UNIT 2 STRUCTURE OF SCHOOL EDUCATION

Structure

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2.1 INTRODUCTION

The school is, as you already know, a social organization. It is created by the society and exists in society to cater to its needs. Schools, therefore, are administered and regulated by the society. To administer and regulate them in our country different bodies and authorities have been created. As stipulated in the 42nd Amendment of the Indian Constitution (1976), "Education is the concurrent responsibility of both the Union and the State government". Provisions for and administration of education in the Union Territory of the Union Government. School education, therefore, is a joint responsibility of the Central and State governments. We have, therefore, the Ministry of Human Resource Development...
(MHRD), the Central Advisory Board of Education (CABE), the National Council of Educational Research and Training (NCERT), and the National Council of Teacher Education (NCTE) etc. at the Central level. Similarly at the state level, we have the State Ministry of Education, the State Council of Educational Research and Training (SCERT) or the State Institute of Education (SIE), the State Board of Education, and the Text Book Board. At the local level, we have the District Education Officer, the Panchayat Samiti, the Village Panchayat and the Village Education Committee. A school, wherever it is situated, has to cater to the needs of the immediate community. Therefore, the functions and the structure of a school is determined by the local level organization and administrator as well as the state and central level agencies.

In this unit, we will discuss the structure of School Education and the constitutional provisions for it in the Indian Constitution. We will also discuss the role of Central level, State level and local level organizations and administrators in school education.

2.2 OBJECTIVES

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

- describe the existing constitutional provisions for school education in India;
- describe the status, functions and structure of Indian schools;
- list roles of Central level, State level, District level and local level organizations and administrators for school education;
- state the relationship among various authorities and organizations provided at different levels.

2.3 INDIAN CONSTITUTION AND SCHOOL EDUCATION

There exist two schools of thought concerning the relationship between the state and education. One school of thought favours a total control of education by the state; viz., that it shall dictate the content, the aim, and even the methods of teaching. There is no scope for private enterprise in education. The other school of thought, however, believes in laissez faire in education. According to this school, education of the child should be decided upon by the family, the church or philanthropic institutions. The state may interfere in the administration of policies of education system. Being a democratic country, we have a system of education whereby the state, child, parents, priest and all concerned have the right to express their views. The structure of school education that has been developed strikes a balance between the two approaches. As a result, although a common pattern of education (10+2 system) exists in our country, schools are of different kinds. From the following, you will know the institutional provisions regarding school education, structure and functions of different types of schools and the roles of Centre and State government and local organizations in the management of school education.

2. Indian Constitution and School Education

The Constitution of India specifies the obligations of the state in matters of education. It also specifies the organizational structure, the powers, and the responsibilities of the Central and State governments. The Seventh Schedule of the Indian Constitution contains legislative powers under three lists viz. the Union list, the State list and the concurrent list.

i) The Union List: Defines powers of the Parliament.

ii) The State List: Contains all matters on which ordinarily the State Legislatures may pass laws.

iii) The Concurrent List: Contains all matters on which both the Parliament and State Legislatures can make laws.

iv) The Negatory List: There are 97 subjects in this list and the following entries are related to education.

Entry 13: Educational and cultural relations with foreign countries.
Entry 62: The institutions known at the commencement of the Constitution as National Library, the Indian Museum, the Imperial War Museum, the Victoria Memorial, and Indian War Memorial. Any other such institutions financed by the Government of India wholly or in part and declared by the Parliament, by law to be an institution of national importance.

Entry 63: The Institutions of National importance, specifically the Central Universities existing during the commencement of the Constitution and to be declared by the Parliament as institutions of National importance.

Entry 64: Institutions of Scientific and Technical Education financed by the Central Government of India wholly or in part and declared by the Parliament, by law as institutions of National importance.

Entry 65: The agencies and institutions meant for:
   a) Professional, vocational or technical training
   b) Promotion of special studies and research
   c) Scientific and technical assistance in the investigation and detection of crime

Entry 66: Co-ordination and maintenance of standards for higher education or research.

Besides these, the Central Government administers education in Union Territories as specified in Article 239 of the Constitution.

ii) List (ii) State List: It consists of 66 entries, out of which the entry related to education is as follows:

   Entry 12: Libraries, Museums, and other similar institutions controlled or financed by the State, Ancient and Historical monuments and records other than those declared by or under law made by the Parliament to be of National importance.

iii) List (iii) Concurrent List: This list comprises 47 entries. The entries related to education are as follows:

   Entry 20: Economic and Social Planning.
   Entry 25: Education, including technical education, medical education and universities subject to the provision of entries 63, 64, 65 and 66 of List (i).
   Entry 39: Newspapers, books and printing presses.

In addition to the above, there are some other provisions which have implications for educational policy making at the Central and State levels. These pertain to the rights of minorities to establish and maintain educational institutions, reservation in educational institutions of Scheduled Castes and Scheduled Tribes etc. These are described below:

a) Education of Minorities: Article 28 of the Constitution has made certain provisions for the education of the minorities. These include:

   i) No religious instruction shall be provided in educational institutions wholly maintained out of state funds.
   ii) If any institution is established under any endowment trust even if administered by state, can impart religious education.
   iii) No person attending an educational institution recognized by the state or receiving funds from State government shall be required to take part in any religious worship or instruction that may be conducted in such institutions or in any premises attached there to unless such person, or if such person is a minor and his guardian has given his consent thereto.

b) Cultural and Educational Rights: The Indian Constitution has made special provision under Article 29 and 30 for the protection of educational interest of minorities viz.

   i) Article 29 (i) states that, “any section of citizens residing in the Territory of India or any part thereof having a distinct language, script, or culture of its own shall have the right to conserve the same".
ii) Article 30 (i) states that, “all minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice”.

iii) Article 30 (ii) states that, “the State shall not in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority whether based on religion or language”.

iv) In making any law providing for the compulsory acquisition of any property of any educational institution established and administered by minorities, the State shall ensure that the amount fixed by or determined under such law for acquisition of such property is such as would not restrict or abrogate the right guaranteed to them”.

c) Admission to Educational Institutions

i) Article 29 (ii) lays down that no citizen of India can be denied admission into any educational institution, which is either maintained by the State or receiving aid out of state funds on ground only of religion, race, caste, language or any of them.

ii) Article 15 (iii) authorizes the state to make special provisions for women. Hence, separate educational institutions for women can be established.

d) Teaching of Mother Tongue: The Constitution of India has made some provisions for the promotion of mother tongue and Hindi:

i) Article 350 (A) lays down that, “it shall be the endeavour of every state and local authorities with the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue directions to any state as he considers necessary for securing the facilities”.

ii) Article 351 promotes the development of Hindi Language and it states that it shall be the duty of the Central Government to promote the spread of Hindi language in the country.

e) Right to Education: India is a secular, democratic and republic country. All the citizens have equal right to education. This has been provided for in Article 41 of the Constitution. It states that, “the state shall, within the limits of its economic capacity and development, make effective provision for the right to work, to education, and to public assistance in cases of employment, old age, sickness and disablement”.

f) Education of the Weaker Sections of the Society: The Constitution has made special provisions for the weaker sections of our society. Following are some of the Articles which promote and protect the education of these people.

i) Article 45: It states that, “the state shall endeavour to provide within a period of ten years from the commencement of the Constitution for free and compulsory education for all children until they complete the age of fourteen years”.

ii) Article 46: This Article states that “the state shall promote with special care the educational and economic interests of the weaker sections of the people and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitations”.

In addition to the Constitutional provisions for weaker sections, minority groups, rights of people to education etc., the Supreme Court of India has given the following guidelines to promote education of the people:

i) The state can make regulatory measures to promote efficiency of education.

ii) Educational institutions of minority groups can not claim immunity from general laws such as Contract Law, Labour Law and Industrial Law etc.

iii) The state can take over the management of the institutions of minority groups in case of irregularity and inefficiency.

iv) Teachers have the right to approach the Arbitration Tribunal in case of any injustice to them by the institution.
Check Your Progress

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

1. What are the three lists in the Constitution for the subject education?

2. List the educational entries under each of the list.

3. Give the constitutional provisions for the education of minorities, Scheduled Castes and Scheduled Tribes.

4. What provisions do we have for the teaching of the mother tongue?

2.3.2 Status of Indian Schools

The Fifth All India Educational Survey — Selected Statistics (NCERT, 1989) reveals that there were 5.30 lakh primary schools, 1.38 lakh upper primary schools, 52,000 secondary schools and 15,500 higher secondary schools in the country. These schools are managed by different educational agencies as shown in the diagram.

Fig. 2.1: Types of School Enterprises in India
Out of these seven types of enterprises, around 41% of primary and upper primary schools are managed fully by the Centre or State governments. Around 47.5% of primary schools and 30% of upper primary schools are controlled by local bodies. At the secondary school level, most of the schools are managed by private bodies and the percentage of such schools managed by local bodies ranges from 2 to 6% only. Schools managed by private bodies also receive grants from the government. Each year government spends about 10,000 crore of rupees on education from the government exchequer. In addition, there is considerable investment from the private sector in school education. The resource allocation on education over the years presents the following picture:

### Table 2.1: Allocation of Finance to Different Sectors of Education in Five Year Plan

<table>
<thead>
<tr>
<th>Sector</th>
<th>% of Plan Allocation in First Plan</th>
<th>% of Plan Allocation in Seventh Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Elementary Education</td>
<td>56</td>
<td>29</td>
</tr>
<tr>
<td>2. Secondary Education</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>3. University Education and others</td>
<td>31</td>
<td>55</td>
</tr>
</tbody>
</table>

You can see in the above table the variation in percentage of allocation between the First Five Year Plan and the Seventh Five Year Plan. You may notice that less money has been allocated to Elementary and Secondary Education in comparison to University Education. But as the NPE, 1986 has recommended six percent allocation of GNP being allocated to education, school education is likely to increase its share in the plan allocations. There have been serious efforts to achieve 100% enrolment at the elementary level, to improve the retention of children for the full period of schooling and generally to improve the quality teaching and learning. As a result of this effort, there has been continuous increase in enrolment. The drop-out rates have also decreased to some extent. Increasing number of children are also completing their school education. In order to meet the increasing demand for education, the outlay for general education and technical education has been increased under Eighth Five Year Plan (see Table 2.2).

### Table 2.2: Eighth Plan Outlay for General and Technical Education

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Major Head</th>
<th>Centre</th>
<th>States</th>
<th>U.Ts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General Education</td>
<td>6619.00</td>
<td>9607.19</td>
<td>587.16</td>
<td>16813.35</td>
</tr>
<tr>
<td>2.</td>
<td>Technical Education</td>
<td>824.00</td>
<td>1804.66</td>
<td>157.72</td>
<td>2786.38</td>
</tr>
<tr>
<td>3.</td>
<td>(Total – 1-2)</td>
<td>7443.00</td>
<td>11411.85</td>
<td>744.88</td>
<td>19599.73</td>
</tr>
</tbody>
</table>


#### 2.3.3 The Structure of Indian School Education

The structure of school education refers to the ladder of education at school level. The ladder of education can be visualized from two perspectives. One academic and two, administrative. The academic structure has been given in detail in the next unit. However, it will be worthwhile for you to know the academic structure in brief.

i) **Academic Structure:** The Education Commission 1964-66 recommended the 10+2+3 pattern for adoption as a common pattern of education in the country. The 1968 National Policy on Education strongly recommended its implementation in all parts of the country. Finally, the 36th session of the Central Advisory Board of Education (CABE) held at Delhi on 10th September, 1972 passed a resolution stating that "it would be desirable to adopt a uniform pattern of education, i.e. 10+2+3 in all parts of the country by the end of Fifth Five Year Plan". It also asked the Ministry of Education to work out the details of cost. The Govt. subsequently appointed a National Level Committee on 10+2+3 educational structure. It identified the merits of the proposed structure and the Govt. accepted the 10+2+3 pattern of education.

Now, we have a common pattern of education throughout the country, consisting of pre-
primary education, (named also as Kindergarten, Montessory Schools, Pre-basic schools and Play centres), elementary education ranging from standard I to standard VII or VIII and divided into lower-primary and upper-primary education, secondary education consisting of standards VII or VIII to X and the higher secondary education or +2 education of grades XI and XII. Thus, up to +2 level, there is undiversified school education. Other forms of education have also developed so as to meet social demand. These include, among others, non-formal education, open school education, vocational education, and commercial education etc. To administer all these forms of school education, there is an organizational structure and some constitutional provisions. The organizational structure of school education is presented below.

ii) **The Organizational Structure**: Education as indicated above, is the joint responsibility of States and the Centre. The organizational structure has been developed to manage education at different levels i.e., Centre, State, District, Block and at village level.

a) **Central Level**

At the Central level, the Ministry of Human Resource Development (MHRD) is the main governmental agency. Earlier designated as the Ministry of Education, it was renamed as MHRD in 1985 in view of the variety of activities which it undertakes for human resource development. The structure of the Ministry is given in the next page.

At the Central level, the Department of Education in the MHRD is responsible for all matters pertaining to education, including overall planning of programmes and providing guidance for their implementation. The MHRD, is headed by a Cabinet Minister of the Union Government. The Department of Education, under the MHRD, is under the charge of a Minister of State who is advised at the official level by the Secretary to the Department, assisted by an additional secretary and Educational Advisor on academic and policy matters of Education. The Department of Education consists of several bureaus, each of which is headed by a Joint Secretary or Joint Educational Advisor. These officials are assisted by Directors, Deputy Secretaries or Deputy Educational Advisors, who are the divisional heads. In terms, they are assisted by Under Secretaries or Assistant Educational Advisors, who have one or more sub-divisions under them. These divisions form part of different bureaus.

The Central Government has created a number of specialized institutions and organizations to help and advise the Government in the matter of formulation and implementation of policies and programmes in the field of education, particularly school education. The following is the list of such institutions and organizations which assist and advise the Central Government:

2. Central Hindi Directorate, New Delhi.
3. Central Institute of Indian Languages, Mysore.
4. Central Institute of English and Foreign Languages, Hyderabad.
5. Educational Consultants of India Ltd., New Delhi.
15. National Institute of Educational Planning and Administration, New Delhi.
- Post of Educational Advisor (Technical) is vacant and one post of JEA(T) is operated against this post.
- One post each of JEAS(G) and JS are vacant.
- Cases pertaining to Bureau of BP, Scholarships & UT, Bureau of University & Higher Education, Planning UNESCO, Vocational Education and Educational Technology Division are routed through Additional Secretary.
There are also some All India forums set up by the Central Government to facilitate the process of educational development in the country and to strengthen relationship between the Central Government and State Governments in planning, implementation, and co-ordination of educational programmes. Such forums are the Central Advisory Board of Education (CABE), the State Education Ministers’ Conference, the Conference of Education Secretaries and Planning Commission of the Government of India.

b) Administrative Structure of School Education at the State Level

At the state level, the position varies. In some States there is the State Ministry of Education headed by a Minister of Education which looks after the entire sector of education in the States. There might be separate ministries for different sectors such as Higher Education, Technical Education etc. The Minister or Ministers is/are member(s) of the State Legislative Assembly. The Minister is responsible to the State Legislature. There are a number of Directorates which functions under the respective Ministries of Education. The Minister controls the formulation of educational policies, directs their execution and supervises their implementation. Other Ministers and departments control other types of education like technical, agricultural, medical, and industrial etc. The structure of school education at the state level has been presented in Figure 2.3 below.

![Diagram of the Administrative Structure of School Education at the State Level]

It can be seen from Fig. 2.3 that under the Education Minister, there is a Secretariat. The Secretary is the administrative head of the Secretariat. He is directly responsible to the Minister for policy making and its execution at the school level. He generally belongs to the Indian Administrative Service and is assisted by Joint/Deputy/Under Secretaries. States have established Directorates of Education for different sectors such as Elementary, Secondary and Higher Secondary. In the Directorate, the Director is the executive head. He/She is assisted by Joint Directors, Deputy Directors, Assistant Directors etc.

States are generally divided into educational circles on the basis of geographical proximity of the districts. Each circle is under the charge of a Circle Inspector or Circle Education Officer. He looks after schools in his/her circle with the help of District Education Officers/District Inspectors of States; Block Education Officers and School Inspectors are in charge of specific geographical regions. It is important to note that all States do not have the same administrative structure. In some States, there is only a two-tier administrative set up viz., the State Department of Education and the Zonal or District Education Officer. In others there might be an intermediary set up between the Department and the District level arrangement. There are, therefore, variations in the administrative structure of school education at the State level.
### 2.3.4 Responsibilities of the Central Government in School Education

The above sections informed you of the Constitutional provisions in respect of education and the structure of school education. Here below, you will learn the responsibilities of the Centre in school education. The following are the Centre's responsibilities in school education:

1. To make available free and compulsory education upto the age of 14, as directed in the Constitution.
2. Equalization of educational opportunities with special reference to the reduction of inter-state differences and the advancement of the weaker sections of the society.
3. To make arrangements for the provision of scholarships to the needy and competent students.
4. To promote vocationalization of secondary education in all States.
5. To improve standards of education at school stage.
6. To improve the status of teachers and organize teacher education programmes.
7. To facilitate and organize non-formal education programme.
8. To facilitate and organize open school education programme in all parts of the country.
9. To promote educational research in the country.
10. To promote and organize special education programme.
11. To administer school education directly in Union Territories and Centrally administered areas.
12. To provide assistance to States, local bodies, and non-governmental organization for development of education, and
13. To provide guidance wherever required.

### 2.3.5 Responsibilities of the State Government

School education is under the direct control of State Governments. They prepare educational plans in relation to their needs and conditions by taking into consideration the plan frame and policies prepared at the Centre. The following are the responsibilities of the State Governments.
1. To establish and maintain educational institutions.
2. To give recognition for the establishment of schools.
3. To provide grants to schools managed by private bodies.
4. To pass laws for different types of school education.
5. To supervise schools through DEOs and Supervisors at Block level.
6. To recruit and place teachers in schools.
7. To prescribe the syllabus and supply books.
8. To establish school boards to conduct examinations.
9. To provide special assistance to poor and backward students.
10. To organize training programmes for teachers and supervisors.
11. To initiate action against teachers and schools in case of any lapse.
12. To feed information to the Centre about schools.
13. To provide academic and training support to schools through its institutions created for the purpose.
14. To promote research and development in education.

Till now, you have learned that to administer school education there are Constitutional provisions in the Seventh Schedule i.e., List I, List II and List III. The entries under these lists specify the roles of the Central Government and State Government in education. Union Territories are directly under the control of Central government. But in the States, school education is under the control of States. For education of weaker sections, minority groups and teaching of mother tongue, there are different articles, i.e. Article 28 for minority groups, Article 29 (i) and 30 (i) and (ii) for the cultural and educational rights of all citizens, Article 29 (ii) for admission to educational institutions, and Article 350 (A), and 351 for the teaching of mother tongue and Hindi language. Further, you have also learned the Article 41, 45 and 46 which state clearly the rules and regulations for the right to education of the weaker sections.

You have studied the responsibilities of Centre and State in school education. You must have noted that the Centre has the main role to play in framing policies and the State has to act upon them in their own context.

Now with this knowledge, you can take the following exercise to know how much you have learned. After the exercise you may read the next section.

Check Your Progress

Notes: a) Write your answers in the space given below.
      b) Compare your answers with those given at the end of this unit.

7. Write down the responsibilities of Centre and States in school education.

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2.4 CENTRAL PROVISION FOR SCHOOL EDUCATION

The Central Government has created some forums and organizations for assisting it in policy making and administering education at school level. These organizations include: CABE, NCERT, NCTE, NIEPA, Educational Consultants of India Ltd., CBSE etc. You will learn about the functions of these organizations in the following.
2.4.1 Central Advisory Board of Education (CABE)

CABE is one of the oldest and the most important advisory bodies of the Government of India on education. It was established in 1920. It was dissolved in 1923 and revived in 1935. The Union Minister of HRD is the Chairman of this Board and membership consists of representatives of State governments, Government of India, members of Parliament and distinguished educationists from different parts of the country. The functions of the CABE are:

a) to advise on educational matters which may be referred to it by the Government of India or by States,
b) to call for information and circulate it with recommendations to the Govt. of India and to State Governments, and
c) to assess the achievements of the previous year and recommend educational programmes for the next year.

2.4.2 Central Board of Secondary Education (CBSE)

This Board was established in 1929 at Ajmer. It was reconstituted by the Govt. of India in 1962. The functions of the CBSE are:

a) to prescribe syllabus for secondary education,
b) to conduct examinations for secondary schools,
c) to affiliate secondary and higher secondary schools, and
d) to develop curriculum and textual materials for secondary and higher secondary schools.

2.4.3 National Council of Educational Research and Training (NCERT)

The NCERT was established in 1961 as an autonomous organization. It acts as an advisor to the Ministry of Human Resource Development (MHRD) and is fully financed by the Central Government. The Union Minister of MHRD is its President and the Education Ministers of all the States and Union Territories are its members. The other members are the Chairman of UGC, Secretary of MHRD, and Four Vice-Chancellors from four regions of the country. The Council has under it the following institutions:

1. National Institute of Education.
2. Central Institute of Educational Technology.
3. Four Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar and Mysore.

It has under it departments viz., Policy Planning, Pre-school, Elementary Education, Special Education, Educational Research, Science and Mathematics Education, Social Sciences and Humanities, Educational Measurement and Evaluation, Publication Division, and Teacher Education, Field Advisors, etc.

The functions of NCERT are as follows:

a) to undertake studies, investigations, and surveys relating to school education,
b) to organize pre-service and in-service training of teachers at an advanced level,
c) to organize extension service,
d) to disseminate improved educational techniques and practices in schools,
e) to act as clearing house for ideas and information on all matters relating to school education,
f) to finance research on school education, and
g) to formulate policies and programmes in school education.

The Council works in close co-operation with MHRD and all the State Ministries of Education and their Secretariats. It also keeps close contact with universities in the country, State level
institutions and similar national and international organizations throughout the world. It has
developed curriculum framework and model textbooks and guide books for teachers for
all levels of school education. The Council also publishes journals and research reports
periodically.

2.4.4 National Council of Teacher Education (NCTE)

NCTE is a statutory body of the Central Government. It was established in 1995 after the bill
was passed by the Parliament. There is an Executive Committee and a Regional Committee
which work for NCTE. The main functions of NCTE are:

- to promote coordinated development of teacher education,
- to determine and maintain standards of teacher education programme at primary and
  secondary levels,
- to regulate the establishment of institutions of teacher education,
- to lay emphasis on continuing education of teachers,
- to reduce the gap between supply and demand of teachers, and
- to advise the Central Government, State Governments, UGC, Universities and other agencies
  in matters relating to teacher education i.e. priorities, policies, plans and programmes.

2.4.5 National Institute of Educational Planning and Administration (NIEPA)

The National Institute of Educational Planning and Administration is the apex institute in the
area of planning and administration of education in the country. For the first ten years of its
existence, the institute functioned as a UNESCO Institute having been established in 1962,
as the UNESCO Regional Centre for Training of Educational Planners, Administrations and
Supervisors in Asia and the Pacific. On 1st April, it was renamed as Asian Institute of
Educational Planning and Administration. The Institute was again renamed as National Institute
of Educational Planning and Administration (NIEPA) in 1979.

Some of the functions of NIEPA are:

- To improve the quality of planning and administration in education by means of study,
generation of new ideas, and techniques and disseminating them through interaction with,
and training of strategic groups and to achieve the same;
- To organise pre-service and in-service training, conferences, workshops, meeting, seminars
and briefing sessions for senior educational officers of the Central and State Governments
and Union Territories;
- To organise orientation and training programmes and refresher courses for university and
college administrators connected with educational planning and administration;
- To undertake, aid, promote and coordinate research in various aspects of educational
planning and administration, including comparative studies in planning techniques and
administrative procedures in the different States of India and in other countries of the
world.

2.4.6 Kendriya Vidyalaya Sangathan (KVS)

Kendriya Vidyalaya Sangathan, an autonomous body of Government of India, was set up on
15th December, 1965. The main missions of KVS are:

- To cater to the educational needs of children of transferable Central Government employees
  including Defence and para-military personnel by providing a common programme of
  education.
- To pursue excellence and set the pace in the field of school education.
- To initiate and promote experimentation and innovations in education in collaboration
  with other bodies like the CBSE and the NCERT.
- To develop the spirit of national integration and create a sense of ‘Indianness’ among
  children.
2.4.6 National Open School (NOS)

The National Open School (NOS) was established in November, 1989 as an autonomous organisation in pursuance of National Policy on Education, 1986, by the Ministry of Human Resource Development, Government of India. The major objectives of the NOS are:

- to provide opportunities for continuing and developmental education to interested learners, through courses and programmes of general education; life enrichment modules and vocational courses at the school level;
- to provide consultancy services and to engage in model building in close collaboration with States and a variety of other agencies or institutions.
- to serve as an agency for effective dissemination of information related to distance education and open learning.
- to identify and promote standard of learning in distance education systems and open school, which may be set up in different parts of the country through research and evaluation and to maintain standards of equivalence with the formal system, while keeping its own distinct character.

2.5 STATE PROVISIONS FOR SCHOOL EDUCATION

The educational structure at the State level includes the Ministry of Education, Secretariat, Directorates, State Institute of Education, State Council of Educational Research and Training, Textbook Board, and Board of School Education etc. You have already learned about the Ministry of Education, Directorates and Secretariat in an earlier sections in this Unit. Here you will know the functions of SCERT, Textbook Board, and Boards of School Education.

2.5.1 State Council of Educational Research and Training (SCERT)

In some of the states SCERT is known as State Institute of Education (SIE). It is an integral part of the Directorate of Education and is the academic wing of the State Department of Education. It provides academic guidance to the Regional Officers, District Education Officers, Block Education Officers, and Principals of Schools. SCERTs are headed by Directors and under them are the Joint Directors of different sections which include: Physical Education, Audio-Visual Education, Institute of English, Vocational Guidance, Examination Unit, Science Division, Curriculum Development, Teacher Education, Textbooks Production and Non-formal Education etc. The functions of SCERT are as under:

a) It provides in-service training to teachers, primary and secondary schools and to District Education Officers (DEO's), Block Education Officers (BEO's) and School Inspectors,
b) It supports teacher-training programme of primary and secondary levels in the state and also frames the teacher education curriculum,
c) It prepares the curriculum and textbooks for school education,
d) It collects data and conducts research on school education and feeds it to the Secretariat for policy making execution; and evaluation,
e) It looks into the scholarship, stipends, and other incentives to be provided to the children of minority groups and ST, SC, OBC etc.,
f) It supports the improvement of instructional process in all school subjects with the help of modern technologies and audio-visual aids, and
g) It develops academic linkages with NCERT, NCTE and other Central level organizations.

2.5.2 Board of Secondary Education (BSE)

Most State governments have Boards of Secondary (School) Education. These Boards were established in pursuance of the recommendation of the Secondary Education Commission (1952-54). The Board generally consists of a Chairman and members. Members represent school and university teachers of the state and also nominated members. The Boards prescribe syllabi and textbooks for schools under their jurisdiction. The Boards are mainly advisory in character. They provide recognition/affiliation to schools and conduct public examinations.
Schools, irrespective of their management, send their pupils for final examination conducted by the School Board. However, in States some schools are affiliated to the CBSE which conducts public examinations and prescribe the syllabus.

a) to grant affiliation/recognition to schools.
b) to prescribe syllabi and textbooks for schools.
c) to conduct public examination at Standard X and XII at the state level.
d) to maintain standards of secondary schools in the state.
e) to improve evaluation practices at secondary school level.
f) to co-operate with the State Institute of Education to provide in-service training to school teachers,
g) to organize training programmes for paper setters and examiners,
h) to conduct research relating to problems of examinations at school stage,
i) to conduct special examinations for the award of scholarships and talent search examinations, and
j) to maintain close relation with the state Department of Education.

2.5.3 State Textbook Board

State prescribes textbooks for the primary, secondary and higher secondary schools of the entire state by taking into consideration the aims, objectives, needs and problems of the State. So for production and supply of textbooks at affordable prices, each state of India has created its own textbooks board. The Textbook Board is a statutory body of the state government and is generally headed by a Chairman. It usually has experts in school education and distinguished educationists and experienced teachers as its members. The main functions of a Textbook Board are as follows:

a) to appoint subject experts to write, edit, review and evaluate textbooks in all school subjects.
b) to publish or get published textbooks.
c) to supply textbooks to schools.
d) to conduct and support research relating to curriculum and textbooks.
e) to establish close relation with the SCERT, Ministry of Education, Directorate and Secretariat.
f) to organize training programmes and workshops for teachers, textbook writers and experts for textbook production.

You have just learned the Central and State provisions for school education in our country. At the Central level institutions viz., NCERT, NCTE, CBSE, CABE etc. and at the State level SCERT, Textbook Board, Board of School or Secondary Education work in a coherent manner. All these institutions make an effort to promote access to education and improve the quality of school education by looking into different aspects of education like examination, textbooks, scholarships, syllabus, teacher education, etc. Now, on do the following exercise and then go to the next section.

**Check Your Progress**

**Notes:**

a) Write your answers in the space given below.

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

8. Name any four Central level institutions in education.

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### 9. Name any four State level institutions in education.

- University of Mumbai
- Indian Institute of Technology
- National Institute of Technology
- Indian Institutes of Technology

### 10. What are the functions of NCERT, NCTE, CABE and CBSE?

- NCERT: National Council of Educational Research and Training
- NCTE: National Council of Teacher Education
- CABE: Central Advisory Board of Education
- CBSE: Central Board of Secondary Education

### 11. What are the functions of SCERT, Textbook Board and Secondary Education Board?

- SCERT: State Council for Educational Research and Training
- Textbook Board
- Secondary Education Board

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### 2.6 REGIONAL LEVEL ORGANIZATIONS

Some of the Indian states which are geographically large have been divided into educational circles to raise the efficiency of school administration and supervision. The person in charge of the circle or division is known as Circle Inspector, Circle Education Officer or Divisional Inspector. Such educational circles are necessary to ensure the efficiency of school management. The CEO acts as a link between the state and districts. The functions of the CEO are as follows:

- a) to co-ordinate the efforts of DEOs to avoid waste of time and money and thereby raise efficiency,
- b) to establish link between the Directorate and districts,
- c) to plan and execute governmental policies in his region,
- d) to determine the educational needs of the area,
- e) to undertake supervision of the schools, and
- f) to review the educational programmes and provide feedback to the Directorate of Education in the State.

### 2.7 DISTRICT LEVEL ORGANIZATIONS

At the District level, there are the District Education Officer/District Inspectors and District Institute of Education and Training.
2.7.1 District Education Office

The District Education Office is considered to be the most important unit in school administration. It is under the charge of a District Education Officer (DEO) and under him there are two/three School Inspectors to assist him. In some States, there are separate DEO’s for primary schools and for secondary schools of the district. Both the DEOs have similar functions at their respective school levels. The DEOs perform both academic and administrative duties as under:

a) Supervision of schools and ensuring that schools adhere to given rules and regulations,
b) Communicating orders from the Directorate and Regional Circle Office to the schools,
c) Appoint, transfer, grant leave and look into the promotion of teaching and non-teaching staff of government managed schools,
d) Advise and assist development of schools,
e) Establish links between the state level organizations and schools,
f) Collect data about the school and provide it to State government from time to time,
g) Guide curricular and co-curricular programmes of the schools, and
h) Attend to grievances.

Under the Panchayati Raj Scheme, Zila Parishads have been established. The Parishad consists of representatives of block level Panchayats. As in other subjects, the Parishad is responsible for educational development of the district. The District level education officer is usually the member secretary of the Parishad. The pattern of functioning varies in the States. Some Zila Parishads have substantial authority for educational development.

2.7.2 District Institute of Education and Training (DIET)

The Programme of Action (POA) (1986) envisaged the setting up of DIETs in each district of the country. Many DIETs have been established in the country. These institutes are managed by their Principals who alongwith teaching staff conduct pre-service and in-service training programmes for elementary school teachers. The functions of DIET are:

a) Survey the local needs and problems in elementary education,
b) Conduct in-service and pre-service training programmes for elementary school teachers,
c) Improve the competence of teachers in subjects and methods of teaching,
d) Conduct action research and training of teachers for action research, and
e) Promote the quality of learning in schools.

2.8 ROLE OF LOCAL LEVEL ORGANIZATIONS

The 42nd Amendment of the Constitution in 1991 on Panchayati Raj institutions envisages the introduction of democratically elected bodies at the district, sub-district and gram-panchayat levels. The Bill has made provision for the representation of women, scheduled castes and scheduled tribes in the administrative bodies at local level viz. Municipalities, Village Panchayat and Village Education Committee. Let us look at the formation and functions of these local bodies in school education.

2.8.1 Local Bodies in Rural Areas

As per the Panchayati Raj Act, the state governments have to make arrangements for democratically elected bodies to look after education. According to Article 40 of the Constitution, “the States shall take steps to organize village panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self-government”. The Balwant Raj Mehta Committee had suggested a three-tier system of administration viz. Gram Panchayat at the village level, a Panchayat Samiti at the Block or Taluka level, and Zila Parishad at the District level.

i) Zila Parishad: It is the co-ordinating body at the district level. The members of the Parishad are elected and nominated by Panchayat Samiti. A DEO and other officers of
School System

development departments are nominated members in the Parishad. It approves the annual budget of each Gram Panchayat in its jurisdiction, considers the demands of the Block level samities and recommends to the state government for approval. It also guides the work of the Block Samities and asks them for revision of plans and budget.

ii) Panchayat Samiti: This Samiti is at the Block or Taluka level. The Chairman is elected by the members of Gram Panchayat in the Block and he is incharge of the Samiti. The functions of the Samiti are as under:
   a) Construction and supervision of school building,
   b) Supply of equipments to schools,
   c) Enforcement of rules and regulations of the Government,
   d) Involvement of the local community in education, and
   e) Establishment of linkages between the Zila Panchayat and Gram Panchayat.

iii) Gram Panchayat: Gram Panchayats are formed by taking into consideration a big village or some small villages in a geographical area as one unit. The administration of primary schools has been entrusted to Gram Panchayats. Under the control of the Gram Panchayat, there can be more than one school. The Sarpanch is the head of the Panchayat and he is elected directly by the people. Under the Sarpanch, there are some elected members from all the wards. The functions of Gram Panchayats in school education are as follows:
   a) To fulfil local needs through education,
   b) To bring school and local community together,
   c) To expand facilities for primary education,
   d) To plan school education in the village, and
   e) To provide suggestions to its Zila Panchayat and Block Samiti for improvement of school education.

iv) Village Education Committee (VEC): The Panchayati Raj Bill envisages that each Gram Panchayat will have a Village Education Committee in its village. The VEC would be responsible for the administration of the delegated programmes in the field of education at the village level. VEC comprises representatives of women, minority groups, and head masters, sarpanch and ward members. For constituting VEC, elections may not be required. The major responsibilities of VEC are:
   a) It undertakes local level and school mapping in the village through systematic house-to-house survey and periodic discussion with parents,
   b) It ensures that all children are enrolled and retained in the school,
   c) It ensures that all segments of the population participate in the education process,
   d) It ensures regular functioning of schools, and
   e) It establishes close link with Gram Panchayat and other levels of administration.

2.8.2 Local Bodies in Urban Areas

Municipalities, Municipal Corporations and Nagar Palika: The Nagar Palika Bill, 1989 has made the following provisions for Municipalities, Corporation and Nagar Palikas:
   a) It will have an elected body to govern the city for five years,
   b) The Chairman or Mayor will be the head of the Committee,
   c) It will have a Vice-Chairman or Deputy-Mayor to assist the Chairman or Mayor, and
   d) The Committee members will be elected from each locality of the city.

The functions of the Corporation of Palika in school education are as under:
   a) To ensure that adequate facilities are provided in schools,
   b) To establish new schools,
c) To recruit teachers,

d) To provide adequate finances for schools, and

e) To plan along with teachers and community the development of the school under its jurisdiction.

2.9 TEACHERS' UNION

The teachers' Union play a major role in the school management. Generally, a Union has a President, a Vice-President, Secretary and members in it. These posts are filled up by nomination or election. The functions of such organizations are as follows:

a) To facilitate the normal functioning of schools and teachers,

b) To suggest to school management the criteria, rules and regulation for recruitment, transfer, leave, salary etc.,

c) To suggest to the Zila Parishad, Municipal Corporation, DEO, DPI and Secretariat for any new provision or modification with regard to school functioning, and

d) To negotiate with authorities regarding scales and service conditions of teachers.

2.9.1 Role of Trustees and Private Managements

A large number of primary and secondary schools have been established and are maintained by agencies like industries, religious groups, minority groups etc. These schools generally have a Board of Trustee or Management to regulate the day-to-day affairs of their schools. The members of the Board are mainly nominated or ex-officio. The functions of such bodies in school education are:

a) To appoint teachers and Principal of their schools,

b) To regulate admission of students in their schools,

c) To provide finances to their school and create infrastructural facilities,

d) To see that rules and regulations of the State Government are followed in their schools, and

e) To look into the day-to-day affairs of the school.

Check Your Progress

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

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

12. What are the local bodies that manage school education?

13. What are the functions of the local bodies in school education?
14. What are the roles of Teachers' Unions?

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2.10 LET US SUM UP

In the preceding section, you learnt the functions of Regional, District and Sub-district level organizations in school education. Regional level Education Office is charged with the responsibility to promote efficiency of school functioning and to establish linkage between Directorate and DEOs. The Regional Offices along with DEOs and School Inspectors supervise schools, implement policies and decisions of the State Ministry and Directorate of Education. They also provide data to Directorate about the schools under them. There are also DIETs which conduct in-service and pre-service training of school teachers of primary schools. Local bodies viz. Zila Parishad, Panchayat Samiti and Gram Panchayat administer education in a democratic way. Some of the schools are also directly looked after by private managements and trustees and although such schools work within the given guidelines of the state, they manage their own school by providing finances, staff, and infrastructure. In addition to these local bodies and organizations, we have also Teachers' Unions which often play a major role in the functions of the schools. Such unions not only take care of the interest of teachers but also advise State government and school management on the improvement of school education. Now you may take the following exercise.

2.11 UNIT-END ACTIVITIES

1. Visit the District Education Office and find the ways to regulate the education of school through different agencies.

2. Review the Constitutional provisions for the education of SC, ST and minority communities.

2.12 POINTS FOR DISCUSSION

1. Can a school be free from all the control of State or District level agencies?

2. Panchayati Raj and school development.

2.13 ANSWERS TO CHECK YOUR PROGRESS

1. i) Union List  
   ii) State List  
   iii) Current List

2. Union List : Entry - 13, Entry - 62, Entry - 63, Entry - 64, Entry - 65, Entry - 66,  
   State List : Entry - 12  

3. The Constitutional provisions for the education of SCs and STs children are as follows:  
   Art.28 i) It states that if a school is run by the Government funds, it can not impart religious instruction.  
   ii) If a school is established under any endowment trust, it can impart religious instruction.
Art. 29  
i) Any citizen residing within the territory of India has the right to conserve its language, culture, script of its own.
ii) No citizen shall be denied admission to any educational institution maintained out of state funds on the basis of caste, race, religion, language or any of them.

Art. 30  
i) All minorities whether based on religion or language have the right to establish and administer educational institutions of their choice.
ii) State shall not in granting grants or aids to educational institutions, discriminate against any institution on the ground of minority, language or religion.

4. We have the following Constitutional provision for teaching of mother tongue:

Art. 350 (A) State shall have to ensure adequate provision facilities for imparting instruction in mother tongue at the primary education level to children belonging to minority groups. The President may issue directions to any state as he considers necessary.

5. i) 10+2+3 pattern of education.
   10 = Std. I to X = Elementary (Primary & Upper Primary), Secondary
   +2 = Std. XI to XII
   +3 = 3 yrs. degree course

   2. Kendriya Vidyalaya Sangathan (KVS), New Delhi.

8. The Central Government responsibilities are to make available free and compulsory primary education, equalization of educational opportunities, make provision for scholarship to competent and needy student, promote the vocationalization of education, improve standards of education, improve status of teacher education programme, organize non-formal and open schools, promote research at school level, and administer school education directly in union territories.

The State Government controls directly the school education in the states. The responsibilities are to:
- establish educational institutions.
- provide grants to schools.
- supervise Schools.
- appoint school teachers and look after staff development.
- conduct examination.
- prepare textbooks.
- feed information to the Central Government.

9. NCERT, New Delhi.
   NCTE, New Delhi.
   CABE, New Delhi.
   CBSE, New Delhi.

10. SCERT/SIET
    TBB : Text Book Board
    BSE : Board of Secondary Education
    Ministry of Education.
11. a) NCERT: It organizes research, extension work, training programme for pre-service and in-service training programme, disseminate knowledge and information, formulate policies and programmes in school education.

b) NCTE: It co-ordinates and develop teachers education programme at primary and secondary level. It also advises the Central Government, State Government, and UGC in matter relating to teacher education.

c) CABE: It advises the Central and State Government in matters relating to policies and programmes of school education.

d) CBSE: It prescribes the syllabus for secondary education, conduct examinations, give affiliation to schools and develop curriculum and textual materials.

12. a) SCERT: It provides in-service training to teachers of primary and secondary schools, DEOs, BEOs and School Inspectors. The teacher education programme is looked after by the body. It prepares curriculum and textbooks for school children, provides scholarships, and other incentives to them and support the institutional process. It feeds information to NCERT and establish linkages with other national bodies.

b) Textbook Board: It performs the following functions:
   - Develop and supply textbooks for school level.
   - Textbook evaluation researchers are conducted.
   - Organise training programme and workshops for subject expects to develop textbooks.

c) Board of Secondary Education: It performs the following functions:
   - Prescribe syllabi and textbooks for schools.
   - Conducts examinations and improve evaluation practices.
   - Co-operate with other state institutes of education.
   - Organise training programme for evaluators.
   - Conduct special examination for the award of scholarships.

13. The local bodies that manage school education are:
   - Zila Parishad
   - Panchayat Samiti
   - Gram Panchayat
   - Village Education Committee (VEC)
   - Municipal Corporation
   - Teachers' Union
   - Education Trust

14. The functions of local bodies are:
   - to improve quality of education
   - to appoint teachers
   - to formulate school policies
   - to provide finance and infrastructure to school
   - to look into the day-to-day affairs of school
   - to establish linkages with other schools, District Education Office and Block Level Office.
15. The roles of teachers' unions are:

- to raise the status of teachers
- to look into the working conditions of teachers
- to facilitate the normal functioning of schools
- to suggest any change in rules and regulations of school management
- to suggest the bodies at State and District level for any new provision in school
- to negotiate with bodies at state level regarding salaries and service conditions.

### 2.14 SUGGESTED READINGS


