Resolution of the Government of India on Education, 1913**

The Government of India passed a resolution on education policy in 1913 with three cardinal principles : (i) instead of increasing the number of existing institutions their standard should be raised, (ii) the curricula of primary and secondary education should be made more practical and useful, and (iii) the facilities of higher studies and research should be provided in India so that Indian student may not have to go abroad.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

8. Mention any two suggestions on education given by the Indian Education Commission.

.....

.....

.....

9. What was the Gokhale's Resolution of Education?

.....

.....

.....

1.7.6 National Movement and Education (1905-1921)

The movement demanded national education which emphasised : (i) Indian control of education, (ii) Indian ideals of education (iii) growth of Indian languages, and (iv) development of technical and national education. During this period the most significant document was the Government of India Act, 1919, which introduced a new policy of education.

Government of India Act, 1919

At this juncture, in 1919 the Government of India Act was passed which introduced diarchy or the rule of two. Education was treated as a transfer subject. Subjects of administration were divided into two categories, i.e. reserved and transferred. The reserved subjects were put under the governor and his executive council, and the transferred subjects under the ministers who were responsible to the provincial legislature. Due to this arrangement the control of the Central government on provincial governments in matters related to education disappeared. Provincial governments were entrusted with the responsibility of public education. Under this act the local bodies were given the responsibility of primary education. The new system proved to be disadvantageous as well and led to differential development of education in different provinces. By this system, the Government of India was prohibited to spend its revenue towards the provinces. Education became not only a provincial matter but also a transferred subject and the Centre was constitutionally not allowed to finance it, hence the aid was stopped which led to further financial constraints for the provincial governments. The Indian Ministers of Education could no more control the I.E.S.

Officers and their recruitment was stopped in 1924. This also resulted in the isolation of provinces and lack of communication among them. Therefore, no national guidelines could be formulated on educational policy.

The most significant development during this period was that most of the provinces passed compulsory education act between 1919 and 1930. The local bodies were given the prime responsibility of looking after primary education. Local authorities were given the power to levy an educational cess to meet their financial requirements. This has been revived in the present context in India as educational cess has been introduced to generate more resources for education sector.

For better coordination of the provinces, the Central Advisory Board of Education (CABE) was constituted in 1921 in order to give advice to provinces on educational matters. This body was liquidated in 1923 on the pretext of paucity of funds. Similarly the department of education was merged with the department of revenue and agriculture. These measures clearly show the low importance given to education during this period.

Hartog Committee, 1928

The Hartog Committee was appointed to review the position of education in India. The committee recommended the closure of inefficient schools, improvement in the standard of teachers, and curriculum, strengthening of the inspectorate, etc. It also observed that primary education should not be left to the local bodies. The Central Government should take the responsibility as it is a matter of national importance.

On the recommendation of the Hartog Committee, the CABE was revived in 1935. The Bureau of Education too was revived in 1937.

1.7.7 Education under Provincial Autonomy and Congress Ministries

Government of India Act, 1935

Another major landmark in the development of provincial autonomy was the Government of India Act of 1935, which was implemented in 1937. Diarchical system of administration was abolished through this Act. Provincial administration was transferred to the Minister. In 1937 an all-India National Educational Conference was convened at Wardha under the presidentship of Mahatma Gandhi which outlined that compulsory education should be provided for seven years. The medium of instruction should be the mother tongue. Emphasis should be given on manual and productive work. The conference appointed a committee with Dr Zakir Hussain as its chairman. The report of this committee popularly known as Wardha Scheme detailed out the features of basic education that needed to be imparted to the children. In fact the report outlined the ideas of Mahatma Gandhi on basic education. This new education or *Nai Talim* was linked to the needs and requirement of child in Indian context. The Kher Committee proposed that basic education should comprise a course of eight years from the age of six to fourteen years and should be demarcated into two separate divisions – the first stage consisting of five years, and the second stage consisting of three years. Diversion of students from the basic schools to other kinds of school should be allowed after the Vth class or about at the age of eleven plus. It stressed on the vernacular language of the pupils as the medium of instruction. These recommendations guided the educational thinkers in the post independence period.

Review of Education, 1943

Another review of the education system was taken in 1943 and Sir John Sargent, the then Educational Adviser with the Government of India, was associated with it. Besides

proposing for universal compulsory and free primary or basic education, it recommended for a reasonable provision of pre-primary education for children between 3 and 6 years of age. It proposed for the full provision for training of teachers. Visualizing the comprehensive development of the child it proposed for an efficient medical service to see that the children are made and kept healthy.

As far as the educational administration is concerned it proposed strong education department at the centre but the responsibility for primary education to be entrusted to the provinces. This committee provided the future directions to the policy makers.

1.8 EDUCATIONAL POLICY IN INDIA SINCE INDEPENDENCE

In the post-independence period, a major concern of the Government of India and of the States has been to give increasing attention to education as a factor vital to national progress and security. Problems of educational reconstruction were reviewed by several commissions and committees notably the University Education Commission (1948-49) and the Secondary Education Commission (1952-53). Towards the end of the Third Five Year Plan, a need was felt to hold a comprehensive review of the educational system with a view to initiating a fresh and more determined effort at educational reconstruction and the Education Commission (1964-66) was appointed to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects. To meet the new challenges and social needs a new Education Policy was formulated in 1986. Details of recommendations of various commissions since independence are presented below:

1.8.1 University Education Commission or Radhakrishnan Commission, 1948

A Commission under the chairmanship of Radhakrishnan was appointed to suggest improvement in the university education which may suit the present and future needs of the country. The Commission was asked to review

- The medium of higher education and creation of new universities
- Aims of university education
- Standard of research work in universities and its purpose
- Organisation and administration of universities
- Financial problems of universities
- Qualification, conditions of service, salary, privileges and functions of universities.

The Commission suggested reforms in the examination system, and recommended the conduct of objective tests at short intervals. It also suggested reforms in curriculum and teaching.

1.8.2 Secondary Education Commission or Mudaliar Commission, 1952

This Commission was appointed under the chairmanship of Dr A.L. Mudaliar to inquire into and report on the present position of secondary education in all its aspects with special reference to:

- The aims, organisation and content of secondary education
- Its relationship to primary, basic and higher education
- The inter-relationship of secondary schools of different types.

The Commission analysed the problems related to secondary education and suggested the following measures:

- Reorient the aims and objectives of secondary education in free India: its aim should be the development of democratic citizenship, improvement of vocational efficiency, development of personality and leadership qualities.
- The mother tongue or the regional language should generally be the medium of instruction throughout the secondary stage.
- Its duration should be increased by one year to plan the course for a period of four years after the middle or senior basic stage.

1.8.3 National Policy on Education, 1968

As discussed earlier the *National Policy on Education* was formulated based on the recommendations of the Kothari Commission. Some of the significant recommendations of the Commission were the following:

Free and compulsory education strenuous effort should be made for the early fulfillment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children upto the age of 14 years.

Development of languages

- **Regional language:** The regional language should be used as a medium of instruction at all levels of education, i.e from primary to university stage.
- **Three language formula:** At the secondary stage, the state governments should adopt and vigorously implement the three language formula which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking states, and of Hindi along with the regional language and English in the non-Hindi speaking states.

Equalisation of educational opportunity

Strenuous efforts should be made to equalise educational opportunity. Special emphasis should be given to improve the educational imbalances, gender disparities, education of the backward classes, etc.

Common school system

To promote social cohesion and national integration the Common School System should be adopted. The idea of Neighbourhood School was initiated which implied that each school should be attended by all the children in the locality.

Work experience and national service

The school and the community should be brought closer through suitable programmes of mutual service and support.

Science education and research: With a view to accelerating the growth of the national economy, science education and research should receive high priority. Science and mathematics should be an integral part of general education till the end of the school stage.

Education for agriculture and industry: Special emphasis should be placed on the development of education for agriculture and industry.

- There should be at least one agricultural university in every state.
- In technical education, practical training in industry should form an integral part of such education.
- There should be a continuous review of the agricultural, industrial and other technical manpower needs of the country and efforts should be made continuously

to maintain a proper balance between the output of the educational institutions and employment opportunities.

Production of books

The quality of books should be improved by attracting the best writing talent through a liberal policy of incentives and remuneration. Immediate steps should be taken for the production of high quality textbooks for schools and universities.

Examinations

A major goal of examination reforms should be to improve the reliability and validity of examinations and to make evaluation a continuous process aimed at helping the student to improve his/her level of achievement rather than at 'certifying' the quality of his/her performance at a given moment of time.

Secondary education

Educational opportunity at the secondary (and higher) level is a major instrument of social change and transformation. Facilities for secondary education should accordingly be extended expeditiously to areas and classes, which have been denied these in the past.

Provision of facilities for secondary and vocational education should conform broadly to requirements of the developing economy and real employment opportunities. Such linkage is necessary to make technical and vocational education at the secondary stage effectively terminal. Facilities for technical and vocational education should be suitably diversified to cover a large number of fields such as agriculture, industry, trade and commerce, medicine and public health, home management, arts and crafts, secretarial training, etc.

University education

- The number of whole-time students to be admitted to a college or university department should be determined with reference to the laboratory, library and other facilities and to the strength of the staff.
- Considerable care is needed in establishing new universities. These should be started only after an adequate provision of funds has been made for the purpose and due care has been taken to ensure proper standards.
- Special attention should be given to the organisation of postgraduate courses and to the improvement of standards of training and research at this level.
- Centres of advanced study should be strengthened and a small number of 'cluster of centres' aiming at the highest possible standards in research and training should be established.
- There is need to give increased support to research in universities generally. The institutions for research should, as far as possible, function within the fold of universities or in intimate association with them.

1.8.4 The Educational Structure

It will be advantageous to have a broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern of education in which the higher secondary stage of two years is to be located in either schools or colleges or both according to the local conditions.

1.8.5 Six Percent of GDP for Education

The commission proposed that the reconstruction of education will need additional outlay. The aim should be gradually to increase the investment in education so as to

reach a level of expenditure of six percent of the national income as early as possible.

The Government of India will also review, every five years, the progress made and recommends guidelines for future development. No further review took place till 1986 when the next education policy was pronounced.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

10. Mention any three education commissions since independence along with their major recommendations.

.....
.....
.....

11. Outline any five recommendations of NPE, 1968.

.....
.....
.....

1.8.6 National Policy on Education, 1986: Key Features

The National Policy on Education (NPE), 1986 emphasised that education is a unique investment in the present and the future. This cardinal principle is the key to the NPE. It focussed on a National System of Education, removal of disparities and to equalise opportunity by attending to the specific needs of those who have been denied equality so far. The salient features of NPE, 1986 are as follows:

- It aims to provide a National System of Education for all which implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes.
- The National System of Education envisages a common educational structure. The 10+2+3 structure has been accepted in all parts of the country. An effort will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School.
- The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. Awareness of the inherent equality of all will be created through the core curriculum.
- There will be new thrust on elementary education emphasising on two aspects; (i) universal enrolment and retention of children up to 14 years and (ii) a substantial improvement in quality of education.
- Science and mathematics education will be compulsory for all children during first 10 years of schooling.
- The three language formula will be implemented with greater seriousness.
- To improve higher education there will be consolidation and expansion of facilities in the existing institutions.
- Efforts will be made on improving the evaluation system of the students. The emphasis of assessment will be shifted to the improvement of the performance rather than finding faults.

After the enactment of the National Policy on Education task forces were set up to suggest strategies and , programmes along with time frame and the financial implications for the implementation of the policy in respective areas. The report of these task forces were compiled in a document called "Programme of Action" (POA).

As suggested in the POA, access to education was increased in the formal as well as non-formal sectors. The existing schools, polytechnics, colleges and libraries were strengthened. Several centrally sponsored schemes like Operation Blackboard, Vocationalisation of Education; Non-Formal Education, Educational Technology, Navodaya Vidyalayas, Adult Education, Distance Education etc., were launched.

1.8.7 Acharya Ramamurti Committee, 1990

A review committee was appointed under the Chairmanship of Acharya Ramamurti as it was felt that

- the target of removing illiteracy from the country was still unfulfilled and was reaching nowhere;
- there were still lot of disparities in access to education; and
- vocationalisation of education had not picked up.

In reviewing the NPE 1986, the Report asserted that the NPE had been guided by the following principal concerns

- Equity and social justice
- Decentralisation of educational management at all levels
- Establishment of a participative educational order
- Inculcation of values indispensable for creation of an enlightened and humane society, and
- Empowerment for work.

Some of the key recommendations of the Ramamurti Committee were the following:

- All essential resources, human and non human must be made available to the children if quality of education is to improve.
- Early Childhood Care and Education (ECCE) should become integral part of the planning for primary education.
- Serious effort should be made towards the establishment of Common School System as it is perceived to be the first step in securing equality and social justice.
- More strenuous and serious efforts need to be made to remove all kinds of disparities in the access to quality education.
- Value education needs to be made an integral part of education at all levels.
- Socially Useful Productive Work (SUPW) programmes may be made more effective.

1.8.8 Janardhana Committee on National Policy on Education; Review of Ramamurti Committee (1991)

Another committee was constituted to review the implementation of various parameters of NPE. As a consequence of this review a modified version of the Programme of Action in 1992 was formulated. The 'POA 1992' emphasized on close collaboration between Centre and States for achieving the target of universalisation of elementary education (UEE). It proposed that each state, district, block and institution should set the priorities and needs to accordingly formulate its own POA.

POA stressed on social mobilization, to universalize literacy and basic education, provision of 'universal access' in addition to universal enrolment and universal retention.

School should be accessible to all children within walking distance. For ensuring the quality of education, it also stressed on the provision of teacher training, introduction of minimum levels of learning, establishment of Village Education Committee (VEC). Empowerment of the grassroots implementing agencies and the revision of curriculum and instructional material was also spelled out by the POA, 1992. No further review of education policy has taken place since 1992.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

12. Point out any three features of NPE, 1986.

.....
.....
.....

13. Mention the principal concerns of the Acharya Ramurthy Commission on education.

.....
.....
.....

1.9 EDUCATIONAL POLICY MAKING BODIES

Having discussed the salient features of education policies since independence, it would be important to learn about the educational policy making bodies in India that help in the formulation and implementation of policies for education. The following sections delineate details on various educational policy making bodies in India.

1.9.1 Constitutional Provisions

The Constitution of India is the ultimate document which guides state policy in all sectors including education. The Indian Constitution, adopted in 1950, provided important long term policy perspectives and a national vision. The provisions on education in the Constitution were guided by the overall social structures and goals of India. Some of the policy guidelines in the Indian Constitution with implications for education are the following.

- There is clear cut demarcation of the rights and duties of the centre and the states towards education. The 42nd Amendment to the constitution effected in 1976 made education a concurrent subject, empowering the central government to legislate on education. The centre, however continues to coordinate and monitor the educational progress and initiator of the innovative educational programme.
- Article 28 provides that no religious instruction shall be provided in any educational institution wholly maintained out of state funds.
- Article 29 further stipulates that no citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds, on grounds only of religion, race, caste, language or any of them.
- According to Article 30, all minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- Besides, some of the Directive Principles, set out in part IV of the Constitution also have a bearing on national educational policy. For instance, Article 45 enjoins

that the 'state' shall endeavour to provide for free and compulsory education for all children until they complete the age of fourteen years.

- Article 46 requires the 'state' to promote with special care the educational interests of the weaker sections of the people, which include, in particular the Scheduled Tribes.
- Article 350A places a special responsibility on the Government to safeguard the interests of the children belonging to linguistic minority groups and to see that they have adequate facilities to receive at least primary education through their own mother tongue.
- Article 351 further places a special responsibility on the Government of India for promoting the spread of Hindi language and for its development so that it may serve as a medium of expression for all the elements of the composite culture of India.
- Yet another provision in the Constitution, which has an indirect but significant bearing upon the role of the Government of India in education, is entry 20 of List III, which is concerned with "Economic and Social Planning". Educational planning being an essential element of economic and social planning, the Government of India and the state governments have to work together in preparing and implementing the national plans for the reconstruction of education.
- In addition to the above, the following are twenty-five regulatory bodies established by the Acts of Parliament to formulate policies on the subjects allocated to them :
 1. The University Grant Commission Act, 1956
 2. The All India Council for Technical Education Act, 1987
 3. The National Council for Minority Educational Institutions Act, 2004
 4. The Copyright Act, 1957
 5. The Apprentices Act, 1961
 6. Bar Council of India, 1961
 7. Central Council of Homeopathy, 1973
 8. Central Council of Indian Medicine, 1970
 9. Council of Architecture, 1972
 10. Dental Council of India, 1948
 11. Distance Education Council, 1985
 12. Indian Nursing Council, 1947
 13. Medical Council of India, 1956
 14. National Council for Teacher Education, 1993
 15. Pharmacy Council of India, 1948
 16. Rehabilitation Council of India, 1992
 17. Indian Council for Agricultural Research
 18. State Councils for Higher Education
 19. Veterinary Council of India, 1984
 20. Directorate General of Shipping, 1958
 21. The Institute of Chartered Accountants of India, 1949
 22. The Institute of Company Secretaries of India, 1980
 23. The Institute of Cost and Works Accounts of India, 1959
 24. Department of Electronics, Govt. of India
 25. National Council for Rural Institute, 1995

- As per the amendment of the Constitution in 1976, education became the concurrent responsibility of the Union and the States. However, (a) coordination and determination of standards in higher and technical education, and (b) institutions declared by Parliament by law to be institutions of national importance, are the responsibility of the Union.

Local authorities i.e. (Panchayats and Municipalities) are to be assigned a suitable role in education (especially school, adult and non-formal education) through individual state legislations.

1.9.2 Ministry of Human Resource Development: Department of Education

Basically, the Department of Education (DOE) of the Ministry of Human Resource Development formulates the education policy according to the national needs and the fulfilment of constitutional obligations. Formulation of Annual plans and Five Year Plans for the education sector, review of programmes and schemes, timely monitoring of Plan expenditure vis-à-vis outlays in budget estimates and analysis of actual expenditure as against the targets, are the important activities of the DOE.

1.9.3 Central Advisory Board of Education (CABE)

The Central Advisory Board of Education (CABE), the highest advisory body to advise the Central and State Governments in the field of education, was first established in 1920 and dissolved in 1923 as a measure of economy. It was revived in 1935 and had continued to exist till 1994. Despite the fact that, in the past, important decisions had been taken on the advice of CABE and it had provided a forum for widespread consultation and examination of issues relating to educational and cultural development, it was unfortunately not reconstituted after the expiry of its extended tenure till March, 1994.

CABE has a particularly important role to play at the present juncture in view of the significant socio-economic and socio-cultural developments taking place in the country and for the review of the National Policy on Education which is also due. It is a matter of importance therefore, that the Central and State Governments, and educationists and people representing all interests, should increase their interaction and evolve a participative process of decision making in education, which enhances the federal structure of our polity. The *National Policy on Education, 1986* (as modified in 1992) also envisaged that the CABE will play a pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation, and will function through appropriate mechanisms created to ensure contact with, and coordination among, the various areas of human resource development. Accordingly, the CABE has since been reconstituted by the Indian Government in July 2004. The Board consists of nominated members representing various interests in addition to elected members from the Lok Sabha and the Rajya Sabha, and the representatives of the Government of India, State Governments and UT Administrations. The functions of the CABE are:

- To review the progress of education from time to time.
- To appraise the extent and manner in which the education policy has been implemented by the Central and State Governments and other concerned agencies and to give appropriate advice in the matter.
- To advise regarding coordination between the Central and state governments/UT administration, State Governments and non governmental agencies for educational development in accordance with the education policy.

- To advise, *suo moto*, or on a reference made to it by the Central Government or any State government or Union Territory Administration on any educational question.

The first meeting of the reconstituted Central Advisory Board of Education was held on August 10-11, 2004. It was decided to set up seven committees of the CABE to look into some of the critical issues faced by the education sector in the country. These committees are on: (i) Free and Compulsory Education Bill and other issues related to elementary education; (ii) Girls Education and the Common School System; (iii) Universalisation of Secondary Education; (iv) Autonomy of Higher Education Systems; (v) Integration of Culture Education in the School Curriculum; (vi) Regulatory Mechanism for the Text Books and parallel Text Books; (vii) Financing of Higher and Technical Education.

1.9.4 Planning Commission

The Planning Commission was set up by a resolution of the Government of India in March 1950.

The Planning Commission works under the overall guidance of the National Development Council, India's prime policy-making body, which guides the nation on the development process. The planning Commission, with the Prime Minister as the Chairman, is the central executive agency for the planning process.

The principal task of the Planning Commission is to formulate the Five Year and Annual Plans for the most effective and balanced utilization of country's material, capital and human resources, appraise from time to time the progress in their implementation and recommend adjustments of policy and measures that are considered to be necessary in the light of such appraisal. All the Divisions in the Planning Commission maintain close contacts with the concerned Central Ministries/State Governments and various nonofficial agencies, study and examine various problems and issues in relation to the formulation as well as implementation of the Plan Programmes and Policies in their respective fields.

The Planning Commission based on the national priorities allocates resources to different sectors like education, health for the implementation of programmes and policies of each division.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

14. Outline any two important functions of CABE.

.....
.....
.....

15. Write briefly the significance of Article 30 for education?

.....
.....
.....
.....

1.10 ADVISORY INSTITUTIONS INVOLVED IN THE POLICY FORMULATION AND IMPLEMENTATION

Different educational institutions have been established which provide advice to the Government of India in formulation and implementation of educational policies. Information on some of the significant institutions that have been functioning at the central level is given as follows.

The National University of Educational Planning and Administration (NUEPA) previously known as NIEPA, established by the Ministry of Human Resource Development, Department of Education, Government of India, is a premier institution dealing with capacity building and research in planning and administration of education. The core activities of the university include training, research and consultancy services in educational planning and administration both at national and international levels. NIEPA was actively involved in the content analysis of the responses during the formulation of the *National Policy on Education, 1986*.

NUEPA conducts, sponsors and coordinates inter-disciplinary research with focus on theory, policy relevance methods, techniques and processes of educational policy, planning and management. NUEPA's research provides sound, empirical and analytical base for policy and plan formulation. The University also offers a number of research programmes namely M.Phil., Ph.D. and Post-Doctoral Programmes in educational policy, planning, finance and administration.

The National Council of Educational Research and Training (NCERT) was set up by the Government of India in 1961 as an autonomous organisation to advise and assist the Ministry of Human Resource Development and Departments of Education in States/UTs in formulation and implementation of their policies and major programmes in the field of education, particularly for qualitative improvement of school education. The activities of NCERT include: preparation of textbooks and instructional material for children, innovative pre-service teacher education courses like 4 year B.Sc. B.Ed., 2 year M.Ed (Elementary), P.G diploma course in Guidance and Counseling. Towards the implementation of the National System of Education as proposed in the NPE, NCERT provided inputs in terms of National Curriculum Framework and its revision during 1976, 1988, 2000 and 2005.

The University Grants Commission (UGC) : Coordination and determination of standards in higher education is a subject of the Union List and hence a special responsibility of the Central government. This responsibility is discharged mainly through the University Grants Commission (UGC) which was established in 1956 under an Act of Parliament to take measures for promotion and coordination of university education and determination and maintenance of standards in teaching, examination and research in universities. To fulfil its objectives, the Commission can enquire, among other things, into financial needs of the universities; allocate and disburse grants to them; establish and maintain common services and facilities; recommend measures for improvement of university education and give advice on allocation of grants and establishment of new universities.

The National Institute of Open Schooling (NIOS) offers through Open and Distance Learning (ODL) pre-degree level programmes ranging from Basic Education to Senior Secondary Education together with a large number of vocational education courses. Thus, it is one of the institutions in helping to achieve the goals envisaged in NPE by increasing access to education which results in a dynamic inclusive learning society.

1.11 SCHEMES/PROGRAMMES AS A CONSEQUENCE OF EDUCATION POLICY

To implement the suggestions and recommendations made in the National Policy on Education, number of programmes and schemes have been initiated. In the following section, a brief description of various schemes/ programmes launched by the Center are discussed.

1.11.1 Non-Formal Education

In order to fulfil the constitutional goal of providing free and compulsory education to all children upto the age of 14, the State has to provide education which is both relevant and interesting. For a variety of reasons the formal school system had tended to leave out millions of rural and urban poor children who were not able to attend a full time day-school. Consequently, a need was felt for developing a viable alternative system of education which would provide Basic Education for All children in the country. Non-Formal Education was evolved as one such alternative. Non-Formal Education, as an alternative to formal Elementary Education, was experimented with as early as 1976 at which time nine educationally backward states in the country were persuaded to initiate experimental NFE centres. In 1988, following the introduction of the *National Policy on Education (1986)*, a full- fledged scheme of Non-Formal Education supported by the Central Government was introduced primarily in ten educationally backward states, as well as all over the country in urban slums, remote areas, desert and hilly regions.

NFE would be flexible in terms of duration of learning; place and time of learning; curriculum; methodology of instruction; and evaluation. For out-of-school children, a new scheme called Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) scheme had been evolved with the assistance of government of India and the State Governments (75:25) to attain the goal of education for all (EFA)

1.11.2 Operation Blackboard Scheme

Following the recommendation of the *National Policy on Education (1986)* regarding quality improvement in education, the Operation Blackboard (OB) Scheme was launched in 1987, with an aim to improve the school environment and enhancing retention and learning achievement of children by providing minimum essential infrastructural and academic facilities in all primary schools. It was a major initiative to improve the teacher/pupil ratio as it made a provision for second teacher to all single teacher primary schools. The scheme mainly comprised of three components : (i) a building comprising of at least two reasonably large all weather rooms with a deep verandah and separate toilet facilities for boys and girls; (ii) at least two teachers and as far as possible one of them being a woman; and (iii) essential teaching- learning material including blackboards, maps, charts, toys and equipment for work experience.

Under the scheme, the provision/construction of buildings was to be the responsibility of the state governments, while funds for the salary of the second teacher in the single teacher schools and for the supply of essential teaching-learning materials were to be provided by the central government.

The scheme was revised in 1992 to expand the scope of OB to provide three teachers and three rooms to primary schools wherever enrolment exceeds 100 and it was extended to cover the upper primary schools as well.

The Ministry of Human Resource Development, Government of India (MHRD) sponsored a nation wide study on the implementation and effects of the centrally sponsored, Operation Blackboard Scheme in 1998. The study was undertaken by National Institute of Educational Planning and Administration (NIEPA, now NUEPA)

and it primarily consisted of a detailed and comprehensive All India Survey describing the extent of disbursement, usage and impact of the components of OB Scheme.

1.11.3 National Programme of Nutritional Support to Primary Education

To implement the recommendation of NPE that the retention and enrolment needs to be improved, the National Programme of Nutritional Support to Primary Education [commonly known as the Mid-Day Meal Scheme] was launched as a centrally-sponsored scheme on 15th August, 1995. Its objective was to boost "Universalisation of primary education by increasing enrolment, retention and attendance and simultaneously impacting on nutrition of students in primary classes". Apart from enhancing school attendance and child nutrition, mid day meals have an important social value and foster bondage and equality. As children of diverse background eat together a common meal, it tends to break caste barrier and class inequality. Moreover, in the households the boys are generally given preference, and as a consequence the girls are more affected by hunger. Mid-day meal can improve the educational and nutritional status of the girl child.

The mid-day meal scheme was implemented in 2408 blocks in the first year, and covered the whole country in a phased manner by 1997-98. The programme originally covered children of primary stage (Classes I to V) in government, local body and government-aided schools. This was extended in October, 2002 to cover children studying under the Education Guarantee Scheme (EGS) and the Alternative and Innovative Education (AIE) Centres. The scheme was revised in 2004 and included provision of nutritional support to students of primary stage in drought-affected areas during summer vacation also. Initially the food grains were given to children, but this did not improve the attendance. Therefore, in 2004 it was made mandatory to give cooked meal to children everyday in the school. Under the revised scheme the Centre is providing assistance to the states to meet the cooking cost @ Re 1 per child per school day. The programme is benefiting about 110 million primary school children in the country.

A national level Steering-cum-Monitoring Committee (NSMC) had been constituted to oversee management and monitoring of the programme at the national level, and the states have been also requested to appoint similar committees at the district and block levels to ensure the efficient implementation of the programme. NUEPA is involved in assessing the status of implementation of this scheme across different states.

1.11.4 Kasturba Gandhi Balika Vidyalaya (KGBV)

Promotion of girls education had been emphasised in all the policy documents. KGBV, launched in July 2004, is designed to encourage greater participation of girls in education at the upper primary level. Under the scheme, 2075 residential schools at upper primary level have been sanctioned for girls belonging predominantly to SC, ST, OBC and minority communities in educationally backward blocks having high gender gap and low female literacy.

1.11.5 Teacher Education

The Centrally Sponsored scheme of Teacher Education was launched in 1987-88 as a follow up of the recommendations of the *National Policy on Education*. It aimed at creating an institutional infrastructure to provide academic and technical resource support for continuous education and training of school teachers. District Institutes of Education and Training (DIETs) set up under the scheme provide academic resource support to formal and non formal elementary school teachers, Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASes) have been given the responsibility of organising pre-service and in-service training of

secondary school teachers. IASEs are also expected to conduct programmes for preparation of elementary school teacher educators. There is a DIET each in almost all the districts of the country. NIEPA/NUEPA conducted an evaluation of the scheme and pointed to several problems related to the functioning of DIETs.

1.11.6 Kendriya Vidyalaya Sangathan (KVS)

The scheme of Kendriya Vidyalaya Sangathan was launched to provide uninterrupted education to the wards of transferable Central Government employees. Initially 20 schools were established which has increased to 919 functional schools including 3 abroad (i.e. Kathmandu, Moscow and Tehran).

1.11.7 Navodaya Vidyalaya Samiti (NVS)

The Government of India had launched a scheme to establish on an average, one Jawahar Navodaya Vidyalaya (JNV) in each district with an aim to provide quality modern education including a strong component of cultural values, environment awareness and physical education to talented children in rural areas without regard to their family's socio-economic condition. JNVs are fully residential co-educational institutions, providing education upto senior secondary stage. Education in these schools include boarding and lodging, textbooks, uniform etc. and is free for all students.

1.11.8 Vocationalisation of Secondary Education at +2 Level

The centrally sponsored scheme of Vocationalisation of Secondary education at +2 level is being implemented since 1988. The scheme provides for financial assistance to the states to set up administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides training manual etc.

1.12 EDUCATIONAL PROGRAMMES / PROJECTS

The national level educational projects have been discussed below:

1.12.1 District Primary Education Project (DPEP)

The experiences gained from these state level projects led to the launching of District Primary Education Programme in 1994 in 42 districts spread over seven states and was later extended to 285 districts in 18 States.

DPEP was intended to improve access, retention and achievement among the primary school going age group of children with a focus on girls and children belonging to socially deprived and economically backward sections of the society. DPEP emphasizes on need-based and area-specific planning so that each district could concentrate on its weak areas. DPEP also tries to promote decentralized management with the involvement of *Panchayati Raj institutions*, grass root functionaries, VECs and the community. This programme also stresses on developing and strengthening capabilities at State, district and local levels to effectively plan for efficient implementation and management of the primary education programme. DPEP specifically emphasizes on the quality improvement of primary education by strengthening the participatory processes like revision in curriculum, teacher training with an emphasis on multigrade and activity based teaching and institution building like Block Resource Centre (BRC), Cluster Resource Centre, etc. to extend training and academic support. Considerable success has been gained in improving access and retention in DPEP districts through formal and alternative modes of education.

1.12.2 The National Programme for Education of Girls at Elementary Level (NPEGEL)

NPEGEL has been formulated for education of under privileged/disadvantaged girls from Class I to VIII as a separate and distinct gender component plan of *Sarva Shiksha Abhiyan* (SSA). This was started as an amendment to the scheme of SSA for providing additional components for education of girls at elementary level. This scheme lays down a community based approach, i.e. it involves actors at all levels following a participatory approach in its implementation. This scheme targets the out of school girls, drop outs, over aged girls who have not completed elementary education, working girls, girls from marginalized social groups, girls with low attendance and girls with low levels of achievement.

1.12.3 Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (Education for All Movement) was launched nation wide in 2001-02 for achieving the goal of UEE through a time bound approach. The largest development programme in the world, SSA is an integrated, comprehensive scheme to achieve UEE in partnership with state governments, local self governments, the community and the civil society. The programme is aimed at mainstreaming out-of-school children through diverse strategies and on providing eight years of schooling for all children in 6-14 age groups. The thrust is on bridging of gender and social gaps and a total retention of all children in schools.

SSA goes a step further to DPEP and envisages habitation, as a unit of planning. Habitation plans form the basis for the preparation of district plans. Each district is required to formulate a perspective plan and an annual plan and budget indicating the required resources needed for achieving the goal of UEE by 2010. Various studies have revealed that interventions under SSA has brought considerable expansion quantitatively if not qualitatively. While quality still remains an area of concern, the SSA has been able to increase the schooling facilities, enrolment, and retention. It has been able to bridge the enrolment, retention and achievement gaps between the sexes and among social groups.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit

16. Mention the name of schemes launched to improve the enrolment and retention of children in school.

.....
.....
.....

17. What are the main aims of DPEP?

.....
.....
.....

1.13 LET US SUM UP

In this unit you have understood the meaning of education policy, process of education policy making. You have learnt about the educational policies in the ancient times and

during the British period. Details on the process and content of the *National Policies on Education* 1968 and 1986 have been explained. The *National Policy on Education* (1986) and the *Programme of Action* (1992) are education policies under the Department of Education, Ministry of Human Resource Development that give priority to universal education, total literacy and the ending of gender differentials, including seeking to change the social construction of gender by advocating for women's equality.

You have also studied the national bodies involved in the formulation of National Policy on Education. The organisations involved in the implementation of education policy had been discussed. The schemes initiated and the programmes launched to fulfil the goals and objectives enunciated in national education policies have also been explained. The most recent programme launched in 2001-02 known as *Sarva Shiksha Abhiyan* tries to fulfil the constitutional obligation of providing free and compulsory education to all children of 6-14 years of age group. Similar efforts are being made to improve the access of secondary and higher education and to provide equal opportunity to all to participate at all levels of education without any discrimination based on caste, religion or language.

1.14 UNIT END ACTIVITIES

1. Explain the salient features of the National Policy on Education of 1968 and of 1986.
2. Mention the schemes initiated to improve the coverage of children in education in your state.

1.15 REFERENCES

Sudha Rao, K (2002) *Educational Policies in India: Analysis and Review of Promise and Performance*, New Delhi: NUEPA, 2002

Kantha, V. Vinay & Narain Daisy (2003) Dynamics of Community Mobilisation In Govinda. R. & Diwan, Rashmi (eds.) *Community Participation and Empowerment in Primary Education*, New Delhi: Sage Publications.

Khanna, Kailash (2007) Evolution of Policies in Education. In Mukhopadhyay, Marmar & Parhar Madhu, (eds.) *Education in India: Dynamics of Development*, New Delhi: Shipra Publication.

Ministry of Education (1966) *Education and National Development*, Report of the Education Commission (1964-66), New Delhi: Government Press.

Ministry of Education (1986), *National Policy on Education*, New Delhi.

Ministry of Education (1992) *Programme of Action*, New Delhi.

Ministry of Human Resource Development, *Annual Report 2006-07*, New Delhi

Mukhopadhyay, Marmar (2007) *Indian Education since Independence: An Overview*. In Mukhopadhyay, Marmar & Parhar Madhu, (eds) *Education in India: Dynamics of Development*, New Delhi: Shipra Publication.

Premi, K Kusum (2001) Educational Policy and Programmes. In Mukhopadhyay, Marmar & Tyagi R.S, (eds.) *Governance of School Education in India*, New Delhi: NIEPA

Ramachandran, Vimala (2003) Community Participation and Empowerment in Primary Education: Discussion of Experiences from Rajasthan. In Govinda, R & Diwan, Rashmi (eds.) *Community Participation and Empowerment in Primary Education*, New Delhi: Sage Publications.

1.16 ANSWER TO CHECK YOUR PROGRESS

1. Policy is a purposeful plan of action, intended to influence and determine decisions, actions and other matters. So, policy can mean :
 - a. The art, study, or practice of government or administration, the conduct of public affairs; political science, or
 - b. A plan of action, usually based on certain principles, decided on by a body or individual, or
 - c. A principle or set of principles on which to base decisions.
2. Educational policy seeks to answer questions about the purpose of education. Actually education policy refers to plan of action that guides the operation of education system.
3.
 - a. Politicians and elected representatives
 - b. Civil servant, bureaucrats and administration
 - c. Professional bodies - CABE, NCERT, NUEPA, UGC
 - d. Political parties
 - e. Voluntary organisation and charities.
4. The NPE was through a commission setup in 1964 under the chairmanship of Dr. D.S. Kothari
5. The East India company till 1765 was not intensely involved in the education of people. The schools were run by the missionaries. After 1765 when the Company became a political power the education policy underwent change, the company adopted a policy of strict religious neutrality and stopped supporting the mission schools.
6. It emphasised on the promotion of European literature and sciences among the natives of India. This was the first declaration of the British Government in the field of education in India.
7. Lord Auckland tried to resolve the dispute between the Orientalist and Occidentalists, and outlined the future policy of the government: (i) existing oriental colleges may continue and receive the same grant, (ii) existing oriental colleges may start English classes if they so desired.
8. The Hunter Education Commission as well as known as Indian Education Commission.
 - a. It was in favour of the withdrawal of government from direct control in education.
 - b. The commission advocated for secular education in the schools.
9. The Imperial Legislative Council on 16th March, 1911 was chaired by Shri Gopal Krishna Gokhale. As a member of the council to provide for the gradual introduction of the principle of compulsion in to the elementary education of the country.
10.
 - i. University Education Commission.
 - ii. Secondary Education Commission.
 - iii. National Policy of Education 1968.
11.
 - i. Free and compulsory Education
 - ii. Equalisation of educational opportunity
 - iii. Common school system
 - iv. Work experience and National Service.
 - v. Science education and Research

12.
 - i. Science and mathematics education will be compulsory for all children during first 10 years of schooling.
 - ii. The three language formula will be implemented with greater seriousness.
 - iii. To improve higher education there will be consolidation and expansion of facilities in the existing institutions.
13.
 - i. The target of removing illiteracy from the country was still unfulfilled and was reaching nowhere.
 - ii. There were still lot of disparities in access to education.
 - iii. Vocationalisation of education had not picked up.
14.
 - i. To review the progress of education from time to time.
 - ii. To advise regarding coordination between the central and state governments/ UT administration, State government and non-governmental agencies for educational development in accordance with the education policy.
15. All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice.
16.
 - i. Non-formal education
 - ii. Operational Blackboard scheme
 - iii. National Programme of Nutritional support to Primary Education
 - iv. KGBV
 - v. Teacher Education
 - vi. Kendriya Vidyalaya Sangthan
 - vii. NVS
 - viii. Vocationalisation of secondary education +2 level.
17. DPEP was intended to improve access, retention and achievement among the primary school going age group of children with a focus on girls and children belonging to socially deprive and economically backward sections of the society.

UNIT 2 ORGANIZATIONAL STRUCTURE

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Ministry of Human Resource Development
- 2.4 Department of School Education and Literacy
 - 2.4.1 Elementary Education
 - 2.4.2 Secondary Education
 - 2.4.3 Literacy
- 2.5 Department of Higher Education
 - 2.5.1 University Grants Commission (UGC)
 - 2.5.2 Professional Councils
 - 2.5.3 Central Universities
 - 2.5.4 State Universities and Colleges
 - 2.5.5 Open University System
 - 2.5.6 Programmes at Higher Education Level
 - 2.5.7 System of Governance of Higher Education Institutions
 - 2.5.8 Technical Education
- 2.6 Initiatives and Schemes of Department of Higher Education
- 2.7 Collection of Statistics
- 2.8 Non-Government Initiatives and Public Private Partnership
 - 2.8.1 Non-Government Organizations (NGOs)
 - 2.8.2 International Collaboration
- 2.9 Case Study of a Neighbouring Country: Bangladesh
- 2.10 Let Us Sum Up
- 2.11 Unit End Activities
- 2.12 References
- 2.13 Answers to Check Your Progress

2.1 INTRODUCTION

Education has been accorded a high priority in the development process in India. The Report of Education Commission (1964-66) made national development the chief concern of education. Its report entitled *Education and National Development* starts with the sentence, "The destiny of India is now being shaped in her classroom." We also know that for many years, India has struggled with the burden of excess population and has tried many creative ways to limit the growth of their numbers. Now, it looks like payback time, as things seem to be turning on their heads! For, today, the population of India is an asset, offering market size and human resources, which can be harnessed for development. Conversely, the problem of low population growth or decline in many

countries such as Italy, Japan, and Spain, is resulting in aging populations and shrinking workforces that could well result in shrinking economies in the future. In India too there has been a thinking and awareness that the people of the country should be thought of as a resource. The growth process should be based upon the integrated development of the citizen. It was also felt that all instruments and agencies contributing to and responsible for this growth should be integrated in order to ensure all round development. In pursuance of this idea the Ministry (in India) dealing with the Education has been named as Ministry of Human Resource Development. In this Unit, we will be discussing the organizational structure of the Ministry of Human Resource Development (India) that is responsible for the educational management at the national level. In order to develop a better understanding a case study of a neighbouring country: Bangladesh, has been provided towards the end of the unit in a comparative perspective.

2.2 OBJECTIVES

After going through this unit, you should be able to:

- explain the various Departments that are constituents of the Ministry of Human Resource Development (MHRD);
- examine the role of different Departments under the Ministry of Human Resource Development;
- highlight the contribution of Public Private Partnerships;
- analyse the major schemes of the MHRD; and
- appreciate the initiatives and schemes by the constituent Departments of MHRD for the contribution made by them.

2.3 MINISTRY OF HUMAN RESOURCE DEVELOPMENT

All levels of education, from primary to higher education, are overseen by the Ministry of Human Resource Development (MHRD), education is heavily subsidized by the Indian government, though there is a move to make higher education partially self-financing. The MHRD is headed by the Minister for Human Resource Development. He/she is assisted by two Ministers of State. The Minister provides policy and overall leadership. This Ministry comprises of two Departments i.e.:

- Department of School Education and Literacy
- Department of Higher Education

Now let us examine the role and responsibilities of these Departments one by one.

2.4 DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

Before discussing the role and responsibilities of the Department of the School Education and Literacy, let us first try to understand the educational system in India at the school level. School education in India is a two-tier system, the first ten years covering general education followed by two years of senior secondary education.

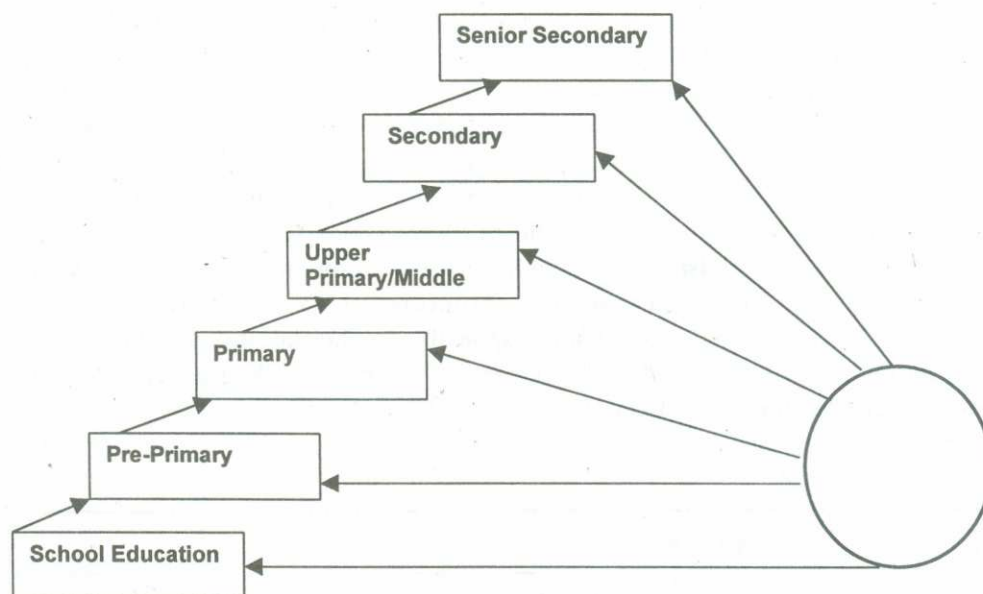


Fig.2.1 Integrated Model of School Education in India

In India, the secondary and higher secondary schools are controlled by the following boards:

- The Central Board of Secondary Education (CBSE)
- The Council for the Indian School Certificate Examinations (CISCE) Board,
- The State Government Boards
- National Institute of Open Schooling.

As it is evident from the name, the Department of School Education and Literacy caters to:

- Elementary education
- Secondary education
- Adult education and literacy

In the following sections we will be examining the role of this Department in the above-mentioned areas.

2.4.1 Elementary Education

Elementary education gets the lion's share of the allocations for the education sector. The Tenth Plan provides an allocation INR 300 billions. in the Central sector for the schemes relating to elementary education and literacy. The major programmes under the Elementary Education are District Primary Education Programme, Sarva Shiksha Abhiyan, Mahila Samakhya Programme, Jansankhya Sthirata Kosh, National Programme of Nutritional Support to Primary Education (School Meal Programme), Kasturba Gandhi Balika Vidyalaya (KGBV). Let us examine the major areas of focus of these programmes:

i. District Primary Education Programme

The District Primary Education Programme (DPEP) is a centrally sponsored scheme for holistic development of primary education covering class I to V. The **three major objectives** of the DPEP are to (i) reduce drop-out rate to less than 10%, (ii) reduce disparities among gender and social groups in the areas of enrolment, learning achievement etc. to less than 5% and (iii) improve the level of learning achievement compared to the base-line surveys. At this point you may be thinking as to what is a base-line survey. The base-line survey is carried out prior to the start of continuous

enumeration. This involves preparation of a notional map of the area to be surveyed, house numbering and house listing and filling-in of a household schedule. Wherever a sound system of house numbering exists the same is adopted. Otherwise, the house numbering is done by the enumerator/supervisor with the help of chalk and tar, etc. at a conspicuous place near the entrance of the house.

Now let us examine as to how such vast objectives of the DPEP are achieved. The programme components of DPEP are aimed at achieving the objectives. The programme components include construction of classrooms and new schools, opening of Alternative Schooling Centres, appointment of new teachers, setting up early childhood education centres, strengthening of State Councils of Educational Research and Training (SCERTs) / District Institute of Education and Training (DIETs), setting up of Block Resource Centres / Cluster Resource Centres, teacher training, development of Teaching Learning Material, special interventions for education of girls, SC/ST, working children etc. Initiatives for providing integrated education to disabled children and distance education for teacher training have also been incorporated in the DPEP Scheme. DPEP is an externally aided project. 85% of the project cost is met by the Government of India and the remaining 15% is shared by the concerned State Government.

The programme is periodically reviewed through the mechanism of Joint Review Missions, Project Management Information System (PMIS), Educational Management Information System (EMIS), programme impact studies, etc. Prior to the launch of Sarva Shiksha Abhiyan (SSA), DPEP covered 273 districts in 18 states and focused on hard-core low female literacy districts. No further expansion of DPEP is envisaged after the launch of SSA. It has been also discussed in unit I: Policy Formulation and Policy Planning and also course MES-041, Block 2.

ii. Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is Government of India's programme for achievement of Universalization of Elementary Education (UEE). It is a partnership programme between the Central and State Governments to cover the entire country. SSA is a time-bound mission, with the objectives of ensuring Universalisation of Elementary Education and bridging of gender and social gaps by the year 2010. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

Objectives of Sarva Shiksha Abhiyan

The objectives of SSA are as follows:

- All children in school, Education Guarantee Centre (EGS), Alternate School, 'Back-to-School' camp by 2003;
- All children complete five years of primary schooling by 2007;
- All children complete eight years of elementary schooling by 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010; and
- Universal retention by 2010.

The programme has clearly listed norms for intervention under SSA. Some of the norms for interventions under SSA are as follows:

Intervention	Norm
1. Teacher	- One teacher for every 40 children in Primary and upper primary. - At least two teachers in a Primary school. - One teacher for every class in the upper primary.
2. School/ Alternative schooling facility	- Within one Kilometer of every habitation. - Provision for opening of new schools as per State norms or for setting up Education Guarantee Scheme (EGS) like schools in unserved habitations.
3. Upper Primary schools/ Section	As per requirement based on the number of children completing primary education, up to a ceiling of one upper primary school/section for every two primary schools.
4. Classrooms	- A room for every teacher in Primary and Upper Primary, with the provision that there would be two class rooms with verandah to every primary school with at least two teachers. - A room for Head-Master in Upper Primary school/ section.
5. Free textbooks	- To all girls/SC/ST children at primary and upper primary level within an upper ceiling of Rs. 150/- per child. - State to continue to fund free textbooks being currently provided from the State Plans.
8. Upgradation of EGS to regular school or setting up of a new Primary school as per State norm	- Provision for Teaching Learning Equipment(TLE) @ Rs 10,000/- per school. - TLE as per local context and need. - Involvement of teachers and parents necessary in TLE selection and procurement. - VEC/ school-village level appropriate body to decide on best mode of procurement. - Requirement of successful running of EGS centre for two years before it is considered for upgradation. - Provision for teacher and classrooms.
9. TLE for upper-primary	@ Rs 50,000 per school for uncovered schools. - As per local specific requirement to be determined by the teachers/ school committee. - School committee to decide on best mode of procurement, in consultation with teachers. - School Committee may recommend district level procurement if there are advantages of scale.
10. Schools grant	- Rs. 2000/- per year per primary/upper primary school for replacement of non-functional school equipment. - Transparency in utilization. - To be spent only by Village Education Committee (VEC)/School Management Committee (SMC).
11. Teacher grant	- Rs 500 per teacher per year in primary and upper primary. - Transparency in utilization.

- | | |
|---|---|
| 12. Teacher training | <ul style="list-style-type: none"> ● Provision of 20 days in-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits @ Rs. 70/- per day. ● Unit cost is indicative; would be lower in non-residential training programmes. ● Includes all training cost. ● Assessment of capacities for effective training during appraisal will determine extent of coverage. ● Support for SCERT/DIET under existing Teacher Education Scheme. |
| 13. State Institute of Educational Management and Training (SIEMAT) | <ul style="list-style-type: none"> ● One time assistance up to Rs. 3 crore. ● States have to agree to sustain. ● Selection criteria for faculty to be rigorous. |
| 14. Training of community leaders | <ul style="list-style-type: none"> ● For a maximum of 8 persons in a village for 2 days in a year - preferably women @ Rs. 30/- per day. |
| 15. Provision for disabled children | <ul style="list-style-type: none"> ● Upto Rs. 1200/- per child for integration of disabled children, as per specific proposal, per year. ● District Plan for children with special needs will be formulated within the Rs. 1200 per child norm. ● Involvement of resource institutions to be encouraged. |
| 16. Research, Evaluation, supervision and monitoring | <ul style="list-style-type: none"> ● Upto Rs. 1500 per school per year. ● Partnership with research and resource institutions, pool of resource teams with state specific focus. ● Priority to development of capacities for appraisal and supervision through resource/research institutions and on an effective EMIS. ● Provision for regular school mapping/micro planning for up dating of household data. ● By creating pool of resource persons, providing travel grant and honorarium for monitoring, generation of community-based data, research studies, cost of assessment and appraisal terms and their field activities, classroom observation by resource persons. ● Funds to be spent at national, state, district, sub-district, school level out of the overall per school allocation. ● Rs. 100 per school per year to be spent at national level. ● Expenditure at State/district/Block Resource Centre (BRC)/Cluster Resource Centre (CRC)/ School level to be decided by State/UT. This would include expenditure on appraisal, supervision, MIS, classroom observation, etc. Support to SCERT over and above the provision under the Teacher Education scheme may also be provided. ● Involvement of resource institutions willing to undertake state specific responsibilities. |
| 17. Interventions for out of school children | <ul style="list-style-type: none"> ● As per norms already approved under Education Guarantee Scheme & Alternative and Innovative |

18. Preparatory activities for micro-planning, household micro-planning, household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all levels, etc.	Education, providing for the following kind of interventions: a) Setting up Education Guarantee Centres in unserved habitations. b) Setting up other alternative schooling models. c) Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools. • As per specific proposal of a district, duly recommended by the State. Urban areas, within a district or metropolitan cities may be treated as a separate unit for planning as required.
---	---

On the basis of the above information we can now summarize that in totality, the SSA programme is:

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education—all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the Local governments.
- An opportunity for States to develop their own vision of elementary education.

Strategies of Monitoring SSA

In order to monitor the programme following strategies are taken:

Community Based Monitoring with Transparency

To facilitate participation and partnership with grass root level people and groups, academic support-structures have been established at the block, cluster and village levels in the form of Block Resource Centres (BRCs), Cluster Resource Centers (CRCs) and Village Education Committees (VECs). These resource centres provide a feasible and practical modality for involving teachers in the process of quality improvement based on periodic pupil assessment. Regular school visits by CRCs and onsite support to improve classroom processes have contributed significantly in the effective functioning of schools and curriculum transaction that ultimately leads to better performance by students.

Monitoring of Quality Interventions by NCERT

At the national level NCERT has initiated the process of actual monitoring and follow up action by:

- Conducting regional level workshops to orient concerned officials at the state level and Regional Research Institutions about the major thrust areas and dimensions to be monitored.

- Participation in national level meetings of Education Secretaries, State Project Directors and Directors of State Resource Organizations to evolve a joint plan of action for monitoring quality.

Systemic Assessment Procedures for the Assessment of SSA

A variety of strategies are adopted for the systematic assessment of the Sarva Shiksha Abhiyan. These are as follows:

Educational Management Information System (EMIS)

The SSA envisages that EMIS will correlate school level data with community-based information from micro planning and field surveys.

Selected Educational Statistics (SES)

State-wise data on enrolment and teachers are collected by the Planning and Statistics Bureau of the Department of Secondary and Higher Education, MHRD, Government of India through its counterparts at the state/UT levels.

District Information System for Education (DISE)

School-wise data showing infrastructure, facilities, enrolment and quality details are collected from each school once a year through structured data capture formats (DCF). These data are computerized at the district level using uniform software and thus a district level database of each school is created.

Household Survey (Hh S)

To assess the baseline on which the Sarva Shiksha Abhiyan (SSA) is launched, each state ought to carry out a house-to-house survey basically to ascertain the number of children in the target age group and their schooling.

Annual Work Plan and Budgeting (AWP&B)

Some states utilize data available in their School Education Department to provide enrolment, physical infrastructure and teachers' data for preparation of District Elementary Education Plans (DEEPs). Besides, teachers' databases for children created for the catchment areas of schools and/or projected child population are utilized for preparation of the AWP&B.

Joint Review Mission Reports of District Primary Education Programme (DPEP) and SSA

The Joint Review Missions (JRMs) mounted by the Government of India and the funding agencies of specific programmes have had a significant role to play in assessing the health of the education system and quality issues.

Important Components of SSA

National Program for Education of Girls at Elementary Level (NPEGEL) is an important component of SSA and it provides additional support for girls' education in educationally backward blocks by way of girl child friendly schools, stationery, uniforms, etc., for elementary education of underprivileged girls. Another important component of SSA is the *Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE)*, which is specially designed to provide children in school-less habitations and out-of-school children access to elementary education. The scheme supports flexible strategies for out-of-school children through bridge courses, residential camps, drop-in centres, summer camps, remedial coaching, etc.

(iii) Kasturba Gandhi Balika Vidyalaya (KGBV)

This programme was launched in July 2004. As must be evident to you from the name, the programme was designed to encourage greater participation of girls in education at the upper primary level. A minimum of three-fourths of the seats are reserved for girls from marginalized or minority communities and the remaining are made available to girls from families below the poverty line.

(iv) National Programme of Nutritional Support to Primary Education (School Meal Programme)

The universalized mid-day meal scheme covers nearly 12 crore children in the country making it perhaps the world's largest school feeding programme. Apart from enhancing school attendance and child nutrition, mid-day meals have an important social value and foster equality. There are wide inter-state variations in the implementation of the scheme. Arrangements made in Karnataka with good NGOs for centralized cooking of mid-day meal and delivery to various schools is worth replicating in urban areas of other states.

The programme now requires proper institutional mechanism and management structure to be established for effective implementation, including quality checks at the state, district and block levels. Its expansion to higher classes is planned in a phased manner after proper evaluation of the implementation at primary level. Issues pertaining to regularity and quality of meal continue to be an area of concern, necessitating new approaches to monitoring and supervision.

Can you think that mothers or community members can play a role in monitoring the quality of mid-day meals? Will this system have certain advantages over the traditional system? Write your views in the space given below:

.....

.....

.....

.....

.....

.....

.....

.....

.....

Correlate your answer given above with what has been given in the following paragraph:

Yes, mothers can play a role in effective intervention. The mothers can be empowered to watch feeding of the children. The physical presence of at least one mother (or more than one, wherever possible) could ensure that a good quality meal is served every day without interruption. This would lessen dependence on monitoring through external supervisors/inspectors who are anyway unable to oversee all schools on a daily basis, given the magnitude of the programme.

(v) Jansankhya Sthirata Kosh

The "Jansankhya Sthirata Kosh" (JSK) (i.e. National Population Stabilization Fund) has been registered as an autonomous Society established under the Societies Registration Act of 1860. to promote and undertake activities aimed at achieving population stabilization at a level consistent with the needs of sustainable economic growth, social development and environment protection, by 2045.

(vi) Mahila Samakhya Programme

The Mahila Samakhya programme was launched in 1988 in pursuance of the goals of the New Education Policy (1986) and the Programme of Action as a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalized groups. Under this scheme, *Mahila Shikshan Kendras* (MSKs) are established, which provide a unique learning opportunity for adolescent girls and young women. These MSKs have been especially designed to provide condensed quality education courses with innovative methodology and skills development programmes to equip the women and adolescent girls to continue their education and attain life-skills. It is a unique programme as it was evolved through a process of consultation and debate with:

- a) voluntary agencies in 10 districts spread over three States identified for project implementation about the feasibility of initiating a project for women's empowerment and education; b) discussions with Government officials and educationists in the three States on the Draft Document; and c) discussions with women's groups about the role of education in the process of empowerment, especially of rural women and girls.

The Department of Education selected the districts after extensive consultations with State Governments. The following criterion for district selection was decided:

- Districts with low female literacy, poor enrolment and retention of girls in the school system and low level of socio-economic development;
- Districts where supporting inputs would be available from other development programmes like Integrated Child Development Services (ICDS), Integrated Rural Development Programme (IRDP);
- Districts in which dynamic voluntary organizations are working; and
- Districts which are representative of the different regions within the State.

Women's Mobilization and Programme Agendas

The *Mahila Sangha* or *Mahila Samooh* is the focal point in each village that provides the space where women can meet, be together, and begin the process of reflecting, asking questions, speaking fearlessly, thinking, analyzing and above all feeling confident to articulate their needs through this collective. The process of rapport building is done through regular visits, gaining the confidence and faith of the women, listening to what the women have to say and enabling them to clearly articulate their problems.

Sanghas are active partners in the diverse educational initiatives of the programme. The ECCE centers in Gujarat, the *Bala Mitra Kendras*, *Jagjagi Centres* (NFE) for girls in Andhra Pradesh and Bihar, the *Udan Khatolas* in UP all provide a creative learning opportunity. Sanghas assist in selecting teachers, monitoring the centers, mobilizing the community for education and in some cases (as in Andhra Pradesh) make some financial contribution as well.

An innovative initiative in the area of girls/ women's education has been the *Mahila Shikshan Kendras*. These are residential courses, aimed at developing a pool of aware, trained and literate women at the village level. The curricula followed is diverse ranging from a curriculum developed in partnership with the learners, imparting life skills, skill development to enabling the learners to join the mainstream education system. The MSK has been able to draw in girls and young adults who for a variety of reasons do not benefit from the usual schools/ AS centers. The demand for these Kendras is on the rise. In many districts, MS is publishing newspapers/ broad-sheets. The popularity of these papers among the neo-literate women is immense and these newspapers enjoy a large circulation. In fact some districts in UP and Assam have now made these priced publications.

While the direct impact of the MS educational strategy is yet to be fully felt, its impact is most visible in the confidence with which Sanghas are playing an active role in village education committees, making schools work, ensuring the teachers come regularly and in many instances ensuring that in their villages, children, particularly girl children, have access to formal education.

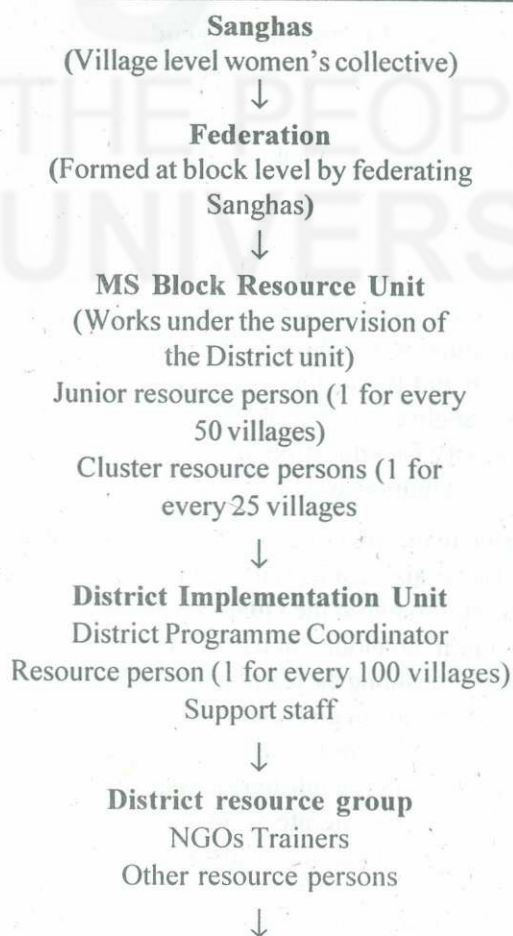
Impact of Women's Mobilization on Girls' Education

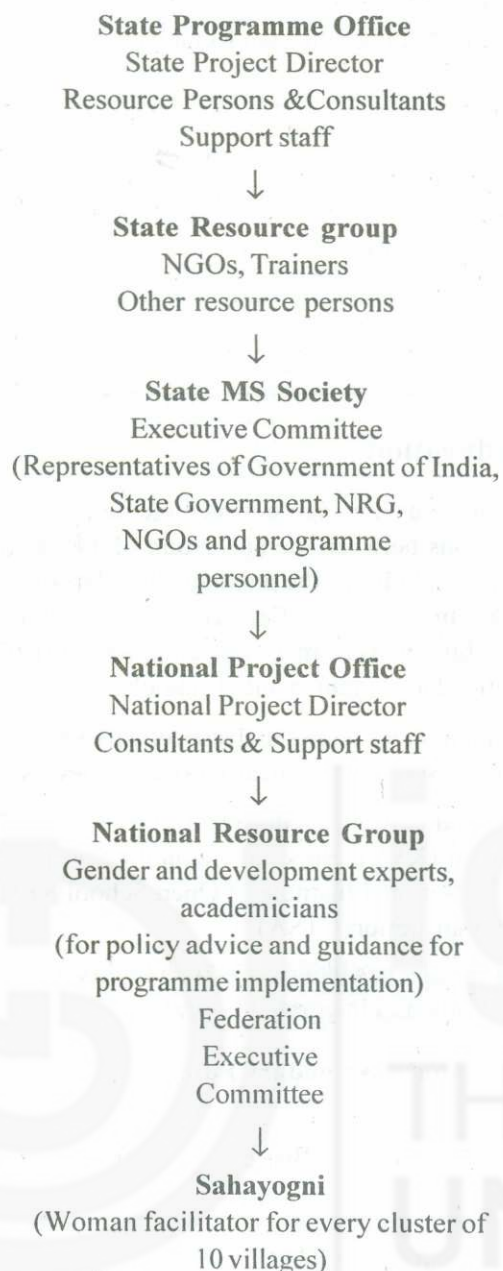
A range of interventions has been introduced specific to the local context. These alternatives include residential as well as non-residential learning facilities. What is of significance is the attempt to enable the direct participation of the sanghas women that underpins the running of these various options.

The Mahila Shikshan Kendras provide short term and long-term courses for girls. While preparing the girls to join the mainstream, an integrated curriculum has been developed address the extra academic needs of girls, especially adolescent girls. In most states the curriculum includes the following:

- Developing creative skills of expression through writing, drama, song and dance
- Understanding gender
- Health- issues of adolescence, hygiene, reproductive health, herbal medicines
- Environment
- Governance systems-focus on local governance
- Addressing violence
- Vocational skills (an area where in one is still trying to find viable alternatives)
- Physical education such as karate, cycling, sports etc.

MAHILA SAMAKHYA: ORGANIZATIONAL STRUCTURE





Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

- 1) What are the different boards that are covering school education in the country?

.....

.....

.....

.....

.....

.....

2) Describe briefly the Mahila Shikshan Kendras?

.....

.....

.....

.....

.....

.....

2.4.2 Secondary Education

Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14-18 for entry into higher education or work situations. In India, the population of children in this age group has been estimated to be 88.5 million as per Census, 2001. Enrolment figures show that only 31 million of these children were attending schools in 2001-02, which means that two-third of the population has remained out of school.

There are a number of autonomous bodies under secondary education. Thus at present, the Centre's intervention in secondary education is at two levels through:

- Apex national level bodies like Navodaya Vidyalaya Samitis (NVS), the Kendriya Vidyalaya Sangathan (KVS), National Council of Educational Research and Training (NCERT), National Institute of Open Schooling (NIOS), and Central Tibetan School Administration (CTSA).
- Centrally Sponsored Schemes like Access with Equity, Quality Improvement in Schools, ICT in Schools and Integrated Education for Disabled Children.

(i) Autonomous Bodies Under Secondary Education Serving As Apex National Bodies

There are a number of Autonomous Bodies Under Secondary Education. Let us examine some of them:

(a) Jawahar Navodaya Vidyalaya (JNV)

The scheme of Jawahar Navodaya Vidyalaya (JNV) was launched in 1985-86 with the objective of setting up one school in each district for providing quality education to talented children in rural areas. The provisions of the scheme include computer literacy and library facilities to these schools, and also community services like adult literacy drives, tree plantation, environment education etc. Three-fourths of the seats in these schools are reserved for rural areas with proportional representation for backward classes and one-third seats are reserved for girls.

(b) National Council of Educational Research and Training

The National Council of Educational Research and Training (NCERT) is an apex resource organization to assist and advise the Central and the State Governments on academic matters related to school education. It provides academic and technical support for qualitative improvement of school education through its various constituents viz. National Institute of Education, and Central Institute of Educational Technology, New Delhi, Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal and Regional Institutes of Education located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong.

(c) Central Board of Secondary Education (CBSE)

It is the second oldest Board of the country set-up in 1929. The main objectives of the CBSE are:

- Affiliating institutions in and outside the country.
- Conducting annual examinations at the end of Class X and XII.
- Conducting entrance examinations to professional courses for admission into medical and engineering colleges.
- Updating and designing curriculum.

(d) Kendriya Vidyalayas

The *Kendriya Vidyalayas* were set up in 1962 primarily to cater to the educational needs of the wards of transferable Central Government employees.

(e) National Institute of Open Schooling

The National Open School (NOS), rechristened as National Institute of Open Schooling (NIOS) was set up by the Government of India in 1989 with a view to provide education through the Open and Distance Learning (ODL) mode to those who cannot attend regular schools. Since its inception, the NOS discharged the responsibility to promote the entire range of school education through open learning system in the country. It provides continuing education, including vocational education, to those who have missed the opportunity to complete school. It performed a significant role of defining standards in open schooling, experimenting with innovations, assisting state level organizations with professional resource support and expertise, and dissemination of tested innovations, curriculum and materials. In addition to NIOS, State Open Schools in Andhra Pradesh, Haryana, Rajasthan, Tamil Nadu, Punjab, Madhya Pradesh and Correspondence Schools in Orissa, UP, HP have come up.

(f) Navodaya Vidyalayas

Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samiti, an autonomous organization. They are fully residential, co-educational institutions, providing education up to senior secondary stage. Education in NVS including boarding and lodging, textbooks, uniform, etc. is free for all students. Admission in JNVs is made at the level of Class VI through a test conducted in the concerned district in which all children who have passed Class V from any of the recognized schools in that district are eligible to appear. The test is designed and conducted by the Central Board of Secondary Education (CBSE).

(g) Central Tibetan Schools Administration

Central Tibetan Schools Administration was established as an autonomous organization under Ministry of Education, Government of India, in 1961 and was registered under the Societies Registration Act XXI of 1860 with the objectives to run, manage and assist institutions set up for the education of Tibetan children living in India. In order to provide modern education while preserving and promoting Tibetan culture and heritage, schools were set up at the places of concentration of Tibetan population in India.

(h) National Foundation for Teachers' Welfare (NFTW)

National Foundation for Teachers' Welfare (NFTW) was set up in 1962 under the Charitable Endowments Act, 1890. The main objective of the Foundation is to provide financial assistance to teachers who may be in indigent circumstances.

(ii) Programmes Under Secondary Education

There are a number of Programmes under the Centrally Sponsored Schemes. The main scheme for increasing access to secondary education in the Tenth Plan period is

the *Access with Equity* scheme which has two components: strengthening of boarding and hostel facilities for girls and setting up of schools in educationally backward blocks through provision of a one-time Central grant to state governments, NGOs and registered societies. *ICT in Secondary Schools*, attempts to spread computer literacy by providing grants to schools for the procurement of hardware, software and other related infrastructure. The Central government shares 75 per cent of the expenditure, with the states contributing 25 per cent. Each school is to be provided with 10 Personal Computers with printers, education software, furniture, computer stationery, teacher training, Internet facilities etc. Under the *Inclusive Education for Disabled Children (IEDC)* scheme, Central Government provides grants for aids and appliances, learning materials, teacher salaries and other related expenditure with the objective of bringing disabled children into the mainstream. The scheme is being implemented in 27 States and four Union Territories covering 17 million children in about 50,000 schools. Let us examine some of the major programmes under these schemes:

(a) *Integrated Education for Disabled Children (IEDC)*

Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC) was launched in 1974 by the then Department of Social Welfare and was later transferred to the Department of Education in 1982-83. The Scheme was last revised in 1992. The Scheme provides educational opportunities for disabled children in common schools to facilitate their integration and ultimate retention in the general school system. The scheme is being implemented through the Education Departments of State Governments and UT Administrations as well as through Non-Governmental Organizations. Under the Scheme of IEDC, 100% assistance is being provided under various components for education of children suffering from mild to moderate disabilities in common schools. The components include educational aids, assistive equipment, salaries for special teachers and facilities for children with disability.

(b) *Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools*

As we know that main factor responsible for slow pace of growth of enrollment of adolescent girls of rural, desert and hilly areas, particularly those belonging to scheduled castes, scheduled tribes and educationally backward minorities in high/higher secondary schools is the traditional societal inhibitions against their free movement outside the family precincts and also against their education particularly beyond the elementary stage. The distance between the girl's residences in rural and backward areas and the schools is, therefore, a major impediment. The number of residential high/higher secondary schools for girls or of co-educational schools of these levels providing hostel facilities to these girl students is so low that alternative facilities for girls' hostels will need to be supported.

The assistance under this scheme is 100 percent for the existing hostels/boarding houses being maintained exclusively for girls by the voluntary organizations satisfying the laid down eligibility conditions. For example an institution is eligible if it is a voluntary organization, societies, public trust and profit-making bodies registered for at least three years.

The assistance under this scheme is given for meeting non-recurring expenditure as one-time grant for provision of essential furniture, utensils and meeting other basic recreational needs and also for meeting recurring expenditure for food of inmates and emoluments of the cook and warden.

No assistance under this scheme is provided for establishment or construction of hostels/boarding houses or for meeting expenditure to carry out building repairs in the existing hostels/boarding houses. Preference in providing assistance under the scheme is given to the girls' hostel/boarding houses located in educationally backward districts, particularly those predominantly inhabited by SCs/STs and educationally backward minorities.

(c) Adolescence Education Programme

An intensive partnership between Department of Secondary Education and Higher Education and the National AIDS Control Organization has paved new ground in mainstreaming HIV prevention across different sectors.

The Action Plan under the programme outlines specific outcomes and timeframes for scaling up the School AIDS Education Programme for co-curricular activities in classes IX-XII to 100% of the schools across by the end of 2005 and for meeting substantial targets in terms of the other pillars of the Adolescence Education, viz. incorporation in education policy, pre-service / in-service teacher education / training, incorporation in curriculum, and coverage of out-of-school learners through the Alternate Innovative Education Schemes (AIES) of SSA and other adult education schemes.

Responsibilities have been assigned to various nodal and partner organizations like the National Council for Teacher Education (NCTE), National Council of Educational Research and Training (NCERT), Council of Boards of Secondary Education (COBSE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Tibetan School Authority (CTSA), National Literacy Mission (NLM) and the National Institute of Open Schooling (NIOS) and each organization has been asked to develop their own activity-wise Action Plans with specific outcomes and timeframes with the National Action Plan financially through MHRD, NACO and UNICEF.

(d) National Award to Teachers

Instituted in 1958, the National Award to Teachers are given away by the President of India on 5th September (Teacher's Day) every year to give public recognition to meritorious teachers working in primary, middle and secondary schools. There are 366 awards out of which 20 awards are reserved for Sanskrit, Persian and Arabic teachers. Each State/Union Territory/Organization has an earmarked quota based on the number of teachers. The Scheme also covers teachers of the schools affiliated to CBSE including teachers of independent affiliated schools situated abroad, ICSE, Sainik School, KVS, NVS, CTSA and schools run by the Atomic energy Education Society.

(e) Teacher Education

Teacher education programmes were launched in 1987 to create a sound institutional infrastructure for pre-service and in-service training of elementary and secondary school teachers and for provision of academic resource support to elementary and secondary schools. The Scheme had the following components for which Central Government has been providing financial assistance to States : (i) Setting up of District Institutes of Education and Training (DIET); (ii) Strengthening of Secondary Teachers Education Institutions into Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs); (iii) Strengthening of State Councils of Educational Research and Training (SCERTs).

2.4.3 Literacy

In India, the literacy campaigns are being implemented with varying degrees of success. Remarkable progress has been achieved on several fronts. The campaigns are also responsible for the movements against the social evils like anti-liquor, dowry system, child marriage and thrift and credit. It also created a conducive environment in reducing the drop out rate of children from school, colossal enrolment of children in the primary schools and success of immunization campaigns.

In order to ensure progress of literacy, National Literacy Mission (NLM) was launched on 5th May 1988 by late Prime Minister Shri Rajiv Gandhi. National Literacy Mission eventually aims at ensuring that the Total Literacy Campaigns (TLC) and their sequel, the Post-Literacy Programme (PLP), successfully move on to Continuing Education (CE), which provides a life-long learning and is also responsible for the creation of a learning society.

The **Total Literacy Campaign** is the principal strategy of National Literacy Mission for eradication of illiteracy. These campaigns are area-specific, time-bound, participative and outcome oriented. These are implemented through Zilla Saksharata Samitis (district level literacy committees) as independent and autonomous bodies, having due representation of all sections of society. Other components of the adult education programme include the schemes Post Literacy Project (PLP) and Continuing Education Programme (CEP) Let us examine some of the salient features of the NLM:

- **Private partnership:** NLM recognizes the vast potential of non -governmental organizations(NGOs) in furthering its objectives and has taken measures to strengthen its partnership with NGOs and has assigned them an active promotional role in the literacy movement. The State Resource Centers (SRCs) managed by NGOs provide academic and technical resource support in the form of training material preparation, extension activities, innovative projects, research studies and evaluation, etc.
- **Special interventions for Female literacy:** As per Census, 2001, 47 districts in the country have a female literacy rate below 30%. Special innovative programmes have been taken up in the low literacy districts for promoting female literacy.
- **Projects for Residual Illiteracy:** Despite success of literacy phase, there are still pockets of residual illiteracy and low female literacy. To tackle this problem, Projects for Residual Illiteracy (PRI) have been taken up.

The literacy movement created awareness regarding the civic rights and played an active role in the participation of public in democratic system. Through this movement, a large number of literacy volunteers especially women, neo-literates and the functionaries were elected as people representatives in the panchayati raj institutions.

Some of the significant ways in which the literacy campaigns contributed to the promotion of female literacy and women empowerment are: heightened social awareness, increase in school enrolment, increase in self confidence and personality development, gender equity and women's empowerment, status in the family, educational equality, women as entrepreneurs, household saving and access to credit and health and hygiene

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

3) What is the role of public private partnership in the Total Literacy Campaign?

.....

.....

.....

.....

.....

4) What are the benefits provided under the Scheme of Inclusive Education for Disabled Children (IEDC)?

.....

.....

.....

.....

.....

2.5 DEPARTMENT OF HIGHER EDUCATION

Before discussing the functioning of the Department of Higher Education, let us examine the higher education system in India. There are three principle levels of qualifications within the higher education system in the country. These are:

- Bachelor / Undergraduate level
- Master's / Postgraduate level
- Doctoral / Pre-doctoral level

You have studied these in detail in the course MES 041: Overview of Higher Education-Block II: Sectoral Dimensions in Education.

We have already learnt in the earlier section the government has made an endeavour to provide primary education to all on a universal basis. Higher education is progressively moving into the domain of private sector. With a gradual reduction in government subsidies higher education is getting more and more costly and hence the need for institutional funding is needed in this area. Loans for education are now being seen as an investment for economic development and prosperity.

Based on recommendations made by a Study Group, Indian Banking Association has prepared a Model Educational Loan Scheme in the year 2001 which has been advised to banks for implementation by Reserve Bank of India.

Presently there are twenty three (23) Central Universities in the country. In pursuance of the Mizoram Accord, another Central University in the State is planned. There are 99 Institutions which have been declared as Deemed to be Universities by the Govt. of India as per Section of the UGC Act, 1956. State Governments are responsible for establishment of State Universities.

The Department of Higher Education carries out substantial part of its work through about 90 autonomous organizations, chiefly the following:

University Grants Commission(UGC); Indian Council of Historical Research (ICHR); Indian Council of Social Science Research (ICSSR); Indian Council of Philosophical Research (ICPR), Indian Institute of Advanced Studies (IIAS), Shimla ;23 Central Universities; All India Council of Technical Education (AICTE); 7 Indian Institutes of Technology (IITs) ;3 Indian Institute of Science Education & Research (IISERs) ; 6 Indian Institutes of Management (IIMs) ;20 National Institutes of Technology (NITs);4 Indian Institutes of Information Technology (IIITs); 4 National Institutes of Technical Teachers' Training & Research (NITTTRs); 4 Regional Boards of Apprenticeship / Practical Training; Three Deemed Universities in the field of Sanskrit, namely (Rashtriya Sanskrit Sansthan (RSKS), New Delhi; Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth (SLBSRSV), New Delhi, and Rashtriya Sanskrit Vidyapeeth (RSV), Tirupati); Kendriya Hindi Sans than (KHS), Agra Central Institute of English & Foreign Languages; National Council for Promotion of Sindhi Language (NCPSL); (CIEFL), Hyderabad National Council for Promotion of Urdu Language (NCPUL); National University of Educational Planning & Administration (NUEPA);National Book Trust (NBT) ;National Commission for Minority Educational Institutions (NCMEI).

In addition to the above, the Department also has three attached offices and one Public Sector Undertaking (PSU) as given below: Central Hindi Directorate, New Delhi; Commission for Scientific and Technical Terminology (CSTT), New Delhi Central Institute of Indian Languages (CIL), Mysore; Educational Consultants (India) Pvt. Limited (EdCIL).

2.5.1 University Grants Commission (UGC)

UGC is responsible for coordination, determination and maintenance of standards, release of grants for University and Higher Education level organizations. The UGC

is a statutory organization established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. Apart from providing grants to universities and colleges, the Commission also advises Central and State Governments on the measures, which are necessary for the development of Higher Education. In a vast country like India it is essential that UGC should have its centres in other parts of the Country. Thus the UGC functions from New Delhi as well as through its six Regional Offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

National Eligibility Test (NET) is being conducted by the UGC since 1989 for eligibility for lectureship and research fellowship.

National Facilities

The UGC has established 4 National Facilities Centre in the selected universities as per details given below:-

- i. Western Regional Instrumentation Centre, Mumbai.
- ii. M.S.T. Radar Facilities, Sri Venkateshwar University, Tirupati.
- iii. Inter University Centre for Humanities and Social Sciences (IUCHSS), Indian Institute of Advanced Study, Shimla.
- iv. Crystal Growth Centre, Anna University, Madras.

Let us examine these in brief:

i. Western Regional Instrumentation Centre, Mumbai

This Centre was established by University Grants Commission in 1978 under the administrative control of Mumbai University with the objective to provide training to USIC staff and students for proper use and maintenance of instruments conducting advanced study programmes such as workshops, seminars for teachers, Research workers from University, National Laboratories and industries etc.

ii. M.S.T. Radar Facilities, Sri Venkateshwar University, Tirupati

The University Grants has established a centre for MST Radar application in the Physics Department, Sri Venkateshwar University, Tirupati in 1990 to utilize the National MST Radar facilities created at Gadanki by the Researchers and Scientists in Indian Universities.

iii. Inter University Centre for Humanities and Social Sciences (IUCHSS), Indian Institute of Advanced Study, Shimla

The main objectives of the Centre are to invite teachers from universities and colleges to the institute as associate of the IUC, organise "Research Seminars" for researchers and young teachers in University and Colleges and to organize "Study weeks" for discussing important problems of National and International interest.

iv. Crystal Growth Centre, Anna University, Chennai

This centre was established in 1982 with the following objectives.

- a. To develop facilities for growth and characterization of crystal of technological and industrial importance.
- b. To cater to the needs of various institutions in India with regard to requirements of special crystal for Research, etc.

Inter University Centres (IUC)

The UGC has been setting up autonomous centres, from 1984, the first one was established to provide common facilities for research, and for various services and programmes to the universities, since heavy investment in infrastructure and input is beyond the reach of the individual university to obtain these facilities. The Centres are:

- Inter University Accelerator Centre (formerly Nuclear Science Centre (NSC), New Delhi
- Inter-University Centre for Astronomy and Astro-Physics (IUCAA), Pune
- UGC-DAE Consortium for Scientific Research(IUC-DAE), Indore
- Consortium for Educational Communication (CEC), New Delhi
- Information and Library Network (INFLIBNET), Ahmedabad
- National Assessment and Accreditation Council (NAAC), Bangalore

The roles of these centres are briefly described below:

- i) *Inter University Accelerator Centre (formerly -Nuclear Science Centre)*: It was the first Inter-University Centre to be established by the UGC in 1984. The primary objective of the Centre is to establish within the university system world class facilities for accelerator based research. Its aim is to formulate common research programmes of research and development in collaboration with universities, IITs and other research institutions. It promotes group activities and human research development in experimental science and other branches of knowledge.
- ii) *Inter-University Centre for Astronomy and Astro-Physics (IUCAA)* IUCAA was set up in 1988 as an autonomous centre of excellence to help initiate, nurture and grow research and developmental activities in Astronomy and Astrophysics in the University sector. IUCAA was set up with the basic purpose of providing advanced centralized facilities for subjects not adequately covered in the university departments and colleges.
- iii) *UGC-DAE Consortium for Scientific Research* :UGC-DAE was created in the year 1990 with the broad objective of developing competence and promoting research in front line areas of science and technology in Indian Universities by providing institutional framework for optimum utilization of major research facilities established by the Department of Atomic Energy such as Dhruv Reactor of Mumbai, VECC at Kolkata and Synchrotron Radiation Sources at Indore. The facilities of IUC can be availed by scientists from any university.
- iv) *Consortium for Educational Communication (CEC) (1991)* : It employs media communication to cater to the needs of higher education in the country. Educational programmes are produced by Educational Media Research Centres (EMRCs) and Audio Visual Research Centres (AVRCs) located at various higher educational institutes in the country. These programmes are telecast on Doordarshan, Gyandarshan and Vyas Channels.
- v) *Information and Library Network (INFLIBNET)* : It serves towards modernization of libraries, serves as Information Centre for transfer and access of information, supporting scholarships and learning and academic pursuits through a National Network of Libraries in and around 264 Universities, Colleges and R &D Institutions across the country
- vi) *National Assessment and Accreditation Council (NAAC)* : It was established in 1994 at Bangalore for evaluating the performance of the Universities and Colleges in the Country. NAAC's mandate includes the task of performance evaluation, assessment and accreditation of universities and colleges in the country. The philosophy of NAAC is based on objective and continuous improvement rather than being punitive or judgmental, so that all institutions of higher learning are empowered to maximize their resources, opportunities and capabilities. At present the Assessment and Accreditation by NAAC is done on a voluntary basis.

2.5.2 Professional Councils

Professional Councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. This has been discussed in the earlier unit.

2.5.3 Central University

As informed earlier in the section, there are 23 Central Universities under the purview of the MHRD which have been set up by Acts of Parliament. President of India is the Visitor of all Central Universities. President/Visitor nominates some members to the Executive Committee/Board of Management/Court/Selection Committees of the University as per the provisions made in the relevant University Act. Ministry provides secretariat service for appointment of Vice-Chancellor/Executive Committee Nominees/Court Nominees/Selection Committee Nominees etc. by the President.

2.5.4 State Universities and Colleges

State Governments are responsible for establishment of State Universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance. The coordination and cooperation between the Union and the States is brought about in the field of education through the Central Advisory Board of Education (CABE).

You must be aware that the Special Constitutional responsibility has been given to the Central Government as the Education is on the 'Concurrent List' (subject to Entry 66 in the Union List of the Constitution). This gives exclusive Legislative Power to the Central Government for co-ordination and determination of standards in Institutions of higher education or research and scientific and technical institutions.

2.5.5 Open University System

The advances in information and communication technology provide great opportunities to enhance teaching and learning in higher education by both on-campus and distance education. Even disabled students who are denied access to traditional institutions, and all those who require updating of their knowledge and life-long education can now be benefited by the modern facilities of communication. They also provide increased access to information sources and facilitate communication among researchers and teachers and the building of networks of institutions and scholars.

Through the open universities and distance learning initiatives, mechanisms are in place to upgrade skills at regular intervals and develop new competencies. People's needs of lifelong learning are constantly expanding. Open and distance learning institutions are offering learning opportunities to satisfy their diverse demands. Ready access and flexibility are the hallmarks of these initiatives.

The Open University System was initiated in the country to augment opportunities for higher education as an instrument of democratising education and also to make it a lifelong process. The first Open University in the country was established by the state government of Andhra Pradesh in 1982. In 1985, the central government established the Indira Gandhi National Open University (IGNOU). At present there are 14 Open Universities in the Country. In India, several Universities/Colleges/Institutions are offering all types of programmes of Degree, Diploma and Certificate level through Correspondence/Distance and Open Education mode.

2.5.6 Programmes at Higher Education Level

Considering the ever expanding demand for trained professional, the Central Government is implementing several programmes. Expansion of centrally-funded

institutions is one of such programmes and the facilities available in the institutes such as IITs, NITs and IIMs are being further consolidated and improved. New institutions are being visualized which would have impact on the overall technical and higher education scenario in the country.

Indian Institutes of Technology (IIT) : These are our apex institutions for engineering education and research. Each Institute conducts a First degree course and Master's Degree course in a wide range of subject fields, and also offers facilities for Research and Doctoral work. The main emphasis at the Institutes is on the Post-Graduate studies and Research with an inter-disciplinary approach. To this end each Institute has developed good departments of Physics, Chemistry, Mathematics, and Social Sciences which interact with the departments of Engineering and Technology. As part of the national plan of science and technology, five Centres of Advanced Study and Research have been set up in the Indian Institutes of Technology in Energy Studies (Delhi), Material Science (Kanpur), Cryogenic Engineering (Kharagpur), Ocean Engineering (Madras) and Resource Engineering (Bombay).

Indian Institute of Science(IISc), Bangalore: The Indian Institute of Science, is the oldest and leading post-graduate and research centre in Science and Engineering has facilities in special fields which include Electronics and Communication Engineering, Aeronautical Engineering, Heat and Power Engineering, High Voltage Engineering, Power Engineering, Bio-Chemistry, Chemistry, Physics and Mathematics.

Indian Institutes of Science Education and Research (IISERs) : In order to strengthen science education & research in the country, the Government has setup.

National Institutes of Technology(NITs): Seventeen Regional Engineering Colleges (REC's) were established in various States as a joint and co-operative enterprise of the Central and the State Governments concerned. Each REC was to function as an all-India institution admitting students and recruiting faculty from all parts of the country. Fifty percent of the admissions of these institutions (each of which was meant to be equipped for a total annual student intake of 250) was reserved for students from States other than the one in which they are located. In addition to under-graduate courses, these Colleges also offer Post-graduate courses in various fields.

In 2003, the Seventeen erstwhile Regional Engineering Colleges (RECs) were rechristened as National Institute of Technology (NITs) were taken over as fully funded institutes of the Central Government and granted deemed university status.

2.5.7 System of Governance of Higher Education Institutions

The Central Government is responsible for major policy relating to higher education in the country. It provides grants to the UGC and establishes central universities in the country. The Central Government is also responsible for declaration of Educational Institutions as 'Deemed to be University' on the recommendation of the UGC. Universities are governed by statutory bodies such as the Academic Council, the Senate/Court and the Executive Council/Syndicate. The Association of Indian Universities (AIU) represents universities and has the responsibility for all matters within the higher education sector other than funding. Professional institutions are coordinated by different bodies. The All-India Council for Technical Education (AICTE), is responsible for the coordination of technical and management education institutions. Bodies such as State Councils of Higher Education were established recently in some states only.

The Universities are of various kinds: with a single faculty, or multi-faculties; teaching or affiliating, or teaching cum affiliating, single campus or multiple campuses. Most of the Universities are affiliating universities, which prescribe to the affiliated colleges the course of study, hold examinations and award degrees. Many of the universities along with their affiliated colleges have grown rapidly to the extent of becoming

unmanageable. Therefore, as per *National Policy on Education*, 1986, a scheme of autonomous colleges was promoted. In the autonomous colleges, whereas the degree continues to be awarded by the University, the name of the college is also included. The colleges develop and propose new courses of study to the university for approval. They are also fully responsible for conduct of examination. There are also research institutions, administered by the Indian Council of Social Science Research, and research laboratories.

2.5.8 Technical Education

The technical education system covers courses and programs in engineering, technology, management, architecture, town planning, pharmacy, applied arts and crafts. The MHRD caters to programmes at the undergraduate, postgraduate and research levels. The technical/management education system at the Centre comprises the All India Council of Technical Education (AICTE), the seven Indian Institutes of Technology (IITs), six Indian Institutes of Management (IIMs), the Indian Institute of Science (IISc), 17 Regional Engineering Colleges (RECs)/National Institutes of Technology (NITs), two Indian Institutes of Information Technology at Allahabad and Gwalior, the North Eastern Regional Institute of Science & Technology or NERST (Itanagar), Sant Longowal Institute of Engineering and Technology (Punjab), National Institute of Foundry and Forge Technology (Ranchi), School of Planning and Architecture (New Delhi), and National Institute of Industrial Engineering (Mumbai).

Indian Institutes of Management: They are institutions of excellence, established with the objectives of imparting high quality management education and training, conducting research and providing consultancy services in the field of management to various sectors of the Indian economy.

Vocational Training: Training is imparted in 32 Engineering and 22 non-engineering trades approved by the "National Council for Training in Vocational Trades" to young people within the age group of 15 to 25 years. For this purpose Industrial Training Institutes have been established in the various parts of the country.

Craft Instructor Training: There are some Central Training Institutes for training of Instructors under the Directorate General of Employment and Training. These institutes conduct regular, refresher and retraining programmes for the craft instructors in various engineering and non-engineering trades.

At the end of the last decade, it was realised that higher or advanced levels of skills were required by the industry both in Public and Private sectors for working on the more modern and highly specialized type of machine tools and equipment coming to be used extensively. To meet this need the following institutes have been established. These are:

(i) Advanced Training Institute, Chennai (ii) Foreman Training Institute, Bangalore (iii) Central Staff Training and Research Institute, Kolkata (iv) Advanced Training Institute in Electronics, Hyderabad.

(ii) Post-Matric Technical Education - Diploma level courses for the training of middle level manpower required needed for a wide range of professional duties, for application of knowledge in field operation, in production and construction, testing and development etc. Courses catering to the development of such professional skills are provided.

About two dozen Women Polytechnics with courses of special interest to, and employment potential for, women, have also been established, particularly to cater to the needs of the socially/ economically inhibited classes who might be reluctant to take advantage of the facilities generally available in the regular polytechnics.

State Colleges and University Departments : A number of engineering colleges established and administered by the State Governments, Universities and private

agencies are also functioning. They are also affiliated to the respective Universities, and offer degree courses in a variety of subject fields.

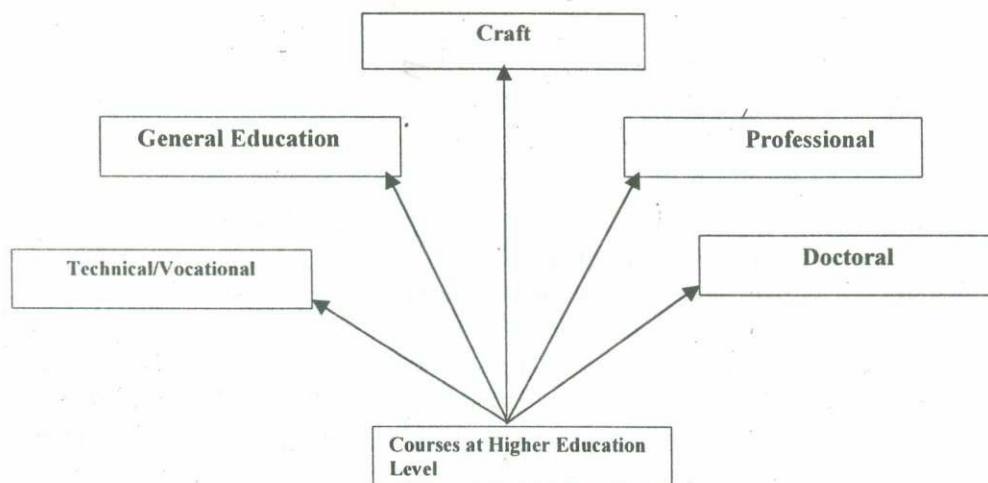


Fig 2.2: Higher Education course level

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

5) Who is responsible for establishment of State Universities and Colleges?

.....

.....

.....

.....

6) What is the role of Central Advisory Board of Education?

.....

.....

.....

.....

.....

2.6 INITIATIVES AND SCHEMES OF DEPARTMENT OF HIGHER EDUCATION

At the executive level, the Department of Higher Education is headed by a Secretary, who is assisted by one Additional Secretary, and several Joint Secretaries or equivalent officers. Each Joint Secretary heads a Bureau. At present, work of the Department is divided into six Bureaus which are as follows:

- Minorities Education,
- Book Promotion and Copyrights,
- Distance Education & Scholarships Planning,

- Indian National Commission for Cooperation with UNESCO,
- International Cooperation, Administration, Coordination, Policy, Statistics, and Languages,
- Integrated Finance Division.

Now let us briefly examine the above six bureaus:

i. Minorities Education

Central assistance is being provided to State Governments for the appointment of Urdu language teachers on a normative basis in Blocks/Districts where there is concentration of educationally backward minorities. The Scheme of *Assistance for Infrastructure and Modernization of Madrasas* provides assistance for meeting the salary requirements @ Rs. 3000 (three thousand) each per month for two teachers in each madrasa to impart education in non-traditional subjects of Mathematics, Science, English etc. and one time assistance of Rs. 7000 (seven thousand) to each madrasa for subject kits and teaching aids as well as another one time assistance of Rs. 7000 (seven thousand) for establishing book banks in each madrasa. Apart from this the infrastructure component of the scheme allows construction of physical facilities such as additional rooms.

One of the commitments under the scheme is the protection of the Fundamental Rights of Minorities under Article 30(1) of the Constitution. In keeping with the promise made, a *National Commission for Minority Educational Institutions* (NCMEI) has been established through an act of Parliament. It provides *inter-alia*, for the right of minority educational institutions to seek affiliation to any university of their choice, provided the relevant law under which such universities are created allow such affiliation.

ii. Book Promotion and Copyright Division

The Scheme for Intellectual Property Education, Research and Public Outreach is being implemented by Book Promotion and Copyright Division to create awareness among the general public intelligentsia etc. on Intellectual Property Right (IPR) & WTO Studies. The new scheme has been evolved by merging the following three schemes:

- i. Scheme for Financial Assistance on Intellectual Property Right Studies;
- ii. Organizing Seminars and Workshops on Copyright Matters; and
- iii. Scheme for Financial Assistance on WTO Studies.

The aim of these schemes are to:

- Encourage study of intellectual property rights (IPR) in the universities and other recognized institutions of higher education.
- Creating public awareness about copyright and IPR matters among public and academic community.
- Developing and encouraging study in specialized courses in IPRs in higher education system.
- Training of enforcement personnel, namely State police/custom officials about copyright and related issues.
- Organizing seminars and workshops on copyright matters/IPRs matters in colleges, universities, and other recognized institutions.
- Creating knowledge resources on WTO matter.
- Developing inputs for policy formulation on WTO matters.
- Developing negotiation strategies on WTO.

- Developing course awareness on WTO matters; and
- Evolving strategies of Regional Cooperation and Regional Trading Arrangements.

Under this Division there is the National Book Trust, India Established by the Government of India in 1957. The main objectives of the National Book Trust, India (NBT) are:

- To publish and to encourage the publication of good literature, and to make such literature available at moderate prices to the public;
- In furtherance of the above objects to publish more particularly books of the following types in English, Hindi and other languages recognized in the Constitution of India:
 - (a) The classical literature of India.
 - (b) Outstanding works of Indian authors in Indian languages to another.
- Translation of outstanding books from foreign languages; Outstanding books of modern languages for popular diffusion, and In addition;
- The Trust also publishes Braille Books for blind students, Books for neo-literate etc.; and
- To bring out book lists, arrange exhibitions and seminars and take all necessary steps to make the people book-minded.

In furtherance of the above objective, NBT organizes activities which can be classified under the following five broad heads: Publishing books for general readers of different age-groups on a variety of subjects in various Indian languages including English. It also provides assistance to authors and publishers to bring out text and reference books for the higher education section. Also organizes seminars, workshops, books exhibition, village level mobile book exhibitions and fairs and National Book Week to promote the habit of reading. It participates in international book fairs. It organizes book exhibitions abroad and undertaking other activities to promote the export of Indian books; and encouraging the preparation and production of quality books for children in the Indian languages through the National Centre for Children's Literature

iii. Development of Languages

Language being the most important medium of communication and education, their development occupies an important role in the National Policy on Education and Programme of Action. Therefore, promotion and development of Hindi and other 21 languages listed in the schedule VIII of the Constitution including Sanskrit and Urdu on the one hand and English as well as the foreign languages on the other hand have received due attention. In fulfilling the constitutional responsibility, the Department of Higher Education is assisted by autonomous organization and subordinate offices. Under the language development, the following schemes are being provided by the Department:

- Financial Assistance for Promotion of Hindi to Voluntary Organizations including Dakshin Bharat Hindi Prachar Sabha and publications and purchase of books.
- Scheme of Publications and purchase of books in Modern Indian Languages and other Promotional activities for the promotion of Indian Languages (other than Hindi, Sanskrit, Urdu and Sindhi).
- Scheme of publications and purchase of books in English language and related activities for the promotion of English language.
- Scheme of Promotion of Sanskrit.
- Scheme of Assistance to Voluntary Organizations working in the field of Classical Languages including Arabic and Persian.

iv. Indian National Commission for Cooperation with UNESCO

India has been a member of the United Nations Educational, Scientific, Cultural Organization, a specialized agency of the United Nations since its inception in 1946. Article VII of the constitution of UNESCO requires that "each Member State shall make such arrangements as suit its particular conditions for purposes of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the government of such bodies".

The Commission offers limited financial assistance for conducting studies, projects, seminars/symposia, workshops/study courses, summer schools/ camps, conferences other than annual/regular one, display and circulation of exhibitions, preparation and printing of reports, celebration of UNESCO weeks, lecture programmes, etc. in the field of International understanding, human rights, research and teaching on the problems of peace, study of culture with special emphasis on cultural contents with other countries etc.

The institutions eligible for this are: on -governmental organization affiliated to the Commission as 'Institutional Members'; UNESCO Clubs and Associated Schools recognized under the Commission's programme of education for international understanding; and other important non-governmental organization which may have significant projects even though they are not affiliated to the Commission. Grant to an individual organization during any financial year will not exceed Rs. 50,000 normally.

In exceptional cases, wherever a programme is sponsored by the Department of Education, the limit is raised to cover the entire cost of the programme/project upto a maximum of Rs. 75,000/- .The organization which has received a grant during one financial year will not be given any further grant till the accounts of the earlier grant has been settled.

The purpose of grant is to help spread the aims and objectives of UNESCO in its areas of competence viz. education, culture, social/natural science and communications.

The functions of the Commission are to:

- promote understanding of the objects and purposes of UNESCO among the people of the Republic of India;
- serve as a liaison agency between the Government of India and the institutions concerned with the working for the advancement of education, science and culture;
- co-operate with the Government Departments and with services, organizations and institutions concerned with questions within UNESCO's competence ;
- encourage participation of national, governmental and non-governmental institutions and various individuals in the formulations and execution of UNESCO's programmes so as to secure for UNESCO all the intellectual, scientific, artistic or administrative assistance that it may require;
- collaborate with the National Commissions of Asia and the Pacific and with UNESCO's Regional Offices and centers in fostering regional, sub-regional and bilateral co-operation in education, the sciences, culture and information, particularly through the joint formulation and execution of programmes;
- disseminate information on the objectives, programmes and activities of UNESCO and endeavour to arouse public interest in them; and
- To advise the Government of India on matters relating to UNESCO.

In Section 2.7, dealing with the Public, Private Partnership, some more information has been provided for you regarding the initiatives of INCCU with UNESCO in providing education.

Recognizing the profound impact of education exchange between nations on the social, economic and technological development, which further contribute to national and collective self-reliance, the Ministry has initiated various activities to enhance bilateral and international collaboration in education sector. Earlier, proposals for Educational exchanges used to be an integral part of the Cultural Exchange Programmes (CEP) formulated and implemented by the Department of Culture which formed part of the Ministry of HRD (now a separate Ministry). Various Higher Education Institutions in the country have entered into such arrangements based on their scope and requirements for exchange of scholars, research material, students and for conducting joint seminars, training programmes, etc.

vi. Scholarships

There are a number of scholarship schemes. One of them is CBSE Merit scholarship scheme. The objective is to provide scholarships for professional education institutes participating in CBSE conducted All India Pre Medical/ All India Engineering Entrance Examinations, or Central Govt. controlled/ aided institutions. The scheme is aimed at providing financial assistance to the brilliant students to enable them to pursue higher studies. The scheme also aims to support the higher education of girls, who are the only child of their parents, so that they become professionally qualified and financially independent.

UGC on the basis of a recent initiative of MHRD, has introduced the Post-Graduate Merit Scholarship Scheme for University rank holders (in General and Honours Courses at Undergraduate levels) with the objective of attracting talents for pursuing Post-Graduate studies in basic subjects. The selection will be purely on merit basis. The awardees under this scheme can pursue their Post-Graduate programme in any area of specialization and also in any institution of higher learning in the country.

2.7 COLLECTION OF STATISTICS

The Indian educational system is one of the largest in the world. Planning as well as management of school education has primarily been a state subject although the central government also legislates in this area. The large size and complex educational structures across Indian states makes the matters of policy making, planning and monitoring highly complex and complicated.

In order to improve the quality and effectiveness of educational planning and management, not only variety of data are required but they are also needed at a time and in a format that conforms to the requirements of the user agencies operating at various geographical and administrative hierarchies. The complexity of the multi-level decision-making process and control mechanism increases due to wide geographical dispersion of institutional network representing a variety of school locations and endowments. Further, due to the large variations in school structures, endowments and availability of teaching-learning resources, the matters become more complicated.

The data regarding educational achievements at various levels is collected by various bodies. These are :

- Planning, Monitoring and Statistics Division of Department of Education, MHRD on annual basis for all sectors of education;
- University Grants Commission on higher education;
- National Council of Educational Research and Training (NCERT) on school education through occasional surveys;
- National University of Educational Planning and Administration (NUEPA) through a specially designed software named as District Information System for Education

(DISE) The major emphasis was on user orientation in the use of educational and allied data for planning, management, monitoring as well as feedback on DPEP interventions.

Other agencies/ sources include the following :

- National Sample Survey Organization (NSSO)
- Census of India publications
- International Institute for Population Sciences (IIPS)
- National Council of Applied Economic Research (NCAER)

Check Your Progress

Notes : a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

7) Describe the activities organized by the National Book Trust.

.....

.....

.....

.....

.....

8) List out the Schemes provided by the Higher Education Department under the Language Development.

.....

.....

.....

.....

.....

.....

2.8 NON-GOVERNMENT INITIATIVES AND PUBLIC PRIVATE PARTNERSHIP

In a vast and populous country like India, the government alone cannot provide education for all. Thus, private initiatives and community based programmes become imperative for achieving the goal of UEE. NGOs, mostly non-profit agencies, are implementing non-formal education programmes to meet the educational needs of out-of-school children. Many of them focus on socially and economically backward areas and marginalized sections of the society and on education of girls. A large number of voluntary agencies are providing education, health and nutrition to children in urban slums and for working children. For running their programmes, non-profit organizations and communities mostly seek donations and sponsorships from individuals, corporate bodies and international organizations such as UNICEF, World Bank etc.

2.8.1 Non-Government Organizations (NGOs)

The non-profit organizations are also coming in a big way to collaborate with the Government in implementing various educational programmes. NGOs associated with the various education projects of the Government such as DPEP, SSA and NLM have been instrumental in mobilizing community resources for basic education.

The Government of India has been extending the requisite grants-in-aid for its Centrally Sponsored Schemes, which are routed through the State Governments. The public-private-partnership brings in greater professionalism to bear on this association through introducing meaningful concepts. There is, nevertheless, scope of further expanding its coverage and also involve the private or corporate sector in this endeavour.

SSA emphasizes decentralization and community ownership of schools. The community based approach is adopted for planning at habitation level and monitoring of school activities. Participation of the community is sought effectively through a series of school-based activities that open up the school as a social institution to the community.

Funds for the programme flow through local community based bodies for all school related expenditures, which constitutes more than 50% funds for SSA. It also encourages computer aided learning (CAL) methodology in Elementary Schools. Under this program Public Private Partnership is encouraged. The main objective of this initiative is to make schools attractive for children at elementary level by introducing interesting and joyful learning through contents with multimedia effect. This is basically to reduce dropout and increase retention rates.

Tamil Nadu has undertaken this programme for Upper Primary level. It has been introduced in Class VI and would gradually be extended to Classes VII and VIII in subsequent years. Over 200 firms have been engaged on a lease arrangement, which includes supply of hardware, software, training, operations and maintenance. Each firm has been allocated an area of operation, allocating a number of schools. 40 hours of learning per child on computers is provided for, which includes computer literacy skills, subject based learning and student evaluation.

In Karnataka, CAL is being implemented in collaboration with Azim Premji Foundation (APF) in 135 schools. APF has developed e-learning material (education software) on CDs in different languages including English, Kannada, Hindi and Telugu. The foundation is using solar panels for running of computers in areas without electricity. Infrastructure and computer hardware have been made available by the Government through SSA funds.

The states of Andhra Pradesh, Rajasthan, Orissa, Uttar Pradesh, Bihar, Nagaland and Assam have adopted a BOOT (Build on Operative and Transfer) model for the CAL project. Private firms have been given the responsibility to install hardware/software and provide approved e-learning material and teachers training for a fixed period, mutually agreed upon.

Initiatives by Pratham

A classic example of successful and prolific non government educational initiative is Pratham, which was started in 1994 in the slums of Mumbai. The organization works toward universalization of Primary Education. Pratham network has spread to 14 states in India since its inception. The organization was fostered by UNICEF for the first three years and is now parented by ICICI Bank. Pratham is based on a triangular partnership between the government, the corporate sector and the citizens. Its extensive network in the slum area enables Pratham to layer other activities, such as health and computer education, at a minimum additional cost of delivery. Some of the innovative educational programmes run by pratham are:

Balwadi Pre-School Programme targets pre-school children in the age group of 3-5 years from low-income families to provide them early childhood education. Such schools are located either at a municipal school, community space, place of worship, or a teacher's home. Each class has around 18 children with instructor from the local community and runs for 2-3 hours a day.

Bridge Course Programme targets children in the age group of 6-12 years who have never attended school or have dropped out, and prepares them to enter or re-enter the formal school system. Classes generally start in the community and move to the local

municipal school building if space is available and comprise of around 15-20 children with a teacher from the local community.

Balsakhi Remedial Education Programme targets municipal school children from grade II-IV bordering on illiteracy with the aim to help these students achieve literacy and numeric skills. This program helps children who are identified by their class teachers as lagging behind academically. Balsakhis (child's friends) are sent to schools on request to help such children and work under the guidance of school teachers. A Balsakhi works with 20-30 children.

Akhar Setu Program mainstreams children who are working to support their parents economically and are, therefore, unable to attend school. Children are formally registered in a nearby government schools and regular classes are held in the community itself by Balsakhis. Children are allowed to participate in all extra curricular activities of the school and the headmaster of the school is required to visit this class randomly and verify attendance once a month.

Open Basic Education at Butterflies

Butterflies is an organisation working with street children in Delhi. It has eight contact points. All these contact points are areas where there is concentration of street and working children. These children include self-employed shoe blacks, rag pickers, vendors and those who are engaged in road side restaurants, garages and small scale industries. Their children work for 5-12 hours. Majority of them have never been to school nor are elementary school dropouts. For such children, formal education system is beyond reach. Butterflies endeavour is to reach out to these children with support services such as health counselling, vocational training and non-formal education.

The learners of Butterflies form diverse groups with regard to age and readiness levels. Butterflies offer basic education to the diversified group based on literacy level and not on criteria of age. Learners are categorised into three groups.

- Preparatory stage equivalent to lower and higher K.G. of formal school.
- Elementary stage equivalent to class I and II of formal school.
- advanced stage equivalent to II and IV of formal school.

Curriculum for these learners is graded accordingly. Accreditation and linkages are done with NIOS for authentic certification, especially for vocational course.

Butterflies working for the empowerment of street and working children, believes in the right of every child to have a full fledged childhood where he/she has the right to protection, respect, opportunities and participation in his/her growth and development.

2.8.2 International Collaboration

In a nation as sprawling and diverse as India, offering even a few years of education to all boys and girls is a daunting prospect. International organizations like the World Bank, European Commission and specialized agencies of the United Nations (UNICEF, UNESCO, etc.) have been collaborating with the Government and the private sector as well for promotion of education in the country.

UNICEF

UNICEF is an active partner in SSA, which aims to provide quality education for children between the ages of 6 and 14 years by 2010. Its strategy is built around three inter-linked themes: access, quality and equity in basic education and aims to improve the quality of teacher education, curricula, learning assessments and the classroom environment; it advocates gender-sensitive and child-centered processes along with interactive learning to make teaching and learning a motivating experience.

UNICEF is also working to strengthen effectiveness of school-based interventions focusing on HIV/AIDS prevention. In order to help eliminate gender and social disparities in primary education, UNICEF supports the provision of equal opportunities for disadvantaged children, especially girls, the urban poor, Scheduled Castes and Scheduled Tribes, and working children.

UNICEF is working closely with the Government's recently launched National Programme on Girls' Education at the Elementary Level (NPEGEL) to further accelerate progress in girls' education. UNICEF also supports alternative learning strategies, such as bridging courses and residential camps for adolescent girls who are out of school.

In addition, as part of efforts to strengthen education planning and monitoring, it supports the District Information System for Education (DISE) to promote better collection, collation, and analysis of data, thereby improving educational statistics.

In 1999, in partnership with the government and other voluntary organizations, UNICEF initiated a project for girls' education in four blocks of Uttar Pradesh's Barabanki district, where female literacy was about 15 per cent. Alternative learning centres (ALCs) were established in villages that did not have a primary school within a one-kilometer radius with the active participation of communities. Instructors were selected in co-operation with panchayats and preference was given to local candidates. A one-year residential camp programme for girls was also introduced to provide learning opportunities for older out-of-school girls. This is now being replicated under SSA across the state.

European Commission (EC)

The EC signed an agreement with the Government of India (Government of India) in November 2001 to support the SSA. The main objective of the EC grant is to reinforce India's own efforts to universalize elementary education. The EC grant to SSA is in the form of sectoral support, whereby the Government of India will have the flexibility to deploy EC resources to implement its priorities. Building on the good experience of the donor consortium that supported DPEP, efforts are being made to develop a similar approach for external financing for SSA, whereby major donors act in concert to support and jointly monitor a programme to improve elementary education with the Government of India.

World Bank

The District Primary Education Programme (DPEP), launched in November 1994, was an ambitious attempt to provide a decisive thrust to universalize and transform the quality of primary education in India. While the World Bank has been the single largest contributor to this initiative, the programme is also supported by many other donors.

UNESCO

As already discussed in the Section 2.5, India is among the founding members of UNESCO, and the country has been playing an active role in promoting UNESCO's ideals and objectives. The Government of India had set up the Indian National Commission for Cooperation with UNESCO (INCCU) in 1949. The Commission consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Sciences. In India, UNESCO associates itself with various local and international NGOs to promote its education related objectives.

UNESCO is running a project named Associated School Project (ASP net). Here selected schools are educational institutions, which are directly linked with UNESCO Secretariat for participation in the Associated Schools Project (ASP net) for undertaking activities relating to education for international understanding, cooperation and peace.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

- 9) Which agency is running the Associated School Project (ASP net)? What is the objective of this project?

.....

.....

.....

.....

.....

- 8) Briefly discuss the themes around which UNICEF strategy is built around three inter-linked themes: access, quality and equity in basic education.

.....

.....

.....

.....

.....

2.9 CASE STUDY OF A NEIGHBOURING COUNTRY: BANGLADESH

Bangladesh is our neighbouring country. We can draw many lines of similarities between India and Bangladesh. It is a highly populated country having a very high density of population just like India. As a result many problems related to provision of education provision are also similar. To begin with let us know something about system of Education in Bangladesh. In Bangladesh, Primary level education is provided under two major institutional arrangements (stream)-general and madrasah. The secondary education has three major streams: general, technical-vocational and madrasah. Education from class I to Class XII in Bangladesh as in India is divided into three phases such as Class I-V (Primary Education), Class VI-X (Secondary Education) for Secondary School Certificate (SSC), Class XI-XII (Higher Secondary) for Higher Secondary Certificate (HSC). This Education is highly subsidized. In the Higher Education (Bachelor, Master, Research), the government also funds more than 25 state owned universities through the University Grants Commission. Higher education, likewise, has 3 streams: general (inclusive of pure and applied science, arts, business and social science), madrasah and technology education. Technology education in its turn includes agriculture, engineering, medical, textile, leather technology, and ICT. Madrasahs, function parallel to the three major stages, have similar core courses as in the general stream (primary, secondary and post-secondary) but have additional emphasis on religious studies.

In Bangladesh as in India, higher secondary is followed by college/university level education through the Pass/Honours Graduate Courses. But the duration is 4 years unlike India in which it is 3 years. Higher Education started in Bangladesh with the establishment of University of Dhaka in 1921. Later, University of Rajshahi (1953),

Bangladesh Agricultural University (1961), Bangladesh University of Engineering and Technology (1962), University of Chittagong (1966), Jahangirnagar University (1970) were established.

Other universities, public and private, had been established within the tenure of last 30 years. Actually, after independence, Government of Bangladesh aims at Human resource development and providing access to quality education which is critical to poverty reduction and economic development. The endeavour of the Government reflects in the rapid establishment of public universities.

This does not mean that there is no private initiative in setting up Universities. Along with the government effort, certain entrepreneurs have also established private universities. Both the government and private entrepreneurs' efforts enable to provide access to higher education to the students of Bangladesh.

The Masters Degree is of one year's duration for holders of Bachelor Degree (Honors) and two years duration for holders of (Pass) Bachelor Degree. But in India there is no such distinction as the duration of the Masters Degree is the same (2 year) whether it is done after doing a pass course or honours course bachelor Degree. Higher education in the technical area also starts after higher secondary level. In each of the courses of study, except for medical education, a 5- year course of study is required for the first degree.

2.8.1 Management of Education System

Education System in Bangladesh is being managed and administered by two Ministries, Ministry of Education (MoE) and Ministry of Primary and Mass Education in association with the attached Departments and Directorates as well as a number of autonomous bodies.

i) Ministry of Education

This Ministry is concerned with policy formulation, planning, monitoring, evaluation and execution of plans and programmes related to post-primary, secondary and higher education including technical and madrasah education. There are a number of Departments under Ministry of Education. These are:

- Directorate of Secondary and Higher Education (DSHE)
- Directorate of Technical Education (DTE)
- University Grants Commission (UGC)
- National Academy for Educational Management (NAEM)
- Education Engineering Department
- Bangladesh Bureau of Educational Information and Statistics (BANBEIS)
- Directorate of Audit and Inspection (DIA)
- Bangladesh National UNESCO Commission (BNCU)
- Secondary and Higher Secondary Education Board
- Madrasah Teacher's Training Institute (MTTI)
- Bangladesh Technical Education Board
- Non-Government Teachers Registration and Certification Authority (NTRCA)
- Madrasah Education Board
- National Academy for Computer Training and Research (NACTAR)
- National Curriculum and Textbook Board (NCTB)

The Directorates, viz. Directorate of Secondary and Higher Education and Directorate of Technical Education are responsible for management and supervision of institutions

under their respective control. The functioning of some of the Departments is briefly described below:

a. Directorate of Secondary and Higher Education (DSHE):

It has been established after re-organizing the erstwhile Directorate of Public Instruction and placed under the administrative control of the Ministry of Education. The responsibility of the Directorate is to guide and control the Secondary and Higher Education of the country and proper implementation and administration of education policy.

The broad functions of the Directorate are as follows:

- Implementation of education policy of the Government in respect of Secondary and Higher Education.
- To advise the administrative Ministry in matters of formulation of policy concerning general Education at the Level of Secondary and Higher Education of the Country.
- To manage and supervise the academic functions of the Educational Institutions.
- To arrange and supervise execution construction works under the development schemes/projects.
- To maintain the qualitative standards of General Education.
- To evaluate and assess the need for changes in curriculum for different levels of education under the administrative control of the Directorate.
- To operate revenue and development budgets and to maintain accounts of all the institutions and make arrangement of audit.
- To arrange training both at home and abroad, of the teachers working in different educational institutions (both college and school).
- To administer establishment matters including personnel management involving requisition for recruitment, posting, transfer, promotion, retirement, disciplinary cases of all the officers and employees working under the administrative control of the directorate.
- To prepare and implement the development schemes/projects (Educational) both long-term and short-term.
- To initiate introduction of new courses/subjects in Government Educational Institutions and creation of additional required posts with provisions for other necessary facilities for the purpose.
- To process and implement the Government policy of nationalization of schools and colleges.
- To administer Physical Education including development of curriculum and facilities in School/Colleges for organizing games and sports.
- To supply information of educational matters to approve agencies/organizations.
- To process matters relating to foreign tour/training of the officers working under the administrative control of the Directorate.
- To maintain liaison between different Departments of Government.
- To coordinate the work of all the Educational institutions.
- To deal with the activities relating to sanction of pensions, gratuity benevolent fund, etc. of the teachers and staff.
- To prepare budget and give the salary support to the teachers and employees of the non-Government (Secondary school, College, Madrasah, S.S.C Vocational and H.S.C B.M) institutions.

b. Directorate of Technical Education

The Directorate of Technical Education (DTE) is one of the government agencies of human resource development (HRD) of the country in Technical and Vocational Education. This is headed by a Director-General and is responsible for the management and administration of technical and vocational institutions like polytechnics, monotronics and other similar types of institutes. It has Inspectorate Offices at the Divisional Headquarters.

c. Bangladesh National Commission for UNESCO (BNCU)

This organization functions as a corporate body within the MoE. This is headed by the Minister of Education as Chairman and the Education Secretary as the Secretary-General. The Commission consists of 69 members constituted by eminent educationists and intellectuals interested in educational, scientific and cultural fields of the country. The Secretariat of the Commission is normally headed by a government official designated as Secretary.

d. National Academy for Educational Management (NAEM)

This Academy is the apex training institution under the MoE responsible for providing foundation training to Bangladesh Civil Services (general education) cadre officers. It also provides in-service training to senior educational administrators and teachers of the secondary and higher secondary levels. This academy is headed by a Director-General.

e. National Curriculum and Textbook Board (NCTB)

This Board is an autonomous organization under the Ministry of Education (MoE). It is responsible for the development of curriculum, production and distribution of textbooks at primary, secondary and higher secondary levels.

f. Bangladesh Bureau of Educational Information and Statistics (BANBEIS)

This organization is responsible for collection, compilation and dissemination of educational information and statistics at various levels and types of education. This organization is the main organ of the MoE responsible for collection and publication of educational data and statistics. It also functions as the Educational Management Information System (EMIS) of the Ministry. It is also the National Coordinator of RINSACA (Regional Informatics for South & Central Asia).

g. Directorate of Inspection and Audit (DIA)

This Directorate is headed by a Director and is responsible for inspection and audit aimed at improving the standard of education of the Non-governmental institutions at the secondary level.

h. University Grant Commission (UGC)

In 1973, the Government of the People's Republic of Bangladesh established the University Grant Commission (UGC) of Bangladesh by a Presidential Order and it came into being retrospectively with effect from 16th December 1972.

The functions of UGC are to:

- determine the needs of the universities;
- receive funds from the government and allocate and disburse these funds to the universities for their maintenance and development;
- examine and critically appraise the developments plans of the universities;
- oversee the implementation of various development projects of the universities;

- formulate plans for new universities;
- collect, analyze and interpret statistical data on university matters.

In addition to the above, the UGC runs an elaborate programme of research, award, and scholarships for higher studies in Bangladesh leading to Ph.D. and grants research fellowships to colleges and universities for staff development in higher education. It also gives prizes for original research, organizes seminars, workshops, and supports/sponsors other activities that stimulate research and enhance academic standards. The UGC has lately initiated a scheme for the establishment of an Academy for Staff Development, meant for the teachers of colleges and universities. The Commission has published a few textbooks with financial support from the World Bank. At present it is actively collaborating with Bangla Academy for production of standard textbooks and monographs in national language of Bangladesh with a view to meeting the needs of the university students and teachers. The Commission also fosters programmes that promote international collaboration in the field of research, exchange of information, technology transfer, and staff development

i. Bangladesh Education Engineering Department (BEED):

It is entrusted with the development of infrastructure i.e. construction/re-construction of new building, maintenance of existing structures, repair and renovation and supply of furniture to educational institutions. It plays a significant role for the implementation of the Government. It lays out policy regarding extension/expansion of education throughout the country. Education Engineering Department is entrusted with the task of developing physical facilities both at urban and rural areas.

j. Madrasah Teacher's Training Institute (MTTI)

The function of this Institute is to:

- Modernize Madrasah Education with changes of the society.
- Build up an organization to train up the Madrasah Teachers.
- Arrange in-service and pre-service up-to-date training for Madrasah teachers.
- Reduce the gap of existing facilities for higher education between General Education and Madrasah Education.
- Increase quality and efficiency of the Madrasah teachers through training.

k. Bangladesh Technical Education Board (BTEB)

The main functions of the Board are to:

- prescribe the courses of instruction.
- arrange for development of learning materials.
- prescribe the conditions governing the admission and transfer of students.
- prescribe the manner and mode of inspection.
- grant, withhold or withdraw the affiliation to the concerned institutions.

It performs acts/activities and things as it may be considered necessary for the purpose of organizational regulation, supervision, control, management and development of Technical Education. It grants Diploma/Certificate to the passed out graduates.

l. Non-Government Teachers Registration and Certification Authority (NTRCA)

NTRCA was established in March 2005 as per provisions of Non-government Teachers Registration and Certification Act 2005 passed by the Parliament in February of the same year in order to ensure quality teaching in class rooms of all non-government educational institutions in the country. The mandate is to conduct examination for the

registration of successful candidates who would be eligible for appointment in the non-government educational institutions. The NTRCA has been created by the government with the objective of improving the teaching quality of the non-government secondary, graduate and post-graduate level teachers excluding public and private universities.

Further-more, a number of autonomous bodies have a share in the administration of education. These are:

- **National University**

This is a public affiliating university responsible for academic control of all the affiliated colleges offering courses at Graduate level (Pass, Honours and Masters) and for conducting Bachelor Degree and Masters Examinations.

- **Education Boards**

Seven Boards of Intermediate and Secondary Education are responsible for conducting the public examinations such as Secondary School Certificate and Higher Secondary Certificate level public examinations. The Boards are also responsible for the reorganization of the Non-government and private sector educational institutions.

- **Madrasah Education Board**

This Board is responsible for conducting public examinations from Dakhil to Kamil levels. The Boards are also responsible for the reorganization of the Non-government madrasahs.

- **Technical Education Board**

This Board is entrusted with the task of conducting certificate and diploma examinations in technical education. The Boards are also responsible for the recognition of the Non-government technical and vocational educational institutions.

(ii) Ministry of Primary and Mass Education

Bangladesh has been trying relentlessly to uphold the cause of education for all since its emergence as an independent country. Article 17 of the Constitution of Bangladesh stipulates that primary education shall be the responsibility of the State. To bear this responsibility primary education in Bangladesh underwent a great deal of changes and development during the last few years.

Recognizing the importance of primary and non-formal education in ensuring education for all as well as for eradicating illiteracy, the Bangladesh Government created a new Division called Primary and Mass Education Division (PMED) in August 1992. This Division was given the status of a Ministry. As a result it has been given has been renamed as Ministry of Primary and Mass Education since January 2003. The Ministry is responsible for policy formulation, planning, evaluation and execution of plans and initiating legislative measures relating to primary and non-formal education. This Ministry is responsible for policy making, administrative management and overall supervision of Primary education and non-formal education. Main objectives of this Ministry are:

- To eradicate illiteracy from the country.
- To take steps so that every child between 6-10 years of age receives primary education.
- To give a second chance for education to the drop out students (boys and girl), youth and adults through non-formal education.

a. Directorate of Primary Education

In 1981, a separate Directorate, named "Directorate of Primary Education" was set up. This Directorate was created in order to streamline universal primary education

and strengthen the infrastructure. The Directorate is headed by the Director General. In the Directorate, there are different Divisions/Units. The Task and responsibilities of the Division are as follows:

- *Administration Division:* The responsibilities of this division include general administration of the central and field offices. This division coordinates among the Divisional, District and Upazila Offices and the PTIs.
- *Planning & Development Division:* The responsibilities of this division are drawing up of various development projects on priority basis to effect general and gradual development of primary education in the light of government policies, getting approval of projects, implementation, evaluation, supervision and winding up of completed projects. This division conducts the preparation of development budget, disbursement and allocation of funds and redistribution of foreign externally assisted funds. It also monitors, reviews and coordinates the activities of different projects.
- *Training Division :* The responsibilities are to work for qualitative improvement of primary education, to build up competent and efficient teacher for the classroom and school management. To do this, the division assesses training needs of the teachers as well as the officials at different levels. It also draws out plans and implements training of teachers. It also organizes curriculum dissemination courses and orientation courses, management training for the head teachers and short in service training for teachers.
- *Monitoring and Evaluation Division:* This Division collects data on primary education from the field level. Analyses the collected data and publishes quarterly and annual reports. Other responsibilities are: storage and distribution of textbooks, supervision of schools at the field level, sending of reports related to these areas to MOPME.
- *Policy and Operation Division:* This Division is responsible for evaluation of the progress of field level activities and onward transmission of the same to the administrative ministry for next course of action. It is also responsible for recruitment of teachers at central level. Besides, this division plays the advisory role to make field level administrative activities more effective .
- *Management Information System Cell (MIS Cell):* There is a separate cell in the Directorate for collection of data on selected primary education indicators. This cell is also responsible for computerizing and to develop a data bank.
- *Compulsory Primary Education Implementation Monitoring Unit:* It is a unit under the Ministry of Primary and Mass Education. Compulsory Primary Education programme was started initially in certain parts of the country on January 1, 1992 and subsequently all over the country on January 1, 1993. This Unit was engaged in overall supervision of implementation of this programme.

The activities of the Unit are as follows :

- Coordination, Monitoring and evaluation of the progress of implementation of compulsory primary education at the field level and overall supervision of the programme;
- Conducting of National Child Education and Literacy Survey in every two years;
- Bringing the non-operative community schools of the country under operation through NGOs;
- Inspection and supervision of Government primary schools, registered non-government primary schools and community schools and taking necessary actions there of;
- Preparation of budget and disbursement of the Government portion of the salary to the teachers of registered non-government primary schools;

- Payment of honorarium and contingency expenditures of the teachers of community schools;
- Establishment of primary school in the villages having no primary school through NGOs;
- Providing total support and services to the Ministry of Primary and Mass Education on compulsory primary education.

b. National Academy for Primary Education (NAPE)

NAPE is the only national level institute of training and research for primary education in Bangladesh. It was founded in 1978 as Academy for Fundamental Education and was renamed in 1985 as NAPE. It was planned to be the co-ordination and information centre to facilitate training for the Primary Education Officers as well as centre for professional development of the concerned personnel in the field of educational management, research and academic supervision. Recently NAPE has got autonomy to contribute more towards the quantitative and qualitative improvement of primary education. It has been functioning as an autonomous body since October, 2004. The Functions of NAPE are as follows:

- To organize long and short-terms in-service training for primary educational administrators, supervisors, teacher educators.
- To undertake research and action research programme for the improvement of primary school teachers' training and quality of primary education.
- enhancement of primary education.
- To conduct and supervise Certificate in Education (C-in-Ed.) examination for the primary school teachers and award certificate.
- To assist DPE to prepare model questions and to arrange primary scholarship examination and course completion examination for class V.
- To monitor and follow up the activities of field level primary education offices and primary schools.
- To organize national and international seminar, symposia and workshops in the field of globalization of primary education, curriculum design and development, classroom management, monitoring and evaluation.
- To develop training manuals for teacher training in modular form.
- To co-operate MOPME to arrange National Primary Education Week.
- To publish newsletters and journals on primary education twice in a year.
- To undertakes follow up training activities imparted for the teacher educators and supervisors through its regular mobile team programme. It also collects the necessary feed-back for improving and monitoring the training programme.

c. Bureau of Non-Formal Education

The Bureau (newly established in April 2005) is responsible for management and governance of Non-formal Education sub-sector. This is headed by a Director-General, who has 64 offices at the district level. Projects on Non-formal Education are being implemented under this Bureau. Key roles and functions of the organization and management structures is as follows:

National Level

It is envisaged that a national level agency for NFE has the following key roles and functions:

- a) A Coordinated Sub-sectoral Approach;
- b) Policy, Coordination and Facilitation;

- c) Mobilizing Funds;
- d) Technical Support;
- e) Database and Monitoring and Evaluation (M&E) Activities;
- f) Implementation of Development Projects;
- g) General Administration.

Field Level

- a) Planning NFE programmes in the district in cooperation with principal actors and stakeholders;
- b) Mobilization of resources from different sources and its utilization;
- c) Maintaining a database and carrying out M & E for NFE activities in the district;
- d) Coordination and facilitation of NFE work;
- e) General internal administration of the district agency.

iii. Projects under Ministry of Primary Education and Mass Education

In case of organization of Education in India you have learnt that a number of projects and schemes are being implemented by the Ministry of Human Resource Development. In the similar way in Bangladesh too there are number of projects under Ministry of Primary and Mass Education. The programmes are listed below :

Primary Education

1. Primary Education Development Program II (PEDP II)
2. Reaching Out of School Children (ROSC) Project
3. Primary Education Stipend Project
4. IDB Assisted Govt. Primary School Construction Project (2nd Phase)
5. 2004 Flood Affected Primary School Rehabilitation Project
6. Establishment of Primary Teachers Training Institute (PTI) at Panchagar District

Non-Formal Education

7. Post Literacy and Continuing Education for Human Development Project-1 (PLCEHD-1)
8. Post Literacy and Continuing Education for Human Development Project-2 (PLCEHD-2)
9. IDB Assisted Post Literacy and Continuing Education Project (PLCEHD-3)
10. Basic Education to Hard to Reach Urban Working Children (2nd Phase)

2.10 LET US SUM UP

In this Unit we have learnt that education is critical input in human resource development and is essential for the country's overall growth. In India, there has been phenomenal educational development since independence both in quantitative and qualitative terms. The School education in India as well as Bangladesh is a two-tier system, the first ten years covering general education followed by two years of senior secondary education. At Higher education level in both the countries along with the government effort, certain private enterprises have also established private universities. With a gradual reduction in government subsidies higher education is getting more and more costly and hence the need for institutional funding in this area. Loans for education are now being seen as an investment for economic development and prosperity.

In India, the higher education is provided by:

- 1) Universities -including agricultural universities and medical universities- divided into Central Universities, funded directly by the Ministry of Human Resources Development, and State Universities, set up and funded by various states.
- 2) "Deemed to be universities", single-faculty, multi subjects institutions which enjoy the same academic status and privileges of a university; and
- 3) Institutions of National Importance, university-level institutions funded by the central government. These include the Indian Institutes of Technology.

Finally, there are technological universities and ten open universities. There are also research institutions, administered by the Indian Council of Social Science Research, and research laboratories, as well as more than 10,000 colleges, most of which are affiliated to universities. Universities are governed by statutory bodies such as the Academic Council, the Senate/Court and the Executive Council/Syndicate. The Association of Indian Universities (AIU) represents universities and has the responsibility for all matters within the higher education sector other than funding. Professional institutions are coordinated by different bodies. The All-India Council for Technical Education (AICTE), is responsible for the coordination of technical and management education institutions. Bodies such as State Councils of Higher Education were established recently.

All levels of education, from primary to higher education, are overseen by the Ministry of Human Resource Development (MHRD), and heavily subsidized by the Indian government, though there is a move to make higher education partially self-financing. This Ministry comprises of two Departments i.e. :

- Department of School Education and Literacy
- Department of Higher Education

The Department of School Education and Literacy caters to:

- Elementary Education
- Secondary Education
- Adult Education and Literacy

The major programmes under the Elementary Education are District Primary Education Programme, Sarva Shiksha Abhiyan, Mahila Samakhya Programme, Jansankhya Sthirata Kosh, National Programme of Nutritional Support to Primary Education (School Meal Programme), Kasturba Gandhi Balika Vidyalaya (KGBV). Sarva Shiksha Abhiyan is Government of India's programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner.

At present, the Centre's intervention in secondary education is at two levels through:

- Apex national level bodies like Navodaya Vidyalaya Samitis (NVS), the Kendriya Vidyalaya Sangathan (KVS), National Council of Educational Research and Training (NCERT), National Institute of Open Schooling (NIOS), and Central Tibetan School Administration (CTSA).
- Centrally Sponsored Schemes like Access with Equity, Quality Improvement in Schools, ICT in Schools and Integrated Education for Disabled Children.

In India, the literacy campaigns are being implemented with varying degrees of success. Remarkable progress has been achieved on several fronts. The campaigns are also responsible for the movements against the social evils like anti-liquor, dowry system, child marriage and thrift and credit. In order to ensure progress of literacy, National Literacy Mission (NLM) was launched in 1988. National Literacy Mission eventually aims at ensuring that the Total Literacy Campaigns (TLC) and their sequel, the Post-Literacy Programme (PLP), successfully move on to Continuing Education (CE), which provides a life-long learning and is also responsible for the creation of a learning society.

The Vocational Training/Craftsmen Courses are offered at the Industrial Training Institutes. The Diploma courses are offered in the Polytechnics which are widely spread over all the States and Union Territories and are affiliated to the respective State Boards of Technical Education who lay down in general the levels and standards of the courses and guide the system of evaluation of the students appearing at the examination. Degree and Post-Graduate courses are offered in colleges affiliated to the various Universities, certain University Departments, and institutions declared as of national importance or as deemed Universities.

To meet the need of providing higher or advanced levels of skills to industry workforce the following institutes have been established:

- (i) Advanced Training Institute, Madras (ii) Foreman Training Institute, Bangalore - (iii) Central Staff Training and Research Institute, Calcutta- (iv) Advanced Training Institute in Electronics, Hyderabad.

Presently there are twenty three (23) Central Universities in the country. State Governments are responsible for establishment of State Universities. Central Government is responsible for major policy relating to higher education in the country.

The Department of Higher Education carries out substantial part of its work through various autonomous organizations such as University Grants Commission (UGC), Indian Council of Historical Research (ICHR), Indian Council of Social Science Research (ICSSR); Indian Council of Philosophical Research (ICPR), Indian Institute of Advanced Studies (IIAS), Simla. ; National Commission for Minority Educational Institutions (NCMEI). In addition to the above, the Department also has three attached offices and one Public Sector Undertaking (PSU). These are: Central Hindi Directorate, New Delhi; Commission for Scientific and Technical Terminology (CSTT), New Delhi Central Institute of Indian Languages (CIL), Mysore; Educational Consultants (India) Limited (EdCIL).

The Higher Education Department under its Scheme of Assistance for Infrastructure and Modernization of Madrasas provides assistance for meeting the salary requirements for teachers and also in imparting education in non- traditional subjects of Mathematics, Science, English etc. for subject kits, teaching aids as well for establishing book banks in each madrasa and also allows construction of physical facilities such as additional room.

The Scheme for Intellectual property Education, Research and Public Outreach is being implemented by Book Promotion and Copyright Division of Higher Education Department to create awareness among the general public intelligentsia etc. on Intellectual Property Right (IPR) & WTO Studies. Under the language development, a number of schemes are being provided by the Department.

In a vast and populous country like India, the government alone cannot provide education for all. Thus, private initiatives and community based programmes become imperative for achieving the goal of Universal Elementary Education (UEE). Non-government organizations (NGOs), mostly non-profit agencies, are implementing non-formal education programmes to meet the educational needs of out-of-school children.

The Government of India has been extending the requisite grants-in-aid for its Centrally Sponsored Schemes, which are routed through the State Governments. The public-private-partnership brings in greater professionalism to bear on this association through introducing meaningful concepts. There is, nevertheless, scope of further expanding its coverage and also involve the private corporate sector in this endeavour.

2.11 UNIT END ACTIVITIES

- 1) Prepare a brief report on educational management at National Level in any Asian country. The report may comprehensively cover the areas such as:

structure, composition, powers and functions etc. The report also should analyze how the educational system is contributing to the education of the target group.

- 2) Write a note on initiatives undertaken in any country in order to meet the educational needs (such as meeting the needs of challenged group, reaching the unreached).
- 3) Visit an NGO working in the area of education and prepare a report on the question given below:

How best can partnerships among the government, the private sector, and NGOs be structured to improve educational access to an ever-widening group?

2.12 REFERENCES

Govinda, R. (2002) *India Education Report*. New Delhi: Oxford University Press.

Government of India (undated) '*Sarva Shiksha Abhiyan-Framework for Implementation*' Ministry of Human Resource Development, Department of Elementary Education and Literacy, New Delhi.

MHRD (2007) *Annual Report*. New Delhi : Government Of India.

Mathur, S.S. (1990). *Educational Administration and Management*. Ambala Cantt: The Indian Publication.

Department of Education. (1997). *District Primary Education Programme Guidelines; Ministry of Human Resource Development*. New Delhi; Government of India.

2.13 ANSWERS TO CHECK YOUR PROGRESS

- 1) In India, the main types of secondary and higher secondary schools are controlled by the following boards:
 - The Central Board of Secondary Education (CBSE) board,
 - The Council for the Indian School Certificate Examinations (CISCE) board,
 - The State Government Boards
 - National Institute of Open Schooling
2. Mahila Shikshan Kendras is an innovative initiative in the area of girls/ women's education. These are residential courses, aimed at developing a pool of aware, trained and literate women at the village level. The curricula followed is diverse ranging from a curriculum developed in partnership with the learners, imparting life skills, skill development to enabling the learners to join the mainstream education system. The MSK has been able to draw in girls and young adults who for a variety of reasons do not benefit from the usual schools/ AS centers. In many districts, MS is publishing newspapers/ broad-sheets. The popularity of these papers among the neo-literate women is immense and these newspapers enjoy a large circulation. In fact some districts in UP & Assam have now made these priced publications.
3. NLM recognizes the vast potential of non -governmental organizations (NGOs) in furthering its objectives and has taken measures to strengthen its partnership with NGOs and has assigned them an active promotional role in the literacy movement. Apart from imparting literacy, the NGOs provide academic and technical resource support through experimental and innovative programmes.
- 4) Under the Inclusive Education for Disabled Children (IEDC) scheme, Central Government provides grants for aids and appliances, learning materials, teacher salaries and other related expenditure with the objective of bringing disabled children into the mainstream.

- 5) State Governments are responsible for establishment of State Universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance.
- 6) Central Advisory Board of Education (CABE) brings about the coordination and cooperation between the Union and the States in the field of education.
- 7) The NBT publishes books for general readers of different age-groups on a variety of subjects in various Indian languages including English. It also provides assistance to authors and publishers to bring out text and reference books for the higher education section. The NBT also organizes seminars, workshops, books exhibition, village level mobile book exhibitions and fairs and National Book Week to promote the habit of reading. It participates in international book fairs. It organizes book exhibitions abroad and undertaking other activities to promote the export of Indian books; and encouraging the preparation and production of quality books for children in the Indian languages through the National Centre for Children's Literature
- 8) Under the language development, the following schemes are being provided by the Department of Higher Education:
 - Financial Assistance for Promotion of Hindi to Voluntary Organizations including Dakshin Bharat Hindi Prachar and publications and purchase of books.
 - Scheme of Publications and purchase of books in Modern Indian Languages and other Promotional activities for the promotion of Indian Languages (other than Hindi, Sanskrit, Urdu and Sindhi).
 - Scheme of publications and purchase of books in English language and related activities for the promotion of English language.
 - Scheme of Promotion of Sanskrit.
 - Scheme of Assistance to Voluntary Organizations working in the field of Classical Languages including Arabic and Persian.
- 9) UNESCO is running a project named Associated School Project (ASP net). Associated Schools are educational institutions, which are directly linked with UNESCO Secretariat for participation in the Associated Schools Project (ASP net) for undertaking activities relating to education for international understanding, cooperation and peace.
- 10) UNICEF strategy is built around three inter-linked themes: access, quality and equity in basic education. This includes the implementation of a 'quality package'. The package aims to improve the quality of teacher education, curricula, learning assessments and the classroom environment; it advocates gender-sensitive and child-centered processes along with interactive learning to make teaching and learning a motivating experience.

UNIT 3 ROLE OF NATIONAL BODIES

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Examining Boards at School Level
- 3.4 Organizations Providing Education at School Level
- 3.5 Institutions Catering to School Level Programmes
 - 3.5.1 National Bal Bhavan
 - 3.5.2 National Council of Educational Research and Training
- 3.6 Government Bodies at Higher Education Level
- 3.7 Case Study of Andhra Pradesh State Council of Higher Education (APSCHE)
- 3.8 Professional Councils for Quality at Higher Education Level
- 3.9 Organization for Intellectual Property Rights
- 3.10 Let Us Sum Up
- 3.11 Unit End Activities
- 3.12 References
- 3.13 Answer to Check Your Progress

3.1 INTRODUCTION

Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent list, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standards including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country.

The Central Government continues to play a leading role in the evolution and monitoring of educational policies and programmes, the most notable of which are the National Policy on Education (NPE), 1986 and the Programme of Action (POA), 1986 as updated in 1992. Indian government has formed many governing bodies for regulating the educational system in India. The Central Advisory Board of Education (CABE), the highest advisory body to advise the Central and State Governments in the field of education, was first established in 1920. The governing bodies also include CBSE, ICSE, State government boards, the National Institute of Open Schooling. The Central Board of Secondary Education is the principal governing body of education system in India. It is in charge of the conducting various examinations and also looks after the functioning of schools accredited to the Central Education System. The CISCE or the Council of Indian School Certificate Examination is actually is a private, non-governmental board of school education in India. It is also an All India Board. It conducts two examinations in India: the Indian Certificate of Secondary Education (ICSE) which is for Class X and the Indian School Certificate (ISC) which is for Class XII. In addition to the different Boards of Education there are also certain other institutions such as **Central Tibetan Schools Administration, Navodaya Vidyalaya**

Samiti, Kendriya Vidyalaya Sangathan, etc which provide school level education and cater to certain special target groups.

Apart from these there are some other statutory bodies that govern higher education in India. There are certain bodies that are in charge of regulating different types of education in India, like the general education, medical education, technical education etc. The University Grants Commission is the largest among these bodies. Apart from the UGC the other education governing bodies in India include the All India Council for Technical Education, Distance education Council (DEC), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), Central Council of Indian Medicine, etc.

In this unit, an attempt has been made to familiarize you with the major national level bodies associated with education and their roles.

3.2 OBJECTIVES

After going through this Unit, you should be able to:

- explain the various National Bodies concerned with the system of education in India;
- examine the role of these National bodies; and
- highlight the contribution of these National Bodies.

3.3 EXAMINING BOARDS AT SCHOOL LEVEL

In order to achieve the quality as well as quantity in educational institutions, the Government of India set has set up several bodies at the national level. The GOI the country is the administering authority for education in the country at different levels, starting from primary education to university level education and research. The education is administered through different apex bodies designated by the government. There are different type of Boards to which a school can get affiliated. These are:

i) The Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education (CBSE) is an apex body of education which runs under the supervision of Controlling Authority - the Secretary, MHRD, Government of India. The CBSE conducts Pre-medical and Pre-dental Tests [AIPMT (PMT/PDT)] for medical and dental colleges. It also conducts All India Engineering Entrance Examination; Jawahar Navodaya Vidyalaya (JNV) examination in addition to the All India Senior School Certificate Examination (Class XII Examination) as well as All India Secondary School Examination (Class X Examination). This is the main governing body of education system in India.

You may just think that it is just an Examination Board but this is not so. It not only conducts examinations but also looks after the functioning of schools accredited to Central Education System. It also affiliates schools. It has control over the central education system. The CBSE prepares the Syllabus for the schools affiliated to it. All the schools affiliated to the Delhi Board, schools in Chandigarh, Andaman & Nicobar Islands, Arunachal Pradesh and Sikkim falls under its jurisdiction. But the jurisdiction of CBSE goes beyond the national boundaries. It also has schools in the Middle East and the U.S. that are affiliated to it. The CBSE was set up to achieve certain interlinked objectives. The objectives are to:

- Prescribe conditions of examinations and conduct public examination at the end of Classes X and XII.
- Grant qualifying certificates to successful candidates of the affiliated schools.

- Fulfill the educational requirements of those students whose parents were employed in transferable jobs.
- Prescribe and update the course of instructions of examinations.
- Affiliate institutions for the purpose of examination and raise the academic standards of the country.

The prime focus of the Board is on:

- Innovations in teaching-learning methodologies by devising student-friendly and students-centered paradigms.
- Reforms in evaluation practices.
- Skill learning by adding job-oriented and job-linked inputs.
- Regularly updating the pedagogical skills of the teachers and administrators by conducting in-service training programmes, workshops etc.

ii) Council of Indian School Certificate Examination (CISCE)

The CISCE has been established as an apex organization to control the system of ISC/ICSE education in India. It is a Board for Anglo-Indian Studies in India. It was established in 1958 by the University of Cambridge Local Examinations Syndicate to ensure that its examinations become adapted to the educational needs of the country. The main purpose of setting up this council was to replace the overseas Cambridge School Certificate Examination conducted by British authorities.

It conducts two examinations 'Indian Certificate of Secondary Education (ICSE)' and 'Indian School Certificate'. Indian Certificate of Secondary Education is a K-10 examination for those Indian students, who have just completed class Xth and Indian School Certificate is a K-12 public examination conducted for those studying in class XIIth. Indian School Certificate (Class XII) is treated as equivalent to Senior Examination of the University of Scotland. This implies that pupils will no longer be required to obtain 'A' level qualifications or complete bridge courses, while seeking entry to Universities in the UK and other overseas Universities in the Commonwealth. Indian School Certificate qualification is the only qualification from India that has been granted this special recognition.

Although the majority of schools affiliated to the CISCE Board are in India, a number of schools in other countries with large Non-Resident Indian populations do offer the ICSE and ISC examinations including the Dubai Modern High School and DPS International Schools.

iii) The State Government Boards

Apart from CBSE and CISCE each state in India has its own State Board of Education, which looks after the educational issues at school level in the State. A school can also get affiliated to the State Government Boards.

iii) National Institute of Open Schooling (NIOS)

It was earlier known as National Open Schools. It was established by the Government of India in 1989. The mission of NIOS is to provide opportunities for continuing education to those who have missed opportunities to complete school and developmental education.

As an apex body, NIOS functions as a resource organization for all the States and Union Territories in the country. Besides material support, it arranges consultancy and advocacy programmes for them.

The distinguishing features which make the NIOS accessible to learners are wide choice of subjects, freedom to choose subjects according to one's needs, interests and abilities, no upper age limit, credit accumulation over a period of five years, academic

and vocational courses offered separately and in combination, transfer of credits from other national boards, use of modern communication and information technologies, etc. Fee concession is offered as an incentive to the marginalized groups, i.e. women, scheduled castes, scheduled tribes, and ex-servicemen and handicapped.

In view of the diversity of regional languages in the country, it offers programmes in various regional languages such as Urdu, Marathi, Telugu, Bengali besides Hindi and English.

In an effort to expand the Open Learning System (OLS) and fulfill national goals, the NIOS in its capacity as a research and development institution is playing the lead role in developing a network of open schooling channels in the country and as a result ten State Open Schools have come up. The National Consortium of Open Schooling (NCOS) set up by NIOS has a pivotal role to play in the promotion and development of open schooling in the country. It has also been providing professional and technical support to states in order to set up and develop State Open Schools, particularly with regional medium.

The in-built flexibilities of the NIOS attract a wide range of learners. The NIOS has a vast heterogeneous student body comprising of demographically diverse (age, gender, region, social background, etc.), educationally disadvantaged (most of them without the traditional qualifications for entering into formal school and who have no opportunities to make up for the lost time), economically weak (a large majority belonging to low and lower middle income groups), under employed and employed persons, housewives who want to continue their education and large number of dropouts.

The NIOS provides opportunities of continuing education to the learners through its Basic Education, Secondary Education, Senior Secondary Education, Vocational Education and Life Enrichment Courses. The courses are offered at three levels namely, level A, B and C which correspond to formal school grades of III, V and VIII respectively. Secondary Certificate Course is equivalent to Grade X level. In Secondary Certificate Course the students have a choice of twelve languages and ten other subjects. A minimum of five subjects including one language is compulsory. Senior Secondary Certificate Course is equivalent to Grade XII level.

In addition to academic courses, NIOS provides opportunities to learners to choose vocational subjects in combination with academic subjects at both secondary and senior secondary levels. There is unique blending of academic courses with the vocational courses so that learners can make a choice about whether to pursue both or one of the streams. Vocational courses are also offered independently. The vocational courses are offered in the broad areas of Agriculture, Engineering and Technology, Health and Paramedical, Home Science, Business and Commerce, Computer Science and IT, Teacher Training and Library Science amongst others.

The NIOS is not only an examining body it also develops its own curriculum using a course team approach. In addition to this it also accredits institutions fulfilling the required norms and conditions as its study centres for offering its various programmes.

3.4 ORGANIZATIONS PROVIDING EDUCATION AT SCHOOL LEVEL

In addition to the different Boards of Education there also certain other institutions which provide education at the School level and cater to certain special target groups. These are described briefly as follows.

i) Central Tibetan Schools Administration

Central Tibetan Schools administration is an autonomous organization under MHRD, GOI established in 1961 with the objective to establish, manage and assist schools in

India for the education of Tibetan children living in India while preserving and promoting their culture and heritage.

The administration is running 71 schools spread all over India in the area of concentration of Tibetan population. The schools are affiliated to CBSE and follow NCERT curriculum. The medium of instruction at Primary level is Tibetan and thereafter English.

ii) Navodaya Vidyalaya Samiti (NVS)

NVS is an autonomous organization under the MHRD, GOI that runs Navodaya Vidyalayas. The Navodaya Vidyalayas were first established in 1985, to identify and foster talented children from the rural parts of India. They were formerly named as Navodaya Vidyalayas and renamed later as 'Jawahar Navodaya Vidyalayas'. Navodaya Vidyalayas are located all over the country. They offer free education to all students who get selected through the admission process which includes an All India Entrance Exam, held at district level.

Jawahar Navodaya Vidyalayas are Indian schools for talented children. The objectives of the scheme were to provide good quality modern education to the talented children predominantly from the rural areas, without regard to their family's socio-economic condition.

The objectives of the Navodaya Vidyalayas are to:

- serve the objectives of excellence coupled with equity and social justice.
- promote national integration by providing opportunities to talented children, largely rural, from different part of the country, to live and learn together and develop their full potential.
- provide good quality modern education, including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education.
- ensure that all students of Navodaya Vidyalayas attain a reasonable level of competence in three language as envisaged in the Three Language Formula; and
- serve, in each district, as focal point for improvement in quality of school education through sharing of experiences and facilities.

The Regional Language is generally the medium of instruction from Class VI to VIII. From Class- IX onwards the medium of instruction is English for Science and Mathematics and Hindi for Humanities subjects. Navodaya Vidyalayas aim at inculcating values of national integration through migration scheme through which the inter-regional exchange of students between Hindi and Non-Hindi speaking States and vice-versa takes place for one academic year. Efforts are made to promote better understanding of the unity in diversity and cultural heritage through various activities. Navodaya Vidyalayas are located in rural areas across the country. The State Government has to offer cost free land and rent free temporary buildings for the setting up of a Navodaya Vidyalaya.

Admissions in Jawahar Navodaya Vidyalayas are primarily for children from the rural areas, with provision of 75% seats for rural children. Seats are reserved for children from the SC and ST communities in proportion to their population in the district but not less than the national average. One-third of the seats are for girl students. 3% of the seats are reserved for disabled children.

Navodaya Vidyalayas offer free education to children from Class-VI to XII. They are affiliated to the CBSE. Entry to a Navodaya Vidyalaya is in Class-VI only along with lateral entry into Class IX and XI. Each Navodaya Vidyalaya is a co-educational residential institution providing free boarding and lodging, expenses on uniforms, text books, stationery, to and from rail and bus fare. However, a nominal fee @ Rs. 200/-

per month is charged from students of Class IX to XII for *Vidyalaya Vikas Nidhi* (school development fund). The students belonging to SC, ST categories, girls disabled students and children of the families below poverty line are exempted from this fee.

In Jawahar Navodaya Vidyalayas, all out efforts are made to develop competencies among students in scholastic and non-scholastic areas of education which leads to effective personality development of each child. Eight Regional Offices are established at Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune and Shillong with jurisdiction over different States and UTs.

iii) Kendriya Vidyalaya Sangathan (KVS)

Kendriya Vidyalaya Sangathan is a premier organization in India administering schools known as "Kendriya Vidyalayas". Since inception in 1965, the Kendriya Vidyalayas (Central Schools) have come to be known as centres of excellence in the field of secondary and senior secondary education promoting national integration and a sense of "Indian-ness" among the children while ensuring their total personality development and academic excellence. The Kendriya Vidyalayas have a four - fold mission:

- To cater to the educational needs of children of transferable Central Government employees including Defence and Para-military personnel by providing a common programme of education.
- To pursue excellence and set the pace in the field of school education.
- To initiate and promote experimentation and innovations in education in collaboration with other bodies like the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) etc.
- To develop the spirit of national integration and create a sense of "Indian-ness" among children.

Check Your Progress

Notes: a) Write Your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

- 1) Is the following statement correct: "CBSE is not just an Examination Board"? Give justification to your answer.

.....

.....

.....

.....

- 1) How is it ensured that the rural children from the different regions of the country take admission in Navodaya Vidyalayas?

.....

.....

.....

.....

3.5 INSTITUTIONS CATERING TO SCHOOL LEVEL PROGRAMMES

Some of the institutions cater to the school level programmes by developing creative thinking among children through non-formal educational activities. The National Bal Bhavan is an institution which aims at enhancing the creative potential of children by providing them with various activities, opportunities and a common platform to interact, experiment, create and perform according to their age, aptitude and ability.

The NCERT caters to the school education by development and renewal of curricula and instructional materials for various levels of school education and making them relevant to changing needs of children and society. In addition to this it conducts and supports educational research and offering training in educational research methodology. It also conducts pre-service and in-service training of teachers at various levels. In this section we will examine these two institutions in detail.

3.5.1 National Bal Bhavan

Bal Bhavan is an autonomous body under the MHRD, GOI. The National Bal Bhavan was established with the aim of developing overall personalities of children of all strata of society, irrespective of their caste, creed, religion and gender. It supplements school education by helping children to learn in play-way methods and in the natural environment. The vision is to develop creative thinking among children through non-formal educational activities which will inculcate in them confidence, self reliance, secular attitude and love for values that, in turn, will make our nation stronger. It is an institution which aims at enhancing the creative potential of children by providing them with various activities, opportunities and a common platform to interact, experiment, create and perform according to their age, aptitude and ability. It offers a barrier-free environment with immense possibilities of innovation.

It caters to children between the age group of 5 to 16 years. You will be amazed to know that "Science Education Centre" of the National Bal Bhavan has eight highly resourceful sections, each providing opportunity for self-discovery, self-expression and experimentation. These eight sections are: Astronomy, Animal and Fish Corner, Aero-modelling, Computers, How and Why, Radio and Electronics and Environmental Education.

The Jawahar Bal Bhavan at village Mandi and fifty-two Bal Kendras have been actively involved in spreading the mission of National Bal Bhavan in different parts of the country. National Bal Bhavan also publishes a newsletter '*Sulakshya*', which is devoted to environmental issues.

The children get opportunities to work with their hands by doing activities such as discussing Art and Craft activities. Its creative art section provides the children an environment in which they can freely express their thoughts through painting, clay modeling, handicraft, woodcraft, needlecraft, stitchery, book binding, weaving and other integrated activities.

3.5.2 National Council of Educational Research and Training (NCERT)

The NCERT undertakes the following programmes and activities.

Research: It performs the important functions of conducting and supporting educational research and offering training in educational research methodology. Different departments of the National Institute of Education (NIE), Regional Institutes of Education (RIEs), Central Institute of Educational Technology (CIET) and Pandit

Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) undertake research programmes on different aspects of school education and teacher education. NCERT also supports research programmes of other institutions/ organizations by providing financial assistance and academic guidance. Assistance is given to scholars for publication of their Ph.D. theses. Research fellowships are offered to encourage studies in school education to create a pool of competent research workers.

Development: Developmental activities in school education constitute an important function of the NCERT. The major developmental activities include development and renewal of curricula and instructional materials for various levels of school education and making them relevant to changing needs of children and society. The innovative developmental activities include development of curricula and instructional materials in school education in the area of pre-school education, formal and non-formal education, vocationalisation of education and teacher education. Developmental activities are also undertaken in the domains of educational technology, population education, and education of the disabled and other special groups.

Training: Pre-service and in-service training of teachers at various levels; pre-primary, elementary, secondary and higher secondary, vocational education, educational technology, guidance and counseling, and special education are the areas of training in which NCERT works. The pre-service teacher education programmes at the Regional Institutes of Education (RIEs) incorporate many innovative features. The RIEs also undertake the training of key personnel of the states and of state level institutions and training of teacher educators and in-service teachers.

Extension: Various departments of the NIE, RIEs, CIET and PSSCIVE are engaged in various ways in order to organize extension related activities. Constituents of NCERT work in close collaboration with various agencies and institutions in the states. Several programmes are organized in rural and backward areas in order to reach out to the functionaries in these areas where special problems exist and where special efforts are needed. Special programmes are organized for the education of the disadvantaged sections of the society. The extension programmes cover all States and Union Territories of the country.

Publication and dissemination: NCERT publishes textbooks for different school subjects for Classes I to XII. It also brings out workbooks, teachers' guides, supplementary readers, research reports, etc. In addition, it publishes instructional materials for the use of teacher educators, teacher trainees and in-service teachers. These instructional materials, produced through research and developmental work, serve as models to various agencies in States and Union Territories. These are made available to state level agencies for adoption and/or adaptation. The textbooks are published in English, Hindi and Urdu. For dissemination of educational information the NCERT publishes journals.

Exchange programmes: NCERT interacts with international organizations such as UNESCO, UNICEF, UNDP, NFPA and the World Bank to study specific educational problems and to arrange training programmes for personnel from other countries. It is one of the Associated Centers of APEID. It also acts as the Secretariat of the National Development Group (NDG) for Educational Innovations. The NCERT has been offering training facilities, usually through attachment programmes and participation in workshops, to educational personnel of other countries. The NCERT acts as a major agency for implementing the Bilateral Cultural Exchange Programmes entered into by the Government of India with the governments of other countries in the fields of school education and teacher education. Educational materials are exchanged with other countries.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

3. What are the various activities organised by the National Bal Bhavan?

.....

.....

.....

.....

.....

4. Is the following statement correct? : "Print material produced by the NCERT comprises of textbooks for the school children only". Justify your answer.

.....

.....

.....

.....

.....

.....

.....

.....

.....

3.6 GOVERNMENT BODIES AT HIGHER EDUCATION LEVEL

There are government bodies that cater to the education at the university level such as University Grants Commission coordinating as well as a grant giving body for academic purposes to the universities. Then there is Association of Indian Universities which evaluates the courses, syllabi, standard and credits of foreign universities and to equate them in relation to various courses offered by Indian universities. There are several other such government bodies. These are discussed in detail as follows:

i) University Grants Commission (UGC)

We all know that under the Indian Constitution the education is a responsibility of the centre as well as the federating states. The "coordination and determination of standards in institutions of higher education or research and scientific and technical institutions" is exclusively the responsibility of the centre. To take care of this provision the UGC was established as a statutory body required to regulate academic standards in addition to giving funds. The UGC is thus a coordinating as well as a grant giving body for academic purposes. Grants given by the UGC are meant to develop the academic and research programmes in the universities. The National Accreditation Association Council of India (NAAC) works under the UGC and helps in quality maintenance through accreditation procedures for universities.

ii) Association of Indian Universities (AIU)

The AIU is an organization based in Delhi to evaluate the courses, syllabi, standard and credits of foreign Universities and to equate them in relation to various courses

offered by Indian Universities. This is a body comprising the Vice chancellors of all member universities, with a view to coordinate the work of all universities, establish equivalence between degrees awarded by Indian and foreign universities, conduct research on various aspects of university development, organize training and development programmes for administrators, develop databases on higher education and publications, represent the universities in national and international forums.

The AIU is mainly concerned with the recognition of Degrees/Diplomas awarded by the accredited Universities in India and abroad for the purpose of admission to higher courses at Indian Universities. It is also an implementing agency for the agreements signed under the Cultural Exchange Programme executed between India and other countries in the field of education, insofar as it relates to the recognition of foreign qualifications (except for medicine and allied courses).

Its opinion as to legitimacy or recognition of any foreign qualification is not binding upon anyone, as it is neither a statutory body, nor a part of the government. It is in fact a society registered under the societies act.

iii) National University of Educational Planning and Administration (NUEPA)

The NUEPA established by the MHRD, GOI, is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia. In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Government of India have empowered it to award its own degrees by way of conferring it the status of Deemed to be University in August, 2006. Like any Central University, NUEPA is fully maintained by the Government of India.

In addition to its multifarious activities, the National University offers full-time Integrated M.Phil, Ph.D., Full-time Direct Ph.D. and Part-time Ph.D. programmes in educational policy, planning and administration from a broader inter-disciplinary social science perspective. The research programmes of NUEPA cover all levels and types of education from both national and international development perspectives.

Its primary agenda includes building sustainable capacity in planning and management at all levels in the country; generating knowledge through research and extension; disseminating knowledge and preparing certified professionals.

The NUEPA has created a comprehensive database on elementary education in India under one of its most prestigious projects, known as, District Information System for Education (DISE). DISE is supported by the MHRD and UNICEF.

iv) Council for Scientific and Industrial Research (CSIR)

Established in 1942, it is an autonomous council and the premier organization for industrial research. To this end the council carries out researches as well as sponsors research to accelerate industrial development. It undertakes contract based Research and Development for the industry. The CSIR has 39 national laboratories and institutes which specialize in different areas of industrial research. There are an additional 47 extension centres of the CSIR across India.

v) Indian Council for Social Science Research (ICSSR)

The ICSSR constituted in 1969 is entrusted with the responsibility of the development of social science disciplines. It finances research in these disciplines, maintains databases, funds training programmes in research methodologies, funds organizations for developing documentation services and research information, funds and organizes visits from abroad, seminars and brings out publications. It also assists in giving fellowships and study grants. Today it assists 27 research institutes in the field and six regional centres across India.

vi) Indian Council for Medical Research (ICMR)

The ICMR, New Delhi is the body that formulates, coordinates and promotes biomedical research in India. It funds research institutes in the field entirely and through grants-in-aid given to non ICMR institutes. Intramural research today for the ICMR is being carried out in 29 permanent National Research institutes and Regional Research Institutes.

- The permanent institutes are mission oriented labs that address topics like tuberculosis, leprosy, cholera, viral diseases including AIDS, malaria, diarrhoeal diseases, vector control, nutrition, food and drug toxicology, oncology, immunohaematology, medical statistics, etc. The regional centres of research focus more on regional health problems and aim to generate research pools and different geographical locations. In times of contingencies they serve to coordinating nodes of governmental efforts.

vii) Central Advisory Board of Education (CABE)

It is the highest advisory body to advise the Central and State Governments in the field of education.

The functions of the CABE are to:

- review the progress of education from time to time;
- to appraise the extent and manner in which the education policy has been implemented by the Central and State Governments, and other concerned agencies, and to give appropriate advice in the matter; and
- to advise regarding coordination between the Central and State Governments/ UT Administrations, State.

viii) Council of Architecture (COA)

The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by the Parliament of India. The Act provides for registration of Architects, standards of education, recognized qualifications and standards of practice to be complied with by the practicing architects. The Council of Architecture is charged with the responsibility to regulate the education and practice of profession throughout India besides maintaining the register of architects.

ix) Institute of Company Secretaries of India (ICSI)

It was in 1960 that the Company Law Board started a course in company secretaryship leading to the award of Government Diploma in company secretaryship. As the number of students taking up the company secretaryship course grew. The Government promoted on 4th October, 1968, the Institute of Company Secretaries of India under Section 25 of the companies Act, 1956 for taking over from the Government the conduct of company Secretaryship examination. The Institute of company Secretaries of India has since been converted into a statutory body w.e.f. 1.1.1981 under the Company Secretaries Act, 1980 to develop and regulate the profession of Company Secretaries in India. Its vision is to be global leader in development of professionals specializing in corporate governance". Its mission is to continuously develop high caliber professionals ensuring good corporate governance and effective management and carry out proactive research and development activities, for protection of interest of all stakeholders, thus contributing to public good."

The ICSI initiatives aim to:

- develop professional capability and career prospects of the Company Secretaries and other corporate professionals.
- serve as a center of Corporate Excellence for Corporate Governance and Business Ethics, Corporate Research and Corporate higher learning by harnessing all available resources, national and international.

- promote original and contemporary applied research, higher learning and conduct training programs (residential and non-residential) in various streams of corporate sector through modern and advanced methodology.
- enter into collaboration/arrangements with foreign institutions in the field of research and training and to facilitate exchange of skills, knowledge and data base including faculty exchange programs with national and international bodies and other research institutions.
- publish research papers, literature or publications including research bulletins, periodicals and consultative papers on any new legislation in areas of Corporate Laws, Finance and Capital Markets, etc. to act as a Think Tank for Government, regulatory bodies and trade and industry on assignment basis.

x) Department of Information Technology (DIT)

The DIT is under the Ministry of Communications and Information Technology, Government of India. The objective of this Department is to:

- Make India, a Global Information Technology Super Power and a front-runner in the age of Information revolution.
- Bring the benefits of electronics to every walk of life and to develop the Indian electronics industry as a global player.

Some of the thrust areas of the Department of Information Technology are to:

- Facilitate and catalyze adoption of E-governance packages in the Central and State Governments, as the nodal agency for the implementation of the National E-Governance Action Plan.
- Increase PC penetration in the country.
- Increase utilization of internet in the country.
- Development of local languages in Information Technology.

Under this Department there is Controller of Certifying Authorities (CCA). The Certifying Authorities (CAs) issue digital signature certificates for electronic authentication of users.

The CCA also maintains the National Repository of Digital Certificates (NRDC), which contains all the certificates issued by all the CAs in the country.

National Informatics Centre (NIC) of the Department of Information Technology is providing network backbone and e-Governance support to Central Government, State Governments, UT Administrations, Districts and other Government bodies. It offers a wide range of ICT services including Nationwide Communication Network for decentralized planning, improvement in Government services and wider transparency of national and local Governments. NIC assists in implementing Information Technology Projects, in close collaboration with Central and State Governments, in the areas of (a) Centrally sponsored schemes and Central sector schemes, (b) State sector and State sponsored projects, and (c) District Administration sponsored projects. NIC endeavours to ensure that the latest technology in all areas of IT is available to its users. The NIC is wherever requires is also associated with the online issue of roll numbers for the candidates, online declaration of results for various public examinations such as of CBSE Examinations.

xi) National Council for Rural Institutes

National Council of Rural Institutes is an autonomous society fully funded by the Ministry of HRD, Government of India. It has headquarters at Hyderabad. It was established with a main objective of promoting Rural Higher Education for advancing rural livelihoods with the instrument of education on the lines of Mahatma Gandhiji's revolutionary concept of Nai Talim. Other objectives of the council include teachers' training, extension and research by networking with policy making bodies such as

UGC, AICTE and research organizations like CSIR, AICTE, etc. It also encourages other educational institutions and voluntary agencies to develop in accordance with Gandhian Philosophy of Education.

xii) Institute of Chartered Accountants of India (ICAI)

The Institute of Chartered Accountants of India (ICAI) is a statutory body for the regulation of the profession of Chartered Accountants in India. During its nearly six decades of existence, ICAI has achieved recognition as a premier accounting body not only in the country but also globally, for its contribution in the fields of education, professional development, maintenance of high accounting, auditing and ethical standards. ICAI now is the second largest accounting body in the whole world. The ICAI has setup three levels of exams for gaining membership to the Institute of Chartered Accountants of India: (To be attempted in the same order)

- 1) CPT
- 2) PCC
- 3) Final Exam

All the exams are compulsory to be awarded membership and due training under the guidance of a CA firm is required. The Institute conducts its examinations in May and November each year and has exam centers in major cities/regions in India, one each exam center in Kathmandu (Nepal) and Dubai (UAE). For furtherance of commerce and management education, the Institute of Chartered Accountants of India and Indira Gandhi National Open University have deliberated and reached the following understandings:

The ICAI has also entered into collaboration with IGNOU. Under this collaborative learning process, a student admitted in the first stage of chartered accountancy after passing 10+2 standard examination and entry level test of the chartered accountancy shall be admitted to special B.Com course of IGNOU.

Recognizing subjects of study in the chartered accountancy final stage, the IGNOU agreed to launch a special master programme in commerce majoring in Finance and Taxation for the benefit of students who are undergoing CA Final Course or who have already qualified CA Final examination. The ICAI and the IGNOU have also agreed to organize collaborative personal contact programme for these students and also to constitute a Coordination Committee to facilitate exchange of students' records and monitor their progress on continuous basis. They also agreed to carry out research jointly for improvement in the pedagogy for commerce and management students and to jointly organize seminars on contemporary issues relevant for commerce and management students.

xiii) Institute of Cost and Works Accountants of India (ICWAI)

The ICWAI is the only recognized statutory professional organization and licensing body in India specializing exclusively in Cost and Management Accountancy. It imparts education and conducts qualifying examination for Cost and Management Accountants and regulates and develops the profession thereof, chapters situated elsewhere in India and abroad.

The objectives of the Institute are to:

- (a) develop the Cost and Management Accountancy function as a powerful tool of management control in all spheres of economic activities;
- (b) promote and develop the adoption of scientific methods in cost and management accountancy;
- (c) develop the professional body of members and equip them fully to discharge their functions and fulfill the objectives of the Institute in the context of the developing economy;

- (d) keep abreast of the latest developments in the cost and management accounting principles and practices, to incorporate such changes are essential for sustained vitality of the industry and other economic activities;
- (e) exercise supervision for the entrants to the profession and to ensure strict adherence to the best ethical standards by the profession;
- (f) organize seminars and conferences on subjects of professional interest in different parts of the country for cross-fertilization of ideas for professional growth;
- (g) carry out research and publication activities covering various economic spheres and the publishing of books and booklets for spreading information of professional interest to members in industrial, education and commercial units in India and abroad.

xiv) National Commission for Minority Educational Institutions (NCMEI)

The NCMEI has been established through an act of Parliament i.e. National Council for Minority Educational Institutions Act (2004). It provides *inter alia*, for the right of minority educational institutions to seek affiliation to any university of their choice, provided the relevant law under which such universities are created allow such affiliation. It also seeks to overcome problems faced by minorities in seeking no objection certificates for establishing educational institution of their choice. Disputes relating to the minority status of educational institutions are also to be resolved by the commission. Thus, for the first time, Article 30(1) of the Constitution, which gives minorities the right to establish and administer educational institution of their choice, is being effectively implemented through the NCMEI Act.

xv) State Councils of Higher Education (SCHE)

Following the National Policy on Education, respective state governments have established State Council of Higher Education (SCHE). These councils prepare coordinated programmes of development of higher education in each state. In order to understand the role of State Councils of Higher Education let us go through the case study of Andhra Pradesh State Council of Higher Education (APSCHE), which is the first of its kind.

3.7 CASE STUDY OF ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION (APSCHE)

The Andhra Pradesh State Council of Education (APSCHE) came into existence on 20th May, 1988. It advises the state government of Andhra Pradesh in matters relating to Higher Education in the State and oversees its development with perspective planning and for matters connected therewith.

It is primarily a coordinating and liaison body between the University Grants Commission, the state Government and the Universities. It is the general duty of the Council to coordinate and determine standards in institutions of Higher Education or Research and Scientific and Technical Institutions in accordance with the guidelines issued by the UGC from time to time. The functions of the Andhra Pradesh State Council of Higher Education under Planning and Coordination include the following:

- Prepare consolidated programmes in the sphere of Higher Education in the State in accordance with the guidelines that may be issued by the University Grants Commission from time to time, and to assist in their implementation, keeping in view the over all priorities and perspectives of Higher Education in the State.
- Assist the University Grants Commission in respect of determination and maintenance of standards and suggest remedial action where ever necessary.
- Evolve perspective plans for development of Higher Education in the State.

- Forward the developmental programmes of Universities and Colleges in the State to the University Grants Commission along with its comments and recommendations. Monitor the progress of implementation of such developmental programmes.
- Promote cooperation and coordination of the Educational Institutions among themselves and explore the scope for interaction with industry and other related establishments.
- Formulate the principles as per the guidelines of the Government and to decide upon, approve and sanction New Educational Institutions by according permission keeping in view the various norms and requirements to be fulfilled.
- Suggest ways and means of augmenting additional resources for Higher Education in the State.

The academic functions are to:

- Encourage and promote innovations in curricular development, restructuring of Courses and updating of syllabi in the Universities and the Colleges.
- Devise steps to improve the standards of Examinations conducted by the Universities and suggest necessary reforms.
- Facilitate training of teachers in Colleges and Universities. Develop programmes for greater academic cooperation and inter-action between University teachers and College teachers and to facilitate mobility of students and teachers within and outside the State.
- Conduct entrance examinations for admission to institutions of higher education and render advice on admissions.
- Encourage sports, games, physical education and cultural activities in the universities and colleges.
- Encourage extension activities and promote interaction with concerned agencies with regional planning and development.
- Prepare an overview report on the working of the universities and the colleges in State and to furnish a copy of the report to the University Grants Commission.

The Advisory functions are to advise the Government:

- In determining the block maintenance grants and to lay down the basis for such grants.
- On setting up a State Research Board so as to link research work of educational institutions with that of the research agencies and industry, keeping in view the overall research needs of the State.
- On the Statutes and Ordinances to various Universities in the State (excluding Central Universities) and on the statutes proposed by the Universities in the State.
- To work in liaison with the Southern Regional Committee of the AICTE in the formulation of the schemes in the State.
- To make new institutions self sufficient and viable on the policy of *earning while learning*.
- To perform any other functions necessary for the furtherance of Higher Education in the State.

Some of the activities of Andhra Pradesh State Council of Higher Education are:

- Sanction of new Unaided Private Degree Colleges.
- Sanction of new unaided Private Law Colleges.
- Sanction of BCA Course in the existing UG Colleges and sanction of P. G. and P.G. Diploma Courses in the existing P.G. Colleges.

- Conduct of Common Entrance Tests, conduct of Vice-Chancellors' meetings, conduct of Training Programmes, Refresher Courses to the Degree College Teachers and so on.
- Conduct of Workshops on upgradation of U.G. Syllabi, Innovation of new Courses for the development of Higher Education and coordination activities with the Government.

3.8 PROFESSIONAL COUNCILS FOR QUALITY AT HIGHER EDUCATION LEVEL

Quality is the benchmark for development of infrastructure, curriculum, human resources and research and the establishment of centres of excellence, interdisciplinary and inter-institutional centres. In the Section 3.2, we came to know that a secondary or a senior secondary levels needs to be affiliated with and examining board otherwise the school will not be accepted as a recognized school. This situation is also the same in case of institutions offering higher education programmes.

It is mandatory for all the Indian Institutions to be recognized by the appropriate National Level statutory bodies established by the Government of India for compliance to quality standards. Accreditation for universities in India is required by law unless it was created through an act of Parliament. Without accreditation, the government notes "these fake institutions have no legal entity to call themselves as University/Vishwvidyalaya and to award 'degree' which are not treated as valid for academic/employment purposes".

At present, India has two government-run accreditation bodies — the National Board of Accreditation (NBA), constituted by the All India Council for Technical Education (AICTE) and National Assessment and Accreditation Council (NAAC), an autonomous institution established by the University Grants Commission (UGC).

The various professional councils that are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The statutory professional councils are:

- All India Council for Technical Education (AICTE)
- Distance Education Council (DEC)
- Indian Council of Agricultural Research (ICAR)
- Bar Council of India (BCI)
- National Assessment and Accreditation Council (NAAC)
- National Council for Teacher Education (NCTE)
- Rehabilitation Council of India (RCI)
- Medical Council of India (MCI)
- Pharmacy Council of India (PCI)
- Indian Nursing Council (INC)
- Dental Council of India (DCI)
- Central Council of Homeopathy (CCH)
- Central Council of Indian Medicine (CCIM)
- Veterinary Council of India (VCI)

Brief description of these bodies are given as follows.

i) All India Council of Technical Education (AICTE):

The AICTE was established in 1987 for ensuring proper planning and coordinated development of technical education (this includes engineering, management education amongst others) and for the regulation of proper norms and maintenance of standards.

The purview of All India Council for Technical Education - AICTE covers program of technical education including training and research in Engineering, Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology etc. at different levels.

AICTE continuously strives to maintain the quality of technical education in the country. The National Board of Accreditation of AICTE aims to maintain level of some of the programme offered in technical institutions on par with programme offered in institutions across USA and Europe, by inducing a quality auditing system and establishing a datum for measuring the quality and excellence in engineering education.

National Board of Accreditation periodically reviews and evaluates technical institutes or programmes. The AICTE also provides funds to institutes for development and new initiatives.

ii) Distance Education Council (DEC)

Presently, there are one National Open University (IGNOU), eleven (SOUs) and a number of DEIs in different states.

Distance Education Council (DEC) under IGNOU has the responsibility for coordination and maintenance of standards in open and distance education system in the country.

Distance Education Council was established as a statutory authority. Distance Education Council strives for coordinated development of learner-centric open and distance learning (ODL) system and ensures high quality education, meet challenges of access and equity to reach the un-reached. Mission of Distance Education Council (DEC) is to:

- Encourage state governments/conventional universities to establish open universities/ distance education institutes and create a network of such institutions.
- Provide financial support and grants and academic guidelines to institutions of open and distance education.
- Evolve norms, procedures and guidelines in respect of admission, evaluation, and certification.
- Assess and accredit institutions of open and distance learning to ensure quality.
- Encourage use of technology in education and provide opportunities for sharing technological resources and competencies through inter-university partnerships/ consortia.
- Facilitate development and sharing of self-instructional (multiple-media) materials amongst different open universities/distance education institutions.
- Facilitate sharing of student support services created by various State Open Universities (SOUs) and Correspondence Course Institutes (CCIs).
- Promote convergence of conventional ODL and other systems to facilitate mobility of learners through credit transfer/sharing.
- Promote research and innovation in ODL systems.
- Facilitate training for indigenous capacity building in ODL systems.
- Create databases for SOUs, CCIs, distance educators and functionaries associated with ODL systems.

The functions of DEC are to:

- develop a network of open universities/distance education institutions in the country in consultation with the State Governments, Universities, and other concerned agencies;
- identify priority areas in which distance education programmes should be organized and to provide such support as may be considered necessary for organizing such programmes;
- identify the specific client groups and the types of programmes to be organized for them, and to promote and encourage the organization of such programmes through the network of open universities/distance, education institutions;
- promote an innovative system of University level education, flexible and open, in regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination and organize various courses and programmes;
- promote the organization of programmes of human resource development for the open university/distance education system;
- initiate and organize measures for joint development of courses and programmes and research in distance education technology and practices;
- recommend to the Board of Management the pattern and nature of financial assistance that may be sanctioned to open universities/distance education institutions and the conditions that may have to be fulfilled by them to receive such assistance;
- take such steps as are necessary to ensure the coordinated development of the open university/distance education system in the country;
- establish and develop arrangements for coordinating and sharing the instructional materials prepared by different open universities/distance education institutions, and the student support systems with a view to avoid duplication of efforts;
- evolve procedures for sharing of courses and programmes and for the payment of royalty or other charges to the members of the network whose courses and programmes are used by other members;
- prescribe broad norms for charging fees from students who join various programmes offered by the network of open universities/distance education institutions;
- collect, compile and disseminate information relating to the courses and programmes offered by various open universities/distance education institutions;
- advise State Governments, universities and other concerned agencies on their proposals to set up open universities, or to introduce programmes of distance education;
- appoint Review Committees from time to time to study and assess the performance of the open universities/distance education institutions participating in the network on any aspect relevant to the functioning of the network;
- prescribe a broad framework for courses and programmes including their pattern and structure;
- evolve norms, procedures and practices in respect of admission, evaluation, completion of course requirements, transfer of credits, etc. of students admitted to the programmes of the open university/distance education network and for the award of certificates, diplomas and degrees to them;
- evolve guidelines for the organization of student support services for the open university/distance education programmes;

- take such measures as are necessary, consistent with the objects of the university to provide an innovative, flexible and open system of university education, for the promotion, including introduction and continuation, of courses and programmes which conform to the standards prescribed by the DEC, to maintain such standards in the institutions offering distance education programmes and to prevent, through such measures as are considered appropriate, institutions from offering courses and programmes which do not conform to the standards laid down by the Council;
- Appoint Committees for advising and assisting the DEC in the performance of any of its functions or exercise of any of its powers.

One main function of the Distance Education Council is to appoint Committees which shall assess, in consultation with the concerned open universities/distance education institutions, the development grants required by them for a five-year period and make recommendations to the Board of Management for sanctioning such grants

iii) Indian Council for Agricultural Research (ICAR)

This is an autonomous organization under the Department of Agricultural Research and Education of the Ministry of Agriculture with the role of developing agricultural technologies, input material and critical scientific base for attaining self-sufficiency in food. Its activities are organized into those pertaining to Crop sciences, Horticulture, Natural Resource Management, Agricultural Engineering, Animal Sciences, Fisheries, Agricultural Extension and Education. It has also been instrumental in the setting up and growth of agricultural universities.

The ICAR conducts an entrance test for "All India Agriculture Entrance Examination" and reserved pool of 15% seats in all undergraduate courses in agriculture and allied fields in all agriculture universities of India.

iv) Bar Council of India (BCI)

The Bar Council of India is an autonomous body which governs the legal/law institutions in India. Subordinate Institutions of the Bar Council of India are:

- Regional Bar councils
- Law colleges
- Law institutions

The Bar Council of India constituted under the Advocates Act, 1961 has several solemn duties to perform. Among others it has to lay down the standards of professional conduct and etiquette and also standards of legal education. The State Bar Councils does enrolment of advocates and enforcement of discipline is part of the obligations of the State Bar Council. The Bar Council of India exercises appellate jurisdiction. The BCI is a body corporate having perpetual succession and a common seal, with power to acquire and hold property, both movable and immovable, and to contract, and may by the name by which it is known sue and be sued. Some of the functions of the Bar Council of India are to:

- promote legal education and to lay down standards of such education in consultation with the Universities in India imparting such education and the State Bar Councils;
- recognize Universities whose degree in law shall be a qualification for enrolment as an advocate and for that purpose to visit and inspect Universities or cause the State Bar Councils to visit and inspect Universities in accordance with such directions as it may be given in this behalf;
- conduct seminars and organize talks on legal topics by eminent jurists and publish journals and papers of legal interest;

- to recognize on a reciprocal basis foreign qualifications in law obtained outside India for the purpose of admission as an advocate under this Act.

The Bar Council of India can also constitute one or more funds in the prescribed manner for the purpose of giving financial assistance to organize welfare schemes for indigent, disabled or other advocates; giving legal aid or advice in accordance with the rules made in this behalf and establishing law libraries.

v) National Assessment and Accreditation Council (NAAC)

The NAAC is established by UGC to assess and accredit institutions of higher learning in the country. The NAAC was established in 1992 as a result of recommendations from 'National Policy on Education - 1986' which emphasized on deteriorating quality of higher education in the country.

The NAAC certifies institutions of higher learning (Colleges, Universities, Institutes, etc) in the country; however, it does not include the institutes providing technical education. As discussed earlier, the approval of technical education is done by National Board of Accreditation (NBA), an organization established by All India Council for Technical Education (AICTE), New Delhi.

The National Assessment and Accreditation Council (NAAC) stresses on making quality assurance, an integral part of the functioning of higher education institutions. The key tasks of the organization are to:

- arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme or projects;
- stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- encourage self-evaluation, accountability, autonomy and innovations in higher education;
- undertake quality-related research studies, consultancy and training programme;
- collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Accreditation in India, like the world over, is voluntary.

vi) National Council for Teacher Education (NCTE)

The National Council for Teacher Education (NCTE) was set up by Government of India in 1973 as an advisory body to the government at the Center and the State, on matters related to teacher education. However, in 1986 the government framed a National Policy on Education (NPE), which stressed on the need to set up a statutory body to look after the teacher's education in the country, as a first step to produce good teaching professionals in the country. On 17th August 1995, National Council for Teacher Education (NCTE) was conferred the status of a statutory body in pursuance to the National Council for Teacher Education Act, 1993. The NCTE has its headquarters at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities.

The main objective of the NCTE is to achieve planned and coordinated development of teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. One of the functions assigned to NCTE is grant of recognition / permission to teacher training institutions for running various programmes. Regulations laying down the procedure for grant of recognition to various teacher training programmes have also been promulgated by the National Council for Teacher Education. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools,

and non-formal education, part-time education, adult education and distance (correspondence) education courses.

vii) Rehabilitation Council of India (RCI)

The Rehabilitation Council of India (RCI) was set up as a registered society in 1986 under the aegis of the Ministry of Social Justice and Empowerment (then Ministry of Social Welfare) to standardize and maintain uniform standards of training of professionals.

The Council has the twin responsibility of standardizing and regulating the training of professional and personnel in the field of Rehabilitation and Special Education. Objectives of the RCI are to:

- regulate the training policies and programmes in the field of rehabilitation of persons with disabilities.
- bring about standardization of training courses for professionals dealing with persons with disabilities.
- prescribe minimum standards of education and training of various categories of professionals/ personnel dealing with people with disabilities.
- regulate these standards in all training institutions uniformly throughout the country.
- recognize institutions/ organizations/ universities running master's degree/ bachelor's degree/ P.G.Diploma/ Diploma/ Certificate courses in the field of rehabilitation of persons with disabilities.
- recognize degree/diploma/certificate awarded by foreign universities/ institutions on reciprocal basis.
- promote research in Rehabilitation and Special Education.
- maintain Central Rehabilitation Register for registration of professionals/ personnel.
- collect information on a regular basis on education and training in the field of rehabilitation of people with disabilities from institutions in India and abroad.
- encourage continuing education in the field of rehabilitation and special education by way of collaboration with organizations working in the field of disability.
- recognize Vocational Rehabilitation Centres as manpower development centres.
- register vocational instructors and other personnel working in the Vocational Rehabilitation Centres.
- recognize the national institutes and apex institutions on disability as manpower development centres.
- register personnel working in national institutes and apex institutions on disability under the Ministry of Social Justice & Empowerment.

One of the main functions of the Council is to standardize the training courses for various categories of Professionals/Personnel for ensuring quality services to the people with disabilities. The Council keeps on modifying/revising the existing syllabus and adopts new training programmes incorporating new developments.

viii) Medical Council of India (MCI)

The Medical Council of India was set up in 1934 under the Indian Medical Council Act, 1933. But with the phenomenal growth of medical education in India after independence, it was felt that the provision of Indian Medical Council Act were not adequate to meet the new challenges. Thus the Indian Medical Council Act, 1933 was repealed and a new act, Indian Medical Council Act, 1956 was enacted. This later act was further amended in 1964, 1993 and last in 2001.

The objectives of the Indian Medical Council are:

- Maintenance of uniform standards of medical education, both undergraduate and postgraduate.
- Recommendation for recognition/de-recognition of medical qualifications of medical institutions of India or foreign countries.
- Permanent registration/provisional registration of doctors with recognized medical qualifications.
- Reciprocity with foreign countries in the matter of mutual recognition of medical qualifications, registration of additional qualifications and issue of Good Standing Certificates for doctors going abroad to Commonwealth countries.

ix) Pharmacy Council of India (PCI)

The Pharmacy education and profession in India up to graduate level is regulated by the PCI a statutory body governed by the provisions of the Pharmacy Act, 1948 passed by the Indian Parliament.

The objectives of the Pharmacy Council of India are:

- regulation of the Pharmacy Education in the Country for the purpose of registration as a pharmacist under the Pharmacy Act.
- regulation of Profession and Practice of Pharmacy.

Its functions and duties are to:

- Prescribe minimum standard of education required for qualifying as a pharmacist.
- Frame Education Regulations prescribing the conditions to be fulfilled by the institutions seeking approval of the PCI for imparting education in pharmacy.
- Ensure uniform implementation of the educational standards through out the country.
- Inspection of Pharmacy Institutions seeking approval under the Pharmacy Act to verify availability of the prescribed norms.
- Approve the course of study and examination for pharmacists i.e. approval of the academic training institutions providing pharmacy courses.
- Withdraw approval, if the approved course of study or an approved examination does not continue to be in conformity with the educational standards prescribed by the PCI.
- Approve qualifications granted outside the territories to which the Pharmacy Act extends i.e. the approval of foreign qualification.
- Maintain Central Register of Pharmacists.

x) Indian Nursing Council (INC)

The Indian Nursing Council is an autonomous body under the Government of India, Ministry of Health and Family Welfare. The main functions of Indian Nursing Council are:

- To establish and monitor a uniform standard of nursing education for nurses, midwife, Auxiliary Nurse-Midwives and health visitors by doing inspection of the institutions.
- To recognize the qualifications of the nurses for the purpose of registration and employment in India and abroad.
- To give approval for registration of Indian and Foreign Nurses possessing foreign qualification.
- To prescribe the syllabus and regulations for nursing programs.

- It has power to withdraw the recognition of qualification under section 14 of the Act in case the institution fails to maintain its standards under Section 14 (1)(b) that an institution recognized by a State Council for the training of nurses, midwives, auxiliary nurse, midwives or health visitors does not satisfy the requirements of the Council.
- To advise the State Nursing Councils, Examining Boards, State Governments and Central Government in various important items regarding Nursing Education in the Country.

xi) Dental Council of India (DCI)

The Dental Council of India was incorporated under the "The Dentists Act", 1948 to regulate dental education and the profession throughout India. It is financed by the Ministry of Health and Family Welfare and through the local state dental councils. The objectives of the Dental Council of India are to:

- Maintain uniform standards of dental education in India.
- Regulate the curriculum in the training of dentists, dental hygienists, dental mechanics, etc.
- Regulate the level of examinations and qualifications.

xii) Central Council of Homeopathy (CCH)

The Central Council of Homoeopathy was established under the Homoeopathy Central Council Act, 1973. The Council prescribes and recognizes all homeopathic medicine qualifications. Any university or medical institutions that desires to grant a medical qualification in homeopathy is required to apply to the Council. The Council is responsible for constitution and maintenance of a Central Register of Homoeopathy and for matters connected therewith. All universities and Board of medical institutions in India are required to furnish all information regarding courses of study and examination. The Council is empowered to appoint inspectors at examinations and visitors to examine facilities.

xiii) Council of Architecture (COA)

Any person desirous of carrying on the profession of 'Architect' must have registered him/her self with Council of Architecture. For the purpose of registration, one must possess the requisite qualification as appended to the Architects Act, after having undergone the education in accordance with the Council of Architecture (Minimum Standards of Architectural Education) Regulations, 1983. The standards of education being imparted in these institutions (constituent colleges/departments of universities, deemed universities, affiliated colleges/schools, IITs, NITs and autonomous institutions) is governed by Council of Architecture (Minimum Standards of Architectural Education) Regulations, 1983, which set forth the requirement of eligibility for admission, course duration, standards of staff & accommodation, course content, examination etc. These standards as provided in the said Regulations are required to be maintained by the institutions. The COA oversees the maintenance of the standards periodically by way of conducting inspections through Committees of Experts. The COA is required to keep the Central Government informed of the standards being maintained by the institutions and is empowered to make recommendations to the Government of India with regard to recognition and de-recognition of a qualification.

xiv) Central Council of Indian Medicine

The Central Council of Indian Medicine is the statutory body constituted under the Indian Medicine Central Council Act, 1970. The Central Council was reconstituted in 1984 and 1995.

The main objectives of the Central Council are to:

- prescribe minimum standards of education in Indian Systems of Medicine viz. Ayurved, Siddha, Unani, and so on;
- advise Central Government in matters relating to recognition (inclusion/withdrawal) of medical qualification in/from second schedule to Indian Medicine Council Act, 1970;
- maintain a Central Register on Indian Medicine and revise the register from time to time;
- Prescribe Standards of Professional Conduct, Etiquette and Code of Ethics to be observed by the practitioners.

Since its establishment in 1971, the Central Council has been framing on and implementing various regulations including the Curricula and Syllabi in Indian Systems of Medicine viz. Ayurved, Siddha and Unani at Under-graduate and Post-graduate levels.

Now all the Colleges of Indian Systems of Medicine are affiliated to various Universities in the Country. These Colleges are following the minimum standards of education and Curricula and Syllabi, prescribed by Central Council.

xv) Veterinary Council of India (VCI)

Objectives of the Veterinary Council of India Council are to:

- Prepare and maintain the Indian Veterinary Practitioners' Register containing the names of all persons who possess the recognized veterinary qualifications and who are for the time being enrolled on a State Veterinary Register of the State to which Indian Veterinary Council Act extends.
- Lay down minimum standards of veterinary education required for granting recognized veterinary qualifications by veterinary institutions.
- Recommend recognition or withdrawal of recognition of veterinary qualifications granted by veterinary institutions in India.
- Lay down the standards of professional conduct, etiquette and code of ethics to be observed by veterinary practitioners.
- negotiate with institutions located in other countries imparting training in veterinary education for recognition of their qualifications on reciprocal basis.
- Regulate veterinary practice in the country.
- advise the Central and the State Governments on all regulatory matters concerning veterinary practice and education.
- frame regulations.
- Implement the provisions of the Act, and Rules and Regulations.

3.7 ORGAINSAION FOR INTELLECTUAL PROPERTY RIGHTS

Administering the Copyright Act, 1957, one of the several legislations in India in the area of Intellectual Property Rights (IPRs), is the responsibility of the Union Ministry of Human Resource Development, Department of Secondary and Higher Education. The Copyright Office was established in January 1958 to register copyright of works under different categories. The Copyright Board is a quasi-judicial body consisting of a Chairman and not less than two or more than fourteen other members. The Chairman and other members of the Board are appointed for a term of five years.

The Indian Copyright Act, 1957, provides penalties for the offences committed under the Copyright Act and empowers the police to take necessary action. The actual

enforcement of the law is the concern of the State Governments. However, during the last few years, the Central Government has taken various steps to improve the enforcement of the Copyright Act to curb piracy. These measures include the setting up of a Copyright Enforcement Advisory Council (CEAC), which has its members from all concerned departments and representatives of industry to regularly review the implementation of the Copyright Act including the provisions regarding anti-piracy. Several other measures taken by the Central Government include, persuading the State Government for:

- the setting up of Special Cells in State Governments for enforcement of Copyright Laws.
- appointment of nodal officers in the States for facilitating proper coordination between the industry organisations and enforcement agencies.
- holding of seminars/workshops, etc., for sensitizing the public about Copyright Laws.
- Collective Administration by Copyright Societies.

Cooperation with WIPO

India is a member of the World Intellectual Property Organization (WIPO), a specialized agency of the United Nations which deals with copyright and other Intellectual Property Rights (IPRs) and plays an important role in all its deliberations.

Every education provider must know about the Copyright Act and the Copyright Board as they may have to take permission from the writer while preparing their learning material and other publications. This is a sensitive issue which must be taken care of by a quality institution.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

- 5) What is the name of the highest advisory body to advise the Central and State Governments in the field of education? Explain its functions also.

.....

.....

.....

.....

.....

.....

- 6) Is it correct that the right to establish and administer educational institution of their choice in case of minority institutions is being effectively implemented through the NCMEI Act? Justify your answer.

.....

.....

.....

.....

.....

.....

- 7) How many government-run accreditation bodies have been established in India ?

.....

.....

.....

.....

.....

.....

3.10 LET US SUM UP

The Government of India is the administering authority for education in the country at different levels, starting from primary school education to university level education and research. The education is administered through different apex bodies designated by the government. There are different national bodies. These can be classified according to their functions. There are different types of Boards to which a school can get affiliated in order to offer school level programme. These are: Central Board of Secondary Education (CBSE), Council of Indian School Certificate Examination (CISCE), State Government Boards. In addition to this each state in India has its own State Board of Education, which looks after the educational issues at school level in the State. The schools can also get affiliated to a State Open School / State Centre for Open Schooling or National Institute of Open Schooling in order to provide school level education through distance and open learning mode.

In addition to the different Boards of Education there also certain other institutions which provide education at the School level and cater to certain special target groups. These are:

- Central Tibetan Schools Administration (catering to Tibetan Children);
- Navodaya Vidyalaya (for rural talented children including SC/ST ,disabled and girls);
- Kendriya Vidyalaya Sangthan (needs of children of transferable Central Government including defense and Para-military personnel by providing a common programme of education)

National Bal Bhavan is an institution which aims at enhancing the creative potential of children by providing them with various activities, opportunities and a common platform to interact, experiment, create and perform according to their age, aptitude and ability. The NCERT caters to the school education by development and renewal of curricula and instructional materials for various levels of school education and making them relevant to changing needs of children and society, conducting and supporting educational research and offering training in educational research methodology. It also conducts pre-service and in-service training of teachers at various levels.

There are government bodies that cater to the education at the University Level such as University Grants Commission that coordinates as well as gives grant for academic purposes to the Universities. The Association of Indian Universities evaluates the courses, syllabi, standard and credits of foreign Universities and equates them in relation to various courses offered by Indian Universities. There are bodies catering to different disciplines such as Council for Scientific And Industrial Research, CSIR); Indian Council for Social Science Research (ICSSR); Indian Council for Medical Research (ICMR), Council of Architecture and so on.

At present, India has two government-run accreditation bodies — the National Board of Accreditation (NBA), constituted by the All India Council for Technical Education (AICTE) and National Assessment and Accreditation Council (NAAC), an autonomous institution established by the University Grants Commission (UGC).

There are various professional councils that are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. Some of such professional councils are Distance Education Council (DEC), All India Council for Technical Education (AICTE), Indian Council of Agricultural Research (ICAR), Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dental Council of India (DCI), Central Council of Homeopathy (CCH), Central Council of Indian Medicine (CCIM), Veterinary Council of India (VCI).

3.11 UNIT END ACTIVITIES

1. Undertake a case study on any one of the National Bodies to evaluate its activities. For the purpose of study, collect the relevant information from the sources of books, news papers, magazines, articles published in various journals, reports, etc. Prepare a report about the structure, composition, powers, functions, role, and perception of people (on its relevance and functioning) of the particular institution or body. Suggest measures to strengthen the institution.
2. Visit any school, College or University and enquire about various national bodies that the institution had to interact starting from the inception. Also discuss the means adopted by them in establishing networking with these organizations / bodies. Interview some persons working in the institution and elicit their views on the role of these bodies. Prepare a detailed report mentioning the initiatives that could be taken to improve the National Bodies.

3.12 REFERENCES

- IGNOU (2007) *Annual Report*, New Delhi : Government of India.
- MHRD (2007) *Annual Report*. New Delhi : Government of India.
- NIOS (2007) *NIOS at a glance* – A NIOS publication. New Delhi: Government of India.
- Parikh K.S., and Radhakrishna R. (2002), *India Development Report 2002*, New Delhi: Oxford University Press.
- Mathur, S.S. (1990). *Educational Administration and Management*. Ambala Cantt: The Indian Publication.
- Department of Education (1997) *District Primary Education Programme Guidelines; Ministry of Human Resource Development*. New Delhi : Government of India.

3.13 ANSWERS TO CHECK YOUR PROGRESS

- 1) Yes it is true. The CBSE not only conducts examinations but it also affiliates schools. It has control over the central education system. The CBSE prepares the Syllabus for the schools affiliated to it. The prime focus of the Board is on innovations in teaching-learning methodologies by devising student-friendly and students-centered paradigms. It also brings out reforms in evaluation practices. It also emphasizes skill learning by adding job-oriented and job-linked inputs. It also regularly updates the pedagogical skills of the teachers and administrators by conducting in-service training programmes, workshops etc.

- 2) In Navodaya Vidyalayas the enrollment of rural children from different parts of the country is ensured as:
 - Navodaya Vidyalayas are located in rural areas across the country.
 - The test is held annually on All India basis and at block and district levels. It is objective, class neutral and is so designed as to ensure that rural children are not at disadvantage.
 - The Regional Language is generally the medium of instruction from Class VI to VIII. From Class- IX onwards the medium of instruction is English for Science and Mathematics and Hindi for Humanities subjects.
 - Admissions in Jawahar Navodaya Vidyalayas are primarily for children from the rural areas, with provision of 75% seats for rural children.
3. Astronomy, Animal and Fish Corner, Aero-modelling, Computers, Radio & Electronics and Environmental Education.
4. No. The NCERT not only publishes textbooks for different school subjects for Classes I to XII but it also brings out workbooks, teachers' guides, supplementary readers, research reports, etc. In addition, it publishes instructional materials for the use of teacher educators, teacher trainees and in-service teachers. These instructional materials, produced through research and developmental work, serve as models to various agencies in States and Union Territories. For dissemination of educational information the NCERT publishes journals.
5. The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the field of education. The function of CABE is to review the progress of education from time to time. It also appraises the extent and manner in which the education policy has been implemented by the Central and State Governments, and other concerned agencies, and to give appropriate advice in the matter. It gives advice regarding coordination between the Central and State Governments/UT Administrations.
6. Yes. National Commission for Minority Educational Institutions (NCMEI) has been established through National Council for Minority Educational Institutions Act (2004) provides *inter alia*, for the right of minority educational institutions to seek affiliation to any university of their choice, provided the relevant laws under which such universities are created allow such affiliation. It also seeks to overcome problems faced by minorities in seeking no objection certificates for establishing educational institution of their choice. Disputes relating to the minority status of educational institutions are also to be resolved by the Commission.
- 7) India has two government-run accreditation bodies. These are : National Board of Accreditation (NBA), constituted by the All India Council for Technical Education (AICTE) and National Assessment and Accreditation Council (NAAC), an autonomous institution established by the University Grants Commission (UGC).

UNIT 4 COORDINATION, NETWORKING, PARTNERSHIP AND LINKAGES

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Constitutional Provisions and Educational Policy: Role of State and Centre for Educational Provision
- 4.4 Coordination for Educational Provisions
- 4.5 Collaboration, Networking, Linkages and Partnerships
- 4.6 Public Private Partnerships: Case Study of 'Akshay Patra', Jaipur, Rajasthan
- 4.7 Adoption of a Collaborative Approach for Monitoring and Capacity Building: A Case Study of Sarva Shiksha Abhiyan
- 4.8 Education Management Information System (EMIS)
- 4.9 DISE 2001 Software : Main Features and Major Outcomes
- 4.10 Let Us Sum Up
- 4.11 References
- 4.12 Unit End Activities
- 4.13 Answers to Check Your Progress

4.1 INTRODUCTION

Ms. Sue Cohen, a research student from South America visits India in order to understand about the educational governance in India. She visits different ministries and institutions working at the National and State levels for providing education. She makes her observations and notes down in her diary and discusses with her Indian friend Mrs. Madhu Mehta. Sue says that she is amazed with the governance of Indian educational system in which there are several educational institutions working at the national level such as NCERT, CBSE, UGC and SCERT, SIET, State Education Boards at the state level. She says that she cannot understand still how the Indian educational system (which is one of the largest in the world) is being run so meticulously. Mrs. Mehta tells her that the Indian educational system stands on six pillars, namely legal provisions including statutes and acts, coordinating agencies, partnerships, linkages, networking and collaboration among various organizations.

Planning as well as management of school education has primarily been a state subject although the central government also legislates in this area. Initially the educational provisions were largely the responsibility of the government. Gradually the local bodies such as School Development Management Committees, Panchayati Raj Institutions also emerged as key players in Educational Provisions and Educational Governance. Public private partnerships, linkages with the local industry, collaboration with NGOs and networking also in a way helped in translating the programmes that were visualized at National level into programmes that could meet the requirements at the local level.

As India is a vast country, the large size and complex educational structures across Indian states makes the matters of policy making, planning and monitoring highly complex and complicated. In order to improve the quality and effectiveness of educational planning and management, not only variety of data are required but they are also needed in time and in a format that conforms to the requirements of the user agencies

operating at various geographical and administrative hierarchies. The country has evolved an integrated Educational Management Information System (EMIS). The EMIS is in operation at the district, state and the national levels. Presently the system covers all schools imparting education up to elementary stage. Gradually this is being extended to secondary level of education. The system collects and computerizes detailed data on various aspects such as school location, management, teachers, school buildings and equipment, learners by gender and age, incentives and the number of disabled children in various grades. The districts/states have been given a format in which they provide the data but they have flexibility of adding additional variables according to their needs. This data is available to all at the click of mouse. Sue is amazed to listen to all this; and you are going to study about all of these in this unit too.

4.2 OBJECTIVES

After going through this unit, you should be able to:

- outline centre-state perspective in educational management;
- describe the different coordinating agencies enabling educational management at national level;
- explain issues pertaining to networking, partnership and linkages in educational management;
- state and describe the different agencies associated with the data collection for education at school education and higher education levels;
- identify the benefits and limitations of Educational Management Information System and appreciate its role.

4.3 CONSTITUTIONAL PROVISIONS AND EDUCATIONAL POLICY: ROLE OF STATE AND CENTRE FOR EDUCATIONAL PROVISIONS

The Preamble of the Indian constitution affirms equality of status and opportunity to all the Indian citizens. Education is perceived as essential for making the provision of equality of opportunity a reality. Constitution of India (1950) established a governmental setup of federal nature involving a division of powers between the union and the states. In the constitution, the union parliament has exclusive powers to make laws on the subjects enumerated in list I which is called the union list. The state legislature has the exclusive power to make laws with respect to any of the subjects given in the list II. Both union parliament and state legislature have concurrent powers of making laws on the subjects enumerated in the list III i.e. concurrent list.

According to the division of powers under constitution, education was included in the State list (Entry 11 of the State List of the 7th schedule). However the powers were given to the union government to deal with educational institutions which are directly under the control of national government. Institutions for scientific and technical education which were declared as the institutions of national importance financed wholly or partly by the government of India, and agencies for professional or vocational training, promotion of special studies or research etc. (entry 63, 64, 65 of the union list of the seventh schedule) were under the union government.

There are several Articles in the Constitution and specific amendments related to education and educational opportunity. The Fundamental Rights and Directive Principles of State Policy are based on the mandate specified in the Preamble. Fundamental rights given in the Constitution confer on the citizens equal rights and opportunities in political, economic and social sphere (Article 14), protect the interests and rights of minorities to establish and administer educational institutions (Articles 29 and 30) and

empower the State to use affirmative discrimination in favour of certain historically disadvantaged sections of the society (Article 15(3)).

" In the Article 45 of the Directive Principles of State Policy, the Constitution directs the State, "to endeavor to provide free and compulsory education to all the children up to the age of 14 years within ten years of the adoption of the Constitution," While Article 46 further directs the State to "promote with special care the educational and economic interests of the weaker sections of the society, in particular, the scheduled castes and scheduled tribes, and to protect them from all forms of exploitation."

The central government was given special responsibility for the promotion, enrichment and propagation of Hindi language so as to make it the medium of expression for all people of India. The scientific and technical education, vocational training and research, national institutions, coordination of higher education became the responsibility of national government while education in general remained under the jurisdiction of state governments.

On seeing the failure of implementing national policies in education, education was transferred from the state list to the concurrent list by the 42 amendment act of 1976. The 42nd Constitutional Amendment made education a shared responsibility between the Union and State governments. It is largely the domain of the state except in case of controversy where union government enjoys greater say. All the states and union territories govern education in their own respective ways.

Thus at present in India, education is a Concurrent Subject, shared by the central and state governments. In the education sector, the central government plays a leading role in policy formulation and planning to direct overall educational development in the country, while individual states are responsible for the expansion and growth of education in their respective areas on the basis of specific directions and guidelines provided by the central government.

During 2001-02, the 93rd Constitutional Amendment Bill (86th Constitutional Amendment Act) was passed in both the houses of the Parliament, as a result of which the elementary education became fundamental right. The Indian Constitution guaranteed eight years of elementary education to each and every child in the country. The role of state government becomes very crucial in implementing the constitutional provisions, since it is the duty of the State to provide free education to all children irrespective of their caste, class, gender and ethnicity.

The question arise: How does' in the present changed scenario, the State meets the constitutional obligations? To understand this we need to know that there are certain specific amendments to the Constitution such as 72nd and 73rd Amendment Acts that affect provisions to education and educational governance. The Eleventh Schedule of the constitution entrusts Panchayati Raj bodies with the responsibility for "education including primary education and secondary schools, teacher's training and vocational education, adult and non-formal education, literacy and cultural activities". The 73rd and 74th Constitutional Amendments, made the setting up of local bodies at the village, block, district and municipal levels mandatory through a process of election, provided enabling framework for decentralization of education. As education is included in the list of functions to be devolved to panchayats, as per the 73rd Constitutional Amendment Act, education is one of the functions to be devolved to panchayats.

At present, in India, educational governance takes place through collaborative efforts of central government, state governments and local bodies, For example the major responsibility for basic education in India lies with the state governments and in some of the states, local self-government bodies, namely, Panchayati Raj Institutions (PRIs) in rural areas and municipalities in urban areas have also been associated with school education in order to make the system responsive to local conditions and facilitate community participation. The direct involvement of panchayats in primary education is expected to make the education system more accountable and transparent as

panchayats are in closer proximity with community and they are answerable to the community through the gram sabha.

Is decentralization of educational planning and management is a new area for the Indian government? This is not so as the policy statements from time to time laid emphasis on various ways for shifting educational governance system from the central to the local levels. The need for decentralizing the educational management system in the country has been articulated in the educational policy since the Independence. However, it was the National Policy on Education (NPE), introduced in 1986 and revised in 1992, that suggested extensive structural reforms for decentralization of educational planning and management. NPE (1986) recommended empowering of communities for the management of educational institutions at the local level. It also suggested the establishment of an appropriate institutional framework at the district and sub-district levels, such as the District Board of Education and Village Education Committee, in order to ensure community's participation in the management of primary education. The Central Advisory Board of Education (CABE) too formulated a framework for decentralization of educational management under PRI framework. This Committee further took the process of decentralization from the district to block and village level and recommended the setting up of Village Education Committee and Panchayat Samiti on Education at the block level.

Does it mean that in all the states of India for educational governance there has been devolution of powers to grass root level agencies? The Indian scene at the grassroots level presents too varied a picture to draw a generalized one of the context. Some states have gone a long way in transferring not only powers, but also a substantial proportion of state funds to Panchayati Raj Bodies, some others have chosen to keep considerable control in the hands of the bureaucracy at the decentralized levels. Some states have gone for the establishment of quasi-legal bodies such as Village Education Committee (VECs) and School Management Committees (SMCs) to oversee governance of education at the local levels, whereas several other states have yet to move towards such decentralized management structures. All these developments have led to need of development of linkages, coordination, partnerships, networking and collaboration in the educational sector in India. Sue gets excited to hear all these terms and requests Mehta to explain these in detail.

4.4 COORDINATION FOR EDUCATIONAL PROVISIONS

Long time back it was realized in India that the progress of education cannot be achieved in isolation. It requires well-coordinated efforts of different sectors of education besides coordination and convergence of other Departments like Planning, Health, and Rural Development. There has been development of a network of Institutions to provide education at school level and also at the higher education level. SCERTs were set up in the states in the pattern of NCERT under its overall guidance. Later on with the establishment of District Institutes of Education and Training (DIETs), the network was extended to district level. Later on Block Resource Centres and Cluster Resource Centres under DPEP extended the network further down to the cluster of villages:

The coordination and cooperation between the Union and the States is brought about in the field of education through the Central Advisory Board of Education (CABE). The Central Government has exclusive legislative power for co-ordination and determination of standards in Institutions of Higher Education or research and scientific and technical institutions. The Central Government is responsible for major policy relating to higher education in the country. It provides grants to the UGC and establishes central universities in the country. The Central Government is also responsible for declaration of Educational Institutions as 'Deemed to be University' on the

recommendation of the UGC. State Governments are responsible for establishment of State Universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance. You may want to be acquainted with the major coordinating organizations and agencies in the area of education.

The University Grants Commission (UGC) is responsible for coordination, determination and maintenance of standards, release of grants. The responsibility for distance higher education in this regard is entrusted to India Gandhi National Open University (through Distance Education Council). Professional Councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The statutory professional councils include the following (which you have studied in the preceding unit):

All India Council for Technical Education (AICTE)
Distance Education Council (DEC)
Indian Council for Agriculture Research (ICAR),
Bar Council of India (BCI),
National Council for Teacher Education (NCTE)
Rehabilitation Council of India (RCI)
Medical Council of India (MCI),
Pharmacy Council of India (PCI)
Indian Nursing Council (INC)
Dentist Council of India (DCI)
Central Council of Homeopathy (CCH)
Central Council of Indian Medicine (CCIM)

The UGC had set up National Assessment and Accreditation Council (NAAC) for evaluating the performance of college and universities and the courses conducted by them. This assessment is done vis-a-vis some set parameters for academic excellence. NAAC assesses the institutions on seven criteria, one of which is infrastructure and learning resources. The benefits of accreditation are as follows:

- Enabling the institution to know its strengths, weaknesses and opportunities through an informed review process.
- Identifying internal areas of planning and resource allocation.
- Providing funding agencies with objective data for performance funding.
- Initiating institutions into innovative and modern methods of pedagogy.
- Providing society with reliable information on quality of education offered.
- Promoting inter and intra institutional interactions.

The All India Council for Technical Education (AICTE) is the statutory authority for planning, formulation and maintenance of standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity in certification and awards and ensuring coordinated and integrated development and management of technical education in the country. The AICTE covers programmes of technical education including training and research in Engineering, Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology, etc.

Another important coordinating body that determines the standards of resources in the institution of teacher training in the country is National Council for Teacher Education (NCTE). The NCTE was set up in 1973 by a Government resolution as a national expert body to advise Central and State Government on all matters pertaining to teacher education. The Council was made a statutory body by an Act of Parliament in 1993. The primary function of the Council is to ensure planned and coordinated development of teacher education and determination and maintenance of its standards. For these functions the Council lays down norms for specified categories of courses for granting

recognition to teacher training programmes offered by universities and colleges and other institutions. How does the NCTE manage to coordinate the standards of teacher education of the entire community. The NCTE operates through its four Regional Committees. The regional committees primarily look after recognition of teacher training institutions in their respective regions and are empowered to grant permission to these institutions to run teacher training courses as per the provisions of the NCTE Act.

The National Board of Examinations was established in 1975 with the prime objective of improving the quality of the Medical Education by elevating the level and establishing standards of post graduate examinations in modern medicine on an all India basis. The setting up of a National Body to conduct post graduate medical examination was intended to provide a common standard and mechanism of evaluation of minimum level of attainment of the objective for which post graduate courses were started in medical institutions. Moreover, intra country and international comparison is facilitated with the availability of commonly accepted evaluation mechanism.

So far, you have been acquainted with the Councils and Commissions working for coordination at Higher Education level. At the school level also there are separate bodies for coordinating different aspects at national level. First of all, as you have been in the preceding unit, there is National Council of Educational Research and Training (NCERT) which was established in 1961, by the Government of India. It is an autonomous organization. It assists and advises the governments at the centre and in state in the implementation of their policies for education, with an emphasis on bringing about qualitative changes in school education and teacher training. As an apex body for educational reform in the country, it is entrusted with the function of periodic review of the school curriculum. The NCERT provides significant leadership through periodic reviews and development of curriculum framework and textbooks in school subjects at all levels. The Curriculum Framework provides the detailed syllabus and also describes the curricular materials required for transacting it. The school curriculum framework gives broad guidelines for addressing major issues and concerns taking the nation. The majority of the states more or less adopt curriculum and textbooks developed by NCERT. However some have made their own adaptations too.

The NCERT has five Regional Institutes of Education (RIE) at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong. These institutes offer various programme for pre-service teachers. It offers various programmes for pre-service teacher training. The programmes offered by it are B.Sc. B.Ed (4 year duration), B.Ed. (2 year duration). It also offers 1 year duration M.Ed. (Elementary Education) and 1 year duration Diploma Course in Guidance and Counseling. The Central Institute of Educational Technology (CIET) of NCERT is located in its Delhi campus develops audio, video and multi-media programmes for children and plays a leadership role in the functioning of State Institutes of Educational Technology (SIETs). In collaboration with ISRO, CIET and SIETs, NCERT has launched many educational television programmes for schools. It uses EDUSAT facilities to conduct teleconferencing for teaching thousands of teachers across the nation.

The NIE has launched programmes on Educational Research, Diploma in Guidance and Counseling and Early Childhood Care and Education. It has made significant contribution in the areas of school education such as elementary education, science and mathematics, social science, humanities, computer education, children with special needs, etc.

The CBSE (Central Board of Secondary Education) is one of the widely recognized boards of school education in India. The Board has successfully evolved a common standard for all across the country. It prepares the syllabus for the schools affiliated to it. Madhu tells Sue that she will be surprised to know that the jurisdiction of CBSE goes beyond its national boundaries. It also has schools in Middle East and U.S. that are affiliated to it. Just like NCTE the Board has regional offices in Allahabad, Ajmer,

Chennai, Guwahati, Panchkula and Delhi. Schools located outside India are looked after by Regional Office, Delhi. Sufficient powers have been vested with the Regional Offices.

The headquarter constantly monitors the activities of the Regional Offices. The CBSE conducts Board Examinations for standard X (All India Secondary School Examination) and standard XII (All India Senior School Certificate Examination). It also conducts one All India Engineering Entrance and one Medical/Dental Entrance Examination. A major activity of the Board is to affiliate institutions for the purpose of examination and raise the academic standards of the country. The Board also prescribes and updates the course of instructions of examination. It fulfills the educational requirements of the students whose parents are in transferable jobs.

Another innovation at the school level which serves as an alternative to formal schooling is the National Institute of Open Schooling. The NIOS promises equity and access to education, by universalizing elementary education, providing secondary education (class X and XII) and popularizing vocational education. As an apex organization NIOS gives a major thrust to research, development, and training and extension activities in open schooling. NIOS also serves as the apex agency for quality assurance and resource support by providing high quality learning materials, sample questions, blue prints of examination papers with suggestive marking schemes for its learners. It has Accredited Agencies (study centres) all over India. It also functions as an examining board for academic (class X and XII level) and vocational education programmes offered by it. NIOS plays a catalytic role in promoting open schooling in India, by providing technical and professional support to the states to set up the State Open Schools.

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answers with those given at the end of the unit.

1. State the benefits of accreditation.

.....

.....

.....

.....

.....

.....

.....

2. Which organization had set up National Assessment and Accreditation Council?. What is the role of NAAC?

.....

.....

.....

.....

.....

.....

.....

.....

3. Discuss briefly the role of Central and State Governments in coordination and management of higher education

.....

.....

.....

.....

.....

.....

.....

4. Which organization is responsible for accreditation of technical education courses?

.....

.....

.....

.....

.....

.....

.....

4.5 COLLABORATION, NETWORKING, LINKAGES AND PARTNERSHIPS

Collaboration, partnerships and networking also play an important role in educational governance in India. Collaboration is naturally an arrangement between two or more parties, wherein they agree to work for a common cause on mutually agreeable terms. The common cause may be for any purpose i.e. economical, political or social. Education is one such social cause for which significant collaborative initiatives are being taken in India. For example the National Institute of Open Schooling (NIOS) has adopted a collaboration approach for imparting Open Basic Education level programme (education pertaining to Class III, V and VIII level). The NIOS learners for the Basic Education Programme are enrolled at accredited institutions which are set up at organizations such as NGOs, and Private Schools by the NIOS through accreditation. The learning support is the responsibility of the local accredited agency. The examination is conducted locally by the accredited agency/organization. The learners are issued a joint certificate by the NIOS and the local agency thereby exhibiting a joint responsibility.

Similarly when a large number of organizations/institutions join together to work in collaboration and coordination with each other, again for a common cause, the union is called as a 'Networking'. Internet is the most ideal example of networking. In Internet a very large number of computers are connected all over the world. The Internet is a global network of interconnected computers, enabling users to share information along multiple channels. Typically, a computer that connects to the Internet can access information from a vast array of available servers and other computers by moving information from them to the computer's local memory. The same connection allows that computer to send information to servers on the network; that information is in turn accessed and potentially modified by a variety of other interconnected computers.

The National Institute of Open Schooling is one example of such a network. NIOS has established a network of accredited institutions (study centres) spread all over the country. The accredited institutions comprise of institutions from government and non-government sectors. This network is growing day by day. The accredited institutions transacting the vocational courses of NIOS are called Accredited Vocational Institutions (AVIs) while those transacting the academic courses are Academic Accredited Institutions (AAIs). AVIs offer the vocational courses of NIOS in various areas. Networking with state governments and nodal agencies holds great promise for the future of open schooling. There is of course the need to constantly monitor and check the procedures followed for quality transaction of the planned instructional programme through networking. The networking in general has the following advantage:

- Togetherness – gives a feeling of belongingness and professional brotherhood. This also gives emotional and physical strength to the institutions.
- Uniformity and Credibility – The educational programmes of the institutions bear uniformity as they all follow a common standardized curriculum. Affiliation/ accreditation with a National institution like NIOS, also gives them credibility and a security umbrella.
- Learning from Each Other - Periodical meetings of the institutions ensure they share each other's experiences. In the process they learn from each other's experiences. They may even share each other's infrastructure. This leads to the improvement of quality of teaching-learning process.

Does this mean that collaborative and networking efforts in the education sector have taken place in India only recently? In India, there is a long tradition of involvement of civil society in promoting education among the disadvantaged sections of society. Social reforms movements of the 19th century and Gandhian constructive work in the colonial period played an important role in laying the foundation of educational interventions of NGOs for the disadvantaged and the marginalized sections of society. As a broad policy, the government in the past decade has encouraged the role of NGOs at all levels in the social sector to promote participatory development. The government views NGOs as partners for attaining the goals of education for all. Furthermore, enactment of the 73rd and 74th Constitutional Amendments has also paved the way to greater decentralization and significantly enhanced role of not only local bodies and the community but also divergent organizations in civil society in the efforts towards universalisation of elementary education. In India in the changing context of development, education is no longer seen as exclusive responsibility of the government. NGOs and private sector are increasingly viewed as important partners for ensuring that educational services based on local needs and priorities. In fact the result the government and local bodies continue to be the main providers of basic education. If you examine the Indian Educational System, you will find that the NGOs have definite role and contributions in promoting basic education.

Let's discuss the forces that lead to emergence of networking and collaborative ventures. There are four forces that serve as a lever for change thereby emergence of networking and collaborative ventures and enable civil society participation in educational governance: First of all, it is globalization that has contributed to the collaboration and networking. Secondly through inclusionary policies and decentralization reforms autonomy in decision-making power is being transferred to local communities. Thirdly, capacity strengthening and training for all stakeholders across the system enables all community members to assume their roles and responsibilities. Finally, NGOs and community-based organizations play an important role in mobilizing communities, especially women and the poor, to participate more actively in education.

You may be wondering whether networking with the NGOs and private sector provide certain advantages in provision of education. In general, NGOs are sought after by the government and donor agencies for their flexibility, cost-effectiveness and ability to innovate. In the context of growing pressures to reduce fiscal deficit, the government

has found it very convenient to shuffle off some of the responsibility of raising resources for education onto NGOs. There is, however, emerging evidence that reveals that NGOs have succeeded in establishing a better rapport with the local communities and getting them more effectively involved in the education of their children. Interventions by NGOs have also enabled village education committees to become more gender equitable. In India, women's lack of participation has been reported in several educational programmes promoting primary education. However, local NGOs have attempted to facilitate their participation in decision-making in village education committees.

We may now move on to discuss the role played by the NGOs in general in such educational programmes. NGOs mostly make decisions related to administration and school maintenance. Despite legal and policy measures to devolve decisions related to classroom pedagogy and curriculum to the school levels, these decisions remain the domain of the Ministry of Education and its local representatives. In India in Hoshangabad Science Teaching Programme, which was started in government middle schools in Madhya Pradesh by two NGOs in 1972 and then introduced in primary schools by Eklavya in 1980, the NGOs and community groups were involved in matters related to pedagogy and curriculum. However in most of the cases the participation of NGOs and community was confined to implementation of various educational programmes and extend access.

In India, NGOs have been primarily involved in experimenting with alternative approaches to improve basic education. In fact, most innovative government initiatives, particularly for promoting education of girls and women, trace their lineage to path-breaking experiments by NGOs. The NGOs working in the area of basic education in India show that they cater to the educational needs of a wide range of groups, particularly children, girls/women, and adults from disadvantaged and marginalized sections of society. Focus areas of NGOs' work in basic education are: mobilizing the community, imparting literacy, enhancing quality, training teachers, providing additional facilities and training learning material. The educational strategies of NGOs, such as the M.V. Foundation in Andhra Pradesh, Movement for Alternatives and Youth Awareness (MAYA) and the Azim Premji Foundation in Karnataka provide us an opportunity to learn from the experiences of NGOs in governance of innovative educational programmes and strategies used to elicit community participation in educational governance at local levels.

Although the new educational policy and EFA programmes in the 1990s emphasized involving NGOs and the community in school education and literacy, the government did not directly pass on the resources to them or the educational departments of the state governments. Instead, the government has created a new institutional mechanism. State governments have created autonomous registered societies, in the same manner as NGOs. These societies run the educational programmes with the help of educational department officials at various levels and the local NGOs. The new institutionalization was visible in various programmes, such as *Shiksha Karmi* Project and *Lok Jumbish* Project in Rajasthan, Bihar Education Project, the Rajiv Gandhi Mission of Madhya Pradesh, and DPEP societies in various states. A close look at the functioning of these societies reveals that there is token representation of a small number of NGOs in various committees in these societies. Community participation is invoked through the formation of Village Education Committee. The state-NGO partnership in educational governance has emerged out a strategy of reaching out to the unreached sections of the society and providing them education.

In India, the state continues to be the key provider of elementary education. However, the private sector in the recent years has also emerged as an important actor in providing elementary education in India. In recent times the government has favored privatization of education, not only in higher education but also in secondary and primary education. Globalization has led to emergence of new players in education sector. The private sector is more active in its role towards society. In various ways the private sector has

influenced various areas like education of marginalized, environment etc. Private organizations may have different reasons for joining a non-beneficial approach to social reforms but their influence, direct or indirect, can not be ignored. Due to social pressure concept of 'Corporate Social Responsibility' has emerged. Corporate are supposed to work towards achievement of objectives valued by society in lieu of subsidies they get from the state and resources they utilize. Various NGOs were approached by different corporates for providing services to society in different ways. The responsibilities taken up in helping underprivileged have reached grassroots level in many areas. Some corporate extend financial help to NGOs in handling community projects. Some examples are IBM kidsmart programme that introduces technology at the pre-school level. The corporate giants like Wipro (Ajim Premji Foundation) and Infosys have established their own foundations through which they are handling various community projects especially in the field of education. In Rajasthan, certain government schools have been adopted by the Bharati Airtel Group and in these schools the entire infrastructure and salary of the staff is provided by the Bharati Airtel Group. The Company aims to provide quality education through these schools. In the professional and vocational education at school level as well as higher education level also the linkages have been established with the industry in imparting professional training to the learners. This kind of linkage helps in imparting necessary skills among the learners without spending money on creating suitable infrastructure in form of laboratory, workshops, etc.

The government has supported privatization of education in several ways, allowing opening up of private schools without state support, providing grant-in-aid to private schools and increasing reliance of government schools on private resources. In this era of privatization of education in India, there has been emerging trend towards privatization of primary education. Many of private primary schools do not receive government funding. Until recently, unaided private schools were confined to urban areas. However, recently such schools have also sprung up in many parts of the country in rural areas to cater to the growing needs for better quality education among rural elites.

In India, the private sector has been involved in providing varying quality of school education. There is considerable variation in nature of involvement of the private sector in provision of elementary education. There are private schools, which are purely run on commercial basis for profit maximization. Although they are registered under the society act or as public trust in the same manner as NGOs, they operate as educational enterprises to cater to the growing demand for education.

The last two decades have seen a phenomenal expansion in the network of universities and equivalent educational institutions. The remarkable feature of this expansion is that a major share of institutions has come up in the private sector. This reverses the early trend where by the universities were mostly funded by the state. Now the number of private universities almost equal to the number of universities set up by the government. Along with the expansion in the number of the universities, there has been a broad spectrum of subjects offered to students at various levels such as under graduate diploma, post graduate degree, undergraduate degree ranging from 3 to 5 years duration, post graduate diploma of 1 to 3 years duration. Another distinct feature is that most of the subjects being taught today are interdisciplinary in nature. Further if a student, just out of interest or due to professional compulsions, wants to pursue another course (degree or diploma) (s)he has to repeat even some of the subjects studied earlier and also have to undergo the full duration of the new course. As a result of this the mutual recognition of qualification and consequently linkages between institutions have also become a significant issue.

In addition there is emergence of Public-Private-Partnership ventures. The concept of Public-Private-Partnership (PPP) is a mode of implementing government programmes/schemes in partnership with the private sector. The term private in PPP

encompasses all non-government agencies such as the corporate sector, voluntary organizations, self-help groups, partnership firms, individuals and community based organizations. PPP, moreover, subsumes all the objectives of the service being provided earlier by the government, and is not intended to compromise on them. *Essentially, the shift in emphasis is from delivering services directly, to service management and coordination.* The roles and responsibilities of the partners may vary from sector to sector. While in some schemes/projects, the private provider may have significant involvement in regard to all aspects of implementation; in others s/he may have only a minor role. In the next Section, in order to get a better understanding of the concept we will examine a case study of PPP intervention in case of provision of mid day meals in government schools of Rajasthan.

4.6 PUBLIC PRIVATE PARTNERSHIPS: CASE STUDY OF 'AKSHAY PATRA', JAIPUR, RAJASTHAN

Let us take up the case of *Akshay Patra* in Jaipur, Rajasthan which has taken up the responsibility of providing mid day meals to school children. The Akshay Patra was initiated by the International Society for Krishna Consciousness (ISKCON), Bangalore in Jaipur, Rajasthan. The Akshay Patra programme is largely dependent on public funding apart from the subsidy that the state and central governments give for providing mid-day meals to the school. The programme aims to expand according to the support from the local government and conscientious public. Airtel, Infosys, Birla, and Jaipur Jewellers are corporate partners that have contributed funding to Akshay Patra. In addition to this the individuals too have contributed funds to the tune of Rs. 3 crores. The individuals are requested by the Akshay Patra to pay contribution at the rate of Rs 1200 per child per annum for providing mid-day meals to one child for a year. The programme contains one of the best menus in school meal programmes in India with tasty rice, chapattis, vegetables and dal (pulses) on most days. Nine varieties of dal (pulses) are cooked. In addition to this eight varieties of Rice including tomato rice, plain vegetable rice, pulao, and khichdi are cooked. The staff at Akshay Patra comprises of *Brahmcharis* working for a social cause on voluntary basis. Some of them are highly qualified possessing B.Tech and M.Tech degrees. The dedicated volunteers almost work for 24 hours a day. Food cooked in Centralized Kitchen of Akshay Patra is delivered to schools in sealed and heat retaining containers just before the lunch- break every day. The food is supplied to 1800 schools and 350 Anganwadis. The food is supplied by 62 vehicles that go on 62 different routes. Each route is around 65 kilometres. On each route there are 15-18 schools that are covered. In each vehicle there is supervisor who gets the assessment regarding the food supplied by the Akshay Patra during the way back journey while collecting the empty containers.

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answers with those given at the end of the unit.

5. What are the advantages of networking?

.....

.....

.....

.....

.....

.....

.....

6. What do we mean by the term public private partnership?

.....

.....

.....

.....

.....

.....

.....

.....

4.7 ADOPTION OF A COLLABORATIVE APPROACH FOR MONITORING AND CAPACITY BUILDING: A CASE -STUDY OF *SARVA SHIKSHA ABHIYAN*

In order to explain the collaborative approach we may cite the approach adopted in the *Sarva Shiksha Abhiyan* for monitoring and capacity building. For Sarva Shiksha Abhiyan, quality monitoring tools have been operationalised across the nation. These tools are being used by all the states to look at the major parameters related to quality in schools. Information provided by school teachers and VEC members are compiled and analyzed by Clustre Resource Centres (CRCs). Similarly the CRC level information is looked at Block Resource Centre (BRC) level. This way the consolidated pictures from State level reach the NCERT. Through these tools following points are looked at analytically at different levels: students' attendance, classroom processes, BRC/ CRC performance, learning achievement and VEC participation.

It is expected that the personnel associated with schools directly or, indirectly analyze this information, identify the emerging issues and address them in an integrated manner through effective manner from time to time. This gives a good opportunity to each person including the community members not only to have a say in school performance, but also to join hands for strengthening the school development process. These monitoring tools have been developed by NCERT in collaboration with National University of Educational Planning and Administration (NUEPA), Technical Support Group (TSG), Universities, NGOs and many other academic bodies in a consultative manner through series of interactions in different parts of the nation.

UNICEF also has designed a Monitoring Tool Kit for use at the school level, CRC level, and BRC level to look at the quality related issues and address the issues pertaining to promoting child -friendly and inclusive school cultures. MHRD and UNICEF have designed performance indicators for teachers in schools and trainers at CRCs, BRCs & DIETs under a collaborative initiative named "Advancement of Educational Performance through Teacher Support" (ADEPTS) in SSA. More than 28 states have already developed such performance indicators and are using them for tracking and enhancing teacher and trainer performance. Several states including Assam (in the name of Amar Prayas), Gujarat, Orissa, Chhattisgarh, Maharashtra, MP, UP and Uttarakhand are using these performance indicators for better school performance. In these tools some of the indicators look at how the teacher collaborates with the community members to generate teaching learning materials, promote inclusive schools and join hands for improved student performance. These Performance Indicators were developed through 13 regional consultations in different parts of the country interspersed with cross state visits by 18 states to field trial them and make them more user-friendly and appropriate. After this large scale consultative process, each state

has undertaken rigorous consultations in each point before they have been finalized for use in schools, CRCs, BRCs and DIETs.

National and state level institutions like NCERT, NUEPA, NCTE, SCERTs and SIEMATs have been given capacity building responsibilities since it is realized that improvement in quality requires a sustainable support system for educational planning and management at national, state, district and sub-district levels. The capacity building is also imparted to local level institutions for decentralized preparation of curriculum and teaching-learning materials relevant to local contexts.

4.8 EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)

The large size and complex educational structures across the Indian states makes the matters of policy making, planning and monitoring highly complex and complicated. In order to improve the quality and effectiveness of educational planning and management, not only variety of data are required but they are also needed at a time and in a format that conforms to the requirements of the user agencies operating at various geographical and administrative hierarchies. Design and management of a consistent, efficient and a functional information system for such a dispersed institution network is a major challenge faced by the educational sector.

Decentralization of educational management requires a very strong and efficient system of data collection and management. The benefits from improved, consistent and timely available information are enormous. Apart from providing the right kind of signals to educational administrators, they also help in sharply focusing on the scarce resources for areas/activities where these are most needed.

Let's focus on the various agencies involved in data collection. You will appreciate that a number of government and semi-government agencies are involved in the collection of information on educational variables. Among them the Department of Higher Education of the Ministry of Human Resource Development (MHRD), Government of India, is the main agency responsible for the collection of numeric information on regular basis. The MHRD collects information from all the recognized institutions of the country annually with 30th September as the reference date and school being the unit of data collection. MHRD publishes the state-specific information through its publication, namely *Education in India*.

The National Council of Educational Research and Training (NCERT) also collects information on special variables through its All India Educational Survey, once in every five to eight years with habitation as its unit of data collection. Full results of the Seventh Survey, with September 30, 2002 as its date of reference, were made available in 2007. The basic purpose of collecting information on special variables through the all-India school survey is to provide inputs for formulating five-year plans. However, neither the MHRD nor NCERT disseminates full set of district-specific data; hence time-series data on key indicators is not available. The data collected under DISE covers these aspects.

In addition to this, a number of semi-government agencies, like the National Sample Survey Organization (NSSO), the Census of India, and the International Institute for Population Studies (National Family Health Survey), also from time to time collect information on a few educational variables as part of their regular household sample surveys. NSSO in addition conducts special survey on education through its *Participation in Education* series. The Government of India through the Educational Consultants India Limited (Ed. CIL) and Indian Market Research Bureau (IMRB) had recently commissioned a nation-wide survey for estimating the out-of-school children of age group 6-14 years. Similarly, a non-government organization, *Pratham*, also conducts a household survey to estimate out-of-school children (6-13 years),

facilities in schools and learning ability of children in the rural India. It has decided to conduct such surveys till 2010 (for details see *Student Flow at Primary Level: A Study Based on DISE Data*. MHRD, Government of India; and NUEPA, New Delhi, 2007). In addition, the Government of India through the Educational Consultant India Limited (Ed. CIL) has also commissioned studies on student's attendance, drop-out rates and teacher's absence in primary and upper primary schools in a few select states. NCERT also conducted learner's assessment studies, both in case of primary and upper primary levels of education. It intends to monitor quality of elementary education through a set of formats that it has developed for SSA.

The Institute of Applied Manpower Research (IAMR) has a major data collection project known as 'National Technical Manpower Information System' under which data from technical institutions is collected annually. The UGC is responsible for collection of all the Statistics pertaining to higher education and not just the Statistics of Universities and their affiliated colleges

The Indian Agricultural Statistics Research Institute (IASRI) functions as the Lead Center and Coordinating Unit for the "National Information System on Agricultural Education Network in India" (NISAGENET). NISAGENET networks 34 State Agricultural Universities, 4 Deemed Universities of the Indian Council of Agricultural Research (ICAR), 3 Central Universities in Agricultural Education (Aligarh Muslim University, Benares Hindu University and, Imphal) and 1 Agricultural Institute in Allahabad. NISAGENET focuses on :

- Data Collection in Agricultural Education;
- Maintenance of Data Base; and,
- Online Question-Answer service relating to Agricultural Education in India.

The information base covers – Academic Information; Infrastructural Facilities; Budget related information; Manpower Information; Personnel Information; and, Research & Development Activities. The outcomes of NISAGENET have been as follows:

- (i) Establishment of an independent information system at the organisation level and that serve as a useful tool for the agricultural education data management of the University and its affiliated/constituent colleges.
- (ii) Availability of information on Agricultural Education at the country level through the Central Server at IASRI, New Delhi.
- (iii) It is assumed that it will act as a decision support system and would be quite useful to academicians, planners, policy makers, scientists and technologists, students pursuing higher education in agriculture.
- (iv) Development of the mechanism for periodical collection and updation of data on Agricultural Education.
- (v) Feasibility to compile the up-to-date data in the form of Statistical Reports.
- (vi) Establishment of Agrikhoj – a Search Engine for agricultural education network in India.
- (vii) Publication of annual statistical bulletins on Agricultural Education in India.

The Indian education system is one of the largest education systems in the world as it caters to the needs of more than 1,000 million people. In view of its size, the information system has certain limitations, both administrative and non-administrative. Some of these limitations are: (i) multiple data collection agencies and directorates involved in data collection and lack of coordination among them; (ii) lack of understanding of the concept and definitions of educational statistics; (iii) lack of adequate, qualified and trained staff at different levels; (iv) problems in distribution and collection of data-capture formats; (v) lack of district-specific time-series data; (vi) time-lag in data; (vii) reliability of education data; (viii) data gaps; (ix) lack of computers at lower levels; (x) creation of new districts and re-demarcation of boundaries of the existing

districts; (xi) poor dissemination and utilization of data; and (xii) lack of accountability at different levels. Notwithstanding these limitations, the school statistics form the basis of planning, monitoring and evaluation of various aspects of education, in general, and primary and elementary education, in particular.

At the time of initiating District Primary Education Programme (DPEP) in 1994-95, it was felt that a sound information system was essential for successful monitoring and implementation of the programme. It was also realized that to strengthen educational statistical database for planning and management in a decentralized manner. It was expressed that DPEP, with a focus on decentralized planning, required up-to-date and reliable school level information as soon as it was collected. In the context of decentralization of primary education, it was felt that more efficient and effective school and community databases were imperative so that the signals relating to the trends in critical indicators could be tracked at various levels of decision-making. The MHRD in 1994-95, as a part of the DPEP national endeavour, decided to design and develop a school-based computerized information system, and entrusted the main responsibility to the National Institute of Educational Planning and Administration (NIEPA), New Delhi, (now National University of Educational Planning and Administration [NUEPA]). In this background, a pilot project for revitalization of educational statistics in India was initiated at NUEPA during 1995 with financial assistance from UNICEF. The project aimed at examining issues related to identification of data needs, processes and procedures for data collection, developing a framework for data flows and computerization, and facilitating the use of educational indicators in planning, management, monitoring and evaluation. Such a comprehensive and integrated approach was necessitated by the fact that the then existing system could not provide the school level data in time and that it was highly limited in scope and coverage. Similarly, the use of educational statistics for planning and monitoring in the decentralized framework was also minimal. There were no systematic checks on the internal consistency of data. Data on many critical variables was either not collected at all or was not processed to facilitate decision-making. In tune with the spirit of the DPEP, district was selected as a nodal point for collection, computerization, analysis and use of school level data. NUEPA designed and developed the core Data-Capture Formats in consultation with the experts and states. Accordingly, designed the software for implementation at the district level and provided necessary technical and professional support to all the DPEP districts.

The first version of this software named as District Information System for Education (DISE) was released during the middle of 1995 and provided the necessary technical and professional support to DPEP districts. The major emphasis was on user orientation in the use of educational and allied data for planning, management, monitoring as well as feedback on DPEP interventions. The district level professionals were assisted and trained in the establishment of EMIS units. Later on its coverage of DISE was extended to non-DPEP states but it was also expanded to cover the entire elementary level of education. In view of the state-specific requirements, NUEPA conducted workshops in 2005 and 2006 and sought suggestions about DISE format and software in the light of which DISE format as well as software was modified and made available to all the DISE users across the country.

DISE 2001 is the latest update of the school information system being implemented at the district level in DPEP and other districts of India. Presently the system covers all schools imparting education up to elementary stage. The system collects and computerizes detailed data on school location, management, teachers, school buildings and equipment, environment by gender and age, incentives and the number of disabled children in various grades. The districts/states have flexibility of adding additional variables according to their needs. The software is organized into eight modules and provides for computerization and analysis of school data in a variety of ways. It also provides for users specified queries and statistical analysis and aggregation of data at Cluster, Block and District levels. Facilities for export of data into commonly used

formats are included in the software. Decision makers at various administrative levels can use DISE 2001 in a variety of ways to enhance their decision making capabilities.

Coordination, Networking,
Partnership and Linkages

In addition to the DISE, many additional mechanisms for data validation and quality control of school statistics were also introduced. First, a 5-10% validation check was undertaken in all districts immediately after data collection. Second, the software provides for many consistency and validation checks. Third, a national survey was conducted every 2-3 years to establish the quality and reliability of DISE data. Fourth, the reverse flow of data has been strengthened to ensure transparency and dissemination of data up to the school level. The flow of information under DISE is shown in figure 4.1.

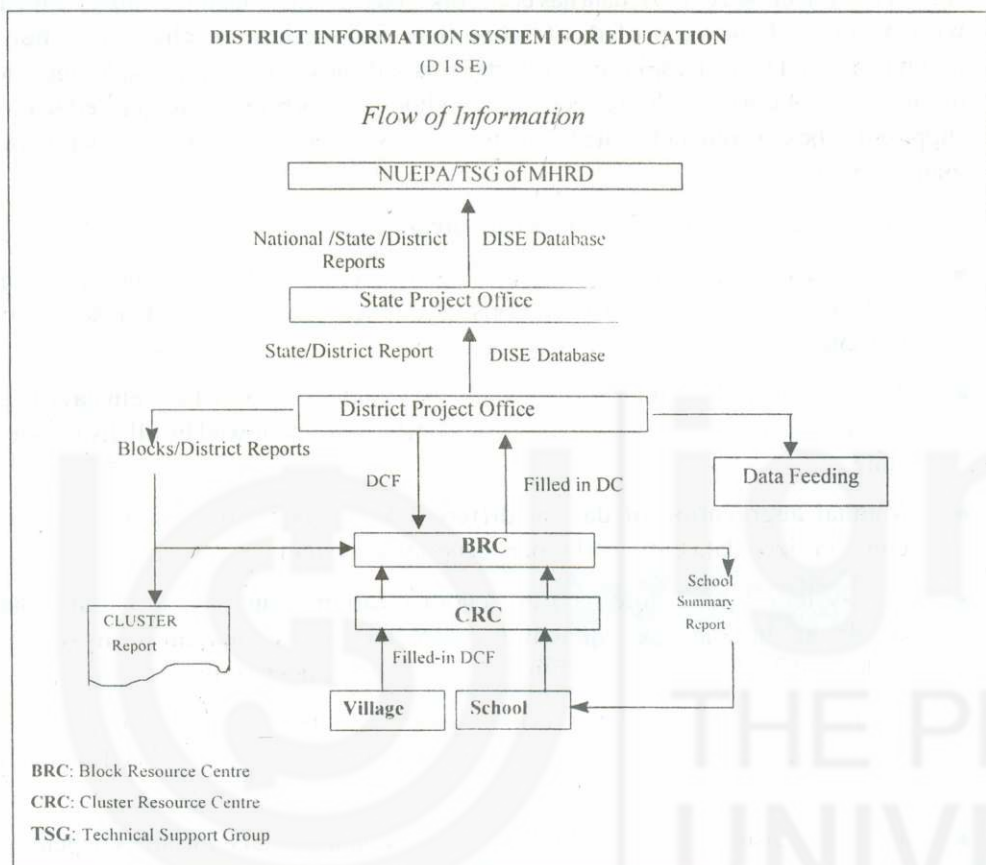


Fig. 4.1: District Information System for Education

4.9 DISE 2001 SOFTWARE : MAINTENANCE OF QUALITY OF DATA, MAIN FEATURES AND MAJOR OUTCOMES

Under the DISE, the data is provided by the State Project/Mission Directors through the Technical Support Group of the Department of School Education and Literacy, MHRD. The data is supposed to be first cross-checked and validated at the district and then at the state level. Before that, the Cluster Resource Centre Coordinator is supposed to thoroughly check the filled-in formats received from the schools falling under his or her jurisdiction. CRC coordinators are made accountable to ensure that data is consistent and there are no missing values. Before the formats were passed on to the block level, they are also supposed to ensure that the coverage is complete and to certify that the data was free from all inconsistencies. Similarly, consistency module provided in the DISE software is required to run at the district level. After the state is satisfied with the quality and reporting of the data, the data is submitted for dissemination and analysis at the national level. From the national level, feedback on data quality is provided to all the States and UTs.

The procedures for the data validation and verification of sample data capture formats at the district level have been prescribed, and the districts are required to report the steps taken by them to ensure quality and reliability of data collection. The DISE software also checks for internal inconsistencies in the data and generates reports for verification by the District Project Office. The State Project Office while transferring the data from the district to the state database ensures that the data received from the district is complete and free from any inconsistency. Most of the states have engaged an independent agency for sample checking of data. At the national level, data from the State Project Office is received to ensure compliance with various quality control measures. Over a period of time, the number of schools covered under DISE increased significantly. During 2006-07, data has been collected from more than 1.2 million schools, with a comprehensive profile of more than 5.2 million teachers also being maintained by DISE. Despite best efforts, it is still possible that the field agencies might have not covered all the recognized schools imparting elementary education supposed to be covered under DISE which is specifically true for schools under private managements.

The main features of DISE 2001 software are as follows:

- The system covers eight years of schooling in all recognized primary, upper primary and primary/upper primary sections of the secondary and higher secondary schools.
- The concept and definitions of educational variables involved therein have been standardized at the national level and are uniformly followed by all districts and states.
- Manual aggregation of data at different levels is completely replaced by computerized data entry and report generation system.
- The system defines core data on school location, management, rural-urban, enrolment, buildings, equipment, teachers, incentives, medium of instruction, children with disabilities, examination results and student flows.
- Detailed data on individual teachers, *para*-teachers, community teachers and their profile, including data on in-service training received, is collected and made available.
- The states/districts have flexibility of adding supplementary variables depending upon their specific requirements on year-to-year basis. No additional software for computerization and analysis of state/district specific data is required.
- The states/districts can develop their own large database using 'designer' module and integrate a variety of school/cluster/block level data with it. The software handles multiple databases at various levels and provides tools of data analysis and presentation.
- A large number of standardized reports on school-related variables and performance indicators aggregated at the cluster, block and district levels, are generated by the software.
- DISE ensures two-way flow of information. School Report Card for each school is generated for sharing with the school and members of Village Education Committee.
- DISE presents multi-user and modular system of software design for better management and security of databases.
- It responds to pre-defined queries on standard aspects, like school list, list of villages without primary and upper primary schools, single-teacher schools, schools with type of building, schools with high pupil teacher ratio (PTR), etc.

- Data can be exported to many other formats for statistical and other analyses by users.

The major outcome of DISE efforts are as follows:

- Through the concerted efforts, MIS Unit is now operational both at the district and state levels and is equipped with necessary hardware and software.
- The DISE software is now operational in all the districts of the country (35 States & UTs) and is providing vital information for preparation of district elementary education plans.
- What is more remarkable about DISE is that it has drastically reduced the time-lag in the availability of educational statistics which is now down from 7-8 years to about a year at the national level and only a few months at the district and state levels.
- DISE has also eliminated data gaps as comprehensive information is now available on all aspects of universal elementary education at different levels.
- As a part of DISE activities, District Report Cards on elementary education is being released annually, which contain cross-sectional data on a number of variables at the district level. State Report Cards are also being disseminated for the last five years. The Analytical Report containing detailed analysis of DISE data is also being published annually.
- A few states have extended the coverage of DISE to the unrecognized schools.
- Every effort is made to promote the use of DISE data for planning, management and monitoring of SSA through case studies, orientation and training workshops of educational planners and administrators. It has now become a regular feature to share the DISE data at different levels every year. At the national level, major findings of DISE data are being shared every year with planners, administrators, policy makers, educationists and other data users.
- Official website of DISE (<http://dpepmis.org> / <http://dise.in>) has been developed and is being updated frequently. District Report Cards and raw data in case of each of the district covered under DISE are uploaded along with other DISE publications. All the DISE publications are also available to users in a Compact Disk.
- As an online help to users, DISE group of users is formed on the Internet, which is very active. Users post problems of common interest to group for their solutions.

Gradually the DISE is being extended from elementary to secondary and higher secondary levels of education. In fact, a few states at their own have already expanded the coverage of DISE in their states. A few states have also decided to have DISE as the only source of information so far as elementary level of education is concerned. NUEPA has also undertaken a massive project to strengthen secondary education MIS.

The Union Minister of Human Resource Development also releases School Report Cards of more than one million primary and upper primary schools/sections, based on DISE data. Besides quantitative information, the Report Cards also provide qualitative information and a descriptive report about individual schools. All that can now be accessed with the click of a mouse (<http://schoolreportcards.in>). Option of downloading raw data is also being provided to users so that empirical studies based on DISE data can be undertaken. Through the DISE Flash Statistics: 2006-07, an effort has been made to compute an Educational Development Index based on DISE data and states are ranked accordingly.

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answers with those given at the end of the unit.

7. What mechanisms were adopted in DISE in order to ensure data validity?

.....

.....

.....

.....

.....

.....

.....

8. Which organization collects data from technical organisations?

.....

.....

.....

.....

.....

.....

.....

4.10 LET US SUM UP

The Constitution of India has made elaborate arrangements for distribution of governmental powers - legislative, administrative and financial - between the Union (Centre) and the States. As education is on the concurrent list central government and the state governments are expected to have a meaningful partnership for educational development in the country. The central and state government share resources and responsibilities and exercise their powers in larger national interests. The challenge of educational planning in India is to reconcile the planning priorities of states with the national plan.

The enactment of the 73rd and 74th amendment to the Constitution provides scope for the active participation of the community, both in the development and social sectors. As a result of these constitutional amendments there is move towards devolution of power to local bodies. Gradually the local bodies such as School Development Management Committees, Panchayati Raj Institutions also emerged as key players in Educational Provisions and Educational Governance. Public private partnerships, linkages with the local industry, collaboration with NGOs and networking also in a way help in translating the programmes that were visualized at National level into programmes that could meet the requirements at the local level.

As India is a vast country, the large size and complex educational structures across Indian states makes the matters of policy making, planning and monitoring highly complex and complicated. In order to improve the quality and effectiveness of educational planning and management, not only variety of data are required but they are also

needed in time and in a format that conforms to the requirements of the user agencies operating at various geographical and administrative hierarchies. The India has evolved out an integrated Educational Management Information System (EMIS). The EMIS is in operation at the district, state and the national levels. Presently the system covers all schools imparting education up to elementary stage. Gradually this is being extended to secondary level of education. The system collects and computerizes detailed data on various aspects such as school location, management, teachers, school buildings and equipment, learners by gender and age, incentives and the number of disabled children in various grades. The districts/states have been given a format in which they provide the data but they have flexibility of adding additional variables according to their needs. This data is available to all at the click of mouse.

4.11 UNIT END ACTIVITIES

1. Comment on the role and contribution of public private partnership (PPP) in educational projects after collecting information on any such venture in your area .
2. Explain with illustration the collaborative initiatives taken by the government with private sector in educational governance .
3. Visit the website www.dise.in and www.schoolreportcards.in). Find out the details of any five schools in your area. Discuss how this data can be useful to the planners. Prepare a Report on the utility of DISE data .

4.12 REFERENCES

Agarwal, Y.P (1997) Database on Elementary Education in India: Scope ,Coverage and Issues. In N.V.Varghese (edited), *Module on District Planning in Education*. NIEPA. New Delhi.

Government of India (1992) *National Policy on Education: 1986 (Revised Undertaken in 1992)*, New Delhi: Department of Education.

Government of India (1992) *Programme of Action: 1992*, New Delhi: Department of Education.

Government of India (1993) CAGE Committee on Decentralised Management of Education, New Delhi: Department of Education (Chairman: M. Veerappa Moily).

Darak, Kishor, G. (2008) *Community Participation as Resource in Elementary Education*, Paper presented at National Seminar on Community and School Linkages: Principles and Practices (March 17-19, 2008), New Delhi: NUEPA.

Gaysu, R.Arvind(2008) *Locating Community in School Education: Emerging Perspectives and Practices to Empowered Participatory Governance*, Paper presented at National Seminar on Community and School Linkages: Principles and Practices (March 17-19, 2008), NUEPA, New Delhi.

Government of India(undated) *Sarva Shiksha Abhiyan- Framework for Implementation*. Ministry of HRD, Department of Elementary Education and Literacy, New Delhi.

Govinda. R. & Diwan, Rashmi (2003) *Community Participation and Empowerment in Primary Education*, New Delhi: Sage Publications.

Grant A. Carl (1979) *Community Participation in Education*, Allyn and Bacon, USA.

Jayaram, N. (2008) *School-Community Relations in India: Some Theoretical and Methodological Considerations*, Paper presented at National Seminar on

Community and School Linkages: Principles and Practices (March 17-19, 2008), NUEPA, New Delhi.

Kantha, V. Vinay & Daisy, Narain (2003) Dynamics of Community Mobilisation. In Govinda. R & Diwan Rashmi (edited) *Community Participation and Empowerment in Primary Education*, New Delhi : Sage Publications.

Khanna, Kailash (2007) Evolution of Policies in India. In Mukhopadhyay, Marmar & Parhar, Madhu (eds) *Education in India*, New Delhi: Shipra.

Mehta, Arun (1998) Data Requirements for Educational Planning: Limitations and Gaps in the Existing Information System, *Man and Development*, Chandigarh.

Mehta, Arun (2008) *Elementary Education in India: Progress towards UEE, Analytical Report (2006)*, New Delhi : NUEPA and Government of India.

Mehta, Arun (2008) *Indicators of Educational Development (2007)*, New Delhi: NUEPA.

Mitsue, Uemura (1999) *Community Participation in Education: What do we know?* The World Bank.

Meenai Zubair (2008) *Participatory Community Work*, New Delhi : Concept Publishing Company.

4.12 ANSWERS TO CHECK YOUR PROGRESS

- 1) Accreditation enables the institution to know its strength, weaknesses and opportunities through an informed review process. It helps to identify internal areas of planning and resource allocation. Its outcome provides funding agencies with objective data for performance funding. It initiates institutions into innovative and modern methods of pedagogy. It provides society with reliable information on quality of education offered. It promotes inter and intra institutional interactions.
- 2) The UGC has set up National Assessment and Accreditation Council (NAAC). The NAAC evaluates the performance of colleges and universities and the courses conducted by them. This assessment is done vis-a-vis some set parameters for academic excellence. NAAC assesses the institutions on seven criteria, one of which is infrastructure and learning resources.
- 3) The Central Government has exclusive legislative power for co-ordination and determination of standards in Institutions of Higher Education or research and scientific and technical institutions. The Central Government is responsible for major policy relating to higher education in the country. It provides grants to the UGC and establishes central universities in the country. The Central Government is also responsible for declaration of Educational Institutions as 'Deemed to be University' on the recommendation of the UGC. State Governments are responsible for establishment of State Universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance.
- 4) India Council for Technical Education (AICTE) is responsible for accreditation of technical and management education courses.
- 5) The networking helps in creating togetherness i.e it gives a feeling of belongingness and professional brother ship. This also gives emotional and physical strength to the institutions. It creates uniformity and credibility. The educational programmes of the institutions bear uniformity as they all follow a common standardized curriculum. Affiliation/accreditation with a National institution like NIOS, also gives them credibility and a security umbrella. It helps in earning from each other - Periodical meetings of the institutions ensure they share each other's experiences. In the process they learn from each other's experiences. They may even share

each other's infrastructure. This leads to the improvement of quality of teaching-learning process.

Coordination, Networking,
Partnership and Linkages

6. The Public-Private-Partnership (PPP) is a mode of implementing government Programmes/schemes in partnership with the private sector. The term private in PPP encompasses all non-government agencies such as the corporate sector, voluntary organizations, self-help groups, partnership firms, individuals and community based organizations. PPP, moreover, subsumes all the objectives of the service being provided earlier by the government, and is not intended to compromise on them. The roles and responsibilities of the partners may vary from sector to sector.
7. Procedures for the data validation and verification of sample data capture formats at the district level have been prescribed, and the districts are required to report the steps taken by them to ensure quality and reliability of data collection. The DISE software also checks for internal inconsistencies in the data and generates reports for verification by the District Project Office. The State Project Office while transferring the data from the district to the state database ensures that the data received from the district is complete and free from any inconsistency. Most of the states have engaged an independent agency for sample checking of data. At the national level, data from the State Project Office is received to ensure compliance with various quality control measures. Many additional mechanisms for data validation and quality control of school statistics were also introduced. First, a 5-10% validation check was undertaken in all districts immediately after data collection. Second, the software provides for many consistency and validation checks. Third, a national survey was conducted every 2-3 years to establish the quality and reliability of DISE data. Fourth, the reverse flow of data has been strengthened to ensure transparency and dissemination of data up to the school level.
8. The Institute of Applied Manpower Research (IAMR) has a major data collection project known as 'National Technical Manpower Information System' under which data from technical institutions is collected annually.

Note :



MPDD-IGNOU/P.O.2T, Dec. 2009



ISBN-978-81-266-4024-9