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THE PEOPLE'S
UNIVERSITY

Indira Gandhi
National Open University
School of Education

BESC-132
Structure and Management of Education

Block

2

STRUCTURE AND MANAGEMENT OF SCHOOL EDUCATION

BLOCK 2: STRUCTURE AND MANAGEMENT OF SCHOOL EDUCATION

Block Introduction

Welcome to the block two of the Course "**Structure and Management of Education**". This block has been conceptualized to make you aware, how the school education in India has grown. Discussion in this block will help you to understand the structure of school education in India in formal as well as in informal sector. You will also explore various government initiatives for ensuring education for all. Units in this course will help to develop your understanding about structure of education at pre-primary, elementary, secondary and senior secondary level. Various level of managements including central, state, district and role of local governments will be explained. Units will examine the role and functions of different types of school systems as well as provisions, policies and initiatives for vocationalization of school education. The details of the units are as follows:

The **Unit 5: School Education in India: An Overview** starts with the discussion on structure of school education in formal and non-formal sectors. Unit also explores various alternative models of school education. Role of government and non-government institutions, ODL, informal education and other educational initiatives has been analyzed for ensuring education for all.

Unit 6 entitled "**Pre-primary and Elementary Education**", discusses about the institutional structures at pre-primary and elementary level along with the types of managements. The roles and functions of various regulatory bodies for school education has been discussed in the unit. Various schemes for school education like Sarva Shiksha Abhiyan, National Programme for Education of Girls at Elementary Level, Samagra Shiksha, etc. have been analyzed in the unit and various recent developments in Pre-primary and Elementary education, have also been discussed in this unit.

Focus of the **Unit 7** is on **Secondary and Senior Secondary Education**. This units starts with discussion on the institutional structure at secondary and senior secondary level (central and states) along with types of managements. Role and functions of various regulatory bodies for secondary education have been analyzed in the unit. Unit has also highlighted the importance of various schemes for secondary and senior secondary education, like-Rashtriya Madhyamik Shiksha Abhiyan(RMSA), Inclusive Education for the Disabled at Secondary Stage (IEDSS), Saakshar Bharat.Centrally sponsored school systems like Navodaya Vidhyalaya, Kendriya Vidhyalaya have also been discussed in this unit.

Unit 8: Vocational and Technical Education is devoted to vocationalization of school education in India. Utility and importance of vocational education institutions has been highlighted in the unit. Role of NIOS in Skills developments have been discussed. Various schemes at central and state level for vocationalization of school education have been analyzed. Discussion on societal contribution to skill development, role of industries and their linkage with schools will help you in understanding the present status of vocational and technical education at school level in India.

UNIT 5 SCHOOL EDUCATION IN INDIA: AN OVERVIEW

Unit Structure

5.1   INTRODUCTION

School as you would agree, has to cater to the needs of immediate community. School education is divided into various levels as primary, secondary and senior secondary education. As per the National Education Policy, 2020, a new structure for school education has been proposed to include pre-primary education also in the structure of school. Therefore, the existing 10+2 structure is also going to change to 5+3+3+4 i.e., foundational, preparatory, middle and secondary.

As stipulated with the 42nd constitutional amendment, 1976, education is in the concurrent list i.e., the responsibility of both state and center. Hence, both have to work jointly to provide quality education to all. In our country, education at school level is being provided by public schools (funded by Central, State and Local levels) and private schools. Therefore, the functions and structure of a school is administered at the state and central level. The present unit will focus on not only on explaining the existing structure of school education but also highlight alternative modes available for school education. Role Open and Distance Learning (ODL) and informal sector will also be discussed in details. Various provisions and practices to ensure education to all, will also be discussed in this unit.

5.2   OBJECTIVES

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

•   describe the existing structure of School Education

•   explain the alternative models of School Education

•   State Government and Non-Government institutions of School Education

•   differentiate between Open and Distance Education and Informal Education, and

•   state various initiatives taken up for Education for All.

Dr. Pratik Upadhyaya, Assistant Professor, K. N. Govt. P. G. College, Gyanpur, Bhadohi, U.P.

5.3 STRUCTURE OF SCHOOL EDUCATION IN FORMAL AND NON-FORMAL SECTOR

The structure of school education refers to the levels of education, on which whole school education is being organized in India. The existing 10+2 structure of school education is based on the recommendations of the Education Commission-1964-66 (also known as the Kothari Commission). The same was also part of the statement of the National Policy on Education, 1968. The 12 years of school education are divided into four stages primary (Classes 1-5), upper primary (Classes 6-8), secondary (Classes 9 & 10 and higher/Senior secondary (Classes 11&12).
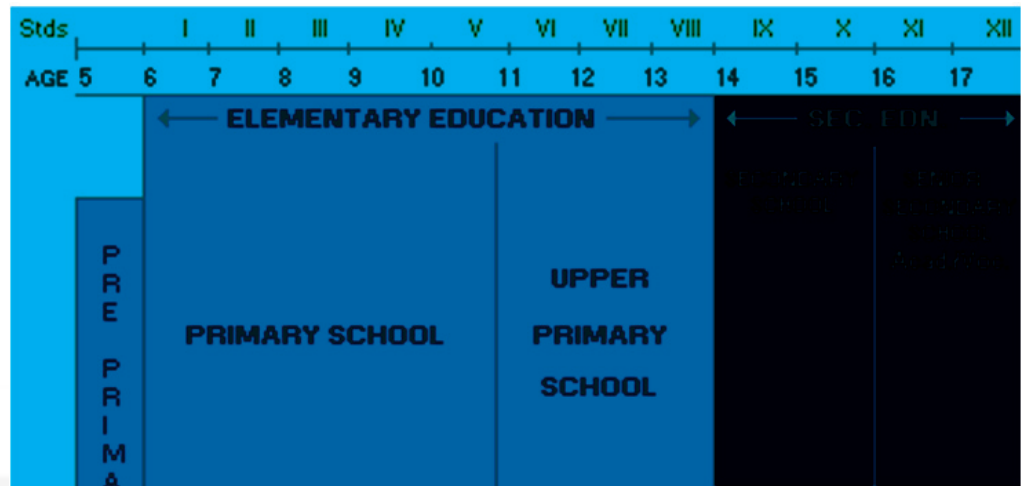

**Figure 5.1: Existing Structure of Education in India**

If you look back at the history of structure of school education in India, you may find that after Independence, many commissions and committees recommended several things with regards to the structure of school education in India. Here is a brief summary:

Commission/Committee	Year	Major Recommendation
University Commission	1948-49	Repeated the idea of 10+2+3 educational structure of Calcutta University Commission.
Narendradeo Committee	1952-53	Class XII to be added to graduate course and classes IX, X, XI to be higher secondary classes.
Secondary Education Commission	1952-53	• Seven years of secondary education should be divided into two parts: Junior High School for 3 years and High School for 4 years. • Secondary education to be continued upto class XI • Class XII to be added to degree course • Introduced a new educational pattern of 8+3+3 i.e. 8 years of junior classes and 3 years of higher secondary classes at school level.

The Education Commission	1964-66	• A uniform educational structure in the country i.e. 10+2+3 educational structure • Primary education should be of 7 to 8 years in duration and junior high school or senior high school should be of 2 to 3 years in duration. • There should also be 3 years of vocational education.
The Draft National Policy of Education	1979	• 8+4+3 educational structure in place of 10+2+3 educational structure, already approved by Government of India. • 8 years of free compulsory primary education, and 4 years of secondary education which will have general and vocational aspects

The National Education Policy (NEP)-2020 has recommended a new 5+3+3+4 educational structure, where initial five years are called foundational level, including 3 years of pre-primary and classes 1 and 2 i.e. age 3-8 years. Level two is of three years which is called preparatory stage (class 3 to 5) i.e. age 8-11 years. Level three is called Middle that includes classes 6, 7 and 8 and level four is called Secondary that includes class 9 to 12.

This will bring a major shift in school education, not only in structure, but also in planning, management and execution. For the first time in NEP2020, early childhood care and education has been made part of the formal school structure, which requires to place forward a mechanism to ensure physical infrastructure and trained human resource.
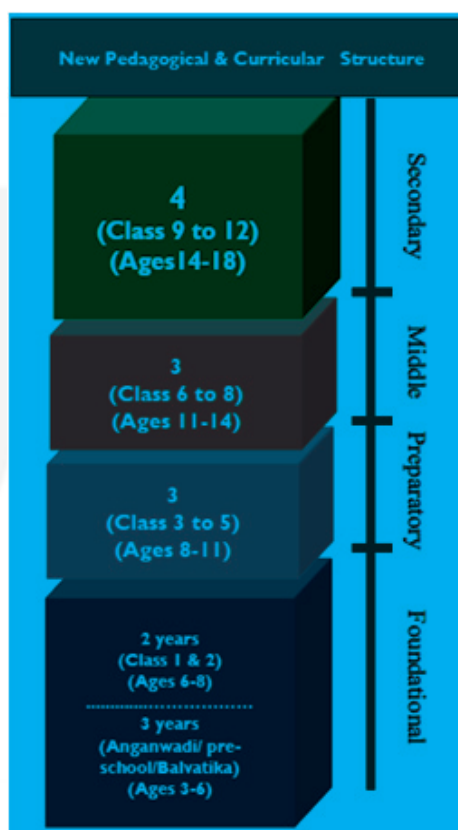
Organizational Structure

School education is the responsibility of both Centre and State. To manage education at different levels i.e., Centre, State, District, Block and at village level, an organizational structure has been developed.

Central Level- At the Central level, the Ministry of MHRD is the main agency to manage school education. Department of Education in the MHRD is responsible for matters pertaining to education. Various organizations and institutions like CBSE, KVS, NCERT, NIOS, NVS etc. assist and advise the central government in matters related to school education.

State Level- At the state level, State Ministry of Education looks after the education in the states. Below the Minister are Directors, Regional Offices, District Education Office, Nagar Palika, Block Education Office and Village

Education Committee to manage the school education. State level organizations include SCERT, SIE etc.

In the non-formal sector, school education is being provided by National Institute of Open School (NIOS) and State Institute of Open School (SIOS). NIOS offers various courses at school level like foundation course (i.e. class VIII), secondary course (class X) etc. This will be discussed in Unit 7 in detail.

Check Your Progress

Notes: a) Answer the following questions in the space given below.

  b) Match your answers with the answers given at the end of the unit.

1) Where was primary education provided during the medieval period?

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2) What is the present educational structure of India?

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5.4 ALTERNATIVE MODELS OF SCHOOL EDUCATION

In India, 'Alternative schools' are schools which do not follow the formal structure, schooling pattern or textbook driven education. Due to continuous dissatisfaction with the formal system of schooling, many philosophers, thinkers, and educationists proposed an alternative model of schooling. In India, we can observe the schools initiated by Tagore, Sri Aurobindo, Jiddu Krishnamurti, etc. The idea and practice of alternative schooling is growing with every passing day, mainly due to their flexibility, learner-centeredness and a belief that there are better ways to teach than the formal system. Though there are different models of alternative schooling, one common thing is that all such systems move away from "rote learning" to experiential learning strategies. Curriculum in such schools is designed to accommodate children of diverse needs. It doesn't mean that these schools are for only those who are unable to attend formal education system due to various reasons such as being dropouts, disabled etc., but for those who want to learn as per their interest and choice and not by compulsion. In a nutshell, alternative schools serve at-risk students whose needs are not met in the traditional school setting. Various alternative models of school education are as follows -

Sunday School- A Sunday school is an educational institution run by Christians to provide religious education to children and young people. It is usually affiliated to the Church. The first Sunday school was established for the poor and orphaned in Gloucester in 1780.

Sanskrit Pathshala- *Sanskrit Pathshalas* are Sanskrit schools that offer high school programs in Sanskrit. These are independent boarding schools.

Ashram Schools- Established in 1990-91, *Ashram* schools are residential schools which impart education to children of scheduled tribes up to secondary level. It

is a central scheme of the Ministry of Tribal Affairs, formulated for areas with high concentration of tribal population.

Eklavya **Model Residential School (EMRS)- EMRS** are also residential schools which impart free and quality middle and high-level education to scheduled tribe students in remote areas. EMRS are affiliated to the state or CBSE. EMRS is an intervention of Ministry of Tribal Affairs, Government of India and was introduced in 1997-98. State Government and Union Territory are responsible for the management and functioning of EMRS.

Mirambika – **Free Progress School-** Mirambika Free Progress School is an experimental school up to class X. It is recognized by the Directorate of Education, New Delhi and National Institute of Open Schooling (NIOS). It is situated at Sri Aurobindo Ashram campus, New Delhi and the school is based on the integral philosophy of Sri Aurobindo and the Mother. Mirambika is an attempt to evolve new ways of learning and thinking. It is beyond structured schooling and emphasizes on freedom of inner growth, self-discovery and self-actualization. The principles of teaching followed in Mirambika are –nothing can be taught and mind has to be consulted in its own growth. i.e. the teachers in Mirambika are not instructors but helper or guide. Mirambika does not have a pre-set curriculum or syllabus. Curriculum here remains open-ended and not rigidly structured. Mirambika does not conduct conventional exams or tests at any stage. Twice a year, the progress of the child asan individual and as a part of group is sent to the parents. It emphasizes on self-discipline. At Mirambika, focus is on self-paced and self-controlled learning. No standard textbook, no school uniforms are the characteristics of Mirambika. Here, students are not selected for admission,it is the parents who are selected for admission of their child.

Tridha, Mumbai- Tridha, established in 2000, is a pioneer in alternative schooling in India. It allows the student to explore. In Tridha, students learn various skills like carpentry, gardening etc. It focusses on education through experience. It has classes from Nursery to class XII. Tridha follows Steiner Curriculum which leads the students towards IGCSE board examination i.e. International General Certificate of Secondary Education.

These are just a few examples. If your explore around you may find many such alternative schools like *Ukti,* **Noida** based on Waldorf alternative education program model, *Sahyadri School*, **Pune**, *Rajghat Besant* **School, Varanasi** run by J. Krishnamurthy foundation, *Yellow Train School*, **Coimbatore** based on the philosophy of Rudolf Steiner, **The School KFI, Chennai**, *Sarang*, **Kerala, BeMe School**, **Bangalore, Loktak Lake School, Manipur, The Platform School, Bihar, The Smart School, Maharashtra, The Unique Level Field School, West Bengal**, *Veena Vadini* **School, Madhya Pradesh, SECMOL, Ladakh, Ananya, etc.**

Check Your Progress

Notes: a)   Answer the following questions in the space given below.

     b)   Match your answers with the answers given at the end of the unit.

3)   List some alternative models for school education.

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4) a. Eklavya Model residential Schools are for …………….. students.

b. Demonstration Public School are attached to …………………

c. In ………………..school students are taught to write with both the hands.

5.5 SCHOOL EDUCATION THROUGH OPEN AND DISTANCE LEARNING

Open learning is an umbrella term for any scheme of education that seeks to remove barriers of learning concerned with age, time, place etc.Distance education covers the various forms of study at all levels, which are not under the continuous immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning guidance and tuition of a tutorial organization (Holmberg, 1979)

Mackenzie, Postgate and Scupham (1975) used the term open learning for distance education. According to them, open learning systems are designed to offer opportunities for part time study, for learning at a distance and for innovations in the curriculum. They are intended to allow access to wider sections of adult population, to enable students to compensate for lost opportunities in the past or to acquire new skills and qualifications for the future.

Although the terms, distance education and open learning are often used interchangeably,difference exists between them. Distance education is limited to geographical boundaries, while open learning is not. For joining a course in distance education, there may be required a minimum educational qualification but in open learning there may not be any such requirements for pursuing a course. i.e. no preliminary qualification and experience is required. Open learning is relatively more flexible compared to distance education. Distance education is the mode of learning while open learning is an opportunity of learning.

Open school is a system free from regular attendance required at school and time bound programs. Open schools are for those students who are unable to attend regular school because of various personal reasons and want to complete their school education. It provides the flexibility of choosing programmes irrespective of age, time frame for completing the programme, arranging exam on demand and of not attending classes. Open schooling is beneficial for those students who can work well independently and for those who do not procrastinate. An open school operating at national level is 'National Institute of Open Schooling' (NIOS) with regional centres at state level.

NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

Itwas established in November, 1989. It was established by MHRD, Government. of India in pursuance of NPE (1986) as an autonomous organization. It was earlier known as National Open School (NOS). The headquarter of NIOS is in Noida. Education for all, greater equity and justice in society and evolution of a learning society are the missions of NIOS. The basic objective of NIOS is to provide opportunities for continuing and developmental education to interested learners through courses and programmes. It aims to provide education to all segments of the society in order to increase literacy and also aims forward for flexible learning.

NIOS offers Open Basic Education Programme, which includes three courses-

- OBE 'A' Level Course – Equivalent to class III

- OBE 'B' Level Course – Equivalent to class V

- OBE 'C' Level Course – Equivalent to class VIII. This is for those who have completed 4-5 years of primary education. It is equivalent to class VIII. It is a bridge course for joining secondary level programme in NIOS. No examination and therefore no marks or certificates are awarded.

- Secondary Education Course – Equivalent to class X. This is for those who are desirous of completing X standard education.

- Senior Secondary Course – Equivalent to class XII. This is for those who have passed class X and wish to continue education for class XII.

- Vocational Education Courses- At secondary level, vocational courses available are carpentry, bakery, confectionary, typewriting, solar energy technician, biogas energy technician etc. and at senior secondary level, available vocational courses are housekeeping, stenography, secretarial practice, catering, food processing, poultry farming etc.

- Open Elementary Education- This is for non-school going children.

NIOS conducts examinations for secondary and senior secondary classes, similar to CBSE and CISCE. It conducts examination twice a year in March-May and September-November. Candidates can avail nine chances to appear in the examination. NIOS initiated Open Educational Resources (OER) for vocational programmes offered at secondary and senior secondary levels, which is beneficial for students pursuing studies through ODL mode. NOIS also offers online course material to its students.

If few states, on the pattern of NIOS, some State institute of Open Schooling (SIOS) are also functioning.

Check Your Progress

Notes: a) Answer the following questions in the space given below.

b) Match your answers with the answers given at the end of the unit.

5) Differentiate between distance education and open learning.

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6) When was NIOS established?

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7) What are the objectives of NIOS?

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5.6 EDUCATIONAL INITIATIVES FOR ENSURING QUALITY EDUCATION FOR ALL

In India, Education for All means having access to schooling and quality education for all children. Providing education for all is not a new concept in India. The concept of Education for All was also the basis of ancient education system in India. The ancient Indian educators advocated that education should cater to the needs and development of the whole society and not work in the favour of few. One of the chief aims of the Indian constitution is to provide equal opportunities of education for all. **Article 29(1)** of the Indian constitution states, "*No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds, on grounds only of religion, race, caste, language or any of them.*" Providing equal educational opportunities for all has become a matter of high concern because of the prevalence of tendency to limit educational opportunities in the country. The earlier leaders of the society lacked the zeal and zest to make all people educated. However, with the passage of time, the general attitude changed and various efforts were made in the field of providing education to all. Various steps in the form of educational initiatives have been taken for ensuring education to all the sections of the society.

Economic and social development can take place only with change and growth in education, so the provision of Universal Elementary Education has been accepted as the national goal. Spreading mass literacy is a crucial component for economic development and modernization. Thus, Universalization of Elementary Education (UEE) has been adopted as a national goal and it has led to the formulation of the project "Education for All". Various efforts have been made to reach the goal of providing elementary education and in turn, education for all to every child through universal provision, universal enrolment and universal retention.

Integrated Child Development Services (ICDS) - Integrated Child Development Services is a programme which attempted to directly reach out to children (below 6 years) from vulnerable and remote areas and provide them with early childhood education through Non-Formal Pre-School education.

Early Childhood Education Scheme- This scheme was introduced in the sixth five-yearplan as a strategy to reduce the dropout rate and improve retention rate of children in primary schools. In this scheme, central assistance is given to voluntary organizations for running pre-school education centers for spreading education to all sections of society.

NGO's- Several Non- Government organizations (NGO's) had also worked for the upliftment of children in the field of health and education. NGO's like Smile Foundation, Pratham, Project Nanhi Kali, Relief India Trust, Plan India and the Qualiterate Movement etc. have all taken active measures to motivate the deprived and underprivileged children of the society towards education.

Minorities Education- For achieving the motto of Education for All, a centrally sponsored schemes was launched in 1993-1994, in pursuance of programme of Action 1992- Scheme of Area Intensive Programme for Educationally Backward Minorities. The objective of this scheme was to provide basic educational infrastructure and facilities in the areas of concentration of educationally backward minorities where there is no adequate provision for elementary and secondary schools. Under this scheme, assistance was provided for the establishment of new primary and upper primary schools, non-formal education centres, strengthening of educational infrastructure and physical facilities in primary and upper primary

schools and opening of multistream residential higher secondary schools for girls of educationally backward minorities.

Non-Formal Education- Non-formal education has evolved as one of the alternatives of formal school system. On the path of fulfilling the constitutional goal of providing free and compulsory education to all children between 6-14 years of age, the formal school system had left out millions of rural and urban poor children who due to various reasons were not able to attend a full-time day school. Thus, the need for developing a viable alternative system of education to provide basic education to all came into existence. In 1988, a full-fledged scheme of Non-Formal Education, supported by the Central Government was introduced in ten educationally backward states, urban slums, remote areas, desert and hilly regions all over the country. With the formulation of Centrally Sponsored Scheme of Non-Formal Education by MHRD in 1988, a full-fledged department of Non-Formal Education was established in the NCERT and non-formal education became recognized as an alternative to elementary education. In 1995, the department was reorganised and renamed as the Department of Non-Formal and Alternative Schooling. Thus, non-formal education is an organized programme of education. It focuses on learner's needs and interests and provides resources and help for learning.

District Primary Education Programme DPEP - The District Primary Education Programme is a centrally sponsored programme with a thrust on universalization of Elementary Education. It was launched in November 1994. It takes a holistic view of the primary education development and emphasises on district specific planning, decentralized management, participatory processes, community mobilization, empowerment and capacity building at all levels. The basic objectives of the programme were to provide access to primary education for all children, reducing primary drop-out rates to less than 10 per cent, increasing learning achievement of primary school students by 25% and reducing the gap among gender and social groups.

Mid-Day-Meal-

Mid-day meal programme was first started in France by Victor Hugo. There it was called Noon Meal Scheme. Later it was adopted by Japan, England, Ireland, Indonesia and India. In India, mid-day meal scheme was initially started by K. Kamraj in 1956, but the scheme was limited only to Madras. K. Kamraj is also called the father of mid-day meal scheme in India.

The mid-day meal scheme or the National programme of Nutritional support to Primary Education was officially launched on 15 August, 1995 to give a boost to universalizaton of elementary education in terms of increasing enrolment, retention, attendance and decreasing dropout in primary classes by supplementing nutritional requirements of children attending the primary classes. Initially under this scheme, there was a provision for nutritious and wholesome cooked meal to all children in classes I-V on every school day. In this scheme, 100 per cent central assistance was provided for meeting the cost of food grains and the cost of conversion of food grains into cooked food is borne by the state government and local bodies and community. The mid-day meal scheme covers all children studying in primary classes of government, local body and government aided school across the country including urban areas.

Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is the programme of the Indian government which aimed at the universalization of elementary education in a time bound manner. The SSA programme pioneered by former Indian Prime Minister Shri Atal Bihari Vajpayee has been operational since 2000-2001. SSA is a response to the demand for quality basic education all over the country. SSA aims to provide elementary education for all children between 6-14 years of age, including value-based learning among children. It provides a wide framework for implementation of Elementary Education schemes. It also has budget provision for strengthening vital areas to achieve universalization of elementary education.

Kasturba Gandhi Balika Vidyalaya Yojana (KGBVY) –Kasturba Gandhi Balika Vidhyalaya Yojana was started by Indian government in 2004 for the education for girls of OBC, SC and ST categories. Under this scheme, residential upper primary schools were established in remote rural areas. Initially this scheme was started in coordination with Sarva Shiksha Abhiyan, Mahila Samakhya Yojana and National Programme for Primary Education of Girls, but in April 2007 it was given a status of separate component in Sarva Shiksha Abhiyan. The main objective of KGBVY was to provide quality primary education to girls of various deprived classes.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was started in 2009 by the Government of India for improvement in access and quality of secondary education. It aims at establishing secondary school within the radius of each 5 kms. RMSA tries to remove gender, socio-economic and disability barriers for students to receive secondary education. It aimed at providing universal access to secondary education by 2017. With RMSA, Government of India aimed to achieve the goal of universlization of secondary education.

Right to Education (RTE) - Right to Education Act (RTE) or the Right of Children to Free and Compulsory Education Act, is an act of Parliament of India. This act was enacted on August 4, 2009 and it came into force on April 1, 2010. RTE Act describes the modalities of importance of free and compulsory education for children between 6-14 years in India under Article 21(A) of the Indian constitution. With this act, India became one of the countries to make education a fundamental right of every child. Besides making education a fundamental right of every child between 6 to 14 years of age, this act also specifies minimum norms for elementary schools. According to this Act, all private schools (except the minority) must reserve 25% seats for the poor and other categories of children. The Act provides that no child shall be held back, expelled or required to pass board examination until the completion of elementary education. In this Act, there is also a provision for special training of school dropouts in order to bring them at par with students of same age.

Padhe Bharat – Badhe Bharat - It is a recent initiative under SSA which was launched in 2014. It has a twin track approach which focuses on Language and Mathematics-

- ERWC (Early Reading and writing with comprehension)- To improve language development by creating interest in reading and writing.

- EM (Early Mathematics)- To create natural and positive interest in mathematics in relation to physical and social environment.

Shiksha Karmi Project- Shiksha Karmi Project has been implemented in Rajasthan since 1987. The projectis assisted by Swedish International Development Authority (SIDA). Shiksha Karmi Project aims at universalization and qualitative improvement of primary education in remote and socially backward areas of Rajasthan with its primary focus on girls. The major obstacle identified in achieving UEE was teacher absenteeism and thus the project aims at substituting teachers in single teacher school with local youth known as Shiksha Karmis who are rigorously trained and provided supervisory support. Significant contribution has been made by the project towards universalization of enrolment and attendance of children.

Bihar Education Project- With the aim to improve the elementary education system in Bihar quantitatively and qualitatively, Bihar Education Project was launched in 1991. The project lays stress on providing education to the deprived sections of the society i.e. scheduled castes, scheduled tribes and women. The project involves local community and village educational committees' participation for the grassroots level implementation of the project. There is also provision of non-formal education through NGO's and other such organizations and the project also emphasises on teacher training.

Lok Jumbish Project- The centrally sponsored Lok Jumbish Project meaning 'people's movement' for education for all is a project aimed at the development of elementary education in Rajasthan. It is a joint initiative by the Government of Rajasthan in cooperation with local NGOs. It is one of the projects on rural education in India. The project is implemented by Lok Jumbish Parishad which is a registered society. The basic objective of the Lok Jumbish Project was to achieve education for all by 2020 in Rajasthan through people's participation and mobilization. The guiding principles of Lok Jumbish Project includes a process rather than a product approach, partnerships of govt. agencies, teachers, NGOs, rural people etc., decentralised functioning, participation learning, integration with the mainstream education system, flexibility of management and creating multiple levels of leadership committed to quality and mission mode. In this project, special focus is on environment building in all the training programmes. As an impact of Lok Jumbish Project, the village community is involved in taking the responsibility for all educational activities of village school.

From the academic session 2016, Jharkhand School Education and Literacy Department decided to give free textbooks, notebooks and uniforms to all girl students from classes9 to 12 in schools across Jharkhand. Similarly, the District Administrator of Gurgaon had announced to give free education for girls of class 9-12 under 'Meri Lado Kare Padhai' initiative.

Check Your Progress 4

Notes: a) Answer the following questions in the space given below.

   b) Match your answers with the answers given at the end of the unit.

8) List out the major initiatives made for ensuring education for all after independence.

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> 9)   List initiatives taken for ensuring education of females at school level.
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> 10)   a.   Lok Jumbish is implemented in ………………
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>   b.   Padhe Bharat – Badhe Bharat was launched in ……………....
>
>   c.   RTE Act came into force on ………………
>
>   d.   …………….. aimed at universalization of secondary education.
>
>   e.   SSA aimed to provide ……………….. education

5.7   LET US SUM UP

In this unit, we learnt about the structure of school education in formal and non-formal sector. In the formal sector, structure of education means academic, formal and organizational structure. Non-formal sector deals with NIOS, SIOS, Ashram Schools etc. At the school level, both government and non-government institutions exist which are controlled by government and private management. School education is also being provided through open and distance learning in India and the pioneer in this field is NIOS. For ensuring education for all the initiatives were taken by the government and NGOs like SSA, Padhe-Bharat-Badhe Bharat, RMSA, RTE, etc.

5.8   UNIT END EXERCISES

1.   How does inclusion of pre-primary education in formal school setup will help in universalization of education? Reflect.

2.   Visit any alternative school's website and compare its curriculum and pedagogy with any formal primary/elementary school.

3.   What are the benefits of open schooling as non-formal school set up?

5.9   REFERENCE AND SUGGESTED READINGS

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5.10   ANSWERS TO CHECK YOUR PROGRESS

1.   10+2+3

2.   5+3+3+4

3.   Sanskrit Pathshala, Special Schools, Ashram Schools, Mirambika, Sarang, Platform School etc.

4. a. Scheduled Tribes students

    b. Regional Institutes of Education

    c. Veena Vadhini

5. Distance education is limited to geographical boundaries while open learning is not limited to geographical boundaries. Minimum qualification is required for joining any course in distance education but no preliminary qualification is required for pursuing course in open learning.

6. November 1989

7. Provide opportunity for continuing education for interested learners.

8. DPEP, Mid-Day Meal, SSA, KGBVY, RMSA, RTE etc.

9. Shiksha Karmi Project, KGBVY

10. a. Rajasthan

    b. 2014

    c. 2010

    d. RMSA

    e. elementary

UNIT 6   PRE-PRIMARY AND ELEMENTARY EDUCATION

Structure

6.1   INTRODUCTION

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

The above quote signifies the power of education to change the world. Education is considered an investment for developing human resources, which in turn helps development of any nation. Our country has made a significant progres inform of the literacy rate progress which reflects the efforts made in the direction of improving literary in last 70 years. India has one of the largest education systems. Various schemes like Mid-DayMeal, District Primary Education Programme, SSA etc. have contributed in increasing access and retention elementary education. Increased number of schools at different levels has resulted in easy access to school education. But still, we have to think about the issues of out of school children, gender disparities, education of disadvantage groups, school drop-outs, etc. Three levels of education which are preprimary, elementary and secondary are interlinked with each other. In this unit, we will discuss the importance of preprimary and elementary education, their status, their structure and role of

Dr. Pragat Singh Garcha, Assistant Professor, GHG Khalsa College of Education, Gurusar Sadhar (Punjab)

various regulatory bodies in school education. This unit will schemes such as Sarva Shiksha Abhiyan (SSA) and National Programme for education of girls, which have played important role highlight the education in India improving role of various at elementary level will also be discussed.

6.2   OBJECTIVES

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

- explain the growth of Pre-Primary Education

- examine the status of Elementary Education in India

- discuss various types of school managements in India, and

- examine the role of various schemes in ensuring quality education for all.

6.3   PRE-PRIMARY EDUCATION IN INDIA

Each child should have access to quality preprimary education. It is well established that quality early education provides foundation to every stage of education, yet millions of children and adults remain deprived of educational opportunities. Since, this phase develops the base for further education, therefore this phase should focus on play and discovery-oriented learning activities. It will help in developing young mind to the fullest of her potential. These early life experiences in their lives affect their physical, cognitive, emotional and social development. For overall development,they should be provided with environments in which they can explore the world around them. Hence, a well thought-of system of preprimary education can prepare the child for life-long learning.

Table 1 : Basic needs of a child from age 0-6 years and respective

Age	Basic Needs	Inputs
• Birth to 1 year	• Protection from physical danger • Adequate nutrition • Adequate health care • Attachment with an adult • Motor and sensory stimulation • Appropriate language stimulation	• Safe shelter • Food and Micro nutrition • Basic health care (immunization, oral rehydration therapy, hygiene) • Age-appropriate development curriculum
• 1 to 3 years	In addition to the above • Support in acquiring motor, language and thinking skills • Develop independence • Learns self control • Play	• In addition to the above, health care will include de worming now.
• 3 to 6 years	In addition to the above • Opportunity to develop fine motor skills • Explain language skills through taking, reading, singing • Learn cooperation, helping and sharing • Experiments with pre-writting and pre-reading skills	• Same as for 1 to 3 years.

Source: Based on Donohue-Collatta (1992).

Education for All (EFA) goals signify the importance of Policy Initiatives for Pre-School Education at global level. Like wise, India too emphasized on Pre-Primary Education through its National Policy of Education, 1986 (NPE-1986), Program of Action -1992 (POA, 1992) and NPE (2020). It has also been our constitutional commitment as a part of the directive principle of our constitution. In September 2013, National Early Childhood Care and Education (ECCE) Policy

was approved by the Indian government. This policy focuses on equal and optimal opportunities for development of all children below six years of age. It ensures proper care of early childhood period for realizing the goals of universal access, equity and inclusion.

NPE (2020) also proposed that the RTE Act will be reviewed comprehensively to include preprimary education in its umbrella. As a result, free and compulsory quality Pre-Primary Education will be included as an integral part of the RTE Act.

At present, pre primary education is in the hands of private pre-schools.

Which are accessible to only certain section of the society. The National Education Policy (2020) aims to include each child irrespective of location, who is particularly socio-economically backward. The training of teachers whether for anganwadis or pre-school teachers is also an important issue. NCERT will develop framework for pre primary teacher education, which will provide impetus to the teachers.

6.3.1. Status of Pre-Primary Education in India

The well being of the child is considered as an important theme in educational planning the major break through with a shift from welfare to development came with the introduction of ICDS scheme.

The GOI launched Integrated Child Development Services (ICDS) scheme in 1975.

The main features of ICDS:

• It provides health care facilities, supplementary nutritional support.

• It focuses upon improvement of children's communication and cognitive skills as a preparation for entry into primary school.

• Initially it was started as a project in a fewstates but presently it covers many rural and tribal areas along with some urban pockets targeting mainly underprivileged children.

In India, pre-school education is either provided by private schools or through (Anganwadi) centers. The Anganwadi system of pre-primary education has worked with great success in many parts of India, especially with respect to healthcare for mothers and infants. These centers have truly helped to support parents and build communities; they have served to provide critical nutrition and health awareness, immunization, basic health check-ups, referrals and connections to local public health systems. This initiative has prepared crores of children for healthy development. In addition, there are some ECCE centers running under Sarva Shiksha Abhiyan (SSA) and some preschools are attached to government as well as private schools. Following data of 8th all India school education. As per the report in the table given below provides insights about status of Anganwadis: of 8th All India School Education Survey;

Table 1: Pre-primary institutions in India

Total Institution	Type of Institution		Rural area	Urban area	Teachers employed	Female Teachers	Male Teachers
6,55,493	Balwadis	30,434	6,04,395	51,098	8,02,007	94.37%	5.63%
	Aganwadis	5,91,632					
	Pre-primary schools	10,237					

Source of data: Reports of 8th All India School Education Survey (2009)

In spite of above-mentioned efforts, we needs a lot of effort in this direction.

Preprimary education has to become more effective because unhealthy/ underdeveloped/sick children may not enter primary school or the dropout rate of such children will be high in primary school. Hence, a good quality education should start from preschool as it lead will pave ways or achieving the goals of national development.

6.3.3   CHARACTERSTICS OF PRE-PRIMARY EDUCATION

• **Unregulated Sector in India:** Pre-primary education is the unregulated are because of no proper guidelines. However in few states/UTs like Delhi, Andhra Pradesh etc. it seems to be more organized as compared to other parts of India.

• **Support and care to the 3 to 6 years old child:** Pre-Primary education provides support and care to the child from 3 to 6 years to ensure her right to protection, care, survival and preparation for school education through play, enjoyment and introduction to literacy and numeracy, irrespective of the child's physical, mental and social status.

• **All round Development:** Pre-Primary Education helps children in their all-round development. It should also give due importance to children from disadvantaged groups or with special needs or from ethnic minorities.

• **Enhance Emotional, Communication skills and Social Skills:** Social interaction is one of the important features of Pre-primary Education. The children learn to interact with other children of their age. They learn to listen and share their thoughts in small group interactions. A number of activities like role-playing, singing songs, reciting poems, storytelling, prayers etc. can be organized. These oral activities improve their communication skills. Along with exposure to various aspects of language like phonological awareness, they also learn to speak in small groups. Participation in these activities boosts their confidence and social skills.

• **Support parents and other caregivers:** Pre-primary Education extends support to the parents by guiding them regarding necessary knowledge and skills for children.

Check Your Progress 1

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

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

1) Enlist different institutions working for Pre-primary Education in your state.

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2. Explain any five key features of Pre-primary Education.

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6.4   ELEMENTARY EDUCATION

The primary elementary education covers (6-11 years) and upper primary (11-14 years) age group. It is expected that they acquire foundation skill such as ability to read and write with fluency, numeracy, reasoning and social skills it must also instill courage, curiosity, and understanding.

Since independence, we have been trying to achieve the goal to provide free and compulsory education to children from 6 to 14 years age. The implementation of The Right to Free & Compulsory Education Act, 2009 has provided a legal framework that entitles all children between the ages of 6 to 14 years to free and compulsory admission, attendance and completion of elementary education.

The role of Universal Elementary Education (UEE) in strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since our independence. As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. The fourth annual survey has report of enrollment above 96%. India has maintained an average enrollment ratio of 95% for students in this age group from the year 2007 to 2014. As an outcome, the number of students in the age group 6-14 who are not enrolled in school has come down to 2.8% in the academic year 2018 (ASER 2018). The data shows that there is significant improvement over the years in school education but it is also observed that along with other issues drop out from elementary education is a daunting problem before Indian Education system.

Various commissions like University Education Commission (1948–49), Secondary Education Commission (SEC, 1952–53), Kothari Commission (1964-66) and other national documents also emphasized qualitative improvement in school education. They stated that the development of country depended upon quality education at school level.

*   The Goal of Universalization of elementary education (UEE) was set up in 1960.

*   National Policy of Education 1968 (NPE-1968) for the first time recommended 6% of GDP on education to provide quality education to citizen of India. The significant efforts were made towards goal of UEE.

*   National Policy on Education (1979)emphasized free instruction for all students up to the age of 14 years. Elementary education ought to be general in nature and not specific.

*   National Policy of Education (1986) focused upon Universal access and enrolments well as retention and improvement in the quality of education for children of 6-14 years age. NPE-1986 emphasized that elementary education should be child centered and based on activity. No place for corporal punishment should be there. To improve the status of elementary education, Operation Blackboard will cover upper primary classes also.

*   Program of Action (POA, 1992) also contributed to make provisions for free and necessary education to 6-14 years age of children. The Programme of Operation blackboard was strengthened to improve status of elementary education.

*   Government of India has made two big initiatives during the 9th Five Year Plan to improve access and retention in primary education.

All of the above-mentioned efforts have improved the enrolment and retention in Elementary Education. Table given below shows the enrolment in Elementary School Education.

Table 3: Enrolment in Elementary School Education (2015-16)

Age group (in Years)	2015			Level
6-13	Total	Male	Female	Elementary (I-VIII)
	256006	132135	123871	

Data Source: For School Education: National Institute of Educational Planning & Administration, New Delhi

6.4.2. FEATURES OF ELEMENTARY EDUCATION

Focus on Quality Education: UEE lays special emphasis on quality education up to elementary level (I- VIII classes), along with access and retention.

Investment: Elementary education is considered as aninvestment in human resources. Its return is manifold.

Progress towards universal access and enrolment: Government of India has increased the number of schools in different areas to provide access. As per the data of 2015-16, there are 8,40,546 Primary & 4,29,624 Upper Primary schools who are helping to achieve targets of UEE. It has helped to increase enrolment in elementary education.

Bridging social category gaps in elementary education: There has been substantial increase in enrolment in elementary education of children from disadvantaged population groups such as Scheduled Castes (SC) and Scheduled Tribes (ST), children belonging to minority communities and children with special needs (CWSN).

Progress towards universal retention: Retention is one of the main objectives of UEE. Different initiatives at school level has shown that there has been a steady decline in dropout rates in primary education since 2009-10.

Fundamental Human Right: Various international conventions, policies and documents have recognized that right to free education (primary/elementary)is for all. India, as signatory of such conventions, has to make provisions for free and compulsory education.

Mid-day-Meal: MDM scheme is an integral part of elementary level education in government schools which has contributed a lot towards increase in GER as well as in retention.

SSA: It is being implemented as India's main programme for UEE. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children.

Check Your Progress

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

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

3) Enlist any five key features of elementary education in India.

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4) Discuss the present institutional structure of School Education in India.

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6.5   TYPES OF MANAGEMENTS

As per 8th survey on educational statistics, approximately 13 lakh recognized schools are run by different types of managements in India. These schools include primary (59%), upper primary (27%), secondary (9%) and higher secondary schools (5%) in the country. These schools are also categorized with respect to rural (84%) and urban (16%) locality. In India, these schools are managed by different types of management. Broadly, there are following types of managements:

Government: A Government school is run by the State Government or the Central Government or public sector undertaking or an autonomous organization completely financed by the Government.

Local Body: A Local Body school is run by Panchayati Raj and local body institutions such as Zila Parishad, Municipal Corporation, Municipal Committee, Notified area committee and Cantonment boards.

Private Aided: A private aided school is recognized and run by an individual, trust or a private organization and receives grants from local body or State Government or Central Government.

Private Unaided: A private unaided school is recognized and managed by an individual or a private organization and does not receive any grant, either from government or local body.

Un-Recognized: A school, which is run by an individual or a private organization and does not have any kind of recognition from the state government or from the Government approved boards.

There are government schools (66%), Local Body schools (14%), privately managed aided schools (7%) and private unaided schools (13%). Majority of the Government Schools (91%) and Local Body schools (90%) are catering to the needs of rural India whereas this number is very less in case of schools run by privately managed aided or private unaided managements. Privately managed aided or private unaided management schools are in urban localities. India has a large private school system complementing the government run schools. Around 29% children in the 6 to 14 age group level receive school education through private schools. Figure 1 shows the division of different schools in following three major types of managements:

Source: https://mhrd.gov.in/sites/upload_files/mhrd/files/statistics-new/ESAG-2018.pdf
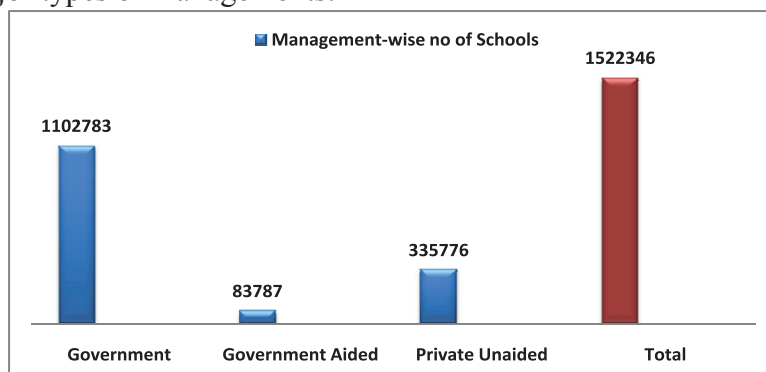
Another classification of school management can be made on the basis of Schools run by Minority Management. The 8th surveyon educational statistics has identified 42,548 schools in the country managed by different religious minorities. Out of this 51% Muslims; 4% Sikh; 1.43% Jain; 37.06% Christian; 0.17% Parsi; 0.32% Neo-Bhuddhist and 5.86% aremanaged by other religious minorities. The category-wise distribution is 50.58% primary; 26.64% upper primary; 14.46% secondary and 8.33% higher secondary. Tyagi (2009) depicted Educational Management in India as below:
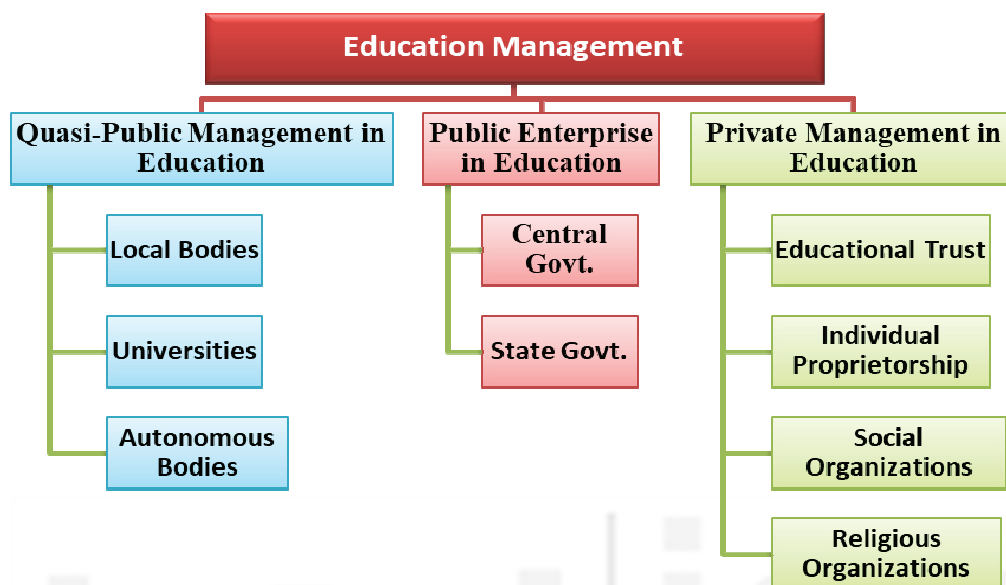

Figure 6.2. Showing Educational Management in India

Check Your Progress

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

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

5)   What are the differences between Government and private managements?

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6.6   REGULATORY BODIES FOR SCHOOL EDUCATION

We have already discussed in brief about these bodies in the unit 5, let us discuss in more detail here:

6.6.1.   Regulatory Bodies for School Education at Central Level

As per the Indian constitution, education up to elementary level is a fundamental right of the child. It has also been added as fundamental duty of the parents to send their ward to school for elementary education. Different types of schools run by different managements provide education in India. Apart from government schools a number of government aided and private schools are also working. As per the Indian constitution, school can be opened as 'nonprofit entity' only run by a charitable trust/ society which has nonprofit character. Each school need to take affiliation from central or state/UT board and 'No Objection Certificate' (NOC) from concerned state government. Along with these two basic requirements, each

school is governed by the norms and standards of centre and state authorities from time to time. Details regarding establishment of various Statutory Councils and Apex Bodies related to school education or schools at central level are given below:

Ministry of Education (Earlier Ministry of Human Resource Development)

The Central government discharges its functions and responsibilities in education within the framework and broad principles embodied in the Constitution. For this purpose, specific acts are passed by the Parliament including Policy documents, norms and regulations, Ministry of Education and other educational institutions are established. The Ministry of Human Resource Development was created in 1985. Its major component i.e. Department of School Education & Literacy is doing its effort across different levels of education like, Elementary School Education, Secondary School Education and Teacher training. Various schemes are run by centre and state/UT for upliftment of quality of Preprimary and elementary education in India. Sarva Shiksha Abhiyan and Mid-Day Meal programme at Elementary level, Rashtriya Madhyamik Shiksha Abhiyan, establishment of Model Schools at Secondary level, use of ICT at school, Inclusive Education for Special Children, girls' hostelsand Saakshar Bharat programmes have been the major programmes of the Department of School Education & Literacy.

National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training was established as an autonomous organization in 1961 with the agenda to design and support a common system of education, national in character, which at same time would enable and encourage expression of the diverse culture across the country. NCERT helps and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. The major objectives of NCERT include research, development, training, extension, publication and dissemination activities related to school education. NCERT has set up four Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar and Mysore.

National Institute of Educational Planning and Administration (NIEPA)

The National Institute of Educational Planning and Administration (NIEPA) earlier named as National University of Educational Planning and Administration (NUEPA) deals with capacity building, research and professional support services to agencies, institutions, and personnel engaged in educational planning and administration services. NIEPA works under MoE. The NIEPA comprises of eight departments:

• Department of Educational Planning

• Department of Educational Administration

• Department of Educational Finance

• Department of Educational Policy

• Department School and Non-Formal Education

• Department of Higher and Professional Education

• Department of Educational Management Information System

• Department of Training and Capacity Building in Education

National Council for Teacher Education (NCTE)

NCTEwas established as a statutory body, by National Council for teacher

Education Act No. 73 of 1993. Main aim of NCTE is achieving planned and coordinated development of the teacher education system throughout the country. It is responsible for the regulation and proper maintenance of norms and standards in the teacher education system. It covers the various teacher education programmes, including research and training of persons for equipping them to teach at primary, secondary and senior secondary stages in schools.

Central Advisory Board of Education (CABE)

CABE is an important advisory body of the Government of India (GOI)in education and was first established in 1920, revived in 1935 and has been in existence ever since. The function of CABE is to advise on any educational question which may be referred to it by the GOI or by any other local government. Another function of CABE is to call for information and advice regarding educational development in the country. However, the CABE recommendations are only advisory and not forceable on the Government.

Central Board of Secondary Education (CBSE)

CBSE is an apex national body which substantially upgrades educational standards and introduces innovations in secondary education. All Kendriya Vidyalayas, Navodaya Vidyalayas, most of the schools approved by central Government are affiliated with CBSE. It is a board of Education for both public and private schools. The prime focus of CBSE is on innovations in teaching-learning methodologies, reforms in examinations and evaluation practices and updating the pedagogical skills of teachers and administrators. Presently, CBSE has 10 regional offices across the country.

National Institute of Open Schooling (NIOS)

The National Open School (NOS) was established by the Government of India, MHRD as an autonomous body in November 1989. The main objective of the NOS was to provide education to disadvantaged sections of society through open learning system and distance education. In 2002, the MHRD amended the name of organization from National Open School (NOS) to the National Institute of Open Schooling (NIOS).

Council for the Indian School Certificate Examinations (CISCE)

CISCE, is a board of school education in India, like CBSE. It conducts two exams: ICSE - Indian Certificate of Secondary Education and ISC - Indian School Certificate. The CISCE was set up in 1956. It is based in New Delhi. It is an all-India, but not a government affiliated board (unlike the CBSE). Both CBSE and the CISCE, more or less, follow a similar pattern of education, though there might be significant differences in some areas. A common belief is that the CISCE syllabus is a bit tougher than the CBSE syllabus. The CISCE does not accept private candidates, and they must come only through the (English medium) schools affiliated to the CISCE. The medium of examination is English, except the Indian language paper. Apart from the CBSE and CISCE, all states in India also have their own state boards for High School education.

Indian Certificate of Secondary Education (ICSE) & Indian School Certificate

The Indian Certificate of Secondary Education - ICSE examination is an examination conducted by the Council for the Indian School Certificate Examinations for Class X. The Indian School Certificate (ISC) is an examination conducted by the Council for the Indian School Certificate Examinations for Class XII. It has been designed to provide education and conduct examination in a

general course, in accordance with the recommendations of the New Education Policy 1986 (India), through the English medium. The examination allows suitable representation of Governments responsible for schools (which are affiliated to it) in their States/Territories. Private candidates are not permitted to appear for this examination.

International Baccalaureate Organization (IBO)

The IB, founded in 1968 by the International Baccalaureate Organisation based in Geneva, Switzerland, offers programmes of international education to over 2,257 schools in 126 countries. In 1994, in a meeting attended by the secretary general of the Association of Indian Universities (AIU) and the IBO, a revised recognition and acceptance agreement was approved of the IB Diploma as an entry qualification to all universities in India. The IB is a non-profit making Swiss Foundation registered in 1968. The activities of the organization are determined by an Act of Foundation approved by the Swiss authorities. 3 major programmes of studies are offered by IB.

- Primary programme
- Middle year programme
- Diploma programme

6.6.2. REGULATORY BODIES AT STATE LEVEL

State Council of Educational Research and Training (SCERT)

As education in India is subject of the concurrent list of our constitution, Education is under the control of Centre and states/UT. Both have assigned responsibilities. At national level, NCERT is working as regulatory body in school education and at state level, SCERT is working to coordinate activities related to school. Establishment of SCERT's was startedon January, 5, 1979. The State Council of Educational Research and Training has a Programme Advisory Committee under the chairmanship of the Education Minister of the state. SCERT has Special Advisory Committees and departments for different programmes like In-Service Education, Educational Research, Policy Perspective and Innovations, Educational Technology, Population Education, Universal Elementary Education and Non-formal Education. Its main functions are in the area of planning, management, research, training and evaluation of all academic programmes from pre-school to higher secondary levels.

Role and Functions of SCERT

- Collaborating with NCERT, UNICEF, MHRD, UNESCO, World Bank and other agencies for implementation of its various projects in school education.
- Preparing Annual Work Plan, Coordinating with different divisions of the SCERT along with all the concerned national& state level agencies.
- Controlling and supervising
- Developing curriculum and textbooks in light of National Curriculum Frameworks for government schools in the state.
- Making efforts for pedagogical excellence through innovations and organizing capacity building Programme for in service teachers in state/UT.
- Coordinating agency for in-service teacher training in state, in collaboration with Department of School Education, SSA, RMSA, DIETs etc.
- Conducting Educational Survey on learning outcomes in the State.

- Action research and Assessment

- Providing financial assistance to schools for research projects.

- Training of Principal/Heads/teachers/ teacher educators and other Education Administrators like, BRCs, CRCs

- Supervising the working of the Elementary Teacher-Training colleges/schools

- Ensure continuous monitoring and evaluation of School Leadership trainings

- Provide support for effective mainstreaming of Children with special needs

- Leading and coordinating all national and state-level schools

- Developing variety of teaching learning material, digital learning resources and technological aids.

- Coordinating various programmes organized by National and Regional agencies for capacity enhancement.

- Developing database of teachers and teacher educators.

- Developing training package and teaching learning material for extending academic support to teachers.

- Organizing Seminar /workshop/Exhibition for teachers and students at different levels.

- Conducting Action Research, policy research and other evaluative studies on issues related to school education.

- Acting as Nodal agency for government and private institutions conducting Diploma in Elementary Education Course.

- Coordinating and monitoring District Institute of Education and Training (DIET) of all the districts.

- Organizing personal Contact programs for correspondence courses for professional development of teachers, teacher-educators and inspecting officers.

- Implementing and evaluating of adult and non-formal education programmes of Government of India.

STATE SCHOOL EDUCATION BOARDS

For smooth functioning of educational administration, different regulatory bodies are set up in India. School Education Boards are also important regulatory body for schools. It functions in light of the state's delegation of power and the defined geographical boundaries. It is a legitimate organization of the state. It is empowered by law and constitutional provisions.

- In India many states have their Education Boards. In our education system there are different education boards and they differ in their structure and functioning. There are around 33 different educational boards in the country, including the Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE) which is the umbrella term for ICSE and ISC and the various State Educational Boards. There are some other boards like International Baccalaureate Organizations (IBOs) and Delhi Government Schools. A relatively smaller number of schools in the country are affiliated to various other boards like the Madrasa boards of the various states, the Central Tibetan School Administration and so on.

6.6.3. REGULATORY BODIES AT DISTRICT/BLOCK LEVEL

Based on NPE-1986, district level agency DIET is made for planning, implementing and monitoring Pedagogical activities in the district. Each DIET consists of the following seven academic branches.

• Pre-Service Teacher Education Branch (PSTE)

• Work Experience Branch (WE)

• District Resource Unit (DRU)

• In-service Programmes, Field Interaction and Innovation Co-ordination Branch (IFIC)

• Curriculum, Material Development and Evaluation Branch (CMDE)

• Educational Technology Branch (ET)

• Planning and Management Branch (P & M)

Along with DIET's, Block resource Centre (BRC's) and Cluster Resource Centre (CRC's) are also set up to implement state policies, regulations, innovations in school education. All these agencies work in coordination with each other for improving quality of school education and striving towards achievement of goals of universal elementary education.

Check Your Progress

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

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

6)   Enlist the responsibilities of SCERT as state regulatory body.

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6.7   SCHEMES & INSTITUTION FOR SCHOOL EDUCATION

We have made considerable progress towards achieving the goal of Universalisation of Elemetary Education. The Union Government initiated a number of projects and programmes under the Centrally Sponsored Schemes most of which have been initiated after the National Policy of Education was evolved in 1986. Some of these projects in terms of their objectives and major achievements are briefly discussed below.

a)   Operation Blackboard Scheme

The operation blackboard scheme was launched in 1987, its main objective was to improve infrastructure facilities in schools by increasing more teachers, rooms and teaching learning equipments. The OB Scheme seeks to bring both the quantitative and qualitative improvements in primary education.

The scheme envisages (i) two reasonably large rooms that are usable in all weather;(ii) an additional teacher to single teacher primary schools; (iii) necessary toys and games material; (iv) blackboards; (v) charts (vi) other learning materials.

b) District Primary Education Programme(DPEP)

DPEP was launched in 1994 to revitalize the primary education system and to achieve the objective of universalisation of primary education. It aimed at reaching out to the primary education by formal/non-formal stream for all children, to cut down differences in enrolment of the children and drop-out rate.

It Adoped an "area specific approach" with district as the unit, of planning. This approached helped in retaining the sensitivity to local conditions and thus 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. This project made great impact on increasing enrolment, reducing stagnation and improving class-room transaction.

c) District Institutes of Education and Training

The scheme to strengthen teacher education by establishing quality training institutions, such as, the District Institutes of Education and Training (DIET) was initiated in 1987. The scheme proposed to create viable institutional, academic and technical resource base for orientations, training and continuous up-gradation of knowledge, competence and pedagogical skills of school teachers' in the country.

d) National Programme for Nutritional Support (Mid-day Meal)

The National Programme for Nutritional Support to Primary Education (launched in 1995) to keep with the Constitutional provisions to raise the level of nutrition of children and enable them to develop in a healthy manner. This scheme aimed at enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children.

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 maktabs supported under the SSA as well as children under the National Child Labour Projects.

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

NPEGEL is proposed to promote girl education at the elementary level. This scheme 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.(6 India. Ministry of Human Resource and Development, Department of School Literacy and Education, Annual Report, 2011-12, pp. 27-28)

f) **Kasturba Gandhi Balika Vidyalaya:** 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 percent 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.

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme which was launched in 2001 for Universalization of Elementary Education (UEE) in a time bound manner. Its main aim included universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children. SSA was implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations.

The financial assistance to implement the programme was shared by central and state government. It started with a sharing ratio of 75:25 in the Xth plan and thereafter the ratio was revised to 50:50.

AIMS OF SSA

Infrastructure Development

- **Opening of new schools:** SSA aims to open new schools in those areas where schools are not available within the reach of the students.

- **Improving the existing school infrastructure:** SSA aims to improve existing schools by providing additional toilets, class rooms, drinking water, maintenance grants and school improvement grants

Human Resources

- **Additional teachers:** SSA aims to provide additional teachers in schools to strengthen the human resources.

- **Capacity building of teachers:** SSA aims for capacity building of teachers through extensive faculty development programs, creating teaching-learning materials (TLM), providing TLM grants etc.

- **Improving academic support arrangement:** SSA aims to build academic support structure at different levels of school organization i.e. cluster, block and district level.

Quality Improvement

- **Focus on quality elementary schooling:** SSA aims to provide quality elementary schooling including life skills to make students good citizens of India.

- **Focus on Girl's education:** SSA aims to bridge the gap of gender-based enrolments by giving special focus on Girl's education.

- **Focus on children with special needs:** SSA aims to provide best environment and facilities to children with special needs so that their maximum potential development is possible in schools.

- **Focus on computer education:** SSA aims to provide infrastructure and human resources to make computer education an integral part of elementary education in schools.

Objective of the Scheme

SSA Management Structure

The Monitoring structure of SSA is starting from the Central level monitoring to community level monitoring at the village level.

1. Central & State Level Monitoring

Multi layered monitoring system is set up in SSA. At National level

Source: https://darpg.gov.in/sites/default/files/Sarva%20Siksha%20Abhiyan.pdf
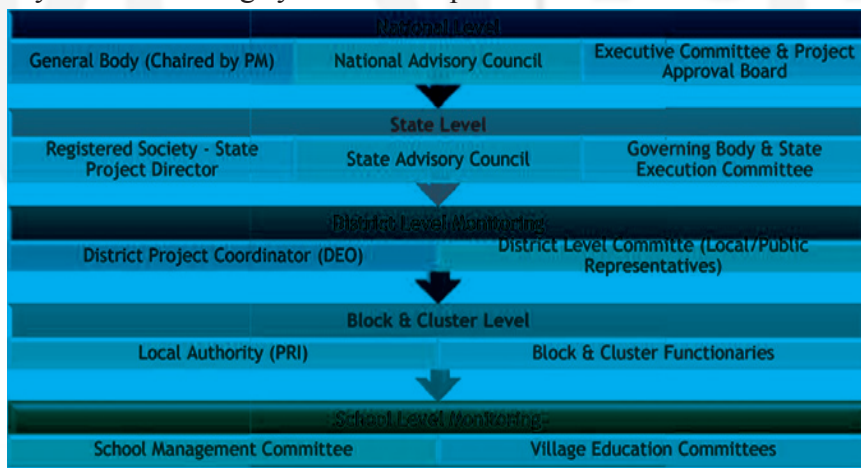
2. District Level Monitoring

Source: https://darpg.gov.in/sites/default/files/Sarva%20Siksha%20Abhiyan.pdf
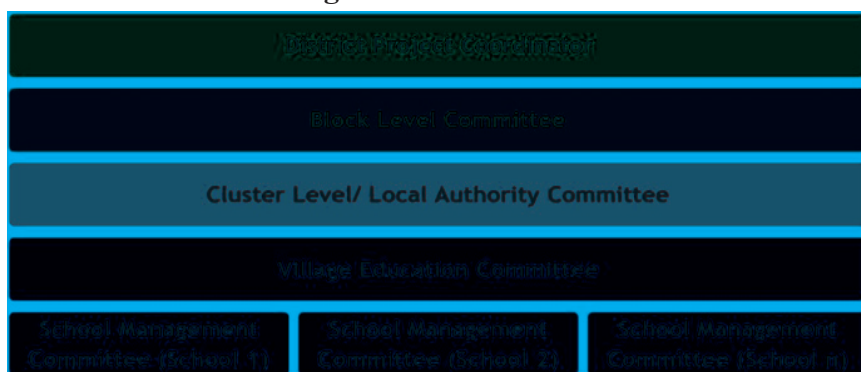
For smooth functioning at grass root level institutional organization is made at District Level. Different committees are constituted like

• District committees

• Block level/ Local level committees

• School Management Committee

Check Your Progress

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

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

7) Enlist the key features of SSA.

....

....

....

8) What are the major contributions of NPEGEL program in the field of girls school education.

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....

6.8 LET US SUM UP

Teaching-learning is no more restricted to the four walls of the classroom. Education in India has deep roots. In ancient times, India was recognized as torch bearer for the world in field of education. After Independence, to fulfill the dream of Indian population various efforts were made in school education. Our main focus in this unit was preprimary and elementary level education. Access and retention are increased at both levels. Government has taken initiative in the forms of various policy documents and constitutional provisions to improve education at school level. We have witnessed many infrastructural and human resource improvements in school education through the intervention of SSA Programme which was launched two decades back. The planned phase of SSA was complete in 2018. Indian government launched Samagra Shiksha Abhiyan which includes Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan programme together. Centre sponsored Schemes like National Programme for Education of Girls at Elementary Level have made significant changes with respect to access, retention and quality of elementary education of target groups. In spite of this, a lot more needs to be done for universalization of elementary education in a second most populous country of the world. As education is a part of concurrent list of our constitution, both centre and state are responsible for quality education. School education in India is managed by different types of management. Once what was only charity or missionary work has now taken the shape of a big industry. To supervise this big industry, some regulatory bodies are setup to frame norms and regulations to run all types of schools and give significant contributions to improve standard of elementary education in India.

6.9 UNIT END ACTIVITIES

1. Why is it important to focus on quality of pre-primary education in India? Explore draft NEP-2019 report and enlist major recommendations for pre-primary education there.

2. What are major concerns related to management of private schools in India? How can these be addressed? Explain.

3. Critically reflect on the contribution of SSA in ensuring education for all in India.

6.10 REFERNCES AND SUGGESTED READINGS

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6.11 ANSWERS TO CHECK YOUR PROGRESS

1. Collect information about your state and answer.

2. Refer to the section 6.3.3.

3. Refer to the section 6.4.2.

4. Discuss about present 10+2 structure.

5. Refer to the section 6.5

6. Visit the SCERT website of your state abd collect information to answer it.

7. Refer to pont 'f' of 6.7.

8. Refer to point 'e' of 6.7.

UNIT 7   SECONDARY AND SENIOR SECONDARY EDUCATION

Unit Structure

7.1   INTRODUCTION

Secondary education is a crucial stage in the educational structure as it prepares students for higher education. Classes X and XII constitute the secondary stage and classes XI and XII are designated as the higher secondary stage. The final two years of secondary education is often called higher secondary education, senior secondary education or +2 stage. The normal age group of the children in secondary and senior secondary classes are 14-16 years and 16-18 years respectively. After Independence, the Government of India appointed a number of committees and commissions to review the status of Secondary Education. Secondary education is found to be the weakest link in the educational machinery which needs urgent reform.

7.2   OBJECTIVES

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

●   describe the structure of secondary education

Dr. Ruchi Dubey, Assistant Professor, Department of Education, University of Allahabad

- discuss the roles of various bodies managing secondary education

- list the regulatory bodies of secondary education, and

- explain various schemes for secondary education

7.3 INSTITUTIONAL STRUCTURE AT SECONDARY AND SENIOR SECONDARY LEVEL

For the successful implementation of any program, it is essential to have efficient administration and management, not only would this ensure proper implementation, but also help in achieving the goal of the program. In our country, the school administration, especially the secondary and senior secondary school, falls under the following three heads. Let us now understand how they work and impact the secondary education at the:

(i) Central level

(ii) State level

(iii) Local level

At the Central level

The Ministry of Education (earlier the Ministry of Human Resource Development) is responsible for making policies, educational development in our Country Specifically, the Department of School Education and Literacy deals with the areas of Secondary School Education.

This Ministry is headed by a cabinet minister called the Education Minister where followed by two State ministers, who are advised at the official level by the Secretary to the Department and assisted by an Additional Secretary and Educational Advisor on academic and policy matters of Education. The Department of School Education consists of several bureaus, each headed by the Joint Secretary. They are assisted by Directors, Deputy Secretaries. This department helps and advises the government in matters relating to formulation and implementation of policies and programmes in the field of education. To facilitate the process of educational development in India and to strengthen the relationship between the Central Government and the State Government in planning, implementation and coordination of educational programmes, the Central Government has set up some All India Forums like Central Advisory Board of Education (CABE).

The central government has created a number of other institutions and organizations like, Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), National Council of Education Research and Training (NCERT), National Institute of Open Schooling (NIOS), Navodaya Vidyalaya Samiti etc.,which help in expanding school education.

Although education comes under the concurrent list, the major role in secondary education is played by the State Government. The State Government exercises full control over the secondary and higher secondary schools, excluding few schools run by the Central Schools Organization and other autonomous bodies of Ministry of Education, Government of India. State level educational bodies in the field of secondary and higher secondary education are-Department of Education, State Board of Education, SCERT, SIET, State Resource Centre (SRC) etc.
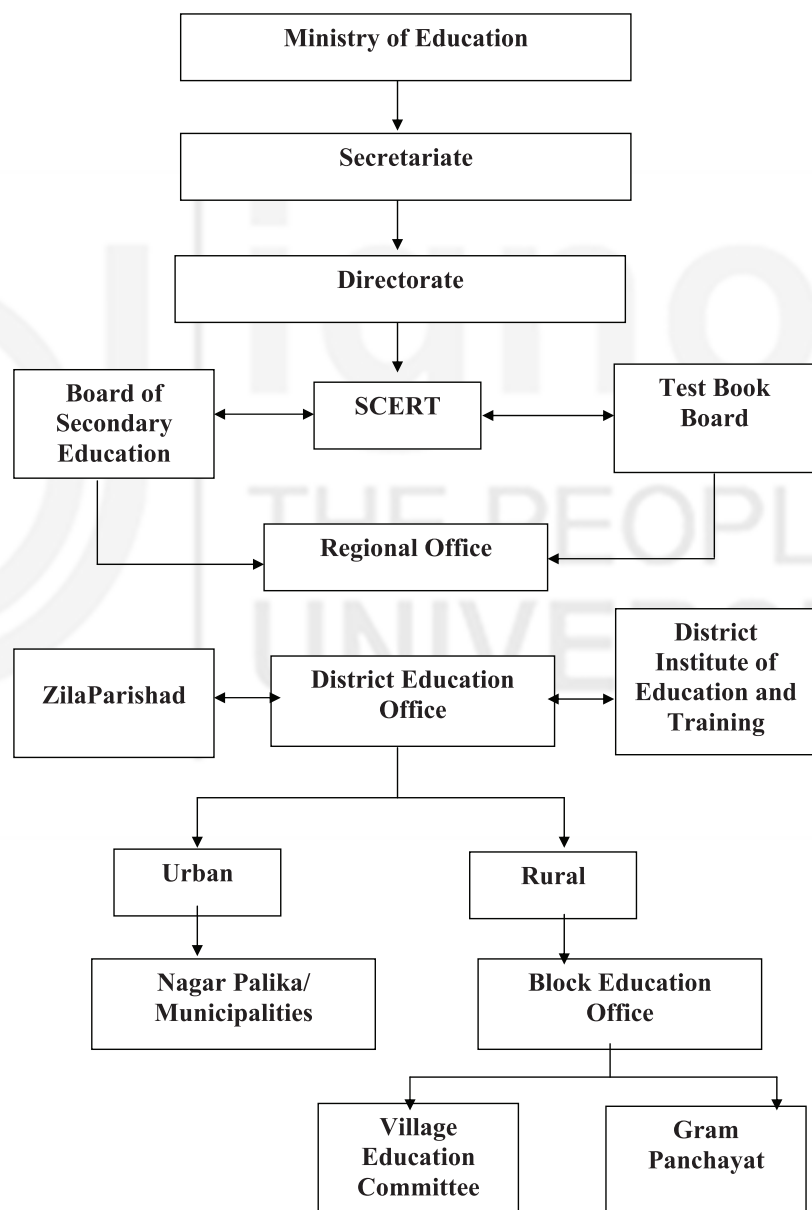
State management of education implies that the educational institutions in the state are brought into existence by the State, financed by the State through

the government offices and administered by those directly appointed by the government. State control of education means that the educational institutions are under the control of the State. Some educational institutions are managed and financed by bodies other than the government like educational trusts, religious bodies, local boards, etc.

State Government

The State government have separate Ministries for Education. The Ministry for Education of a particular state consists of a Cabinet Minister followed by the State Minister. There may be separate ministries for different sectors of education such as Higher Education, Technical Education etc. The ministers are of the State Legislative Assembly. Under each Ministry of Education functions a number a Directorates.

The Minister formulates, directs execution and supervises implementation of educational policies. The structure of school education at the state level is as follows:

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                    ┌─────────────────────┐
                    │ Ministry of Education│
                    └─────────────────────┘
                               │
                    ┌─────────────────────┐
                    │    Secretariate     │
                    └─────────────────────┘
                               │
                    ┌─────────────────────┐
                    │     Directorate     │
                    └─────────────────────┘
                               │
   ┌──────────────┐    ┌──────────┐    ┌──────────────┐
   │ Board of     │◄──►│  SCERT   │◄──►│  Test Book   │
   │ Secondary    │    └──────────┘    │    Board     │
   │ Education    │                    └──────────────┘
   └──────────────┘
          │            ┌──────────────────┐
          └───────────►│ Regional Office  │
                       └──────────────────┘
                               │
 ┌──────────────┐  ┌──────────────────┐  ┌──────────────┐
 │ ZilaParishad │◄►│ District Education│◄►│   District   │
 └──────────────┘  │      Office       │  │ Institute of │
                   └──────────────────┘  │ Education and│
                               │          │   Training   │
                               │          └──────────────┘
               ┌───────────────┴───────────────┐
        ┌──────────┐                     ┌──────────┐
        │  Urban   │                     │  Rural   │
        └──────────┘                     └──────────┘
             │                                │
   ┌──────────────────┐            ┌──────────────────┐
   │  Nagar Palika/   │            │ Block Education  │
   │  Municipalities  │            │      Office      │
   └──────────────────┘            └──────────────────┘
                                            │
                              ┌─────────────┴─────────────┐
                       ┌─────────────┐            ┌─────────────┐
                       │   Village   │            │    Gram     │
                       │  Education  │            │  Panchayat  │
                       │  Committee  │            └─────────────┘
                       └─────────────┘
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From the figure given above, it can be seen that at the state level, the Education Minister is at the top of the school education structure. Under him is the Secretariat. The administrative head of the Secretariat is the Secretary (an IAS officer), who is directly answerable to the Minister for policy making and its

execution at the school level. He is assisted by Joint or Deputy Secretaries. States also have a Directorate of Education for different sectors of education like Elementary, Secondary and Higher Secondary Education. The Director is the executive head of the Directorate and the Director is assisted by Joint Directors, Assistant Director and Deputy Directors.

States are divided into Regional or Circle offices on the basis of proximity of districts. Each region or circle is under the charge of a Circle Education Officer. Circle Education Officer looks after the schools in his/her circle with the help of District Education Officers. School Inspectors or Block Education Officers are in charge of specific geographical regions. All the states in India do not have the same administrative structure. In some states, there is a two-tier administrative setup i.e. the State Department of Education and District Education Officer,while in other states, there might be an intermediary setup between the Department and District level.

Local bodies

In India, school at elementary level and sometimes, at secondary level are also being managed by various local bodies like Municipal Boards, District bodies, Zilla Panchayats and Village Panchayats. In such schools, financial obligations are shared by local taxes as well as grants from the state government, but the management, teacher and staff appointment and infrastructural development are done by the local bodies.

Check Your Progress 1

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

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

1) Name few central level institutions and organizations for school education.

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2) Enlist the agencies responsible for management of education at state level.

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7.4   TYPES OF MANAGEMENT OF SCHOOLS

In India, the provision of education has been community oriented fromthe very beginning. However, over the years, schools established by philanthropic individuals and institutions have continued to thrive with state recognition through grant-in-aid policy. In India, educational institutions are operated through the government, grant-in-aid to private agencies, private organizations or by minorities. Thus, there are four forms of educational management in India:

a) Publicly managed and funded (e.g. government primary schools)

b) Publicly managed, but publicly and privately funded (e.g. government secondary schools)

c) Privately managed but publicly funded (e.g. government aided schools and colleges). Government aided schools are charitable trust run schools that receive partial funding from the government e.g. DAV College

d) Privately managed and funded (e.g. unaided schools and colleges) e.g. The Doon School, Delhi Public School

Most of the schools in India, belong to category (a) and (b). Most of the private schools in India belong to category (c) i.e. they are privately managed but receive around 97% of their expenses from the state.

In India, private participation is very high providing secondary education. Secondary education is basically managed by private agencies but is being funded by the government through the grant-in-aid system. The basic philosophy behind grant-in-aid system is to motivate local effort and cooperation in managing secondary education. With the passage of time, the state government had increased the size of grants and financed all the expenditures of the private aided schools. As a result, private managements have established large number of institutions. Different types of management of secondary schools in India are as follows:

1. **School managed by the Government-** Many schools in India are managed by the central or the state government. Government has opened many schools which are managed by it. In these schools, lot of facilities and support is given by government to sustain education.

2. **Schools managed by private management-** In India, there are large number of schools which are run by private bodies. All such private bodies need to be registered and should function as registered associations.

3. **Schools managed by Minorty Institution-** A number of religious organisations have opened many schools and contributed in the expansion of educational facilities. Constitution through its Articles 28 and 30 have given provision to minorty institutions to establish educational institutions.

Thus, schools are managed by different educational agencies as shown in the diagram-
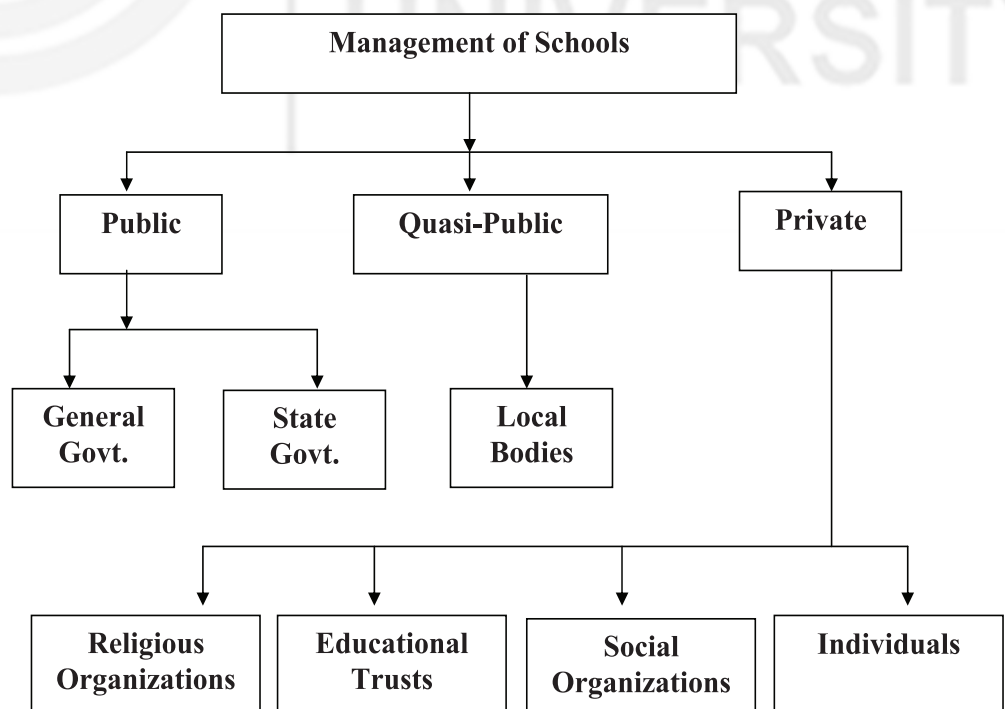
Check Your Progress

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

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

3) What are the different types of management of schools in India?

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4) What does Article 30 of the Indian Constitution say?

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7.5 REGULATORY BODIES FOR SECONDARY EDUCATION

Secondary and higher secondary education (Classes IX–XII) is primarily the responsibility of the state governments. Schools are recognised by therespective state departments of school education. Every recognised school which conducts a public examination at the end of Classes X and XII has to be affiliated with a board or council conducting such examinations. Along with three national boards i.e. CBSE, NIOS and CISCE, almost every state has its own board. There are many bodies at central and state level, whichfunction to facilitate smooth management and administration of education at secondary and senior secondary level. There are some bodies like CABE, NCERT, at central level, as well as SCERTs at state level. Let us discuss about some of these bodies in brief:

(i) National Council for Educational Research and Training (NCERT)

The NCERT was established in 1961 as an autonomous organization to bring qualitative improvement in school education. It functions as a resource centre for the government in the field of school education. It is concerned with the problems of school education. It undertakes programmes related to research, development and dissemination of educational innovation. NCERT also publishes model textbooks, handbooks, guidebooks, supplementary readings etc. for school level.

Its role is:

a) To monitor administration of NIE / Regional colleges of Education.

b) To undertake aid, promote and coordinate research in all branches of education for improving school education

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

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

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

f)   To undertake functions assigned by the Ministry of education (MHRD) for improving school education.

g)   To disseminate knowledge of improved educational techniques and practices;

h)   To conduct special studies, surveys and investigations.

(source: https://nroer.gov.in/)

(ii)   State Council of Educational Research and Training (SCERT)

SCERT came into existence in 1979 as a result of upgradation of State Institute of Education (SIE). SCERTs were setup in each state on the pattern of NCERT. It was established to improve the standard of education in the state. The functions of SCERT are: to act as an agent of change in school education, to develop curriculum of secondary and higher secondary stages, to produce textbooks, instructional materials for the use of educational institutions of secondary and higher secondary stages.

(iii)   Central Institute of Educational Technology (CIET)

Central Institute of Educational Technology (CIET) was set up in 1984 as an integral part of NCERT with the aim to provide and promote educational technology at the school level. It is an autonomous body that works under MHRD. It promotes the use of mass media technology for expanding and improving the quality of education at the school level.

(iv)   National Institute of Open Schooling (NIOS)

The National Institute of Open Schooling (NIOS) was established in November 1989, as an autonomous organization by MHRD Government of India in pursuance of NPE 1986. It was formerly known as National Open School (NOS). NIOS provides a number of vocational, life enrichment and community-oriented courses besides general and academic course at secondary and senior secondary level. The mission of NIOS is to provide relevant, continuing and holistic education up to pre-degree level through Open and Distance Learning (ODL) mode, to contribute to universalization of school education and to cater to the educational needs of the prioritized target groups for equity and social justice. NIOS operates through a network of departments, regional centres and accredited institutions (study centres) in India and Abroad.

(v)   *Kendriya Vidyalaya Sangathan* (KVS)

Setup in 1963, the Kendriya Vidyalaya Sangathan is fully financed by the Government of India. It looks after the functioning of Kendriya Vidyalayas all over India. It has its headquarters in New Delhi. The chairman of KVS is always the Minister in charge of Human Resource Development of Government of India but the real working power lies with the commissioner of KVS.

(vi)   Novadaya Vidyalaya Samiti (NVS)

The Navodaya Vidyalaya Samiti is an autonomous organization that manages

the Jawahar Navodaya Vidyalayas in each district. The aims of the Navodaya Vidyalaya Samiti are to serve the objectives of excellence coupled with equity and social justice, to promote national integration by providing opportunity to children from different parts of the country to live and learn together, to develop students' full potential and to become catalysts in the national development.

Central Board of Secondary Education (CBSE)

The CBSE was formed in 1962. It is a national level board of education in India for public and private schools controlled and managed by Union Government of India. CBSE conducts examinations of class X and XII every year. The CBSE deals with affiliation, academics and examination related activities. The basic objective of the Board is to improve the quality of education in its affiliating schools by keeping its prime focus oninnovations in teaching-learning methodologies by devising student-centered paradigms, reforms in examination and evaluation practices, skill learning etc. The CBSE advocates continuous and comprehensive evaluation with an emphasis on holistic development of the learner. At present, CBSE has more than 21270 schools in India and 228 schools in foreign countries. The headquarter of CBSE is in New Delhi and has around 10 regional offices to execute the functions effectively.

Council for the Indian School Certificate Examination CISCE

The Council for the Indian School Certificate Examination was established in 1958. It is a private board for school education in India. It is committed to serve students, through high quality educational endeavors. The CISCE conducts three examinations viz. Indian Certificate of Secondary Education (ICSE-Class X), Indian School Certificate (ISC-Class XII) and the certificate in Vocational Education (CVE-year 12). Schools affiliated to CISCE need to be in English medium.At present, more than 2100 schools are affiliated to CISCE in India.

State Boards of Education

State Boards of Education are one of the regulatory bodies of secondary education functioning as state level educational bodies in the field of secondary and higher secondary education. The main functions of the state Boards of education are toprescribe courses, conduct examinations for class X & XII, publish results of examinations, grant certificates to students who have passed the examination of the Board, provide affiliation/ recognition to schools, prescribe teachers' qualifications, curriculum etc.

Board of High School and Intermediate Education, Uttar Pradesh

The Board of High School and Intermediate Education, Uttar Pradesh (Uttar Pradesh Madhyamik Shiksha Parishad) is a U.P. State Government administered autonomous body. It was established in 1921. Its headquarter is in Prayagraj (Allahabad). It

is the examining authority for standard X (High School) and XII (Intermediate) examination of Uttar Pradesh. It conducts examinations annually. It is the largest board in Asia interms of number of students. At present, more than 22,000 secondary schools are recognized by the board. In order to dispense its responsibility to such a huge scale, the board operates from its regional offices in Meerut, Varanasi and Bareilly.

Check Your Progress

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

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

5)   What are the objectives of NCERT?

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6)   Which organization manages Javahar Navodaya Vidyalaya?

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7)   **Fill in the blanks:**

   a.   NIOS stands for……………………….

   b.   CBSE stands for ……………………………

   c.   CISCE was established in ……………………………………………

   d.   ………………………………… is the Asia's largest board in terms of number of students.

7.6   SCHEMES FOR SECONDARY AND SENIOR SECONDARY EDUCATION

Secondary Education plays a vital role in the education of the community. Schools providing secondary education were not prevalent in ancient and medieval India. Schools providing secondary education or expansion of secondary education in India were initially started by the British and after that by those who promoted Indian education. However, the chief purpose behind the establishment of secondary schools by the British in India was to teach English to Indians.

Initially, Lord Macaualy report (1835) paved way for the expansion of secondary education. Wood's Despatch (1854) also contributed to the development of secondary education in India by starting the grant-in-aid system. The Calcutta University Commission (1917), after studying the defects of secondary education, recommended the establishment of a Board of Secondary and Intermediate Education in each province. Hartog Committee (1929) recommended that the secondary school curriculum should be such that it enable the students to become self-dependent. The Sargent Report (1944) suggested that no student below the age of 11 years should be admitted in high school and high school course should be made of 6 years. After independence, several appointed committees and commission gave suggestions regarding expansion of secondary education such as Tara Chand Committee (1948) which suggested that secondary schools should

be multi-lateral but according to local conditions,unilateral schools could also be encouraged. Secondary Education Commission or Mudaliar Commission (1952-53) acted as a major milestone in the development of secondary education in India. It recommended diversification of curriculum at the secondary level, opening of multi-purpose schools, developing qualities of ideal citizen, human virtues and leadership, change in the methods of teaching, new trends in examination, guidance etc. In reference to secondary education, the Kothari Commission (1964-66) recommended that secondary and higher secondary institutions should provide training in agriculture, commerce, engineering, forestry, arts and crafts. National Policy of education (1968) suggested that up to class X, study of Science and Mathematics should be made compulsory, facility of secondary education should be made available to children of all categories (SC, ST, boys, girls, rich, poor) and some sort of technical and industrial education should also be given at the secondary stage. National Policy of Education (1986) recommended vocationalization of education at the secondary stage and establishment of Navodaya Vidyalayas for classes VI-XII. The CABE committee report on the universalization of secondary education (June, 2005) recommended that the guiding principle of Universal Secondary Education should be universal access, equality and social justice, relevance and development, and structural and curricular considerations.

7.6.1 Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Rashtriya Madhyamik Shiksha Abhiyan is a flagship plan of Indian government which was launched in March 2009 with the aim to expand and improve the quality or standards of secondary education. RSMA is an initiative of government of India that aims to achieve the goal of universalization of secondary education. The success of SSA at the primary level in India had paved the need for strengthening of secondary education across the country because a large number of students passing out from upper primary classes created a huge demand for secondary education. The implementation of this centrally sponsored scheme of the Ministry of Human Resource Development, Government of India started from 2009-10 to provide conditions for efficient growth, development and equity for all. The scheme includes multidimensional research, technical consulting, and funding support.

The objectives of RMSA are:

- establishing secondary schools within a radius of every 5 kms.

- improving the quality of education imparted in secondary level by making all the secondary schools conform to prescribed norms.

- providing necessary physical facilities, teaching and non- teaching staff at every secondary school through financial support

- improving access to secondary schooling to all students by providing residential facilities, transport arrangements, open schooling etc.

- improving the quality of secondary education resulting in enhanced intellectual, social and cultural learning.

- achieving gross enrolment ratio of 75% from 52.26% in 2005-06 for classes IX-X within 5 years of its implementation.

- achieving 75% access by 2012-13 and 100% access by 2017-18.

- achieving 100% retention by 2020.

• ensuring that no students shall be deprived of secondary education due to gender disparity, socio-economic reasons, disability etc.

Physical facilities provided under RMSA are:

• Additional classrooms- construction of additional classrooms to strengthen the infrastructure and school building for quality improvement of secondary education.

• Laboratories- construction of Physical, Chemistry, Biology and Mathematics laboratory for quality learning and providing grants to purchase, laboratory equipment.

• Library- for enriching the libraries of secondary schools, grant of Rs. 1 lac for library books and Rs. 10,000 for purchase of magazines, newspapers etc. to be provided annually.

• Toilet-provision of separate toilet blocks for boys and girls.

• Drinking water facilities.

• Arts and crafts rooms- establishment of arts and crafts rooms in every secondary school.

• Residential hostels for teachers in remote areas.

• Furniture and equipment- supply of furniture and equipment for headmaster rooms, offices, computer room, library, art and craft room etc.

• In addition to all these, grants of Rs. 50,000 annually are also provided to schools for purchase of learning material, games equipment, music, drawing, art. Grant of Rs. 25,000 annually is provided to every school for minor repairs of the school and grant of Rs. 2-4 lakh annually for major repair of schools.

Quality interventions provided under the scheme of RMSA include appointment of teachers to maintain pupil teacher ratio at 30:1, in-service training of teachers, focus on Science, Mathematics and English education, Science laboratories, ICT enabled teaching, curriculum and teaching learning reforms.

Important equity interventions provided in the scheme of RMSA include-special enrolment drive for the weaker section, appointment of more female teachers, preference to areas with concentration of SC, ST, Minority for opening of schools, preference to Ashram Schools for upgradation, special focus on micro planning, separate toilet blocks for boys and girls.

Implementation mechanism of RMSA- RMSA is a centrally sponsored scheme. It is implemented by the State Government societies established for implementation of the scheme. The central share and the state share in released to the implementing agency directly.

7.6.2. SAMAGRA SHIKSHA

As there were many schemes related to school education being coordinated by department of school education and literacy under the Ministry of Education, Govt, of India, in the Union Budget, 2018-19, MHRD (Now the Ministry of Education) has proposed to treat school education holistically without segmentation from pre-nursery to Class 12.

A new scheme "Samagra Shiksha" was announced as a holistic programme for the school education sector extending from pre-school to class 12. The main objective of the scheme is to improve school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the

three erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

It was also proposed that this sector-wide development programme/scheme would also help harmonise the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for development of school education at the district level. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes which will be the emphasis of the combined Scheme along-with incentivizing States towards improving quality of education.

This scheme envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to Senior Secondary levels. The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

The major objectives of the Scheme are provision of quality education and enhancing learning outcomes of students; Bridging Social and Gender Gaps in School Education; Ensuring equity and inclusion at all levels of school education; Ensuring minimum standards in schooling provisions; Promoting Vocationalisation of education; Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and Strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as a nodal agencies for teacher training.

The major interventions, across all levels of school education, proposed under the scheme are: (i) Universal Access including Infrastructure Development and Retention; (ii) Gender and Equity; (iii) Inclusive Education; (iv) Quality; (v) Financial support for Teacher Salary; (vi) Digital Initiatives; (vii) RTE Entitlements including uniforms, textbooks etc.;(viii) Pre-school Education; (ix) Vocational Education; (x) Sports and Physical Education; (xi) Strengthening of Teacher Education and Training; (xii) Monitoring; (xiii) Programme Management; and (xiii) National Component.

7.6.3 Inclusive Education of the Disabled at Secondary Stage (IEDSS)

The century sponsored scheme of Inclusive Education of the Disabled at Secondary Stage. IEDSS was launched in 2009 for the disabled children at secondary stage. The scheme IEDSS envisaged enabling access to secondary education to all children and young persons with disabilities and to improve their enrolment, retention and achievement in the general education system.

The target group of the scheme covers all students of age 14-18 years who had passed elementary school and are studying in secondary level i.e. in classes IX-XII in government, local body and government aided schools and are suffering from one or more disability, as defined by the Persons with Disabilities Act (1995) and the National Trust Act (1999), namely blindness, low vision, locomotor disability, mental retardation, mental illness, learning impairment, speech impairment, leprosy cured, autism,

cerebral palsy, learning disabilities. In addition to this, girls with disabilities receive special focus under this scheme.

The centrally sponsored IEDSS scheme aims to-

- provide an opportunity to all disabled students, who have completed 8 years of primary education to receive 4 years of secondary education (class IX-XII) in an inclusive and appropriate environment.

- provide educational opportunities and facilities to disabled students in the general education system at the secondary level.

- support the training of general school teachers to meet the needs of children with disabilities within a period of 3-5 years.

The scheme also tries to ensure –

- to identify every child with disability at the secondary level.

- to assess the educational needs of every disabled child.

- to provide aids, appliances and assistive devices to every child with disability as per his/her need.

- to supply learning material to each child with disability as per his/her requirement.

- to remove all architectural barriers in schools so that students with disability have access to classrooms, libraries and toilets.

- to provide support services like the appointment of special educators to students with disabilities.

- setting up of model schools in every state to develop good replicable practices in inclusive education.

IEDSS is a centrally sponsored scheme under which the Central Government assists the State Government, Union Territories and autonomous bodies working in the field of education in the implementation of IEDSS on basis ofthe criteria laid down.

Under this scheme, assistance is provided for two kinds of components, viz. student-oriented components and other components (i.e. those relating to infrastructure, teacher training, awareness generation etc.).

For student-oriented components, the scheme proposed to provide assistance to state/union territories/autonomous bodies @ Rs. 3000/- per disabled child per annum. This amount is spent on following components-special educators, therapists, doctors, provision of aids and appliances to students with disabilities, provision of learning materials for students with disabilities like braille books, audiotapes etc., transport facilities hostel facilities, uniforms, books, scholarships, stipend for girl students with disabilities, use of ICT like computers etc.

Other components include teacher training appointment of special educators, construction and equipping of resource rooms, creating model schools, removal of architectural barriers in the school, orientation of principals, educational administrators, research and monitoring etc.

IEDSS also makes provisions for alternative modes of examination for children and youth with disabilities.

7.6.4. National Scheme of Incentive to Girls for Secondary Education (NSIGSE)

NSIGSE scheme was launched in May 2008 to give incentive to students enrolled in class IX. The scheme is now boarded on National Scholarship Portal (NSP). The objective of the scheme is to establish an enabling environment to promote enrolment and reduce dropout of girls belonging to SC/ST communities in secondary schools and ensure their retention up to the 18 years of age.

The scheme covers (i) all girls belonging to SC/ST communities who pass class VIII and (ii) all girls who pass class VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ ST), and enroll in class IX in State/ UT Government, Government-aided and Local Body schools. A sum of Rs.3000/- is deposited in the name of eligible unmarried girls as fixed deposit on enrolment in class IX, who are entitled to withdraw it along with interest thereon upon reaching 18 years of age and passing Class X examination.

7.6.5. Vocationalisation of Secondary Education

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, reducing the mismatch between demand and supply of skilled manpower and providing an alternative for those pursuing higher education. Hence, it is important and would be implemented from class IX onwards, unlike the present provision for its implementation from class XI, and would be subsumed under RMSA. Vocational Education courses will be based on national occupation standard brought out by the Sector Skill Councils (SSCs) that determine the minimum level of competency for various vocations. Academic qualifications would be assessed and certified by educational bodies and vocational skills would be 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.

7.6.6. Scheme for Providing Quality Education for Madrsas (SPQEM)

SPQEM seeks to bring about qualitative improvement in madarsas to enable Muslim children attain standards of the national education system in subjects of formal education. The salient features of SPQEM scheme are: i) To strengthen capacities in Madarsas 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 in new pedagogical practicese very two years. iii) The unique feature of this modified scheme is that it encourages linkage of madarsas with National Institute for Open Schooling (NIOS), as accredited centres for formal education, which will enable children studying in such madarsas to get certification for class 5,8,10 and 12. This will enable them to transit to higher studies and also ensure quality standards akin to the national

education system. Registration & examination fees to the NIOS as well as the teaching learning materials to be used will be covered under this scheme. iv) The link to NIOS will be extended to Vocational Education at the secondary and higher secondary stage of madarsas under this scheme.

7.6.7. 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 population percentage of Scheduled Tribes 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 needs of the local area and its people, in accordance with the guidelines issued by the Ministry in June 2010.

Check Your Progress 4

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

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

8) What started grant-in-aid system in India?

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9) What were the major recommendations of Mudaliar commission?

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10) What was the need of RMSA?

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11) What is the full form of IEDSS?

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12) What is the main objective of IEDSS?

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13) When was Saakshar Bharat mission launched?

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....

14) Common School System was established on the recommendation of

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....

15) Multipurpose schools were established on the recommendation of

....

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....

16) Ashram schools were for …………………….. student.

7.7   CENTRALLY SPONSORED SCHOOL SYSTEMS

7.7.1.   Novadaya Vidhyalayas

According to New Education Policy (1986), it is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace by making quality education available to them, irrespective of their capacity to pay for it. The National Policy of Education (1986) recommended the establishment of pace-setting schools with full scope of innovation and experimentation, to serve this purpose in the country. In pursuance of the objective to provide quality education to talented children inhabiting rural areas, the Government of India launched a scheme in 1985-86 to establish Jawahar Navodaya Vidyalayas (JNVs) in each district throughout the country, for identifying and nurturing rural talent.

These JNVs are managed by Navodaya Vidyalaya Samiti. The broad aim of Navodaya Vidyalayas is to promote excellence coupled with equity and social justice, foster national integration by providing opportunity to children from different parts of the country to live and learn together, develop full potential of students and to become catalysts for a nationwide programme of school environment to the national development.

The Navodaya Vidyalayas are fully residential and co-educational institutions in which admission to children of urban areas is restricted to 25% of the seats and the rest 75% seats are meant for children belonging to rural areas. Efforts are made to ensure that 33% of 1/3rd of the students in these schools are girls. Reservation of seats for children of SC/ST is provided in proportion to the population of the concerned district. The Navodaya Vidyalayas envisaged a new style of growth with identification and development of talented, bright and gifted children from rural areas, who may otherwise be denied good educational opportunities. One of the unique features of Navodaya Vidyalaya Scheme is migration, whereby 30% students of class IX from a vidyalaya located in a Hindi speaking area spend one academic year in a vidyalaya located in anon-Hindi speaking area and vice-versa, to promote national integration through understanding of the diversity, language and culture of country's people. Navodaya Vidyalayas act as pace-setters in the field of education and in the area they are working upon. It provides free education upto senior secondary stage. The total expenditure of

education including boarding, lodging, textbooks, uniform etc. in these schools is borne by the central government.

Navodaya Vidyalayas provide education in Humanities, Commerce, Science and Vocational upto senior secondary stage. These schools are from Class VI-XII. Navodaya Vidyalayas are affiliated to Central Board of Secondary Education (CBSE). Three language formula is implemented in these schools and special emphasis is laid on diagnostic and remedial teaching. It tries to provide quality modern education including inculcation of values, awareness of environment, recreational activities and physical education to talented children of rural areas. Admissions in these schools begin at class VI through a test designed and conducted by CBSE, New Delhi.

Navodaya Vidyalaya Samiti is an autonomous organization. The Navodaya Vidyalaya Samiti has 8 Regional offices at Pune, Bhopal, Chandigarh, Hyderabad, Jaipur, Shillong, Lucknow and Patna. These regional offices monitor the academic, financial and administrative functioning of Vidyalayas under its jurisdiction. The chairman of the body is the Minister of Human Resource Development. At present, there are 590 Navodaya Vidyalayas in the country, except in the state of Tamil Nadu. Thus, Navodaya Vidyalayas are a boon for those who lack opportunity for all-round development.

7.7.2 Kendriya Vidhyalaya Sangathan (KVS)

Kendriya Vidyalaya Sangathan, an autonomous body of government of India, was established in 1965, with the primary objective of setting up and monitoring Kendriya Vidyalayas. It is a system of central government schools in India that come under the aegis of MHRD. The motto of KVS is "Tattvam Pusana Apavrnu". All the Kendriya Vidyalayas are affiliated to Central Board of Secondary Education (CBSE). The main objective of KVS is to cater to the educational needs of children of transferable central government employees, including defense personnel, by providing a common programme of education. The other objectives of KVS are to pursue excellence and set the pace in the field of school education, to initiate and promote experimentation and innovations in education in collaboration with CBSE and NCERT, to carry out educational research and training etc., to develop the spirit of national integration and to create sense of Indianness among students. The organization is fully financed by the Government of India. It is the largest chain of schools in the world that also offers bilingual instruction in English and Hindi. They are co-educational, composite schools. The quality of teaching in these central schools is kept high through an appropriate pupil-teacher ratio. All Kendriya Vidyalayas follow a uniform curriculum all over India to ensure that the children of government employees do not face educational challenge when their parents are transferred from one place to another.

The KVS oversees the functioning of the Kendriya Vidyalayas or central schools with its headquarter in New Delhi. The chairman of Kendriya Vidyalaya Sangathan is the MHRD minister. But the real working power lies with the Commissioner of KVS. For the holistic development of the students and maintenance of school system, the Kendriya Vidyalayas have several committees in which the most important one is the Vidyalaya Management Committee (VMC). At present, there are more than 1200 Kendriya Vidyalayas in India and 3 Kendriya Vidyalayas are operated abroad i.e. in Kathmandu, Moscow and Tehran. They are for children of staff of Indian embassy and other expatriate employees of the government of India.

Check Your Progress

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

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

17) Why are Kendriya Vidyalayas operated abroad?

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7.8   LET US SUM UP

In this unit, we took a view of the institutional structure at secondary and senior secondary level. In India, schools are being operated through government, grant-in-aid or private organizations. The unit has discussed various institutional structures at secondary and senior secondary education at Central and State level. This unit also explained the various types of managements and the role of various regulatory bodies for secondary education in India. An equal focus of the unit lies on various schemes for Secondary and Senior Secondary Education including Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Inclusive Education for the Disabled at Secondary Stage (IEDSS), National Scheme of Incentive to Girls for Secondary Education (NSIGSE), Vocationalisation of Secondary Education, Scheme for Providing Quality Education for Madrsas (SPQEM) and Eklavya Model Residential Schools (EMRSs). In the end, the unit has also discussed two main centrally sponsored school systems i.e. Navodaya Vidhyalaya and Kendriya Vidhyalaya in detail.

7.9   UNIT END EXERCISES

1. Make an organizational chart of secondary and senior secondary education in your state and explain the role of various functionaries in management.

2. Compare the role and contribution of Navodaya Schools and Kendriya Vidhyalayas in ensuring quality secondary and senior secondary education.

7.10   REFERENCES AND SUGGESTED READINGS

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7.11 ANSWERS TO CHECK YOUR PROGRESS

1. CBSE, KVS, NCERT, NIOS, NVS

2. Educational institutions in the state are brought into existence, financed, administered by the state.

3. Schools managed by the government, local bodies, private organizations, religious organizations, minorities.

4. All minorities have the right to establish and administer educational institutions of their choice.

5. To bring qualitative improvement in school education

6. National Institute of Open Schooling

7. Navodaya Vidhyalaya Samiti

8. a. Central Board of Secondary Education
   b. Council for Indian School Certificate Examination
   c. U.P. Board

9. Woods Dispatch

10. Diversification of curriculum, opening of multipurpose schools

11. Universalization of secondary education

12. Inclusive Education for Disabled at Secondary Stage

13. To provide educational opportunities to disabled students in the general education system at secondary level.

14. September 8, 2009

15. a. Kothari Commission
    b. Mudaliar Commission
    c. tribal

16. To cater to the educational needs of children of transferable Indian embassy staff.

17. Write the answer on the basis of section 17.7.2.

UNIT 8   VOCATIONAL AND TECHNICAL EDUCATION

Unit Structure

8.1   INTRODUCTION

India is a country where vocation has never been seen as separate from education. But due to colonial influence, the vocationalization of education in traditional Indian system was discouraged and a new system emerged which was mainly to fulfill the needs of the colonial administration. This intention was identified and visualized by many educational thinkers and educationists during the colonial period and also after. Gandhi's Wardha Scheme was an attempt to bring education and vocational skills together.

Secondary Education Commission (1951-52) advocated inclusion and promotion of technical skills and efficiency at all stages. Similarly, the Education Commission (1964-66) also suggested to relate education to work and recommended that vocational education should be at both levels i.e. lower and higher secondary level. The National Education Policy (2020) also proposed the revamping of school education with more concentration on vocational skill development. In this context, this Unit is an attempt to explain the meaning and importance of

vocational education at secondary level in India, various structures of institutions imparting vocational education, schemes at central and at state level, and also, the role of society and industry to promote the development of vocational skills among school children.

8.2 OBJECTIVES

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

- explain the meaning of vocationalization of school education,

- describe the role of educational institutions for skill development,

- analyze the various schemes at central and state level for vocational education,

- recognize the societal contribution for skill development, and

- elaborate the role of industries for facilitating vocational and technical education.

8.3 VOCATIONAL EDUCATION

The transfer of the skills in earlier times occurred from one person to another in day The transfer of the skills in earlier times occurred from one person to another in day to day activities. When this transfer was patterned and more organized, traditions developed. This was passed on by an expert to the learner who was taught a particular skill that continued to be his vocation. This learned skill was later taught to the next generation. You will agree that this not only kept the skills alive but also allowed the individual to earn money and contribute to the economy of the country. This transfer of skills from one generation to another underlined the principle of vocational education.

In simple terms, we can define it as: '***Vocational education talks about an education and set of skills in the learners through formal or non-formal programmes.***'It can also be explained as both organized and unorganized methods of transmitting knowledge, skills and competences. Vocational education can be defined as educational training which incorporates knowledge, skills, structural activities, abilities, capabilities and all other structural experiences acquired through formal, on-the-job or off-the job training,that enhances the recipient's opportunity of securing jobs in various sectors of economy or even enabling the person to be self-employed (Venkataiah, 2000).

From a more utilitarian viewpoint, vocational education or training means an array of synchronized and controlled learning experience used to educate or train any person for any particular employment. Vocational Education is education or training of workers that becomes a powerful tool in the life of human beings. It plays an important role in determining the fortune of individual and the future of mankind later. It motivates people and lays the foundation for the future.

8.3.1. CONCEPT OF VOCATIONAL EDUCATION

UNESCO-UNEVOC defines Technical and Vocational Education (TVE) as 'acquisition of knowledge and skills for the world of work'. Nomenclature attached to vocational education varies in different geographical areas. Different terms generally used include: Vocational Education, Technical Education, Technical and Vocational Education, Vocational Education and Training, Technical and Vocational Education and Training, Professional and Vocational Education,

Section 8.3.1 has been adopted from Unit 11 of Course. Education and Vocational Education: Its context, IGNOU

Occupational Education, Workforce Education, Career and Technical Education and Workplace Education. The basic objectives, however, remain similar. The education and training arrangements that are established, aim at promoting and enhancing the competencies of people that enable them to function as productive members of the society.

In India, we generally use the two terms of 'Vocationalisation of Education' and 'Vocational Education' almost synonymally, although there are some conceptual differences between the two- the first referring to school education being made more relevant for students.

Vocational education is being offered as a separate stream, parallel to other streams, at +2 stage of school education viz., arts, science and commerce. Vocational courses of two years duration are offered in some selected higher secondary schools. The State Boards of Education / Vocational Education are the controlling and examining bodies. A certificate is given to students on successful completion of a vocational course. In vocational education stream skill development is the key component; this is required for developing employable skills among students. Thus vocational education is job relevant education for self or wage employment. In pursuance of the National Policy of Education (1968, 1986), in 1988, a Centrally Sponsored Scheme (CSS) on Vocationalisation of Education was launched throughout the country. Bulks of the funds were provided by the Govt. of India.

The major goals of vocational education and training include:

- National development
- Human resource development
- Filling existing gaps of skilled manpower
- Providing vocational education opportunities for enhancing employability of youth
- Meeting the demand of knowledge economy
- Empowering and developing sustainable livelihood of marginalised sections, minority groups, SC/ ST, girls and women and persons with special needs
- As a tool for poverty alleviation
- As a tool for developing rural areas
- Up-gradation of skills of artisans, craftsmen and traditional workers
- Multi-skill development required for the educated unemployed and under-employed youth.

8.3.2. VOCATIONALIZATION OF SCHOOL EDUCATION

Various steps have been taken to vocationalize the secondary education that are enumerated as follows-

Pre-independence

The vocationalization of Modern Indian education began in the British period as they realized that their needs cannot be fulfilled by providing education meant only for translation or clerical jobs. They required skilled workforce as well. Traces of such development can be found in famous educational documents during the British period likeWood's Dispatch (1854). The Dispatch (1854) recognized the need of giving people an education of "such a character as may be practically useful to the people of India in their different spheres of life."

Later, **Hortog Committee (1929)** proposed the diversion of more students towards industrial or commerce career at the end of middle stage, whereas Abbott's report (1937) suggested the introduction of some form of vocational education in Secondary Schools. Similar emphasis has been found later in Sergeant Plan (1944).

Wardha Scheme of Basic Education (1937) adopted resolutions based on Gandhi's philosophy of Basic Education (Ghosh,2000)and stated that 'the process of education should center around some form of manual productive work', considering the environment of the child.

Following Wardha scheme of Basic Education, **the Zakir Husain Committee (1938)** reviewed the Gandhian Philosophy of Education and chose three intrinsically interconnected aspects: the physical environment, the social environment, and the craft work, as the foci for the curriculum.

After Independence

In **1951-52, Secondary Education Commission** felt the need to promote technical skill and efficiency at all stages (Aggrawal, 1993). In March 1952, Central Advisory Board of Education stated: "A system of education cannot be considered as basic education in the real sense unless (a) it provides an integrated course, including both the junior and the senior stages, and (b) places adequate emphasis on craft work in both its educational and productive aspects."

The report of **the Education Commission (1964-66)** made national development the chief concern of education. The Commission suggested restructuring of education into a uniform pattern called the 10+2+3 pattern all over the country implying ten years of undifferentiated education for all, with diversification into academic and vocational streams at the +2 level. It gave priority to the plans of educational reconstruction for Work Experience Programme (WEP) in General Education and Vocationalization of Education Programme (VEP) at the secondary school level.

Later, **National Policy on Education, 1986** also considered vocational education of prime importance, it stated that "the introduction of systematic,well planned and rigorously implemented programme of vocational education is crucial in the proposed educational reorganization.Vocational Education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity."

National Curriculum Framework (2005) proposed that:

• Work should be infused in all subjects from the primary stage onwards.

• Agencies and settings offering work opportunities outside the school should be formally recognised.

• Design of Vocational Education and Training programme is based on the perspective of 10-12 years of work-centred education with in-built features of:

    o   Flexible and modular courses of varying durations.

    o   Multiple entry and exit points

    o   Accessibility from the level of village clusters and district levels.

• Decentralised accreditation and equivalence mechanism for agencies located outside the school system.

National Education Policy (2020) proposed the integration of vocational education in the existing school and higher education system with a view to reduce the dropout. The policy attempts to bridge the skill gap, considering it an important objective of the vocational education and proposes to extend its mission from formal to informal sector. With the implementation of the policy, each child will learn at least one vocation and will be exposed to many more. By 2025, around 50 percent of the learners will be exposed to the vocational and technical education. 'Lok-Vidya' will be made accessible to the students by integration of vocational and technical education. The policy also proposes to explore ODL mode of vocational and technical education in the time to come.

It was also envisaged by several commissions of India that preparing young people for a wide range of diverse vocations for organized and unorganized sectors is needed in the country and this can be done by integrating education with vocational training. Vocationalization of School education had its beginning then. It was considered that education in certain specific subjects, which may be of vocational or technical input, generally be confined to secondary stage of education. This process of integration of education with vocational training could be developed along four interrelated stages:

a) **Academic Education-** which explains the basic knowledge of fundamental principles of the subject matter

b) **Pre-Occupation education and Training-** describes the knowledge of tools and techniques, operations of specific piece ofequipment and safe work practices;

c) **In-plant or on-Job training-** aims at exposing the trainee to actual working methods and techniques related to occupational tasks, and

d) **In-service training-** is directed towards upgrading knowledge, skills and competencies of skilled workers (Rao, 2003).

With the integration and completion of aforementioned interrelated stages it is supposed that vocationalization of education will take place. Vocationalization of education makes a person capable of carrying out a task or specific trade proficiently and efficiently. When this skill is learned and certified from an institution,it establishes the learners' capability to complete and perform a task more accurately. When learner learns different skills in different places in an unorganized manner, it becomes difficult to grade them and utilize their potential. When such unorganized, skilled person is centralized at a place, they become a resource which contributes to the country.

It is to be understood that the choice of vocational trade may vary from learner to learner depending upon their interest, ability and aptitude. Let us write some of your interests that could have become your vocation after your secondary education and can possibly become your vocation after you complete graduation.

After Secondary Education	After Graduation

Vocationalization is successful when it covers various segments of life. In the above table, you could have had imagined your different requirements from

morning to late night when you go to bed, in each place you have a different vocation with skills that contribute significantly. You could have opted for this after secondary education while some you can still opt for after your graduation.

Following are the aims and objective of vocationalization of education according to the NEP (1986):

- To develop a healthy attitude among students towards work and life.
- To enhance individual employability.
- To reduce the mismatch between demand and supply of skilled man-power.
- To provide an alternative for those intending to pursue higher education without particular interest or purpose.
- To prepare students for identified vocations spanning several areas of activity.
- To emphasize on development of attitudes, knowledge, skills for entrepreneurship and self-employment.
- To provide opportunities that fulfill the needs of women, rural and tribal students and the deprived sections of society.
- To give opportunities for professional growth, career improvement and lateral entry in the courses of general, technical and professional education through appropriate bridge courses.

Check Your Progress

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

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

1) What were the major recommendations of the Education Commission (1964-66) for vocationalization of school education?

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   ....

8.4 VOCATIONAL EDUCATION INSTITUTIONS

The Department of School Education & Literacy under the Ministry of Education (earlier MHRD) designs the policies for Vocational Education under School Education. The main agencies involved in planning Vocational Education & Training (VET), policy formulation and its implementation in India are Government agencies. These include the following bodies:

Central Government Agencies include Ministry of Education, Department of School Education and Literacy (Responsible for running VET programmes in senior secondary schools), Ministry of Labor and Employment, Directorate General of Employment and Training (for Vocational Training), National Skills Development Council.

State Government and other Agencies include Directorate of Technical Education, Private Sector, Councils for Technical Education (CTE), Non-Government Organizations (NGOs).

Section 8.4 has been taken from Unit 10 of Course. Education and Vocational Education: Its context, IGNOU

There are various components of Vocational Education at different stages of education like work experience (W.E.), i.e., an objective based task integrated with the curriculum. These tasks result into products that are work based and useful for community. Work experience develops dignity of labor, cooperation and self-reliance. Keeping work experience and self-reliance in mind, *Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE)* was established in 1993 at Shyamla Hills, Bhopal.

PANDIT SUNDERLAL SHARMA CENTRAL INSTITUTE OF VOCATIONAL EDUCATION (PSSCIVE)

It is one of the national bodies in the field of vocational education. PSSCIVE advises in research and policy development for vocational programmes at secondary and higher secondary education. It advises and assists MHRD and State Governments in their educational and technical projects.

This institute has developed vocational courses for classes IX to XII. These courses comprise of areas like agriculture, security, retail, automobile, media and entertainment, travel and tourism etc. For the effective implementation of different programmes, this institute also conducts teacher training and capacity building programmes for state level functionaries and school principals involved in the implementation of vocational education at secondary and senior secondary stages of school education.

The training of work experience placed a foundation for pre-vocational education at the lower secondary stage and facilitates the learner to choose trades at secondary stage. Pre-vocational education helps the leaner in self-exploration for his/her vocational interests. Pre-vocational education is succeeded by vocational education at the +2 stage. This education develops competencies (knowledge, skill and attitude) expected for a particular vocation. Vocational education is diversified to meet the demands of society. Present status of the formal technical and vocational education and training system is as follows:

Industrial Training Institutes (ITIs)

Industrial Training Institutes (ITIs) offer the most common and basic programmes for vocational skill development in India. These institutes are constituted under Directorate General of Employment and Training (DGET), Ministry of Skill Development and Entrepreneurship, Union Government. After completing different courses (called trades), the student can opt for Apprenticeship training in different industries. As of 2017, there are around 14312 ITIs out of which 2204 are government and 12108 are private.

In the tenth five-year plan, it was recommended that the vocational education at school level and polytechnic education may come under one department of the state government for improved functioning and interconnection. ITIs are easily reachable even when they are spread all across the country operating at district level. The admission criteria are also very easy and the fees is affordable. ITIs passed out students are also eligible to apply in many government jobs.

Polytechnics are institutions with the objective to develop rural areas for manpower. By 2017, there were around 2328 polytechnics providing vocational education to 16 lacs students. The polytechnic colleges by definition are institutions that offer higher education in variety of subjects which are primarily technical in nature. In contrast to conventional study, a polytechnic college aims more at functional facet of education in comparison to the theoretical aspect. A large number of polytechnic colleges offer polytechnic diplomas and courses in

vocational and technical subjects.

Following are some courses mentioned below mentioned below: –

- Diploma after 10+2 Mechanical (Production) Engineering
- Diploma after 10+2 Civil Engineering
- Diploma after 10+2 Electrical Engineering
- Diploma after 10+2 Electronics & Communication Engineering
- Diploma after 10+2 Computer Science & Engineering
- Diploma after 10+2 Mechanical (Automobile) Engineering

Skill Development and Vocational Training Institute of India (SDVTII), Mumbai provides skill-based vocational programmes to learners in India. SDVTII runs courses on Computer Application Training, Hardware Training, Non-IT Programs viz. Entrepreneurship, Taxation, Stock Market Specialization programs like Teacher Training, Electric and Electronic Trade, Tailoring Trade, Beautician Trade etc. SDVTII has collaborated with Business Training Board of nine states – Maharashtra, Gujarat, Rajasthan, Jammu and Kashmir, West Bengal, Uttar Pradesh, Madhya Pradesh, Goa and Karnataka and provides certification to students for the various programs run under SDVII. This certificate supports students in procuring good opportunities for employment and entrepreneurship in their life.

Check Your Progress

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

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

2) Name two institutes of Vocational Education.

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8.5 PRESENT STATUS OF VOCATIONAL EDUCATION AND TRAINING IN INDIA

Vocational Education and Training (VET) programmes - formal and non-formal are offered in India by different institutions. Currently, under 'Vocational Education', vocational courses are offered at +2 level in schools; and under 'Vocational Training' in ITIs. Polytechnics offer technical courses mostly of three-year duration. Table 8.1 gives details of the VET programmes offered in India:

Table 8.1: Technical and Vocational Education and Training (TVET) facilities in India

Name and type of Programme	Entry qualification	No. of courses	Enrolment capacity	Course duration	No. of institutions
A Formal Programme					
(i) Vocational Education Programme (Vocational Schools)	10+	160	9.72 lakh	2 years	6800

Section 8.5 has been taken from 11.3.1 of Unit 11 of Course. Education and Vocational Education: Its context, IGNOU

(ii) Vocational Training Programme (ITIs)	8+ and 10+	67*	6.72 lakh	1 to 2 years	4591
(iii)Technical Education Programme (polytechnic)	10+	40	1.88 lakh	3 years	1224
(iv) UGC Programme (Undergraduate level)	12+	42	NA	3 years	1850
B Non-formal Programme					
(v) Jan Shikshan Sansthans	No qualification bar	NA	NA	Short courses	108
(vi) Community Polytechnic Scheme	No qualification bar	NA	4.5 lakh per year	9 months to 3years	675

Source: Compiled from Draft Project Implementation Plan of National Programme on TVET, unpublished documents, MHRD, GOI, 2003 (Vaid, 2007).

8.5.1. Vocational Education Programme at +2 level in Formal System

Vocational education at +2 level in schools is a unique system of education which develops both soft and hard skills besides developing values. Due to nature and design of vocational education, curriculum development and transaction are also different from other streams. We will take a look at some distinct important aspects of vocational education. These include:

a) **Vocational Survey:** To understand the essential input in identifying courses, an assessment of human resources need is required. This is done through a vocational survey, which is conducted with the following objectives:

- To identify skill needs for developing manpower for present and future requirements.

- To estimate level of manpower development i.e. lower, middle and higher level.

- To identify target groups requiring vocational education.

- To select vocational courses in relation to local needs.

- To identify gaps in the training facilities for existing vocational education.

Vocational surveys involve collection of data with the help of the questionnaire from Employment Exchanges, district development plans and manpower projections from local district, state and national level. The comprehensive guideline for conducting vocational survey has been published by Pandit Sunderlal Centre for Vocational Education (PSSCIVE). A vocational survey finding must spell out employment potential, emerging occupations, human resource requirements and self-employment opportunities.

b) **Selection of vocational courses:** Based on the findings from vocational survey, vocational areas and course are identified. The major objective for selection of courses is to meet requirements for human resource for district, state and national markets. This means that courses selected are linked to market needs i.e. there are ample opportunities for employment of prospective graduates.

c) **Design and development of curriculum and learning materials:** Vocational curriculum is designed and developed to develop competencies expected of

an employee of a production and service enterprise. The curriculum for +2 level courses consist of two parts, the first part comprising language, rural development, environment, and entrepreneurship development carrying a 30% weightage and second part of vocational subject with 70% weightage which deals with theory; of vocational education and practical and On-the-Job Training (OJT).

d) **Management structure:** Various agencies involved at national, state, district and institutional level form management structure for the implementation of vocational education at +2 level in schools.

e) **Scheme of examination:** The scheme of examination, in the form of marks allotted weightage, time (in hours) given are detailed out in the curriculum document for each vocational course.

f) **School-Industry Linkage (SIL) and On-the Job Training (OJT):** Effective implementation of vocational education is dependent on availability of required equipment, workshops, laboratories, etc. Due to lack of funds, sometimes these facilities are difficult for all institutions to arrange. It is, therefore, necessary that each institution collaborates with nearby industries and use their facilities for the training of students. This provides students to work in a real work environment.

For the effective implementation of the VET programme, the School Industry Linkage (SIL) is important. It makes available experts from industry as trainer, as curriculum developers. For example, for agriculture based vocational courses an agriculture farm/ dairy farm/fisheries farm may be used as industry for crop production, dairying or fish culture. For business and commerce based vocational courses any business establishment, office, bank, insurance company would be an agency for providing OJT. OJT enables students not only develop skills that are actually required in the market but also to become familiar with actual work situation and the processes and equipment involve in production of goods and services.

g) **Production-cum-Training Centre (PTC)*:** For developing skills and competencies in the vocations, the establishment of PTC is economically viable, self-sustainable, and it acts as a semi-commercial unit operating at school. This bridges the gap between education and work and promote integration between education and community. The objectives of PTC are:

•   to develop necessary skills, competencies and attitudes for the world of work;

•   to develop entrepreneurial skills;

•   to generate resources for the institutions by provision of goods and services;

•   to achieve national goals of development;

•   to forge institution – community linkages through need based courses and services;

•   to foster social accountability in educational institutions;

•   to prepare students for gainful self/ wage-employment.

h) **Apprenticeship Training:** The provision of apprenticeship training has been made to provide exposure to vocational students to real job situations and improve their skills. Under this scheme, apprentices are attached for

one year's training to industry; they are paid a stipend. The courses which are covered under the Apprentice Act 1961 (list is given in the Annexure I).

Check Your Progress

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

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

3) Write the importance of linkages of vocational education programme with industries.

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4) Write two advantages of vocational survey.

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8.5.2. VET Programmes by other Agencies and through Non-formal and Distance Mode

Due to the significance of vocational education and training to cater to the diversified needs of the society, vocational courses are being offered through non-formal and distance mode also. A large number of community polytechnics and Jan Shikshan Sansthan offer vocational courses in non-formal mode to different target groups. The Open Vocational Education Programme (OVE) is offered by National Institute of Open Schooling (NIOS) and Indira Gandhi National Open University (IGNOU).

VET programmes

Various Ministries of Govt. of India are providing financial assistance to different agencies including NGOs, to run non-formal vocational education and training programmes. The Ministry of Human Resource Development (MHRD), Govt. of India gives funds to NGOs under its scheme of 'Innovative Programmes in Vocational Education'. Also, under the Community Polytechnics Scheme, MHRD is financing for vocational training programme. Training programmes are organised in polytechnics, they are coordinated by the National Institutes of Technical Teachers' Training and Research (NITTTR) in the country.

In addition to this, the vocational courses are also provided at +2 and secondary stages, to promote vocational competencies. Industrial Training Institutes (ITIs) maintained by the Ministry of Labour and Career Oriented Education supported by the University Grants Commission. Other ministries which are involved in providing vocational training include Ministry of Social Welfare and Justice; Ministry of Rural Development; Ministry of Industry and Ministry of Agriculture. At a glance major vocational and training programmes under different ministries are given Table 8.3.

Table 8.3: Vocational Programmes under Different Ministries:

Mode	Agency	Supported by:
Non	Agency of Community Polytech-nics	Ministry of HRD

	Community Colleges of India	Ministry of HRD
	Jan ShikshanSansthan (JSS)	Ministry of HRD
	Krishi Vigyan Kendras (KVK)	Ministry of Agriculture
	Khadi Village Industries Centre (KVIC)	Ministry of Industry
	District Industry Centres (DIC)	Ministry of Industry

Vocational Education and Training (VET) through Distance Mode

Distance education is used to take the Vocational Education Programme (VEP to a larger target group. National Institute of Open Schooling (NIOS) and the Indira Gandhi National Open University (IGNOU) offer various courses in this area. The skill development component is taken care of in study centres and accredited vocational institutions (AVIs). The target groups include school drop-outs, drop outs from non-formal education programmes, girls, women, SC/ST, minority, Below Poverty Level groups, neo-literates, under and unemployed educated youth and adults. The enrolment under these programmes varies in view of the flexibility allowed to students in seeking access to them. Table 8.4 gives some information about these programmes.

Table 8.4: VET through distance mode

Agencies	No. of courses	No. of study centres/ No. of AVIs	Entry qualification
NIOS Established in 1990 as NOS	85	851 AVIs	From Classes IV to Senior Secondary level
IGNOU Established in 1985	77	To add	Senior Secondary Certificate

NIOS - National Institute of Open School

NOS - National Open School

IGNOU - Indira Gandhi National Open University

AVI - Accredited Vocational Institutions

Check Your Progress

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

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

5)   Write briefly advantages of vocational education through distance mode.

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8.6 ROLE AND SIGNIFICANCE OF VOCATIONAL EDUCATION

Positive and effective role of vocational education in the upliftment of marginalized section of people and in poverty alleviation is quite evident and

Section 8.6 has been taken from Unit 11 of Course. Education and Vocational Education: Its context, IGNOU

has been highlighted earlier. To further elaborate on this theme, we discuss some other themes such as vision, mission, goal and objectives.

The mission for vocational education and training is to provide an alternative programme for students who because for one reason or another do not desire or are not able to continue in general education. With this objective, the National Policy on Education (NPE) 1986, envisaged following objectives:

(i)   providing diversification of educational opportunities so as to enhance individual employability of students;

(ii)   reducing mismatch between demand and supply of skilled human resources; and

(iii) providing alternative avenues for pursuing higher education.

(a) Coverage and Scope

A large number of children are dropping out from different stages of school education, with only 10 to 15 percent students completing secondary education are able to pursue higher education. Vocational education seems in the present circumstances to be the only alternative for those who are not able to enter colleges. There are also the adult learners who require vocational education and training for upgrading their skills or learn new skills which they can use for earning a living. Girls, women and marginalised groups including SCs, STs also need to be empowered by developing marketable skills. In summary the target groups that require vocational education and training include:

*   youth between 14 to 25 years age group who do continue general education

*   youth/students who are unable to enter higher education institution.

*   girls, women, SCs/STs and minorities

*   persons with special needs

*   adult learners who desire and need upgrade their skills

The phenomenon of school leavers is characteristic of many countries, particularly the developing ones. For them, the need for vocational education and training has been advocated. The UNESCO report states: 'Education specialists tend to prescribe technical and vocational education and training as a recipe for jobs for young people'.

The UNESCO's recommendation suggests the scope of Technical and Vocational Education (TVE) to be:

*   an integral part of general education;

*   a means of preparing youth for occupational fields and for effective participation in the world of work;

*   an instrument for promoting environmentally sound sustainable development; and

*   a measure of facilitating poverty alleviation.

Vocational education in India would need to serve many goals such as:

*   provide all round development of the young, and enhancing their employability by empowering them with multiple skills

*   help in increasing national economic growth

*   meet the demand of manufacturing and service sectors in the light of economic and technological innovations that are taking place

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- reduce the level of unemployment and under-employment among the educated youth

- facilitate up-gradation of skills of artisans and craftsmen engaged in traditional occupations

- promote sustainable and productive use of country's natural, physical and human resources for the all-round growth of its economy

- help in improving health and hygienic conditions of rural and marginalised sections

- facilitate modernisation of traditional employment generating enterprises by providing science and technology inputs

- develop knowledge system, knowledge society and knowledge workers

- provide opportunities for skill acquisition relevant for the changing character of the employment market

(b) Areas of Vocational Courses

Vocational education and training courses can be divided into six broad categories. Some of the popular courses within each category are given below:

(i) Agriculture

- Dairy Technology

- Crop Production

- Horticulture

- Inland Fisheries

- Poultry Production

(ii) Business and Commerce

- Accountancy and Auditing

- Banking

- Export Import Practices and Documentation

- Insurance

- Purchasing and Salesmanship

(iii) Engineering and Technology

- Air Conditioning and Refrigeration

- Maintenance and Repair of Electric and Electronic Appliances in household use

- Building Construction

- Rural Engineering Technology

- Software Applications

(iv) Health and Paramedical

- Hospital House Keeping

- Medical Laboratory Technician

- Ophthalmic Technician

- X-ray Technician

- Health/Sanitary Inspector

(v) Home Science

- Bakery and Confectionary

- Catering and Restaurant Management

- Commercial Garment Designing and Making

- Food Preservation and Processing

- Pre-school and Crèche Management

(vi) Humanities, Education and others

- Interior Design

- Tourism and Travel Management

- Instrumental Music – Tabla

- Commercial Art

- Library and Information Science

Check Your Progress

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

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

6) Write briefly the advantages of India being a young nation.

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8.6.2 Vocational Education for National Development

Indicators for assessing national development include, among others, nutritional health and educational status of the population and prosperity levels of other masses in terms of good housing facilities, communication and connectivity. Dr. A.P.J. Kalam's concept of PURA is a major direction to achieve the goal of the Vision 2020 of Developed India. The need is to develop workforce which through its knowledge and skill helps to realise the goal. In this context, vocational education is an urgent need for national development.

As Guru (1999) pointed out that the 'Indian way of life has an inherent system of development of human resources through which our farmers, craftsmen, potters, weavers, ayurvedic medical practitioners and a host of others learn their craft including their science and technology and skills'. The mode of training resembles a form of apprenticeship wherein the child learns with the support and guidance of elders. While the family based learning is important, the village artisans and farmers require up-gradation of skills and knowledge base to enhance productivity and quality.

It is imperative to note that for overall national development on a sustainable basis and integration of various sectors such as agriculture, biotechnology, information technology, solar energy, industrial development, health, education is required. In this perspective policy and management structure with an apex authority would be required for developing linkages amongst different disciplines for developing skilled human resources for national development.

Indian economy continues significantly to be agriculture based as sixty percent of its population live in villages. The contribution of agriculture GDP is much

less than the proportion of workforce employed in it. A large majority of farm workers never have got any formal training. Some what limited efforts are being made by KVKs to upgrade competencies of farm workers. However, much more needs to be done to improve productivity of agriculture, agro-based industries and for value addition to agri-products. Vocational education and training for this sector can play a major role in this.

8.6.3. Vocational Education in relation to Knowledge Economy

> 'Twenty first century belongs to the knowledge age, where acquisition, possession and application of knowledge is the most important resource. Therefore, it is necessary for developing countries like India to mature into a knowledge society and to examine the ways and means by which they can transform themselves into a knowledge economy'.
>
> *A.P.J. Kalam & Pillai*

By developing an understanding of the knowledge economy through developing knowledge society in relation to the vision of Dr. Kalam, it is necessary to ponder how knowledge as a primary production resource can be transformed into wealth. Knowledge society has fundamental characteristics to excel in and explore all possibilities for a healthy, wealthy and peaceful life leading to develop a cohesive society. The characteristics of a knowledge society have been identified by A.P.J. Kalam and Pillai in their book "Envisioning an Empowered Nation". These include:

(i)   Use of knowledge through all its constituents and endeavours, to empower and enrich its people.

(ii) Use of knowledge as a powerful tool to drive societal transformation.

(iii) Development of a learning society committed to innovation.

(iv) Society's the capacity to generate, absorb, disseminate and protect knowledge and also use it to create economic wealth and social good for all the constituents.

Knowledge society will help in creating knowledge economy, which contributes to generation of wealth. India is blessed with young human resource which is capable of innovation particularly in the technology. To tune this resource for the development of knowledge economy, a comprehensive and quality vocational education programme is the urgent need. An integrated development of various sectors of economy such as agriculture, health, education and good governance will result in gainful employment opportunities, increasing national productivity and industrial growth, empowerment of weaker sections of the society including women and minority groups and transforming them into constituent members of knowledge society.

8.6.4. Vocational Education for Development of Marginalised Sections of the Society

The goal of providing 'Vocational Education for All' towards Millennium Development Goals (MDGs) i.e. EFA (Education For All) is to be achieved through policy and planning. Universalising elementary education and universalisation of secondary education will increase the demand for vocational education because of increased awareness of the role that knowledge plays in improving the quality of life. Non-formal mode of vocational education is of particular significance in providing beneficial vocational education for the marginalised sections as a

form of learner centred inclusive education. Vocational education and training
which are likely to enhance their skills need a flexible and off time alternative
lifelong education system.

To accommodate these groups under the same umbrella providing quality
education to all requires a flexible delivery system. Therefore, launching of
multi-entry and multi-exit system of vocational education is needed. Short-term
modular courses of varied duration are suitable for this group. These courses
could be offered without disturbing their schedule of earning their livelihood.

In view of above, equitable, accessible VET needs to be planned, designed and
implemented through out the country a mission. Jan ShikshanSanthan and new
vocational institutions at block level could organise extra shifts of vocational
courses in existing schools with financial support from the Government. This
system would also be beneficial in rural areas. 'Universalisation of vocational
education is a promising answer which would create a social order defined by
knowledge, competence and economic potential to all which if sustained would
build social coherence" (Agarwal 1999).

8.6.5. Vocational Education for Persons with Special Needs

According to Census (2001), 2.19 crore persons approximately 2.3% of the total
population suffer from some kind of disability. Generally people have one of the
five types disabilities viz., visual, hearing, speech, locomotors or mental. The
Govt. of India has so far enacted three legislations for the care and welfare of
persons with disabilities; one of these concerns equal opportunities for education.

Policies and polity have always focussed on ensuring equality, freedom, justice
and dignity for all citizens, with special concern for persons with special needs.
The National Policy of Government of India dealing with persons with disabilities
states: 'In the recent years, there have been vast and positive changes in the
perception of the society towards persons with disabilities. It has been realised
that a majority of persons with disabilities can lead a better quality of life if they
have equal opportunities and effective access to rehabilitation measures'. To
facilitate support to Person with Disabilities (PWDs) an Act was enacted in1995
which is in operation. The objective of any plan of action should be to provide
equal opportunities and support to mentally/ physically disabled persons so that
they are able to develop as part of general stream of the society. Measures are
needed to equip them to face challenges of life with courage and confidence.

To empower PWDs, education and training is most powerful tool for building
their confidence and developing for them an economic base for livelihood. A well
designed VET programme would be of great significance for this purpose. The
National Policy statement also includes in its rehabilitation measures, 'educational
rehabilitation including vocational education'.

Depending upon the nature of disability, vocational courses have been specially
designed for different groups. A number of agencies/organisations at national level
to cater to the needs of PWDs, seven national institutes have been established by
the Govt. of India to prepare manpower to take care of PWDs. These are:

(i)   Institute for the Physically Handicapped, New Delhi.

(ii)   National Institute of Visually Handicapped, Dehradun

(iii) National Institute for Orthopaedically Handicapped, Kolkata

(iv)   National Institute for Mentally Handicapped, Secunderabad

(v)   National Institute for Hearing Handicapped, Mumbai

(vi) National Institute of Rehabilitation Training and Research, Cuttack

(vii) National Institute of Empowerment of Persons with Multiple Disabilities, Chennai.

Check Your Progress

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

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

7) Write importance of vocational education for PWDs.

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8.7   SCHEMES AT CENTRAL AND STATE LEVEL

Let us first understand some vocational training programmes run nationally. There are three categories of centrally planned and structured training programmes;

a) *Craftsmen Training programme*- provides training from one year to two years in engineering trades and non-engineering trades in Industrial Training Institutes (ITIs) and centers throughout the country are affiliated to National Council for Vocational Training (N.C.V.T.)

b) *Apprenticeship Training programme*- are run according to the Apprenticeship Act of 1961, different industries train the apprentices from one year to four years and after completion they are given the National Apprenticeship Certificate (NAC).

c) *Advanced Vocational Training programme* were introduced in 1977 by central and state government in collaboration with United Nations Development Programmes (UNDP) and the International Labor organization (ILO).This programme is constructed to develop highly skilled personnel for modern industry. These schemes have been introduced in Central Training Institutes (CTIs),Advanced Training Institutes and selected ITIs.

Vocational training being a concurrent subject is the responsibility shared by central and state governments. At the state level, the concerned state government departments are responsible for vocational training programmes.

A centrally sponsored scheme (CSS) of Vocationalization of secondary education was started in 1988,which was executed by states and UTs for formal sector and by the NGOs/VOs in non-formal sector.The present vocational scheme is a product of flexibility and dynamism, based on the fast-changing demand of the market and social aspirations. To meet the demands, several management structures and schemes are established and implemented at national, state and district level. These schemes are efficiently planned, implemented and its monitoring is done accordingly.To formulate policies and strategic decisions on vocational education, the executive council for vocational education is formed by union government.

The Scheme facilitates financial arrangements to the States to establish administrative setup, field vocational studies, preparation of curriculum, text books, work book, reference books, training resource book, teacher training programmes, strengthening technical support system for research and development, training and evaluation etc. It also provides financial support to

NGOs and voluntary organizations towards implementation of specific innovative projects for organizing short-term programmes. The Scheme, so far, has created infrastructure of 21000 sections in 9619 schools and have created a space of about 10 lakhs students at + 2 level. The grants given so far, since the inception of the scheme,comes to a total of Rs. 765 crores. On the basis of the recommendations of various Committees/Review Groups, the existing Scheme is being revised to enhance access to secondary education and to improve its quality manifolds. The other objectives include improving the quality of education given at +2in all secondary schools,in conformity to the prescribed norms, removing gender bias, socio-economic and disability barriers, providing universal access to secondary level education and universal retention by 2020. Important physical facilities provided under the scheme are: (i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions and (vii) Residential Hostels for Teachers in remote areas.

Similarly,Ministry of Skill Development and Entrepreneurship, Government of India proposed the National Skill Qualification Framework (NSQF),especially designed to up skill the underprivileged sector, semi-skilled and un-skilled population for better employability by arranging the qualifications in a series of level of one to ten with respect to knowledge, skill and aptitude in reference to the competencies.

The key elements of the NSQF (2013) are to provide:

- national principles for recognizing skill proficiency and competencies at different levels leading to international equivalency

- multiple entry and exit points in between vocational education, skill training, general education, technical education and job markets

- progression pathways defined within skill qualification framework

- opportunities to promote lifelong learning and skill development

- partnership with industry/employers

- a transparent, accountable and credible mechanism for skill development across various sectors

The objectives of the NSQF (2013) are to provide a framework that:

- Accommodates the diversity of the Indian education and training systems and allows the development of a set of qualifications for each level, based on outcomes which are accepted across the nation.

- Provides structure for development and maintenance of progression pathways, which provide access to qualifications and assist people to move easily and readily between different education and training sectors and between those sectors and the labor market.

- Gives individuals an option to progress through education and training and gain recognition for their prior learning and experiences

- Supports and enhances the national and international mobility of persons with NSQF-compliant qualifications through increased recognition of the value and comparability of Indian qualifications

As per NEP 2020, Ministry of Human Resource and Development will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.(NEP 2020)

Following are few schemes of skill development programmes

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
- Apprenticeship Training Scheme (ATS)
- Craftsmen Training Scheme
- Craftsmen Instructor Training Scheme
- Skill Development Initiative Scheme (SDIS)|
- *Deen Dayal Upadhyaya Grameen Kaushalya Yojana* (DDU-GKY)
- Rural Self-Employment Training Institutes (RSETIS)
- National Urban Livelihoods Mission (NULM)
- Integrated Skill Development Scheme (ISDS)
- Entrepreneurship Development Programmes (EDPS)
- Entrepreneurship Skill Development Programmes (ESDPS)
- Scheme of Capacity Building for Service Provides Hunar se Rozgar tak Initiative
- Scheme of Community Development through Polytechnics
- National Institute of Open Schooling Distance Vocational Education Programmes Practical Learning through Accredited Vocational Institutes (AVI)
- Jan Shikshan Sansthan
- Vocational Training for Tribal Youth
- Support to Training and Employment Programme for Women (STEP)

Check Your Progress

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

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

8) Name three types of vocational training programmes run in India?

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9) Write about any one Scheme of Vocational Education.

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8.8 LET US SUM UP

National Knowledge Commission considers Vocational Education and Training (VET) to be a significant constituent of the idea of education in the nation. In order for VET to execute its part efficiently in the dynamic national context and for India to take pleasure in the results of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education to make them flexible, contemporary, relevant, inclusive and creative. On the path of making our vocational education relevant and creative, there lie many issues and challenges that act as strong obstacles like,dearth of qualified teachers, absence of basic infrastructure, differentiation of regulations and certifications,

inadequate academia-industry linkage, mismatch of job market demand supply, poor perception and public mind set, lack of coordination between government agencies and regulatory body, obsolete curriculum,and lack of autonomy etc.

Government may set up a team of supervisors that will advise government on better ways of monitoring, controlling and implementing the affairs of vocational and technical education. You must accept that your skills and your knowledge are the progenitors of economic up liftment and social growth of our country. Countries with elevated and improved levels of knowledge and skills result into becoming more successful and prompter to the challenges and opportunities of the global world. Our country is transforming into a knowledge-based economy and its future economy will be determined by the abilities of you, the people who will be able to create, share and use knowledge more effectively. This transition will require all students to develop into knowledge creators who will be more flexible, logical, adaptable and multi skilled. In the new knowledge economy, the skill sets will include professional, managerial, operational, and behavioral, inter personal and inter functional skills.

8.9   UNIT END ACTIVITIES

1. Critically examine the role of ITI in Vocationalization of Education.

2. Explore the vocational education initiatives in your district/state and explain which model is being followed there.

3. Visit any skill development center in your nearby area and prepare a report on its functions and contribution in skill India.

8.10   REFERENCES AND SUGGESTED READINGS

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8.11 ANSWERS TO CHECK YOUR PROGRESS

1. The Commission suggested restructuring of education into a uniform pattern called the 10+2+3 pattern all over the country, implying ten years of undifferentiated education for all with diversification into academic and vocational streams at the +2 level. It gave priority to the plans of educational reconstruction to the Work Experience Programme (WEP) in general education and Vocationalization of Education Programme (VEP) at the secondary school level.

2. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE),Skill Development and Vocational Training Institute of India (SDVTII), Mumbai

3. Effective implementation of vocational education is dependent on availability of required equipment, workshops, laboratories, etc. Therefore, it is necessary that each institution collaborates with nearby industries and use their facilities for the training of students. Moreover, experts from industry as trainer, as curriculum developers could be invited to contribute to vocational education programmes.

4. i)   To identify skill needs for developing manpower for present and future requirements.

    ii) To select vocational courses in relation to local needs

5. Due to its character of openness and flexibility, VET through distance mode caters to diverse groups of school drop-outs, drop-outs from non-formal education programmes, girls, women, SC/ ST, minority, BPL Groups, neo-literates, under and unemployed educated youth and adults

6. The advantages of India being a young nation are:

i) energies of the young could be channelled to constructive and productive work.

ii) Skilled and creative manpower can be transformed into wealth generators

7. Vocational education is very much important for PWDs. It is a powerful tool for building their confidence and developing for them an economic base for livelihood.

8. Craftsmen Training programme, Apprenticeship Training programme and Advanced Vocational Training programme

9. Vocationalization of Secondary Education.