

# **EDUCATION IN INDIA**

## **(With a focus on School Education in India)**

### **INTRODUCTION**

Education is a dynamic process of human development which is ever evolving with the changes in the society. It diversifies as per the needs of the community and extends its reach and coverage.

Every country develops its system of education to establish and promote its own social cultural identity, to transfer its heritage wealth to next generation and also to meet the challenges of the times.

Indian Education System had faced two radical reforms in past two centuries. During 1800-1900, traditional education system was replaced by colonial system and then during 1900-1978, the colonial system was replaced by national system of education.

In 1800, the traditional system of education based on religion and local needs was shared only by a small minority of the people. It took the British administration nearly 100 years to replace it by the colonial system whose principal objective was to educate a class of intermediaries and interpreters between them and the common people. For setting up colonial system of education, the four major decisions were undertaken by the then government. These were: (1) the decision of Bentinck (1835) to use English as the medium of instruction; (2) the decision of Harding (1844) to employ educated people under government; (3) the Wood's Despatch of 1854; and (4) the Indian Education Commission (1882).

This revolutionary reform was possible because of several factors such as full and enthusiastic support by the Government who found it politically and administratively useful; State patronage to educated persons; and support by the ruling classes in the Indian society itself who were its main beneficiaries and who found the change of great use to rehabilitate themselves in the new social, economic and political order created by the British Rule.

Between 1900 and 1947, India was mainly engaged in trying to get control of the education system. India finally succeeded in this and the principal landmarks were: (1) Association of local bodies with primary education (1884) ; (2) Diarchy in the Provinces (1921) ; (3) Provincial Autonomy (1937); and (4) Independence (1947).

This period has also been used to plan out the concept and programmes of National Education and to establish a few experimental institutions. After the attainment of independence, the Central and the State Governments were expected to give the highest priority to education and create a national system of education as early as possible.

The era of educational reconstruction inevitably followed in the wake of social and economic reconstruction initiated by the Government of India after 1947, education being the chief instrument for reconstruction and transformation of society. The first step taken in the direction of educational reconstruction was the appointment of a series of commissions to survey, study, review and recommend improvements in the different sectors of education.

## **EDUCATION COMMISSIONS**

A brief about some major commissions and committees are given below:

### **The University Education Commission of 1948**

To look into the problems of University education, the University Education Commission was appointed by the Government of India in 1948 under the Chairpersonship of Dr. S. Radhakrishnan in pursuance of the recommendations of the Central Advisory Board of Education and also of the Inter-University Board. The Commission made important suggestions for improving the standard of university education in the country. Introduction of a three-year degree course for the first university degree, greater use of tutorial system of instruction, formulation of new aims, emphasis on developing knowledge and critical thinking rather than mechanical passing of examinations, establishment of Rural Universities and introduction of moral education were some of its salient recommendations. To coordinate University Education in the country, the establishment of the University Grants Commission was also recommended. .

### **The Secondary Education Commission, 1952**

The Radhakrishnan Commission had surveyed the field of secondary education in a passing manner and had admitted that 'our secondary education remains the weakest link in our educational machinery and needs urgent reform'. This had led to the appointment of All India Commission for Secondary Education in 1952 under the Chairpersonship of Dr. A. Lakshmanswamy Mudaliar. This Commission offered a number of suggestions to adjust secondary education with the new goals and needs of free India. The aim was now to train our youth for intermediate leadership and for democratic citizenship. Secondary education was to be a terminal stage for a large majority of the nation's youth, who would take up

their places in society after their school education and provide leadership to the general masses. The Commission was equally concerned with qualitative improvement of the schools. To develop individual talent, curricular offerings were extended and diversified. To achieve the new aims of education, changes in methods of teaching were suggested. New trends in examination, guidance and extracurricular work were brought into the school programmes. Multipurpose secondary school was a new concept recommended by the Commission. Inclusion of craft, social studies and general science in the curriculum was aimed at orienting students towards an industrial and science-centred democratic life.

### **The Education Commission (1964-66)**

This was the sixth Education Commission to be appointed in our educational history and the third in the post- independence period. This Commission was set up in 1964 under the Chairpersonship of Dr. Daulat Singh Kothari. It was requested to advise government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all its aspects. It submitted its Report in 1966. It is however essential to refer, at the very outset, to one crucial recommendation. The Commission was of the view that one of the main reasons for the unsatisfactory progress of education between 1947 and 1965 was that the country did not have a comprehensive and rational policy of education so that basic educational issues were being decided in an ad hoc manner on considerations of expediency and class interests. It therefore recommended that a national system of education should be created in the country in a period of 20 years (1966-86) and that, for this purpose, "the Government of India should issue a Statement on the national policy in education which should provide guidance to the State Governments and the local authorities in preparing and implementing education plans in their areas. The possibility of passing a National Education Act may also be examined" (para 18-58). At this time, education was not in the concurrent list and there was little possibility of passing a National Education Act in Parliament.

## **EDUCATION POLICIES**

### **The National Policy on Education (1968)**

The Government of India had come out with Country's first National Policy on Education in 1968. The Policy had four special aspects:

(1) It took a national view of education as different from regional and local views which were often be in conflict with one another or even against to the larger interests of the country.

(2) It took a unified view of the diversity and richness of Indian culture, tradition and society in the sense that it high-lighted the fundamental characteristics of the educational system which would create, in every Indian citizen, a sense of a national identity which transcends all considerations of region, language, caste, colour or race, and promotes emotional national integration which is so essential not only for development, but even for our survival as a nation.

(3) It took a long-term view of education which has a long gestation period and whose results can be seen only after years or even generations. Consequently, it tried to prevent the distortion of sound educational policies by considerations of expediency or the pressures of the moment which tend to over influence those who are in immediate control of education.

(4) it took a coordinated view in the sense that it did relate education to national development, integrates aspirations and plans of educational development of all the different regions of the country and its diverse social groups and enables each region or social group to march ahead in such a way that the creation of a democratic, secular and egalitarian society as visualized in the Preamble of the Constitution is facilitated.

### **The National Policy on Education (1986)**

The second national policy on education was brought out in 1986, which was modified in 1992. For the implementation of the policy effectively, a programme of action document had also been brought out in 1992.

The National Policy on Education 1986 and Programme of Action, 1992 emphasised upon strengthening of a National System of Education implying that all students irrespective of caste; creed, sex, and religion have access to education of a comparable quality.

The NPE 1986 emphasised upon National System of Education based on the national curricular framework(details are given later).

In relation to Elementary Education, the policy places focus on universal access, enrolment and retention of children up to 14 years of age along with sustainable improvement in the quality education to enable all children to achieve essential levels of learning

For secondary education too, the NPE 1986 emphasised upon improvement in its quality. As per the policy efforts to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.

As per the policy Minimum Levels of Learning(MLL) will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country. Besides, the promotion of the link language, programmes will also be launched to increase substantially the translation of books from one language to another and to publish multi-lingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.

The policy advocates that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Government should take a strong determination and commitment to provide education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of SCs(Scheduled Caste) and STs(Scheduled Tribes) and Minorities

The educational policy further emphasized on enhancing and promoting the vocationalisation of education, adult education, education for children with special needs, non-formal education, open universities and distance learning, rural university, early childhood care and education. Delinking degrees from job was also one of the recommendations of National Policy of Education of 1986.

### **National System of Education**

The Constitution embodies the principles on which the National System of Education is conceived of. The concept of 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. To achieve this, the Government will initiate appropriately funded programmes. Effective measures were taken in the direction of the Common School System recommended in the 1968. [The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts are being made to move towards an elementary education system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of secondary education. Efforts are also being made to have the +2 stage accepted as a part of school education throughout the country. However, majority of states/UT now follow the pattern of five years of primary education, three years of upper primary education, two years of secondary education and another two year of Senior Secondary Education.

As per the NPE 1986 The National System of Education is based on a national curricular framework which 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 content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.

## **NATIONAL CURRICULUM FRAMEWORKS**

After Independence, the concerns of education articulated during the freedom struggle were revisited by the National Commissions – the Secondary Education Commission (1952 - 53) and the Education Commission (1964 - 66). Both Commissions elaborated on the themes emerging out of Mahatma Gandhi's educational philosophy in the changed socio-political context with a focus on national development. Education under the Indian Constitution until 1976 allowed the state governments to take decisions on all matters pertaining to school education, including curriculum, within their jurisdiction. The Centre could only provide guidance to the States on policy issues. It is under such circumstances that the initial attempts of the National Education Policy of 1968 and the Curriculum Framework designed by the NCERT in 1975 were formulated. In 1976, the Constitution was amended to include education in the Concurrent List, and for the first time in 1986 the country as a whole had a uniform National Policy on Education.

The NPE (1986) recommended a common core component in the school curriculum throughout the country. The policy also entrusted NCERT with the responsibility of developing the National Curriculum Framework, and reviewing the framework at frequent intervals. NCERT in continuation of its curriculum-related work carried out studies and consultations. After its first curriculum framework brought in 1975 entitled The Curriculum for the Ten-Year School: A Framework, the NCERT had drafted second curriculum framework as a part of its activity in 1988 as a follow-up of NPE 1986. This exercise aimed at making school education comparable across the country in qualitative terms and also at making it a means of ensuring national integration without compromising on the country's pluralistic character. Based on such experience, the Council's work culminated in the National Curriculum Framework for School Education, 1988. However, the articulation of this framework through courses of studies and textbooks in a rapidly changing developmental context resulted in an increase in 'curricular load' and made learning at school a source of stress for young minds and bodies during their formative years

of childhood and adolescence. This aspect has been coherently brought out in Learning Without Burden, 1993, the report of the Committee under the chairpersonship of Professor Yash Pal. In spite of the recommendations of the NPE, 1986 to identify competencies and values to be nurtured at different stages, school education came to be driven more and more by high-stake examinations based on information-loaded textbooks. Despite the review of the Curriculum Framework in 2000, the vexed issues of curriculum load and the tyranny of examinations remained unresolved. The current review exercise takes into cognizance both positive and negative developments in the field, and attempts to address the future requirements of school education at the turn of the century. In this endeavour, several interrelated dimensions have been kept in mind, namely, the aims of education, the social milieu of children, the nature of knowledge in its broader sense, the nature of human development, and the process of human learning.

The document proposed five guiding principles for curriculum development and implementation. These are :

1. connecting knowledge to life outside the school
2. ensuring that learning is shifted away from rote methods,
3. enriching the curriculum to provide for overall development of children rather than remain textbook centric
4. making examinations more flexible and integrated into classroom life and
5. nurturing an over-riding identity informed by caring concerns within the democratic polity of the country

## **SCHEMES AND PROGRAMMES : A Meaningful Partnership**

Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country. In order to achieve UEE (Universalisation of Elementary Education) as well as to promote secondary education, the Government of India has initiated a number of programmes and projects commonly termed as Centrally Sponsored Scheme(CSS).

### **Centrally Sponsored Schemes (CSSs)**

CSSs are schemes that are implemented by State/Union Territory(UT) governments but are largely funded by the Central Government with a defined State Government share.

The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policies on Education, to ensure that the education of equitable quality for all to fully harness nation's human resource potential. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections, and to improve the quality of education.

The following major Centrally Sponsored Programmes have been initiated in the Education Sector under Ministry of Human Resource Development:

### **Sarva Shiksha Abhiyan:**

Launched in 2001 Sarva Shiksha Abhiyan (SSA) is one of India's major flagship programmes for universalisation of elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children. SSA is being implemented in partnership with the State Governments and reaches out to 192 million children in 1.1 million habitations across the country. Provisions of Right to Education Act are being implemented through SSA. Accordingly, norms have been revised / modified to align them with the requirement of RTE Act, 2009.

### **Kasturba Gandhi Balika Vidyalaya (KGBVs):**

KGBVs are residential upper primary schools for girls from SC, ST, OBC and Muslim communities. KGBVs are set up in areas of scattered habitations where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the block itself. KGBVs reach out to :

- Adolescent girls who are unable to go to regular schools.
- Out of school girls in the 10+ age group who are unable to complete primary school.
- Younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools.
- KGBVs provide for a minimum reservation of 75 per cent seats for girls from SC/ST/OBC and minorities communities and 25 per cent to girls from families that live below the poverty line. Till 2009-10 there were 2570 KGBVs in the country. After the RTE Act came into operation, an additional 1030



KGBVs were sanctioned, taking the total number of KGBVs in the country to 3600.

### **National Programme for Education of Girls at Elementary Level (NPEGEL):**

NPEGEL is implemented in educationally backward blocks (EBB) and addresses the needs of girls who are “in” as well as “out” of school. NPEGEL also reaches out to girls who are enrolled in school, but do not attend school regularly. NPEGEL emphasizes the responsibility of teachers to recognize vulnerable girls and pay special attention to bring them out of their state of vulnerability and prevent them from dropping out. Both NPEGEL and KGBV are expected to work in tandem to complement efforts under SSA to ensure “inclusion” of all girls and provide them “quality” education. While NPEGEL is designed to work through the day schools, KGBV establishes residential schooling facilities for the girls in remote areas that are un-served by upper primary schools or in areas with educational disadvantage amongst certain social groups.

### **Mid-Day Meal Scheme (MDMS):**

In keeping with the Constitutional provisions to raise the level of nutrition of children and enable them to develop in a healthy manner, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally sponsored scheme in 1995. Commonly referred to as MDMS, this was expected to enhance enrolment, retention, attendance of children in schools apart from improving their nutritional levels. This was extended to upper primary (classes VI to VIII) children in 3,479 Economically Backwards blocks (EBBs) in 2007 and then universalised at the elementary level in the year 2008. The scheme is implemented through the States/UTs. MDMS is managed and implemented by School Management/Village Education Committees, Panchayati Raj Institutions, and Self-Help Groups. MDMS now includes madrasas and makhtabs supported under the SSA as well as children under the National Child Labour Projects.

### **The Rashtriya Madhyamik Shiksha Abhiyan:**

A Centrally sponsored scheme with a funding pattern of 75:25 between Centre and States (90:10 for Special Category and North Eastern States), was launched in 2009–10. The major objectives of the RMSA are to (i) raise the minimum level of education to class X and universalise access to secondary education; (ii) ensure good-quality secondary education with focus on Science, Mathematics and English; and (iii) reduce the gender, social and regional gaps in enrolments, dropouts and improving retention. The interventions supported under RMSA included (i) upgrading of upper primary schools to secondary schools; (ii) strengthening of existing secondary schools; (iii) providing additional classrooms, science laboratories, libraries, computer rooms, art, craft and culture rooms, toilet blocks and water facilities in schools; (iv) providing in-service training of teachers; and (v) providing for major repairs of school buildings and residential quarters for teachers.

### **Scheme for Setting up of 6000 Model Schools at Block Level:**

The Scheme envisages providing quality education to talented rural children through setting up 6000 model schools as benchmark of excellence at block level at the rate of one school per block. The scheme was launched in 2008-09 and is being implemented from 2009-10. The objectives are: To have at least one good quality senior secondary school in every block, to have a pace setting role, to try out innovative curriculum and pedagogy, to be a model in infrastructure, curriculum, evaluation and school governance under this scheme 3500 model schools are to be set up in educationally backward blocks (EBBs) under State/UT Governments.

### **Scheme of Vocationalisation of Secondary Education at +2 level:**

Initiated in 1988, this centrally sponsored scheme of Vocationalisation of Secondary Education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education. Hence, it is important and is being implemented from class IX onwards, unlike the earlier provision for its implementation from class XI, and is subsumed under RMSA. Vocational Education courses are being developed based on national occupation standard brought out by the Sector Skill Councils (SSCs) that determine the minimum levels of competencies for various vocations under National Skill Qualification Framework(NSQF). Academic qualifications are being assessed and certified by educational bodies and vocational skills are being assessed and certified by respective SSCs.

### **Scheme of ICT @ School:**

The Information and Communication Technology in School Scheme was launched in December 2004 to provide opportunities to secondary stage students to mainly build their capacity of ICT skills and make them learn through computer aided learning process. The Scheme provides support to States/Union Territories to establish enabling ICT infrastructure in Government and Government aided secondary and higher secondary schools. It also aims to set up Smart schools in KVs and Navodaya Vidyalayas which are pace setting institutions of the Government of India to act as “Technology Demonstrators” and to lead in propagating ICT skills among students of neighbourhood schools.

### **Inclusive Education for Disabled at Secondary stage:**

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and is providing assistance for the inclusive education of the disabled children in classes IX-XII. The aim of the Centrally Sponsored Scheme of IEDSS is to enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment.

### **Quality Improvement in Schools:**

During the 10th Five Year Plan, “Quality Improvement in Schools” was introduced as a composite centrally sponsored scheme having the following components: i) National Population Education Project. Adolescence Education Program is also a component of this programme. ii) Environmental Orientation to School Education, iii) Improvement of Science Education in Schools, iv) Introduction of Yoga in Schools, and v) International Science Olympiads.

A decision was taken to transfer four of these components to National Council of Educational Research and Training (NCERT) w.e.f. APRIL 2006, except the component of improvement of Science Education in school that was transferred to States.

### **Strengthening of Teachers’ Training Institutions:**

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 poses major challenges for improving the quality of teachers and for expanding institutional capacity in States to prepare professionally trained persons for becoming school teachers. Government has initiated steps to revise the existing Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education. This Scheme was initiated in 1987 pursuant to the formulation of the National Policy on Education, 1986 which emphasised the significance and need for a decentralised system for the professional preparation of teachers, and it was in this

context that District Institutes of Teacher Education (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) were established.

### **Pandit Madan Mohan Malviya National Mission On Teachers And Teaching :**

With the fast pace of expansion of the education system in the country, both at school and higher education stages, improving quality has come to occupy centre stage in educational development. Needless to say that teachers hold the key for success of any effort in this direction. Attention, therefore, has to be focussed on the preparation of teachers and their working conditions in classrooms, schools and colleges, as also their continuous professional development, ensuring that best talent in the country are made available to shape the future generations. Hence, with above background, Government of India has launched the Scheme; Pandit Madan Mohan Malviya National Mission on Teachers & Teaching during XII Plan. The Mission envisages to address comprehensively all issues related to teachers, teaching, teacher preparation, professional development, Curriculum Design, Designing and Developing Assessment & Evaluation methodology, Research in Pedagogy and developing effective Pedagogy. This will be one of the major thrust areas of action of the Government. The Mission would address, on the one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. On the other, it is also envisaged that the Mission would pursue long term goals of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers. The Mission would focus on these goals in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. This is an umbrella scheme which will create synergies among the various ongoing initiatives on Teachers and Teaching under Ministry of HRD and other autonomous institutions. The Mission would have following components:- (i) Schools of Education (in Central Universities) - 30 (ii) Centres of Excellence for Curriculum and Pedagogy -50 (iii) Inter-University Centres for Teachers' Education - 2 (iv) National Resource Centre for Education - 1 (v) Centres for Academic Leadership and Education Management - 5 (vi) Innovations, Awards, Teaching Resource Grant, including Workshop & Seminar (vii) Subject Networks for Curricular Renewal and Reform

### **Adult Education and Skill Development Schemes :**

Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including, basis education (literacy), skill development

(Vocational Education) etc. In order to promote adult education and skill development through the voluntary sector, support to Voluntary Agencies (Vas) was so far being extended through two schemes, namely, (i) Assistance to Voluntary Agencies in the field of Adult Education and (ii) Jan Shikshan Sansthan. With effect from 1 April 2009 both these schemes have been merged and a modified scheme, named as "Scheme of Support to Voluntary Agencies for Adult Education and Skill Development" has been put up in place. The Scheme encompasses three components, namely, State Resource Centres, Jan Shikshan Sansthan and Assistance to Voluntary Agencies.

### **Scheme for Providing Quality Education for Madrasas (SPQEM)**

SPQEM seeks to bring about qualitative improvement in madrasas to enable Muslim children attain standards of the national education system in formal education subjects. The salient features of SPQEM scheme are: i) To strengthen capacities in Madrasas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc., through enhanced payment of teacher honorarium. ii) Training of such teachers every two years in new pedagogical practices. iii) The unique feature of this modified scheme is that it encourages linkage of madrasas with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such madrasas to get certification for class 5,8,10 and 12. This will enable them to transit to higher studies and also ensure that quality standards akin to the national education system. Registration & examination fees to the NIOS will be covered under this scheme as also the teaching learning materials to be used. iv) The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madrasas.

### **Scheme of Infrastructure development in Minority Institutions (IDMI):**

IDMI has been operationalised to augment infrastructure in private aided/unaided minority schools/institutions in order to enhance quality of education to minority children. The salient features of IDMI scheme are:- i) The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities. ii) The scheme covers the entire country but, preference is given to minority institutions (private aided / unaided schools) located in districts, blocks and towns having a minority population above 20%. iii) The scheme, inter alia, encourages educational facilities for girls, children with special needs and those who are most deprived educationally amongst others.

### **Eklavya Model Residential Schools (EMRSs):**

These schools are funded by the Government for the welfare of Scheduled Tribes. Proposals for setting of EMRS are received from the State Government. The Ministry of Tribal Affairs administers special area programme of grant under Art 275 (1) of the Constitution of India. Under this programme State wise allocation to 26 States including 9 Left Wing Extremism (LWE) States is made on the basis of percentage of Scheduled Tribes population in the State with reference to total ST population in the Country. A part of the grant can be used for setting up of Eklavya Model Residential Schools (EMRS). Priority for the development schemes including setting up of EMRS is fixed and executed by the State Government within the allocation depending on the felt need of the local area and its people in accordance with the guidelines issued by the Ministry in June 2010.

### **Mission Mode Project on School Education:**

GoI launched National e-Governance Plan (NeGP) comprising 27 Mission Mode Projects (MMPs) and 8 components on 18th May 2006. In the last Apex Committee meeting held on 29/7/2011 it was decided to include four new e Governance initiatives in different areas including the area of Education. As a first step in conceptualizing the scheme in the area of Education, the Department of School Education & Literacy initiated the process of consultations with stakeholders for framing Core Scope Document. The core focus of deliverable services to its stakeholders such as students, parents, partners, State Govts., on an “anytime anywhere” basis is as under:

- Services for students could include registration for admission, attendance, transfer, scholarship, grievances and certificates.
- Services for teachers such as process of recruitment, rationalization, payroll management, training schedules, administrative grievance redressal.
- National MIS platform for efficient school governance/ administration.
- Services for design and development of digital learning resources and its dissemination.
- Services for Central and States/UT departments for implementation of the schemes and generation of integrated reports and any other common services.

National Repository of Open Educational Resources(NROER) has already been launched by the Govt. Of India. e-Pathshala for school students and other stakeholders will be launched shortly.

### **Mahila Samakhya Programme**

The National Policy on Education, 1986 recognised that the empowerment of women is possibly the most critical pre-condition for the participation of girls and women in the educational process. The Mahila Samakhya programme was launched in 1988 to pursue the objectives of the National Policy on Education, 1986. It recognised that education can be an effective tool for women’s empowerment, the parameters of which are:

- enhancing 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;
- enabling 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.

### **National Awards To Teachers**

Instituted in 1958, the National Award to Teachers are given away by the President of India on 5th September (Teacher's Day) every year to give public recognition to meritorious teachers working in primary, middle and secondary schools. Altogether there are 374 awards out of which 20 awards are reserved for Sanskrit, Persian and Arabic teachers. Each State/Union Territory/Organization has an earmarked quota based on the number of teachers. The Scheme also covers teachers of the schools affiliated to Central Board of Secondary Education (CBSE) including teachers of independent affiliated schools situated abroad, Council for Indian School Certificate Examination (CISCE), Sainik School, Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Tibetan School Administration (CTSA) and schools run by the Atomic Energy Education Society.

From the award year 2001, 'Special Awards' have been instituted for teachers promoting inclusive education in schools and the education of children with disabilities in regular schools. The total number of 'Special Awards' are 43. 'Special Awards' are conferred on the teachers of following categories:

- Teachers with disabilities working in mainstream schools.
- Special teacher or trained general teachers who have done outstanding work for Inclusive Education.

### **Right to Education**

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The RTE Act provides for the:

- Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.



- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

## **SUPPORT SYSTEM FOR SCHOOL EDUCATION:**

### **National Council of Educational Research & Training (NCERT):**

NCERT is an apex resource organization to assist and advise the Central and the State Governments on academic matters related to school education. It provides academic and technical support for qualitative improvement of school education and undertakes programmes related to research, development, training, extension, international cooperation, publication and dissemination of information. The NCERT has eight constituent units: National Institute of Education at Delhi, Five Regional Institutes of Education in Ajmer, Bhubaneswar, Bhopal, Mysore and Shillong, Central Institute of Education Technology at Delhi and Pandit Sunder Lal Sharma Central Institute of Vocational Education at Bhopal.

### **Centrally Funded Schools**

The Central Government is managing and fully funding four types of schools viz., KVs, Navodaya Vidyalayas (NVs), Central Tibetan Schools (CTSs), and National Institute of Open Schooling (NIOS). There are 972 KVs with an enrolment of 9.54 lakh and staff strength of about 46000. KVs are to cater to the educational needs of the wards of transferable Central Government and public sector employees. There are 548 NVs with a total enrolment of 1.91 lakh students, selected through entrance tests. These are pace setting residential co-educational schools providing quality education to talented children predominantly from rural areas from class VI to XII. The enrolment of SC and ST children in these schools is 23.9% and 16.2%, respectively. There are 79 CTSs with a total enrolment of 9755 children. NIOS provides opportunities for continuing education to those who missed completing school education. 14 lakh students are enrolled at the secondary and senior secondary stages through 11 Regional Centres, 1943 accredited institutions for academic courses, and 1002 accredited vocational institutions (AVIs) for programme delivery through open learning and distance learning. NIOS centres have also been set up in UAE, Kuwait, Nepal, and China.

### **Central Board Of Secondary Education (CBSE)**

CBSE is an autonomous body working under aegis of the Ministry of HRD. It has 11500 schools as on 31.12.2010. The main functions of CBSE, inter-alia, are affiliating institutions in and outside the Country, conduct annual examination at the end of the class X and XII, updating and designing curriculum etc.

### **State Boards of School / Examination**

Except Sikkim, Arunachal Pradesh and UTs, all the states have school education/examination board which is responsible for developing curricular material and conducting public examinations at the secondary and sr.secondary stages.

### **Teacher Education Institutions**

The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country.

### **National Council of Teacher Education**

Within the federal structure of the country, while broad policy and legal framework on teacher education is provided by the Central Government, implementation of various programmes and schemes are undertaken largely by state governments. Within the broad objective of improving the learning achievements of school children, the twin strategy is to (a) prepare teachers for the school system (pre-service training); and (b) improve capacity of existing school teachers (in-service training).

For pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions (government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality.

For in-service training, the country has a large network of government-owned teacher training institutions (TTIs), which provide in-service training to the school teachers. The spread of these TTIs is both vertical and horizontal. At the National

Level, the National Council of Educational Research and Training (NCERT), along with its six Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). Both NCERT and NUEPA are national level autonomous bodies. At the state level, the State Councils of Educational Research and Training (SCERTs), prepares modules for teacher training and conducts specialised courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers. Apart from these, in-service training is also imparted with active role of the civil society, unaided schools and other establishments.