PLANNING AND ADMINISTRATION OF EDUCATION: ELEMENTARY LEVEL

UNIT I

HISTORICAL PERSPECTIVE OF ELEMENTARY EDUCATION

Charter Act of 1813 - Macaulay's Minutes (1835) - Woods Dispatch (1854) - Hunter Commission (1882) - Lord Curzon's Resolution (1904) - Hartog Committee (1928 - 1929)- Basic Education (1936-1937) - Sargent Plan (1944) - Kothari Commission (1964-66) - National Policy of Education (1986) - Programme of Action (1992) - Right to Education Act (2009).

Charter Act of 1813

Although, before 1813, Missionaries and various religious groups had brought some basic education non-officially to the Indian masses but it was through the Charter Act that a state system of education was officially introduced in Indian history. In the 18th century, it was the Christian missionaries from whom the Indian masses basically received religious education pertaining to Christianity.

But when the East India Company came to India, they did not allow the missionaries for the propagation of the religious education to the common people in India. Because they felt that the education from the missionaries would encourage the religious sentiments among the people in India that could affect the business policy and the diplomatic role of the East India Company.

Therefore, from 1793 to 1813 the company did not permit the missionaries to work for the Indian people. Thus, it created an agitation against the East India Company that the Company was opposed to the teachings of Christ and neglected to provide education for the Indians. Interestingly, the agitation was supported by many in England and ultimately made a conclusion by introducing an education clause which is known as Charter Act of 1813. Hence, this Act ultimately made a State system of Education in India.

The Education Clause

In this clause, the basic statement or condition of the British Government was : "It shall be lawful for the Governor-General-in-Council to direct that out of any surplus which may remain of the rents, revenues, and profits arising from the said territorial acquisition, after defraying the expenses of the military, civil and commercial establishments and paying the interest of the debt in manner hereinafter provided, a sum of not less than one lac of rupees each year shall be set apart for the revival and improvement of literature and encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the science among the inhabitants of the British territories in India."

Thus, it was the clause in which the first time in the Indian soil; official money of rupees one lac was allotted to expand the education of the Indians. This clause of the Charter Act of 1813 compelled the East India Company to accept responsibility for the education of the Indian people. As a result, from 1813 to 1857, the company opened many schools and colleges under their control which laid the foundation of the English system of education in India.

Importance of the Charter Act of 1813

The Act of 1813 appears to be historically a landmark on several points of consideration.

1. The British administration in India had for the first time realized its educational responsibility with the Charter Act of 1813.

2. It had sanctioned a big sum of rupees for the first time to serve the cause of Indian education.

3. Accordingly, the Act proposes 1 lakh of rupees for Indian education.

4. The British administration had realized that they had the official responsibility to remove the poverty and illiteracy of the Indian people.

5. The company was also legally responsible for educational development in the country.

6. The Charter Act of 1813 open the way to western literature and culture in India.

7. The later educational and political developments in British India owe their origin to this Charter Act of 1813.

Impact of the Charter Act of 1813 on Indian Education

Charter Act of 1813 on Indian education is said to be historic. It had decided on the future course of its development. It makes the beginning of an era of modern Indian education in the country. All the later educational developments in British India virtually originate from the provisions of the Act.

Major impacts of Charter Act

1. The Act had indicated a powerful step of the British Parliament towards the development of Indian education.

2. The British legislators had for the first time realized that financial assistance was needed from the administration for improvement of education in India.

3. The Act had made it clear that taking up of educational responsibility of Indian education by the East India Company was a legal responsibility to be performed.

4. Also, the Act had made the Company realize that a part of the profit derived out of the trade and commerce in the Company needed to be set apart for the educational well-being of the Indian people.

5. The Act had legalized and virtually opened up the way for Western Knowledge, literature, and science to develop in this country.

Controversies between Anglicist and Classicists

Although Charter Act of 1813 was the first act through which the education system was formally laid down in India, yet it had created a controversy between the anglicists and classicists on the medium of instruction. Also, the Charter Act of 1813 did not clarify the objectives of education and the methods for improvement of literature of the learned natives in India. The Charter Act had given stress on allotting the one lakhs rupees only; no specific regulations were granted for establishing the schools and colleges in India.

The controversy arose mainly for the following reasons:

➢ **Aims**: Regarding the aims of education during that time, groups of people had different opinions. One group preferred the propagation of oriental literature, whereas the other group stressed the need to introduce western literature among the Indian people.

➢ In terms of agencies to be employed for organizing the schools and colleges, there were also some forms of conflicts and controversies. One school of thought opined that missionaries should be an agency for educational management while another group believed that it will be better if Indians themselves played the role for conducting the educational institutions. The third school of thought recommended the establishment of the schools by the company itself.

➢ Regarding the medium of instruction there were also three opinions. The first opinion was that the western sciences and knowledge should be promoted through the classical language as a medium of instruction, namely Sanskrit and Arabic. The second school of thought was favored to the modern Indian language and lastly the third school of thought held that education should be given through the medium of English.

➢ Methods of education also created the controversy among the people of India. It was of two opinions regarding the methods. The first opinion was that education always filters down from the upper classes of the society to the common masses. It was known as 'Downwards Filtration Theory'. The other opinion preferred that the company should themselves take the responsibility for educating the masses.

In 1823, the Governor-General-in Council appointed a "General Committee of Public Instruction", which had the responsibility to grant the one lakh of rupees for education. That

committee consisted of 10 (ten) European members, of which Lord Macaulay was the president. The committee decided to spend major portions from the grant for the improvement of oriental literature.

Interestingly, during that time, there was a rapid change in attitude towards the importance of English education, mainly due to the missionaries and the political influence of the English language. Therefore, for the Council of East India Company, the decision for granting the money faced a greater problem. The Court of Directors of the East India Company asked the Government of India to take the decision for spreading the education; however, the Court of Director of the East India Company was in favor of English education.

In this way, the controversy was going on for twelve years. Even, the General Committee of Public Instruction also was not able to decide the medium of instruction by vote; because out of ten members, five were supporters of English language or Anglicist as the medium of instruction and the rest were supporters of oriental or classic language or Classicists as a medium of instruction. This is the famous Anglicists and Classicists controversy.

The Indian of the orientalists' literature was not willing to accept European knowledge and science unless it was presented to them through the classical languages. Actually, the oriental party wanted to preserve the oriental learning from existing educational institutions while the other group of anglicist party wanted to abolish the preservation of the oriental education.

Macaulay's Minute (1835)

As a president of General Committee of Public Instruction, Lord Macaulay wrote a minute on 2nd February 1835, where he made the conclusion regarding the controversy between Anglicists and Classicists. Lord Macaulay stressed the implementation of the English language as a medium of instruction through his minute. According to him, English was the best medium of instruction. He held that this would enable the emergence of a class of people in the Indian society, who would be well versed in English language, western ideology, taste and opinion. This class would serve as a medium of contact with the great mass of Indian people who were culturally different from the English. This class would also be the agents of change of the great Indian society.

By introducing the English language for the education of the Indian masses, Macaulay's opinion was that the public mind of India may expand under the English system and through the English language; it may educate the people into a capacity for better government. In the minute, Macaulay wrote, "We must at present do our best to form a class who may be interpreters between us and the millions whom we govern-a class of persons, Indian in blood and color, but English in tastes, in opinions, in morals and in intellects." Thus, from this minute, Macaulay anglicized the education in India as a whole so as to get benefits in their business policy.

Background to Macaulay's Minute

➢ The primary objective of British education policy in colonial India was to produce money through trade and other methods at first, and it was almost nonexistent.

➢ As the importance of education came to be understood throughout time, the firm started to build a few institutions of higher education.

➢ Sanskrit, Arabic, and Persian were only a few of the languages taught at these learning institutions. Persian was also used in court.

➢ The country's first significant move towards modern education was the Charter Act of 1813. This law allocated Rs. 1 lakh each year for the purpose of teaching the subjects.'

➢ It should be mentioned that there were already missionaries in the nation working in this area. The 'heathen' locals were mostly Christianized, but they also offered religious instruction.

➢ Following the passage of the Charter Act, there was dispute (split) among the British on the type of education that should be given to Indians.

➢ The other party thought that English education was the greatest form to be offered, in contrast to the orientalists who thought that Indians should be educated in their native tongues and taught their own scriptures and books.

➢ In the middle of all of this, Macaulay travelled to India in June 1834 to take office

as the GCPI's president.

Objectives of Macaulay's Minute

➢ Spending on Western Education Only: Macaulay demanded that the government solely fund western education and not any other type of education.

➢ He pushed for the closure of all universities that only offered courses in eastern philosophy and topics.

➢ According to the downward filtering theory, he also argued that the government should only educate a small number of Indians, who would subsequently educate the rest of the populace. This strategy is known as "downward filtration."

➢ He wanted to develop a group of Indians who could uphold British interests and be loyal to them, people who were both Indian by blood and British in taste. The description of this group reads, "Indian by blood and color, but English by tastes, opinions, morals, and intellect."

Features of Macaulay's Minute

➢ On June 10, 1834, Lord Macaulay arrived in India as a lawyer serving on the Governor General's Executive Council and was chosen to lead the Committee of Public Instruction.

➢ He was charged with resolving a conflict between Orientalists and Anglicists in 1835.

➢ In February 1835, he gave the council his renowned minutes, which Lord Bentik approved of, and in March 1835, a resolution was adopted.

Points emphasized by Macaulay

1. The British government should focus primarily on promoting European science and literature among Indians, and "all funds appropriated for the purpose of education would be best spent on English education alone."

2. No stipend shall be paid to any students who may afterwards enroll in any of the universities under the committee's supervision; nevertheless, all currently employed academics and students at all institutions shall continue to receive stipends.

3. The publication of oriental works was not to be financed by public monies.

4. In the future, the government would use every possible dollar to educate Indians in English literature and science.

Theory of Downward Filtration

➢ Lord Macaulay put forth the Downward Filtration Theory in his renowned Macaulay's Minutes of 1835, which were delivered to the then Governor General of British India.

➢ The difficulty British India encountered implementing the new educational system was addressed by the downward filtration theory.

➢ It implied that the solution lay in educating a select number of people who would subsequently inform the larger populace. The individual who will disseminate the knowledge to the general public would be provided it in this way.

➢ Actually, the Oriental-Occidental Controversy, which dominated the educational scene between 1817 and 1833, was the subject of Macaulay's investigation.

➢ The first time the British provided education was in 1813, when they issued a Charter Act giving 100,000 rupees in financial support to native educational institutions.

➢ A second Charter Act was established in 1817, increasing the grant-in-aid amount to 200,000 rupees however, a split between two parties, the orientalists and the occidentals, posed certain obstacles to the efficient running of the nation's educational system.

➢ The syllabus's substance and the method of instruction were in dispute. It was

necessary to settle the oriental-occidental conflict for modern education to be successfully implemented in India.

➤ The duty was given to Macaulay, a lawyer on the Governor's council. He provided some solutions in his illustrious report, Macaulay's Minutes of 1835.

Merits of Macaulay's Minute

➤ English's role in India's struggle for independence: The first benefit of Macaulay's Minutes for Indians was that it helped the English language spread throughout India. There is no denying that later on, English had a big impact on India's freedom efforts.

➤ Indian Foundation for Modern Education The second benefit that Macaulay's Minutes gave to Indians was that it contributed to laying the foundation for contemporary education in that nation.

➤ It marked a change from the traditional indigenous educational system to a formalized modern one.

➤ Doorway to World Literature: Macaulay's Minutes also had the advantage of providing a doorway to world literature. As a result, new literary genres and writing techniques emerged.

➤ Additionally, it served as a model for Indians to investigate the present educational system in their nation and produce reports to raise the bar of education there.

Demerits of Macaulay's Minute

➤ Macaulay's Minutes was stoking the fires of "The Oriental-Occidental Controversy," not putting an end to it.

➤ Any argument put forth by the orientalists was ignored by Macaulay. He not only ignored their pleadings, but also insulted them angrily.

➤ Even if his assertion that English was the key to modern knowledge was accurate, at the time it was the beginning of modern education in India, so it was impractical to educate Indians at all levels in English.

➤ It is unjustified for Macaulay to assert that the only language of instruction is English. Additionally, some Indian languages have gone unstudied.

➤ His remark that "a single shelf of a fine European library was worth the whole native literature of India and Arabia" further offended the native population.

➤ The illiterate and educated segments of society were created as a result of the contentious "Downward Filtration Theory" that Macaulay's Minutes advanced. His downward filtration hypothesis failed for Indians.

➤ The wealthy class never helped the lower class raise their level of living or receive a better education. It merely served to foster the growth of people like Mohan Lal, who humiliated even their spouses owing to their ignorance.

➤ The idea that Macaulay was in charge of bringing about a new educational strategy in India is likewise untrue.

Bentinck's Educational Policy

Lord William Bentinck accepted Macaulay's minute or opinions towards the language of education for India. The Bentinck Policy made the resolution of Macaulay's views on the stress of English language as a medium of instruction.

Lord Macaulay submitted his minute to the Governor General in Council where Lord William Bentinck was the Governor General of that Council. Lord William Bentinck accepted Macaulay's minute or opinions towards the language of education for India. On 7th March 1835, the minute of Lord Macaulay was passed as a resolution by the Governor General.

The orders or resolutions of Bentinck were

➤ "His Lordship-in-Council is of the opinion that the great object of the British Government ought to be the promotion of European literature and science among

the natives of India; and that all the funds appropriated for the purpose of education would be best employed on English education alone.

➢ But it is not the intention of His Lordship-in-Council to abolish any college or school of native learning, but no stipend shall be given to any student that may hereafter enter any of these institutions, and when any professor of oriental learning shall vacate his situation, the committee shall report to the Government the number and state of the class in order that the Government may be able to decide upon the expediency of appointing a successor.

➢ It has come to the knowledge of the Governor-General in-Council that a large sum has been expanded by the committee on the printing of oriental works; his Lordship-in-Council directs that no portion of the funds shall hereafter be so employed.

➢ His Lordship-in-Council directs that all the funds which these reforms will leave at the disposal of the committee be henceforth employed in imparting to the native population a knowledge of English literature and science through the medium of the English language; and his Lordship-in-Council request the committee to submit to Government with all expedition, a plan for the accomplishment of this purpose."

The main resolutions of Bentinck policy are in the followings

➢ English to become the medium of instruction in Indian education.

➢ A total ban in investment of any fund on printing of oriental works.

➢ Investment of all the funds for education in the improvement of English literature and science only.

➢ A vacant post of any teacher in oriental learning would be filled only after the Government finds it expedient

Effects of the Bentinck Policy

➢ The Bentinck Policy made the resolution of Macaulay's views on the stress of English language as a medium of instruction.

➢ In the orders of Bentinck policy, the whole focus was given to invest all the expenditure of education in improvement of English literature and science only.

➢ The resolution which was made by Bentinck, ordered to ban for investing any fund on the printing of oriental works.

➢ One of the orders of the resolution was that, a vacant post of any teacher in oriental learning would be filled only after the Government finds it expedient.

Thus, these orders which are discussed in the above points were made the confirmation in implementing the English as a medium of instruction. As a result of the resolution; there were established Zilla schools in the principal towns of the presidencies where literature and science were taught through the medium of English language. The policy of Lord William Bentinck in the field of higher education made obstacle to invest any expenditure on vernacular teaching, as a result of this policy, in Government vernacular schools, the use of vernacular language as a medium of instruction was prohibited.

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Wood's Dispatch (1854)

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In 1853 AD, the opportunity came to change the mandate of the English East India Company, on that occasion the British Parliament decided that it was necessary to solve the major problems of Indian education.

Inspired by this idea, the Parliament appointed an inquiry committee and ordered it to give its suggestions regarding Indian education.

Based on the suggestion of this committee, the directors of the company published their Indian education policy in an order letter on 19 July 1854.

At that time Sir Charles Wood was the Chairman of the Board of Control of the Company. Therefore, this order letter was called Wood's order letter or Wood's declaration letter in his name.

The main recommendations of Wood's Dispatch of 1854 are as follows

The Aim of Education: The aim ought to be impart helpful data to the Indian individuals in such how on raise their intellectual, ethical and economic standing.

The Curriculum: Sanskrit, Arabic and Persian ought to be enclosed in the program alongside English, Western literature and science. Education in Law was additionally suggested.

The Medium of Instruction: The Dispatch suggested that alongside English, Indian languages ought to even be accepted because the media of instruction.

Department of Public Instruction: The Dispatch suggested that a department of public instruction ought to be planted in every province. The Director of Public Instruction ought to be the Chairman of this Department.

Expansion of general education: Education ought to be created accessible to any or all. It suggested for education of the Indian individuals' altogether directions.

University Education: For development of upper education too Universities ought to be established, one every at metropolis and Mumbai on the pattern of the London University. The Dispatch additionally suggested for a university at Madras and different places if a necessity was felt.

Importance of hierarchic Education: For receiving education, one ought to get education from the lower stage. The Dispatch urged the Company to ascertain hierarchic establishments.

Grant-in-Aid for Education: The Dispatch suggested the Provincial Government to formulate its own rules of grant-in-aid system. The foundations ought to be accepted for all classes of academic establishments, primary or higher.

Teachers' Training: Dispatch counseled that there ought to be a minimum of one college in every province for coaching of academics.

Women's Education: Dispatch recognized the importance of personal enterprises during this space and suggested that any inspired and ladies should be education all told the provinces.

Education and Employment: Dispatch expressed that the aim of education was to develop human qualities for fulfillment in life. Therefore education ought to be obtained with a wider outlook and not solely to get services.

Vocational Education: Dispatch steered for education of the individuals through faculties and faculties to be established for their purpose.

Objectives of Education

    a)   To promote mental and character development among Indians by spreading education.

    b)   To enrich Indians materially by making them aware of western knowledge.

    c)   To make Indians fit for the royal posts.

    d)   To help Indians to make their country prosperous.

Syllabus

Describing Arabic, Persian, and Sanskrit as useful, the order letter placed them in the curriculum. But by making Europe's rich art skills science philosophy and spiritual useful for Indians, special place was given in the curriculum. Describing these subjects as European knowledge, they were declared in the order letter. "We emphatically declare that the education which we wish to see spread in India is European knowledge."

Establishment of systematic educational institutions

Systematic educational institutions were established in this way -

    a)   Native Primary School (Classes 1-5)

    b)   Middle School (grades 6-8)

    c)   High School (Class 9-10)

    d)   College (Class 11-12)

    e)   University

Education of Muslims

It was accepted in the order letter that the education of the Muslims was in a backward condition. Therefore, he firmly said that the officials of the Company should make special efforts to expand the education of the Muslims.

Promotion of ancient literature and native languages

In the order letter, this desire was written that ancient literature and indigenous languages

should be encouraged, in addition to this, it was also written that books should be composed in indigenous languages, their authors should be given good labor and books of western science and literature should be translated into Indian languages

Merits of Wood's Dispatch, 1854

1.   **Responsibility of Education on the Government**

    For the first time in the history of India it was accepted that the organisation of education is the responsibility of the Government. In the present circumstances it has become all the more necessary.

2.   **Establishment of the Department of Education**

    If the organisation of education becomes the State's responsibility than the establishment of the department of education also becomes necessary to fulfil this responsibility. The suggestion for the establishment of the Department of Public Instruction in every province was the second biggest merit of Wood Dispatch. At present, the education department is made so extensive that the organisation of education in its absence is almost unthinkable.

3.   **Beginning of the Grant-in-Aid System**

    It was neither possible in the past nor it is possible at present for the Indian Government to organise complete education. Therefore, the beginning of financial aid to institutions run by individual efforts, and that too on a regular basis, provided they fulfil certain conditions, was the third commendable step of the education policy declared in this Dispatch. The same grant-in-aid system is being followed by us, even at present, though in a slightly modified form.

4.   **Provision of Scholarship for Poor Students**

    Provision of scholarships to poor and meritorious students' inspite of the limited resources was it's another laudable step.

5.   **Organisation of Education at Different Levels**

    Prior to this Dispatch education in our country was organized at two levels only, namely primary and higher education. In this Dispatch education for the first time was declared to be organized on the basis of the students age or psychological differences in primary, middle, high school and higher education.

6.   **Establishment of Graded Schools**

    Establishment of graded schools for different levels of education as primary, middle and high-schools and the establishment of different institutions for higher education as colleges and universities was its sixth merit.

7.   **Emphasis upon the Development of Character and Morality of Indians**

    Though in this Dispatch five aims of education were fixed, namely mental development of the Indians;

    ➢ to make Indians aware of the Western knowledge and science;

    ➢ to raise the living standard of Indians;

    ➢ to develop the character and morality of Indians and to prepare able workers for State service

8.   **Emphasis upon the Knowledge of Western Language, Literature and Science**

    It was clearly Stated in this Dispatch - 'We must emphatically declare that the education which we desire to see extended in India in European knowledge', in the final analysis, no matter whatever their motives were, they ultimately benefitted us. We must therefore regard this as its merit.

9.   **Emphasis upon the Development of Oriental and Western Schools**

    This Dispatch clearly Stated that: 'We desire to see the progress and development of educational institutions of every domination—Indigenous, missionary and government'. The government, at present, must adopt this policy whole heartedly.

10.   **Establishment of Universities**

The universities of Buddhist period were destroyed much earlier by the Muslim Kings. Since then, no institutions of university level existed in India. This Dispatch declared the establishment of universities in India. Universities were accordingly established in Calcutta and Bombay. At present, they have been established all over the country.

11.   **Rejection of the Filtration Theory and Emphasis upon Mass Education**

The discriminatory filtration theory accepted by Lord Bentinck and thereafter by Lord Auckland on the advice of Macaulay was rejected in this Dispatch and emphasis was placed on making education available to everyone. This is the need of the hour specifically in the present-day Indian society.

12.   **Emphasis upon Women Education**

In this Dispatch for the first time the need for women education was felt for the prosperity of the country and for this it was declared that the number of girls school will be increased. Today, it is universally accepted that women education is more important and necessary than the education of men.

13.   **Emphasis upon the Education of Muslims**

Muslim children during that period were not being attracted towards the English education. Britishers understood this and declared that separate arrangement will be made for their education. This situation prevails to this day. The Government should pay attention to it.

14.   **Emphasis upon Vocational Education**

For the first time Britishers accepted in this Dispatch the necessity of vocational education for the economic progress of India. This education policy declared to organise vocational education properly. Educationist at present are emphasizing on job oriented vocational education.

15.   **Organisation of Teacher Education**

Although till then, one or two teacher training schools were already established by the missionaries but the training imparted in them was of different type (religion oriented).

Therefore, to raise the standard of education it was declared in this policy that the teacher training schools will be established on the pattern of England. Our present teacher training schools and colleges are functioning sill l on the same basis.

Demerits of Wood's Dispatch of 1854

1.   **Education under Company's (Government) Control**

Rights and duties are the two sides of the same coin. When Company was made responsible to organize education, its control over education was but a natural outcome. This obviously meant that they would mind their own benefit first.

2.   **Beginning of Red Tapism in the Field of Education**

Establishment of the department of education meant the beginning of red tapism. Higher posts were reserved for the Britishers in this department and subordinate posts for the loyalist Indians. Expectation of moral behaviour from them, therefore was a distant dream.

3.   **Strict Preconditions for Grant-in-aid**

Beginning of the grant-in-aid system was a laudable step, but to get this grant the schools were required to fulfil a lot of preconditions and these conditions were so many and so strict that only a few Oriental schools could be benefitted from it.

4.   **Development of Western Civilization and Culture the Main Aim of Education**

'Though five aims of education were declared in this policy but if we observe these aims minutely, we find that the main purpose behind these aims was the development of western civilization and culture in India.

5.   **More Importance to Western Knowledge and Science in the Curriculum**

Every race regards its language, literature, civilization and culture as the best. It

was thus natural for the Britishers to regard their language, literature and knowledge as the best. But they should have thought atleast what was best for the Indians. The long-term effect of this policy was the development of inferiority complex among the Indians which they are yet to overcome.

6.   English to be the Medium of Higher Education

Although it was declared in this policy (Dispatch) that Oriental languages and English both will be made the medium of education and Western knowledge and science will be translated into Oriental languages but English only was made the medium of higher education. As a result, children of common people remained devoid of higher education.

7.   Keeping Bible in Government Schools was made Compulsory:

Although religious neutrality in the field of education was declared in this policy but at the same time it was directed to keep the copies of Bible compulsorily in the libraries of the government schools. One could well understand their real intention behind it.

Hunter Commission (1882)

Hunter Education Commission was a landmark commission appointed by *Viceroy Lord Ripon* with objectives to look into the complaints of the non-implementation of the Wood's Dispatch of 1854; the and status of elementary education in India. This commission, headed by Sir William Wilson Hunter, had submitted its report in 1882.

The Hunter Commission report is considered to be an important stage in history of education in India. Most of its recommendations were accepted by the British Government. Between 1882 to 1901, the number of students enrolled in primary and secondary schools increases substantially.

Important recommendations of Hunter's Commission

1. Encouragement to Primary Education

The commission found that primary education in the British Indian territories is lagging behind and some part of the provincial revenues must be reserved for financing the development of primary education in British Indian territories. The elementary schools should be handed over to the management of municipal councils and district boards and other bodies subject to inspection and supervision by government.

2. Secondary Education

The Hunter Commission reported that the secondary education was making commendable progress, particularly in Bengal, where the system of Grants-in-aid worked well. At that time, there were two private schools for every one government school. The commission recommended that the secondary schools should be progressively handed over to the private enterprises, which should be encouraged in the form of grants-in-aid. However, standard of the education should not be permitted to decline.

3. Grant-in-aid for Indigenous Schools

The commission recommended grants-in-aid for the indigenous schools on the basis of *"Payments by Results"*. The aided schools would charge lower rates of fees than those charged by similar government aimed institutions and these schools should be allowed to employ more Indian graduates trained in European Universities.

4. Emphasis on Moral & Physical Education

The commission emphasized that although there has to be exclusion of the religious education, there should be some sort of arrangement to give sense of right and wrong to students and for this purpose, the text books on moral education should be prepared. In the government aided schools, the principal or the professor should deliver a series of lectures on duties of man and citizen. The commission also gave due weightage to physical education in its recommendations.

5. Scholarships for Women

The commission brought out inadequate facilities available for the female education in the country. It made provisions for; the *Liberal Grants* for girls' schools, *Award Grants* to women teachers, facilities in appointment, differentiation of curriculum etc.

6. Muslim Education

Special attention should be paid towards development of education among Muslims. In Muslims areas, the teaching of Urdu and Persian should be given in middle and high schools.

7. Diversification of Course

At the secondary stage two types of courses were recommended. Course 'A' was to be pursued for the entrance examination of the Universities and course 'B' was to be a more vocational.

8. Medium of Instruction

The Mother tongue should be the medium of instruction at the primary stage. The commission was silent about the secondary stage. Hence, indirectly, it supported the cause of English.

9. Teacher Training

For the training of teachers, more Normal Schools should be established Normal schools should also receive grants-in-aids and be regularly inspected by school inspectors.

Lord Curzon Resolution (1904)

At the Shimla Conference in Sept 1091, Lord Curzon drafted 150 Resolutions. These resolutions later became the basis of Government of 1904 Education Policy.

Liberal grant-in-aid

Lord Curzon had realized that primary education in India had suffered mainly because limited funds available for it. He therefore directed the provincial Governments to spend larger amounts on primary education by giving necessary recurring grants to the local boards and the Municipalities. He raised the Government grant to local authorities He also sanctioned special grants for the diseased and famine-stricken people.

Abolition of the system of payment by results

Lord Curzon stopped the system of aiding primary schools on the basis of examination results, i.e., 'Payment by Results' as was introduced by the Hunter Commission 1882. Curzon introduced more scientific methods of paying grant in aid.

Training of Teachers

For qualitative improvement of primary education specific importance was given on training of teachers. Steps were taken to establish training centers for primary teachers and it was directed that the duration of training should not be less than two years.

Improvement of Teacher's Salary

Lord Curzon gave importance on raising the standard of living of the primary school teachers by restructuring their pay scale. He observed that there were differences in pay scales of the teachers in different states.

Reform in curriculum

Lord Curzon wanted to upgrade the primary school curriculum. Besides teaching three R's, he directed to include Agriculture as a subject in the primary school curriculum as India is a predominantly an agricultural country.

Method of Teaching

Curzon observed that the methods of teaching in primary schools had been old and unscientific for which children were not attracted to these schools. He tried to introduce better and scientific methods of teaching like *kindergarten method* for improvement of the teaching method.

Agricultural Education

Lord Curzon was the first person to give importance on organizing agricultural education. He made agriculture a subject of study at school stage and established the Department of Agriculture and Central Research Institute.

Moral Education

Although the Missionaries tried to incorporate religious influence in education Lord Curzon rejected the idea and expressed in his Resolution that education should remain secular.

Expansion of Universities

Universities were given the right of teaching along with the right of conducting examination. In short, their scope was enlarged. Universities had the right to appoint teachers to conduct teaching and undertake research. They also had the right to manage their libraries, laboratories and to make out plans to bring about discipline among students.

Control over Secondary Education

Hunter Commission removed govt. control over secondary education. This led to the creation of several private schools which were of poor quality. To fix this problem, the commission recommends that every school, private or public, should follow the same set of rules and regulations. Public schools should be made the model for Private schools. Private schools are required to obtain recognition(affiliation) from universities if it wants to their students to give Board exams

Hartog Committee (1928 – 1929)

Historical Background

The Hartog Committee (1929) and Sapru Committee (1934) both emphasized the vital role of vocational education in the country's economic development. The Hartog Committee recommended diversified courses in the schools to enable the students to prepare for industrial and commercial careers at the end of middle school stage, as preparation to special instruction in technical and industrial schools. The Sapru Committee recommended 11 years of school education (5 years for primary, 3 years for lower secondary and 3 years for higher secondary) with vocational studies commencing after 11 years of education. The main purpose of the Sapru Committee was to find ways and means of solving unemployment problem through diversified courses at the secondary stage. But it too made little impact on the educational administration.

Report of the Hartog Committee, 1929

The Committee studied the various aspects of education and submitted its report before the commission in 1929, It put forward comprehensive recommendations in regard to various facts of education in India. First, the Committee made some general observations regarding the state of education in India. The committee observed that there was considerable progress made in education by the time. In general, people regarded education as a matter of national importance. Increasing enrolment in primary school indicates that the sense of indifference to education was breaking down and social and political consciousness among the people had also increased. The women, the Muslims and the backward classes had also awakened and there had been rapid progress in the numbers. Although there was general consciousness of the people in education, the Committee was not satisfied with the growth of literacy in the country. With these ideas in view, the Committee presented a comprehensive report. It was valuable in the sense that it tried to feel the pulse of education in India. It made recommendations in regard to primary secondary, higher and also some other aspects of education.

Recommendations on Primary Education

Hartog Committee made a thorough study of the primary education in India. It realised that the progress of primary education has not been satisfactory. Therefore, before making the recommendations, the committee pointed out the major defects of the existing system of primary education quite convincingly. They may be outlined below

Defects of Primary Education

The Committee pointed out the following special difficulties in the path of progress of primary education

➢ The Committee realised that the majority of the Indian population reside in villages. Hence primary education is more a rural problem than an urban one. In rural areas school units are usually small, adequate staffing is more expensive, the conditions of living are not attractive to teachers, needs for supervision and inspection is much greater and it is more difficult to secure regular and prolonged attendance of children

➢ The Committee found that the villagers were poor, illiterate and conservative and unwilling to send their children to schools. The general economic conditions of the villagers were also unfavourable to the spread of mass education.

➢ The villages were scattered, roads and means of communications were very bad. Physical and climatic conditions were also not favourable for education.

➢ The Hartog committee noted that there were many inaccessible and economically backward areas where primary education had not been encouraged.

➢ As villages did not have hygienic conditions, epidemic often broke out which affected

the regularity of attendance of the children. Besides, agricultural work was also responsible for poor attendance. Children had to help their parents in agriculture and the parents found that if they sent their children to schools, their work would suffer.

➢ The committee also found very serious barriers of caste, religion and communal feelings making the expansion of primary education complicated.
Another big challenge is found by the Committee on primary level, is Wastage and Stagnation.

According to the Committee 'wastage' meant premature withdrawal of children from school at any stage before the completion of the primary course.
By 'stagnation' the committee meant detention in the same classes for more than one academic year. Regular promotion of the students to the next higher class is interrupted resulting in the withdrawal of the student from school learning. The committee had highlighted the following causes of wastage and stagnation in primary education—

➢ As most of the parents are illiterate children don't find suitable environment to retain their literacy.

➢ The committee found that 60% of the primary schools were single teacher school.

➢ The teachers are not trained and regular inspection of schools was not possible due to inadequate number of inspectors.

➢ The method of teaching employed by the teachers was unscientific and stereo typed and the curriculum was not scientific and upto date.

Many of the schools were temporary and short lived. There were certain schools that did not hold their sessions regularly.

Recommendations for Improvement

After describing the defects of primary education Hartog committee condemned the policy of its hasty expansion and recommended concentration on consolidation and qualitative improvement. Its main recommendations were—

➢ Planning to make primary education compulsory: Primary education should be made compulsory, but there should be no hurry about it. Environment and circumstances of the locality should be carefully studied while making education compulsory

➢ Quality Development: Policy of consolidation should be adopted and haphazard expansion should be dropped. Qualitative development should be made instead of increasing the number of primary schools.

➢ Duration: The minimum duration of the primary course should be of four years.

➢ Timetable: The time table of the schools should be drawn up in accordance with the environment and the circumstances of the schools.

➢ Curriculum: The curriculum of primary schools should be liberalised. It should be based on the needs and conditions of village life.

➢ Standard of teachers: Standard of the primary teachers should be improved. Training institutions should have better equipment and efficient staff. Refresher courses should also be arranged from time to time. Salary conditions of the service should be made attractive.

➢ Reduction of wastage and stagnation: Special attention should be given to the lowest class in primary schools and determined effort should be made to reduce the large extent of stagnation and wastage that prevail therein.

➢ Government inspection: The inspecting staff of the Government should be considerably strengthened both in quality and quantity.

➢ Centres for rural welfare: Primary schools should serve as centres for rural uplift works, medical relief, adult education, mass literacy, sanitation, recreation etc.

➢ Finance: The Hartog committee opined that primary education should be a national concern and imperial Government should not entirely withdraw from the field of educational finance. It should provide necessary funds to meet financial deficiencies in the interest of India as a whole.

Recommendations on Secondary Education

The Hartog committee's survey of secondary education is not comprehensive. It stresses only on a few major defects and suggests some remedies. First, we shall discuss the defects of secondary education as pointed out by the committee and then we shall proceed to the recommendations regarding its improvement

Defects in the Secondary Education

Examination Oriented: The committee found that the whole system of secondary education was dominated by the matriculation examination and the ideal of every boy who entered a secondary school was to prepare himself for the university examinations. It had no other purpose before it.

Failures: The percentage of failures at the matriculation examinations was very large. This involved the waste of time, effort and money of the pupils. This was mainly due to laxness of promotions in the secondary schools from class to class and the absence of reasonable selective system.

Recommendations for Improvement

In order to remove the defects of the system of secondary education the committee made the following recommendations

Diverting Pupils to Non-Literacy Pursuits: With a view to reducing the domination of the matriculation examination, the committee recommended

a) The introduction of a more diversified curriculum in the middle vernacular schools.

b) The diversion of more boys to industrial and commercial careers at the end of the middle stage, for which provision should be made by alternative courses in that stage. The students should be encouraged to offer these courses as they would be of great help in practical life.

Improvement in the training and service conditions of secondary teachers

In this regard the committee said

➢ Remuneration and conditions of service of the secondary teachers are for from satisfactory. Therefore, the salaries and service conditions of the teachers should be improved so as to attract really capable persons into the job. Teachers should be provided with better service conditions, higher salary and better social status.

➢ The committee noted that there was no security of service for the teachers. Teachers were frequently sent away at short notice. Many schools recruit teachers for nine months only and thus avoiding the payment of vocation salaries and increments. The salaries of teachers are paid very irregularly. The committee recommended the removal of such evils for the improvement of secondary education.

➢ The training facilities of the teacher should also be improved

Recommendations on Higher Education

Already you have learnt about the recommendation of the Hartog Committee regarding primary and secondary education. The committee gave some important suggestions for the university education as well. But before suggesting recommendations it evaluated the condition of higher education, as prevalent in India in those days. The committee looked at the defects and suggested for their remedy

Defects in Higher Education

Low standards: The committee praised the growth in the number of affiliated college but criticised the falling standards of education due to the worsening of environment in these colleges. The committee also stated that the lowering of standards is also due to indiscriminate admissions and poor work culture in secondary schools.

Failure to achieve purpose: The main aim of higher education is to inculcate a taste for learning in the students and to prepare the right type of person for the society. But the universities have failed to produce leaders of society both from the qualitative and quantitative points of view.

Overcrowding: The universities are over-crowded with students who are not exactly for university education.

Neglect of Honours Course: The universities have not properly organised the Honours courses. This led to an unbalanced growth in the field of education.

Inadequate Libraries: Libraries are ill equipped. Laboratory equipment and teaching aids are unsatisfactory which are so essential for higher educations are not up to the mark.

Unhealthy competition: The committee felt that there was unhealthy competition among the universities. They paid more attention to increasing the number of students than to raising the standard of education.

Recommendations

The Hartog Committee made the following recommendations for the improvement of higher education in India

Unitary as well as teaching universities: The committee recommended the establishment of affiliated universities alongwith the unitary, residential and teaching universities, keeping in view the great demand for higher education in India. It admitted that the standard of education in the affiliated colleges of these universities would be poorer than in the teaching universities, but under the circumstances affiliated colleges alone could meet the demand for higher education of the people

Appointment of teachers: The committee recommended that the teachers for affiliated colleges should be appointed by the universities. This procedure will raise the standards of education

Provision for Honours course: The honours course should be of more advanced nature than the pass courses and these courses should be instituted only at the universities

Employment: Provision should be made for technical education by the universities. Graduates should not suffer from unemployment and Employment Bureau should be opened in the universities to help the students get suitable employment.

Improving the standard of secondary education: In order to improve the standard of higher education, the standard of the secondary examination should be raised.

Restricted admission: The admission in the universities should be made on the basis of abilities and aptitudes of students.

Libraries: There should be a well-equipped central library in each university in order to enable the teachers to keep themselves upto date in the field of education.

Examination for administrative services: Departmental examinations should be held to recruit the graduates in administrative services

Improvement in university work: Efforts should be concentrated on improving university work culture, on confining the university to its proper function of providing good advanced education to students, who are fit to receive it and to make the university a more fruitful agency in the life of the community

Women Education

The Hartog committee observed that vast discrepancy exists between the education of boys and that of the girls. The condition of women education was deplorable. The committee recommended that

➢ Equal importance should be given to the education of the boys as well as girls

➢ More primary schools for the girls should be established in rural areas where convenient, girls should also be allowed to study in the schools meant for boys

➢ Curriculum for girls should include home science, hygiene, music etc. in secondary schools

➢ Greater attention should be paid towards the training of women so that sufficient numbers of trained lady teachers could take up the teaching jobs

➢ The number of inspecting staff should also be raised

➢ The education of the girls at the primary level should be gradually made compulsory

➢ Priority should be given to education of women in India

Basic Education (1936 – 1937) / The Wardha Scheme of Education in India

The Wardha Scheme of Education is also known as Nai Talim/Basic Education/Buniyadi Talim (Shiksha)/Basic Shiksha. The scheme was the outcome of sound thinking of Gandhiji who initiated and strengthened several constructive programmes for the economic, educational and social development of the people. He considered education as an effective instrument of national reconstruction.

Origin of the Scheme

At Round Table Conference in London (1931) he pointed out the ineffectiveness of the system of primary education in India and the alarming low percentage of literacy among Indian people. He held the policy of the British Government responsible for this painful situation in the field of mass education Gandhiji found the main defects of the system of education as, "I am fully convinced that present system of education is not only wasteful but positively harmful. They would pick up evil habits. English has created a permanent bar between the highly

educated few and the uneducated many." He further said, "let us now cry a halt and concentrate on educating the child properly through manual work not as a side activity but as a prime means of intellectual activity."

In July 1937, Gandhiji wrote in the Harijan, "By education, I mean an all-round drawing out of the best in child and man – body, mind and spirit… Literacy itself is not education, I would, therefore, begin the child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training. Thus every school can be made self-supporting, the condition begin that the state takes over the manufacture of these schools."

Historical Background

The Government of India Act, 1935 came into force in 1937. According to the Act, Congress Ministries were formed in seven provinces in India. Prior to this Congress had been strongly pleading for free, compulsory and universal education. After having the power, the Congress had to implement it in action. Gandhiji was fully conversant with the deplorable condition of education in the land. For improving this condition, he advocated a scheme of primary education based on Indian traditional culture through the medium of mother tongue. But this required a huge sum of money which meant fresh taxation. To end this dilemma Gandhiji put forward the proposal that the plan of mass education need not be held up for want of funds. Free and compulsory primary education could be given to every child if the process of schooling could be made self-supporting by imparting education through a useful and productive craft. Gandhiji expressed his views on education through a series of articles in 'Harijan' in June 31, 1937, which later on developed into the Wardha Scheme of Basic Education. The views of Gandhiji created controversies in the academic circles. Therefore, it was desirable to get the scheme examined by experts and educationists. Finally, Gandhiji placed his Basic Education System to the nation in the Wardha Conference in 1937.

Wardha Education Conference

For the purpose of discussing different aspects of the proposed new scheme of education, an All-India Education Conference was held in Wardha on 22nd and 23rd October, 1937. The eminent educationists, congress leaders and workers along with the Education Ministers of the seven states had attended the conference. Gandhiji himself presided over it. After serious discussions the following four resolutions were passed.

1) That in the opinion of this Conference, free and compulsory education be provided for seven years on a nation-wide scale;

2) That the medium of instruction be the mother-tongue;

3) That the conference endorses the proposal, made by Mahatma Gandhi, that the process of education throughout this period should centre around some productive form of manual work, and that all other abilities to be developed or training should be given, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child.

4) That the conference expects that the system of education will be gradually able to cover the remuneration of the teachers.

Appointment of a Committee

The conference appointed a committee of distinguished educationists under the chairmanship of Dr. Zakir Hussain, the Committee consisted of nine members.

Prof. K. G. Saiidain

Arya Nayakam,

Vinova Bhave,

Kaka Kalelkar,

J. C. Kumarappa,

Kishori Lal,

Prof. K. T. Shah etc.

The report of the committee published in March 1938, has come to be known as the Wardha Scheme of Education. It was approved by Mahatma Gandhi and was placed before the Indian National Congress at its Haripura Session held in March 1938. The Congress accepted the scheme.

The first report included the basic principles of the Wardha Scheme of education, its aims, teachers and their training, organisation of schools, administration, inspection and inclusion of craft centred education regarding handicrafts like spinning, weaving etc. The second report dealt with Agriculture, Metal work, Wood craft and other basic handicraft. An elaborate curriculum of all those subjects and ways and means to establish their correlation with other

subjects was also suggested.

In course of time more conferences were held, more committees were formed on this important subject. As a result, more new features were added to this aspect of education which later on took the final shape. The conference of 1945 at Sebagram characterized Basic Education as "education for life". The conference considered it as a radical and important revolution in social and economic structure of the Indian society, i.e., creating a new way of life." Since then, Basic education came to be known as 'Nai Talim'. A conference of education ministers and educational workers was called by B.G. Kher in 1946, that took some important resolutions which affected the quality of Basic Education in different provinces. Basic Education has finally emerged after a decade of experimentation and discussion

Meaning and Philosophy of Basic Education

Gandhiji was a practical educational philosopher and an experimentalist to the core. His experiments with truth and education were the instrument for the realisation of his ideal in life. In several of his educational experiments he tried to translate his philosophy-into achieving the reality of the evolution and establishment of an ideal society. His educational system is the dynamic side of his entire philosophy. For Gandhi mere literacy is not the end of education not even the beginning. It is only one of the means by which man and woman can be educated. Therefore, he attaches little value to literacy in his scheme of education

Significance of the word 'Basic'

One. The word 'Basic' is derived from the word 'Base' which means the bottom or the foundation of a thing upon which the whole things rest or is made. It is basic because it is based on ancient Indian culture. It is basic because it lays down the minimum educational standards which every Indian child is entitled to receive without any distinction of caste and creed. It is basic because it is closely related to the basic needs and interests of the child. It is basic because it makes use of native potentialities of the child. It is basic because it is intimately related to the basic occupations of the community. It is basic because it is for the common man of the country, who is the foundation and backbone of our national life. It is basic because it comes first in time, i.e., it is the primary period of one's education.

As the word 'Basic' is derived from the word 'base' which means the bottom or the foundation of a thing upon which the whole thing rests or is made o stand Mahatma Gandhi wanted to make the foundation of the educational edifice strong. It is with this objective that he put forward this scheme. This scheme of education is based on the national culture and civilisation of India. It aims at making a child self-reliant by enabling him to use his acquired knowledge and skills in practical affairs of life. Basic education has close relationship with the basic needs and interest of the education as the child is the focal point of education. The central point of this scheme is some handicraft, whose teaching will enable the student to solve the problems of his livelihood and at the same time develop qualities of good citizenship. In Gandhiji's view, sound education must be rooted in the culture and life of the soil and therefore he strongly pleads for relating education to the environment.

Main Features of the Wardha Scheme

The fundamental features of the scheme which was evolved in due course are as follows:

Free and compulsory education

Gandhiji wanted education to be free and compulsory for all boys and girls between the ages of seven to fourteen. He evolved a scheme of education which would be in harmony with the culture and civilisation of the Indian people and which would solve the problem of mass education in a practical way). Free and compulsory education to be given for 8 years (from 6 to 14 years) in two stages, instead of 7 to 14. the junior stage covering 5 years and the senior 3 years.

Craft Centred Education

The basic idea of this scheme is to impart education through some craft or productive work. Craft work helps the child to acquire sensor and motor co-ordination and to appreciate the value of honest labour. Gandhiji was of the opinion that the method of training the mind through village handicraft from the beginning as the central focus would promote the real, disciplined development of the mind.

The advantages of making craft as the centre of education as listed by the Zakir Hussain Committee are as follows

➢ Psychologically, it is desirable, because it relieves the child from the tyranny of a purely academic and theoretical instruction against which its active nature is always making a healthy protest.

➢ Secondly, the introduction of such practical productive work in education, to be participated in by all children of the nation will tend to break down the existing

barriers of prejudice between manual and intellectual workers harmful alike for both.

➢ Economically, carried out intelligently and efficiently, the scheme will increase the productive capacity of our workers and will also enable them to utilise their leisure advantageously.

➢ From educational point of view, greater concreteness and reality can be given to the knowledge acquired by children through craft as knowledge will be related to life.

Self-supporting aspect of the Scheme

The self-supporting aspect of the scheme may be interpreted in two ways

(a) Education that will help one to be self-supporting in later life,

(b) Education which in itself is self-supporting.

The basic idea of Gandhiji was that if the craft chosen is taught efficiently or thoroughly, it would enable the school to pay the cost of salaries of teachers. At the same time his aim was to accord dignity of labour and ensure modest and honest and livelihood for the student after leaving school.

Medium of instruction

One of the resolutions that was adopted at the All-India National Conference at Wardha was that education must be imparted through the mother tongue. In this connection, the Zakir Hussain Committee's observation was that the proper teaching of the mother tongue is the foundation of all education. Without the capacity to speak effectively and to read and to write correctly and lucidly, no one can develop precision of thought or clarity of ideas. Moreover, it is a means of introducing the child to the rich heritage of his people's ideas, emotions and aspirations.

Ideal of citizenship

Another important feature of the basic scheme is the ideal of citizenship which is implicit in it. It aimed at giving the citizens of the future a keen sense of personal growth, dignity and efficiency and social services in a cooperative community. The Zakir Hussain Committee envisaged that the new generation must at least have an opportunity of understanding their own problems and rights and obligations. A completely new system is necessary to secure the minimum of education for the intelligent exercise of the rights and duties of citizens.

Flexible Curriculum and free Environment

The flexibility of the curriculum and free environment for the child to perform according to his own capacity are another remarkable feature of basic education. Under this scheme the teachers and students are free to work according to their interest and there is no compulsion for completing a prescribed portion due to fear of examinations. Necessary changes may be introduced in the curriculum if a situation demands. Thus, whatever the child learns according to his interest and capacity is permanently remembered by him. The teacher is also free to organise necessary environment for the development of the child.

The basic education is designed for children between seven and fourteen years of age and accordingly curriculum has been suggested. For the boy's general science and for girl's home science have been emphasized.

The various subjects are

1. **Basic Craft**

The craft chosen must not be taught mechanically, but systematically and scientifically keeping in view the social significance.

(i) Spinning and Weaving,

(ii) Carpentry,

(iii) Agriculture,

(iv) Fruit and Flower Cultivation,

(v) Leather work,

(vi) Culturing Fish,

(vii) Pottery,

(viii)   Any handicraft according to the local need,

(ix)   Home Science for girls.

2.   Mother tongue.

3.   Mathematics.

4.   Geography, History and Civics to be combined as Social Studies.

5.   Painting and Music.

6.   P.T., Drill and Sports etc.

7.   General Science comprising Physics Chemistry, Botany, Zoology, Hygiene and Nature Study etc.

8.   Hindi for that area in which it is not the mother tong

9)   English has not been included as a subject of study.

10)   Although the medium of instruction is mother tongue, all students must learn Hindi language.

11)   There is no place for religious and moral education in the curriculum

12)   A school of say 5 ½ hours could roughly be divided on the following basis:

Physical activities	20 minutes
Mother Tongue	20 minutes
Social Studies & General Science	60 minutes
Art	40 minutes
Arithmetic	20 minutes
Craft work including study of correlated subjects	2 ½ hours

Thus the craft work will have 2 ½ hours instead of 3 hrs & 20 min.

13)   External examinations are to be abolished. The day-to-day work of the student is to be the determining factor.

14)   Text books to be avoided as far as possible.

15)   Cleanliness and health, citizenship, play and recreation are to be given sufficient importance.

Evaluation of the Wardha Scheme of Education

Merits of Wardha Scheme

I**.   Craft Work in School**

Modern educational thought is practically unanimous in commending the idea of educating children through some suitable form of productive work. This method is considered to be the most effective approach to the problem of providing an integral all-sided education. It is useful on account of the following:

1)   Psychologically, it is desirable, because it relieves the child from the tyranny of a purely academic and theoretical instruction against which its active nature is always making a healthy protest. It balances the intellectual and practical elements of experience, and may be made an instrument of educating the body and the mind in coordination.

2)   Socially considered, it is also productive as it is based on the principle of work. Work occupies the central place in basic education. The system is production oriented and helps in the programme of national reconstruction the introduction of such practical productive work in education, to be participated in by all the children of the nation, will tend to break down the existing barriers of prejudice between manual and intellectual workers, harmful alike for both. It will also cultivate in the only possible way a true sense of dignity of labor and of human solidarity – an

ethical and moral gain of incalculable significance.

3) The scheme is financially sound and acceptable in a poor country like India, where about half of the total illiterate people of the world reside. It is helpful for rapid expansion of elementary education with less burden on public exchequer Economically considered, carried out intelligently and efficiently, the scheme will increase the productive capacity of our workers and will also enable them to utilize their leisure advantageously.

4) From the strictly educational point of view greater concreteness and reality can be given to the knowledge acquired by children by making some significant craft the basis of education. Knowledge will thus become related to life, and its various aspects will be correlated with one another.

II. **Activity Curriculum**

In order to work out an effective and natural coordination of the various subjects and to make the syllabus a means of adjusting the child intelligently and actively to his environment, the Wardha Scheme laid stress on three centres, intrinsically inter-connected, as the foci for the curriculum, i.e. the Physical Environment, the Social Environment, and Craft Work, which is their natural meeting point since it utilizes the resources of the former for the purpose of the latter.

The Wardha Scheme of Education attempted to draft an 'activity curriculum', which implies that our school must be places of work, experimentation and discovery, not of passive absorption of information imparted at second hand. It stressed this principle by advocating that all teaching should be carried on through concrete life situations relating to craft or to social and physical environment, so that whatever a child learns becomes assimilated into his growing activities.

III. Learning by Doing

Learning by doing sums up the educational methods of basic education. It is absolutely wrong to think that true education is acquired from books alone. There are other methods and sources which are more helpful in acquiring true knowledge. 'Chalk' and 'Talk' lessons are also not very useful. All educationists have condemned bookish knowledge. Gandhiji believed that school must be a 'doing things'. In basic system of education children acquire the knowledge of the formal school subjects as a bye-product of purposeful activities.

IV. Social Activities and Community Life

The corner-stone of Basic education lies in the activities and the community life of school. Apart from craft, productive activities and occupations find an important place in the curriculum of a basic school. Living together and doing together is the soul of any progressive system of education and basic system fully incorporates this in its curriculum and methods of teaching.

V. **Self-Sufficiency**

Gandhiji felt that the educational system as introduced by the foreigners in India was expensive and it was very difficult for a poor country like India to spread education if it follows that system. So Gandhiji went a step further and declared that New Education must not only be worked centered but must also be self-supporting.

"…You have to start with the conviction that looking to the need of the villages of India our rural education ought to be made self-supporting if it is to be compulsory. This education ought to be for the kind of insurance against unemployment.

Not only from economic point of view, must this education be self-sufficient, but also from social and moral point of view. This means that at the end of the period of basic education the individual should become self-reliant and self-supporting."

VI. Modification of the Views of Mahatma Gandhi on Self-sufficiency

Zakir Hussain Committee pointed out the danger of overdoing of craft work and warned that oral work, drawing and expression work should not be lost sight of. The educative aspect is more important than the economic aspect. It thus shifted the emphasis from complete support to partial self-support. It was felt that with the earnings through sale of craft products, uniform for the students or mid-day meal or purchase of some necessary equipment may be made.

VII. **Free and Compulsory Education**

Seven years free and compulsory education is one of the fundamentals of his scheme and this cardinal principle has been emphasized due to two reasons:

(i) India is a democratic country and success of democracy depends upon the enlightened citizens. Our great leaders like Gokhale worked for the introduction of

compulsory education for long time. In his historic speech, Gokhale said that if elementary education was to spread in India, it must be made compulsory and if it was to be compulsory it must be free.

    (ii)   Gandhiji dream of classless society, free of exploitation — economic and social—can be realized only if everyone is educated

VIII.   Mother Tongue as a Medium of Instruction

It is now universally recognized that the young child can learn with great facility if the medium of instruction is its mother tongue. Gandhiji asserted that no education is possible through foreign medium and all elementary education must be imparted through the medium of mother tongue.

IX.   Education through Correlation

Correlation is one of the important feature and crux of basic education. In this scheme of education, Gandhiji wished to give knowledge as a compact whole. The modern educationist also advocated this. The basic education is therefore, an effort to correlate the life of the child with his immediate physical and social environment. It is an effort to make knowledge easier and at the same time more meaningful.

X.   Integrated knowledge

Basic education treats knowledge as an integrated whole.

Curriculum is built around three integrally related centers

        (i) Physical environment

        (ii) Social environment, and

        (iii) (iii) Craft work.

XI.   Relationship with Life

A basic school must become an active environment where teaching is not cut off from the life of the miniature community of the school and community itself. Education is to be directed to the need of life. It is not to pursue an idea which has no relation with or is totally isolated from the real situations of life.

XII.   Training in Citizenship

Basic education aims at developing ideas of mutual understanding and habits of cooperative and mutually helpful living among the students through its various practical and constructive programs the new education aims at giving the citizens of future a keen sense of personal warmth, dignity and efficiency. It is likely to strengthen in them the desire of self-improvement and social service in a cooperative community.

XIIL.   Greater freedom for the teacher and the taught

In basic education, discipline does not mean order and external restraint but an intelligent use of freedom. The teacher gets many opportunities to make experiments, think for himself and put his idea and plan to practice.

XIV.   The system was able to remove class and caste distinction

It helps to bring social solidarity and national integration. It also removes the barriers between the educated and the non-educated, between manual work and intellectual work, between the rich and the poor and village and the town.

Basic education is not a class education: the ultimate objective of basic education is to create a social order in which there is no unnatural divisions between 'have' and 'have-nots' and everyone is assure of a living wage and the right to freedom.

XV.   Basic education in rural as well as in urban areas

It is wrong to assume that basic education is intended to be imparted in rural areas only. "In fact, in one sense there is greater need for basic education in urban areas than in rural areas. In rural areas the children who participate in the life of the farm or allied occupation of their families have certain types of further education. In performing their jobs, the children come in to direct contact with actual life and with the experience they get forms the basis of further education. On the other hand, in large towns and big industrial cities the children miss the opportunity for rich experiences and direct contact with life", observed Dr. K.L. Shrimali.

Limitations of Wardha Scheme

1) Unsound Psychological Foundations of Wardha Scheme of Education

"The delicate but inexorable laws governing the development of the tender mind of the child have been completely ignored. The child is treated just as a policeman or a soldier, merely

as a unit in a homogeneous mass. His individuality is ignored. He is viewed merely as a means to an end—the end being earning capacity and citizenship of sorts.

"Play is the only means by which creative energy can be released. Enlightened and informed educational opinion all over the civilized world is dedicatedly against forcing the child to learn a craft before he is twelve plus. It is nothing short of cruelty to make the child earn an anna or half an anna per hour during the stage when he ought to be playing and enjoying himself.

"There are three aspects of human nature—cognitive, affective and co native. The Wardha Scheme emphasizes the last aspect piously hoping that the student will wily-nilly get trained in the first through his training in the last. The middle aspect is completely ignored.

2) Undue Emphasis on Craft as the Only Basis of Correlation

It is impossible to establish any natural association between craft and all the subjects of cultural value which any sane system of education should cover through its curriculum. Teaching should be concrete and should be based on the child's active experience in his environment. But it is absurd to hang all knowledge from the peg of single craft.

3) No Place for Religious Education

"Education suited to our national genius should have definite religious basis, with contempt of worldly pursuits in its core. Craft-centered education is decidedly alien to our ancient ideals.

4)   Basic Education not Suited in an Age of Industrialization

As ours is a system of education which claims to produce an integrated individual, the emphasis is out of place in a community which has its face turned towards developing its economy to the full. So far Basic education fails to relate to the economic policy of state. But if this point is ignored, we shall find ourselves burdened with an educational system which turns out misfits even more rapidly than the one with which we are so dissatisfied. With rapid industrialization of India, knowledge of science and mathematics may become more desirable than skill in handicrafts.

5)   Neglect of the child

In a hurry to pay more attention to craft, it has neglected the child. Basic education is looked upon more as a social and economic duty than as a joyful adventure." A Craft is only a slogan, a fiction, which is practiced on commercial occasions for the benefits of visitors. In a basic school only two-third or half the normal time is given to academic education, the rest being taken up by crafts. And further, since on the time-table academic subjects generally come after the craft work, mostly agriculture, students are sometime too tired to take to academic work kindly. Students spend one-third or half the time for craft work without acquiring any dexterity worth speaking of in any craft.

Causes of Failure of Basic Education

After the independence Basic scheme of education made good progress for about a decade but gradually due to several difficulties it failed to become a permanent and lasting feature of our educational system. The causes may be —

The self-supporting aspect of Basic Education received severe criticism in the academic circle. Teachers, social leaders and educational administrators had shown an indifferent attitude towards it. It was argued that the scheme turns a school into a centre of small-scale industry. Moreover, teachers had to depend upon the earnings of the students. This had a demoralising effect on teacher-pupil relationship.

Too much emphasis on craft had led the neglect of liberal education. Very often the craft is not properly selected from the point of view of education and social significance and teaching through craft had become just a slogan.

Another criticism levelled against Basic Education was that a single craft can and should not be the basis of the entire educational process. It may not help in the development of liberal education and thus would create an imbalance in the educational system between vocational and intellectual education.

The method of correlation as technique of instruction was not stressed and sincerely followed. Correlation is no doubt a sound principle of education but correlation of the subjects through craft may appear to be sometimes unusual and time consuming.

Basic Education is often regarded as inferior type of education meant for the poor villagers. It has nothing to do with the urban people, who usually sent their children to modern type of schools. The general public had no confidence in basic schools because of the degraded social value accorded to it. Thus Basic education failed to become an integral part of our national system of education.

Basic Education can in no way help in the progress of modern scientific and

technological development of the society, which was the need of the day. Rapid changes and modernisation of our society can only be possible through the application of modern science and technology in the fields and factories.

Lack of finance and the absence of sound administrative policy was also responsible for the failure of Basic Education. Practically there was no coordination between the official and non-official agencies engaged in the organisation and development of Basic education.

Teacher occupies the central position in Basic Education. Lack of adequate supply of efficient, trained and sincere teachers was one the most important cause for the failure of this scheme of education. Suitable orientation and training of teachers of basic schools was highly needed, which was rare. The majority of the teachers had no faith in this system.

Thus, it is quite justified to say that the fundamental principles of basic education are still valid and fruitful in the context of our present educational reform. They are relevant to be used as guiding principles of modern education. In fact, it needs to be reformed on modern lines then it may serve as one of the most interesting and fruitful techniques of instruction at elementary stage.

Gandhiji keenly wanted to create a new social order based on truth and non-violence. This can be brought about only through a silent social revolution. He believed that revolutionary change in the educational system can help to bring this silent social revolution. The scheme of Basic Education does not stand for mere technique, it stands for a new spirit and approach to all education

Sargent plan 1944

Sir John Sargent, the Educational Advisor to the Government of India was asked to prepare a comprehensive report on education. For the purpose, the government formed a committee of Enquiry with 22 members. The report of the committee was submitted to the central Advisory Board of Education (CABE) in 1944. The Board accepted it in 'toto' and recommended its enforcement. The scheme was known as 'Sargent Scheme of Education' as it was prepared by John Sargent. It is also known as 'Report by the Central Advisory Board of Education' and also as the plan for post war educational reconstruction in India.

This scheme has a historical importance as it was the first attempt to develop a National System for Education in India. The report of the committee consisted of 12 different chapters covering from preprimary to University education. It was a full-fledged educational plan for the future educational reconstruction in India. The report had diagnosed every problem critically and had given definite and clear-cut solution. It deals with almost all types of education for all classes of people in India. This was the first report that presented a comprehensive picture of education in our country at that period of time.

Recommendations of the Report

Pre-Primary Education: For the first time in India, official attention was given towards the pre-primary stage of education. It was recommended that provision should be made for pre-primary education in the form of nursery schools for the success of National Scheme of Education. Children form 3-6 years of age should be admitted in these schools.

➢ The basic aim of these schools should be to impart social experience and education of general behaviour rather than giving formal education. T

➢ he nursery school may be attached to junior basic schools in the rural areas.

➢ In Urban areas where there are sufficient numbers of children, nursery schools should have separate existence.

➢ Pre-Primary education should be free

➢ It was estimated that the pre-primary education will require annually Rs 3,18,40,000/- for ten lakh people.

Recommendations regarding Basic or Primary Education: Basic school be divided into two categories:

➢ Junior Basic Schools and Senior Basic Schools.

➢ Junior basic stage should be from 6-11 years of age and education in these schools should be compulsory for all.

➢ Senior basic schools should be for children 11-14 years of age.

➢ Only such student should be sent to senior basic school who cannot continue their studies for high schools.

➢ In the junior basic schools, there should be one teacher for every 30 students. In senior basic school there should be one teacher for every 25 students.

➢ Teaching of English was not been given any place in junior basic schools. But in the

senior basic stage the provincial governments were authorized to take final decision in this regard.

➢ Instead of external examination, there should be internal examination. Certificates should be issued after the completion of the studies.

➢ Provision should be made for physical education and organized games for children.

➢ The medium of instruction should be mother tongue of the pupils.

➢ No teacher should receive less than Rs 20/- per month.

➢ Suitable courses for girls such as cookery, laundry work, needle work, handicraft, child care and first aid should be introduced.

Recommendations regarding High School Education: In the opinion of the Sargent Committee, high school education should not be considered simply as a preliminary to university education but as a stage complete in itself. The recommendations of the committee regarding High School education may be summarized below:

➢ Only those students, who are well above the average ability and have exceptional aptitude for higher studies, should be sent for secondary schools.

➢ The duration of high school education should be six years and the age group were 11-16 years.

➢ Students below the age 11 should not be allowed to enter their schools. Their abilities, aptitudes and interest should be borne in mind while giving them admission. Students have to study at least up to the age of 14 years. In these schools they should not be allowed to leave schools before this age.

➢ Fee shall be charged from the students for receiving education at this stage, but 50% of the students shall be provided free education.

➢ It has also recommended scholarship to the poor students so that they may not be deprived of this state of education.

➢ The high school should be of two types-

➢ Academic and Technical curriculum should be prepared accordingly.

➢ The Academic high school will impart instruction in the arts and pure science, while the Technical high school will provide the training of applied sciences and industrial and commercial subjects.

➢ Arts and Music should form an integral part of the curriculum in both academic and technical high schools and all girls should take a course in domestic science.

➢ Mother tongue should be the medium of instruction and English should be taught as second compulsory subjects.

Recommendations Regarding University Education: The duration of degree course should be of 3 years.

➢ The present intermediate course should be abolished. The first year of the course should be transferred to high school and the second year to the Universities.

➢ Competent teachers should be appointed in the University and steps should be taken to improve the conditions of service including remuneration.

➢ Adequate financial assistance must be provided for poor students.

➢ For coordination in the activities of the different universities, an All India Organization like University Grant Committee of England should be set up.

Recommendations Regarding Technical and Vocational Education: Sargent Committee laid a good deal of stress on technical and vocational education. The report divides the workers into four categories:

(a) Higher category of workers: According to the Sargent Report there was a need for higher category of workers for the industrial and vocational fields. They will have their preliminary training in a technical high school and then will pass from technological department of some university or from full time technological institute and will serve as chief executive, research workers etc.

(b) Lower category of workers: The category includes foreman, incharge head and other ordinary executive and administrative officers. They should be given training in the technical high school for diploma or certificate course.

(c)   Skilled craftsman: Skilled craftsman is very much needed for successful execution of industrial and occupational schemes. Students should have passed technical high school courses or senior basic or junior technical or industrial school course.

(d)   Semi-skilled or Unskilled workers: Students who have studied in senior basic middle schools with some basic crafts, shall be admitted to this category of workers.

Recommendations Regarding Adult Education: The role of adult education, according to report is to make every possible member of a state an effective and efficient citizen. It is very much essential for the success of the ideal democratic way of life. The normal age range of adult education should be 10 plus to 40. This scheme envisaged two types of education for adults- general education and technical or vocational education. Separate classes should be organized for boys and girls between ten to sixteen years of age. In order to make adult education interesting, it is necessary to use visual aids, mechanical aids such as picture, charts, radio etc.

Recommendations Regarding Training of Teachers: The report recommended for increasing the number of teachers in schools. For graduate teachers Sargent Committee recommended to impart training to them by training colleges. For the training of under graduate teachers, there should be three types of training institution- preprimary, basic and high school. Refresher courses should be started for all the categories of teacher.

Health Education: The report suggested that in order to look after the health of school children, health committee should be set up in schools. Every student should be medically checked up and if any defect is found, appropriate follow up measures should be taken. Minor treatment can be provided in school clinic. Physical training should be compulsory.

Education for physically and mentally challenged children: The Sargent Report made recommendations to pay educational benefits for the differently abled children. It was recommended that they should be provided education in special institutions. Deaf, blind and mentally deviated children should also be provided special education.

Employment Bureau: The scheme made the following recommendations in this regard in order to provide the students with requisite employment. (i) Under the control of education department, a number of employment bureaus should be established. (ii) Universities should have their own employment bureau.

Impact of Sargent Report on Indian Education

The report has been the outcome of the experience of the British Government that India was behind in education than other advanced countries of the world. From this point of view of development of National Education System, Sargent Scheme of Education has historical importance.

Moreover, this was the first comprehensive scheme embracing all aspects of education pre- primary, primary, high school and university education.

Secondly, it recommended the provision of equal opportunities to all the students at various stages of education.

Thirdly, due importance was given to the teaching profession. Recommendations were made for the improvement of the salary scales and the services conditions of the teachers.

Fourthly, for the first time the attention of the Government was drawn towards the education of the differently abled children.

Shortcomings/ Limitations of the Report

➢ The report is criticized on the ground that it was not an original report. It was only a patch-work of the recommendations of different committees.

➢ The report outlined an educational development in India which would require 40 years to be implemented. This time limit did not satisfy any ardent educationist. An acceptable plan of educational development in India had been spread over a much shorter range of time, not exceeding 15 years.

➢ It had been pointed out that it would be wrong to call it National Scheme of Education because it was only a copy of the pattern practiced in England. This pattern could not serve as a model to India because the social, political and economic conditions in the two countries were vastly different.

➢ Syed Nurullah and J.P. Naik pointed out that, "The financial implications of the report came in for a good deal of comment. The cost of working out the scheme

would come to about Rs 313 crores, on the basis of population of India as it was in 1940. Even assuming that large scale development in industry and agriculture would be introduced and that the standard of income of the people would rise, it appeared doubtful in India could afford this huge expenditure. It was, therefore, opined that, on financial grounds the scheme is too utopian to be practicable

Kothari Commission/National Education Commission (1964-1966)

National Education Commission (1964-66) is also known as Kothari Commission or Indian Education Commission. The commission was set up under the chairmanship of Dr. Daulat Singh Kothari, to suggest recommendations to overhaul and reconstruct the entire field of education. He was a great Indian Physicist and Educationist. He worked under the Greatest Ernest Rutherford.

The Kothari Commission was set up on 14 July 1964 and submitted its report on 29 June 1966. The title of this report is "Education and National Development". It consists of 17 members among them 5 educationists from several countries such as U.K, USSR, USA, France and Japan

The Education Commission was the most comprehensive in nature, it review almost all aspects of the education System in India at that time

Aims of National Education Commission/Kothari Commission

The fourfold aims of the Kothari Commission are-

1. **Increasing National Productivity**: In order to make education practical and to promote the productivity of the nation, science education and work experience must be an integral part of all education.

2. **Achieving Social and National Integration**: Achieving National and Social integration is an important aim of our education system. The commission recommended following aims should be achieved-

   ➢ Introducing a common school system of public education- which will be open to all children irrespective of caste, creed, community, religion, economic conditions or social status. Obligatory social and national service for all students at all stages of development of an appropriate language policy

   ➢ Inculcation of Democratic Values

3. **Accelerating the process of Modernization**: The commission felt the need of Modernization in all walks of national life in order to achieve the national Goal. Education should produce educated and skilled citizens and train an adequately and competent.

4. **Cultivating Social, Moral and Spiritual Values**: The commission emphasized character building through social, moral and spiritual values in the students at all stages of education. It recommended that central and state govt. should adopt measures to introduce education in moral, social and Spiritual values in all institutions.

Kothari Commission Recommendations

1.   **Free and Compulsory education**

Provision for free and Compulsory Education for children of the age group of 6-14 Years under the Directive Principles of State Policy (DPSP) under Article 45 of the Constitution of India.

2.   **Status of Teacher Education**

   ➢ The Kothari Commission emphasizes providing favourable and adequate service conditions for teachers.

   ➢ Teachers should get academic freedom to pursue and publish independent studies and research.

   ➢ Special Courses should be available for in-service teachers so that they can also enhance their skills.

   ➢ Teacher programs should be upgraded as per the need of time and conditions.

   ➢ The emphasis on a basic pay band for the teachers as per their teaching post, area of posting and their qualification.

➢ There should be training and accommodation facilities for the teacher who posted in tribal areas

3.   Language Policy

The commission emphasizes three language formulas to bridge the communication gap between North Indian and South Indian peoples. The first Language should be the mother tongue of the regional language and Second language can choose from a National or Union or Associate language and the Third language can be one modern Indian or European language

➢ Mother Tongue should be compulsory at the primary level of education

➢ A second language should be added at the higher primary stage either Hindi or English

➢ At the lower secondary stage, all three languages should be studied Mother Tongue, Hindi or Modern Indian Language and English

➢ At a higher secondary level, any two of these languages should be compulsory

➢ At the university level, no language should be compulsory.

4.   Equalization of Education Opportunities

To promote social justice, the Kothari Commission focused on girls' education, education of backward classes, education of tribal people, and physically and mentally handicapped children.

5.   Identification of Talent

The commission suggested the Early detection of Talent in Children and providing a suitable platform to show their talent

6.   Work experience & National service

Work experience should be introduced as an integral part of all education; general and vocational. The kind of programmers should be included so that students can learn how to do things in real settings. Work experience means participation in productive work such as craft, agriculture etc.

7.   Science Education and Research

Science and maths should be integral parts of education. At the university level, it should be improved and special importance should be given to the development of scientific research and development.

8.   Education for Agriculture and Industry

The commission recommended that special emphasis should be placed on the development of education for Agriculture and industry and there should be at least one Agricultural University in Every State

9.   Production of Books: Good Quality of books

➢ The commission suggested the following things for the Production of a Quality Textbook

➢ The education commission recommended that immediate steps should be taken for the production of high-quality textbooks for schools and universities.

➢ Frequent changes of textbooks should be avoided and their price should be low.

➢ To recruit the best authors, and subject matter experts to write a quality book

➢ The textbooks should be as per the needs of learners and should include all the aspects of learning

➢ There should be continuous upgradation of textbooks in future also

10.   Examinations Reforms

➢ The new methods of evaluation should be included to assess the children properly and continuously by methods like oral tests, observations, written examinations and other methods.

➢ The commission recommended the internal assessment should be started and the internal assessment should be comprehensive, which means should include all the aspects of students' academic life

➢ The commission suggested that the Board examination only for the class 10th and 12th

11.   Secondary education

There is a need to increase facilities for technical and vocational education at the secondary stages of education and for that polytechnic institutes would be established all over the country

12.   University Education

Improve education at the university level by paying special attention to postgraduate-level research, and training, and providing adequate libraries, laboratories and funds.

13.   Part-Time & Correspondence Education

Part-time education and correspondence courses should be developed on a large scale

14.   Spread of Literacy and Adult Education

➢ The Kothari Commission suggested that all the Govt. and Non-Governmental institutions, State or central should involve in literacy programmes for all men and Women in the country

➢ Students and Teachers should involve in adult literacy campaigns and part-time education should be there for individuals who have not attended school or left it after literacy.

➢ There should be followed up from time to time so that these campaigns run effectively.

15.   Games and Sports

Games and sports should be developed on a larger scale with the object of improving the physical fitness and sportsmanship of the average students as well as of those who excel in this department

16.   Reorganization of Educational Structure

➢ The structural pattern recommended by the commission is 10+2+3

➢ All the different names such as kindergarten, Montessori and pre-basic should be renamed as pre-primary

➢ The primary education is renamed as Lower Primary Up to 4th class and from class VI to VIII is named Upper Primary and Class 9th and 10th are named High school

➢ The undergraduate education from 11th and 12th standard to Higher Secondary

➢ The degree course should be 3 years

➢ The age of admission to class-I should not be less than 6 years

National Policy of Education (NPE) (1986)

Education Policy and Commission

The national policy of Education 1986 or NPE 1986 brings major changes in the education system. There was a rapid expansion of education and also the country was rocked by the explosion in population. The rise in educated and uneducated unemployment was shattering the tranquil waters of the country.

Education was not helping in the removal of defects. Besides, it was lagging behind in many aspects of the changes going on in the world education scene. The world was in the grip of the technological, scientific, and computer revolution.

At this time, the country had a very young dynamic, charismatic, and forward-looking leader sir Rajiv Gandhi as the PM of India. He wanted to take India to great heights of scientific and technological progress

Role of Education NPE

In the beginning, the NPE lays down the essence and role of education as follows:

➢ Education for all in our national perspective. It is fundamental to material and spiritual development.

➢ Education has an important role and it refines sensitivities and perceptions.

➢ Education develops manpower for different levels of economy

➢ Education is a unique investment

The major recommendation of NPE 1986 (National Policy of Education 1986)

1.   **Based on the constitutional principles**

It derives its inspiration from the idea and values of democracy, and secularism enshrined in our constitution.

2.   Access to Education

The concept of a national system of education implies that all students irrespective of caste, creed, location, or Gender have access to education of comparable quality. To achieve this government introduced funded programmers. Effective measures were taken in the direction of the common school, system.

3.   **Common Education Structure**

It envisages a common educational structure, the 10+2+3 that has been accepted in all parts of the country. Regarding the further break-up of the 1st 10 years, efforts will be made to move towards the elementary system comprising 5 years of primary and 3 years of Upper Primary, and 2 years of high school education.

4.   **National Curriculum framework with a common core**

Education will be based on a national curriculum framework that contains a common core, along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations, and other contents, which are important to nurturing National identity

5.   **More emphasis on Learning**

The teacher should create an environment in the class and in the school in general where the students learn many things through their own creativity.

6.   **Vocationalization of Education**

The rationalization of education was given importance in this new education policy. Vocational courses of various types should minimize the unemployment problem because the educated person will be able to use the required skills for earning his livelihood.

7.   **Important of Moral Values**

Education is an important factor in bringing in about desirable changes in society. Therefore, the importance of moral values should be inculcated in the students

8.   **Emphasis on reforms in the examination system**

This policy has suggested grades should be given in place of division to avoid frustration and anxiety in students. Periodical tests have been recommended in this new policy. The teacher should be solely responsible for evaluating the merits of his/her students.

9.   **Education for the weaker section of society**

Education of SC/ST/differently-abled persons and girls has been emphasized in the interest of National progress, and their development was considered necessary. Hence, reservation for such a person was allotted in various types of educational institutions.

10.   **Ever continual primary school**

According to the new educational policy each primary school will have at least two classrooms with at least two teachers of these two teachers, one will be a woman. Each primary school will function throughout the 12 months of the year.

11.   **Operational blackboard**

In this new policy, the term 'Operational Blackboard' has been used for conveying the idea that minimum facilities will be provided to the primary school. For eg. 2 rooms, chart, maps, a blackboard, carpet, etc. In the operation blackboard, the cooperation of voluntary organizations and local bodies will be included.

12.   **All India Educational Service**

In order to improve the educational administration, this policy has emphasized the necessity of starting and all India Education Service Organization officers may be transferred anywhere in the country. It has been felt that this kind of transfer will weaken the undesirable

bond of regionalism and will bring dynamism to the educational administration.

13.   **Establishing many Navodaya Schools**

In these schools, students will be admitted to class VI based on the admission test. During the admission process, the ratio between the boys and girls, urban and rural students will be taken into consideration. It is a free residential school 25% of the students who have passed class VIII standards from these schools will be transferred for education to other states with a view to promoting national integration.

14.   **New Educational Institution**

District Institute of Education Training (DIET) and District Board Education (DBE). Members of these institutes will survey the educational needs of the area and inform the concerned education officers about the same from time to time.

15.   **Modernization of Education**

Computer education will be employed in the expansion of literacy, the utility of correspondence courses, television, radio, and satellite, video assessed videos concerning, were accepted in the development of education.

16.   **Education on women's equality**

Education will be used as an agent of basic changes in the status of women. It will foster the development of new values through residential curricula textbooks, the training, and orientation of teachers, decision-makers, and administrators, and the active involvement of the educational investigation. The removal of women's illiteracy will receive priority through the provision of special support services. Major emphasis will be laid on women's participation in vocational-technical and professional education at different levels.

The National Policy on Education 1986 aimed to achieve several key objectives

- ➤ **Ensure Access to Quality Education**: The policy aimed to guarantee that every student, regardless of their caste, creed, locality, or gender, had access to high-quality education within the framework of a national system.

- ➤ **Establish a Common Educational Structure**: It envisioned a uniform educational system known as the 10+2+3 system, which would be universally recognized.

- ➤ **Develop a National Curriculum Framework**: The policy sought to establish a national curricular framework with a distinctive core. This core, along with adaptable components, would serve as the foundation for education.

- ➤ **Promote Vocational Education**: The policy prioritized the rationalization of schooling and aimed to combat unemployment by offering various vocational courses.

- ➤ **Educate Weaker Sections of Society**: The policy emphasized the education of marginalized groups such as SC/ST individuals, differently-abled individuals, and girls, recognizing their pivotal role in national development.

- ➤ **Ensure Basic Facilities in Primary Schools**: The concept of an "Operational Blackboard" was introduced to convey that primary schools would receive the essential infrastructure, including two rooms, a map, a chart, a blackboard, and a carpet.

- ➤ **Promote Gender Equality in Education**: The policy emphasized the need for gender equality in education through initiatives like residential curricula, teacher training and orientation, active participation in educational research, and provision of specific support services to eradicate women's illiteracy.

Important facts about NPE 1986

- ➤ **Promoting the Objectives of Socialism, Democracy, and Secularism**: NPE 1986 stressed the need to promote the objectives of socialism, democracy, and secularism as outlined in the constitution through education.

- ➤ **Developing the Ability to Function at Various Economic Levels**: The policy emphasized that education should foster the development of an individual's ability to function effectively at various economic levels.

- ➤ **Fostering National Self-Reliance**: NPE 1986 advocated for education to promote national self-reliance, emphasizing the importance of self-sufficiency.

- ➤ **Treating Education as a Special Investment**: The policy adhered to the principle that education is a special investment in the present and future, underlining its significance.

➢ **Ensuring Access to Quality Education**: NPE 1986 underscored the importance of providing all students with access to quality education up to a particular level, regardless of caste, creed, location, or sex.

➢ **Effective Measures for the School System**: The 1986 Policy's recommendation for the school system it recommended that the government should implement effective measures.

➢ **Developing a Common Educational Framework**: NPE 1986 sought to develop a common educational framework to ensure consistency and uniformity in the education system.

NPE 1986 Three Language Formula

The NPE 1986 maintains the 1968 policy on the three-language formula, implemented nationwide except in Tamil Nadu, which adopted a two-language policy.

NPE 1986 Three Language Formula

Hindi-Speaking States	English, Hindi, and a modern Indian language
Non-Hindi Speaking States	English, Hindi, and one Indian language

National Policy on Education 1986 Components

The NPE 1986 consists of various components, each of which addresses different aspects of the education system in India. Here is a breakdown of the 12 major components of the National Policy on Education (NPE) 1986.

Components	Description
Essence & Role of Education	The framework advocates a 10+2+3 breakdown in all areas of education, providing a structured approach to learning.
National Education System	Aims to make education accessible to all, regardless of class, caste, creed, or gender, promoting inclusivity and equal opportunities.
Education for Equality	Strives to provide equal possibilities for all individuals, working towards the abolition of disparities in educational access.
Higher Education	Emphasizes the importance of open universities and online learning systems as sources for higher studies.
Technical & Management Education	Recognizes state technical education boards and the All-India Council for Technical Education (AICTE) for technical and managerial education.
Redesigning Education	Involves incorporating culturally relevant content and effective teaching methods to enhance the learning experience.
Teachers' Education	Established the District Institute of Education and Training (DIET) to prepare educators and enhance NCERT teacher training programs.
Management of Education	Focuses on national-level management and educational planning for effective policy implementation.
Reorganization of NPE 1986	Aims to restructure the policy at different levels to adapt to changing educational needs and challenges.
Early Childhood Care & Teaching	Prioritizes the comprehensive development of children, including nutrition, health, and social, mental, and emotional well-being.

Elementary Education	Promotes public enrollment and regular education for children up to the age of 14, while also aiming to improve educational quality.
Secondary Education	Introduces Navodaya Vidyalayas and 'pace-setting schools' in various locations to enhance the quality of secondary education.

Programme of Action (POA) - 1992

➢ In May 1990, a committee was set up under the chairmanship of Acharya Rammurti to review the existing National Policy of Education (NPE)-1986 and make recommendations for its modifications.

➢ In July 1991, CABE (Central Advisory Board of Education) was set up under the chairmanship of N.Janardan Reddy, Chief Minister of Andhra Pradesh

➢ Based on the Reports of Rammurti and Janardan Reddy, the Govt. of India's Chances in the NPE-1986, which is known as the Revised National Policy of Education 1986 (PoA-1992)

➢ on 7th May 1992, the final report was placed in Both the Parliament Houses

Modification of NPE-1986 (POA-1992)

➢ Inclusion of 12th Class in Schools: The modification suggested that Class 12th should be a part of the school system, allowing students to study it either in Higher Secondary Schools or Colleges.

➢ Emphasis on Literacy Campaigns: More focus was placed on literacy campaigns, encompassing both school children and adults. The National Literacy Mission was to be linked with poverty prevention efforts.

➢ Strengthening Educational Institutions: Educational institutions of national importance, such as UGC, NCTE, AICTE, etc., were to be strengthened to ensure their effectiveness.

➢ Vocational and Skilled Training: There was an emphasis on vocational and skilled training programs to provide alternative pathways for students who may not pursue higher education, enabling them to earn a livelihood.

➢ Expansion of the Blackboard Programme: The operational Blackboard programme was to be extended to the Upper Primary Level, with provisions for classrooms, teachers, and teaching-learning materials.

➢ Targets for Education: Goals were set to increase the percentage of students receiving secondary education (by 1995) and vocational education (by 2000).

➢ Establishment of Navodaya Vidyalayas: More Navodaya Vidyalayas were to be established across the country, particularly to cater to talented rural children, with a reservation for SC and ST students.

➢ Autonomous Commission for Higher Education: An autonomous commission was proposed to expedite progress and improvements in higher education.

➢ Gender Representation in Teaching: A target was set to appoint 50% of primary school teachers as women in the future.

➢ National Mission for Free and Compulsory Education: A National Mission was to be established to work towards the goal of free and compulsory education by the year 2000.

➢ Special Focus on Secondary Education for Marginalized Groups: Special provisions were made for secondary education for SC, ST, weaker classes, and girls.

➢ National Evaluation Association: The establishment of a National Evaluation Association was proposed for examination reforms.

➢ Allocation of Funds for Education: It was stated that more than 6% of the National Income would be allocated for education.

Right to Education (RTE) Act 2009

The Right of Children to Free and Compulsory Education Act, 2009, widely known as the RTE Act or Right to Education Act, 2009 (hereinafter referred to as the Act or RTE Act) was passed by the Rajya Sabha on 20th July, 2009 and Lok Sabha on 4th August, 2009. It ushered in as a blessing for the millions of children in India when it came into effect on 1st

April, 2010 after receiving the President's assent on 26th August, 2009. Now, every child between the age of six to fourteen years, as a matter of right, can have access to free and compulsory education. Every single child of 6-14 years, irrespective of his/her caste, religion, gender, wealth, place of birth, etc., is now entitled to free and compulsory education.

Scope and applicability of the RTE Act

Irrespective of any differences, the RTE Act provides for all children between the age group of 6-14 years free and compulsory education.

Even though this Act extends to the whole of India, regarding the scope and applicability of this Act, there are certain limitations viz:

➢ This RTE Act is subordinate to the provisions of <u>Articles 29</u> and <u>30</u> of the <u>Constitution of India</u> as per <u>Section 1(4)</u> of the RTE Act.

➢ This Act does not apply to educational institutions imparting primarily religious education like Madrasas, Vedic Pathshalas, etc., as per <u>Section 1(5)</u> of the RTE Act.

Significance of the RTE Act

The Right to Education Act, 2009 has been pivotal in the domain of education. The importance of this crucial legislation are as follows:

1. The RTE Act has conferred entitlement upon all children between the age group of six to fourteen years without any bias and this rights-based approach towards implementation of free and compulsory education has cast a legal duty upon the state to implement the fundamental Right to Education of the child.

2. Not only do the children now have the right to free and compulsory education, but they also have the right to receive such education from qualified and trained teachers.

3. The goal and the values of equality and social justice are becoming a reality with the RTE Act and its inclusive elementary education for all formula.

4. Education being a topic under the <u>Concurrent List in the Seventh Schedule</u>, this RTE Act lays down specific policies and guidelines to be followed by the Central Government, state government and even local bodies in the course of ensuring the Right to Education.

5. The minimum 25% reservation for weaker sections and disadvantaged groups of children from Class I itself in almost all types of schools provides the critical mass necessary to make a change.

6. The RTE Act has a zero-tolerance policy for any sort of discrimination meted out to the children studying under the reserved quota. The no screening policy under the Act ensures that no children miss out on their fundamental right to free and compulsory education because of their caste, religion, etc.

7. No child shall be expelled from a class till class 8 because of this Act and this goes a long way in ensuring no kid misses out on his elementary education.

8. This Act provides for quality education imparted by qualified and trained teachers in a proper teacher-student ratio.

9. Quality Education is also provided for by this Act by ensuring a proper school atmosphere and better infrastructure norms which include proper classrooms, drinking water facilities and separate washrooms for boys and girls.

10. This Act seeks to achieve better social integration and is pivotal to the building of a just and humane society.

11. An easy transfer policy for the child is available under the RTE Act.

12. The number of enrollments of children at the lower and upper primary level has increased a lot since the inception of the RTE Act.

13. India's literacy rates have increased at a much faster pace because of the RTE Act.

Free and compulsory education as a Directive Principle

Some provisions of the Directive Principles of State Policy under <u>Part IV of the</u>

Constitution contained the roadmap to the inclusion of the Right to Education under the solemn category of fundamental rights before the right to free and compulsory education became a fundamental right for all children between the age of six to fourteen years.

Since the Indian Constitution came into force shortly after independence from 200 years of colonial rule, it was impossible to include and implement the Right to Education as a fundamental right at that stage of severe economic crisis. The original Article 45 stated that the state shall endeavour to provide free and compulsory education for all children up to the age of 14 years within a period of 10 years from the commencement of the Constitution (26th January, 1950). But unfortunately, much more than one decade passed since 1950 before the Right to Education got the glamorous spotlight of Fundamental Rights.

Along with Article 45, the interplay of some other Directive Principles viz. Article 41 (Right to Education), Article 46 (promotion of educational interests of SCs/STs and other weaker sections of the society), Articles 39(e) and (f) (protection of children) resulted in the laying down of the dimensions and parameters of the Right to Education as a fundamental right by the Judiciary. Thus, in the light of these Directive Principles, Right to Education means-

1. All children have the right to free and compulsory education up to the age of 14 years.

2. Thereafter, his/her Right to Education is subject to the economic limitations of the state and its development.

It may be noted in this regard that the usage of non-justiciable Directive Principles to usher in the justiciable Fundamental Right to Education was only to lay down the parameters of this fundamental Right to Education. In no way does it mean that the other Directive Principles get automatically included under the ambit of justiciable fundamental rights.

Right to Education under Article 21of the Indian Constitution

Before the Right to Education Act came into the picture, it was the Supreme Court that held that the Right to Education falls under the hallowed walls of the fundamental right to live with dignity guaranteed under Article 21 because education ensures a good and dignified life.

It was in the Unni Krishnan, J.P & Ors v. state of Andhra Pradesh & Ors. (1993) case, where a 5 Judge Constitutional Bench (in the ratio of 3:2) of the Supreme Court held conclusively after partially overruling a previous judgement that the Right to Education is a fundamental right under Article 21 of the Constitution for children up to the age of fourteen years. Beyond the age of fourteen years, the Right to Education becomes subordinate to the economic means of the state and its development. The Directive Principles of Article 41, Article 45 and Article 46 were used to define the parameters of the Fundamental Right to Education.

Right to Education under Article 21-A of the Indian Constitution

To give better effect to the *Unni Krishnan judgement*, the Parliament passed the 86th Constitutional Amendment Act, 2002 (w.e.f. 1.4.2010) which inserted Article 21-A under Part III of the Constitution envisaging the fundamental right to free and compulsory education for all children between the age group of six to fourteen years. Article 21-A has been hailed as the most significant of all fundamental rights because one's ability to enforce his fundamental rights comes from his education. This was observed in Ashok Kumar Thakur v. Union of India (2008 SC).

Also, it may be noted in this regard that under Article 21-A read with Article 19(1)(a), every child has the right to have the medium of education in the language of her choice. This was held in the state of Karnataka Vs. Associated Management of (Government Recognised – Unaided – English Medium) Primary & Secondary Schools &.Ors (2014)

Moreover, under Article 21-A every child has the fundamental right to receive an education free from fear of security and safety because the children have a right to receive education in a sound and safe building with certain fire safety precautions in place as observed in the Avinash Mehrotra v. Union of India & Ors. (2009) case.

With the advent of Article 21-A, India joined the club of about 135 countries where children enjoy education as a fundamental right.

Right to Education as a Fundamental Duty

The 86th Constitutional Amendment Act, 2002 also inserted Clause (k) under Article 51-A envisaging the fundamental duty of a parent or guardian to provide opportunities for education of his child or ward between the age group of six to fourteen years. This was added to encourage and prompt parents and guardians to bring their children or wards to schools for

education.

International legal basis of Right to Education

In the international sphere, various treaties including covenants, conventions, charters, declarations, recommendations, etc., have recognised the Right to Education. Compared to recommendations, declarations and other soft laws, treaties ensure the strongest guarantees because they impose an obligation upon the state.

Article 26 of the Universal Declaration of Human Rights (UDHR) declares boldly that everyone has the Right to Education and with the adoption of UDHR, many international and regional treaties came into place to reaffirm the solemn Right to Education.

Some of the treaties that uphold the glorious Right to Education

➢ UNESCO Convention against Discrimination in Education (1960)

➢ International Covenant on the Elimination of All Forms of Racial Discrimination (1965)

➢ International Covenant on Economic Social and Cultural Rights (1966)

➢ Convention on the Elimination of All Forms of Discrimination against Women (1979)

➢ Convention on the Rights of the Child (1989)

➢ International Convention on the Protection of the Rights of All Migrant Workers and Members of their families (1990)

➢ Convention on the Rights of Persons with Disabilities (2006).

A more comprehensive overhaul of the international basis behind the Right to Education, though beyond the scope of this article, can be accessed here.

Features of the RTE Act

The salient features of the RTE Act linked up with their relevant provisions are as below:

1.   Right to free and compulsory education (Chapter II of the Act)

➢ Fundamental right of every child between the age group of 6-14

According to Section 3(1) of the RTE Act, every child of the age group of six to fourteen years shall have the right to free and compulsory education in a neighbourhood school till the completion of his or her elementary education.

➢ No fee or charges or expenses

According to Section 3(2) of the RTE Act, no school fees, capitation fees, charges or expenses are to be borne by a child to get elementary education which may prevent him or her from pursuing and finishing his or her elementary education.

➢ Free textbooks, writing materials, uniform

Corollary to the provisions of Section 3(2) of the Act, every student is entitled to free textbooks, writing materials and uniforms.

➢ Applicable even to children with disabilities

According to Section 3(3) of the RTE Act, any child with disabilities will also have the right to access free and compulsory education at par with children with disabilities under the provisions of Chapter V of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Moreover, according to the Proviso to Section 3 of the Act, any child with 'multiple disabilities' or 'severe disabilities may also have the right to home-based education.

➢ Special provision for children lacking pre-school education after 6 years

Section 4 of the RTE Act comes to the rescue of children who missed or lack in their pre-school education. In other words, Section 4 protects the children who even after six years of age were not admitted to schools or though admitted could not complete their elementary education. This Section states that the children are to be admitted in a class appropriate to his or her age and special classes are to be given to the student to bring the candidate up to date with the rest of the class.

Also, for such a child who joined late, he or she shall have the right to free and compulsory education even beyond the age of fourteen years till the completion of his or her elementary education.

➤ Right of transfer to other schools

According to Section 5 of the RTE Act, if a school fails to provide the requisite facilities to complete the elementary education, any student shall have the right to transfer his school to any other school other than a school belonging to a specified category or an unaided school.

2)   Duties of appropriate govt., local authority & parents to establish schools

Section 6 of the RTE Act lays down the duty upon the state to establish schools in neighbourhoods for the purpose of implementation of the provisions of this Act within three years of the commencement of the Act.

3)   Sharing of financials and other responsibilities

According to Section 7 of the RTE Act, both the Central Government and the state governments shall have concurrent responsibility for providing and sanctioning funds for enforcing and carrying out the provisions of this noble Act. The Central Government shall develop a national framework of the curriculum with the help of proper authority, develop and enforce parameters for the training of teachers, and provide technical support and resources to the state government for promoting innovations, research, planning and capacity building.

4)   Duties of appropriate government and local authority

According to Section 8 and Section 9 of the RTE Act, it is the duty of the appropriate government and local authority respectively to ensure that the children are getting their Right to Education guaranteed under the Constitution and RTE Act, ensure that the children from economically weaker sections and disadvantaged groups are not facing any discrimination etc.

5)   Duty of parents and guardians

According to Section 10 of the RTE Act, it shall be the solemn duty of every parent or guardian to admit his or her child or ward, as the case may be, to an elementary school in the neighbourhood for an education.

6)   Appropriate government to provide for pre-school education

According to Section 11 of the RTE Act, in order to sufficiently prepare children below the age of six years for elementary school education, the appropriate government may take due measures to freely educate such children above the age of three years.

7)   Minimum twenty-five percent reservation

According to Section 12 of the RTE Act, a minimum of twenty-five per cent reservation for the economically weaker and disadvantaged group needs to be kept at all aided schools. Even the schools belonging to specified categories and any unaided schools not receiving any kind of aid or grant from the government or local authorities are required to keep the stipulated reservation of a minimum of twenty-five per cent mandated by the RTE Act.

8)   Reimbursement to unaided schools

Section 12 of the Act also lays down provisions by which the unaided schools carrying out the Right to Education duties under the RTE Act are reimbursed for expenditure incurred by it.

9)   No capitation fees and screening procedure:

According to Section 13 of the RTE Act, no children or their parents are to be subjected to any sort of screening procedure or required to pay any capitation fees for admission purposes.

10)   Proper pupil-teacher ratio:

Section 25 of the RTE Act lays down provisions for a proper pupil-teacher ratio so as to ensure that in the attempt of reaching the masses, the quality of education imparted does not slide down.

Implementation of the RTE Act

The implementation of this noble Act has faced its own share of hurdles and even can be called lackadaisical in some aspects. It must be noted in this regard that Article 21, Article 21-A, RTE Act are mere tools. Unless collective efforts at all levels are present and working in synergy, transforming this dream into a reality will remain uncherished.

For smooth implementation of the Right to Education Act proper monitoring and evaluation processes is necessary which are described below:

(i)   **School Management Committees (SMCs)**

SMCs include elected representatives of the local authority, teachers at the school, parents or guardians of students enrolled in such schools and act as a connecting link between the local community and the school. They also oversee that the schools are meeting their basic requirements from time to time. The delays in the formation of SMCs should be avoided for then the continuous assessments and inspections conducted by them that ensure proper implementation of the RTE Act will be jeopardised. The states should also develop their School Development Plans (SDPs). SDPs are strategic and well-structured plans prepared by the SMCs for increasing the efficiency in school functioning. Thus the SMCs should be formed in a timely fashion and they should meet frequently for the better implementation of the RTE Act.

(ii)   Internal audit

The internal audit of the RTE under the <u>Sarva Shiksha Abhiyan (SSA</u>) Scheme by the Chief Controller of Accounts should be conducted at the central level instead of conducting them through the internal audit wings of the concerned ministries/departments for smoother implementation of the provisions of RTE Act; and

(iii)   The National Advisory Council (NAC)

The NAC was set up in 2010, as per <u>Section 33</u> of the RTE Act, to advise the Central Government on proper implementation of the provisions of the RTE Act, 2009. Unfortunately, this body has remained largely futile as it has not been reconstituted since November, 2014, thereby being non-existent after 2014. NAC should be reconstituted at the earliest to properly guide the Central Government in the proper implementation of the RTE Act.

Criticisms related to the RTE Act

Some of the criticisms hurled at the Right to Education Act, 2009 are as follows:

1. **Lack of quality education**: The quality of education imparted even after more than a decade of implementation of the RTE Act is pretty abysmal. A huge number of the teachers still remained untrained. Students of such schools are unable to comprehend their expected level of education done by their counterparts in standard city schools. Mere rote learning is the day-to-day business even in best-case scenarios. Lack of focus in the Learning Outcome process in the provisions of the RTE Act is silently eating away at the fruits of the Act. Also, the lack of proper provisions envisaging disciplinary actions against teachers being negligent in imparting their constitutional and statutory duties towards the Right to Education has contributed to the serious fall in the quality of education.

2. **Incidents of corporal punishment**: Even though any sort of corporal punishment is strictly prohibited by the RTE Act under its <u>Section 17</u>, in reality, such physical punishments and mental harassments go on rampant and to make matters worse, the children are unaware of their rights regarding not to be physically beaten by their teachers. High levels of absenteeism because of corporal punishment by teachers are becoming an unfortunate reality and this totally sidetracks the process of education.

3. **Lack of proper infrastructure**: The absence of safe and secure infrastructure is another menace. The prescribed provisions in the Schedule of the RTE Act read with <u>Sections 19</u> and <u>25 </u>of the RTE Act like proper teacher-student ratio, separate toilets for boys and girls, ramps for the physically disadvantaged and other norms and standards for the schools are missing in most schools. Inefficient fund channelisation and misuse of fund money have stood as a giant hurdle in the path of proper school infrastructure.

4. **Lack of care towards children outside the age mandate**: Another major realistic drawback of the RTE Act provisions is that such provisions only cater for

students between the age group of six to fourteen years. But from the age of two and half years only, most pre-school learning starts. The provision of Section 11 of the RTE Act and Article 45 of the Constitution asking the state to take proper measures at the preschool level is the only directory in nature. Thus, though the RTE Act allows the joining of children at any level suited to them, the absence of any proper bridge courses/classes or absence of free and compulsory education before the age of six years creates practical hurdles in the learning pathway of the children. If the RTE Act included all children between the age group of three to eighteen years at the least, many practical problems faced by the children and their poor and disadvantaged family members can be sorted out.

5. **Lack of coordination with child labour prohibition laws**: Another important reason for the reassessment of the age group under the RTE Act is because till date millions of child labourers are slogging away in the shadows. Most of these children are outside the age group of six to fourteen years. In the absence of proper sync and due reference between the provisions of the RTE Act and the Child Labour (Prohibition and Regulation) Act,1986, proper mitigation of social evils like child abuse, child labour will not become a thing of the past. Provisions curbing child labour along with their Right to Education will create stronger and better chances of bringing the children to the schools from their terrible workplaces.

The Right to Education (RTE) and National Education Policy (NEP)

National Educational Policy (NEP), though not devoid of criticisms, *inter alia* aims to reinforce some of the provisions and fill some of the lacunae of the Right to Education (RTE) Act. In the light of NEP, some of the provisions of the RTE Act are as follows:

1. The RTE Act provides for free and compulsory education to children of age 6 to 14 and there is a possibility under NEP that the age bracket will be revised to 3-18 years.

2. The Central Government is becoming more involved in education through the NEP and this will help in better implementation of the Right to Education.

3. NEP provides for better optimization of the pupil-teacher ratio (PTR), safe and proper school infrastructure and quality teacher training has been emphasised for creating access to quality education even in rural areas and thus fulfils the practical gaps of RTE.

4. Child labour should have been a thing of the past by now because of the RTE but unfortunately, it still exists and now NEP aims a strong blow at the curse of child labour by skilling the children and making them industry/market-ready. From an employee manufacturing study model the shift to an employer building study model boosts the underlying principles of the RTE Act.

5. RTE Act did away with corporal punishment in the interest of the psychological well-being of students and the NEP reinforces this idea with several of its provisions viz. the mandatory availability of counsellors in schools for the emotional wellbeing of the children.

6. Also, the draft NEP of India recommends the addition of Early Childhood Care and Education (ECCE) within the scope of the RTE Act thereby strengthening the provisions of the RTE Act.

7. The RTE Act was extremely crucial in curbing unrecognised schools and unregulated coaching and the NEP goes a step ahead and proposes to revise assessment frameworks and competitive exams to check the rat race of corporate coaching culture.

8. Even though the RTE Act has provisions to improve the quality of education, the NEP further strengthens the goal of quality education and takes India a step closer to becoming a global superpower.

UNIT II

PLANNING AND ADMINISTRATION OF ELEMENTARY EDUCATION

Educational Planning and Administration: Meaning, Definition, Importance, and Types - Central Agencies: MHRD, CABE, NCERT, Kendriya Vidhayalaya Sangathan, All India Council for Basic Education (AICBE) - State Agencies: State Education Department, Department of Elementary Education, SCERT, State Welfare Departments (SC & ST), DIET - Local Bodies: Corporations, Municipalities and Panchayats - School and Community Co-operation: Village Education School and Commoner Association (PTA), Alumni Association a NGO's - Qualities of a School Head Mistress/Master.

Educational Planning and Administration

Meaning

There is a saying that if there is a will there is a way. It signifies the will of an individual comes into picture after thinking which can be done through planning in mental level. The term planning is the major guideline for development of any individual, institution, organisation and society in every respect. 'Now our country India is a democratic, dynamic and developing one marching to become a country of super power by 2020 A.D. Behind this target there is a systematic and deliberate planning.

Planning is essential for development of every nation and according to which changes would have been brought in social, political, economic, cultural and educational sphere in a systematic and orderly manner.Simply speaking planning means to think before acting, and to act according to facts, not, conjectures or speculation.

Definitions

"Planning is to design some action to be done before hand."—Oxford English Dictionary

"Planning selects among alternatives explores, routes before travel begins and identifies possible or probable outcomes or action before the executive and his organisation committed to any." —Hugman and Schwartz

"Planning is regarded as the process of setting out in advance a pattern of action to bring about overall national policies by the closest possible articulation of means and ends."—Philips

In the light of above definitions, it can be highly stated that planning is the process of preparing a set of decisions for action in the future and directed towards realizing some goals by the best possible means. Hence the essence of planning is the assessment of as many operational alternatives as possible and then selecting the best for launching action.

In another context planning is considered as a process of thinking which refers to many possible alternatives of action which are likely to achieve the goals of a programme, institution or organisation. It has to choose or decide the best alternative of future action in relation to both the goals and available resources.

Planning is essential in the field of education entitled as "Educational Planning" which is a major requirement in the contemporary society. The complexities of the present scientifically developed and technologically advanced society have given special position to the need for planning in education.

Like planning in any field, educational planning has to explore the best possible means of making the greatest use of available resources leading to the maximum realization of the educational aims and objectives, both individual and social.

So educational planning may be defined as a systematic design of action for realization of educational aims and objectives for individual and social development through maximum utilization of available resources. In practical perspective, educational planning is defined as a process utilized by an administrator while performing the role of a leader, decision-maker, change agent and so on.

Significance of Educational Planning

1. To make every programme of an educational institution or organisation grand success.

2. Proper educational planning saves time, effort and money as planning in every field is a time-saving, an effort-saving and a money-saving activity.

3. Educational planning is a sound method of solving educational problems by avoiding the trial-and-error method of doing things.

4. Educational planning is essential for the best utilization of available resources.

5. Educational planning checks wastage and failure and contributes to the

smoothness, ease and efficiency of the administrative process in the field of education.

6. Through proper planning in education, education can be the best means by which society will preserve and develop its future value system, way of life of an individual, knowledge, skills and applications, and culture of the country.

7. Through proper educational planning, the means and ends of the society can be properly interacted through educational system. It implies that the educational system utilizes a large proportion of the country's educated talents and a major part of public expenditure.

8. Educational planning is highly essential for preparing a blueprint or plan of action for every programme of an educational institution or organisation.

9. Planning in education is necessary for making one's educational journey goal-oriented and purposeful.

10. It is essential to maintain, sustain and enhance the thinking process of an individual, institution or organisation.

11. Planning in education is necessary to highlight the universal aims of education required for every nation for its development in every respect.

12. To bring total development of a nation in time, in which educational development is one among its various aspects.

13. To reflect the modern developments like explosion of knowledge, advancement of science and technology, development of research and innovation while reformulating the aims and objectives of education in the light of the particular situation a country is facing.

14. It explores and provides the best possible means of making the wide use of available resources leading to maximum realization of the educational goals.

15. Educational planning facilitates gathering of educational experts, teachers, supervisors and administrators for taking decision in relation to the realisation of purposes of educational programme.

16. Educational planning gives equal importance to the purposes of different classes of experts such as sociologists, economists, scientists, politicians, educationists etc.

Types of Educational Planning

1.   Administrative Planning

Generally speaking administrative planning refers to planning in administrative perspective. In the field of education, administrative planning relates to distribution of responsibilities and powers for different levels of education. In administrative educational planning, the administrative responsibilities and powers are phase-wise planned in relation to the level of different educational administrators.

This planning of education makes a detail plan on structure and organisation of education at different levels – primary, secondary, higher secondary, higher – general, technical and professional. This planning prepares planning on duration of an educational programme, organisation and co-ordination of educational programmes, financial allocation or budget for the programme, engagement of educational officials in the programme, and smooth management of the programme etc.

2. Academic or Curricular Planning

This type of educational planning refers to planning for smooth academic transaction of the syllabus for any course at any level of education. It encompasses planning on education in relation to needs and demands of the individual and society.

Formulation of educational goals, formation of curriculum committee for development of curriculum and selection of appropriate strategies and methods of teaching, planning of content units, planning for evaluation, planning for review of the curriculum, planning for use of library, planning for special provision for the gifted and remedial instruction for slow learners etc.

3. Co-curricular Planning

This planning of education is necessary for bringing total development of a student in one point and total development of an educational institution or organisation in another point. This planning includes planning for student welfare services, planning for sports and games, planning for social activities and programmes, planning for cultural activities and programmes, planning for hobbies etc.

4.   Instructional Planning

This sort of planning in education is macro-level in nature as its deals with planning in classroom situation in relation to a particular topic of a concerned subject. This planning refers to emotional and organisational climate of the classroom.

It includes planning for specification or instructional objectives, selection and organisation of learning activities, selection of appropriate means for presentation of learning experiences, monitoring of the learning or instructional progress, selection of suitable evaluation techniques for learning outcomes etc.

5.   Institutional Planning

This type of educational planning gives a practical shape to the meaning of educational planning. In this context educational planning refers to the needs and requirements of every institution to be achieved through creation and maintenance of a planning atmosphere in the institution.

Although institutional planning includes all types of planning cited above by focusing on curricular and co-curricular planning, but there is the need of having a discussion on institutional planning. This situation occurs because of two basic purposes. Such as-to give a practical meaning, shape and form to educational planning and to start educational planning at the grass-root level.

Central Agencies

The Ministry of Human Resource Development (M.H.R.D.)

MHRD consists of the following departments:

(a)   Department of Education.

(b)   Department of Culture

(c)   Department of Arts

(d)   Department of Youth Affairs and Sports

(e)   Department of Women's education

Department of the Education is one of the constituent parts of the Ministry of Human Resource Development. It is working under the Minister of State with the overall charge of Minister of Human Resource Development.

Objectives

The main objectives of the ministry are:

➢ Formulating the National Policy on Education and to ensure that it is implemented in letter and spirit

➢ Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in regions where people do not have easy access to education.

➢ Paying special attention to disadvantaged groups like the poor, females and the minorities

➢ Provide financial help in the form of scholarships, loan subsidy, etc. to deserving students from deprived sections of the society.

➢ Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.

The Department of Higher Education, MoE, is responsible for the overall development of the basic infrastructure of Higher Education sector, both in terms of policy and planning. Under a planned development process, the Department looks after expansion of access and qualitative improvement in the Higher Education, through world class Universities, Colleges and other Institutions.

The importance of Higher Education is indisputable in the scheme of things that

represent India to the world. In order to establish India as a knowledge-based society of 21st Century, Higher Education can prove to be an important tool.

In this regard, the Department of Higher Education, MoE, has adopted a framework of policy initiatives, which include:

➢ Improvement of access along with equity and excellence

➢ Adoption of State-specific strategies

➢ Enhancing relevance of H.E. through curriculum reforms

➢ Reforms in governance structures

The main objectives of the Department of Higher Education are

1. Access, Participation and Expansion

➢ To increase the Gross Enrolment Ratio (GER) in Higher Education to 15% by 2011-12 and to 21% by the XIIth Five-Year Plan.

➢ To expand institutional base in technical, professional and vocational education by creating additional capacity in existing institutions and establishing new ones.

2. Equity and Inclusion

➢ To remove disparities between communities, social strata and genders by providing opportunities of Higher Education to deprived sections.

➢ Setting up institutions in uncovered areas to remove regional imbalances

3. Quality Enhancement

➢ To increase plan support for infrastructure and faculty development in the institutions of higher learning

➢ To attract fresh talent into careers in teaching and research in education

➢ To improve research facilities in Universities and Colleges

➢ To promote collaboration with international community, foreign governments and institutions, etc

➢ To promote development of Indian languages

4. Reforms in Governance

➢ To promote autonomy and academic reforms in institutions of higher learning

➢ To initiate institutional restructuring for improved efficiency, relevance and creativity in Higher Education.

Roles performed by the Ministry of Human Resource and Development particularly in the field of education

1. Planning

The Central Government determines targets and prepares the educational plans to be implemented by the country as a whole.

2. Educational Reforms

Different Commissions and Committees have been set up by the Govt. of India from time to time and different valuable recommendations as well as suggestions have been provided by the Government for the development of Education at different levels. Recently in 1986, recommendations of the New Education Policy have been considered by the experts and states for its implementation in the country.

3. Organisation

Organisation is the important role for executing the educational plans in the country. It is a means to secure the smooth and efficient running of the educational institution. Organisation should be such which will help for the improvement and adjustment of every educational service, activity and function which effect the teaching, learning process for the attainment of the objective.

Therefore, the Ministry of Human Resource and Development at the centre plays the above role in the field of education. For this purpose, the Union Ministry has set up institutions like All India Council of Technical Education and the National Council of Educational Research and Training which provide guidance to the States in the field of education.

4. Direction

The role of the Education Department in the Ministry of Human Resource and Development is to give proper direction for carrying out the educational plans and policies. The Central Government also directs and guides the State Governments, local bodies and private enterprise so as to encourage education on the right track. This is being done by the Ministry of Human Resource Development through the Central Advisory Board of Education (CABE).

5. Control

The Central Government exercises considerable control on education by allocating proper grants to the states, local bodies and private agencies for the development of educational programmes made by the states.

6. Pilot Projects

The Ministry of Education under the MHRD undertakes a large number of pilot projects liker rural universities, regional institutes, curriculum reform and text-books etc. In this way, the Ministry aims an establishing an egalitarian society in the country.

7. Clearing-house Role

Ministry of Education under the MHRD, has a clearing-house role. It brings out useful information on various aspects of education. In publishes a few educational journals which have proved to be very useful in disseminating information in the country.

8. Liaison with UNESCO

Ministry of Education carries out some programmes in cooperation with UNESCO. It also takes suitable steps for the promotion and propagation of cultural contacts outside the country with UNESCO.

9. Opening Central Institutes

The Ministry of Education is directly responsible for the running of a few Universities, National Libraries, Museums, and Central schools. So the Ministry has set up a number of advisory bodies which function in different sectors of education.

These are Central Advisory Board of Education (CABE), National Council of Educational Research and Training (NCERT), University Grants Commission. These organisations not only guide the Ministry in formulation of its plans and policies, but also help in implementing its programme and schemes in their own way.

The Central Advisory Board of Education (CABE) is the oldest Board and till 1949, it was the only body which considered the National problems of education and rendered advice to the Central and State Governments.

The Board is presided over by the Union Minister of Education and includes all State Education Ministers as members. There are also representatives of the Universities and representatives of various educational bodies on this body.

The Board provides a common platform, a Nation-wide cross section of representatives hailing from various sectors of education whose deliberation and decisions emerge out of the cross-fertilization of rich ideas and long experiences. This helps immensely the formulation of sound educational policies and programmes.

However, the Body is much helpful in bringing official and non-official members to take part in the consideration of educational problems and renders educational advice to the Central and State Governments on issues, which are of importance in Formulating educational policies and programmes.

It has been said earlier that the Department of Education is one of the constituent parts of the Ministry of Human Resource Development. The Department of Education has its own Secretariate.

It is headed by the Secretary who is assisted by one Special Secretary for Higher Education, Additional Secretary and Educational Advisor for Technical Education. The Department is organised into Bureaux, Divisions, Desks, Sections and Units. Each Bureaux is

under the charge of a joint Secretary/Joint Educational Advisor assisted by divisional heads.

At the centre, the Minister for Education controls the educational policy. He is assisted by one or two Deputy Ministers according to need. The Union Minister of Education has to coordinate the educational policies and programmes of various states.

The Educational Advisor is the administrative head of the Ministry. He is also the Secretary to the Government of India in the Education Department and the Principal Advisor to the Minister on all matters of policy and administration. Being an eminent educationist, he gives advice to the Ministry of Education regarding the educational planning, organization, direction, control etc.

Highlights of new initiatives taken by the Ministry of HRD

I.   Promoting participation of disadvantaged groups in the educational process

a.   Education For Girls

Beti Bachao Beti Padhao Abhiyan

The Department of School Education and Literacy has supported the Ministry of Women and Child Development for roll out of "Beti Bachao Beti Padhao" Abhiyan in 100 districts of the country to enhance the sex ratio and the status of the girl child. An award is being instituted from the "Beti Bachao Beti Padhao" Abhiyan for School Management Committees which achieve 100% transition of girls at different levels of education.

Swachh Vidyalaya

The Department is committed to the provision of a functional girls toilet in every school. A specific "Swachh Vidyalaya" campaign has been rolled out which will ensure that a functional toilet is available in every school before 15th August 2015.

Udaan

UDAAN is an initiative of the Central Board of Secondary Education (CBSE) to enabled is advantaged girl students and other students from SC/ST &minorities to transit from school to post-school professional education specially in Science and Math. The first flight of UDAAN is to address lower enrolment of girls in engineering colleges which is currently about 23% girls as against 77% of boys. It aims to reduce the quality gap between school education and engineering education entrance systems by focussing on the three dimensions-curriculum design, transaction and assessment. It will do this by enriching and supplementing teaching and learning of Science and Mathematics at Senior Secondary level. The CBSE will provide free and online resources to the entire student population with special incentives and support to a thousand selected is advantaged girls per year.

Swami Vivekananda Single Girl Child Scholarship for Researchin Social Sciences

UGC has formulated this scheme under which 300 scholars would be provided Junior Research Fellowship @ Rs. 8,000/--10,000/- per month, and will be implemented from academic year 2014-15.

PRAGATI

Providing Assistance for Girls' Advancement in Technical Education Initiative The AICTE scheme envisages selection of one girl per family where family income is less than 6 lakhs / annum on merit at the qualifying examination to pursue technical education. The scheme is to be implemented by the authorised admission centre of respective State Governments. 4000 girls are expected to benefit of scholarships available per annum. The scholarship amount is Rs. 30,000 or tuition fees or actual whichever is less and Rs. 2000 / month for ten months as contingency allowance.

b.   Persons with Special Needs

Handbook on Inclusive Curricula

For integrating over 25 lakh children with special needs enrolled in elementary education across the country in a regular classroom environment, a hand book on curricular adaptations to orient all primary school teachers across the country was developed by National Council for Education Research and Training (NCERT) and released by the Human Resource Minister on 26thAugust, 2014.

SAKSHAM Scholarship for Differently-abled children

AICTE has decided to award 1000scholarships per annum to differently abled students to pursue technical education based on merit in the qualifying examination to pursue technical education. The scholarship amount would be Rs. 30000 or tuition fees or actual whichever is less and Rs. 2000 /month for ten months as contingency allowance.

c.   Initiatives for the Northeast

Ishan Uday

Special Scholarship Scheme for students of North East Region The UGC has launched a special scholarship Scheme for students of North East Region from the academic session 2014-15. The Scheme envisages grant of 10,000 scholarships to students from North East Region whose parental income is below Rs. 4.5 lakh per annum and would be provided scholarship ranging from Rs. 3,500 to 5,000 per month for studying at under graduate level in Colleges/Universities of the country.

ISHĀN VIKĀS

Ishān Vikās is a comprehensive plan to bring selected students from the school and college levels from the North-Eastern states into close contact with the IITs, NITs and IISERs during their vacation periods. A typical visit is envisaged for a period of ten days to one of these institutions, in the form of either an exposure or an internship programme. Each school will send one teacher to accompany a group of about 32 students of class IX and X and 8 teachers. The college students would be organised in two groups in summer and in winter, consisting of 32 students each group. About 2016 college students and 504 teachers from N-E will be visiting premier Institutes, like IIT/NIT/IISERs in an academic year. The Summer Internship for students from the Engineering Colleges (State or Centrally Funded Technological Institutes) with Stipends and Travel will be taken up. From 25 Institutions, about 250 students will be visiting 16IITs and 6 NITs (to start with six NITs are being considered) per year.

II.   Focus on Quality

Padhe Bharat Badhe Bharat

This initiative was launched on 26th August, 2014, to focus on the quality of foundational learning so that each child attains appropriate learning levels in classes I and II for reading, writing language comprehension and numeracy. Padhe Bharat Badhe Bharat is a sub-component of Sarva Shiksha Abhiyan (SSA) and is being rolled out by 17 States and UTs.

Framework of School Assessment and Evaluation

A Framework for School Assessment and Evaluation is being developed as a self-improvement tool for schools themselves and also to reorient school inspectors, district and block level officers to objective assessment of schools with a view to enhance their effectiveness. The programme in the field would be rolled out by January 2015.

Enabling Interaction of Scholars with our Students

The initiative aims at creating a talent pool of eminent scientists/scholars abroad or in India to enable their interaction with Indian student/ faculty. The task of identifying such scientists/ scholars has been initiated. A database is being created with the help of eminent academic institutions so as to initiate activities from the academic year 2015 ICT enabled enhancement of learning opportunities to accelerate outreach, improve quality and promote equity by facilitating access to the best educational resources for learners/teachers.

SWAYAM (Study Webs of Active –Learning for Young Aspiring Minds) Programme:

Under this programme, Professors of centrally funded institutions like IITs, IIMs, centrally universities will offer online courses to citizens of our country. All courses will be made available free of cost for learning. In case the learner requires a Verified Certificate, a small fee will be applicable. In first phase, IIT Bombay, IIT Chennai, IIT Kanpur, IIT Guwahati, University of Delhi, Jawahar Lal Nehru University, IGNOU, IIM Bangalore, IIM Calcutta, Banaras Hindu University, alone as well as with the help of faculty from foreign universities will be offering courses in areas of engineering education, social science, energy, management, basic sciences. At least one crore students are expected to benefit in 2 to 3 years through this initiative. SWAYAM will be launched in 2014.

National E-Library

The E-Library has been envisaged as an online portal that will democratize access to knowledge by ensuring that quality content from central universities and premier educational institutions are available in a digital format that can be easily accessed by students, working professionals and researchers across the country through laptops, smartphones, tablets, PC's. International collaboration has been offered by Israel, Norway, UK,UNESCO. The National E -Library becomes operational in the academic year 2015.

The National Repository of Open Educational Resources (NROER)

The NROER offers digital and digitisable resources (audio, video, interactive images

and documents) in different languages along with online activities. 13,773 registered users/contributors of e -content, 71,447 unique visitors have already contributed more than 45 lakh hits on the NROER portal.

Use of ICT for Transparency and Accountability to Citizens

Know Your College

There are almost 10,500 colleges which conduct about 14000 Programs and 18000 levels in Technical Education. Programs are Engineering / Technology, Architecture, Pharmacy, Applied arts, Management and Hotel Management and Catering Technology. Levels are Diploma, Post Diploma, Graduate, Post Graduate and Ph D. Similarly, there are more than35000 colleges conducting at least 20,000 programs and 50000 levels in the Higher education sector (Other than Technical Colleges) A new Know your college Portal has been developed for helping a prospective student make a valued judgment of the college he /she wishes to join by providing him /her the necessary information about the same. KYC is a repository of information pertaining to colleges in India vis-à-vis faculty, labs, infrastructure.

Shaala Darpan

Work has commenced on "Shaala Darpan" to ensure that from next academic year, parents of students of Government and Government aided schools can through a mobile application access updates on their child's progress regarding attendance, assignments, achievements.

GIS Mapping of Schools

GIS mapping of schools at elementary as well as secondary level initiated and completed for 13 States with work underway for another 8States. This enables mapping infrastructure gaps and responding to the felt needs of the people in providing schooling facilities.

Dr. S. Radhakrishnan Post Doctoral Fellows in Social Sciences

The UGC has launched a new scheme, Dr. S. Radhakrishnan Post Doctoral Fellows in Social Sciences including Languages. Under the scheme 300 fellowships would be awarded at the rate of Rs. 25,000 per month + HRA etc. for a period of 3 years to the selected Fellows.

AICTE Scholarship for Ph D Studies

AICTE has announced 1000 scholarships per annum to eligible candidates to pursue Ph D in CSIR / DRDO labs or other reputed institutions: Payment of scholarship is as per the Government norms for the purpose.

Quality Improvement Program (QIP)

This is a program conducted by GOI to promote research amongst the eligible teachers in AICTE approved Institutions and others and facilitate them to complete a Ph D from the best Institutions in India like the IIT's and NIT's or other Nationally important Institutes. This scheme is open only to regular teachers. It is proposed to offer ME/M. Tech Scholarships under QIP to 7500scholarships for M Tech under QIP and2500 Scholarships for PhD under QIP.

Imprint India

Impacting Research, Innovation, Technology for India: Ten Goal posts of research on Nationally relevant themes Ten goal posts have been identified and Research groups on each of eminent experts are being set up to formulate time-bound plans of action for each. The task of the Research Group is to identify the needs of the country in terms of its research and technology requirements and to enable proper planning for manpower, research infrastructure, and resources. Leading academic nstitutions have been identified to set the process in motion. The lead institutions would be as follows:

1. Health care: IIT Kharagpur

2. Computer Science and ICT –IIT Kharagpur

3. Energy: IIT Bombay

4. Sustainable urban design IIT Roorkee

5. Nano-technology hardware: IIT Bombay

6. Water resources and River Systems, IIT Kanpur

7. Advance materials. IIT Kanpur

8. Manufacturing IIT Madras

9. Defense IIT Madras

10. Environment Science and Climate Change IISC, Bangalore

The Research groups will be expected to share their first Report by March 2015.

Unnat Bharat Abhiyan (Rural Technologies)

The Abhiyan is coordinated by IIT Delhi will be launched in 2014 as a network of IITs and other academic and professional institutes to evolve appropriate technologies converging for rural development, with focus on water management, organic farming, renewable energy, frugal technology, infrastructure, rural livelihood and employment. A three-day workshop on this was held in IIT Delhi on 7th September 2014.

Accreditation of Institutions for transparency in quality and standards

The UGC has notified Regulations on Recognition and Monitoring of Assessment and Accrediting Agencies which would enable the UGC to register multiple agencies for undertaking accreditation of Institutions of Higher Education across the country.

III.   Enhancing employability

Community College Scheme

To promote Vocational Education, Colleges have been given the power to grant certificate/diploma under the Community college scheme implemented by the UGC

Vocational Programmes

UGC has accorded sanction to 102 Community Colleges and 127 B.Voc Degree programmes entailing a financial outlay of Rs. 329 crore which would bring direct benefit to students studying in vocational programmes in these Institutions.

Council for Industry-Higher Education Collaboration (CIHEC)

The CIHEC is being operationalised to identify initiatives to promote research, mobilize resources, develop market ready manpower, and enhance employability. As a first step to this, a task force of IIT Directors and Chairpersons has given suggestions for a collaboration agenda to be discussed for implementation in the CIHEC.

MHRD and Elementary Education

The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions.

The Sarva Shiksha Abhiyan (SSA) is being implemented as India's main programme for universalizing elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including inter alia, opening and construction of new schools, additional teachers, regular teacher in-service training, academic resource support to ensure free textbooks, uniforms and free support for improving learning outcomes.

The Right to Free & Compulsory Education Act 2009 provides a justiciable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

Important functions of state government towards education

Education is primarily the responsibility of the Slate Governments, Every slate has a department of education. The machinery of educational administration in the slate is composed of the Dept. of Education headed by a Minister. The Minister is responsible to be appointed by the Chief Minister. The Minister performs his activities through the officers of the Dept. and some other agencies like the universities, the statutory bodies. He is also assisted by the Education Secretary and the Director of Education.

(1)   Providing elementary education

It is to provide free and compulsory education to all children, from 6 to 14 years of age. During the third Five Year plan period all most all slates in India including the Punjab, have been providing compulsory education to children 6 to 11 years of age. It was during the fourth Five Year Plan period that all State Government in India were in a position to discharge this responsibility completely.

(2)   Providing higher Education

The state not only arranges for elementary education but also higher education of all types Liberal, Scientific, technical and vocational in order to train its citizens for careers in administration, industry, commerce, medicine, engineering and agriculture. For this purpose, the state opens and maintains a number of high and higher secondary schools, industrial and technical institutes, Polytechnique, colleges and special schools for fine arts and for the education of handicapped.

(3)   Controlling the activities of universities

In every state government finances the university or universities and sees that proper standards of education and instruction are maintained in all branches. It also sees that there is co-ordination between the university and the State Education Department. It nominates its own represent alive lo the senate or legislative body of the universities functioning etc, recommends appointments made and looks lo the general well-being of the universities.

(4)   Providing adult and social education

More than seventy-five percent of our people are yet illiterate. The state government also looks to the needs of those adults who have had no schooling in their childhood. It is the responsibility of the slate lo make all these illiterate adults fit for democracy. For this purpose the state maintains a well-organised programme of adult and social education.

(5)   Opening Training Institution

The state also opens training schools and colleges for providing trained and efficient staff to educational institutions. These training institutions admit matriculates for basic and elementary schools and graduates for high and higher secondary schools. The duration of training is generally two years in case of matriculates and one year for graduates. Arrangements are also made for the training of art, craft and technical instructors recently slate inspectors and headmasters for elementary school.

(6)   Framing of curriculum and syllabus

The slate also prescribes syllabus and course of study for various school classes and grades. The length of each course is determined, and sometimes, even the time – schedule is prescribed, and the working days, working hours and vocations specified. Text-books are prescribed or got prepared. Some states have nationalised text-books and some have nationalized partially. Rules and regulations for admission, withdrawal and migration are also framed by the stale so that there is co-ordination and uniformity in all the educational institutions, functioning the slate.

(7)   Appointing Supervisory staff

The state appoints supervisors, inspectors and education officers for regulating the activities of various institutions. The supervisory staff is responsible not only for maintaining a uniformity of standards in their respective jurisdiction but also lo see that state aids and grants are not misused by private and other agencies.

(8)   Providing Financial Aids

The slate recognizes schools and other institutions run by private bodies, persons or local bodies, in accordance with set rules and regulations. It also provides them with suitable aids and grants to run efficiently and effectively. Financial aid is also given to universities, functioning in the state.

(9)   Appointing Commissions and Committees

The state also appoints commissions and committees from lime to time, to discuss the various aspects of education and educational activities in the stale. These committees of experts suggest ways and means for a further improvement of education in various fields.

(10)   Holding Examinations

Some states hold public examinations at various levels, and some states that do not hold examinations, give directions to the examining bodies like school Boards and District Educational authorities that conduct elementary school examinations at the district level. Teacher training examinations at the school level (like Junior Basic. Training) of secondary school level (like L.T.) are also held by some stales. The state education departments also award certificates to teachers who have undergone special orientation course at various institutes (like institute of English, state institutes of education), and recommend persons of distinction in the educational field for state Award or National Award.

Central Advisory Board of Education CABE

The Central Advisory Board of Education (CABE) is the oldest and the highest advisory body to advise the Central and State Governments in the field of education. It was first established in 1920 and dissolved in1923; then revived in 1935 and continued to exist till 1994. Considering its need in view of the significant socio-economic and socio-cultural developments taking place in the country, and in pursuance of the NPE1986 which stated 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 co-ordination among, the various areas of human resource development",. the CABE was reconstituted by the Government in July, 2004.

Importance of CABE

The CABE plays an important role in the development and implementation of education policies in India. It provides a forum for the exchange of ideas and information on educational issues and serves as a link between the central government and the states, as well as between the government and various educational institutions and organizations.

The CABE serves as a platform for the discussion of education-related issues and the development of strategies to address them. It brings together a wide range of stakeholders, including policymakers, educators, researchers, and representatives from civil society, to discuss and provide recommendations on issues related to education in India.

Overall, the CABE plays a crucial role in shaping education policy in India and ensuring that the country's education system is effective and responsive to the needs of its citizens.

Objectives of CABE

1. To advise the central and state governments on policies and programs for the development of education, including the allocation of financial resources for education.

2. To review the progress of education in the country and to suggest measures for its improvement.

3. To consider and advise on the implementation of the National Policy on Education and other national policies and programs related to education.

4. To advise the central and state governments on the formulation of plans and schemes for the development of education, including the promotion of research in education.

5. To advise the central and state governments on the regulation and coordination of educational institutions and the maintenance of standards of education.

6. To advise the central and state governments on the promotion of the use of regional languages and the study of languages other than English.

7. To consider and advise on any other matter referred to it by the central or state governments or any other body or agency concerned with education.

Functions of CABE

1. Advising the Governor-General on education policy and the administration of education in India

2. Reviewing and commenting on proposed legislation related to education

3. Reviewing and commenting on the education policies of the various provinces of India

4. Advising on the establishment of new educational institutions and the expansion of existing ones

5. Reviewing and commenting on the curriculum and syllabi for various levels of education

6. Advising on teacher training and the professional development of teachers

7. Promoting research and innovation in education.

Compositional Structure of CABE

The compositional structure of the Central Advisory Board of Education (CABE) is determined by the Government of India. The board consists of the following members:

1. The Minister of Education, who serves as the Chairman of the board.

2. The Secretary of the Department of Education, who serves as the Vice-Chairman of the board.

3. Not more than 12 other members who are nominated by the President of India. These members are chosen from among individuals who are recognized as experts in the field of education or who have made significant contributions to education in India.

4. The Director of Public Instruction (DPI) or equivalent officer from each state and union territory in India.

5. The Director of Education of the Government of India.

6. The Director of the National Council of Educational Research and Training (NCERT).

7. The Director of the Central Board of Secondary Education (CBSE).

8. The Director of the All-India Council for Technical Education (AICTE).

9. The CABE also has the power to co-opt up to three additional members as and when required.

The term of office for members of the CABE is three years, and members are eligible for re-nomination. The CABE meets at least twice a year to discuss and provide recommendations on matters related to education in India.

The committee has made recommendations on the issues related to school education which are as under:

➢ Free and compulsory education Bill and other issues related to Elementary education,

➢ Girls education and common school system,

➢ Universalisation of Secondary Education,

➢ Integration of culture education in the school curriculum,

➢ Regulatory mechanism for the Text books and parallel text books taught in schools outside the Government system.

➢ Learning house for ideas and information on all matters relating to school education and teacher education.

Realizing the importance of textbooks, the government, after independence, increasingly acquired more control over preparation, production and distribution of textbooks in addition to the concern for production of quality textbooks in large quantity, one of the significant argument for adoption of the policy of nationalization was the state produced textbooks would check anti-democratic and would help meeting the challenges of casteism, communalism, regionalism, linguism, religious intolerance, untouchability and some other national and global concerns.

Publications

The publishing programme of the NCERT is a part of its total effort to improve the quality of school education. The NCERT textbooks published in English, Hindi, and Urdu languages have the unique distinction of being once attractive and inexpensive. These textbooks are freely adopted by states under their nationalized textbooks programme. They are also used widely in schools affiliated to the Central Board of Secondary Education, Kendriya Vidyalays, Jawaharlal Navodaya Vidyalays, Tibetan Schools and several public Schools.

The NCERT brings out a wide variety of publications such as

(a)   research literature

(b)   school textbooks including workbooks and teachers' guides

(c)   general books for children of different age groups, and

(d)   educational journals

viz., Indian Educational Review (quarterly), Journal of Indian Education and Bharatiya Adhunik Shiksha (bi-monthlies), School Science (quarterly). The Primary Teacher and Primary Shishak, and NCERT Newsletter and Shaikshik Darpan (both news magazines primarily meant for in –house circulation)

The NCERT also brings out supplementary readers under the Reading to Learn and National integration Series. These books are specially written keeping in view the needs of school children, to promote a healthy reading habit in them

The setting up of the NCERT in 1961 was a landmark in the history of school education in India. Since its inception, the NCERT undertook in a phased manner, a major programme of preparation of model curricula, syllabi and textbooks for the entire school stage. The NCERT faculty also collaborated with the State Education Departments and specialized agencies like, Textbook Bureau, Textbook Corporations etc., in formulation of their curricula and instructional materials.

National Council of Educational Research and Training NCERT

The National Council of Educational Research and Training was established in New Delhi, on 1st September, 1961 for providing academic support in improving the quality of school education in India. It is the academic adviser to Ministry of Human Resources development (HRD) of the government of India. The ministry draws upon NCERT's expertise while formulating and implementing policies and programs in the areas of school and teacher education. Funded by the government of India, this autonomous organization is registered under the Societies Registration Act (1860).

Structure

The General Body is the policy making body of the NCERT with the Union Minister for Human Resource Development as its President. All the ministers of education in the State and Union Territories are its members. Beside experts in the field of education are also nominated as members. Its membership patters helps in taking policy decision at the highest level.

The governing body of the NCERT is the executive committee, again with the Union Minister for Human Resource Development as its ex-officio President. The Union Minster for State is its ex-officio vice president assisting the Executive committee dealing with finance, establishment matters and programs.

Management of all the affairs and funds of the council vests in the Governing Body or Executive Committee which is composed of officers of the faculties of council, representatives of Ministries of education and finance, and eminent educationists. Its programs are carefully considered by program Advisory committee on which are represented several Faculty members, representatives of state Institute of education and University Department of education. It has several advisory committees for dealing with specific problems in different fields like publications, science etc., with men of repute and standing drawn from all over the county.

Role of NCERT

➢ To monitor the administration of NIE / Regional colleges of Education.

➢ To undertake aid, promote and co-ordinate research in all branches of education for improving school – education

➢ To organize pre-service and in-service education programmes for teachers.

➢ To prepare and publish study material for students and related teacher's handbooks.

➢ To search talented students for the award of scholarship in science, Technology and social sciences.

➢ To undertake functions assigned by the Ministry of education (Now HRD) for improving school –education.

➢ To promote, organize and foster research in all fields of education.

➢ To disseminate knowledge of improved educational techniques and practices; and

➤ To conduct special studies, surveys and investigations.

Constituent Units

The National Council of Educational Research and Training (NCERT) with six constituents has been serving

National Institute of Education

The NIE's activities are mainly confined to (a) research and development (b) in service training and (c) publishing and dissemination programmes. Important among these programmes are developed and evaluation of curriculum, instructional materials, learning resources and instructional strategies. These programmes cover the entire range or preprimary to higher secondary stage of education and all school subjects including the vocational stream at the higher secondary stage. Its other programmes include examination reform and test development, nutrition and health education, education of scheduled caste and scheduled tribe students, girls, education, population education, value education and physical education. The NIE also develops prototypes of science kits which are in fact mini-laboratories for schools. Other important areas of its works are the non-formal education for out-school children, early childhood education, education of the disabled and programmes for the educationally backward minorities. The NIE has computer facilities for storage and retrieval of data. It periodically conducts educational surveys which throw light on the educational facilities and needs. The NIE has also a library and documentation unit specializing in education.

The special reference library for the use of researches I then filed of applied psychology called the National Library of Educational and Physiological Test's is also located in the NIE.

Considering the importance of improving the quality of teacher education in India, the government had established the National Council for teacher Education (NCTE) and functioning as its academic secretarial is the Department of Teacher Education, Special Education and Extension Service (DTESEES). Tough the NIE primarily confines its activities to in-service training; it nevertheless conducts a regular nine-month Diploma Course in Educational and Vocational Guidance. This is basically a pre-service course meant for training a band of counselors for the school system.

Central Institute Of Educational Technology (CIET)

The CIET is the sixth constituent unit of the NCERT. It was set up in 1984s by merging the Centre for Educational Technology and Department of Teaching Aids. It aims at promoting the use of educational technology, particularly mass media, for improving and spreading education in the country, and for developing an alternate system of education.

The CIET develops (a) software in mind the educational needs, (b) trains personnel wording in the field of educational technology, (c) conducts and disseminates information concerning educational media and technology.

The CIET is headed by a Joint Director, appointed by the Government of India. It has helped in setting up six States institutes of educational Technology (SIETs), one each in Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh. The SIET and the CIET produce educational television programmes for children in the age group 5-8 and 9-11 years and teachers. These proigrammes are telecast for three hours and forty minutes a day by using the satellite and ground transmission network.

The CIET is equipped to take up programmes covering most of the areas of educational technology, viz, distance education, educational television, radio, films and low-cost material. We shall discuss a bit detail about CIET separately because of its importance.

Regional Institutes of Education (RIES)

The Council has four Regional Colleges of Education (RIEs) one each at Ajmer, Bhopal, Bhubaneswar and Mysore. These campus colleges with the Demonstration Multipurpose Schools attached to them. Such schools help the faculty to develop methodologies and test them in the actual classroom situation. Each college has modern laboratories, well-equipped library and residential quarters.

The college offered for integrated teacher education courses leading to B.Sc, Ed. Degree. Except RCE Ajmer the other college also offered a similar programme leading to B.A., B.Ed programmes.

The Bhubaneswar and Mysore RCEs also offered M.Sc Education programmes.

Facilities for doing doctoral work for the pursuing one year B.Ed and M.Ed courses were also available in the RCEs.

All the RCEs conduct in-service training programs both for school teachers and

teacher educations. Besides teaching and extension work, the colleges also take up research and development programmes. Now they are converted in Regional Institutes of Education.

Co-operative Effort

The States play a pivotal role in the area of school education in India. The NCERT works in close co-operation with the state education departments. It has a network of 17 filed Advisers (FAS) offices covering at state and union territories. The council associates the representatives of states with its programmes and with the comities constituted by it.

The NCERT has close ties with universities and other organizations that have a stake in the quality of school education. Prominent among them are the Kendriya Vidyalays Sangathan (KVS), the Central Board of Secondary Education (CBSE), the Central Tibetan Schools Administration (CTSA), and the Navodaya Vidyalaya Samiti (NVS).

Functions

The functions of the NCERT broadly relate to

(a)   Research and development

(b)   In –service and pre-service training

 (c)   Extension and dissemination work –all these lauded to achieve the main objective of improving the quality of education.

The NCERT, therefore (i) develop curriculum, instructional and exemplar materials, methods of teaching, techniques of evaluation, teaching aids, kits equipment learning resources etc. (ii) Organize pre-service and in-service training of teachers, teacher educators and other educational personnel; (iii) conducts and promotes educational research; (iv) disseminates improved educational techniques and practices and research findings, and (v) acts as a cleaning house for ideas and information on all matters relating to school education and teacher education.

Realizing the importance of textbooks, the government, after independence, increasingly acquired more control over preparation, production and distribution of textbooks in addition to the concern for production of quality textbooks in large quantity, one of the significant argument for adoption of the policy of nationalization was the state produced textbooks would check anti-democratic and would help meeting the challenges of casteism, communalism, regionalism, linguism, religious intolerance, untouchability and some other national and global concerns.

Publications

The publishing programme of the NCERT is a part of its total effort to improve the quality of school education. The NCERT textbooks published in English, Hindi, and Urdu languages have the unique distinction of being once attractive and inexpensive. These textbooks are freely adopted by states under their nationalized textbooks programme. They are also used widely in schools affiliated to the Central Board of Secondary Education, Kendriya Vidyalaya, Jawaharlal Navodaya Vidyalaya, Tibetan Schools and several public Schools. The NCERT brings out a wide variety of publications such as (a) research literature, (b) School textbooks including workbooks and teachers' guides, (c) General books for children of different age groups, and (d) educational journals viz., Indian Educational Review (quarterly), Journal of Indian Education and Bharatiya Adhunik Shiksha (bi-monthlies), School Science (quarterly). The Primary Teacher and Primary Shishak, and NCERT Newsletter and Shaikshik Darpan (both news magazines primarily meant for in –house circulation)

The NCERT also brings out supplementary readers under the Reading to Learn and National integration Series. These books are specially written keeping in view the needs of school children, to promote a healthy reading habit in them

The setting up of the NCERT in 1961 was a landmark in the history of school education in India. Since its inception, the NCERT undertook in a phased manner, a major programme of preparation of model curricula, syllabi and textbooks for the entire school stage. The NCERT faculty also collaborated with the State Education Departments and specialized agencies like, Textbook Bureau, Textbook Corporations etc., in formulation of their curricula and instructional materials.

Among other things, the NCERT acted as a academic secretariat of the National Board of School Textbooks (NBST) which was set up by Government of India in 1968 in order to co-ordinate and guide the activities of the national level and the State level organizations for production and several suggestions regarding preparation, evaluation, production and distribution of school textbooks and emphasized the societal concerns like national integration, secularism, and democratic living should find adequate reflection in the

school textbooks. AT the instance of the Government of India, the NCERT, since 1969, has inter alia, been working on a programme of evaluation of the textbooks of the states and Union Territories from the standpoint of national integration. It has also remained associated, more or less, with the matters related to policy formulation and implementation in respect of school education. Keeping in view the emphasis on societal concerns like equality of sexes and population education, separates/Units have been created in the NCERT for ensuring their suitable reflection in the School curriculum.

Encouraging Talent

The NCERT has progrmmes for encouraging talented school, children, innovative teachers, teacher educators and promising scholars wanting to pursue research studies.

Every year the NCERT awards 750 National Talent Search (NTS) scholarships-including 70 for students belonging to SC/ST communities. The purpose of this scholarship scheme is to identify talented students at the class X stage and give them financial assistance for pursuing higher studies. Students bagging these scholarships may pursue, or take up professional courses up to the second-degree level in such areas as engineering or medicine.

In order to encourage experimentation and innovations, the NCERT organizes separate programmes for primary and secondary school teachers and elementary and secondary teacher educators. Called Seminar Readings Programmes these schemes envisage giving awards for significant innovative work by teachers and teacher educators.

The NCERT also awards research fellowships leading to Ph.D. degree of for doing post-doctoral work. Only those scholars who clear the test administered by the University Grants Commission (UGC) are eligible for Ph.D. fellowships.

The NCERT sponsors and encourages out of school activities for popularizing science. The organization of science exhibitions at the district state and national levels is a part of his effort.

Research and Professional Growth

The educational Research and innovations Committee (ERIC) of the NCERT funds research programmes taken up by scholars both within and outside the Council. The projects, however, are to have a direct bearing on either school education or teacher education. The ERIC also holds periodic conferences of educational research workers. Having funded publication of surveys of educational researches in India earlier it has now taken upon itself the task of compiling such research volumes as well.

The NCERT offers financial assistances to professional associations in the field of education for holding annual conferences and publishing journals.

International Recognition

The NCERTs international ranges from working with the united Nation's institutions like UNESCO, UNISEF, UNDP, UNFPA etc., to assisting Third World Countries. It serves as the academic secretarial of the National Development Group (NDG) or the Asia and NCERT has been providing technical support to the states in the planning and implementation of various programmes to promote vocationalisation at the plus two stage. It has also been engaged in development of competency-based curricula for different vocational courses, development of guidelines for implementing different vocational courses, development of guidelines for implementing different aspects of vocationalisation of education, development of syllabi and instructional materials, training of vocational teacher educators, teachers and other personnel.

For orientation in favor of values, the common core components viz., (i) History of India's freedom movement, (ii) Constitutional obligations, (iii) Contents essential to nurture national identity (iv) India's common cultural heritage (v) egalitarianism, democracy and socialism, (vi) equality of sexes, (vii) removal of social barriers, (viii) observance of small family norms, and (ix) inculcation of scientific temper, emphasized in the National Policy on Education, are suitably reflected in the curricula and instructional materials of all subjects and at all stages of school education developed by NCERT.

With the view to meet the challenges in realm of teacher education, "Teachers Education Curriculum-A Framework" (1978) developed by the National Council for Teacher Education (NCTE) had been revised in 1990. This framework provided for transformation of the preservice teacher education structures and processes related to elementary and secondary teacher course. NCTE now granted a statutory status by the Government of India is in a position to persuade the states for acceptance of these recommendations. Programmes and activities related to the training of the personnel of the centrally-sponsored institutions DIETs, CTEs and IASEs are being implemented by the NCERT. A few examples of the self-instructional materials and multi-media packages are (i) the "In-service Teacher Education Packages" for primary school teachers and secondary school teachers, and (iii) the multi-

media packages developed for operationalizing the operation blackboard scheme.

A major component of examination reform has been linked with the recommendation regarding introduction of semesterisation of the senior secondary stage. The NCERT has developed a framework for semesterisation in collaboration with Boards of Secondary and Senior Secondary Education. In this context, scheme of continuous and comprehensive evaluation has been evolved and circulated among the SCERT and Boards of Secondary Education. NCERT has also developed conceptual materials related to educational evaluation, preparation of criterion-referenced texts and the training of test item writers in different subjects' areas. It has also developed a sample cumulative card along with procedures for maintaining records of pupils, achievement and guidelines for introduction of grading and grading and scaling in examinations. A project titled "Learning Attainment of Children in Language and Mathematics at Primary Stage" has been completed. A similar study on scholastic attainments at class X and XII level has also been completed.

A national talent search scheme is in operation for identification and nurturing of talent of class X. NCERT has also undertaken a programme to identify talented children in rural areas as per requirement of admission to Navodaya Vidyalays.

The NCERT works as the academic wing of the Ministry of Education and Social Welfare and assists the Ministry in the formulation and implementation of its policies and programmes in the field of school education.

The functions of the Council are discharged on the following broad lines:

(a)   To undertake studies, investigations and surveys relating to school education;

(b)   To organize pre-service and in-service training mainly at an advanced level;

(c)   To organize extension services;

(d)   To disseminate improved educational techniques and good practices;

(e)   To act as a clearing-house for ideas and information on all matters related to school education.

With a view to carrying out such functions effectively, the council works in close co-operation with the Education Department in the States and the Universities and generally with all organizations in the country for furthering the objectives of school education. Besides, the council maintains close relations with similar national and international agencies maintains close relations with similar national and international agencies throughout the world. In order to implements its programmes efficiently it has not only a large number of advisory bodies, but also it has an array of executive as well as academic institutions, departments and organizations throughout the country. It also maintains a liaison with all the state Government through the network of offices of Field Advisers.

Kendriya Vidyalaya Sangathan (KVS)

The Kendriya Vidyalayas (KVs), one of world's largest chain of schools in the world are a system of central government schools in India that were instituted under the aegis of the Ministry of Human Resource Development (MHRD). It comprises over 1,094 schools in India and three abroad.

The system which came into being in 1963 was known as 'Central Schools' and later, the name was changed to Kendriya Vidyalaya. The main objective is to educate children of the Indian Defense Services personnel who are often posted to remote locations. The service gradually extended to all central government employees.

Objectives of Kendriya Vidyalaya Sangathan

• To cater to the educational needs of the children of transferable Central Government employees including Defense and Para-Military personnel by providing a common programme of education;

• To pursue excellence and set pace in the field of school education;

• To initiate and promote experimentation and innovativeness in education in collaboration with other bodies like the Central Board of Secondary Education and National Council of Educational Research and Training etc.

• To develop the spirit of national integration and create a sense of "Indianness" among children. Memorandum Of Association (Hindi version)

• To Provide, establish, endow, maintain, control & manage schools, hereinafter called the 'Kendriya Vidyalaya' for the children of transferable employees of the Government of

India, floating populations & others including those living in remote & undeveloped locations of the country & to do all acts & things necessary for the conducive to the promotions of such schools.

Features of Kendriya Vidyalaya Sangathan

- Common text-books and bilingual medium of instructions for all Kendriya Vidyalayas.

- All Kendriya Vidyalayas are affiliated to Central Board of Secondary Education

- All Kendriya Vidyalayas are co-educational, composite schools.

- Sanskrit is taught from class VI - VIII.

- The quality of teaching is kept reasonably high by an appropriate teacher-pupil ratio.

- No tuition fee for boys upto Class VIII, girls upto Class XII and SC/ST students and children of KVS employees.

General body of Sangathan

The general body of the Kendriya Vidyalaya Sangathan is the apex body. The Minister of Education, in-charge of the Kendriya Vidyalayas scheme, is the Chairman of the Sangathan. The Minister of State in the Ministry of Education is the Deputy Chairman and an Officer of the Ministry of Education, specified by the Government of India for this purpose, is the Vice Chairman of the Sangathan. Other members are appointed by the Government of India from amongst senior officers of the Ministries of Finance, Defence, Works and Housing, Health and department of Personnel and Training as well as distinguished educationists including representatives of the Central Board of Secondary Education. National Council of Educational Research and Training and State Governments besides Members of Parliament, Women representatives and Members of Scheduled Castes and Scheduled Tribes.

Standing Committee

Finance Committee, Works Committee and Academic Advisory Committee are the Standing Committees of the Board of Governors of the Sangathan.

The functions and powers of these Committees, in brief, are as under:

Finance Committee

To scrutinize the accounts and budget estimates of the Sangathan – to consider and make recommendations to the Board for new expenditure on account of major work – to scrutinize reappropriation statement and audit notes and to review the finances of the Sangathan besides getting concurrent audit conducted.

Works Committee

To recommend the work policy of the Sangathan – to consider and approve the work programme- to prescribe norms for issue of administrative approval and expenditure sanction – to review the progress of construction work to advise the Board on policy matters relating to the works programme.

Academic Advisory Committee

To advise about the academic and co-curricular programmes of Kendriya Vidyalayas – to help prepare guidelines for implementation of these programmes – to help Kendriya Vidyalayas realise, among others, the objectives of the Sangathan, viz., to develop the Vidyalayas as "School of Excellence" in the context of the National goals of education – to promote national integration and to review publication programmes and suggest improvements.

Primary Education

Kendriya Vidyalaya Sangathan had set up a task force in 1994 to suggest a specific course of action for the strengthening of Primary Education in the Kendriya Vidyalaya. This Committee made some recommendations with an emphasis on joyful learning through an activity base approach. Accordingly the K V S has adopted the activity based approach for teaching at the Primary level, together with a system of grades for assessing the child's performance. The aim of assessment is to improve the child's capability rather enforcing retention in the same class.

To ensure a smooth transition from the home environment to the Primary school, a 'School Readiness Programme' of 6 weeks duration has been developed and adopted. At the end of the programme the teacher may assess if the desired behavioral outcome has been achieved in the following areas.

1.   Recognition of the environment

2.	Confidence

3.	Observation

4.	Pattern copying

5.	Correlation

6.	Classification

7.	Sequential arrangement

8.	Expression

9.	Understanding

10.	Creative Skills

Strengthening Of Primary Education

In pursuance to the recommendations of the Yashpal Committee, the School Readiness Programme for 6 to 8 weeks and the activity-based approach for teaching and grading system for assessing the performance of children have been adopted. The grading is for improving the competency and skill of the child rather than detaining the child in the same class. A five-point scale has been adopted for classes I to V. A handbook on School Readiness programme and handbooks for PRTs for classes I to V have been published to provide the required orientation for Principals and teachers.

<div align="center">

State Agencies

State Education Department
</div>

Education is the process by which a society transmits its accumulated knowledge skills and values from one generation to another. Education must provide the means and opportunities to enhance the child's creative expression and the capacity for aesthetic appreciation. Education gives knowledge about the world around us. It makes children capable of interpreting things in the right perspective.

Vision

To achieve universalisation of education at both elementary and secondary levels by providing burden less quality education through joyful learning and to provide basic infrastructure coupled with safety and security for the well-being of the children.

Objectives

➢ To provide universal access, equity, quality at primary, upper primary, secondary and higher secondary level.

➢ To strive for all round development of the child. To evolve curriculum and evaluation procedures in conformity with the values enshrined in the Constitution.

➢ To build the child's knowledge, potential talent and develop the child's physical and mental abilities to the fullest extent.

➢ To provide required infrastructure to ensure the comfort of each and every child in school. To provide a conducive learning environment through learning activities, discovery and exploration in a child friendly and child centred manner.

➢ To provide quality education as far as possible in the child's own mother tongue.

➢ To provide abundant opportunities for the child to express itself without any fear.

➢ To make examinations more flexible and integrated in classroom life by implementing continuous and comprehensive evaluation in phases, to remove the anxiety and stress caused by terminal examinations.

Schools Fee Determination Committee

➢ Instructions to Management of Schools while coming for enquiry of Fee fixation

➢ Proposed Fee Structure Subject to legal Limitation

➢ Format of Expenditure

➢ Fee Approval Form

Department of Elementary Education

The Department of Elementary Education (DEE) is the nodal department of the NCERT to advise the Government of India on policies and programmes pertaining to elementary education. It acts as the nodal centre at the national level for the implementation of the Sarva Shiksha Abhiyaan and the Right of Children to Free and Compulsory Education (RTE) Act, 2009.The thrust areas for the department are: Early Childhood Care and Education, Early Literacy Programme and Elementary Education. The department is playing a lead role in different types of activities such as research, development, training and extension in the context of SSA. Programme Evaluation is the emerging area in the field of education and the DEE has been making significant contributions towards this new area of research.

Role and Function

The role and functions of the department pertaining to its major areas are as follows:

Early Childhood Care and Education (ECCE)

➢ Developing exemplar materials for training of the grass root ECE functionaries;

➢ Developing resource materials for preschool teachers, parents and other interested groups;

➢ Conducting need-based research studies in the area of ECCE;

➢ Building capacities of the states in the area of ECCE and strengthen SCERTs and DIETs. Six-month Diploma Course in Early Childhood Care and Education is offered every year;

➢ Conducting training programmes for key functionaries of states in planning, implementation and monitoring of the ECCE programmes and developing necessary materials for children, teachers, teacher educators and parents;

➢ Disseminating Early Childhood Care and Education - Children Media Laboratory (ECCE-CML) kit to Government run pre-school centres, Anganwadis and private institutions working in the area of ECCE;

➢ Conducting seminars and conferences on the emerging issues and thrust areas of the Early Childhood Education; and

➢ Providing resource support to government as well as non-government institutions for the training of preschool teachers.

Early Literacy Programme

➢ Drawing the attention of policy makers and curriculum designers in the country on the pedagogy of reading in early years;

➢ Making available a variety of childrenï¿½s literature and other resource material to support the pilot project in Uttar Pradesh and other states;

➢ Helping teachers develop an understanding about reading and writing; and

➢ Monitoring the progress and providing support to teachers and other functionaries.

Elementary Education

➢ Conducting research studies in the priority areas related to elementary education, especially on issues related to improvement in the quality of elementary education;

➢ Undertaking programme evaluation of various quality initiatives, implemented by the States for qualitative improvement of the elementary education under SSA;

➢ Developing guidelines for preparation of subject-wise syllabi and curricular materials for children and support materials for teachers for classes I to V;

➢ Developing the guidelines for Curriculum and Evaluation Procedure in respect of schools owned, controlled and managed by the Central Government and UTs without Legislature in the context of the RTE Act, 2009;

➢ Popularisation of the Source Books on Assessment at the Primary stage for different curricular areas at the primary level;

➢ Capacity building of key functionaries in the States/UTs for implementation of syllabi and textual materials based on NCF-2005 for primary level;

➢ Providing academic support under Sarva Shiksha Abhiyan (SSA) and Right to Education Act, 2009 with respect to planning, implementation, monitoring and evaluation of activities especially those related to improving the quality of education;

➢ Developing awareness and sensitising community on issues related to RTE, Early Childhood Care and Education (ECCE) and elementary education through various advocacy programmes;

➢ Organising seminars, conferences and consultative meetings on important themes and thrust areas in Elementary Education; and

➢ Documenting and dissemination of innovative/relevant materials in ECCE and elementary education through journals and National Documentation Unit (NDU).

State Council of Educational Research and Training SCERT

The National Council of Educational Research and Training (NCERT) maintains a network of field offices to keep a close liaison with State Government. At present, these offices have been established in different States and Union territories. State Council of Educational Research and Training (SCERT) is one of these offices. It came into existence on 5th January 1979 as a result of transformation and upgradation of the former State Institute of Education (SIE).

Functions of SCERT

The State Council of Educational Research and Training discharges the following functions:

➢ To organize and implement the special educational projects sponsored by UNICEF, NCERT and other agencies for qualitative improvement of school education and teacher educators.

➢ To prescribed curricula and textbooks for the school and teacher training institutions.

➢ To produce instructional materials for the use of teacher- educators.

➢ To arrange in-service training for different categories of teachers, inspecting officers and teacher-educators and coordinate the work of other agencies operating at the state level.

➢ To organize programmes including Correspondence-cum- Contact Courses for professional development of teachers, teacher-educators and inspecting officers.

➢ To supervise the working of the Teacher-Training Colleges, Secondary Training Schools and Elementary Training Schools.

➢ To provide extension service to Teacher-Training Institutions at all levels in the state.

➢ To conduct studies and investigations on the various problems of education.

➢ To evaluate the adult and non-formal education programmes entrusted by the Government.

➢ To conduct the public examinations specially at terminal stages like the end of Class HI and Class IV etc. with a view to selecting candidates for scholarships through such examinations.

The State Council of Educational Research and Training has a Programme Advisory Committee under the chairmanship of the education minister. There are also Special Advisory Committees for programmes like Population Education, Educational Technology and Non-formal Education.

The SCERT has the following departments:

➢ Department of Pre-School and Elementary Education.

➢ Department of Non-formal Education.

➢ Department of Curriculum Research and Special Curriculum Renewal Projects.

➢ Department of Science and Mathematics Education.

➢ Department of Population Education.

➢ Department of Teacher and Inservice Education.

➢ Department of Educational Technology.

➢ Department of Examination Reform and Guidance.

➢ Department of Research coordination.

➢ Department of Art and Aesthetic Education.

➢ Department of Adult Education and Education for Weaker Sections.

➢ Department of Publication.

The Director is the head of the Council and he is assisted by one Deputy Director in administration and other in academic matters. Besides, there are four Class I Officers, three in the OES (Colleges) Cadre and one in OES (Field) Cadre, 23 Class II officers in the OES Cadre of both College and School branch and some assistants.

The Director of Education maintains a close and personal touch not only with the district level officers but also with principals and teachers so as to provide them with necessary guidance and intellectual stimulation.

The State Council of Educational Research and Training (SCERT) is established and maintained in order to improve the standard of education in the state. The primary objective of the Council is to help through suitable programmes of research, training and extension. It plays an important role in Orissa in implementing the training programmes and orientation courses for different types of workers for introducing changes in the system of examination.

At present the SCERT has been working as the academic wing of the Department of Education and Youth Services, Government of Orissa. It has been acting as the Directorate of Teacher Education. The appointment, transfer and promotion of the teaching and non-teaching staff of the Institute of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs), Training Colleges, District Institute of Education and Training (DIETs), Training Schools etc. are done by the Government in consultation with the Director of SCERT.

All kinds of academic programmes are coordinated, streamlined and maintained by the SCERT. Periodical revisions and upgrading of curricula, preparation of text books, teachers' guidance and other teaching and learning materials and improvement in methods of teaching and evaluation are also undertaken by the SCERT.

The Ministry of Education and Youth Services Government of Orissa performs most of the functions through the SCERT So the SCERT provides guidance to the State Government in the field of education.

State Welfare Department (SC / ST)

Mission of Establishing the Department

Social Welfare Department is one of the important departments in the State Government. It was established in 1956. Various programmes are being implemented through Zilla Panchayath/Taluk Panchayat for the development of Scheduled Caste from Social Welfare Department. Under SC/ST (Prevention of Atrocity) Act 1989 revised Rules 2015, amount of relief will be given to SC/ST victim of atrocity.

As per 2011 Census in Mysore District Scheduled caste population is 5,36,643, i.e., 17.88 percent of the total population.

For the development of Scheduled Castes, in 2017-18 in ZP programmes Rs.2847.89 lakhs was released and Rs.2646.88 Lakhs expenditure occurred and in TP programmes Rs.4110.12 Lakhs was released out of which Rs. 3880.21 Lakhs expenditure occurred. Taluk Panchayath programme Special Component Programme, Rs. 180.00 Lakhs released and Rs. 180.00 Lakhs expenditure. 100% Physical Target achieved.

Social Welfare Department, the main important is educational oriented programmes, viz., Prematric and Post matric hostels for SC students, providing free boarding and lodging, Prematric scholarship and post matric scholarships, Prize Money, stipend to law graduate. Other programmes-Intercaste marriages, simple marriages, SC widow marriage etc. community halls construction in villages, hobli and Taluk levels. Providing infrastructure in SC colonies, improvement grave yards etc.

Minority Welfare Department

Mission of Establishing the Department

Minorities welfare department separated from the department of Backward Classes & Minorities and working with a view to enable all minor communities to lead a progressive life with equal opportunities socially, economically & educationally. To implement the programmes of the department district level office is working in mysuru from dated: 22.06.2012 under the control of Zilla panchayath & Directorate of minorities welfare departments.

Department Objectives

➢ Maintenance of Hostels & residential schools.

➢ Subsidy to Private Institutions running Hostels & orphanage.

➢ Stipend for Minorities Law graduate students.

➢ Carrier training program.

➢ Subsidy to Church repairs/Community halls Construction.

➢ Subsidy for Community Hall construction for Muslim/jains Communities.

➢ Bidaai Scheme.

➢ Vidyasiri Scheme.

➢ Chief Minister Development scheme.

Department of Youth Empowerment and Sports

Mission of Establishing the Department

Youth Empowerment and Sports department was established in 1975, with the Vision to Reach, Engage and Empower the youth of Karnataka to facilitate all round development of the society, Karnataka, India and the world. The main activities of the department are Creation of Infrastructure- Stadium and Youth Training Centres, Youth Empowerment Programmes, Youth Festival, Youth Rally, Conferences and Youth Awards, Youth Training Programmes, Sports Schools and Hostels, Sports Events- Taluk, District and State Level, Sports Awards- Ekalavya, Karnataka Kreeda Rathna and Lifetime Achievement Awards, Sports welfare- Cash Incentive, Scholarships, Insurance, Pension and Promotion of Excellence under Sports Academy for Excellence Scheme.

Backward Classes welfare department

Mission of Establishing the Department

For the Welfare of the Backward Classes citizens the then former Chief Minister of Karnataka Sri D. Devaraj Urs in 1977 established Backward Classes welfare Department in the state, as Commissioner Office at the State level, District Office at the District Level and Taluk Office at the Taluk Level for the welfare of Backward Classes People Under the Constitution of India Article 15(4) which empower special provision for advancement of Socially and Educationally Backward Classes People and 16(4) for Reservation of appointment or posts in favour of Backward Class Citizens.

Horticulture Department

Mission of Establishing the Department

Horticulture is a significant and upcoming sector in Karnataka. Horticulture has proved to be the best diversification option for agricultural land use, because of assured and the remunerative returns to the farmers. The Department of Horticulture is responsible for the overall development of Horticulture in the state. The Department is adopting a definite policy for the development of Horticulture, covering the following mandate.

Department Objectives

➢ Area expansion under Horticulture crops based on agro-climatic suitability.

➢ Production and distribution of quality planting materials of various Horticultural plants.

➢ Dissemination of advanced Horticultural technology.

➢ Giving boost to dry land horticulture.

➢ Helping the farmers to achieve water economy through special irrigation techniques.

➢ Promoting hi-tech horticulture.

➢ Assisting the farmers in availing credit assistance.

➢ Organizing effective plant protection programmes.

➢ Providing post-harvest and marketing assistance.

➢ Encouraging Organic cultivation methods.

➢ Helping the farmers in value addition and export of Horticultural produce

➢ Achieving high degree of human resource development. (HRD)

➢ Providing support to the research organizations, especially to solve the burning field problems faced by the farmers.

Adult Education Department

Mission of Establishing the Department

    Department of adult education started in the year 1978.

Department Objectives

    To the villages of the district which has low literacy rate a survey was conducted to 15-60 years age group people who belong to schedule caste, schedule tribe, minorities & all other backward classes. These illiterate people were educated through volunteers & were made literates. The objective of this department is specially towards the women literacy, where the women are in the rate of 85% & men are in 15% our department strives to teach these people to read, write & learn simple calculation which is necessary in their day to day life.

    Till now this department has organized the centrally sponsored programs namely Sakshara sanmana, kalike galike, Kannada nadu Sakshara nadu munduvarike shikshana, samana shikshana, shakshara bharath & many other programs. We organized literary camps to these illiterates to improve their quality of life.

    Literary skill stabilization program & Improvement of life quality camp where organized to bring these neo illiterates to the mainstream of society.

Integrated Tribal Development Project

Mission of Establishing the Department

    The Tribal Welfare Department was established, with vision to "minimize and eventually eliminate disparity between the people belonging to socially disadvantaged Scheduled Tribes and general category" and there by enable the Schedule Tribes people to lead a productive and dignified life and mission of enabling the socially disadvantaged Scheduled Tribes people, with appropriate legislative, administration and socio-economic interventions, to provide quality education, income generating activities, capacity building, infrastructure development to realize their full potential in a socially equitable environment.

Department Objectives

➢ To promote education among STs by creating improved education opportunities and establishment of quality education institutions.

➢ Working hard to overall development of primitive TRIBES and Creating the programmes to bring the tribal people to the mainstream of the society.

➢ To promote the livelihood of STs by creating economic opportunity through skill development, capacity building and conduction training programmes etc.,

➢ To promote economic empowerment of STs, and make them economically self-dependent.

➢ Prevention and elimination of discrimination and exploitation.

➢ Ensure dignity of living amount ST communities by providing essential and adequate community infrastructure in ST habitats.

➢ Create comprehensive social awareness and bring about attitudinal changes for ensuring social justice and equity for all.

➢ To deliver good governance and ensuring transparency.

District Institute of Education and Training (DIET)

Vision

    To provide academic and resource support to the Elementary, Secondary, Senior Secondary, Adult and Non-Formal Educational sectors for the continuous quality improvement.

Mission

➢ To provide academic and resource support to the Elementary, Secondary, Senior Secondary, Adult and Non-Formal Educational sectors for the continuous quality improvement.

➢ To strengthen linkages between the DIETs, BRCs, CRCs and SCERT

➢ To serve as an Education Resource Centre for the district in conjunction with BRCs, CRCs

➢ To organize and support teacher professional development and leadership development programs for Head Masters, senior teachers and School Management Committees on a continued basis

> To develop district academic plans and monitoring the quality of schools and teaching

> To prepare relevant teaching learning materials and Educational Technology inputs to the schools.

> To develop curriculum materials and evaluation items for the learner's achievement

> To conduct research studies and projects for the special group in the district.

History of the Institution

District Institute of Education and Training, Dharmapuri was established as per the G.O. MS. No. 145, dated 27.06.2007, by the Government of Tamil Nadu and started functioning at Government Higher Secondary School campus at Pulikarai from 03-09-2007 to 27.05.2020. From 28.05.2020 the DIET is functioning in the new own building at Settikarai village of Dharmapuri.

Elementary and adult education systems were already too vast to be adequately supported by national and State level agencies alone like NCERT, NIEPA and SCERTs earlier. Likewise in the area of adult education, this support was being provided by the Central Directorate of Adult Education at the national level, and by State Resource Centres (SRCs) at the State level. Below the State level, there were elementary teacher education institutions but their activities were confined mostly to pre-service teacher education.

Pursuant to the provisions of National Policy on Education (NPE 1986) on teacher education, a centrally sponsored Scheme of Restructuring and Reorganization of Teacher Education was approved in October 1987. One of the five components of the Scheme was establishment of DIETs. Draft guidelines for implementing the DIET component were circulated to States in October 1987 and have, together with certain subsequent circulars, formed the basis for its implementation so far. Till October 1989, Central assistance had been sanctioned under the Scheme for setting up a total of 216 DIETs in the country.

In Tamil Nadu, there are totally 32 DIETs at present established in 4 phases among which DIET Dharmapuri is established in the fourth phase in the year 2007. It is situated in the Village called as pulikarai, Dharmapuri district. DIET is functioning with seven departments. Their functions are listed as found here.

Special Target Groups

The concept a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality: says the NPE. It goes on to say "to promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the condition for success". It follows that DIETs also, in all aspect of their work, would have to give primary attention to promotion of education of the below groups.

> Girls and women

> Scheduled castes and Scheduled tribes

> Minorities

> The handicapped

> Other educationally disadvantaged groups e.g. working children, slum-dwellers, inhabitants of hilly, other inaccessible areas, etc.

Departments in DIET

1. Pre-Service Teacher Education

2. In-service Field Interaction Innovation & Co-ordination

3. District Resource Unit

4. Curriculum Material Development and Evaluation

5. Educational Technology

6. Work Experience

7. Planning & Management

Role of Departments

1. Pre-Service Teacher Education

- ➢ To organize quality Pre-Service Training for the Primary School system
- ➢ To provide Child centred approach methodology to the teacher trainees
- ➢ To provide psychological guidance and counselling services to the teacher trainees
- ➢ To maintain Science Lab, Psychology Lab, Work Experience Materials, Art Education Articles, Physical Education materials and maintaining a garden
- ➢ To arrange Internship programme for teacher trainees in primary schools.
- ➢ To arrange field trips related to the curricular areas, which would help the teacher trainees
- ➢ To promote Yoga, Physical Education and Health Education
- ➢ To conduct competitions like debate, elocution, seminar, quiz, essay writing, dance, music, songs etc., in order to strength co- curricular activities

2.   **In-service Programme, Field Interaction, Innovation & Co-ordination**

- ➢ To assist educational authorities in planning and coordinating in-service education programs throughout the district
- ➢ To identify training needs of Primary teachers, Upper Primary teachers, Secondary teachers, and Senior Secondary teachers in the district
- ➢ To organize in-service training programs to be held in and outside the DIET
- ➢ To serve as the nodal branch for organizing service education programs for teachers and HMs
- ➢ To conduct orientation programs for Resource Persons, who conduct in-service programs
- ➢ To conduct in-service programs for teachers in the Distance/Distance cum contact modes
- ➢ To evaluate and monitor the quality and efficacy of in-service programs and strive for their continuous improvement
- ➢ To serve as a reference and resource centers for teachers who wish to continue their education
- ➢ To act as the nodal branch for all action research and field interactions activities
- ➢ To co-ordinate in-house action research activities and disseminate its results
- ➢ To act as a clearing house for information on results of all studies, research, innovation etc.
- ➢ To help in publishing periodic newsletter and magazines

3.   **District Resource Unit**

- ➢ To assist educational authorities in planning and coordinating training programs for AE/NFE personnel
- ➢ To serve as the nodal branch for organizing programs of induction training and continuing education for instructors and supervisors of NFE/AE
- ➢ To conduct orientation program for RPs from NYK, NFE/AE, NGO etc.
- ➢ To provide instructional inputs into core areas and individual subjects
- ➢ To evaluate and monitor the quality and efficacy of the training programs for NFE/AE personnel
- ➢ To maintain a data base on all NFE/AE personnel
- ➢ To undertake and develop curriculum, basic and post-literacy TLM, low cost teaching aids and evaluation tools for AE/NFE
- ➢ To undertake field interaction and act as the referral unit for academic problems in AE/NFE
- ➢ To help the DBE and AE/NFE authorities in organizing media support for AE/NFE programs
- ➢ To undertake action research in all areas

4.   **Curriculum Material Development and Evaluation**

- ➢ To adapt existing curricular units and develop new locally relevant units for the district in various subjects

- ➢ To develop teaching – learning materials for general and locally developed curricular units
- ➢ To adopt innovative techniques and guidelines for continuous and summative learner evaluation
- ➢ To develop evaluation tools and techniques for diagnostic testing, remedial programs and talent identification procedures
- ➢ To help the DRU in development work for AE/NFE
- ➢ To undertake testing on sample basis to assess achievement levels among primary & upper primary learners and adult learners under NLM
- ➢ To help educational authorities and schools in implementing a reliable and valid system of learner evaluation
- ➢ To conduct workshops for the adaptation development work relating to CMDE
- ➢ To provide CMDE related inputs into all other programs/activities of pre-service and in-service

Other Activities

In addition to the above mentioned activities, the following activities were carried out by the CMDE Branch

- ➢ Verification and online uploading of the applications for admissions of the private TTI students work was done by this department
- ➢ Uploading the Internal Assessment marks of the D.El.Ed., Students of DIET and Private TTI work was undertaken
- ➢ Regular School visits with the aim of On-site Support to Schools and working Teachers to bring out innovative practices and good performance among the Teachers
- ➢ During the Teaching Practice and Internship Programme the Classes and Teaching Practices of DIET and Private TTI Teacher Training Students were observed and monitored
- ➢ The Subjects such as IES and SDW were taught to the PSTE Branch Teacher Training students
- ➢ To educate and guide the School Children towards a healthy life and self-hygiene regular school visits on WIFS were made by this department
- ➢ Related to FEL Subject, direct experience was given to the Teacher Training Students through field trip with the co-operation of the PSTE Branch by this department
- ➢ In co-operation with the DRU and IFIC Branches documentation work on the training Developing Leadership Qualities among the Middle School Headmasters and VITAL training for the teachers was done by this department

5. Educational Technology

- ➢ To develop simple, effective and low-cost teaching aids for elementary education
- ➢ To help the DRU in developing low-cost teaching aids for AE/NFE
- ➢ To maintain all AV equipment of the institute and computer lab
- ➢ To maintain a display area for good & low-cost teaching aids
- ➢ To maintain a library of educational VCDs
- ➢ To lend and borrow slides, cassettes and films to other institutions
- ➢ To liaise with nearby radio station for arranging educational broadcasts
- ➢ To conduct in-service programs for teachers in the area of ET
- ➢ To conduct workshops for the development work
- ➢ To provide ET related inputs into all programs/activities of pre-service and in-service branch

6. Work Experience

- ➢ To identify locally relevant Work Experience areas and develop sample curricular units, teaching learning materials and low-cost teaching aids
- ➢ To help educational authorities and schools in planned introduction of Work Experience activities
- ➢ To conduct appropriate in-service programs for teachers in the areas of Work

Experience

- To provide Work Experience related inputs into all other programs and activities of the institute
- To organize activities for cleanliness, upkeep and development of the campus and for basic maintenance of furniture and other properties
- To organize and promote community service activities and study visits to work centers
- To maintain Workshop /Garden for Work Experience activities
- To promote work-related hobbies among teacher trainees

7. Planning & Management

- To maintain an appropriate data-base for the district
- To conduct studies with a view to give policy advice to educational planners/administrators/DBE regarding UEE/NLM
- To study the effects of various interventions of the state
- To conduct studies in relation to enrolment, retention and regularity of attendance of children and adult learners
- To develop norms, criteria and techniques for evaluation of institutions
- To provide technical assistance to educational authorities in school mapping, micro-planning in UPE/UEE, formation and activation of school complexes, institutional planning and evaluation.
- To serve as the nodal branch in relation to all programs of community involvement and conduct orientation programs members of DBE, VEC, youth and other voluntary educational workers
- To conduct appropriate programs for HMs, block level educational functionaries in P&M
- To appraise the efficacy of various programs of educational development implemented in the district
- To act as the nodal branch for preparing annual institutional plans and annual self-evaluation reports

Local Bodies

Local bodies are institutions of the local self-governance, which look after the administration of an area or small community such as villages, towns, or cities. The Local bodies in India are broadly classified into two categories. The local bodies constituted for local planning, development and administration in the rural areas are referred as Rural Local Bodies (Panchayats) and the local bodies, which are constituted for local planning, development and administration in the urban areas are referred as Urban Local Bodies (Municipalities).

Local Government is a state subject figuring as item 5 in List II of the Seventh Schedule to the Constitution of India. Article 243 G of the Indian Constitution enshrines the basic principle for devolution of power to the Local Bodies. In the nation's journey towards becoming an economic power, local bodies play an important part in enabling infrastructure availability to the citizens.

Major roles of the local government

- A Regulator, namely the administration of various acts and regulations

- A Provider, that involves providing urban services efficiently and equitably by managing its accounts effectively and efficiently.

- An Agent that takes the schemes of higher levels government to the people. This includes promotion of popular participation

- A Welfare Agency, which provides active assistance to higher level governments in the equitable distribution and delivery

- An Agent of Development, who strives for improvement in the quality of life through the augmentation of infrastructure

Rural Local Bodies

The term 'Panchayat Raj' is relatively new, having originated during the British administration. 'Raj' literally means governance or government. Mahatma Gandhi advocated Panchayati Raj, a decentralized form of Government where each village is responsible for its own affairs, as the foundation of India's political system. His term for such a vision was "Gram Swaraj" or Village Self-governance. It was adopted by state governments during the 1950s and 60s as laws were passed to establish Panchayats in various states.

Panchayati Raj is included in the State List of the Seventh Schedule of the Constitution. It is the States that have been charged with the responsibility for devolution of powers to the Panchayats. After independence, Community Development Programme was started in 1952. But because it was not attached with the people, therefore it could not prove to be a success story. People took it as a burden put on them by the government.

A team, under the leadership of Balwantrai Mehta tried to find out the cause for the failure of this programme and came up with the inference that there should be an organisation at village level, which would select the true beneficiaries and implement various government programmes and schemes. This organisation would act as the representative of all the villagers and should ensure the development of the village as well as participation of villagers. In this way Balwantrai Mehta tried to achieve local self-government though Panchayats (the organisation). In 1977, Ashok Mehta Committee was set up to review the working of Panchayats. The committee found out that Panchayati Raj is the soul of democracy and therefore it should be empowered with more authority. Those Panchayats which formed after 1977 are known as Second Generation Panchayats. In West Bengal, the Panchayats became more effective after accepting the suggestions made in this report.

During the decade of 1990, it was realized that without constitutional power, the self-government cannot be fruitful. Therefore, the Central Government passed the 73rd Constitutional Amendment Act in 1992, which became effective from 20 th April 1993 (from the date of publication in the Gazette of India). The Constitution (73rd Amendment) Act, 1992 that came into effect in April 1993 brought about major reform in local governance in the country. The Amendment Act of 1992 contains provision for devolution of powers and responsibilities to the panchayats to both for preparation of plans for economic development and social justice and for implementation in relation to twenty nine subjects listed in the eleventh schedule of the constitution. The panchayats receive funds from three sources ie, local body grants, as recommended by the Central Finance Commission, funds for implementation of centrally-sponsored schemes, and funds released by the state governments on the recommendations of the State Finance Commissions.

The Ministry of Panchayati Raj was set up primarily to oversee the implementation of Part IX of the Constitution, inserted by the Constitution (73r Amendment) Act, 1992, the Panchayats Extension to the Scheduled Areas Act, 1996 (PESA), and Article 243ZD of Part IX-A relating to District Planning Committees. Although the Panchayats have historically been an integral part of rural life in India, these Acts have institutionalised the Panchayati Raj Institutions (PRIs) at the village, intermediate, and district levels as the third tier of government. The aim has been to combine social justice with effective local governance, with an emphasis on reservation of seats for the deprived classes of population, including of the leadership positions.

Article 234G read with the Eleventh Schedule of the Constitution stipulates that States may, by law, endow the Panchayats with such powers and authority as may be required to enable the latter to function as institutions of self-government. Such laws may also provide for the devolution of powers and responsibilities upon Panchayats for preparation of plans for economic development and social justice and implementation of the schemes as may be entrusted to them. The main features of the Constitution (73r Amendment) Act, 1992 are as under:

Panchayat

A Panchayat means an institution (by whatever name called) of self-government constituted under article 243B of the Constitution of India for the rural areas.

Panchayat area

A Panchayat area means the territorial area of a Panchayat

Village: A village means a village specified by the Governor by public notification to be a village for the purposes of this Part and includes a group of villages so specified.

Gram Sabha

A Gram Sabha means a body consisting of persons registered in the electoral rolls relating to a village comprised within the area of Panchayat at the village level; Gram Sabha may exercise such powers and perform such functions at the village level as the Legislature of a State may, by law, provide.

Village level panchayat

It is called a Panchayat at the village level. It is a local body working for the good governance of the village.

Intermediate level panchayat

An Intermediate level means a level between the village and district levels specified by the Governor of a State by public notification to be the intermediate level for the purposes of this Part. Panchayats at the intermediate level may not be constituted in a State having a population not exceeding twenty lakhs.

District level Panchayat

In the district level of the panchayati raj system, there is zilla parishad. It looks after the administration of the rural area of the district and its office is located at the district headquarters.

Urban Local bodies

The urban local government convisages three tier structure - municipal corporation, municipalities and town panchayat.

Municipal Corporation

Municipal Corporation is one of the local self-governing bodies for urban areas where the population is more than one million. These areas are mostly metropolitan cities. Some salient features of the corporation are as follows:

➢ The Municipal Corporation consists of various divisions and departments. These departments are for various essential community services such as water supply and sewage disposal, Education Board, Housing Department, Public Safety and Healthcare, etc.

➢ The Mayor is the chairperson of the Municipal Corporation. Although, in most of the states, the executive and administrative powers are given to the Municipal Commissioner. This makes the Mayor only a ceremonial head.

➢ The Municipal Corporation is a self-sustaining body that gets funding mostly from property taxes and aid from the state government.

Historical Background

The British administration first established the Municipal Corporation in Madras in 1688.

Later it was created in Bombay and Calcutta in 1726. Municipal Corporation is known by different names in different states such as Nagar Nigam in some Northern states of India, Mahanagar Palika in Goa and Maharashtra, Mahanagar Seva Sadan in Gujarat, Pouro Nigam in Assam and West Bengal, Pur Parishad in Tripura, Nagara Sabha in Kerala and Managaraatchi in Tamil Nadu.

➢ The establishment of Municipal Corporation is carried out by the State Legislature in the State, and by Act of Parliament in Union Territories.

➢ The Municipal Corporation mostly relies on property taxes and State-funded grants to function properly.

➢ Its function mainly includes providing essential community services and city planning.

Constitutional Provision

After India's independence in 1947, the Constitution was created and Article 40 of the Directive Principle of State Policy was used to discuss the local governing bodies. This article talks about establishing village Panchayat as a unit of a self-governing body. In 1992 the Government passed the 74th Amendment Act, 1992 which mandated the creation of Urban Local Body (ULB) or Urban Government as the lowest level of Government. It was formed for the devolution of powers of the Government into several levels.

➢ The 74th Amendment Act inserted a new Part IX-A in the constitution which deals with the definition, function, and divisions of Municipality

➢ Municipal Corporation is mentioned from articles 243P to 243ZG.

Composition and Authority

According to the Constitution, the State Legislature decides the composition of the Municipal Corporation. It consists of a Ward's Committee. The city is divided into various sections depending on the geography and its population. Each ward member is elected by the people of the particular Ward. They are elected for a five-year term following certain

arrangements

> Provisions are given for the reservation of Scheduled Castes, Scheduled Tribes, Disadvantaged classes, and women by the State Legislature.

> The Chairperson of the Municipal Corporation or the Mayor is elected by State law. Although the Mayor is the chairperson of the Municipal Corporation, executive powers are given to the Municipal Commissioner.

> The State Legislature may also decide to make provisions for the 'representation of the person with special knowledge or experience in Municipal Administration'.

The Authorities of a Municipal Corporation

A municipal corporation consists of three different authorities:

1. Municipal Council: It consists of members who are directly elected by the people. It is the legislative wing of the corporation. The Mayor is in charge of this council.

2. Standing Committee: It helps in the proper functioning of the municipal council. Different Standing Committees take decisions concerning their field, like education, tax, health, etc.

3. Municipal Commissioner: Municipal Commissioner is the chief executive of the Municipal Corporation. They are responsible for implementing the decisions taken by the standing committee and the Municipal council. The Municipal Commissioner is appointed by the State Legislature. The post is mostly given to IAS officers.

Qualification For Membership of Municipal Corporation

The election for Municipal Corporation can be contested by any citizen of India who has the following qualifications:

> Is above the age of 21

> Has their name registered on the electoral roll

> Has not been disqualified earlier for contesting in Municipal Corporation Election

Election

The election of Municipal Corporation is controlled, directed, and supervised by the State

Election Commission under the article 243K. The term of office is 5 years, which begins from the date of its first meeting. The Corporation can be dissolved for the following reasons:

• If the State finds the corporation incompetent in performing its responsibility

• If the Corporation is abusing its power

• If the municipal elections are declared void

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Municipalities

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Historical Background

> The system of local self-government was well established before the invasion of the British in India.

> The old system of self-contained village Panchayats was dismantled in the modern administrative setup based on the British model.

> The first municipal corporation in India was established in Madras in 1688. Later Municipal corporations were established in Bombay and Calcutta in 1726.

> The viceroy of India, Lord Rippon, issued a resolution of Local Self-Government in 1882.

> In India, Lord Rippon is known as the "Father of Local Self Government."

> In the Government of India Act of 1935, the local self-government was declared a provincial subject Under the provincial autonomy scheme.

> Mahatma Gandhi strongly believed in Gram Swaraj and he pleaded for the transfer of power to the rural masses.

Municipality - Constitutional Provisions

> In the Constitution of India, no provision was made for the establishment of local self-government, except the incorporation of Article 40 in the Directive Principles of State Policy.

> The 74th Amendment Act, 1992 has inserted a new Part IX A into the Constitution which deals with the administration of Municipalities and Nagar Palikas.

➢ It consists of Article 243P to 243ZG. It also added a new twelfth schedule to the Constitution. The 12th schedule consists of 18 items.

➢ The Act gave constitutional status to the Municipalities.

➢ Apart from giving Constitutional recognition to Municipalities, the 74th Amendment lays down that in every State two committees shall be constituted.At the district level a District Planning Committee [Article 243ZD]

➢ In every metropolitan area a Metropolitan Planning Committee [Article 243 ZB]

Evolution Of Municipality

➢ The Community Development Programme was started on 2nd October 1952. The second experiment was the launch of the National Extension Scheme in 1953. However, this program was not successful.

➢ Few committees were set up to look after the problem of democratic decentralization in India.

➢ Examples: Balwant Rai Mehta Committee, 1957; Ashok Mehta Committee, 1977; GVK Rao Committee, 1985 and L.M Singhvi Committee, 1986.

➢ Based on the committee's reports, the Government of India introduced the 64th Amendment Bill on local government in 1989 in the Parliament, but it failed to get the required support.

➢ A second attempt was made in 1990 to pass the bill, however, lapsed due to the dissolution of the Parliament.

➢ Finally, the Bill was passed in 1992 as the 73rd and 74th Amendment Act, 1992. It was passed during the term of P.V. Narasimha Rao as the Prime Minister.

Constitution of Municipalities

➢ Clause 234K provides that in every State, institutions of self-government, called by a general name "municipalities" will be constituted. There are three Types of Municipalities:

➢ Nagar Panchayat, for a transitional area, i.e., an area that is being transformed from a rural to an urban area.

➢ Municipal Council for a smaller urban area.

➢ Municipal Corporation for a larger urban area.

➢ Article 243Q makes it obligatory for every state to constitute such units.

➢ The terms "a transitional area", "a smaller urban area" or "a larger urban area" means such area as the Governor may determine.

➢ This can be determined with regards to the population of the area, the density of the population, the revenue generated for local administration, the percentage of employment in non-agricultural activities, the economic importance or such other factors.

Composition of Municipalities (Article 243R)

➢ All the members of a municipality would generally be elected directly by the people of the municipal area from territorial constituencies.

➢ The Chairman shall be elected in a manner provided by the Legislature. The legislature of a State may by law provide for representation in the municipality, without right to vote in the meetings of the Municipality, of the following people:

➢ Persons of special knowledge or experience in Municipal administration.

➢ Members of Lok Sabha, Rajya Sabha; state legislative assembly, state legislative council.

➢ The Chairpersons of committees constituted other than ward committees.

Ward Committee

Article 243S provides for the formation of ward committees consisting of one or more wards having a population of three lakh or more. The State legislature shall make provision with respect to its composition, the territorial area of award committee, and the manner in which the seats in award committee shall be filled.

Reservation Of Seats for Scheduled Castes, Scheduled Tribes And Women (Article 243T)

➢ **Women**: Out of the total number of seats to be filled by direct election at least 1/3rd

seats would be reserved for women, including the number of seats reserved for the women belonging to SC and ST. The 112th Constitutional Amendment Bill, 2009 seeks to increase the percentage of reservation for women in Municipalities from 33% to 50% at all levels is pending in the Parliament.

- ➢ **SCs and STs**: As in Part IX reservations of seats are to be made in favor of the Scheduled Castes and Scheduled Tribes in every Municipality in the proportion of their population.
- ➢ **Chairperson**: it has been left to the State legislature to prescribe by law the manner of reservation of the offices of the Chairpersons of Municipalities.
- ➢ **Backward Classes**: The state legislature may make provisions for reservation of seats or offices of the chairpersons in favour of the backward classes.

Duration Of Municipalities (Article 243Q)

- ➢ Every Municipality has a term of five years and every municipality is given a reasonable opportunity to be heard before its dissolution.
- ➢ Elections to constitute a Municipality shall be completed before the expiry of the period of 5 years, and in case of dissolution earlier the elections must be conducted within 6 months of the dissolution.

Qualification For Membership of Municipalities

- ➢ Article 243V provides that all the persons who are qualified to be chosen to the state legislature shall be qualified for being a member of a Municipality.
- ➢ The minimum age for contesting elections is 21 years.
- ➢ Disqualification: All the questions of disqualification shall be referred to such authority as the state legislature determines.

Powers, Authority and Responsibilities Of Municipalities

- ➢ According to Article 243W of the Constitution, the Legislatures of States have been conferred the power on Municipalities all such powers and authority as may be necessary to enable them to function as institutions of self-government. It has specifically been mentioned that they may be given the responsibility of:
- ➢ Preparation of plans for economic development and social justice
- ➢ Implementation of schemes as may be entrusted to them
- ➢ In regard to matters listed in the 12th schedule of the Indian Constitution.
- ➢ Power to impose taxes and financial resources: A State Legislature may by law authorise a Municipality to levy, collect and appropriate taxes, duties, tolls etc. It can also assign to a Municipality various tax, duties, etc collected by the state government. Grants-in-aid to the Municipalities from the Consolidated Fund of a State.

State Finance Commission

- ➢ The Finance Commission constituted under Article 243I shall also review the financial position of the Municipalities (Article 234Y) and make recommendation as to:
- ➢ The distribution between the State and the Municipalities of the net proceeds of taxes, duties, tolls and fee by the State which may be divided between them and how allocation of shares amongst various levels of Municipalities.
- ➢ The taxes, duties, tolls, and fees may be assigned to the Municipalities.
- ➢ Grants-in-aid to be given to the Municipalities.
- ➢ The measures needed to improve the financial position of the Municipalities.
- ➢ Any other matter that may be referred to by the Governor.
- ➢ Article 234Z provides for the audit of accounts of Municipalities.

Election Of Municipalities

- ➢ The State Election Commission appointed under Article 243K shall have the power of superintendence, direction and control of the preparation of electoral rolls and the conduct of all elections to the municipalities. The state legislature may make provision with respect to all matters relating to elections to the municipalities.
- ➢ Bar to interference by courts in electoral matters: The courts shall have no jurisdiction to examine the validity of a law, relating to delimitation of constituencies or the allotment of seats made under Article 243ZA. An election to

the Municipality can be called in question only by an election petition which should be presented to such authority and in such manner as may be prescribed by or under any law made by the State Legislature.

Town Panchayat

Tamil Nadu is the first State to have introduced a classification in the status of local bodies as 'Town Panchayat', which was planned as a transitional body between Rural and Urban Local Bodies.

The Town Panchayats were conferred with individual administrative powers and unique functional characters have been in existence for over a century. The Town Panchayats adopt well devised accounting and auditing procedures and the service delivery to the public has been better. Town Panchayats are under the administrative control Municipal Administration and Water Supply Department, at Govt. level.

The Town Panchayats are places of importance such as Division / Taluk headquarters, Tourist Spots, Pilgrim Centers and Commercial/Industrial towns. This has necessitated special attention to the civic needs of the Town Panchayats.

Importance of the Department

Town Panchayats are drivers of economic growth and offer opportunities for social and cultural development of people. The Total population of the Town Panchayats is 70,89,528, which accounts for 11.36% of the total population of the State as per 2001 Census and 25.80% in Urban Population. There has been huge flow of floating population to all these towns from adjoining rural areas. Many of the Town Panchayats are of Tourism, Pilgrim importance and heritage towns and also the economic, industrial clusters. It is therefore, necessary to provide adequate infrastructure facilities such as water supply, sanitation, roads, street lighting and other public amenities such as Slaughter houses, Burial / Cremation Ground, bus stands, Shandies. The Government proposes to adopt a holistic approach covering all civic amenities and infrastructure to these towns.

Activities of the Department

Town Panchayats Department formulates and implements responsive programmes, services and activities to facilitate urban communities to bring about positive change and strengthen their social and economic fabrics. In this effort the department has very effectively used all the available resources, funds and grants that have been provided under various schemes by Government of India, besides adding State Financial resources wherever needed, and funds and financial resources are ploughed into the developmental efforts of Town Panchayats for better delivery of cure amenities.

Objective and Goal ff Town Panchayat Department

To ensure responsive, accountable, transparent and people-friendly civic administration.

To develop administration that takes the citizens into total confidence, in all the schemes implementation in Town Panchayats.

Administrative Set Up

I.   State Level

The Secretary to Government, Municipal Administration and Water Supply Department is in charge of Town Panchayats, as Administrative head at Secretariat and the Director of Town Panchayats is the Head of Department (HOD) at State level and he is also Inspector of Town Panchayats, to review and monitor the activities relating to the development programmes implemented through Town Panchayats.

II.   District Level / Zone Level

The Collectors are the administrative head of Town Panchayat Administration at District Level and he is assisted by a Zonal Assistant Director of Town Panchayats.

III.   Town Panchayats Level

Executive Officer of the Town Panchayats is the Executive authority of the Town Panchayat. He is assisted by Head Clerk, Junior Assistant, Bill Collector, Typist for the maintenance of records, Collection of taxes, maintenance of assets and in ensuring the publicity and propaganda and in implementation of Government Programmes.

Functions of Town Panchayats:

The Town Panchayats are responsible in delivery of the following civic services:

➢ Providing Basic Amenities

➢ Roads

- ➢ Street Lights
- ➢ Water Supply
- ➢ Public Health
- ➢ Drainage
- ➢ Granting of Building Licenses
- ➢ Levying of Taxes
- ➢ Property Tax
- ➢ Vacant Land Tax
- ➢ Profession Tax
- ➢ Non Tax
- ➢ Water Charges
- ➢ Issuing Birth & Death Certificates
- ➢ Issuing Dangerous & Offensive Trade Licenses
- ➢ Implementation of State / Central Schemes

Sources of Revenue of Town Panchayats

The revenue of the Town Panchayats is derived from the sources as below:

- ➢ Property Tax
- ➢ Professional Tax
- ➢ License Fees, Rents and other charges such as water charges
- ➢ Surcharge on Stamp duty
- ➢ Devolution grants from the Government
- ➢ Other miscellaneous incomes such as interest on deposits

Functions of Accounts in Town Panchayats

- ➢ Maintenance of Annual Accounts
- ➢ Preparation of Annual Budget
- ➢ Implementation of Annual plans and in case of any deficit, revised estimate is prepared
- ➢ The Bills showing the expenditure details are scrutinized carefully and amount settled by issuing cheques
- ➢ The loans and grants received from Government and non-Governmental organization are utilized for the Developmental works. Loans are also promptly repaid in due installments
- ➢ The Funds distribution for the Town Panchayats by the 10th & 11th Finance Commissions are specifically spent under the respective Heads only for which it is allotted
- ➢ The funds allotted under MLA funds, MP Fund, MP Fund are received and spent for the development works approved and sanctioned by them. The Bills submitted by the contract is for undertaking works are also scrutinized carefully and passed by issuing cheques
- ➢ The grants for the particular plans and the loans taken for implementation of the plans are also utilized for passing of the Bills submitted by the contractors. This the amount is settled by issuing of cheques

School and Community Co-operation

Village Education Committee (VEC)

The State of Jammu and Kashmir will now have a Village Education Committee to achieve the objective of Universalisation of elementary education. The committee for schools will be formed under Sarva Shiksha Abhiyan and the aim of the formation of the committee is to encourage government-community partnership.

The constitution of VECs will give community ownership to educational institutions as it functions as a part of the social system. The committee will play a significant role in micro-planning, preparing school development plan including requirement of buildings, toilet and drinking water facilities.

The step will bring a change in attitudes of people towards education and will also

help in motivating the parents or guardians to send their children to schools, especially girls and children from disadvantaged groups.

The VECs will also look forward the work of school construction and maintenance, school mapping and micro-planning exercise, preparation of village education plan and monitoring the school management as well as teacher performance. The committee will also work towards the assurance of cent per cent completion of elementary education of all children, monitor academic performance of children, attendance and quality of education, alternative and innovative education centers as per guidelines and directions of District Education Committee.

Village Education Committees play an important role in supporting better and dignified learning environments for school-going children in the area. We provide training to parents and guardians to ensure that they keep these children in school rather than leaving them to work as laborers in brothels, stone quarries, construction sites and bars and restaurants. Capacity building is also provided to primary school teachers in areas of quality basic education and child care and support. Teachers are picked from schools where our Orphan and Vulnerable Children (OVC)s attend school.

VEC members are charged with the following responsibilities.

➢ Mobilize parents and guardians to attend meetings and education awareness campaigns

➢ Inspect school facilities

➢ Make material or financial contributions to motivate teachers

➢ Ensure ovc school enrollment.

➢ Ensure that girls and children with disabilities are enrolled and ensure their retention and completion.

The VECs comprise of 12 village members and meet regularly to review the progress of orphans and vulnerable children's' enrollment, re-enrollment retention and completion. Two VECs have been formed in Budumbuli West and Katende East wards in Bugembe Town Council.

Role and Functions

It is the primary duty of VEC to help the school in achieving UEE in a phased manner and raising the quality of education available to children by ensuring effective community participation at various levels. For all round development of elementary education in the village, the VEC should prepare a conducive environment in the village and function as a motivational force for the entire local community. The VEC should provide constructive help for making the school a more attractive place especially for the children by providing physical facilities and making school environment safe and hygienic.

The following are the specific functions of VEC,

➢ Adopting a holistic planning and management approach which perceives the task of UEE in its totality, and integrates all the various measures needed to achieve UEE in the specific context of the village;

➢ Planning to incorporate a gender perspective;

➢ Addressing the various UEE issues particularly the issue of access to disadvantaged groups, and out of school children;

➢ Improving school effectiveness;

➢ Strengthening the non-formal education system and other alternatives to schooling;

➢ Stressing the participative process whereby the local community facilitates participation, achievement and school effectiveness;

➢ Capacity-building of the school staff;

➢ Ensuring greater convergence between elementary education and related services like ECCE and school health programmes etc.

Parent Teachers Association (PTA)

Efficient and effective administration of schools should be entirely an internal thing or

be left for just the school administration. For a school to be able to do well in every ramification, then useful inputs from 'external' sources have to be thoroughly considered and implemented. One of those useful external sources is the parents' teachers association. Parents' teachers association is an association comprising of parents/guardians of students or pupils and the administration of the school majorly teachers who meet annually or quarterly to discuss matters on the educational, moral and spirited well-being of the students or pupils of any learning organization, either at the nursery or primary level or at the secondary level. This association is basically made up of two arms, the executive and the general assembly. The general assembly meets at designed times either quarterly or yearly while the executives meet as often as the need arises. The executive arm of this association is made up of duly elected parents or guardians and the school management such as the head teachers, principals and school administrators.

The PTA has overtime been an organization that has monitored progress being made by the school. For efficient administration of any organization schools inclusive, all hands must be on deck enroute to its actualization.

Overtime, a lot has been said about the operations and functions of the parents' teachers association. This association has majorly defined roles for every school ranging from the nursery and primary school to the secondary schools. In some schools they are seen majorly as a fund raising group while in some other schools they are seen as one of the highest decision making body of the school. Whichever way one has to look at it, this association one would say may be a major stakeholder in the effective administration of the school.

Aims and Functions of a Parent-Teacher Association

➢ To promote connections and communications between parents and school and to establish a partnership between them

➢ To promote the development in academic performance and the physical and mental health of children through close home-school co-operation

➢ To develop the potential of parents and to strengthen their relationship with their children through planning and conducting a variety of developmental and recreational activities

➢ To help parents to better understand their children's needs and to arouse their interest and involvement in youth policy through parent education

➢ To provide a channel for both parents and the school to exchange opinions concerning school policies for promoting the development of the school

➢ To elect parent managers to the Incorporated Management Committee to work together with the other school managers in the management of the school

Roles of the parents' teachers association

➢ To represent the views of parents/guardians of the school

➢ To promote a positive view of parents via effective collaboration with the Parent Representatives on the Board of Management

➢ To inform parents of current changes in the school system, if the need arises.

➢ To network with other Parent Associations through involvement with National Parents Council.

➢ To establish a forum through which parents and teachers can exchange information and research in relation to education/welfare of children.

➢ To proffer solutions on better ways to administrate the school.

➢ To support parents, teachers and students to ensure that all children are treated in accordance with the ethos of the school.

➢ To support the teaching staff, and to work with them in delivering the school curriculum

➢ To help raise funds for the school and the Parents Association, in consultation with the Principal and Board of Management

➢ To keep parents informed about activities planned for the school

➢ To influence policy development at school level

➢ To influence policy development at national level once affiliated to the National

Parents Council.

Roles of the School

➢ The school should identify parents who are interested in school business and educational issues and invite them to become members of the "Preparatory Committee for the establishment of a Parent-Teacher Association" (Preparatory Committee).

➢ 2 to 3 parents from each class level are to be invited to the Preparatory Committee.

➢ At least 3 to 4 experienced teachers are to be appointed to actively assist in the preparation work.

➢ The school is responsible for convening the first meeting of the Preparatory Committee so that committee members can acquaint themselves with one another.

➢ The chairperson of the Preparatory Committee is to be elected in the first meeting of the Preparatory Committee so as to launch the preparation work formally.

The Work of the Preparatory Committee

➢ The school can take the lead in drafting a "Working Schedule" to facilitate members of the Preparatory Committee to reserve time for attending meetings.

➢ To make the drafting of the constitution easier, it is advisable for the school to draw reference from the constitutions of other schools.

Executive Committee Members of the Parent-Teacher Association and a Summary of their Duties

➢ Parents with children still studying at the school may stand for election as executive committee members of the Parent-Teacher Association.

➢ The school should assign a sufficient number of teachers who are enthusiastic in home-school affairs to take part in the actual work of the Parent-Teacher Association.

➢ The Principal/Vice-Principal(s) may act as consultants to monitor the operation of the Parent-Teacher Association.

Preparation of an Annual Plan

➢ The preparation of a single overall plan of the Association facilitates the organization of various activities.

➢ The plan should be simple.

➢ In preparing the plan, business reports of the Parent-Teacher Association issued during the preceding year(s) and opinions of parents and teachers may be consulted.

➢ The financial affordability of parents for activities organized should be taken into consideration.

➢ All activities should be organized upon discussion and the arrival of a consensus with the school.

Suggested Activities

➢ Publishing and distributing publications: newsletters, annual reports, business reports of the Association

➢ Parent-child activities: outdoor activities, interest groups, joint-PTA activities

➢ Value-added courses: talks, training classes, sharing sessions and visits

➢ Voluntary services: providing on-site services in the school, counselling services for parents/students, propaganda services ǀ Home-school co-operation activities: activities participated by parents, students and teachers

Alumni Association

Alumni Association is administered by an Alumni Committee. The alumni association is very active in promoting interactions among the alumni, staff and the management. Besides helping the alumni in all possible ways, it also lends its support to the college to achieve its cherished goals, its vision and mission.

The involvement of alumni in supporting and providing contributions voluntarily to their institution is important for maintaining and expanding a institution's development. By establishing channels that can facilitate closer ties between the alumni, students and institution, it can provide crucial benefits in enriching the student's experience while being at the institution. Every alumni has experienced being a student to becoming a unique and different graduate, hence there is potential for all alumni to contribute to the institution in different ways and scale.

An Alumni association or alumnae association is an association of graduates or, more broadly, of former students. It is sometimes called an "alumni meet". These associations often organize social events, publish newsletters or magazines, and raise funds for the organization. Many provide a variety of benefits and services that help alumni maintain connections to their educational institution and fellow graduates. Additionally, such groups often support new alumni and provide a forum to form new friendships and business relationships with people of similar backgrounds.

Alumni associations are mainly organized around universities or departments of universities, but may also be organized among students that studied in a certain country.

The Objective of the Alumni Association shall be:

➢ To communicate on regular basis with the members of the Alumni and the University keeping mutually informed the developments of the Alumni as well as the institute.

➢ To foster more extended relationships between present students and staff and others associated with the institute.

➢ To organize, social, educational and networking events locally at the University, College / Institution / School / Center and at batch level.

➢ To encourage Alumni to act as ambassadors of the University and assist in the further development of the members & the University.

➢ Generate funds for the development and betterment of the University and also for the promotion of the objectives of the association.

➢ To provide continuing education enrichment experience for alumni and present students of the University.

➢ To provide for the Alumni platform to connect to Institution and to assist recent graduates and current students in shaping their careers.

➢ To institute prizes, scholarships to merit students and financial aid to poor and deserving students of the University.

➢ To hold periodical alumni meetings at Local, Regional, National and International levels and at Institution, college and batch level and publish the activities of the society periodically.

➢ To do all other things incidental or conducive to the attainment of the above objects.

➢ To maintain books of accounts / bills / vouchers / receipts and get the Annual Audit done

Here are 4 ways in which alumni association are creating a powerful positive impact:

1.   Support system

An engaged alumni network allows the University to benefit from the skills and experience of our graduates, by offering their support to our students, to the institution and to each other. If we keep them well informed and engaged, alumni are our most loyal supporters and our best ambassadors, offering invaluable marketing and promotion across their personal and professional networks.

2.   Offering expertise

Talented alumni will likely have a wealth of experience and skills to share with current students via talks and meets. In certain cases, this could go even further with alumni offering to practically support students in work placements and help them launch their careers.

3.   Assistance in Employability

Alumni network has a real-life benefit for current students. Alumni also donate their

valuable time to offer career support to current students. This enhances the students' experience and give them that competitive edge in today's tough job market. The alumni network of a college is one of the biggest sources of placement opportunities to the students. Alumni can help students get placed at their respective organizations.

4.   Mentorship and Scholarships

Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise. They also play a significant role in contributing scholarships to deserving students. Alumni get in touch with students and share their expertise and best practices in a given field.

Role model and inspiration of Alumni Association

Alumni is an effective role model and can be easily accepted by students. With the return of the alumni to support the college, they bring with them credibility and justification as part of a successful college, having breathed the same air and encountering similar challenges faced by the students. Experiences that are shared by the alumni with students whether in time management, financial management, development of self-discipline and character, or in career management can be more easily accepted as guidance and inspiration by students. Through this way, alumni can assist in strengthening confidence, improve motivation and inculcate the right culture in line with what the college intends to convey to its students.

Career mentor

Competition in entering the work force is becoming more intensive as a result of a higher number of graduates compared with a limited number of job opportunities. Job availability is more critical in certain sectors. In the final year of their studies, students must identify seriously their career prospects. This is the right time for alumni to support the students by mentoring them on their career opportunities in the industry and opening channels for the students for acceptance, either in undergoing practical learning or work experience in the institutions where the alumni reside in. Alumni can be a reference for the faculty concerned in meeting the needs of students and graduates in obtaining work in selected fields. The curriculum at the college can be improved as to fulfill the work aspirations of the students.

Improve student recruitment efforts

Alumni can encourage students especially their family and friends to consider their college as the provider of higher education. The alumni can also show the students on how to join the work field after finishing their studies. Experiences in the college and the success of the alumni in their work can be of significant factors for students in choosing an institution. Other than that, voluntary alumni can be ambassadors that are involved actively in student recruitment efforts that are made by the faculties of the institution. The initiatives can be implemented at a national, regional and international level depending on the alumni's potential and position.

Support the Institution's reputation

Views and positive statements that alumni present in relation to their college through media or other physical or social means provides support for the institution reputation. It can influence the community because of public perception that the alumni is more understanding of the challenges faced at the college having undertaking several years at the college. Alumni that have served successfully in various sectors, either domestically or internationally, have authenticated the quality and effectiveness of the education program, research and the college's community. The more influential the position of the alumni in their work, the higher the recognition that society will place on the particular institution.

Nongovernmental Organizations (NGOs)

NGOs extend education to underprivileged children in India and develop innovations that improve the quality of primary education. In this study of six NGOs working with school-age children in India, Jagannathan shows the potential benefits of a government-NGO alliance to achieve universal primary education.

Targeting underserved children

➢ The government could support the efforts of NGOs to bring out-of-school children into schools through timely supply of teachers, classroom space, and other resources. Targeted action is needed to reach different types of out-of-school children those who work, those who live in slums, those on the street, those who are members of tribes or of migrant families, and those who live in places without schools.

➤ To encourage young, first-generation learners to stay in school requires a supportive and nurturing environment. To help make learning interesting and worthwhile for such children, teachers in government schools could receive special training in new methods developed by NGOs.

Enhancing quality

➤ Improving the quality of education requires working closely with key agents of change, such as teachers, school heads, school management committees, and village education committees.

➤ To develop a cadre of trainers for primary school teachers, teacher training institutes would do well to evaluate and learn from NGO models for teacher training.

➤ Teachers need a range of knowledge and skills to teach underprivileged children effectively. Here again, NGO models would be a useful tool for teacher training institutes.

➤ NGOs and the government could collaborate in developing appropriate and flexible learning assessment tools, in line with innovative teaching and learning methods.

➤ But without safeguards, large-scale replication by the government of such NGO innovations as the "alternative school" and the "voluntary teacher" could lower the quality of education.

Government-NGO links

➤ The government and NGOs will need to share a common vision on how to achieve universal primary education if India is to reach this goal.

➤ NGOs can be credible partners with the government in shaping policies for primary education. This entails collaboration rather than parallel initiatives by NGOs.

➤ To stay at the cutting edge in education, NGOs should continually evaluate and refine their models.

➤ If NGOs are to play a policy role in education, two areas that have been neglected will need to be addressed—NGO capacity building and organizational development.

The major objectives of the NGO in India for Children education are:

a. increasing the enrollment in schools

b. developing learning skills in local schools & communities

c. make education reach to such masses who are unable to attend formal schools due to reasons like poverty, proximity distance, health issues, etc.

d. replicate their education models and scale them up to serve large number of children to achieve a large-scale impact

e. provide inclusive education to children with special needs

f. vocational training to children with permanent disabilities

g. work as a catalyst to bring sustainable change in the lives of the children with a life-cycle approach of development.

Need of NGOs to boost the spread of education in India

Since India is a vast country, both geographically and demographically, government alone cannot bring all children into the fold of education. Even today, 17.7 million children in India are out of school. The retention rate in schools is still abysmally low and a large number of children drop out even before completing class 8. The status of girl child education is even worse as the mindset that girls may not be educated as they are to be eventually married off still prevails in the Indian society. In such a scenario, the role of the civil society becomes all the more important in order to ensure that the benefits of education reach the lowest strata of the society. Several Non-governmental Organizations (NGOs) have been working at the sheer grass root levels to extend education to underprivileged children in India. Since

independence, NGOs have be entrying hard to strengthen the existing education system and network in the country so that more and more children get opportunities to go to school and remain there. The best thing about NGOs is that they work at the grass root level, connecting with the masses and spreading awareness on the importance of getting good education to march ahead in life. You too can support an NGO to contribute your bit in educating the most disadvantaged children of India and get donation tax benefit.

NGOs contribution to the cause of education in India

NGOs like Save the Children have been spearheading the movement to provide quality education to the most marginalized and deprived children of India. With programmes in the most remote and marginalized areas of India, the NGO ensures that the benefits of the Right to Education Act reach the most deprived children. The idea is to ensure that all children, irrespective of their origin, are able to go to school, play, interact and learn with other children of their age so that they secure for them a life of dignity and contribute to the betterment of the economy.

Donate to an NGO today and help them spread education by the following measures:

➢ Most important aspect to boost the spread of education is to spread awareness amongst the parents and the communities and every child need education. The message needs to spread far and wide and getting quality education is the legitimate right of all children, no matter which social or economic background they come from. Bal Raksha Bharat connects with the most backward communities, where there are several instances of children squandering their childhood in fields and factories or dropping out of school, and counsels parents and elders on the importance of sending children to school.

➢ Another important aspect to improve the penetration of quality education among the most deprived children is to make learning a fun experience. Child education NGOs like Bal Raksha Bharat train teachers to impart learning using child-friendly and interactive teaching-learning methods. The NGO sets libraries and infrastructure right, conducts computer and English classes, promotes and facilitates extra-curricular activities and sports.

➢ The NGOs engage heavily with the local communities to form Children Groups (CGs) and School Management Committees (SMCs) and work with them to ensure that they take accountability of the development of the children in their community. Massive enrolment drives are conducted in which out-of-school and vulnerable children are mapped and enrolled into formal schools in age-appropriate classes.

➢ Group learning has proved to be one learning methodology which helps children learn better and fast and also promotes healthy competition. In classrooms, Bal Raksha Bharat encourages and helps children to undertake learning activities in groups.

➢ Metros such as Kolkata and Delhi are home to a large number of urban poor who live in slum or slum-like areas. Children in these communities are often involved in child labour and have very little or no access to education. Bal Raksha Bharat runs learning centres for street children and child labourers coming from socially-excluded communities where they are provided learning and/or after-school support. The idea is to groom these children and help them take the leap to formal schooling.

The importance of the role NGOs can play in the spread of education to different nook and corners of a vast country like India is undeniable. Together with existing Government machinery, NGOs can ensure that no child is left behind when it comes to getting education.

Girl child education has also been promoted widely by multiple NGOs through various means. For example, Lakshyam NGO in collaboration with a corporate giant plans to distribute free solar panels to all the girl students studying in government schools to encourage girl child education. It has already identified various govt. schools for girls in Noida where it intends to conduct the distribution along with awareness drive.

The underlying principle on which such NGOs work is that education is the most effective tool which helps children build a strong foundation, enabling them to free themselves from the vicious cycle of ignorance, poverty and disease. For them, education is the means as well as the end to a better life because it empowers children to earn their own livelihood in future and it increases their awareness on a range of issues from healthcare, social behavior to understanding one's rights – and in the process, help them evolve as better citizens of the country. Lakshyam has been a pioneering example where they prepare the underprivileged kids by teaching basic subjects and behavioral etiquettes in their free of cost remedial schools so that the kids can get admissions in nearby government schools easily.

With government bringing in more and more policies to encourage children education in India, NGOs still have a long way to go in improving the current literacy rates of the country. With proper public support and resources, NGOs can surely change the face of India in the field of primary & secondary education by mobilizing the local communities and enabling the change in the lives of the children.

Qualities of a headmistress/master

Qualities of a Headmaster:

The headmaster should have some distinguished qualities with him which will certify his integrity as a good headmaster and good-man.

For this he should have the following qualities:

1.   Personal Qualities

The headmaster should have the following personal qualities with him:

(a)   Devoted and dedicated

(b)   Just and fair

(c)   Open-minded

(d)   Self-confidence and courage

(e)   Creative and constructive

(f)   Identification with work

(g)   Painstaking

(h)   Objective-outlook

(i)   Sincere, Punctual and regular

(j)   Problem-solving centered etc.

2.   Physical Qualities

The headmaster in order to be a good one should have good physique.

For this he should possess the following physical traits with him:

(a)   Attractive and clean appearance

(b)   Natural and good manners

(c)   Regular habits

(d)   Active, smart and strong etc.

3.   Social Qualities

The headmaster for becoming a good social being should have the following social qualities:

(a)   Good human relations

(b)   Good relationships with colleagues

(c)   Co-operations

(d)   Active and socialized citizen

(e)   Goodwill for all

(f)   Honest in dealings

(g)   Devoted to social progress

(h)   Interest to know about others' problems

     (i)   Insight into social problems

     (j)   Creating awareness to eradicate social evils

4.   Intellectual Qualities

The headmaster should possess the following intellectual qualities with him:

     (a)   Growing mind

     (b)   Initiating capacity

     (c)   Resourcefulness

     (d)   Knowledge of pedagogy

     (e)   Highly intelligent

     (f)   Excellent communication skills both spoken and written

     (g)   Good exposition and expression

     (h)   Knowledge of child growth and development

(i) Sense of systematic and planned work

(j) High achieve.

(k) Knowledge of social problems and possible solutions

5.   Emotional Qualities

A good headmaster should have following emotional qualities with him:

     (a)   Cheerful and pleasant to talk to or work with

     (b)   Optimistic and hopeful in nature and approach

     (c)   Enthusiastic and inspiring bent of mind

     (d)   Emotional stability

     (e)   Free from anxiety, conflicts and mental tension

     (f)   Strong motivation in doing any work

     (g)   No harassment while facing confrontation.

Seven major roles of headmaster

1.   Role in Planning

Planning is the first and foremost duty of the head of a school. He has to plan a number of things in the school with the co-operation of the teachers, the pupils, the parents and general public. Planning goes on throughout the year.

It consists of the following phases

(i)   Planning before the opening of the school

The headmaster has to plan a number of things in the school. He will chalk out the policies and rules of admission. Dates of admission are to be publicized. He should convene the meetings of the staff and discuss with the teachers their activities and programmes for the whole year. Thus the school calendar may be prepared in advance. In case of need fresh staff will be recruited before the actual functioning of the school. The headmaster must also check that whole school plant is in proper shape and the equipment is adequate. He must also see that various registers needed for different purposes are there in the school.

(ii)   Planning during the First Week

In the beginning, the headmaster has to set the school machinery into motion. Work allotment to the teachers is an important function of the headmaster. He should urge the teachers to balance class-sizes and classify students into suitable groups or sections. Preparation of time table general, teacher wise and class wise is another important thing to be

done. Unless the time-table is prepared, school work cannot be started. General assembly of the students may be convened and instructions be given to the students. The prescribed text-books are to be announced.

(iii) Planning During the Year

As the classes start, the headmaster starts attending to each activity to be done. The headmaster has to prepare the budget of the year keeping in view the estimated expenditure in the session.

(iv) Planning at the End of the Year

The headmaster will ask the teachers to prepare reports of the activities done during the year. Various records have to be completed. Holding of valedictory and annual function has to be planned.

(v) Planning of the Next Year

The headmaster should convene staff meetings and appraise year's work. In the light of this appraisal, next year's work has to be planned.

2. Role in School Organisation

The headmaster is not to plan things theoretically, but to give them a practical shape.

In this regard, he must organize the following items:

(i) Organizing instructional work

The head of a school must organize the instructional work. He will ask the teacher to divide the year's work into smaller units. This will also involve the formulation of objectives, selection of methods of teaching, classification of pupils, framing of time-table etc.

(ii) Organizing Co-Curricular Activities

The headmaster must organize the activities of the school with the co-operation of staff and students. There are so many school activities like sports, scouting, girl-guiding, red-cross, parent-teacher association, celebration of religious and social functions and festivals etc.

(iii) Organizing the School Plant

The headmaster is to organize the school plant so that it will be properly maintained, equipped and put to maximum use. Classroom library, laboratory is to be well furnished. Repairing may be done wherever needed.

(iv) Organizing School Office

The office work must also be properly organised. Routine work, registration, correspondence, maintenance of accounts etc. have to be organised so that office work will be done regularly and efficiently.

3. Teaching Role

The headmaster must share instructional work with the teachers. He should consider himself teacher first and last. His teaching should be exemplary. This way he keeps in touch with the work of the teachers and the achievements of students. The headmaster should understand the problems of the teachers and the pupils better when he himself teaches.

4. Role in Supervision

The head of a school should not simply sit in his office. He should supervise the work of the school here, there and everywhere. He should supervise instructional work. He may have a round of the class-rooms. However, it is not to be a fault-finding business.

The headmaster should supervise the activities going on in the playground, hall, art room, library, workshop etc. He must supervise the proper use and keep up of school materials. In general, he should supervise the behaviour of students, provide facilities for them to maintain cleanliness of the campus etc.

5. Role in Guidance

The headmaster is not simply a fault finder. Wherever he finds defects, errors and inefficiency he should show the correct path to the students. He must guide the teachers in the methods of teaching and organisation of activities. Besides students are to be guided by him in matters of study, activities and personal difficulties. A guidance cell may be organised in

the school. Besides, the headmaster has to guide parents and higher authorities etc.

6.   Role in Maintaining Relations

The reputation of the headmaster and of the school mostly depends upon the relations that he maintains with the staff, students and their parents and the community.

(i)   Relations with the Staff

The head of a school must work in a team spirit and he should regard the teacher as his co-workers. He should not have bossing tendency. He must give due regard to the teachers, their views and their problems.

(ii)   Relations with the Pupils

"Great headmasters have been great friends of pupils." The headmaster should think that the teachers, the school and he himself all are meant for the pupils. He must listen to their genuine difficulties and try to remove the same. He must provide proper facilities for their learning.

(iii)   Relations with the Parents

The headmaster must maintain link of the parents with the school. They may be invited to the school on important occasions. He should organize parent teacher organisation in the school. When the parents come to school they should be treated with courtesy and be given due respect.

(iv)   Relation with the Community

The school is meant for the community and must be made a community centre. A number of community activities may be launched by the headmaster on behalf of the school. Community members may also be invited to the school on certain occasions.

7.   Role in General Administration

As the head of the school, the headmaster is responsible for all that is being done in or by the school. He is to issue necessary orders and get their compliance. He must see that the teachers and the pupils attend their duties punctually and regularly. He must ensure that human and material resources of the school are adequate. Purchases should be made wherever needed in accordance with the prescribed official information and correspondence.

UNIT – III

INSTITUTIONAL ADMINISTRATION

School Administration: Meaning and Definition - Inspection: Purpose Inspection - Supervision: Kinds of Supervision, Characteristics Supervision - Difference among Inspection, Supervision, and Administration.

School administration

School administration involves the management of all school operations, from creating a safe learning environment to managing the school budget. To further define school administration, one needs to consider the different areas of school administration and who performs these school administrative duties.

The Concept of School administration

The effectiveness of any school organization depends greatly on the ability of the school administrator to create, direct, maintain and operate purposive actions through coordinated cooperative human effort. Therefore, school administration is the process of coordinating and integrating both human and material resources for the achievement of the goals of the school system.

This definition depicts that

a.   Administration as a process is continuous and dynamic.

b.   Human and material resources are involved.

c.   It is oriented towards achievements of set goals.

d.   It involves interrelated activities of planning coordinating, organizing and

leading and controlling.

School administration is the process whereby school heads coordinate the efforts and activities of both staff and students toward school goal achievement. It is the day-to-day performance of leadership roles of the school heads. For the school administrator to be effective and efficient in the discharge of his/her administrative functions, the person needs to be acquainted with the application of innovations in school administration.

The Concept of innovation

Innovation is a purposeful organized and risk-taking change introduced into any work organization or school system to ensure efficiency and increased productivity. It is the introduction of new ideas, methods, strategies and techniques for doing things into the school system for the purpose of improving both internal and external efficiency of the system. The injection of innovations into school administration is in response to the technological development resulting in creative and innovative practices all over the globe. Innovation therefore, is the economic application of ideas, technology and processes in new ways to gain competitive advantage which could be in form of improved productivity, job performance, services and commitment. Innovation can be adopted or adapted.

Types of Innovation

Four types of innovations can be identified in research literature, which are applicable in school management. These include

1. **Service Innovation**: This involves the introduction of a new service that greatly improves the management practices in schools. For example, the introduction of e-payment for the workers and online payment of school charges by students in higher institutions.

2. **Process Innovation**: This is the implementation of a new or improved service delivery. The process innovation in school is intended to reduce unit cost of service delivery and to improve or increase quality. Typical example of process innovation in school management includes the use of new teaching methods, computer-based examination, use of ICT tools in teaching and learning etc.

3. **Marketing Innovation**: Marketing innovation involves the implementation of a new marketing method involving significant changes in product design or product promotion or pricing.

4. **Organizational innovation**: This involves implementing a new organizational method in the school business management practices. This type of innovation is intended to increase workforce satisfaction and good human relations by reducing administrative bottle-necks. The ultimate aim is to increase productivity, commitment and involvement among employees.

Other types of innovation are

a. **Incremental innovation**: This involves a gradual improvement on existing knowledge in the organization. It involves a planned and orderly process of innovation implementation. The institutional administrator and the staff work together to put in place strategies for achievement. This innovation leads to small changes or improvements in service delivery or teaching and learning processes easier in school.

b. **Radical Innovation**: This is a type of innovation that results in fundamental changes in services or processes in the school system. This type of innovation results from careful research and development into a specific issue or Innovative Practices in School Administration 48 problem in the organization and frequently makes use of new technology to solve them. This type of innovation is sometimes described as "breakthrough" innovation. Sometimes, the implementation of this innovation can completely change the way the organization operates and can result in new services and processes in the work organization. However, some scholars maintain that radical innovation is unplanned and no deliberate attempt is made to bring about its implementation. Nevertheless, due to the pressures continually converging inside and outside the school, radical innovations often, are as a result of coping reactions to the turbulence of events.

c. **Disruptive Innovation**: This is the type of innovation that can completely change the status quo of an organization. This type of innovation can even change the basis of society. For example, the transformation of the society, resulting from the use of modern computing technology has completely revolutionized the globe and change the

world into a "global village". This type of innovation is sometimes referred to as transformational innovation.

Areas of Innovative Practices in School Administration

1. **Strategic Planning/Management**: This is otherwise known as corporate planning. It seeks to obtain a consensus among "top people" in the school organization about the direction the school should operate within a given period of time. The "top people" used here refers to the school administrator, the vice and deputy heads, the heads of units or departments and some experienced teachers. They meet at the instance of the school head to develop the school philosophy, mission statement and objectives that will direct the operation of the school over the medium to long term. These things have to be communicated to all members of the school community to serve as guidelines which spell out the direction the school will take and how the various parts of the school fits into the plan.

During strategic planning, the following things are done:

   a.   Objectives are set for using available resources

   b.   Plans or polices are formulated for achieving these objectives.

   c.   Activities to be carried out are identified.

   d.   The activities are organized into categories or groups

   e.   Human resources (teachers/non-teachers) are provided to perform these activities to achieve the set objectives.

   f.   Provision for motivating and empowering personnel to initiate work activities.

   g.   Provision for incentives to encourage staff commitment to work, to the organization and high productivity.

   h.   Provision for control measures and evaluation of achievement of objectives.

   i.   Provision for remedial actions in case of deficiencies in achieving the set objectives.

2) **School leadership**: There is a paradigm shift from transactional to transformational leadership. Transactional leadership involves the use of punishment, rewards and coercion to seek compliance. Transformational leadership on the other hand, is a type of leadership in which the leader plays the role model, inspires his subordinates and challenges them to be more involved in their work. The leader elicits a stronger sense of commitment from subordinates which will have a positive impact on their job performance effectiveness and efficiency.

Transformational leadership has the following attributes

   a.   **Intellectual Stimulation**: This refers to the ability of the leader to initiate innovations that can challenge the status quo and encourage creativity among staff and students, encourage them to explore new ways of doing things and new opportunities to learn.

   b.   **Individualized Consideration**: This refers to the capacity of the leader to offer support and encouragement to individual staff, keep lines of communication open and recognizes the unique contributions of each staff.

   c.   **Inspirational Motivation**: The leader has a clear vision for the subordinates and helps them to have same passion and motivation to fulfill their personal goals and those of the school. The administrator stimulates both staff and students to achieve set goals. '

   d.   **Idealized influence**: The leader serves as a role model. He leads by showing good examples. The staff and students trust and respect the leader and they emulate the leader and internalize his or her ideals. School administrators should develop these transformational leadership attributes. These attributes will help them to optimally stimulate and encourage their subordinates to support them and work together for the growth and development of the school. Transformational leadership is now widely advocated for use by school leaders because if properly applied both students and teachers would be adequately motivated to perform

beyond expectation.

3)   **Pro-activism**: All over the world, proactive approach to the management of human resources in work organizations is gradually replacing reactive approach. A proactive leader anticipates school problem particularly in his/her area of responsibility and puts in place corrective measures before the problem emerges. In this way leadership increases its contribution to the staff and students and the school by predicting challenges before they arise. This is where the intelligence of a leader is put to work. A proactive leader is one with initiative responsiveness to the ability he possesses as he does things correctly without being told what to do. Innovative Practices in School Administration 50 School administrators should avoid the use of reactive approach in handling staff and students' problems.

4)   **Communication in School Administration**: The use modern technological tools have greatly improved communication in schools. School administrators should have the ability to use innovations resulting from technological development to communicate with staff and students within the school and outside the school. The use of e-mails, facsimiles, mobile phones for calls, discussions and text messages enhances effective communication and make communication faster than using letter writing and memos. If e-mails are properly customized, automatic response can be received instantly. Minutes of previous meeting can be sent to staff through their e-mails for them to read before the next meeting. Administrators therefore, should learn to apply these innovations in school management.

5.   **Record management**: ICT tools can be used to enhance effective management of school records. Information relating to staff employment, academic qualification, age, rank, promotion, health, appointment and indiscipline behaviour can be stored using ICT tools such as computer, rewritable CD, flash drives etc. for reference purposes and quick retrieval when needed. The use of these tools in record management reduces the stress associated with paper work and enhances effectiveness and efficiency. Similarly, information relating to students can also be effectively managed using ICT tools. Such students' data include admission data, personal details, contact address, academic records, examination results and other information generated throughout their period of study in the school. Financial records can also be efficiently managed using ICT tools. These data include staff salaries and allowances. ICT tools can be used in tracking and monitoring students' fee payment and the account clerk's or bursar's fund deposits in school account. Similarly, financial data relating to supplies, income and expenditure including maintenance funds, sales, imp rests and subventions from government, procurement of infrastructure can be properly managed using modern technology. This promotes prudential management of funds and accountability.

6.   **Management of examinations**: Modern technology has made it possible for ICT tools to be used in the management of examinations in schools and school administrators should key into this to check examination malpractice. ICT tools can now be used to prepare examination questions, administer the examinations (computer based) to students and grade the students. The results of examination can be released to the students immediately after the examination or in a few days' time. The use of ICT resources helps greatly in the computation of students' results

Flipping the Classroom

One outstanding innovative practice in the teaching/learning situation is "flipping the classroom". Increase access to technology and development of high quality online educational resources have promoted this teaching strategy. Flipping the classroom refers to a blended learning technique in which instructor-created videos are viewed by students outside the classroom. The teacher prepares the instructional materials, video the presentation and uploads it to the school website or personal website for the students to read and study. During class time, assignments, projects, exercises and discussions are completed. It is a form of inverting the schedules on which students receive instruction and practice new skills. This strategy allows for the teaching component of instructional delivery to be completed outside the classroom and allows for more interaction between the instructor and students as they work through assignments during class time.

Advantages

1.   It gives the teacher enough time to spend on student one-on-one.

2.   Enhances student/teacher relationship

3.   Give the students opportunity to rewind lessons and master topics.

4.   Enhances corroborative learning environment in the classroom. However, to succeed in this pedagogical technique, the teacher must be ICT compliance and

the students also must be familiar with the use of ICT resources.

Rationale for Innovative Practices in School Administration

The reasons for application of innovative practices in education include

    a.   Improvement of school standard

    b.   To meet the expectation and aspiration of the society and stakeholders

    c.   To respond to global and best practices

    d.   To improve quality of teaching and learning outcome and hence, quality education

    e.   The need for achievement and desire for creativity

Challenges of Implementation of Innovations in School Administration.

1. Lack of adequate training for school administrators and teachers in innovation management

2. Lack of adequate training of school administrators and teachers on the use of ICT facilities.

3. Eclectic supply of electricity

4. Lack of adequate funding

5. Worker's tendency to resist change

6. Lack of clear school goals and objectives

7. Poor planning

8. Computer phobia

9. Hazards

Conclusion and Recommendations

In this period of global competitiveness and knowledge driven society where emphasis is on quality education in terms of quality inputs, processes and outputs, educational administrators and teachers should adopt or adapt innovative practices in school administration and teaching. This is necessary for improvement of school performance, productivity and quality education.

To succeed in this direction, it is recommended that

1. Seminars, conferences and workshops should be organized periodically for school administrators and teachers on innovation management in schools.

2. School managers and teachers should be encouraged to develop interest in the use of ICT tools in school management and teaching. They should be trained in the use of these ICT tools.

3. There should be regular and constant supply of electricity to the schools because these technological devices need steady power supply for their operation.

4. Adequate ICT resources and personnel to operate them should be provided in schools.

5. Educational managers should adopt strategic planning in school management.

6. School administrators should use transformational leadership in school management as this has been found to stimulate staff to perform beyond expectation.

<div align="center">Inspection</div>

➢ involves examining and evaluating the quality of teaching and learning in the school, based on established criteria

➢ is judgemental in nature

➢ monitors education trends and standards in institutions

➢ checks availability and suitability of the required physical learning facilities, human resources and instructional materials

➢ checks on the social environment of the school.

The Concept of School Inspection

In the Oxford Advanced Learner's Dictionary of current English, the word "Inspect" is defined as

a) "examine carefully"

b) "visit officially to see that rules are obeyed, that work is done properly etc"

Beyond this definition, the main emphasis of inspection is on the improvement of learning and teaching activities in the school. It tends to critically examine and evaluate the school as a place for teaching-learning enterprise.

Inspection, because of its focus on monitoring and evaluation of academic performance and development in schools, is always carried out with the intention of maintaining and improving on the quality of learning of students. It tends to improve all factors that affect teaching and learning in our school system.

Inspection is always initiated by agents external to the school. These agents, called Inspectors usually from either the Federal, State or Local Government Inspectorate Services. As earlier mentioned, their focus is on monitoring, evaluating and facilitating the teaching/learning activities in schools. They also ensure that effective and appropriate teaching methods are used. Where deficiencies have been observed, they often recommend the use of remedial actions.

At the end of inspection visits, reports are usually written to detail identified strengths and weaknesses of the school with appropriate recommendations for improvement.

Types of Inspection

There are four types of inspections

➢ **General/full inspection** - this entails inspection of all aspects of the institution as a place of learning.

➢ **Partial inspection** - which looks at some aspects of the institution.

➢ **Follow-up inspection** - which is a visit to an institution previously inspected. The main focus of such an inspection is to assess the extent of progress at an institution since the initial visit.

➢ **Special inspection** - which may be aimed at fact finding, confirmation of teachers and settling of disputes.

Styles of Inspection

➢ 'Soft'-edged i.e. little inspection but lots of advice (critical friendship) to 'hard'- edged i.e. inspection with no advice to the school but a report is produced on the school.

➢ The other styles are in between, thus: - mentorship, which involves providing professional support to school leaders - non-directive, which involves an inspection where advice is given only upon request which involves inspection leading to advice.

➢ An appropriate style of inspection should be a combination of inspection and advice characterised by:

➢ good working relations

➢ listening

➢ approachability

➢ open mindedness

➢ receptivity

➢ dialogue

➢ fairness

➢ firmness analysis

➢ rigour / thoroughness

➢ feedback both ways problem solving

➢ reporting with recommendations

➢ action planning

➢ expectations of high accountability of schools

Reasons For Inspecting Schools

(a)   For the purpose of getting government approval, schools especially new ones, were inspected to ascertain their suitability. In such cases the schools are expected to meet certain standards in pupil enrolment, number and qualification of teachers, the school plant (nature, suitability of buildings), equipment, curriculum etc. Schools which were found to meet the standards were granted approval and grant-aided while those that failed to meet the set requirements were ordered to close down. If they continued to operate, they would be termed unapproved or illegal schools. In addition, some junior secondary schools need to be upgraded to senior secondary schools. They have to meet certain standard. There is need for them to be inspected.

(b)   Inspection for operational improvement: The purpose of this is to highlight areas of deficiency in the system with a view to ensuring improvement. In this case an inspector or a team of inspectors visit a school and spend 2 to 5 days examining the various aspects of the school system in operation. They take record and/or evaluate the staffing, the student population and composition, the school finance, the academic programmes (syllabus, scheme of work, written work, students' progress records), the tone of school, the co-curricular activities, the health and sanitation aspects etc. The inspector(s) then hold a conference with principal and staff and then return to the base to write up reports on their findings. Such reports are valid assessments of the school system operation since they indicate areas that merited commendation and areas that needed attention.

(c)   Inspection of school for programmes Recognition: The reason for this type of inspection is to get examination bodies such as West African Examination Council to recognize and approve the school's academic programmes. In the case of a n ew school, a team of inspectors will visit the affected school and examine all the subjects in terms of quality, quantity, staffing and equipment in which the school wants to present candidates. The reports of such a visit will then be sent to the examination body for approval. In the case of an old school that wants to present candidates in a new subject, the inspection will be directed in that new subject with a view to ascertaining the suitability or preparedness of the institutions.

(d)   Inspection of school as a result of situational demand The situational type of school inspection is the type carried out during a period of crisis or emergency in a school. For this purpose, a panel is set up by the Ministry to investigate emergent cases such as student protest or riots, school – community conflicts (staff – staff, student-staff, or staff-principal) or even cases of financial impropriety or other type of misconduct. During the course of duty of such a panel, it may wade into other school related issues such as finance, programmes, and facilities. The objective of the inspection would centre on the investigation of and reporting on a specific case or situation rather than on evaluating the school system's production process for setting of standards or for accreditation.

Commonly examined components of the school system

During inspection, attention is often focused on a number of the aspects of the school system to ascertain standards. These include organizational structure, achievements, relationship with the immediate community and the public, curriculum delivery, information system and the school climate amongst others. Some of these components will now be expatiated upon as follows:

(a)   **School organization**: This is the general arrangement of the human and material resources available in the school for the attainment of educational objectives. It is assessed during an inspection by evaluating the length of school year, length of school day, length of class periods, size of classes, student-teacher ratio, relative location of classrooms and other aspects of the school plant, enrolment in school, general school attendance etc. and the interrelationship among them.

(b)   **School Administration**: This is the implementation and facilitation of the programmes and the management of the school resources for the achievement of the school objectives. It includes the examination of the issues which are related to Ministry of Education/Teaching Service Commission policies, meetings, self-evaluation, financial records and reports, internal accounting, auditing of funds, student boarding and/or transportation etc. school records and reports, philosophy, methods and objectives of the school, school community relationships, supervision of school work, supervision of curricular activities etc.

(c)   **Personnel Assessment of school**: Personnel includes the examination of number, qualification and certification of teachers, types of non-academic staff available, salaries, the qualification and leadership of the school administrator, present personnel policies of the Ministry and the Teaching Service Commission, In-service training programmes, teachers' punctuality in school, regularity in classes etc.

(d)   **Pupils**: Things to consider under the evaluation of pupils are issues related to admissions, attendance, health and sanitation, promotion, examination, progress reports, grading and reporting system to parents and other agencies, co-curricular activities, student records, discipline etc.

(e)   **Programmes of Study**: The focus here is the nature and quality or adequacy of the school programmes. This includes graduation requirements, curriculum and/or instruction, instructional materials including text books, guidance and counselling, libraries, laboratories, teacher's teaching load, distribution of subjects, subject allocation, regularity of teaching, methods of classroom and or laboratory operations etc.

(f)   **Plant and Equipment**: In assessing school plant and equipment the following are taken account of: site, situation and location of school plant, construction of school plant, sanitation, ventilation and general hygienic conditions in the plant, equipment, lighting, administrative space, classroom space, space for co-curricular activities, maintenance services, security services etc.

(g)   **Other Item**: In an ideal school inspection, some of the other areas that are examined include school-community relationship, community use of school plant, space for special programmes (music, art, physical education, community health centre etc.) safety regulations, visitations, Parent-Teachers Association, Alumni Association etc,.

The above list is merely a collection of the type and nature of the issues examined in school inspection. It is by no means exhaustive. Furthermore, issues examined in school inspection may change from time to time depending on changing government policies. For instance, there was a time when inspectors went into schools to examine Education levy receipts. Now, we also go into schools to find out the number of students who have or have not paid school fees with a view to asking principals to send them out. These are ephemeral issues and their duration is determined by the posture/comfort of the government of the day.

Concept of Supervision

The term supervision is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group.

Adams and Dicky, "Supervision is a planned programme for the improvement of institutions.

Barr and Burton : Supervision is the foundation upon which all programmes for the improvement of teaching must be built.

Kimball Wiles : Supervision is the service activity that exists to help the teachers to do their job better.

Harled Spears: Supervision is the service provided by the state for helping educators and educational administrators to do a better job.

Bernard and Goodyear : Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s).

Douglas et.al – ,, Supervision is the effort to stimulate , coordinate and guide the continued growth of teachers, both individually and collectively, in better understanding and more effective performance of all the functions of instruction, so that they will be better able to stimulate and direct each student"s continued growth towards a rich and intelligent participation in society."

Educational Supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals.

Components of supervision emerge

Supervision is an intervention

There are unique competencies and skills involved in supervision that allow the supervisor to help the supervisee.

Supervision is provided by a senior member of a profession

A supervisor is more advanced, at least in some important ways, than the supervisee. It is important that the supervisee understand the roles and expectations of each supervisor.

Supervision is a relationship that extends over time

The process of supervision occurs within the relationship between the supervisor and supervisee. It is important to keep in mind that both the supervisor and supervisee contribute to the relationship and have responsibilities within the process. The fact that supervision is ongoing allows for the relationship to grow and develop. While not the sole determinate of the quality of supervision, the quality of the relationship between the supervisor and supervisee can add or detract from the experience. It is important that the "relationship" aspect of supervision not be overlooked or neglected.

The supervisor evaluates and monitors

In order to enhance the professional functioning of the supervisee, the supervisor constantly monitors and provides feedback regarding supervisee performance. It can be said that supervision is a specialized service focused to bring qualitative improvement in education. 64 Good supervision is concerned to improve total learning situations rather than with the improvement for instruction only.

Purpose of Educational Supervision

Supervision is an aspect of educational administration which has to do with providing assistance for the development of better teaching and learning situation. It offers guidance to the teachers so that they can become competent in self-analysis, self-criticisms, self-improvement and at the end have self-actualization. One of the functions of supervision is to ensure that educational policies and laws are properly enforced in order to improve the students" performance and to develop education for youth. Hence educational supervision is a must towards achieving and maintaining satisfactory academic standard in schools.

The purpose of supervision is

➢ To help improve the quality of schools and achievements of students;

➢ To monitor personnel and school quality and national educational goals;

➢ To ensure the essence of establishing schools worthy to produce well-educated citizens who will serve effectively in all the sectors of the economy where their services are needed;

❖ To directly influence, the behavior of teachers and the teaching processes employed to promote pupils learning.

❖ To ensure that each individual teacher within the school system has been performing the duties for which he was scheduled

❖ To know the direction of the school and to identify some of its most urgent needs.

❖ To know the effectiveness of classroom management by the teachers

❖ To discover special abilities and qualities posed by teachers/lecturers in the school;

❖ To know the effectiveness of classroom management by teachers/lecturers;

❖ To assess the tone of school and identify some of its most urgent needs;

❖ To provide a guide for staff development;

❖ To provide the Department of Education with a full picture as possible of institutions

❖ To ensure that public funds on education are wisely spent in the schools;

❖ To fulfill the requirement for registering a school for public examination;

❖ To examine record keeping in accordance with the relevant educational laws and regulations; and

❖ To develop a favorable climate for effective teaching and learning.

Basic Principles for Effective Supervision

i.. **Healthy Atmosphere**: The environment should be made stress free and motivating.

ii.. **Staff Orientation**: The nature of the work must be specified in clear terms. Staff should be made to understand clearly what is expected of them. New staff must be given the necessary orientation. They should have a schedule to know where to get information and materials to help them perform the work satisfactorily well.

iii,. **Guidance and Staff Training**: Staff should be offered necessary guidance. They should be guided on how to carry out the assignment, standards should be set by the supervisor. General information should be made available to all and specifics to individuals assigned to a particular task. Techniques of how to perform an activity must be given at all times. The school must arrange and participate in staff training.

iv. **Immediate Recognition of Good Work**: Good work should be recognized. This implies that the acknowledgement of any good work done must be immediate and made public to others which will then serves as motivator.

v. **Constructive feedback**: Unsatisfactory work should be constructively criticized. Constructive feedback should be given to the affected staff in private.

vi. **Opportunity for Improvement Staff**: should be given opportunity to prove their worth. They should be encouraged to use their initiatives in performing their jobs and taking decisions.

vii. **Motivation and Encouragement**: Staff should be motivated and encouraged to work to increase theirproductivity. They should be encouraged to improve their ability to achieve organizational goal.

The Seven C‟S of Successful Supervision

Conversation

Effective conversations offer individuals the opportunity to rethink and reconstruct dilemmas and the ability to develop a new understanding of their problems.

Curiosity

This is the factor that advances idle chat into a more substantial exchange. A Supervisor must have an awareness of both the verbal and non-verbal elements of the conversation and adopt a 66 neutral position. Probing questions are an attempt to understand the issues surrounding a particular dilemma from the trainee‟s perspective.

Context

Curiosity helps a supervisor develop an understanding of a trainee‟s networks, their history, geography, beliefs and core values.

Complexity

Connections develop between people and events over time to create a story. Interesting how this story has evolved and the interactions between the key people will afford a clearer description of a situation, and help a supervisor to understand the complexities contained within.

Creativity

Jointly helping to construct a new version of the story through the process of supervision will help both parties make better sense of the issues surrounding a problem.

Caution

The art of facilitating an educational conversation is offering the appropriate level of

challenge without being confrontational or seeming disinterested. Monitoring both verbal and non---verbal responses to questions can help a supervisor to gauge where they should probe deeper or enquire next. Care This encompasses both parties being respectful, considerate and attentive and ensuring supervision is carried out within an ethical framework

Supervision entails giving advice, support and direction for the improvement of the following:

➢ classroom instruction

➢ teacher performance

➢ institutional performance Supervision is more constant and regular than inspection.

School personnel remain one of the most significant resources in the school. Supervision of the school personnel is central to the attainment of the goals and objectives of the school. The National Policy on Education (NPE) has highlighted in precise terms the objectives of educational supervision, which is ":to ensure quality control through regular inspection and continuous supervision of instructional and other educational services"

There are various definitions of educational supervision. There is the need to state some of them in order to bring out what educational supervision is, its nature and purposes in education.

The Good's Dictionary of education (1945) defined educational supervision as "all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction.

Supervision is perceived as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope of seeking their cooperation in order for the supervisor's to be successful in their tasks of supervision

Other schools of thought see supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time try to emphasize the importance of good human relations in an organization.

The essence of supervision is therefore the monitoring of the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Thus, the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in the school.

Supervision is thus a combination or integration of a number of processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process.

We should note that educational supervision focuses on changing the behaviour of staff for an improved performance. In most cases, it is internally arranged by the school head and at times assisted by other agencies and stakeholders. Supervision pays more attention to personnel and instructional delivery more than the pupils in the school. In other to enhance instruction, the role of the supervisors should be supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather directing.

Role of supervision will include

• Deciding the nature and content of the curriculum

• Selecting the school organizational patterns and materials that will enhance educational growth

• Improvement of teacher effectiveness.

• Ensuring that teachers are performing their duties as scheduled.

• Improvement of the incompetent teachers.

• Providing a guide for staff development.

• Determining the effectiveness of the teachers' classroom management.

• Determining the 'tone' of the school.

- Determining special abilities possessed by teachers and deciding who to be transferred retained, promoted or disengaged.

The Head teacher is usually the supervisor within the school. He/She is foremost on instructional leader. However, there are many other managerial activities expected of him/her in the school. It is regrettable that many head teachers do not often see themselves in the supervisory role of promoting the quality of teaching and learning in schools rather they see their main roles to be those of teachers, administrators, and managers of personnel and finances, counsellors and disciplinarians for students, liaison with parents and school board Ministry of education, and supervisors of academic areas of the institutions.

In carrying out the role of a supervisor, the head teacher should be visible in all corners and crannies of the school and not hide away in his office all day long. In a school-based supervision, according to the Inspector's Manual (2001), the head teacher should:

➢ visit teachers in their classes regularly and discuss their observations with them;

➢ help both new and experienced teachers with planning their schemes of work and lessons and counsel them regularly;

➢ have authority, and use it with the teachers, to set school level objectives, and to determine the school's activities to achieve those objectives;

➢ collect teachers' lesson plans regularly and comment on them;

➢ be accessible to both teachers and students and listen to their concerns and interact informally with them;

➢ trust their teachers and delegate authority to them; and

➢ check regularly on the safety and welfare of teachers and students and take care of problem as they arise.

Adhering strictly to the above amount to a systematic and efficient supervision, which will result in an effective and efficient school characterized by:

❖ excellent achievement by many pupils in examinations.

❖ excellent performance in games, sports, drama, debates, music, festivals etc.

❖ well 'behaved' pupils'; and

❖ the success of past students.

Types of supervision

1.   Inspection

This is the first and foremost function of supervision that classes are to be inspected by the inspecting officers. It may be the headmaster of the concerned school or school inspector. This is the first supervision in the sense that the teacher becomes alert about his duties and responsibilities after being sure that his duties can be inspected all of sudden when he is in the classroom. So this type of supervision activates the teacher to have proper readiness to deliver good teaching in the classroom.

Besides, there are teachers who don't discharge their duties properly after knowing all these things. And it has been seen that they are penalized for not taking the class in time. On the contrary the sincere teachers are rewarded for rendering proper duties and responsibilities. This type of supervision is acceptable in almost all the developed countries of the world till now because of its balanced and positive effect on all the elements which are closely associated with it.

2.   Absolute Freedom

This type of supervision gives absolute freedom to the teachers to deliver their teaching in his own light that he feels the best for his students. There is no hard and fast rule for him to follow guidelines of a sound teaching programme and appropriate methods of teaching for different subjects. This type of supervision is not suitable in the modern context as it stresses on the autocratic attitude of the teacher in teaching in one point and no inspecting authority to inspect his teaching. However, it is a type of supervision which was used in United States of America ones upon a time.

3.   Compulsion Type

In this type of supervision autocracy goes to the inspecting personnel. It means as the supervision is meant for the teachers in relation to their teaching performance and it is desirable for him to deliver their teaching performance in a lucid manner. For this they have to act in accordance to the rules and regulations of the modern principles of teaching. But it is a matter of great regret that in this type of supervision the teacher has to teach in accordance of the guidelines prescribed by the inspecting officers themself.

As there are inspecting officers who have their own principles of teaching which are not suitable compel the teachers to teach accordingly. As a result of which the teacher loses his freedom, dignity, originality in this regard. Besides he becomes afraid, frustrated and incomplete in his teaching.

`This type of supervision leads to creation of misunderstanding in human relationship between inspecting person and the teacher. But it can be seriously said that the inspecting officers who are good and humble in nature and having balanced personality don't exercise their autocratic attitude in supervision. This tendency among good inspecting officers enable the teacher to teach properly.

4.   Training and Direction:

This type of supervision is appreciated in the modern educational system because of its positive and lasting impact on the teaching performance of teachers. To this supervision as students or pupils are the central points in the teaching learning process, the teaching programme should be in accordance to the needs of every child. For this the teachers should be given in-service training on the latest developed methods of teaching for different subjects. After that the supervision work should be done. This type of supervision develops a great deal of interest, self-confidence and creativity among teachers to teach their subjects.

5.   Democratic Leadership

The importance of democracy is not only recognized in political perspective but also recognized mostly as a way of life. It means there should be the influence of democracy on all aspects and spheres of human life. In this context education is not escaped. This type of supervision is highly appreciated in the modern educational system which points out that overall development of teaching and learning is the responsibility of one and all who are directly or indirectly linked with this process.

So this supervision says that there will be no improvement of teaching and learning only through teachers. Rather the high-level officers as the supervisory personnel have to participate in the teaching programme actively and help the teachers by giving suggestions for improvement if any in private. For this the supervisory personnel have to become aware about the problems and issues that arise in the field of teaching and learning and will try and help the teachers to solve it.

Differences between Supervision and Inspection

Sl. No.	Inspection	Supervision
1.	Formal	Less formal
2.	Focuses on the monitoring and evaluation of performance	Focuses on maintaining and improving performance
3.	Usually carried out by an external agent the inspection, departments, etc.	Usually carried out by an internal agent (the head teacher) and head of subject
4.	Aims at changing all factors affecting the behaviour of the teacher	Aims at changing the instructional practice methods and techniques affecting teaching and learning.
5.	Facilitates and reinforce teaching/learning activities	Explores, encourages and supports teaching/learning activities.
6.	Less frequent	Frequent
7.	Usually planned ahead	Sometimes not planned
8.	Done as a team	Done individually

Key elements of inspection and supervision include

➢ monitoring education trends and standards

➢ giving advice and regular support for the improvement of education quality

➢ monitoring the implementation of education policies

➢ assessing and evaluating teaching and learning outcomes.

While inspection deals with observing/examining and evaluating teachers and institutions of learning, supervision involves giving continuous support for the improvement of teaching and learning.

Difference between Administration and Supervision

1.   Educational administration provides and manages these various elements of the teaching-learning situation and the business of educational supervision is to assess continuously their adequacy and to bring about necessary improvement.

2.   Administration executes, directs and supervision advises, stimulates, explains, leads and guides. Administration decides and orders execution, while supervision helps to decide and order execution and asst. in improving instruction.

3.   Supervision should be functionally related to administration. Administration provides the physical and material conditions for education, such as building, equipment and the like. These are part of the education setting or the teaching-learning situation. Supervision is concerned with improving this situation.

4.   The basic purpose of administration is to organize and operate the educational institution, so that instruction may take place. The purpose of supervision is to bring about a continuing improvement in the instructional programme. Administration represents the whole enterprise of educational management and supervision represents a portion of it.

5.   Administration precedes supervision. It means that some form of organisation and some supervision for management of the institution are essential before any programme of instruction is instituted. Many of the activities in administration have definite supervisory implications. Corrupted administration becomes ugly and soul-killing. It is only effective supervision that can save us from the victimization of soul-4dlling administration.

So the soul purpose of supervision is to achieve qualitative improvement in the teaching-learning situation of a school. The aim is not to administer the school, but to bring about improvement in the education of the pupils and the professional growth of the teachers.

It clear that both administration and supervision are closely related and functionally related. They coordinate and supplement each other both have the same function. The function is the creation of favourable conditions for the educational process and their maintenance at an effective level. One cannot go on without the other.

Administration provides the educational setting or the teaching-learning situation and supervision studies it, evaluates its strength and weakness and continuously improves it. In this connection A.S. Barr said that "Administration and Supervision considered functionally cannot be separated a set off from each other. The two are coordinate, co-relative, complementary, mutually shared functions in the operation of educational systems."

Educational administration and supervision are now regarded as total processes inclusive of all responsibilities and functions necessary for running the schools. Good inter-personal relationships between the administrator and supervisor, the supervisors, teachers and pupils and also inter-institutional relationships between the school and the state, the school and the community, group dynamics etc. are receiving greater emphasis.

All these factors have resulted in a new philosophy, according to which administration is concerned with managing resources, allocating tasks, making decisions and solving problems and Supervision is concerned with their improvement as well as that of the whole teaching- learning situation. In modem educational thought. Supervision is a phase of administration with particular emphasis on the products of teaching and learning activities.

UNIT – IV

FINANCING OF ELEMENTARY EDUCATION

Sources of Funding: Central Government, State Governments, Local and Private Agencies - Implications of Five Year Plans on elementary education - International Funding Agencies: World Bank, UNESCO UNICEF, UNDP.

Sources of Funding: Central Government, State Governments, local and private agencies

Sources of income for financing educational at the Central and State level ion There are multiple sources of finances for education in India. These sources can be broadly classified into external and internal or domestic sources of financing (Figure 4.1). External sources do not form a significant part of educational finances in India. The domestic sources of funding are broadly divided into public and private sources. The public sources include contributions made by central, state and local governments. The private or non-governmental sources include fees and other household expenditures incurred by the direct beneficiaries (students/parents) of education and endowments and donations made by individuals, trusts, etc. Among the private sources, fees are compulsory payments whereas others are voluntary contributions.

The sources of finance for education in India can thus be broadly classified into external and internal or domestic sources .

Internal sources: The domestic/internal sources of funding are broadly divided into public and private sources. The public sources include contributions made by central, state and local governments. The private or non-governmental sources include fees and other household expenditures incurred by the direct beneficiaries (students/parents) of education and endowments and donations made by individuals, trusts, etc. Among the private sources, fees are a compulsory payment whereas others are voluntary contributions.

Student fees: Schools collect fees from students as per rules Such fees include admission fees, tuition fees and fees for various activities. The privately managed schools also collect some fees for development and improvement of the schools.

Educational Loans: The loans by banks and private institutions, being repayable in easy installments, can create a self-generating fund which can be recycled for the education of generations of students. It would assist students to continue their higher education, because the education unemployment is increasing day by day which affects the repayment of loans.

It is proposed that, an alternative student loan scheme specifically for the weaker sections should be evolved. Such a programme must be flexible enough to suit their requirements, which may involve government guaranteed loans, subsidized interest rates, liberal terms of repayment, waivers for those students with less future incomes, etc, in addition to a strong student support system.

Individual/trusts donations: There is a decline in the proportion of contributions for education from private sources. Therefore steps to be taken to augment private resources for education as no government can finance entire education system: the combined efforts of the government and the general public could meet the finance.

Various proposals have been made in this regard. Mahatma Gandhi had suggested that the industrial establishments should set up colleges to train technical human resources required by them, levying of cess on imports, encouraging private entrepreneurs to donate for education 86 through tax remissions, corporate social responsibility, surcharge on land revenue and cess on urban property.

Voluntary contributions and donations -the school may also receive contribution/ donation from parents, community members and business houses for organizing various programs, stipends, scholarships, purchase of equipment, construction of school building or extension of building etc.

Endowment funds: A financial endowment is a proper donation of money or property to an institution. The total value of an institution's investments is often referred to as the institution's endowment and is typically organized as a public charity, private foundation, or trust. An endowment may come with stipulations regarding its usage. In some circumstances, an endowment may be required to be spent in a certain way or alternatively to be invested, with the principal to remain intact in perpetuity or for a defined period, which allows for the donation to have an impact over a longer period than if it were spent all at once. Endowment sources of income includes assistance from religious and charitable

agencies, schools landed properties etc.

Public sources of finance: It includes the funds contributed from central and state, university grants, U.G.C., NCERT and financial aid.

Central government: provides grants-in aids for centrally Sponsored schemes. These schemes are formulated by the Central Government and are included in the Centre"s five year plans, the Centre persuades the states to implement these schemes through financial incentives in the form of grants-in aid which meet a larger proportion of the total expenditure of the states on those schemes.

State Governments in financing education: The state meets the non-plan and plan expenditure on education at all levels. The non-plan expenditure is met from the states own revenue supplemented by the financial resources passed on from Centre to the state through finance commission.

Grant-in-aid of revenue: The constitution provides for transfer of resources to the state government through grants-in-aid of revenue. The finance commission identifies the particular state that would require assistance for the period of the award as in article 275(1).

Under article 262, the Central government set up planning commission in 1950 for making grants to the states for plan purpose. Grant in aid or economic assistance utilities certain amount for education purpose. This can be in the form of general grant and special grant, which is provided in case of emergency. The Grant in aid amount is utilised for development of primary education, increase in salary for the teachers, research development in the institution.

Funds of local bodies: local bodies such as Municipal boards, Zilla Parishad, Panchayat samiti etc provide grants assistance to schools for management of education at various levels.

Grant-in-aid system: The origins of Grant-in-aid can be traced to Wood"s Despatch of 1854 which holds a unique place in the history of Indian education. This document placed the responsibility of education of the Indians on the Company and stated that it must never be neglected. The Wood"s Despatch recommended the sanction of a Grant-in-aid system in the Indian educational system. Educate the large population of Indian"s was a difficult task and so the grant-in-aid system was adopted by the government.

Grants were given to those schools and colleges which satisfied the conditions given below:-

i.   The schools must provide secular education.

ii.   The school management should run the school well.

iii.   The school should agree to state inspection from time to time.

iv.   The schools should follow any rule prescribed by the government for the regulation of the grant.

v.   The school must charge fees from the students.

Grants were given to the schools for increasing the salaries teachers, construction of school buildings, granting scholarships to students, improving conditions of literaries, opening of science department etc. Grants-in-aid are payments in the nature of assistance, donations or contributions made by one government to another government, body, institution or individual.

Grants-in-aid are given for specified purpose of supporting an institution including construction of assets. The general principle of grants-in-aid is that it can be given to a person or a public body or an institution having a legal status of its own. Such grants-in-aid could be given in cash or in kind to be used by the recipient agencies towards meeting their operating as well as capital expenditure requirement. Grants-in-aid are given by the Union Government to State Governments and by the State Governments to the Local Bodies discharging functions of local government under the Constitution. This is based on the system of governance in India, which follows three-tier pattern with the Union Government at the apex, the States in the middle and the Local Bodies (LBs) consisting of the Panchayati Raj Institutions (PRIs) and the Urban Local Bodies (ULBs) at the grass root level. Accounts of these three levels of Government are separate and consequently the assets and liabilities of each level of government are recorded separately. Grants-in-aid released by the Union Government to the State Governments are paid out of the Consolidated Fund of India as per Articles 275 and 282 of the Constitution. The Union Government releases grants-in-aid to the State/ Union Territory Government under Central Plan Schemes and Centrally Sponsored Schemes. Sometimes, the Union Government disburses funds to the State Governments in the nature of Pass-through Grants that are to be passed on to the Local Bodies. Funds are also

released directly by the Union Government to District Rural Development Agencies (DRDAs) and other specialized agencies including Special Purpose Vehicles (SPVs) for carrying out rural development, rural employment, rural housing, other welfare schemes and other capital works schemes like construction of roads, etc.

The 73rd and 74th Constitutional Amendment Acts envisage a key role for the Panchayati Raj Institutions (PRIs) and the Urban Local Bodies (ULBs) in respect of various functions such as education, health, rural housing, drinking water, etc. The State Governments are required to devolve funds, functions and functionaries upon them for discharging these functions. The extent of devolution of financial resources to these bodies is to be determined by the State Finance Commissions. Such funds received by the Local Bodies from the State Governments as grants-in-aid are used for meeting their operating as well as capital expenditure requirements. The ownership of capital assets created by Local Bodies out of grants-in-aid received from the States Government lies with the Local Bodies themselves.

Apart from Grants-in-aid given to the State Governments, the Union Government gives substantial funds as Grants-in-aid to other agencies, bodies and institutions. Similarly, the State Governments also disburse Grants-in-aid to agencies, bodies and institutions such as universities, hospitals, cooperative institutions and others. The grants so released are utilized by these agencies, bodies and institutions for creation of capital assets as well as for meeting dayto-day operating expenses.

Types of Grant-in aid

There are 4 types of grants given by government to institutions. They are

i.   **Salary grant**: Salary grants include the salary paid to the teaching and non-teaching staff salary as per the actual pay scales and allowances. Salary grants are given to those secondary schools, commerce and agriculture related vocational schools and night schools which are under the control of director of education and have been recognized in the previous academic year.

ii.   **Non-salary grant**: Non-Salary Grants includes the rent of the building housing the institution and a percentage of the amount of all other admissible expenses apart from salary, allowances and rent.

iii.   Building, hostel, furniture, teaching aids, library and laboratory grants

iv   Other grants sanctioned by the government from time to time.

Grant-in-aid may also be classified as general grant and specific grant. If the grant is made for general purpose of improvement or expansion of education, it is referred to as general grant whereas if the purpose is specified it is referred to as specific grant e.g. for primary education, for secondary education, for building etc.

Implications of Five Year Plans on Elementary Education

Planning plays an important role in the smooth functioning of an economy. In 1950, the Government set up the Planning Commission to create, develop, and execute India's five-year plans.

Objectives of Five Year Plan of India

The objectives of these five-year plans were as follows:

1. Economic Growth

2. Economic Equity and Social Justice

3. Full Employment

4. Economic Self-Reliance

5. Modernisation

The Approach to each Five Year Plan of India

First Five Year Plan of India (1951-56)

On December 8, 1951, the Prime Minister Jawaharlal Nehru presented the first five-year plan to the Parliament of India. This was based on the Harrod-Domar model. At that time, India was facing three problems – the influx of refugees, a severe shortage of food, and also mounting inflation.

India had to recover from the partition and the disequilibrium in the economy due to the

Second World War. The First Plan, therefore, had the objectives of rehabilitating refugees, agricultural development, and self-sufficiency in food along with controlling inflation.

Second Five Year Plan of India (1956-61)

The focus of the Second Plan was rapid industrialization, especially the development of heavy industries and capital goods, like iron, steel, chemicals, etc. and the machine building industries. Professor Mahalanobis developed the plan.

Third Five Year Plan of India (1961-66)

The primary goal of the Third Plan was to establish India as a self-reliant and a self-generating economy. However, the Second Plan had slowed the rate of growth of agricultural production in the country which limited India's economic development.

Therefore, the Third Plan included agricultural development as one of its objectives to achieve balanced, regional development. Unfortunately, this period had many misfortunes which drained the funds – Indo-China war in 1961-62, Indo-Pak war in 1965-66, and also a severe drought-led famine in 1965-66. Therefore, this plan could not meet its objectives.

Three Annual Plans

From 1966-69, three Annual Plans were devised. While the Fourth Plan was designed in 1966, it was abandoned under the pressure of drought, currency devaluation, and inflationary recession on the economy. Therefore, the government opted for an Annual Plan in 1966-67 and the subsequent two years. This is period is also called – Plan Holiday.

Fourth Five Year Plan of India (1969-74)

There were two principal objectives of this plan – 'Growth with Stability' and 'Progressive Achievement of Self-Reliance'. It aimed at a 5.5 percent average growth rate of the national income and also the provision of the national minimum for the weaker sections of the society (called 'Garibi Hatao' or 'Growth with Justice'). However, another Indo-Pak war in 1971-72 created a financial crunch for the plan.

Fifth Five Year Plan of India (1974-79)

This plan had two main objectives – the removal of property and attainment of self-reliance. This was planned through the promotion of higher growth rates, better income distribution, and also a significant increase in the domestic rate of saving.

It also focused on import substitution and export promotion. Further, it included a National Program on Minimum Needs like housing, drinking water, primary education, etc.

Annual Plan (1978-80)

Also called the Rolling Plan, it helped to achieve the targets of the previous years.

Sixth Five Year Plan of India (1980- 85)

This plan focused on the socio-economic infrastructure in the rural areas. Further, it endeavored to eliminate rural poverty and reduce regional disparities through the Integrated Rural Development Program (IRDP – 1979).

Seventh Five Year Plan of India (1985 – 90)

The country enjoyed a reasonable rate of economic growth (5.4 percent) during the Sixth Plan. The Seventh Plan focused on the rapid production of foodgrains along with an increase in the creation of employment and overall productivity. The guiding principles were growth, modernization, self-reliance, and social justice.

Eighth Five Year Plan of India (1992 – 97)

The Eighth Plan was scheduled to be introduced in April 1990. However, there were many changes in the Government at the Center, which led to the reconstitution of the Planning Commission and the preparation of different versions of the approach to the Eighth Plan.

Finally, in 1992, the Eighth Plan was introduced (fourth version). At this time, the country was going through a severe economic crisis and the Government initiated fiscal reforms to provide a new dynamism to the economy.

Ninth Five Year Plan of India (1997 – 2002)

The South East Asian Financial Crisis (1996-97) caused an overall slowdown in the economy of India too. While the liberalization process was still criticized, India was out of the fiscal mess of the early 1990s. The Plan targeted a high growth rate of 7 percent and also directed itself towards time-bound social objectives.

Further, the Plan focused on the seven Basic Minimum Services (BMS) with a view to achieving complete population coverage in a time-bound manner. The BMS includes:

- Safe drinking water

- Primary health service

- Universalization of primary education

- Public housing assistance to shelter-less families

- Nutritional support to children

- Connectivity of all villages and habitations

- Streamlining the public distribution system

Tenth Five Year Plan of India (2002 – 07)

Some major aspects of this Plan were:

- Double the per capita income in 10 years

- Higher growth rates must translate into better quality of life for people

- Set monitorable targets

- Consideration of governance as a factor of development

- Policy and institutional reforms in all sectors

- Declaring the agriculture sector as the primary moving force (PMF) of the economy

- Emphasis on the social sector (health, education, etc.)

Eleventh Five Year Plan of India (2007-12)

The title of the 11th Plan was 'Towards Faster and more Inclusive Growth'. It envisaged a high growth rate of around 9 percent implying a growth rate of around 7.5 percent in the per capita GDP. It also ensured an overall improvement in the quality of life of people. The vision of the 11th Plan includes:

- Rapid growth with reducing poverty and increasing employment opportunities

- Easy access to essential services in health and education for the poor

- Empowerment through education and development of skills

- Using the National Rural Employment Guarantee Program to extend employment opportunities to all

- Environmental sustainability

- Reducing gender inequality

- Improving the overall governance

Twelfth Five Year Plan of India (2012 – 17)

According to this plan, 'It must be guided by a vision of India moving forward in a manner that would ensure a broad-based improvement in the living standards of all the people through a growth process which is faster than in the past, more inclusive, and also more environmentally sustainable.'

The objectives of this Plan are as follows:

➢ A growth rate of 9 percent

➢ Focus on the agricultural sector and have an average growth of 4 percent during the Plan period

➢ Restrain inflationary pressure

➢ For the growth of GDP, ensure that the commercial energy supplies grow at a rate of 6.5-7 percent per year.

➢ Develop a holistic water management policy

➢ Suggest new legislation for the acquisition of land

➢ Continue focus on health, education, and skill development

➢ Large investments in the development of the infrastructure sector

➢ Emphasis on the process of fiscal correction

➢ Efficient use of available resources

The objectives of the 12th Five Year Plan of India include:

➢ Achieving a growth rate of 9 percent

- ➢ Ensuring a growth rate of 4 percent in the agricultural sector
- ➢ Ensuring that the commercial energy supplies grow at a rate of 6.5-7 percent per year
- ➢ Developing a holistic water management policy
- ➢ Continuing the focus on health, education, and development of skills
- ➢ Focusing on the development of the infrastructure sector
- ➢ Emphasize on fiscal correction
- ➢ Using resources efficiently

International Funding Agencies

World Bank

The World Bank is a vital source of financial and technical assistance to developing countries around the world. sectors. Our vision is to create a world without poverty on a livable planet.

Made up of two unique development institutions owned by 189 member countries: the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA).

Each institution plays a different but collaborative role in advancing the vision of inclusive and sustainable globalization. The IBRD aims to reduce poverty in middle-income and creditworthy poorer countries, while IDA focuses on the world's poorest countries.

Their work is complemented by that of the International Finance Corporation (IFC), Multilateral Investment Guarantee Agency (MIGA) and the International Centre for the Settlement of Investment Disputes (ICSID).

Together, we provide low-interest loans, interest-free credits and grants to developing countries for a wide array of purposes that include investments in education, health, public administration, infrastructure, financial and private sector development, agriculture and environmental and natural resource management.

UNESCO

United Nations Educational, Scientific and Cultural Organization

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was born on 16 November 1945. UNESCO has 195 Members and 8 Associate Members and is governed by the General Conference and the Executive Board. The Secretariat, headed by the Director-General, implements the decisions of these two bodies. The Organization has more than 50 field offices around the world and its headquarters are located in Paris.

UNESCO's mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. It is through this dialogue that the world can achieve global visions of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO's mission and activities.

UNESCO focuses on a set of objectives in the global priority areas "Africa" and "Gender Equality"

objectives

- ➢ Attaining quality education for all and lifelong learning
- ➢ Mobilizing science knowledge and policy for sustainable development
- ➢ Addressing emerging social and ethical challenges
- ➢ Fostering cultural diversity, intercultural dialogue and a culture of peace
- ➢ Building inclusive knowledge societies through information and communication

UNICEF

UNICEF, special program of the United Nations (UN) devoted to aiding national efforts to improve the health, nutrition, education, and general welfare of children.

UNICEF was created in 1946 to provide relief to children in countries devastated by World War II. After 1950 the fund directed its efforts toward general programs for the improvement of children's welfare, particularly in less-developed countries and in various emergency situations. The organization's broader mission was reflected in the name it

adopted in 1953, the United Nations Children's Fund. UNICEF was awarded the Nobel Prize for Peace in 1965. It is headquartered in New York City.

UNICEF has concentrated much of its effort in areas in which relatively small expenditures can have a significant impact on the lives of the most disadvantaged children, such as the prevention and treatment of disease. In keeping with this strategy, UNICEF supports immunization programs for childhood diseases and programs to prevent the spread of HIV/AIDS; it also provides funding for health services, educational facilities, and other welfare services. Since 1996 UNICEF programs have been guided by the Convention on the Rights of the Child (1989), which affirms the right of all children to "the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health." UNICEF's activities are financed by both government and private contributions.

United Nations Development Programme UNDP

UNDP partners with people at all levels of society to help build nations that can withstand crisis, and drive and sustain the kind of growth that improves the quality of life for everyone. On the ground in 177 countries and territories, UNDP offers global perspective and local insight to help empower lives and build resilient nations.

World leaders have pledged to achieve the Millenium Development Goals, including the overarching goal of cutting poverty in half by 2015. UNDP's network links and coordinates global and national efforts to reach these Goals. UNDP's focus is helping countries build and share solutions to the challenges of:

➢ Poverty Reduction and Achievement of the MDGs

➢ Democratic Governance

➢ Crisis Prevention and Recovery

➢ Environment and Energy for Sustainable Development

UNDP helps developing countries attract and use aid effectively. In all our activities, UNDP encourages the protection of human rights, capacity development and the empowerment of women.

UNIT – V

QUALITY ENHANCEMENT OF ELEMENTARY EDUCATION

Operation Blackboard Scheme – District Primary Education Programme (DPEP) - District Education Revitalisation Programme (DERP) - Sarva Shiksha Abhiyan - Kasturba Gandhi Bali Vidyalaya - National Programme for Education of Girls at Elementa Level (NPEGEL) - National Programme for Nutritional Support (Mi day Meal Scheme) - Mahila Samakhya Programme - Minimum Lev of Learning (MLL) - National Curriculum Framework for Scho Education (2000) - Eklavya Model Residential Schools - EDUSAT Elementary Education.

Operation Blackboard Scheme

In 1987, India launched the Operation Blackboard Program with the aim of improving the quality of elementary education, increasing children's retention in schools, and adopting a child-centered approach to education. The program recognized the urgent need to enhance the infrastructure and quality of education in rural and underprivileged areas. Its objectives included providing essential facilities such as classrooms, libraries, drinking water, and toilets, as well as introducing innovative teaching methods, teacher training, and instructional materials. The initiative with the plate number 1 had similar goals of improving education quality and increasing the retention of children in schools.

What is the Operation Blackboard Program?

Operation Blackboard scheme aimed to improve both the quality and quantity of primary education. The scheme was implemented by the state government with full financial assistance (100%) from the central government. The central government covered the entire cost of the operation.

➢ The scheme intended to include all primary schools that existed as of September 30, 1986, under its purview.

➢ Operation Blackboard introduced minimum criteria for a primary school, including having two rooms, two teachers (one of them preferably female), and a set of essential teaching-learning aids (TLA).

➢ The Teaching Learning Aids (TLA) provided included science kit, maths kit, tool

kit, 45 charts, maps, children's books, balls, and a blackboard.

➢ Under Operation Blackboard, it is proposed to ensure certain minimum facilities in every primary school in the country. These include: Two reasonable large rooms which are usable in all weather conditions, To provide teaching-learning equipment to all primary schools and Continuation of ongoing Operation Blackboard to cover all the remaining primary schools especially those in SC/ST areas.

Operation Blackboard Program – Overview

Launched in 1987, the Operation Blackboard Program is still being financed by the federal government. The newly modified plan and what it attempts to achieve have been given below:

➢ There should be at least one room and one teacher in each section.

➢ Make sure to include amenities like a library and other crucial pieces of equipment.

➢ Bathrooms for boys and girls that are separate.

➢ The SC/ST areas need to receive special consideration.

➢ The central government will pay the teachers' salaries and the money needed for the necessary equipment.

Aims of Operation Blackboard Program

The Operation Blackboard scheme, initiated in 1987-88, has a primary objective of gradually equipping all primary schools across the country with essential facilities. Initially, the focus was on providing two teachers and Teaching Learning Equipment (TLE) to these schools. Over time, the scheme has been expanded to include a third teacher and an additional room for primary schools with an enrolment of over 100 students. Additionally, starting from 1993-94, Upper Primary schools were also brought under the scheme's coverage. Notably, the scheme offers 100% central assistance for acquiring Teaching Learning Equipment and covers the salaries of teachers during the Plan period in which their appointment was made, facilitating the effective implementation of the program.

Objectives of Operation Blackboard

The Operation Blackboard Program seeks to enhance both the qualitative and quantitative aspects of primary education. It was developed on the premise that a better learning environment will elevate the enrolment, retention, and achievement rates of primary school children.

➢ The federal government fully supports the state's implementation of the strategy.

➢ All costs associated with the operation will be covered by the central government.

➢ All elementary schools open as of September 30, 1986, were to be included in the Operation Blackboard plan.

➢ By the year 2000, all schools were meant to be covered under Operation Blackboard, according to subsequent revisions to the scheme's timetable of events.

➢ As part of Operation Blackboard, every primary school in the country is required to have a set of minimal amenities.

➢ The expansion of the teacher population in schools with only one instructor is a key objective of Operation Blackboard.

Operation Blackboard – Measures for Progress

After the implementation of the program, many more measures have been taken to ensure progress and improvement of the already executed plan.

➢ State governments will provide funding for the replacement of damaged machinery.

➢ The micro planning process will include Operation Blackboard in its entirety.

➢ At least 50% of the hired teachers must be female in order to have a beneficial

effect on the retention and enrollment of girl pupils.

➢ Teachers will be trained to use the Operation Blackboard teaching resources with the aid of specially created training sessions for them.

Failures of Operation Blackboard

Delayed Supply of Educational Material: The educational materials meant to be supplied to schools were often delayed, resulting in a significant setback to the implementation of the scheme. Reasons cited for the delay included increased material costs, insufficient grants, non-availability of materials, and lack of transport facilities.

Poor Quality of Charts: The adoption of charts as an educational aid faced challenges in a textbook-oriented culture. The municipal corporation responsible for supplying charts failed to provide them or provided low-quality ones, hampering their effectiveness in the teaching process.

Inadequate Training and Useless Tools: Teachers were not adequately trained on the proper use and purpose of certain teaching tools like science boxes, mathematics boxes, and musical instruments. This lack of training rendered some tools useless as teachers lacked the knowledge to utilize them effectively.

Insufficient Training Period: The training period provided to teachers, especially those in tribal areas, was deemed too short to fully grasp the complexities of their changing role. The lack of subsequent revisions further contributed to forgetting essential aspects of teaching, and the training failed to address the daily challenges faced by teachers.

Lack of Repair Grants: There were no provisions for additional grants to repair the supplied materials, leading to further issues as damaged or non-functional teaching aids were not promptly fixed.

Teacher Shortages and Inadequate Training: Numerous teaching positions remained vacant, exacerbating the challenges in implementing the scheme effectively. Moreover, the training provided to teachers on subjects like teaching, culture, and physical education was insufficient, affecting the quality of education imparted.

Non-Educational Duties Assigned to Teachers: Teachers were sometimes burdened with non-educational tasks when they were available at school, diverting their focus from their core teaching responsibilities.

Incomplete Construction and Lack of Amenities: Some classrooms constructed under the scheme were found to be incomplete, and basic amenities were lacking in about half of the schools, impacting the overall learning environment.

Lack of Inspection Norms: The absence of fixed norms for inspection and evaluation of the implementation and other aspects of the scheme created inconsistencies in monitoring, with no clear guidelines from the Education Department or District Education Officer.

Benefits of Operation Blackboard Programme

The Operation Blackboard Programme brought several benefits to children in primary schools. Some of the key advantages include:

Improved Infrastructure: The scheme focused on providing essential facilities like classrooms, clean drinking water, separate toilets for boys and girls, and a conducive learning environment. This created a safer and more comfortable space for children to study and thrive.

Quality Education: With the introduction of Teaching Learning Equipment (TLE) like science kits, math kits, charts, maps, and children's books, the program enhanced the quality of education. These aids made learning more interactive, engaging, and practical, promoting a deeper understanding of concepts.

Trained Teachers: The scheme emphasized teacher training, which empowered educators with better teaching methodologies, instructional techniques, and subject knowledge. Trained teachers could deliver lessons more effectively, catering to the diverse needs of students.

Reduced Teacher-Student Ratio: By providing two or three teachers per primary school, the program lowered the teacher-student ratio. This allowed teachers to give more personalized attention to each child, leading to improved academic performance.

Inclusive Education: Operation Blackboard aimed to cover schools in rural and underprivileged areas, ensuring that even marginalized children had access to quality education. This helped bridge the educational divide between urban and rural regions.

Holistic Development: The scheme's focus on physical education and cultural activities contributed to the overall development of children. It encouraged extracurricular

participation, promoting physical fitness, creativity, and self-expression.

Enhanced Learning Materials: The provision of teaching aids and books enriched the learning experience. Children had access to a wider range of resources, making learning more interesting and enjoyable.

Encouragement of Learning by Doing: With the introduction of practical learning aids like science and math kits, children were encouraged to learn through hands-on experiences. This fostered curiosity, critical thinking, and problem-solving skills.

Higher Enrolment and Retention: The improved facilities and teaching standards attracted more children to schools, leading to increased enrolment. Additionally, the program's focus on a conducive learning environment contributed to better student retention rates.

Preparation for Upper Primary: By covering Upper Primary schools, the scheme facilitated a smooth transition for students from primary to upper primary education, ensuring continuity in their educational journey.

Overall, the Operation Blackboard Programme positively impacted children's education by providing them with better infrastructure, resources, and trained teachers, fostering an environment conducive to learning and overall development.

District Primary Education Programme (DPEP)

The centrally—sponsored scheme of District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalisation of primary education.

DPEP adopts a holistic approach to universalize access, retention and improve learning achievement and to reduce disparities among social groups.

Adopting an "area specific approach" with district as the unit, of planning, the key strategies of the programme have been to retain the sensivity to local conditions and ensuring full participation of the community. It also seeks to strengthen the capacity of national, state and district institutions and organisation, for planning, management and professional support in the field of primary education.

DPEP is based on the principle of "additionally" and is structured to fill in the existing gaps by providing inputs over and above the provisions made under central and state sector schemes for primary education. The state governments are required to at least maintain expenditure in real terms at base year level.

The basic objectives of DPEP are:

1. To provide all children access to primary education through either the formal or non-formal stream.

2. To reduce differences in enrolment, drop-out rates and learning achievement among gender and weaker section groups to less than five percent.

3. To reduce overall primary dropout rates for all children to less than 10 percent.

4. To rise the average achievement rate by 25 percent by measured baseline level and ensuring achievement of basic literacy and numeracy competencies and minimum of 40 percent achievement in other competencies by all primary education children.

The bulk of the funds for DPEP came from international bodies such as the UNICEF, ODA (UK), SIDA (Sweden), Netherlands etc. The first phase of the programme was launched in 42 districts in the states of Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu and Madhya Pradesh. Later the programme was launched in 80 districts of Orissa, Himachal Pradesh, Andhra Pradesh, UP, West Bengal and Gujarat. The impact studies of the first phase projects are very positive.

The DPEP has made decisive impact on increasing enrolment, reducing stagnation and improving class-room transaction. While the DPEP has been operational in backward districts with female literacy below the national average, total literacy campaign has started up the demand for elementary education.

DPEP is an externally aided project. 85 percent of the project cost is met by the Central Government and the remaining 15 percent is shared by the concerned state government. The central government share is resourced through external assistance.

At present external assistance of about Rs. 6,938 crore composing Rs. 5,137 as credit from IDA and Rs. 1,801 crore as grant from DFID/UNICEF and Netherlands has been tied up

for DPEP, (DFID is Department for International Development (UK), SIDA is Swedish International Development Authority).

District Education Revitalisation Program (DERP)

The District Education Revitalisation Programme (DERP) was launched in 1994 with an aim to universalise primary education in India by reforming and vitalising the existing primary education system. 85% of the DERP was funded by the central government and the remaining 15% was funded by the states.

The DERP, which had opened 160,000 new schools including 84,000 alternative education schools delivering alternative education to approximately 3.5 million children, was also supported by UNICEF and other international programs. "Corruption hurts the poor disproportionately – by diverting funds intended for development, undermining a government's ability to provide basic services, feeding inequality and injustice, and discouraging foreign investment and aid" (Kofi Annan, in his statement on the adoption of the United Nations Convention against Corruption by the General Assembly, NY, November 2003). In January 2016, Kerala became the 1st Indian state to achieve 100% primary education through its literacy programme Athulyam.

Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community -owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country.

Main feature of SSA

1.   Programme with a clear time frame for universal elementary education.

2.   A response to the demand for quality basic education all over the country.

3.   An opportunity for promoting social justice through basic.

4.   A expression of political will for universal elementary education across the country.

5.   A partnership between the central, state and the local government.

6.   An opportunity for states to develop their own vision of elementary education.

7.   An effort at effective involving the Panchayat Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

Aims of SSA

1.   To provide useful and elementary education for all children in the 6-14 age group by 2010.

2.   To bridge social, regional and gender gaps with the active participation of community in the management of schools.

3.   To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially.

4.   To inculcate value-based learning this allows children an opportunity to work for each other's well-being rather than to permit mere selfish pursuits.

5.   To realize the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum.

Objectives of SSA

1.   All children in school. Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.

2.   All children complete five years of primary schooling by 2007.

3.   All children complete of elementary schooling by 2010.

4.   Focus on elementary education of satisfactory quality with emphasis on

education for life.

5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

6. Universal retention by 2010.

Sarva Shiksha Abhiyan (SSA) has two aspects

1. It provides a wide convergent frame work for implementation of Elementary Education schemes.

2. It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

Institutional Reforms - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

Sustainable Financing - The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long -term perspective on financial partnership between the Central and the State governments.

Community Ownership - The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.

Institutional Capacity Building -The SSA conceives a major capacity building role for national, state and district level institutions like NIEPA / NCERT / NCTE / SCERT / SIEMAT / DIET.

Improvement in quality requires a sustainable support system of resource persons and institutions.

Improving Mainstream Educational Administration - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

Community Based Monitoring with Full Transparency - The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.

 Habitation as a Unit of Planning - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

 Accountability to Community - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

Priority to Education of Girls - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.

Focus on Special Groups - There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.

Pre-Project Phase - SSA will commence throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based microplanning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.

Thrust on Quality - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.

Role of teachers - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

District Elementary Education Plans

As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach. There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that year. The Perspective Plan will also be a dynamic document subject to constant improvement in the course of Programme Implementation.

Public – Private Partnership in SSA

Sarva Shiksha Abhiyan takes note of the fact that provision of elementary education is largely made by the government and government aided schools. There are also private unaided schools in many parts of the country that provide elementary education. Poorer households are not able to afford the fees charged in private schools in many parts of the country. There are also private schools that charge relatively modest fees and where poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. While encouraging all efforts at equity and 'access to all' in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made. Government, Local Body, and government aided schools would be covered under the Sarva Shiksha Abhiyan, as is the practice under the Mid-Day Meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school, efforts to develop a partnership would be made within the broad parameters of State policy in this regard. Depending on the State policies, DIETs and other Government teacher-training institutes could be used to provide resource support to private unaided institutions, if the additional costs are to be met by these private bodies.

Financial Norms and Provisions under Sarva Shiksha Abhiyan

The financial norms under Sarva Shiksha Abhiyan are;

a) the assistance under the programme of Sarva Shiksha Abhiyan is on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 sharing thereafter between the central government and state governments,

b) the Government of India releases funds to the state governments/UT (Union Territory) only and installments (except first) to be released after the previous installments of central government and state share has been transferred to the State Implementation Society,

c) the National Programme for Nutritional Support to Primary Education (Mid-Day Meal) remains a distinct intervention with food grains and specified transportation costs being met by the centre and the cost of cooked meals being met by the state government,

d) all funds to be used for up gradation, maintenance, repair of schools and teaching learning equipment and local management to be transferred to VECs/ School Management Committees/ Gram Panchayat/ or any other village/ school level arrangement for decentralization adopted by that particular state/UT. The village/ school based body may make a resolution regarding the best way of procurement, and other incentive schemes like distribution of scholarships and uniforms is continued to be funded under the state plan. They are not funded under the SSA programme.

Regarding teacher pupil ratio, one teacher for every 40 children in primary and upper primary school, at least two teachers in a primary school and one teacher for every class in the upper primary schools are given. It is also ensured that within one kilometer of every habitation the school would be made accessible to the children. Regarding facilities to the teachers, provisions like a separate room for every teacher in primary and upper primary schools and two class rooms with verandah to every primary school with at least two teachers is also mentioned in the programme.

Free text books are provided to all the children belonging to Scheduled Castes and

Scheduled Tribes at primary and upper primary level within an upper ceiling of Rs. 150/- per child. For maintenance and repair of school buildings, it is carried through school management committees/Village Education Committees. It also involves community contribution. All the expenditure regarding school related procurement involves the acceptance of teachers as well as parents in the committee. VEC/ school-village level appropriate body is to decide on best mode of procurement and requirement of successful running of schools.

Regarding school grants, Rs.2,000/- per year per primary/upper primary school for replacement of non-functional school equipment is provided. Rs. 500/- per teacher per year in primary and upper primary schools is also provided under teacher grant.

Regarding interventions for out of school children in un-served habitations other alternative schooling 28models like Bridge Courses and Back-to-School Camps is also provided for enhancing enrolment of the children. Particularly for ensuring community participation and micro planning is also provided as per specific proposal of a district, duly recommended by the state.

Planning, Appraisal and Fund Flows under Sarva Shiksha Abhiyan

Preparatory Activities

Sarva Shiksha Abhiyan assigned greatest importance to the preparatory activities as these have been conceived as a necessary condition for quality implementation of the programme. Systematic mobilization of the community and creation of an effective system of decentralized decision making are part of the preparatory activities. Setting up of an effective information system has therefore been highlighted, besides procurement of essential office equipment and computer hardware. However, the framework points out that involving community leaders at all levels and orienting existing governmental functionaries in carrying out their activities more effectively is more important than the hardware component.

The preparation of habitation level educational plans through effective community mobilization for micro planning and school mapping is the greatest challenge of the preparatory phase. Since Sarva Shiksha Abhiyan has the clear aim of Universalization of Elementary Education, it is mandatory to track the progress of each and every child in the 0-14 age group. Preparation of Village Education Registers (VER) on the basis of household survey, regular monitoring through retention registers and pupil progress cards are developed in the preparatory phase itself. This calls for a focus on capacity building among the Panchayati Raj Institutions, members of Village Education Committees, School Management Committees, Parent Teacher Associations, etc. The preparatory phase provides for a process and activity based constitution/organization of such committees and training of community leaders for better management of schools. Capacity building in the local community requires a constant interface with the school and the teachers and this is attempted through a large number of school-based activities in the preparatory phase itself.

Coverage of Special Focus Groups

Education for Girls, Scheduled Caste and Tribal Children

Recent assessments show that girls' participation in schooling has improved significantly during the last 10-15 years. Education of girls, especially those belonging to the scheduled castes and scheduled tribes, becomes the primary focus in Sarva Shiksha Abhiyan. Efforts are made to mainstream gender concerns in all the activities under the Sarva Shiksha Abhiyan programme. The Sarva Shiksha Abhiyan recognizes the need for special efforts to bring the out of schoolgirls, especially from disadvantaged sections, to school. This requires a proper identification of girls who are out of school in the course of micro planning. It also calls for involving women through participatory processes in the effective management of schools. The Sarva Shiksha Abhiyan is committed to making these interventions possible. States have been sensitized on the use of available data for local level planning for girls' education with community involvement. Field based trainings have been conducted in Assam, Kerala, Orissa, Uttar Pradesh and West Bengal. States have been building on these skills and are concentrating in certain very deprived pockets. Andhra Pradesh, Gujarat, Maharashtra, and Tamil Nadu have also initiated focused interventions along similar lines.

The educational development of children belonging to the Scheduled Castes and Scheduled Tribes is a special focus in the Sarva Shiksha Abhiyan. Every activity under the project has to identify the benefit that ensures to children from these communities. Many of the incentive schemes have a sharper focus on children from these communities. The participation of dalits and tribals in the affairs of the school is especially encouraged to ensure ownership of the Abhiyan by all social groups, especially the most disadvantaged.

The interventions for children belonging to SC/ST communities are based on the

intensive micro planning addressing the needs of every child. The Sarva Shiksha Abhiyan provides flexibility to local units to develop a context specific intervention. Some interventions like engagement of community organizers from SC/ST communities with a focus on schooling needs of children from specific households, special teaching support as per need, ensuring sense of ownership of school committees by SC/ST communities, training programmes for motivation for schooling, setting up alternative schooling facilities in un served habitations and for other out of school children, using community teachers, monitoring attendance and retention of children from weaker sections regularly, and involving community leaders in school management.

Education for Children with Special Needs

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA adopts zero projection policy so that no child is left out of the education system. The thrust of SSA is on providing integrated and inclusive education to all children with special needs in general schools. It supports a wide range of approaches, options and strategies for education of children with special needs. This includes education through open learning system and open schools, non-formal and alternative schooling, distance education and learning and special schools, wherever necessary.

Strategies for Out-Of-School Children

The Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) scheme is a part of the Sarva Shiksha Abhiyan framework. The management structure for implementation of EGS and AIE are incorporated in the management structure of the Sarva Shiksha Abhiyan. The new scheme makes provision for diversified strategies and has flexible financial parameters. It has provided a range of options, such as EGS, Back to School Camps, *Balika Shibiras,* etc. There are four broad focus areas in Sarva Shiksha Abhiyan like, 1) full time community schools for small un served habitations, 2) mainstreaming of children through bridge courses of different duration,3) specific strategies for special groups like child labour, street children, adolescent girls, girls belonging to certain backward communities, children of migrating families, etc. and 4) innovative programmes - the innovations can be in the areas of pedagogic practices, curriculum, programme management, textbooks and Teaching Learning Materials (TLMs), etc.

All habitations not having a primary school within one kilometer and having a minimum of school age children are entitled to have an EGS type school. Children who have dropped out of school have an opportunity to avail of bridge courses, aimed at their mainstreaming. The objective is to see the EGS and AIE as integral to the quest of UEE.

Quality Issues in Elementary Education: The National Policy Resolve

Sarva Shiksha Abhiyan makes efforts to take a holistic and comprehensive approach to the issue of quality. Efforts to decentralize the whole process of curriculum development down (grass root level) to the district level are made. Reducing the load of non-comprehension by facilitating child centered and activity based learning is attempted. Learning by doing, learning by observation, work experience, art, music, sports and value education is made fully integral to the learning process. Appropriate changes made in the evaluation system to make it more continuous and less threatening. Performance of children is constantly monitored in consultation with •parents. Teacher's role in preparation of textbooks and secondary learning materials are enhanced. School timings are made contextual.

Teacher Recruitment, Rationalization and Management

States have their own norms for recruitment of teachers and a lot of diversity exists in payments being made to new recruits. In many cases the appointing authority is the local panchayats. The states are free to follow their own norms as long as these are consistent with the norms established by National Council of Teacher Education (NCTE). There is no compromise on standards even though payments of less than the state pay scale as an interim measure may be adopted in states with large scale vacancies. The programme provides for primary and upper primary school teachers to ensure that there are no single teacher schools. Overall, the effort is to provide at least 1: 40 teacher pupil ratio. Qualifications of upper primary teachers are as per state specific norms and the number of upper primary schools is broadly as per the national policy norm. The practice of at least 50 percent of women teachers is strictly followed. Sarva Shiksha Abhiyan encourages decentralized management of teacher cadres. The local government recruits and the community have a say in the selection process. Sarva Shiksha Abhiyan improved the accountability of the teacher *vis-a-vis* local community without diluting the standards for selection of teachers, as laid down from time to time by the NCTE.

Useful and Relevant Education and Education for Life

The Sarva Shiksha Abhiyan encourages states to focus on total development of children, giving encouragement to sports, cultural activities, project work involving interaction with social and natural surroundings, activity based learning, exposure to life skills with regard to health, nutrition, professions, etc. Such a focus is looking upon a school as a social institution that is the hub of community activities.

Improvement of School Facilities and other Civil Works

Community participation is the only means of undertaking any civil works in the improvement of school facilities. Experiments in community participation under *Lok Jumbish* and under DPEP in many states had been very encouraging and such experiments are further carried out. The Sarva Shiksha Abhiyan is first of all tried to mobilize resources under Rural Employment Programme (REP) and other developmental schemes for constructing school buildings. The community is to come forward to maintain school facilities if any investment is proposed in a village. An annual support to the community for repair and maintenance is envisaged under the SSA.

With the elementary education becoming an obligation of the state (including the local government), the panchayats are directed to prioritize construction of school facilities where it does not exist. The participation of the community in all civil work activities is mandatory in order to ensure a sense of ownership and a departure from contractor driven approaches. School Management Committees/ Village Education Committees/ Gram Panchayat Committee on Education have to carry out the civil works activities through a transparent system of account keeping. The DPEP and *Lok Jumbish* Project had developed effective community based approaches for civil works. As per the policy framework these are mandatory in all Sarva Shiksha Abhiyan districts.

The principle of social audit could be accepted for minor repairs. The School Management Committee/ Village Education Committee could certify the maintenance and repair work undertaken in a school. For larger repair and maintenance as well as new construction, technical provisions are followed. New building designs developed in *Lok Jumbish* and DPEP are adapted to promote child centered learning. Use of local materials and cost effective technologies is encouraged. A civil works innovation fund is set up in each state/UT to encourage experimentation with design. Repair and maintenance of buildings is given the top most priority in the policy framework.

The Present study reveals that the Sarva Shiksha Abhiyan programme aims to ensure elementary education for all including five years of primary education and eight years of schooling for all children. The Sarva Shiksha Abhiyan focuses on community ownership and the village education plans proposed in construction with Panchayati Raj Institutions (PRIs). The central focus in the implementation of the programme is community ownership and their participation in school related activities to bring more relevance in the field of primary education.

Therefore, the policy framework strongly suggested for greater involvement of community in all the areas of programme implementation. Under the Sarva Shiksha Abhiyan community participation is an important component at village level that the community has to be involved in education planning and mobilization process at the school level. To achieve its objective of UEE, the programme calls for public -private partnership. The programme has given importance to the involvement of NGOs in the area of community mobilization. This programme has also allocated huge funds for constructing school buildings and improvement of school facilities.

It is also observed that the Sarva Shiksha Abhiyan framework ensured that the community has the prime responsibility in the finance related decision-making at the school level. On the whole, the discussion in this chapter reveals that community ownership and their participation is an important aspect to achieve universalization of primary education. The next chapters deal with the profile of the study area, implementation of the programme in the study area, the socio-economic background of the respondents and their awareness and perception as to Sarva Shiksha Abhiyan programme details to analyze the ground realities in the implementation of the programme.

Areas of Intervention and Norms

1. **Teacher**: To ensure 1 Teacher for every 40 children in primary and upper primary schools.

2. **Civil Works**: A total of 33% of the entire project cost may be spent to construct school buildings, additional classrooms, toilets and providing drinking water facilities.

a. **Opening of New Schools**: Primary school within 1 Km and Upper Primary school within 3 Kms of each habitation may be constructed as per State norms and with the approval of MHRD. State should ensure that a ratio of 2:1 is maintained for primary and upper primary schools.

b. **Construction of Additional Classrooms**: To construct additional classroom to ensure a room for every class/grade at primary and upper primary level including a room for HM at upper primary level.

c. **Construction of Toilet Blocks**: An amount of Rs.20,000/- per toilet block may be utilized, if proposed by the State and approved by MHRD Government of India.

d. **Drinking Water Facilities**: An amount of Rs.15,000/- per school may be utilized, if proposed by the State and approved by MHRD Government of India.

3. **Free Text Books**: To all Girls and SC/ST children at Primary and Upper Primary Level.

4. **Maintenance Grant for Schools**: Rs.7,500/- per school per year is given to all government and local bodies. It is given to the schools in both shifts separately and double amount to a Sarvodaya Vidyalaya (for Primary and Upper Primary classes separately).

5. **School Grant**: Rs.5,000/- per school per year for each Primary school and Rs.7,000/- per school per year for each Upper Primary School (including aided schools) run by the Government and Local Bodies, is given for replacement of non-functional school equipment, procurement of items for Science Laboratories and other recurring costs such as consumables. It is given to the schools in both shifts separately and double amount to a Sarvodaya Vidyalaya (for Primary and Upper Primary classes separately).

6. **Teacher Grant**: Rs.500/- per teacher per year for developing the Teaching learning material for classroom interactions.

7. **Teaching Learning Equipment (TLE)**: Rs.20,000/- may be utilized for each new primary school and Rs. 50,000/- for each new Upper Primary school constructed out of SSA funds.

8. **Teacher Training**: For the development of In-Service Teachers, there is provision of 20 days In-service training for all teachers and 30 days induction training for new recruits working at Elementary level.

9. **Training of Community Leaders**: Maximum 3 persons for each school/habitation in the urban areas are to be oriented for two days utilizing funds @ Rs.30/- per day per person, to ensure the participation of Community in School Management and Children's Education.

10. **Provision of Disabled children**: Upto Rs.1,200/- per child for providing all kind of needed support including aids and appliances, resource teachers to Children with Special Needs enrolled in schools and making efforts to mainstream out of school disabled children.

11. **Research, Evaluation, Supervision & Monitoring**: @ Rs.1,300/- per school per year to develop and implement monitoring systems to measure quality related outcomes, inter alia, for students learning outcomes, teacher performance, student and teacher attendance rates by gender and social categories, as also parameters for measuring changes in classroom practices, impact of teacher training, efficacy textbooks and textual materials, quality of academic supervision provided by BRCs/CRCs, DIETs etc. To update Household data on 6 to 14 years old children's educational status. To carryout Action Research Projects to improve the quality of education in schools and to organize seminars and workshops.

12. **Innovative Activities for**:

a. **Early Childhood Care and Education (ECCE), Girls, SC/ST children, Urban Deprived children and Minority Children**: Any four

innovative projects within the ceiling of Rs.15 lakhs per district for a particular sub area up to a maximum of Rs. 50 Lakh per district per year for all four areas.

      b.   **Computer Education**: Upto Rs. 50 Lakh per district per year may be utilized for creating, developing and implementing Computer Aided Learning Activities in schools.

13.   **Setting up of Block/Urban Resource Centres and Cluster Resource Centres**: To create these resource centres in schools to provide academic support to the teachers and schools and to help them in the improvement of quality of elementary education.

14.   **Interventions for out of school children**: a) To run short term Bridge Courses, Back to school camps with a focus on Mainstreaming of all Out-of-School children into regular schools. b) Remedial Teaching for children mainstreamed from bridge courses/back to school strategies and children already in formal schools particularly in the areas with high concentration of SC/ST population and minority communities.

15.   **Kasturba Gandhi Balika Vidyalaya (KGBV)**: This is an initiative to promote education of girls education in the habitations with low female literacy rates. Only one KGBV (Model III- a Hostel for 50 girls in one of the existing schools) for the girls belonging to minority community has been sanctioned for Mustafabad ward of North East Delhi.

Kasturba Gandhi Balika Vidyalaya (KGBV)

It is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. KGBVs will be set up in those EBBs that do not have residential schools for elementary education of girls under any other scheme of Ministry of Social Justice and Empowerment and Ministry of Tribal Affair. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line.

Objectives

➢ To ensure access to the disadvantaged girls

➢ To provide quality of education to all girls

➢ To make school environment girl child friendly

Target Beneficiaries

➢ Out of school girls who are unable to complete Upper Primary education in difficult area.

➢ Adolescent girls who are unable to go regular school (upper primary level).

➢ Younger girls of migratory population in difficult areas / scattered habitation that do not qualify for a school.

➢ Priority of 75% enrolment to girls from SC/ST/OBC and minorities communities and 25% to girls from BPL.

Strategy and component:

➢ To set up residential schools where minimum of 50 girls from SC/ST and minorities available to study. The number can be more than 50 depending on the number of eligible girls.

➢ To provide necessary infrastructure for these schools

➢ To prepare and procure TLM and aids for the schools.

➢ To put in place appropriate system to provide necessary academic, evaluation and monitoring support.

➢ To motivate and prepare girls and their families to send them to Residential Schools.

Scope of the Scheme

The scheme was applicable since its inception in 2004, in Educationally Backward Blocks (EBBs) where the rural female literacy is below the national average (46.13%: Census 2001) and the gender gap in literacy is more than the national average (21.59%: Census

2001). Among these blocks, schools may be set up in areas with:

1. concentration of tribal population, with low female literacy and/or many girls out of school

2. concentration of SC, ST, OBC and minority populations, with low female literacy and/or many girls out of school

3. areas with low female literacy

4. areas with many small, scattered habitations that do not qualify for a school

The criteria of eligible blocks have been revised with effect from 1 April 2008 to include the following:

➢ An additional 316 Educationally backward blocks with rural female literacy below 30%.

➢ 94 Towns/cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy rate below the national average (53.67%: Census 2001).

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

NPEGEL is a National Programme for Education of Girls at Elementary Level and has been conceived as an amendment to the scheme of Sarva Shiksha Abhiyan for providing additional components for education of girls at elementary level. Prior to this SSA had limited financial provision for girls' education in the form of innovations at the district level and free text books. So, there was an urgent need of having an additional component. NPEGEL has been formulated for education of under privileged and disadvantaged girls from class 1st to 8th as a separate and distinct gender component. This scheme has been extended to all the educationally backward blocks of the country.

Educationally Backward Block means a block where the level of rural female literacy rate is less than the national average and the gender gap is above the national average. This includes 104 blocks in the 12 districts of Jammu & Kashmir.

NPEGEL has two broad objectives

➢ To develop and promote facilities to provide access and to facilitate the retention of girls and to ensure greater participation of girls in the field of education.

➢ To improve the quality of education through various interventions and to stress upon the relevance and quality of girls' education for their empowerment

The focus of NPEGEL is as follows:

➢ To strengthen the capacity of national, state and district institutions an organizations for planning, management and evaluation of girls education at the elementary level, and create a dynamic management structure that will be able to respond to the challenges of girls education.

➢ To develop innovative gender sensitization / training programmes, with the assistance of concerned organizations and women's groups, for teachers and administrators and create an environment whereby all the sections of the education will become alive and sensitive to the role of education in elementary education in eliminating gender disparities

➢ To initiate networking between different institutions for research, extension and information dissemination to increase output of gender sensitive, quality teaching-learning material especially in regional languages, and decentralized area-specific models of intervention.

➢ To gear the entire education system to play a positive interventionist role to enhance self-esteem and self-confidence of women and girls; build a positive image of women by recognizing their contribution to the society, polity and economy.

➢ To break gender stereotypes, ensuring that the content and process of education is sensitive to gender concerns

➢ To provide coordinated efforts, to ensure necessary support services to enhance girls' participation and performance in elementary education.

➢ To build community support for girls education and provide a conducive environment for girls education in the school, community and home, and

➢ To ensure that girls get good quality education at the elementary level.

National Programme for Nutriotional Support (Midday Meal Scheme)

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 15 August 1995. The scheme was intended to boost the universalisation of primary education by increasing enrolment, retention and attendance and simultaneously impact on the nutrition of students in primary classes country wide in a phased manner by 1997-98. The programme initially focussed on children at the primary stage (class I to V) in government, local body and government aided schools. It was extended in October 2002 to cover children studying in the Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) Centres (now known as Special Training Centres). It was further extended (April 2008) to recognised Madarsas/Maktabs supported under Sarva Shiksha Abhiyan.

In December 2004, the Ministry of Human Resource Development issued revised guidelines for the Scheme. These guidelines laid emphasis on providing cooked meals with minimum 300 calories and 8-12 grams of protein content. There was a special focus on the enrolment, attendance and retention of children belonging to disadvantaged sections. Nutritional support to students at the primary stage was also to be provided during summer vacations in drought-affected areas. Assistance for management, monitoring and evaluation was also envisaged. The scheme was further revised in September 2006.

The revised objectives were:

i) Improving the nutritional status of children in classes I-V in government, local body and government aided schools, and EGS/AIE centres.

ii) ii) Encouraging poor children belonging to disadvantaged sections to attend school more regularly and helping them concentrate on classroom activities.

iii) Providing nutritional support to children of primary stage in droughtaffected areas during summer vacation. In the revised guidelines of September 2006, the nutritional value of the cooked MDM was increased to 450 calories and the protein content to 12 grams, while simultaneously providing for essential micronutrients and de-worming medicines. The scheme was extended to Upper Primary Stage from 2008-09.

Organisational set up

The MDM scheme is being administered by the Ministry of Human Resource Development (Department of School Education and Literacy). The Joint Secretary (Elementary Education-I) is in-charge of the scheme under the overall supervision of the Secretary, Department of School Education and Literacy. Three Deputy Secretaries and a Director help the Joint Secretary in discharging his duties under the scheme. The overall responsibility for the implementation of the programme vests with the states/UT Governments.

Financial assistance

The MDM Scheme is mainly financed by the Ministry of HRD. Central assistance is provided to the states by way of:

i) Supplying free foodgrains (wheat/rice) @ 100 grams/150 grams per child per school day in primary/upper primary from the nearest FCI godown;

ii) Reimbursing the actual cost incurred in transportation of foodgrains from nearest FCI godown to the primary school subject to the following ceiling:

100 per quintal for 11 special category states viz. Arunachal Pradesh, Assam, Meghalaya, Mizoram, Manipur, Nagaland, Tripura, Sikkim, J&K, Himachal Pradesh and Uttaranchal (revised to 125 per quintal w.e.f. 1 December 2009) and 75 per quintal for all other states and UTs

iii) Providing assistance for cooked Mid-Day Meal during summer vacations to school children in areas declared by State Governments as "drought-affected". 1 Scheme extended to Upper primary level in Educationally Backward Blocks from 2007-08 and from 2008-09 across the country Report No. 36 of 2015 Performance Audit of Mid-Day Meal Scheme 5

iv) Providing assistance to construct kitchen cum store in a phased manner up to a maximum cost of ` 60000 per unit. States were expected to proactively pursue convergence with other development programmes.

v) Providing assistance in a phased manner for provisioning and replacement of kitchen devices at an average cost of ` 5000 per school. States/UTs administration will have the flexibility to incur expenditure on the items listed below on the basis of the actual requirements of the school (provided that the overall average for the State/UT

administration remains ` 5000 per school):

    a)   Cooking devices (Stove, Chulha etc.)

    b)   Containers for storage of foodgrains and other ingredients

    c)   Utensils for cooking and serving.

vi)   Providing assistance to states/UTs for Management, Monitoring and Evaluation (MME) at the rate of 1.8 per cent of total assistance on

    (a)   free foodgrains,

    (b)   transport cost and

    (c)   cooking cost. Another 0.2 per cent of the above amount will be utilized by the Central Government for management, monitoring and evaluation. The MDM Scheme has a management structure at the National, State, District and Block level.

Implementation

As per the scheme guidelines 2006, the overall responsibility for providing nutritious, cooked MDM to every child in all government schools, EGS and AIE Centres lie with the State Governments and Union Territory Administrations.

The responsibilities of the state/centre are given below:

(i) Every State Government/UT administration will prescribe and notify its own norms (State Norms) of expenditure on the scheme, based on which it will allocate funds for the implementation of the Programme.

(ii) The State Norms would spell out modalities for ensuring regular and uninterrupted provision of nutritious cooked meal. State Governments/UTs will develop and circulate detailed guidelines.

(iii) Every State Government/UT administration would designate one of its Departments as the Nodal Department, which will take responsibility for the implementation of the Programme and also one nodal officer or agency at the district and block level (e.g. the District Collector, District/Intermediate Panchayat. etc.) who shall be assigned overall responsibility of effective implementation of the programme at the district/block level.

(iv) The responsibility for cooking/supply of cooked mid day meal should be assigned to local women/mothers, local youth club affiliated to the Nehru Yuva Kendras, voluntary organisations and personnel engaged directly by the Village Education Committee (VEC)/School Management cum Development Committee (SMDC)/Parent Teacher Association (PTA)/Gram Panchayats/Municipality. In urban areas where a centralised kitchen setup is possible for a cluster of schools, cooking may wherever appropriate, be undertaken in a centralised kitchen and cooked hot meal may, then be transported under hygienic conditions through a reliable transport to various schools.

(v) Ministry will convey the district wise allocation of foodgrains, cooking costs, construction of kitchen-cum-store, cooking cum kitchen devices and MME allocations as approved by the Programme Approval Board to the State Nodal Department and the FCI. The State Nodal Department will convey district wise allocations for the next financial year to all District Nodal Agencies.

(vi) Foodgrains will be provided by the Food Corporation of India (FCI). FCI will be responsible for continuous availability of foodgrains. State Government/UT Administration will make arrangements to ensure the supply of foodgrains to each school etc. in a timely manner.

Audit Approach and Methodology

The performance audit of MDM was conducted in MHRD and 27 states (except Mizoram) and seven UTs, where the scheme was under operation. The performance audit commenced with an entry conference with the Ministry on 20 August 2014 wherein the audit methodology, scope, objectives and criteria were discussed. The performance audit process consisted of examination of records related to the scheme at schools, blocks, districts, states

and the Ministry level. After conclusion of audit and consolidation of audit findings an exit conference was held on 15 July 2015 with the Ministry. The Ministry did not furnish replies to the audit findings despite assurance given during the exit conference till now (September 2015).

Scope of audit

The performance audit covers the period of 2009-10 to 2013-14. Audit covered implementation of the scheme at the following levels:

Central Level	Ministry of Human Resource Development, Department of School Education and Literacy
State Level	State Nodal Department
District/Block Level	District Nodal Department
Grassroots Level	Primary/Upper primary school/centre

Audit sampling

The Scheme is implemented in all the districts of 28 states/7 UTs in 7.75 lakh primary schools/EGS/AIE Centres/Madarsas/Maktabs covering 9.12 crore children and 3.83 lakh upper primary schools/EGS/AIE Centre/ Madarsas/Maktabs covering 4.76 crore children

Audit objectives

Performance audit of the scheme was carried out to verify whether:

➢ the scheme was being implemented in a planned manner so as to cover all the eligible primary and upper primary level school children

➢ the scheme achieved its objective of enhancing enrolment, retention and attendance in primary education

➢ the scheme achieved its objective of improving the nutritional status of children in the primary/upper primary classes

➢ the funds allocated were being utilised in an economic and efficient manner x the implementation of the scheme was being effectively monitored.

Audit Criteria

Following sources for the criteria were adopted for the performance audit:

➢ Scheme guidelines on National Programme of Nutritional Support to Primary Education (MDM) 2006.

➢ Guidelines for decentralisation of payment of cost of foodgrains to FCI at District level under MDM (February 2010).

➢ Guidelines of July 2013 to ensure quality, safety and hygiene under MDM Scheme.

➢ Norms framed by respective states for incurring expenditure under MDM.

➢ Various orders, notifications, circulars, instructions issued by MHRD/State Governments/UTs Administration.

➢ Annual Work Plan and Budget prepared by various states.

➢ General Financial Rules.

➢ Data on enrolment, attendance, retention and nutritional status of the children.

➢ System of measurement for assessment of nutritional status of children and improvement in the nutritional status.

➢ Monitoring mechanism and evaluation/follow up at various levels and corrective action prescribed.

➢ Evaluation reports on the scheme. x Internal control structure and its effectiveness.

Earlier Audits

Performance audit of the functioning of the MDM Scheme was also conducted earlier covering the period 2002-03 to 2006-07 and the results reported in Comptroller and Auditor General's Report No. 13 of 2008.

The major shortcomings pointed out in the above-said report were:

➢ Non-assessment of the impact of the programme in terms of increase in enrolment,

attendance and retention levels of children.

➢ Instances of weak internal control and monitoring.

➢ Shortfall in meetings of Steering and Monitoring Committees at Central and State Level

➢ Inadequate inspections of schools to ensure the overall quality of MDM.

➢ Instances of deficient infrastructure, delayed release of funds and inflated transportation costs etc.

➢ Instances of the teachers spending considerable teaching time in supervising the cooking and serving of meals resulting in loss of teaching hours.

Based on the audit findings audit had recommended the following:

➢ Establishing a reliable system of data capture of actual enrolment, attendance and retention from schools.

➢ Establishing a mechanism to access the nutritional level of the children.

➢ Ensuring regular supply of foodgrains from FCI.

➢ Strengthening of inspection and monitoring mechanism at all levels.

➢ Providing essential infrastructure for implementation of MDM.

Mahila Samakhya Programme

Background

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 marginalised groups.

The policy framework

Provision of educational opportunities for women and girls has been an important part of the national endeavor in the field of education since Independence. Though these endeavours did yield significant results, gender disparities persist, more so in rural areas and among disadvantaged communities.

The National Policy on Education (NPE, 1986) as revised in 1992 was a landmark in the field of policy on women's education in that it recognized the need to redress traditional gender imbalances in educational access and achievement. The NPE also recognized that enhancing infrastructure alone will not redress the problem. It recognized that "the empowerment of women is possibly the most critical pre condition for the participation of girls and women in the educational process".

The programme of Action (POA, 1992), in the section "Education for Women's Equality" (Chapter-XII, pages. 105-107), focuses on empowerment of women as the critical precondition for their participation in the education process.

The POA states that education can be an effective tool for women's empowerment, the parameters of which are:

➢ enhance self-esteem and self-confidence of women;

➢ building a positive image of women by recognizing their contribution to the society, polity and the economy;

➢ developing ability to think critically;

➢ fostering decision making and action through collective processes;

➢ enable women to make informed choices in areas like education, employment and health (especially reproductive health);

➢ ensuring equal participation in developmental processes;

➢ providing information, knowledge and skill for economic independence;

➢ Enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas. These parameters informed the framing of the objectives of the MS programme.

Genesis of the Programme

The Project Formulation, which started in March 1988, 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

c)   discussions with women's groups about the role of education in the process of empowerment, especially of rural women and girls

The debates centered around two issues

(i) programme objectives and strategies,

(ii) management structures.

The discussions stressed the complex set of socio-cultural and economic factors that constrain women, especially rural poor women, and which keep them out of the educational process. These factors reinforce a negative self-image among women, and their work, demands and perspectives receive little recognition and respect.

The discussions highlighted that if women are given an opportunity to plan what kind of education they want, the enthusiasm generated in such an exercise will invariably strengthen the education components. The fundamental issues that influence women's education – low status, survival tasks and poverty – are essentially outside the educational domain and yet education may be the critical factor that could help women break out of their predicament. The entire range of social, cultural and economic factors that have inhibited women's access to knowledge, information, education, mobility and justice cannot be tackled through piecemeal interventions. The complex inter-linkages between social and personal factors, one reinforcing the other cannot be tackled without the active participation of women in a self-driven and self-motivated strategy for a basic change in the mind-sets of the individual and people in society. Movement from a passive state where women accept their predicament and relate to the world around as recipients of welfare and charity to one where they become active agents in their own transformation is the essence of empowerment.

In the Mahila Samakhya Programme, therefore, the empowerment of women is seen as a critical precondition for the participation of women and girls in the education process. The principal strategy identified for ensuring women's participation is through mobilising and organising them into sanghas (collectives). It was decided that the best way to achieve this would be to follow a strategy where the programme would not lay down either targets to be achieved or specific agenda to be followed but would take its programmatic cues from the women in the Sanghas.

The predominant composition of the Mahila Sanghas is SC/ST women, women belonging to land-less and marginalised families, who are engaged in wage labour. This is the very group that is most alienated from educational and other Government programmes and processes. Reaching them has been a difficult but exhilarating process.

Having decided on a radical departure from conventional programmes, the issue of an appropriate management structure came up. A review of the then existing management systems for government programmes was undertaken. After a series of discussions on the management of Women's Development Programme in Rajasthan, DWCRA and poverty alleviation programmes, the following management issues were identified as non-negotiables:

➢ The programme should be built on a partnership between the government and non-government organisations

➢ The management structure should be supportive and facilitative one

➢ The implementation structure of the programme should draw on the best aspects of the governmental and non-governmental structures, striking a balance between checks and balances of the government structure and flexibility and openness of a non government structure.

➢ Selection of programme functionaries, trainers and resource support should be made on the basis of commitment, aptitude and quality.

It was decided that the programme would be implemented through autonomous registered societies set up at the state level. The rationale behind this was that an autonomous Registered Society alone can provide the flexibility to administer an innovative programme while at the same time retaining the authority of the Government structure. The problem of flow of funds was also an important criterion. Experiences of other innovative programme have shown that delay in the release of funds especially to the Districts and the villages can effectively strangle a programme. Thus, to simplify the procedure and to ensure smooth flow

of funds, implementation through a Registered Society under the broad guidance of the Education Minister and Education Secretary of the concerned State was decided on. Being a Central Sector Scheme, this arrangement was also found to be convenient by the Central Government. In the Executive Committee and the General Council, the membership includes representatives of both Government of India, the concerned State Government and from outside the Government.

It was decided to implement the programme as a pilot in 10 districts in the states of UP, Karnataka and Gujarat, representing three regions of the country. The Department of education selected the districts after extensive consultations with state governments. The districts were selected following meetings with State government officials and voluntary organisations.

The following criteria 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 ICDS,IRDP,DWCRA

➢ Districts in which dynamic voluntary organisations are working

➢ Districts which are representative of the different regions within the state.

In April 1989, the Government of Netherlands agreed to fund the programme, as it was envisaged. Launching the programme

Launching the programme was a challenge and Mahila Samakhya had to adapt and mould itself to the conditions prevailing in each State. In April 1989, Mahila Samakhya Societies were registered and operationalised in Karnataka and Gujarat.

In Uttar Pradesh the programme evolved differently. For over two years from September 1988 to September 1990, the Mahila Samakhya Society could not be operationalised and the programme was started with the help of local voluntary organisations and dedicated women's' groups through a grant in aid arrangement. This situation was not found wholly satisfactory, as it did not ensure that the basic tenets of the programme are not diluted. It was finally decided that the programme be transferred to the MS Society that was registered in 1990.

The autonomous structure, flexibility in strategies as well as involvement of people from outside government to make the programme effective has emerged as the basis for the successful functioning of the programme.

What has emerged out of this experience, is a flexible and vibrant structure that is neither Government nor non- Governmental. The programme has sought to adapt the best elements from both. The programme continues to innovate and evolve new directions based on experience and understanding. There has been considerable streamlining of budgets, plans and procedures. Strategies are continually being reviewed and changed to ensure sustainability of processes. New strategies are being developed for making Sanghas independent of MS through the creation of sangha federations, especially in the older areas. In the newer expansion areas, like Assam, a focus on self-reliance is being built in from the initial stages of mobilising women into sanghas.

Minimum Levels of Learning (MLL)

The need to lay down minimum levels of learning (MLL) emerged from the basic concern that irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard. The MLL strategy is an attempt to combine quality with equity. It lays down learning outcomes in the form of competencies or levels of learning for each stage of elementary education. The strategy also prescribes adoption of measures that will ensure achievement of these levels by children both in formal schools and in NFE centres.

The focus of MLL strategy will be the development of competency- based teaching and learning. The main steps by which MLLs will be introduced in school will be

➢ Preliminary assessment of the existing level of learning achievements.

➢ Modification of the MLLs to suit local situation, if needed

➢ Initial and recurrent orientation of teachers to competency based teaching.

➢ Preparation of teacher training handbooks for MLL Based teaching.

➢ Introduction of continuous and comprehensive evaluation of students and using evaluation results for remedial action.

➢ Preparation of unit tests and other evaluation materials and putting them in an item

pool for using as and when required.

➢ Using MLL norms as and when curriculum and text books are revised, and

➢ Provision of competency based teaching-learning materials to make the education activity based and joyful.

Periodical and systematic programme of performance analysis will be carried out to ensure improvement in the quality of education. Efforts will be made to involve the community in this process

Based on the experience gained in implementation of MLL projects sanctioned during 1991-92, the programme will be expanded to other areas in a phased manner. SCERTs/DIETs will be encouraged to take up MLL projects so that this strategy becomes an integral part of pre-service teacher training. Project area teachers will be trained in utilizing the teaching-aids supplied under Operation Blackboard. MLL concept will also be introduced in teacher training institutions/colleges for pre-service training. The immediate task is to lay down MLLs for upper primary stage. A committee will be set-up at the national level for this purpose.

At the national level, the MHRD will continue to play a major role. A network of Resource Centres will be identified to assist the Ministry in training, development of instructional and evaluation material, documentation, etc. At the state level Department of Education and SCERT will take the responsibility for implementation. A national pool of resource persons drawn from various educational institutions will be created. A similar poor at the State level will also be set up. Arrangements will be made for reorientation of these resource persons for effective implementation of MLL strategy.

While Central Government will provide the funds in the initial stages when the strategy is implemented in a project mode, the State Governments, at least by the end of 8th Plan, will adopt this strategy as an integral part of their responsibility towards quality improvement of elementary education.

National Curriculum Framework for School Education (2000)

The main thrust areas of Indian school education, as mentioned in the National Curriculum for Elementary and Secondary Education: A Framework, 1988, demand a fresh look. Some of these merit reformulations in the light of the country's experience in the field of school education and the others have to be reaffirmed. Some new thrust areas may also need to be added in the light of the changes all around. School education in the present scenario has to have the main thrust on the following:

Inculcation and sustenance of personal, social, national and spiritual values like cleanliness and punctuality, good conduct, tolerance and justice; a sense of national identity and respect for law and order and truthfulness.

Elimination of poverty, ignorance, ill-health, casteism, dowry, untouchability, and violence, and ensuring equity, health, peace and prosperity. Thinking, experiences and innovations which are rooted in the Indian tradition and ethos and relating these with global thinking. Establishing uniformity of structures of school education, ie., 10+2+3 throughout the country. Broad based general education to all learners up to the end of the secondary stage to help them become lifelong learners and acquire basic life skills and high standards of Intelligence Quotient (IQ), Emotional Qoutient (EQ), and Spiritual Quotient (SQ) A common scheme of studies for the elementary and secondary stages with emphasis on the skill of "learning how to learn" with flexibility of content and mode of learning to suit all learners including those with special needs.

Inclusion of Fundamental Duties and the core curricular areas at all the stages of school education.

Human Rights including the rights of the child, especially those of the girl child.

Ensuring the minimum essential level of the acquisition of knowledge, understanding and skill at all stages, commensurate with the learners' abilities and the societal context.

Freedom, flexibility, relevance and transparency in the selection of content, transaction and procedures at different stages of school education.

Nurturance and sustenance of multiple talents and creativity among all learners in various domains of knowledge.

Shift of emphasis from information-based and teacher centred education to process centred and learner friendly education.

Development of a responsive and supportive system of evaluation.

Value Education

Since India is the most ennobling experiment in spiritual co-existence, education about social, moral and spiritual values and religions cannot be left entirely to home and the community. School education in the country seems to have developed some kind of neutrality toward the basic values and the community in general has little time or inclination to know about religions in the right spirit. This makes it imperative for the Indian school curriculum to include inculcation of the basic values and an awareness of all the major religions of the country as one of the central components.

Value education and education about religions would not form a separate subject of study or examination at any stage. These would be so judiciously integrated with all the subjects of study in the scholastic areas and all the activities and programmes in the co-scholastic areas that the objectives thereof would be directly and indirectly achieved in the classrooms, at the school assembly places, play-grounds, cultural centres and such other places.

A comprehensive programme of value inculcation must start at the very earliest stage of school education as a regular part of school's daily routine. The entire educational process has to be such that the boys and girls of this country are able to know 'good', love 'good' and do 'good' and grow into mutually tolerant citizens. The comparative study of the 'philosophies' of religions can be taken up at the secondary and higher secondary stages.

Common Core Components

The need for strengthening national identity is being felt now much more than ever before. As such there is a strong plea for promoting national integration, and social cohesion by cultivating values as enshrined in the Constitution of India through school curriculum. With this in view, the ten core components identified in the National Policy on Education, 1986 need to be reaffirmed. They are as follows: The history of India's freedom movement; The Constitutional obligations; the content essential to nurture national identity; India's common cultural heritage; egalitarianism, democracy and secularism; equality of sexes; protection of the environment; removal of social barriers; observance of the small family norm; and inculcation of scientific temper.

The Fundamental Duties as laid down in Article 51A of Part IVA of the Indian Constitution, also have to be included in the core components. These are to:

(a)   abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b)   cherish and follow the noble ideals which inspired our national struggle for freedom;

(c)   uphold and protect the sovereignty, unity and integrity of India;

(d)   defend the country and render national service when called upon to do so;

(e)   promote harmony and the spirit of common brotherhood among all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of woman;

(f)   value and preserve the rich heritage of our composite culture;

(g)   protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for the living creatures; (h) develop the scientific temper, humanism and the spirit of enquiry and reform;

(i)   safeguard public property and abjure violence, and

(j)   strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

These core components need to be integrated in school curriculum in a suitable manner. It is envisaged that they would help in instilling a nationally shared perception and values and creating an ethos and value system in which a common Indian identity could be strengthened.

Toward an indigenous Curriculum

In order to make education a meaningful experience, it has to be related to the Indian context. Now, more than ever before, there is a realisation of the fact that by intellectual standards, India cannot flourish merely by importing or borrowing what is happening abroad, or by showing proficiency in solving problems that have been faced abroad.

In concrete terms, this shift in thinking calls for evolving an approach to curriculum

preparation based on thinking, experiences and innovations rooted in its indigenous tradition. While doing so adequate attention shall have to be paid to the country's cultural plurality and the enormous amount of wisdom and experience that can be drawn from the various regions and sections of the Indian society. It may also mean making judicious use of and drawing from traditional knowledge systems and solutions to issues of health, water management, population explosion etc. At a time when there is worldwide recognition and patenting of items like neem and turmeric, this kind of information must become an integral component of learners' knowledge. It is also desirable that learners are introduced to the advances made by the country in the past in various areas of knowledge. Besides, the knowledge and appreciation of folk cultures, songs, traditional dance forms, costumes, and musical instruments must become part of the school curriculum.

Eklavya Model Residential School

➢ In the context of the trend of establishing quality residential schools for the promotion of education in all areas and habitations in the country, the Eklavya Model Residential Schools (EMRS) for ST students take their place among the Jawahar Navodaya Vidyalayas, the Kasturba Gandhi Balika Vidyalayas and the Kendriya Vidyalayas.

➢ Eklavya Model Residential Schools (EMRS) are set up in States/UTs with grants under Article 275(1) of the Constitution of India.

➢ States/UTs are free to apportion funds out of their Article 275 (1) Grants to construct and run additional EMRS over the number sanctioned by the Ministry.

➢ The State Governments/UT Administration will ask for new EMRS after ensuring that all the existing EMRSs have been made functional.

➢ The Ministry's support to the States/ UTs for the EMRSs programme and its expansion will be subject to the States/UTs ensuring high quality of management and running of the schools. Quality management indicates timely and smooth transition of funds allocated from the State Government/UT Administration to the management societies/schools; ensuring the recruitment of the desired number of teachers; ensuring the provision of medical facilities to staff and students; clean and hygienic surroundings and food for the children and providing a healthy, happy environment for the academic and overall development of the children. If the progress in the EMRSs is seen to be poor as a direct result of poor management and lack of adherence to standards the States/ UTs concerned would be unable to claim any more funds from the Ministry for this programme.

Objectives of EMRS

The objective of EMRS is to provide quality middle and high level education to Scheduled Tribe (ST) students in remote areas, not only to enable them to avail of reservation in high and professional educational courses and as jobs in government and public and private sectors but also to have access to the best opportunities in education at par with the non ST population. This would be achieved by:

➢ Comprehensive physical, mental and socially relevant development of all students enrolled in each and every EMRS. Students will be empowered to be change agent, beginning in their school, in their homes, in their village and finally in a larger context.

➢ Focus differentially on the educational support to be made available to those in Standards XI and XII, and those in standards VI to X, so that their distinctive needs can be met.

➢ Support the annual running expenses in a manner that offers reasonable remuneration to the staff and upkeep of the facilities.

➢ Support the construction of infrastructure that provides education, physical, environmental and cultural needs of student life.

Structure of EMRSs

➢ Admission to these schools will be through selection/competition with suitable provision for preference to children belonging to Primitive Tribal Groups, first generation students, etc.

➢ Sufficient land would be given by the State Government for the school, play grounds, hostels, residential quarters, etc., free of cost.

➢ The number of seats for boys and girls will be equal.

➢ In these schools, education will be entirely free.

➢ Every class can have maximum 60 students preferably in 2 sections of 30 students

each and the total sanctioned strength of the school will be 480 students.

➢ At the Higher Secondary level (class XI & XII), there will be three sections per class for the three streams in Science, Commerce & Humanities. The maximum sanctioned strength of each section may be 30 students. In case of short fall in a section, ST students from other schools may be admitted as per procedure mentioned at above para (a).

Management and Running of EMRS

➢ The EMRSs may be affiliated either to the State or Central Boards of Secondary Education as desired fit by the State Governments/UT Administration.

➢ The norms and standards for a school class VI to class VIII in respect of the number of teachers to be appointed, as provided in the Schedule to the Right of Children to Free and Compulsory Education Act 2009 shall be strictly followed.

➢ Efforts may be made to recruit maximum no. of women teachers. At the time of recruitment, preference may be accorded to candidates whose spouses also qualify for selection as teachers. Women should be given preference for employment among the nonteaching staff and in any case women be deployed in the posts of cook, helper and cleaner.

➢ Each State Government/UT Administration would be solely responsible for the management and effective functioning of the EMRSs.

➢ State Governments/UT Administration may opt for any feasible/ suitable mode of management whether by autonomous education societies; public-private partnership with reputed educational institutions; in arrangement with the State Department of Education or any other mode found suitable.

➢ All State Governments/UT Administration are encouraged to set up a society/use an existing registered education society for the management of the EMRSs. Such a society will be eligible for accepting donations, contributions and grants from individuals and institutions, for the purposes of augmenting the infrastructure/ facilities/ educational resources of the schools in the interest of quality education.

➢ A Management Committee may be constituted for each EMRSs which could include, among others, reputed local NGOs involved with education. Help of such NGOs may be taken to organize socially relevant, development/ welfare extension programmes.

➢ The tasks of school admissions, appointment of teachers, appointment of staff, personnel matters and day-to-day running of the schools would be handled entirely by the society chosen by the State Government/UT Administration and in the manner deemed most suitable.

➢ The State Governments/UT Administration shall ensure and maintain the highest quality in the selection of teachers and staff for academic and extra-curricular excellence.

➢ The Government of India, Ministry of Tribal Affairs shall not accept any responsibility for the management of the school including student admission, staff recruitment, personnel policy / administration estate management etc.

Building Design and Layout

➢ The land allocation for each school should be 20 acres of which upto 3.5 acres may be used for the construction purposes. The remaining area must be maintained properly and a reasonable portion may be earmarked for sports/ games.

➢ The plan of the school must indicate a layout of the compound, including the kitchen, vegetable garden and plantation (fruits and nutritional trees like drumsticks (moringa/Sahjan), citrus) areas. States/UTs are encouraged to use fuel saving or renewable energy technologies in the school by availing of the schemes of the Ministry of New & Renewable Energy.

➢ The design of the EMRS must take certain essential components into account as well as, environmental characteristics. A list of suggested essential components is at Annexure.

➢ The norms and standards of a school in respect of 'Building' as laid down in the Schedule to the Right of Children to Free and Compulsory Education Act 2009, shall be strictly ensured.

Costs & Budget

➢ Capital Cost (non-recurring) The capital cost for the school complex, including

hostels and staff quarters will now be Rs. 12.00 crore with a provision to go up to Rs.16.00 crore in hill areas, deserts and islands. Any escalation will have to be met by State Government/UT.

➢ Recurring Cost Recurring cost during the first year for schools would be @ Rs. 42000/- per child. This may be raised by 10% every second year to compensate for inflation etc.

➢ For procurement of essential, non-recurring items like furniture/equipment including for the kitchen, dining, hostel, recreation, garden etc. @ Rs.10 lakh per school - will be allowed once in every 5 years, allowing for inflation.

➢ The annual budget for recurring expenditure shall be formulated and placed before the Management Committee for approval at the end of the each financial year for the next year. The rates for calculation of recurring costs may be based on the prevailing rates sanctioned for the Jawahar Navodaya Vidyalaya from time to time.

➢ The amount under recurring cost, due to each functioning EMRS, would be released by the State/UT Government to the bank account of the EMRS. The bank account of each EMRS for this purpose may be opened jointly in the name of the Principal of the EMRS and any Member of the Management Committee who is also a Government official.

Review and Monitoring

➢ The progress of implementation of the scheme will be reviewed by the Union Ministry of Tribal Affairs through periodic reports from the State Government/ implementing agencies.

➢ The Ministry of Tribal Affairs will conduct review meetings during which States/UTs would be required to make presentations on the progress of their EMRSs.

➢ The guidelines for the use of the grants under Article 275 (1) provide for an amount up to 2% of the total allocation to be used for administration of the programme. This would be applicable in case of EMRS.

➢ A centralized mechanism for the online monitoring of the EMRSs would be developed. Meanwhile States/UTs may strength their own systems/methods. The Government of India is free to make any modification in the aforesaid conditions in consultation with selected State Governments/ UTs whenever deemed necessary.

The following items may particularly be included in the lay-out of the Eklavya Model Residential School.

School

Residences

Outdoor areas

Electrical control room

School

➢ Sufficient no. of class rooms.

➢ Teachers resource room/computer lab.

➢ Students' computer lab/language room

➢ Library

➢ Science laboratory

➢ General purpose hall/ Recreation Room/ Auditorium (can be combined with dining space) Infirmary/ sick room

Residences

➢ Housing for teachers, security and supporting staff

Hostel

➢ Well-ventilated dormitories

➢ Assured/ reliable water supply

➢ Office Room for hostel warden

➢ Courtyard/verandah for washing and drying clothes

➢ Recreation/common room/covered courtyard for rainy season activities

- ➢ Rainwater harvesting
- ➢ Reliable sewage system
- ➢ Openable/cleanable nets on doors and windows to keep out mosquitoes/insects.

Dining/Kitchen

Solar water heating

Kitchen garden and compost pit

Kitchen utensil washing area

Multipurpose area-covered verandah attached to kitchen

Housing for wardens, security and supporting staff (in case of proposals relating to Ashram Schools)

Outdoor areas

- ➢ Compound wall
- ➢ Area for plantation of nutritional fruit trees
- ➢ Garden and small shed
- ➢ Toilets for workers/visitors
- ➢ Utilities

Electrical control room

- ➢ Underground tanks, pump house
- ➢ Sewage treatment plant
- ➢ Security cabin/guard room

The entire school building including library, laboratories and toilets should be accessible to children with disabilities.

EDUSAT in Elementary Education

Role of Edusat

EDUSAT was India's first full fledged educational satellite. It's first operational flight took place on 20th September 2004 from the Satish Dhawan space centre Sriharikottah . After a 17 minutes flight, the satellite weighing 1950 kg was successfully placed in a geo-transfer orbit at a height of 180 km above the earth. It is manipulated by the satellite centre of the ISRO at Bangalore. The projected life of the EDUSAT is 7 to 10 years and it can cover whole geographical India. EDUSAT is mainly indented to meet the demand for an interactive, satellite based distance education system for the country. It is collaborative project of the MHRD, IGNOU and the ISRO.

EDUSAT can cover the whole geographical India with it's five sport beams covering the northern, north eastern, southern and western region of the country. The sport beams (in Ku-band frequency) used in the EDUSAT are more powerful than that of the INSAT -3B. As a result, it's signals can the received with a smaller satellite dish and consequently the reception terminal is cheaper.

The EDUSAT is specially configured for an audio visual medium, employing a digital interactive class room and multimedia multi-centric system. It is primarily meet for providing connectivity to the school, college and higher levels of education and also to support non formal education, including developmental communication

Functions

1) It covers all geographical area inside the country

2) It can provide interactive and cost-effective education.

3) It can provide consistency to information.

4) The spot beams used in the EDUSAT are more powerful and signals can be received with a smaller satellite dish.

5) It is a satellite fully dedicated to the cause of education.

6) It is useful to implement virtual class room in remote and rural schools. The teacher at the transmission end virtually becomes available to all the virtual classrooms at the receiving end. This process can help in overcoming shortage of

trained teachers if in service training is giving to the existing teachers in the most economical way.

7)   It can provide audiovisual medium and interactive multimedia facility.

8)   It can open up many possibilities like online teachings, video conferencing etc.

9)   It can be used at all levels of education, from primary schools to professional courses.

10)   It can provide live lecture session from the best and expert teachers.

11)   It can facilitate provision of equality in educational opportunity. Before establishing the EDUSAT quality classes and classes handled by experts benefited only urban students. But with the working of the EDUSAT ruler students also can enjoy it's benefit.

12)   EDUSAT has enhanced distance education in the country, especially in medical, technical and higher education streams. The project will be run by the ISRO and IGNOU, the former providing the technical infrastructure and the latter developing courses and training teachers.

13)   Students will get the facility to see what they read in there textbooks and to do experiments with the help of multimedia technologies.