UNIT 6  PRE-PRIMARY AND ELEMENTARY EDUCATION

Structure

6.1. Introduction

6.2. Objectives

6.3. Pre-Primary Education
   6.3.1. Pre-Primary Education in India
   6.3.2. Integrated Child Development Services (ICDS) scheme
   6.3.3. Characteristics of Pre-Primary Education

6.4. Elementary Education
   6.4.1. Elementary Education in Post-Independence Era
   6.4.2. Features of Elementary Education

6.5. Types of Managements

6.6. Regulatory Bodies for School Education
   6.6.1. Regulatory Bodies for School Education at Central Level
   6.6.2. Regulatory Bodies at State Level
   6.6.3. Regulatory Bodies at District/Block Level

6.7. Schemes for School Education
   6.7.1. Sarva Shiksha Abhiyan (SSA)
   6.7.2. The National Programme Of Education for Girls at Elementary Level (Npegel) Programme

6.8. Let Us Sum Up

6.9. Unit End Exercises

6.10. References and Suggested Readings

6.11. Answers to Check Your Progress

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 progress inform of the literacy rate progress which reflects the efforts made in the direction of improving literacy 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

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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

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

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 few states 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>
<thead>
<tr>
<th>Total Institution</th>
<th>Type of Institution</th>
<th>Rural area</th>
<th>Urban area</th>
<th>Teachers employed</th>
<th>Female Teachers</th>
<th>Male Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,55,493</td>
<td>Balwadis</td>
<td>30,434</td>
<td>6,04,395</td>
<td>8,02,007</td>
<td>94.37%</td>
<td>5.63%</td>
</tr>
<tr>
<td></td>
<td>Aganwadis</td>
<td>5,91,632</td>
<td>51,098</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-primary schools</td>
<td>10,237</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source of data: Reports of 8th All India School Education Survey (2009)
In spite of above-mentioned efforts, we need 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 CHARACTERISTICS 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.

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**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)**

<table>
<thead>
<tr>
<th>Age group (in Years)</th>
<th>2015</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-13</td>
<td></td>
<td>Elementary (I-VIII)</td>
</tr>
<tr>
<td>Total</td>
<td>25606</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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 an investment 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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..................................................................................................................
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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:

Another classification of school management can be made on the basis of Schools run by Minority Management. The 8th survey on 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-Buddhist and 5.86% are managed 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:

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?

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’ hostels and 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)**

NCTE was 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 started on 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 Elementary 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 adopted an “area specific approach” with district as the unit of planning. This approach 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 classroom 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, Panchayat 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

2. **District Level Monitoring**

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.
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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 REFERENCES AND SUGGESTED READINGS

- http://www.ncert.nic.in/oth_anoun/npe86.pdf
- https://www.progressiveteacher.in/importance-of-pre-school-education/
- https://www.progressiveteacher.in/importance-of-pre-school-education/

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 and collect information to answer it.
7. Refer to point 'f' of 6.7.
8. Refer to point 'e' of 6.7.