UNIT-1

Educational Management: Meaning, Nature and Scope

- At the end of this unit you will be able to:
- Explain the meaning/concept of Management
- Describe the nature of Management
- Enumerate the functions of Management
- Explain the meaning of Educational Management
- Discuss the nature and scope of Educational Management
- Enumerate the objectives of Educational Management
- Illustrate the functions of Educational Management
- Understand the evolution of management concepts in education
- Explain the meaning of Educational Administration
- Describe the functions of Educational Administration
- Describe the nature and scope of Educational Administration

(ia) What is Management?

Etymology:

The verb 'manage' comes from the Italian *maneggiare* (to handle, especially tools), which derives from the Latin word *manus* (hand).

The French word *mesnagement* (later *ménagement*) influenced the development in meaning of the English word *management* in the 17th and 18th centuries.

Management in business and organizations is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively.

Management comprises planning, organizing, staffing, leading or directing, and controlling an organization or initiative to accomplish a goal.

Resourcing encompasses the deployment and manipulation of human, financial resources, technological resources, and natural resources.

Management is also an academic discipline, a social science whose object of study is the social organization.

Another way people talk of management is to describe it as an art, a science, an organisation, a person, a discipline, or a process.

Let us consider each of these in turn.

Management as an art
As an art, management is about carrying out organisational functions and tasks through people. This art involves the application of techniques in:
• human and public relations
• the delegation of an authority: assigning and sharing responsibilities and duties
• communication: including decision-making and problem-solving.
• managing change.

Management as a science
Management here is concerned with establishing a philosophy, laws, theories, principles, processes and practices which can be applied in various situations, including schools.

Management as an organisation
As an organisation, management is about creating formal structures and an establishment based on a mission (or goals), objectives, targets, functions and tasks. For example, social and welfare organisations in government management can refer to education and health services, whilst public security management services could refer to the police and military.

Management as a person
Managements may be seen as a person or a group of people. For example, a teacher could say 'The school management has changed the timetable in the middle of the term'. This could be referring to the head alone, or to all the senior staff, or it could refer to the members of the board of governors or school committee. In schools with several promoted staff a 'senior management team' might be formed in much the same way as a government has a cabinet of ministers.

Management as a discipline
In this sense, management is a field of study with various subjects and topics. Knowledge, skills and attitudes in management can be acquired through learning, from experience and from certified courses.

Management is a collection of processes, including such things as decision-making, problem-solving and action-planning. These processes involve the management of resources including human, material, financial and time. These processes are also known as the functions of managers.

Management may be briefly described according to its,

Basic functions [

Management operates through five basic functions: planning, organizing, coordinating, commanding, and controlling.

- **Planning**: Deciding what needs to happen in the future and generating plans for action.
- **Organizing**: Making sure the human and nonhuman resources are put into place
- **Coordinating**: Creating a structure through which an organization's goals can be accomplished.
- **Commanding**: Determining what must be done in a situation and getting people to do it.
- **Controlling**: Checking progress against plans.

Basic roles

- **Interpersonal**: roles that involve coordination and interaction with employees
- **Informational**: roles that involve handling, sharing, and analyzing information
- **Decisional**: roles that require decision-making

Skills Developed

- **Political**: used to build a power base and establish connections
- **Conceptual**: used to analyze complex situations.
- **Interpersonal**: used to communicate, motivate, mentor and delegate
- **Diagnostic**: ability to visualize most appropriate response to a situation
- **Leadership**: ability to lead and provide guidance to a specific group
- **Technical**: Expertise in one's particular functional area.

(i b) What is Educational Management?

Meaning:

While Education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society, Educational Management is the process of planning, organising, directing and controlling the activities of an institution by utilising human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

Nature and Scope:

The National Policies on Education seek to bring about a social, economic and cultural development in society by focusing on human resource development through education. Education, therefore, must have more relevant curricula, be dynamic, and empower students to bring about desirable social changes while preserving the desirable aspects of our existing culture.

The national developmental goals require the professional management of education to bring about the effective and efficient functioning of educational institutions.

The scope of Educational Management is wide and includes the history and theories of management science, roles and responsibilities of an educational manager along with the requisite managerial skills.

Educational Management focuses on:

 the study of theories of management science which define and describe the roles and responsibilities of the educational manager and the development of managerial skills.

the study of educational planning at macro levels, its goals, principles, approaches and processes and on institutional planning and educational administration at the micro level.

decision making, problem solving, communication, information management and effective team building.

Planning of curricular and co-curricular activities, curriculum and academic calendar

Maintenance of school records, evaluation of students' achievement

Effective allocation of financial resources and the planning of the budgets of institutions.

Educational Management aims at:

Achieving an institution's objectives

Improving the processes of planning, organising and implementing within the institution

Creating, enhancing and maintaining a positive public image of the institution.

Optimal utilisation of human resources (administrators, non-teaching staff, teaching staff and students)

Enhancing the efficiency and effectiveness of infrastructure

Enabling job satisfaction

Creating and maintaining a congenial and cohesive atmosphere

Managing interpersonal conflicts, stress

Improving interpersonal communication.

Building a relationship with the community.

The functions of Educational Management are largely based on Henry Fayol's 14 Principles of Management, namely,

Division of work

Authority

Discipline

Unity of command

Unity of direction

Subordination of individual interests

Remuneration

Centralisation

Scalar chain

Material and social order

Equity

Stability

Initiative

Esprit de corps

These functions can be encapsulated into the following 5 functions:

1. Planning: is the process of setting objectives and determining the actions in order to achieve them. Planning is anticipatory in nature and sets priorities. It is proactive rather than passive.

Planning asks the following questions: What? When? Where? By whom? How? while following a series of steps:

Defining Objectives (setting objectives or goals)

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Determining the current status with respect to the objectives (being aware of opportunities)

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Determining planning premises (analysing the situation for external factors and forecasting future trends; generation of future scenarios)

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Identifying alternative (best alternative to accomplish the objectives)

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Choosing an alternative (selecting the course of action to be pursued)

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Formulating support plans (arranging for human and material resources)

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Implementing the plan (action stage which also involves evaluation)

2. Organising: is the process of combining the work which individuals or groups have to perform with facilities necessary for its execution such that the duties performed provide the best channels for efficient, systematic, positive and co-ordinated application of available effort.

Organising is characterised by:

Division of work or specialisation: Activities are assigned to different people who are specialists in that area, for specialisation improves efficiency.

Orientation towards goals: it harmonises the individual goals of employees with the overall goals of the institution.

Composition of individuals and groups: individuals are grouped into departments and their work is coordinated and directed towards organisational goals.

Differentiated functions: the entire work is divided and assigned to individuals so that the organisation's objectives are achieved. While each individual performs a different task, each one also coordinates with the tasks of others.

Continuous process: groups of people with defined relationships with each other work together to achieve the goals of the organisation. These relationships do not end once the task is completed.

Delegation of authority: the levels of hierarchy are determined and the span of control is determined via formal relationships.

Establishing a communication channel: for effective decision making, coordination, control, supervision and feedback, motivation and redressing problems or grievances encountered.

3. Directing: is the art or process of influencing people such that they willingly strive to achieve group goals. It focuses on the development of willingness to work with zeal and confidence, provides adequate guidelines to complete the task, and motivates individuals to achieve goals in a coordinated manner. It also focuses on exercising leadership while determining responsibility and accountability.

4. Controlling: involves measuring and monitoring performance in accordance with plans and taking corrective action when required. It establishes performance standards based on the objectives, measures and reports actual performance compares the two and takes corrective or preventive action as necessary.

Thus controlling indicates the quantum of goals achieved, the extent of deviation from actual plans, generates accurate information and requisite feedback. Thus controlling focuses upon the difference between planned and actual performance.

Controlling is especially concerned with the areas of Institutional Budget (finance in terms of income and expenditure), Institutional Supplies (stationery and material equipment), Library (maintenance and up gradation), Teaching-learning Process, Accounts and School Records and Discipline (staff and students).

5. Evaluating: is the process of measuring and assessing the achievement of objectives while providing an insight into strengths and weaknesses and planning for future endeavours.

Evaluation helps determine the effectiveness of plans for both administrators and other stakeholders like teachers, staff, students and parents, as also the extended community. It seeks

to document the objectives that have been met and to provide information to all concerned stakeholders regarding achievement, obstacles and corrective action or improvements.

Thus evaluation focuses upon Process (how is the plan being carried out), Outcome (achievement of objectives), and Impact (effect of the plans initiated).

In an educational setting, evaluation of the following areas is carried out, namely,

Goals and Objectives

Content: Selection, Validity, Relevance, Appropriateness

Processes: teacher activities, pupil activities, instructional material, teaching methods

Outcome: Assessment and Feedback

ii) Evolution of Concept of Management in Education

Educational management as a field of study and practice was derived from management principles first applied to industry and commerce, mainly in the United States. Theory development largely involved the application of industrial models to educational settings. As the subject became established as an academic field in its own right, its theorists and practitioners began to develop alternative models based on their observation of, and experience in, schools and colleges. By the 21st century the main theories, had either been developed in the educational context or had been adapted from industrial models to meet the specific requirements of schools and colleges. Educational management has progressed from being a new field dependent upon ideas developed in other settings to become an established field with its own theories and research.

There is no single all-embracing theory of educational management. In part this reflects the astonishing diversity of educational institutions, ranging from small rural elementary schools to very large universities and colleges. It relates also to the varied nature of the problems encountered in schools and colleges, which require different approaches and solutions. Above all, it reflects the multifaceted nature of theory in education and the social sciences: "Students of

educational management who turn to organisational theory for guidance in their attempt to understand and manage educational institutions will not find a single, universally applicable theory but a multiplicity of theoretical approaches each jealously guarded by a particular epistemic community" – P.Ribbins

iii) Educational Administration:

Educational Management and Educational Administration are terms used interchangeably. However, Educational Administration is a specialised activity which runs the entire educational programme composed of human and material resources in an organised manner towards a fruitful and constructive goal.

Educational institutions operate in a dynamic environment. They therefore must constantly identify and implement improvements in their own setup. Doing so requires the administrators, faculty, and staff to constantly access training and developmental opportunities.

The process of continuous improvement thrives when the mindset of the stakeholders is geared towards constant monitoring, problem identification and research.

Educational Administration therefore performs a three-fold task to ensure efficient working, namely,

- Stating the specific purpose and mission of education in general and of institutions in particular.

- Ensuring that work is productive by nurturing human resources to be productive in their endeavours.

- Designing and maintaining an environment in which individuals work together in groups efficiently to accomplish set goals.

Thus, Educational Administration deals with the optimal functioning of the institution by developing the human personality in a balanced manner.

Educational Administration is concerned with the efficiency and commitment that manpower evinces in the pursuit of goals. It reiterates practical measures adopted to ensure that the system of work assists the educational process and helps realise the set goals and objectives for the benefit of all stakeholders.

The main Functions of Educational Administration are:

Execution (plans)

Direction (line of action)

Supervision (of work done in the field)

Advice (methods of work)

Stimulation (work efficiency)

Exploration (new vistas)

Leading (learners' programmes)

Assistance (adopting feedback, diagnosing weaknesses)

Execution: In Execution lies the foundation of an institution. Execution not only points out what resources are needed but also the sources of procurement. These resources may include material resources like the building, furniture, library, laboratories, non-material resources like personnel, and other stakeholders like students and parents and abstract resources like vision, mission statement, ideology and values. The Administrative Executive Body systematically plans, arranges for and uses these resources in order to achieve its goals.

Direction: The vision and mission statement of the institution serves to direct the institution in its quest to achieve its goals. Educational Administration ensures that the directives are upheld during curriculum construction and academic planning.

Supervision: Supervision ensures that the plans are being executed according to the directives. It thus enhances the quality of work done and the ensuing accomplishments.

Advice/ Stimulate: Educational Administration analyses the work and manner in which work is done. It weighs the pros and cons and then puts into action plans which help remove the weaknesses and serve to accomplish the set goals.

Explore: Educational Administration initiates research, adopts and adapts to new methods and techniques in order to enhance learning opportunities.

Lead / Assist: Educational Administration not only lays down the directives but also provides the requisite support system to enable the efficient and effective fruition of the set objectives or goals.

The Scope of Educational Administration:

Educational Administration involves the following aspects associated with an institution:

Planning: Planning results in

1. Recognition of goals

2. Optimal use of resources

3. Prevention of wastage, duplication of effort and unhealthy practices

4. Orderly execution of plans

Educational planning in our country is carried out at the central level, the state level, the local level and at the school level.

Budgeting: Budgeting is an essential facet of a successful organisation and administration. It calls for an estimated account of revenues and expenditure with scope to embrace contingencies when required.

Organising: Organisation focuses on two main aspects: material equipment (infrastructure) and human equipment (stakeholders) with the main aim of maintaining efficiency, productivity, effectiveness and utility in the teaching-learning environment.

Educational Administration further influences:

- The preparation of curriculum for different classes according to their diverse abilities and aptitudes.

- The time table and academic calendar

- The co-curricular programmes

- Organisation and distribution of work

- Establishment and working of infrastructure

- The organisation and conduct of examinations

- The organisation and functioning of guidance and counselling cells on the campus

- The organisation of community reach programmes

- The provision of auxiliary services like midday meals, school uniforms, books medical checkups etc

   Conclusion:

Educational Administration has a vast area of operation ranging from Planning to Budgeting in an effort to make the educational process purposive and functional. An important tool it is effective, systematic and has a definite purpose. It focuses upon the attitude towards work and adopts practical measures to ensure that that the system of work functions efficiently and assists in the achievement of the aims of education thus benefiting the learners who are the main stakeholders in the educational system.

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Unit II

Educational Administration at the Central and State Level, Role and Functions

i. Introduction

ii. Department of Education, Government of India

1. The Department of School Education and Literacy
2. The Department of Higher Education

iii. The Department of School Education and Literacy

a. Elementary Education
   Sarva Shiksha Abhiyan
b. Secondary Education
    1. National Council of Educational Research and Training (NCERT)
    2. Central Board of Secondary Education (CBSE)
    3. Kendriya Vidyalaya Sanghatana (KVS)
    4. Navodaya Vidyalaya Samiti (NVS)
    5. Central Tibetan School Administration (CTSA)
    6. National Institute of Open Schooling (NIOS)
    7. National Foundation for Teachers' Welfare (NFTW)
c. Adult Education and Literacy
   National Literacy Mission (Saakshar Bharat)

iv The Department of Higher Education

a. University and Higher Education
b. Technical Education
c. Book Promotion and Copyright
d. Scholarships
e. Languages
f. Education of SCs/STs and Minorities
g. Distance Learning

v Advisory and Implementation Agencies at the Central and State Level

(a) The Central Advisory Board of Education (CABE)

(b) University Grants Commission (UGC)

(c) National Council of Educational Research and Training (NCERT)

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

(e) District Institute of Education and Training (DIET)

vi Functions of Local Bodies

Panchayati Raj Institutions: Zilla Parishad, Panchayat Samiti and Gram Panchayat.

At the end of this Unit you will be able to:

a. Describe the role of the Department of Education , Government of India
b. Classify the functions of the Department of Education, Government of India according to the three levels
c. Explain the role of individual agencies at the Central and State levels
d. Enumerate the functions of the Local Bodies.

UNIT II: iv. Educational Administration at the Central and State Level, Role and Functions.

II iv.i. Introduction:

Educational administration is defined as the process of controlling, organizing and directing both human and material resources in an educational institution. This term is also used to describe the study of these processes.

It is a discipline within the study of education that examines the administrative theory and practice of education in general and educational institutions and educators in particular.

An agency of education on the other hand refers to an administrative division of a government or international body which is authorized to conduct and promote educational activities for the betterment of society at large in a sustained manner.

II.iv.ii. Department of Education, Government of India

The Government of India created the Ministry of Human Resource Development (MHRD) on September 26, 1985 to ensure that all relevant instruments and agencies which contribute to and are responsible for the integrated development of the citizen beginning from childhood and going right through life are assimilated under one apex body.

The Ministry thus has two departments:

1. The Department of School Education and Literacy which oversees Elementary Education, Secondary Education and Adult Education and Literacy,and

2 The Department of Higher Education which oversees University and

   Higher Education, Technical Education, Book Promotion and Copyright,

   Scholarship, Languages and Minority Education.

II.iv.iii. The Department of School Education and Literacy oversees Elementary Education, Secondary Education and Adult Education and Literacy

II.iv.iii (a) Elementary Education:

The Sarva Shiksha Abhiyan has been initiated by the Government of India in an effort to universalize elementary education by community-ownership of the school system in response to the demand for basic education all over the country.

The Sarva Shiksha Abhiyan thus is:

a A programme with a clear time frame for universal elementary education.

b. A response to the demand for quality basic education all over the country.

c. An opportunity for promoting social justice through basic education.

d. An effort at effectively involving the Panchayati Raj Institutions, School

   Management Committees, Village and Urban Slum Level Education

   Committees, Parents' Teachers' Associations, Mother Teacher

   Associations, Tribal Autonomous Councils and other grass root level

   structures in the management of elementary schools.

e. An expression of political will for universal elementary education across the

   country.

f. A partnership between the Central, State and the Local Governments.

g. An opportunity for States to develop their own vision of elementary

   education.

 Therefore the Sarva Shiksha Abhiyan aimed:

i.   to provide useful and relevant elementary education for all children in the 6 to 14
     age group by the year 2010.

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ii   to bridge social, regional and gender gaps, with the active participation of

     the community in the management of schools.

 iii to allow children to learn about and master their natural environment in a

      manner that allows the fullest harnessing of their human potential, both

      spiritually and materially.

iv. to be a process of value based learning that allows children an opportunity

     to work for each other's well being rather than to permit mere selfish

     pursuits.

Further, the Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care
and Education and looks at the 0-14 age as a continuum. All efforts to support pre-
school learning in Integrated Child Development Services (ICDS) centres or special
pre-school centres in non ICDS areas are being made to supplement the efforts of the
Ministry of Women and Child Development.

The Sarva Shiksha Abhiyan Mission had sought to achieve the following goals:

(a) Enrolment of all children in school, Education Guarantee Centre, Alternate School, 'Back- to- School' camp by 2005.

(b) Retention of all children in school till the upper primary stage by 2010.

(c) Bridging of gender and social category gaps in enrolment, retention and learning.

(d) Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stage.

In order to achieve its objectives the Sarva Shiksha Abhiyan Mission thus promotes:

(a) Empowering of children to be active participants in a knowledge society.

(b) A result oriented approach with accountability towards performance and output at all levels.

(c) A people centred mode of implementation of educational interventions with involvement of all stakeholders, especially teachers, parents, community and Panchayati Raj Institutions and voluntary organizations.

(d) An equity based approach that focuses on the needs of educationally

    backward areas and disadvantaged social groups including children with

    special needs.

(e) A holistic effort to ensure convergence of investments and initiatives for

    improving the efficiency of the elementary education system.

(f) Institutional reforms and capacity building to ensure a sustained effort for

    Universal Elementary Education.

Summary/ Conclusion:

The emphasis is on mainstreaming out-of-school children through diverse strategies, and on providing eight years of schooling for all children in 6-14 age groups. The thrust is on bridging of gender and social gaps and a total retention of all children in schools. Within this framework it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing according to their natural and social environment.

Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, is one of the principal concerns in Sarva Shiksha Abhiyan.

Focus is also laid on the inclusion and participation of children from SC/ST, minority groups, urban deprived children, children of other disadvantaged groups and children with special needs in the educational process.

II.iv.iii (b) Secondary Education:

The Department of School Education and Literacy administers the following agencies associated with secondary education:

1. National Council of Educational Research and Training (NCERT):

   The NCERT is an apex resource organisation which assists and advises the Central and the State governments on academic matters related to school education. It provides academic and technical support for qualitative improvement of school education through its various constituents, viz. the departments of National Institute of Education, New Delhi, Central Institute of Educational Technology, New Delhi, Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal, and Regional Institutes of Education located at Ajmer, Bhopal, Bhubaneshwar, Mysore and Shillong.

2. Central Board of Secondary Education (CBSE):

   The CBSE is an autonomous body working under the aegis of the MHRD. It's the second oldest board of the country having been established in 1929. The main objectives of the CBSE are:

i. To affiliate institutions in and outside the country.

ii. To conduct annual examinations at the end of class X and XII.

iii. To conduct entrance examinations to professional courses for admission into medical and engineering colleges

iv. To update and design curricula.

3. Kendriya Vidyalaya Sanghatana (KVS):

The scheme of Kendriya Vidyalayas was approved by the Government of India in November, 1962 to provide uninterrupted education to the wards of transferable Central Government Employees.

4. Navodaya Vidyalaya Samiti (NVS):

Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samiti, an autonomous organisation. Navodaya Vidyalayas are fully residential co-educational institutions providing education up to the senior secondary stage. Education in Navodaya Vidyalayas include boarding and lodging , textbooks, uniforms etc. all of which are free for all students. The scheme started with two experimental schools in 1985-1986 and has now expanded to 540 schools covering as many districts in 34 States and the Union Territories with more than 1.76 lakh students on the roll. More than 30,000 new students are admitted every year. Admissions to Junior Navodaya Vidyalayas is made at the level of class VI through tests conducted in the concerned district in which all children who have passed class V from any of the recognised schools in that district are eligible to appear. The test is designed and conducted by the CBSE.

5. Central Tibetan School Administration (CTSA):

The Central Tibetan School Administration was established as an autonomous organisation under the Ministry of Education , Government of India in 1961 and was registered under the Societies Registration Act XXI of 1860 with the objective to run, manage and assist institutions set up for the education of Tibetan children living in India. In order to provide modern education while preserving and promoting Tibetan culture and heritage, schools were set up in places with concentrated Tibetan populations in India.

6. National Institute of Open Schooling (NIOS):

The National Open School was set up by the Government of India in 1989 with a view to provide education through Open and Distance Learning (ODL) mode to those who cannot attend regular schools. Since its inception, the NIOS has discharged the responsibility of promoting the entire range of school education through the open learning system in the country. It has performed a significant role for defining standards in open schooling, experimenting with innovations, assisting state level organisations with professional resource support and expertise and dissemination of tested innovation, curriculum and materials.

7. National Foundation for Teachers' Welfare (NFTW):

The National Foundation for Teachers' Welfare was set up in 1962 under the Charitable Endowments Act, 1890. The main objective of the foundation is to provide financial assistance to teachers who may be in indigent circumstances. The following schemes for the welfare of teachers all over India are being operated by the foundation:

i. Financial assistance is given for the construction of Shikshak Sadans.

ii. Support is provided for the professional education of children of school teachers.

iii. Financial assistance (medical) is provided to teachers suffering from serious ailments.

iv. Financial support is made available to teachers for academic activity.

The corpus fund of the foundation consists of contributions received from the member States and the Union Territories in addition to the initial contribution made by the Central Government.

II.iv.iii (c) Adult Education and Literacy:

Introduction:

The Prime Minister Dr. Manmohan Singh launched Saakshar Bharat, a centrally sponsored scheme of the Department of School Education and Literacy (DSEL), Ministry of Human Resource Development (MHRD), Government of India (GOI), on International Literacy Day, September 08, 2009.

Aims:

i. To promote and strengthen Adult Education, specially of women, by extending educational options to those adults who having lost the opportunity of access to formal education and crossed the standard age for receiving such education, now feel a need for learning of any type, including, literacy, basic education (equivalency to formal education), vocational education (skill development), physical and emotional development, practical arts, applied science, sports, and recreation.

ii. To impart functional literacy to non-literates in the age group of 15-35 years in a time bound manner.

Background :

The National Literacy Mission (NLM) was launched in 1988.However, despite significant accomplishments of the Mission; illiteracy continues to be an area of national concern. Wide gender, social and regional disparities in literacy also continue

to persist. Adult education is therefore indispensable as it supplements the efforts to enhance and sustain literacy levels through formal education.

Meanwhile, the Government announced that literacy would be its key programme and instrument for emancipation and empowerment of women. Efforts of the Government to give impetus to school education, health, nutrition, skill development and women empowerment in general are impeded by the continuance of female illiteracy. However, this is only the instrumental value of female literacy. Its intrinsic value is in emancipating the Indian woman through the creation of critical consciousness to take charge of her environment where she faces multiple deprivations and disabilities on the basis of class, caste and gender.

Thus, Saakshar Bharat was devised as the new variant of National Literacy Mission. Saakshar Bharat seeks to cover all adults in the age group of 15 and beyond though its primary focus is on women. Basic Literacy, Post literacy and Continuing Education programmes form a continuum, rather than sequential segments. Besides, the volunteer based mass campaign approach, provision has been made for alternative approaches to adult education. Jan Shiksha Kendras (Adult Education Centres or AECs), have been set up to coordinate and manage all programmes within their territorial jurisdiction. The State Governments, as against the districts in the earlier versions, and Panchyati Raj institutions, along with communities, are valued stakeholders. Vigorous monitoring and evaluation systems have been installed. The budgetary support has also been enhanced substantially.

Saakshar Bharat had come into operation from October 01, 2009. With the launch of Saakshar Bharat, the National Literacy Mission and its entire programme and activities were concluded on September 30, 2009.

Objectives:

The Mission has four broad objectives, namely to:

i. Impart functional literacy and numeracy to non-literate and non-numerate

adults.

ii. Enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system.

iii. Provide non and neo-literates with relevant skill development programmes to improve their earning and living conditions.

iv. Promote a learning society by providing opportunities to neo literate adults for continuing education.

Target:

The principal target of the mission is to impart functional literacy to 70 million

adults in the age group of 15 years and beyond and to cover 1.5 million adults under the basic education programme and an equal number under vocational (skill development) programme. Within these targets, the Mission will primarily focus on, women, Scheduled Castes (SCs), Scheduled Tribes (STs) Minorities, other disadvantaged groups and adolescents in rural areas in low literacy States.

Nature of Programme:

The Programme focuses on the following:

Women / Disadvantaged Communities:

The programme has been given gender treatment wherein the gender, social and cultural barriers that women face have been taken into consideration while designing teaching learning programmes. Gender has not been seen in isolation but in conjunction with other social categories like caste, ethnicity, religion, disability, etc. The gender perspective permeates all components of the programme, including the approach, strategies, planning, management structures, teaching-learning materials

and monitoring and evaluation. Special priority has been given to women belonging to SC, ST, minority and other disadvantaged groups in rural areas.

The approach has been to build on women's existing knowledge and levels of their literacy and numeracy in order to ensure that in the long run the existing levels are substantially upgraded and they are able to use the skills acquired in their own contexts.

Women have been engaged as volunteers and instructors to encourage women learners to participate in the programme.

Adolescents:

The dominant aspect of the design interventions of the prevalent educational

programmes for non/semi-literate adolescents is fertility, sexual behaviour,

planned parenthood, etc. To address the real life needs of these adolescents,

innovative design interventions have been conceived that will lead to acquisition of marketable qualifications, supported by certification. These programmes are a combination of basic education and practical training in a skill or vocation. Camp based instruction is provided to meet the needs of the adolescents. The Mission has a flexi approach to provide room for such innovations.

Geographical Area Coverage:

Another goal of the Mission is to minimize inter and intra regional/state

disparities. To minimize regional disparities, the programme, in its first phase that is during the 11th Plan period (March, 31, 2012) remained confined to districts with adult female literacy rate of 50% or less as per 2001 Census. Nearly 18 crore non-literate

adults live in these districts. In addition 33 districts affected with left wing extremism will also be covered under the Mission

irrespective of the existing literacy rate.

Rural and other Special Areas:

According to 2001 Census, 84% of India's non-literates live in rural India. Since illiteracy is far more widespread in rural areas as compared to urban India, and because urban areas are better endowed with educational infrastructure leading to better access to opportunities, the Mission is concentrating on and deploying public resources in rural areas where the focus is on women and adolescents belonging to SC, ST, minorities and other disadvantaged groups.

Strategy for Urban Areas:

In the urban areas, Mission objectives will be achieved innovatively, using the Jan Shikshan Sansthans, State Resource Centres, NGOs, social groups and any other institution identified by National Literacy Mission Authority (NLMA) through Public Private Partnership (PPP) or any other mode. Linkages with Ministry of Housing and Urban Poverty Alleviation under Jawaharlal Nehru National Urban Renewal Mission (JNNURM) will also be developed for synergy and augmentation of resources.

Creating Sustainable Demand for Literacy:

While in some areas there is an explicit demand for literacy in several parts it is tacit . Success of the Mission depends on creating a social environment conducive to literacy by addressing the whole society, both the educated and the non-literate, especially the women. A key aspect of the demand creation is to make visible to the learners the value, importance and relevance that literacy will have in their day to day lives, including women in Self Help Groups (SHGs), Project of Residual Illiterates (PRIs), Community Based Organisations (CBOs) and NGOs etc. To this end, NLMA launched a major social motivation and mobilization campaign that propagated the benefits of

literacy and the handicaps of being non-literate. The objective of environment building for literacy is to generate a positive, natural and spontaneous demand for literacy in all parts of the country. Along with this, the environment building activities are directed towards removing mindsets or ill perceived notions about literacy on the one hand and to enlist the involvement and support of all

sections of the civil society in literacy promotion efforts on the other. All forms of media including print, electronic and folk media have been simultaneously harnessed to create positive perceptions about literacy and to simultaneously motivate and spur to action both potential literacy volunteers and learners. Information Education and Communication (IEC) materials, designed with the help of State Resource Centres and other agencies are being used extensively to create a conducive environment for literacy learning.

Teaching–Learning Programmes

To respond to the demand for literacy and address the diverse needs of the non and neo-literate adults, an assortment of teaching learning programmes, including Functional Literacy Programme, Basic Education Programme, Vocational Education and Continuing Education Programme have been offered as an integrated continuum.

Functional literacy, implies achieving self reliance in Reading, Writing,

Arithmetic (Numeracy) and becoming aware of the causes of one's deprivation and moving towards improving their condition through organization and participation in the process of development, acquiring skills to improve the economic status and general well being, creating an aware and responsible citizenry (imbibing values of national integration, communal harmony, conservation of the environment, women's equality, and reproductive behavior etc.).

The approach is to create a sustainable learning environment so that learners are encouraged to continue with their literary aspirations and take advantage of the programme facilities to satisfy their need for learning.

The Programme provides the facility of a library and reading room along with other contemporary ICT devices. Short-term thematic courses like Health awareness / Care, Food and Nutrition, Water conservation /Drinking Water / Sanitation, Population Development Education issues – AIDS/STD, Sex Education, Consumer Awareness / Consumer Rights, Legal literacy, RTI or any other topic of interest and relevance to the lives of the learners is also being offered under this programme.

The core curriculum reflects the national values like national integration, secularism, democracy, scientific temper, communal harmony, women's equality, small family norms etc. It also addresses the demands of the learners and takes into account the diversity of their socio-cultural background, life experience, linguistic skills and motivational levels. The curricular framework strikes a balance between the larger social objectives of the Mission and relevance to local contexts and to wider opportunities. It also lays down guidelines for syllabi including processes and methods that help to retain the interest of the learners and prevent dropouts, guidelines regarding the learning assessment system, including self-assessment by learners.

International Partnerships:

To gain from international experiences, NLMA is striving to establish an

international network and work closely with UNESCO, UNICEF, and other

international bodies engaged in adult education and arrive at bilateral and

multilateral arrangements for mutually beneficial partnerships.

Summary /Conclusion:

 The programme has been envisaged as a people's programme in the true sense, aprogramme of the people, for the people and by the people. All stakeholders, especially at the grassroots level thus have a say and role in the planning and implementation of the programme. The scheme will be in operation till March 31, 2012, unless decided otherwise by the Government of India. The Literacy programme will have a timeframe of 18 months. Equivalency, Vocational and Continuing Education Programmes will continue to run uninterruptedly from the date of sanction till March, 31, 2012.

The Department of School Education and Literacy which oversees Elementary Education, Secondary Education and Adult Education and Literacy also implements the following schemes under the sponsorship of the MHRD :

Rashtriya Madhyamik Shiksha Abhiyan

Girls' Hostel

Model School

ICT at schools

Inclusive Education for Disabled at Secondary Stage

Incentives to Girls for Secondary Education

National Merit cum Means Scholarship

Financial Assistance for Appointment of Language Teachers

Development of Vocational Skills during Secondary Education

Adolescence Education Programme

II.iv.iv The Department of Higher Education oversees University and Higher Education, Technical Education, Book Promotion and Copyright, Scholarship, Languages and Minority Education.

II.iv.iv (a) University and Higher Education:

India has one of the largest Higher Education systems in the world. The Central Government is responsible for major policies relating to higher education in India. It provides grants to the University Grants Commission (UGC) and establishes central universities in the country. The Central Government is also responsible for declaration of educational institutions as

"deemed to be university " on the recommendation of the UGC.

State Governments are responsible for the establishment of State Universities and colleges. The coordination and cooperation between the Union and the States is brought about by the Central Advisory Board of Education (CABE).

While the UGC is responsible for coordination, determination and maintenance of standards as also the release of grants, Professional Councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The statutory Professional Councils are:

All India Council of Technical Education (AICTE)

Medical Council of India (MCI)

Indian Council for Agricultural Research (ICAR)

National Council for Teacher Education (NCTE)

Dental Council of India (DCI)

Pharmacy Council of India (PCI)

Indian Nursing Council (INC)

Bar Council of India (BCI)

Central Council of Homeopathy (CCH)

Central Council for Indian Medicine (CCIM)

Council of Architecture

Distance Education Council

Rehabilitation Council of India (RCI)

State Councils of Higher Education

II.iv.iv (b) Technical Education:

Technical Education plays a vital role in the human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. Technical Education covers courses and programmes in engineering, technology, management, architecture, town planning, pharmacy and applied arts and crafts, hotel management and catering technology.

The technical education system in the country can be broadly classified into three categories: Central Government funded institutions, State Government funded institutions, Self-financed institutions.

Some of the 52 centrally funded institutions of technical and science education include the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), Indian Institute of Science, Bangalore (IISc).

II.iv.iv (c) Book Promotion and Copyright:

Book Promotion:

The National Book Trust (NBT) was established on August 1, 1957 under the aegis of the Ministry of Education, Government of India by Shri Jawaharlal Nehru, the first Prime Minister of independent India. The objective of the NBT was to promote a culture of reading in society by publishing good literature at an affordable price in all major Indian languages including English, and by undertaking book promotion activities like seminars, workshops, book fairs, book exhibitions in India and abroad.

Copyright:

The Copyright Act, 1957 came into effect from January, 1958 and has been amended many times since then with the amendment of 1994 being the most substantial. The Indian Copyright Act today is compliant with most international conventions and treaties in the field of copyrights.

Two new treaties collectively termed Internet Treaties were negotiated in 1996 under the auspices of the World Intellectual Property Organisation (WIPO) to provide for the protection of the rights of copyright holders, performers and producers of phonograms in the Internet and digital era.

II.iv.iv (d) Scholarships:

The Department of Higher Education makes available scholarships to meritorious students as an incentive and form of encouragement. A special emphasis is given to studies abroad in order to take advantage of innovative methods of learning. The Department of Higher Education oversees the National Scholarship, External Scholarship and Educational Loans for deserving students.

II.iv.iv (e) Languages:

Modern India according to the 1961 census has more than 1652 mother tongues genetically belonging to five different language families.

Since language has been allocated an important place in the National Policy of Education , the promotion and development of Hindi and the other 22 languages listed in Schedule VIII of the Constitution as also Sanskrit and Urdu along with English and Foreign languages have received due attention from the Department of Higher Education.

The language policy of India with reference to usage in administration, education, judiciary, legislature and mass communication is pluralistic in its scope. It is both language-development oriented and language-survival oriented. The policy is accommodative and evolving and is monitored and implemented by the Language Bureau of the Ministry of Human Resource Development, Government of India. This is done by language institutions setup for this purpose, namely, Central Hindi Directorate, Centre for Scientific and Technical Terminology, Central Hindi Institute, Central Institute of Indian Languages, National Council for Promotion of Urdu Language, Central Institute of English and Foreign Languages.

II.iv.iv (f) Education of SCs/ STs and Minorities:

The Indian Constitution is committed to the equality of its citizens. The Directive Principles of the Constitution, Government of India , stress upon the promotion with special care the educational and economic interests of the weaker sections of the people and in particular of the SCs/ STs and minorities.

Article 46 of the Constitution states that " the State shall promote with special care the education 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 social exploitation." Similarly Article 30 (1) provides for the rights of the minorities to establish and administer educational institutions of their choice.

The Department of Higher Education thus makes special provisions for SCs / STs , minorities, e.g. Schedule Caste Sub-plan, Tribal Sub-plan, National Monitoring Committee for Minorities Education, National Commission for Minorities' Educational Institutions.

II. iv. lv (g) Distance Learning:

Open and Distance Learning (ODL) system of India consists of National and State Open Universities including correspondence course institutes in conventional dual mode universities. This form of learning is significant for continuing education, skill enhancement of in-service personnel and for quality education of relevance to learners located at educationally disadvantageous locations.

Conclusion:

The Department of Education, Government of India thus oversees a wide range of agencies from the elementary to the tertiary level of education in conjunction with autonomous organizations and subordinate offices.

Unit II: v. Advisory and Implementation Agencies at the Central and State Level:

II v (a) The Central Advisory Board of Education (CABE)

The Central Advisory Board of Education (CABE) is the highest advisory body relating to policy making in education in India. It provides a platform for the Centre and the States / Union Territories to share their common concerns, review their experiences and envision future policies and programmes.

Though the Constitution of India, under the Article 45 of Directive Principles of State Policy, directed the States to "endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years", it was not until 1993, when the

Supreme Court while deliberating on a case against the State of Andhra Pradesh gave all children a Fundamental Right to "free and compulsory education until they complete the age of fourteen years" and stated that this right "flows from Article 21,i.e. Right to Life". The Supreme Court persuaded the Government of India to constitute the Saikia Committee of State Education Ministers (1996), who in January 1997 recommended that "the Constitution of India should be amended to make the right to free elementary education up to the age of 14 years a *fundamental* right". However the committee did not focus upon the rights of children to early childhood care and pre-primary education.

The CABE constituted a committee in August 2004, to prepare "a blueprint for the universalisation of secondary education consequent upon the attainment of universalisation of elementary education."

Universalisation requires rethinking secondary education both in its structural as well as curricular dimensions in order to make it a means of social transformation.

The four guiding principles of Universal Secondary Education are:

1. Universal Access
2. Equality and Social Justice
3. Relevance and Development
4. Structural and Curricular Aspects

1. **Universal Access:**
   Access is envisaged in physical, social, cultural and economic terms. Indian schools need extensive redefinition in their basic features. For example, while providing physical access to an orthopedically disabled child, it is important that the social construct of disability is reworked and that the mindsets of teachers, peers, curriculum planners and textbook writers also undergo a positive and educated change. This is applicable even in cases of children from the marginalised sections of society as also gender discrimination. Schools must redress the issues of cultural alienation which operate as a "hidden curriculum" in a predominantly orthodox, rigid and patriarchal society.
   Alienation and scepticism not only force children to *drop out* voluntarily but may also lead to instances of being *pushed out* or simply *walking out* as a result of deprivation and humiliation.

   Universal access becomes meaningful only when the school is able to create a new cultural ambience and a child friendly curriculum.

2. **Equality and Social Justice :**

   These fundamental principles enshrined in the Constitution must permeate the very ethos/philosophy of secondary education. The six dimensions of equality and justice which the school system must strive for by reflecting them in the curriculum are:
   a. Gender
   b. Economic disparity
   c. Social (marginalised groups)
   d. Cultural (religious, ethnic and linguistic diversity)
   e. Disability (mental and physical)
   f. Rural-urban divide

   The students in school must be sensitised to the composite culture of India as also its plural character. They must be given the opportunity to experience the different social classes and diverse cultural backgrounds. Every child must be empowered to understand, question and empathise with inequality and injustice such that seeking equality and social justice become a way of life for the children even outside the realm of school and later as adults.

   This is however difficult because of the prevalence of private unaided schools which cater to the privileged sections of society alone. It is therefore necessary to include private unaided schools in a Common School System as per the recommendations of the Education Commission (1964- 66).

3. **Relevance and Development:**

   For education to be relevant it must
   a. Enable the development of the full potential of the child, and
   b. Link the development of the child to society and its political, productive and socio-cultural dimensions.

The developmental role of education is envisaged as:

a. Building citizenship for a nation that is striving to become a democratic , egalitarian and secular society
b. An inter-disciplinary approach to knowledge, concept formation, and attributes such as critical thought, application and creativity.
c. Evolving values in a plural society that is both stratified and hierarchical.
d. Equipping learners with skills and generic competencies that may be useful in various domains of knowledge.

e. Developing multiple skills in the context of rapidly changing technology and the ability to continuously learn, unlearn and relearn.

Since most parents send their children to schools hoping that their child will be ready for the world of work with confidence, it is imperative that the learning in schools emerges both from the child's social ethos and her productive experience, while ensuring that the child has access to global knowledge and challenges.

4. Structural and Curricular Aspects:

Structural reforms in the Indian education system were initiated by the Education Commission (1964-66) in the form of the 10+2 pattern of school education. The Commission advocated that a minimum of 10 years of common curriculum is required for building citizenship in a democracy and for linking the "world of knowledge" to the "world of work". Therefore diversified courses could be introduced only at the +2 stage. These recommendations were implemented all over the nation because the Central Government actively enabled a nation-wide switchover to the 10+2 pattern. However, the policy on vocational education wherein at least 25% of students enrolled at the +2 level may be diverted to the vocational stream has not found favour with students.

This lack of success prompted the CABE to recommend a two-pronged strategy with radical structural and curricular implications for school education:

1. Productive work must be introduced in the curriculum as a pedagogic medium for acquisition of knowledge, building values and development of skills from the pre-primary stage right up to the +2 stage.
2. A nationwide Vocational Education and Training Programme (VET) must be built to function structurally and administratively outside the school system while incorporating the modular courses with lateral and vertical linkages. This will enable the "world of work" to be meaningfully integrated into the "world of knowledge" thus making vocational education a significant and effective programme.

The four guiding principles, universal access, equality and social justice, relevance and development, and structural and curricular aspects together will affect the goal of Universalisation of Secondary Education by influencing the level of access, the socio-cultural character, the developmental objectives and the structural and curricular provisions of secondary education.

The CABE's vision is to provide high quality secondary education to all Indian adolescent girls and boys up to the age of 16 by 2015 and up to the age of 18 by 2020.

The conventional expectation from secondary/senior secondary education is its role in creating the fundamental base for generating technically trained persons, raising the potential of a society to contribute to the growth of knowledge and skills and thereby enhance the nation's capacity to face the challenge of global competitiveness. The contemporary and additional expectation from secondary education is to build a democratic citizenship that is committed to the constitutional goal of enabling India to move towards an egalitarian, secular and enlightened society while also being sensitive to India's rich, cultural and linguistic diversity and its composite culture.

II v (b) University Grants Commission (UGC)

Introduction:

Genesis of the University Grants Commission (UGC)

Higher education has always occupied a prominent place in Indian history. From seats of higher learning like the Nalanda, Takshila and Vikramsila universities in ancient Bharat to universities in modern times, India nurtures one of the largest higher education systems in the world.

The modern system of higher education has its roots in Mountstuart Elphinstone's minutes of 1823 which stressed the need for establishing schools to teach English and European Sciences. In 1835 however, Lord Macaulay advocated " efforts to make natives of the country thoroughly good English scholars". Later Sir Charles Wood's Dispatch, also known as the " Magna Carta of English Education in India" recommended a clearly structured indigenous scheme of education from the primary school to the university. Subsequently the Universities of Calcutta (Kolkata), Bombay (Mumbai), and Madras (Chennai) were set up in 1857 followed by the University of Allahabad in 1887.

The Inter-University Board (later known as the Association of Indian Universities) was established in 1925 to promote activities of universities by sharing information and cooperating in the fields of education, culture, sports and associated areas.

It was in 1944 that the first attempt to formulate a national system of education in India was made on the basis of the report of the Central Advisory Board of Education on Post War Educational Development in India (also known as the Sergeant Report). The report suggested the formation of a University Grants Committee to oversee the work of the three central universities of Aligarh, Banaras and Delhi. The University Grants Committee thus came into being in 1945. In 1947, the committee was handed over the responsibility of overseeing all the then existing universities.

After Independence in 1948 the University Education Commission was set up under the Chairmanship of Dr. S. Radhakrishnan especially to " report on Indian university education and suggest improvements and extensions that might be desirable to suit the present and future needs and aspirations of the country". The committee recommended that the University Grants Committee be composed on the basis of the general model of the University Grants Commission of the United Kingdom with a full-time Chairperson and other members to be appointed from amongst educationists of repute.

In 1952, the Union Government of India decided that all cases pertaining to the allocation of grants-in-aid from public funds to the Central Universities, other Universities and institutions of higher learning may be referred to the University Grants Commission (UGC). As a result the UGC was formally inaugurated by the then Minister of Education, Natural Resources and Scientific Research on December 28,1953 late Shri Maulana Abul Kalam Azad.

In November, 1956 the UGC was formally established as a statutory body of the Government of India through an Act of Parliament for the coordination, determination, and maintenance of standards of university education in India. The UGC has six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bengaluru. The head office is located at New Delhi.

Objective of the UGC:

The objective of the UGC is 'ensuring quality higher education for all'.

Functions of the UGC:

1. Quality Teaching:

The UGC's main thrust area is Quality Teaching at both the undergraduate and postgraduate level. It seeks to remove the existing disparities in academic as well as the available infrastructure in colleges and universities. It therefore is focusing on establishing a network of information to support the teaching and learning process through multimedia material, computer graphic's support material, reference material thus enhancing the academic infrastructure in classrooms.

The UGC encourages universities/departments to establish state-of -the-art Content Development Centres and funds teachers to develop multimedia based teaching material. It also ensures that teachers not only update their knowledge base, but also develop healthy work culture practices. The Academic Staff Colleges which function under the aegis of the UGC thus undertake the task of teacher training and orientation activities in a professional manner on a continuous basis.

The UGC also establishes international collaborations with universities/institutions to initiate/share joint activities. The teachers are given incentives and rewards for producing academically good and rich material.

2. Curriculum Development:

The UGC reviews and strengthens the existing curricula in each subject through its curriculum development centres and experts in each subject. In addition it provides

intensive support to subject workshops and seminars which in turn enable teachers to work out new approaches in teaching and learning in their own subjects.

The UGC encourages the development of skill-oriented and value- added add-on utility oriented certificate/diploma programmes which students may opt for simultaneously while studying for their degrees.

The UGC plans to create bridges for integrating the conventional, open and private sectors of education. India has a large non-regulated private education sector which needs to be regulated for quality and also accredited thus addressing the question of demand and relevance.

The UGC provides for the marginalised sections of society (differently abled, backward castes/tribes/classes, ,religious minorities and women) several programmes for training and enhancement of skills, incentives for professional courses and accommodation on campus.

The UGC promotes teaching and research in areas like humanities, social sciences and pure sciences. It emphasises disciplines like Health, Gerontology, Environment, Bio-technology, Disaster Management, Defence Strategies, Applied Sociology, Management of Stress, the World Trade Organisation and its impact on the economy, the History of Science, Asian Philosophy, and other areas identified by subject experts.

3. Promotion of Excellence:

The UGC also selectively supports universities/institutions for achieving greater heights in teaching and research so that the mechanisms used to achieve quality in postgraduate teaching and research percolates to the undergraduate colleges. The universities/institutions thus selected are allocated substantial funds to complete the task within a given time span. These universities/institutions then work as "lead" universities/institutions in their regions.

The UGC also identifies and funds universities/institutions which have "the potential for excellence". Postgraduate education is especially supported and funds are allocated to improve and strengthen the infrastructure.

4. Promotion of Accreditation:

The UGC envisages a higher education system where an open and transparent environment will nurture a sense of ownership and responsibility thus making the system credible and result oriented. The UGC therefore pursues the concept of autonomy vigorously. Not only is academic freedom promoted but each university/institution is also persuaded to adopt quality in their academic and organisational spheres. Further the UGC also suggests that the institutions/universities should undertake the process of assessment and accreditation conducted by the National Assessment and Accreditation Council (NAAC).The emphasis is on identifying their strengths and potential as well as their weaknesses and lacunae. All financial incentives are linked to the accreditation process.

5. Promotion of Social Change:

The UGC also promotes social change through outreach programmes carried out by institutions/universities. Lifelong learning is consequently sustained in the form of Adult and Continuing Education, Women's Studies, Environmental Education and Human Rights especially of vulnerable groups (children, aged, women , socially disadvantaged).

6. Promotion of Research:

Since higher education is a dynamic phenomenon research is actively encouraged. The UGC has established links with government agencies like the Department of Science and Technology, Defence Research and Development Organisation , Department of Biotechnology, Ministry of Information, Communications and

Technology, Council for Scientific and Industrial Research, Department of Atomic Energy and Indian Space Research Organisation in order to initiate and strengthen the existing teaching and research programmes. The UGC also enables university teachers to take up research projects in emerging areas like liberal arts, humanities, social sciences, literature, economics, law etc. besides science and technology. Priority is given to inter-disciplinary research in all fields. A culture of doing more application-oriented work and safeguarding of research outputs is being promoted.

Examples of inter-university centres are : National Science Centre, New Delhi, Inter-University Centre for Astronomy and Astrophysics, Pune, UGC- DAE, Indore,

Indian Institute of Advanced Studies, Shimla, Consortium for Educational Communication, New Delhi, National Association for Assessment and Accreditation, Bengaluru and Information and Library Network, Ahmedabad.

7. Promotion of Education Globally:

With the globalisation of higher education , the UGC has evolved a policy to promote the free flow of students from other countries to India and make it possible for Indian students to study abroad. The UGC thus makes available opportunities for foreign students in Indian colleges and universities through the "study abroad" programmes and by reserving a certain percentage of seats in each of the degree programmes. At the same time the Indian universities are encouraged to initiate web-based education and "twin programmes" in other countries.

8. Maintaining a Resource Base:

The UGC has identified the Indian Institute of Sciences, Bengaluru, Shrimati Nathibai Damodar Thackersey University for Women, Mumbai and Maharaja Sayajirao University,Vadodara as national information centres for serving as the repository for scientific literature and data in the form of electronic data . Researchers throughout India and the world therefore have access to a vast body of information which in turn enhances the quality of research being carried out in institutions/universities across India.

Summary/ Conclusion:

An apex body of the Government of India the UGC focuses on the following key thrust areas :

1.Improvement of quality in education and development of infrastructure.

2.Redesigning of courses/curricula.

3.Training/orientation of teachers, Academic Staff Colleges.

4.Conducting the NET.

5.Accreditation of universities/institutions by NAAC.

6.Enhancing research in undergraduate and postgraduate courses.

7.Implementing research projects/fellowships.

8.Allocation of funds and resource mobilisation.

9.Conducting outreach programmes.

10.Networking of universities.

II v (c) National Council of Educational Research and Training (NCERT)

Introduction:

The NCERT was formed on June 06, 1961 at New Delhi by the Government of India as an autonomous organization to assist and advise the Ministry of Education and Social Welfare, both at the Centre and in the States in the implementation of its policies in education especially qualitative changes in school education and teacher preparation.

Organization: Constituent Units

The Council is governed by five statutory committees, namely:

Governing Council, Executive Committee (chaired by the Union Minister of Education),Finance Committee, Establishment Committee and Programme Advisory Committee.

Other committees like the Academic Committee , Educational Research and Innovations Committee and National Monitoring Committee for Textbook Development advise the Council on specific activities.

The National Institute of Education, the administrative nerve centre of the Council is located in the Delhi campus. It is an important body which pursues academic programmes that include educational research, development of textbooks, in-service training of teachers and extension and dissemination of information.

The Council also manages five Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong. These institutes offer various programmes for trainee- teachers.

The Central Institute of Educational Technology (CIET), also located in the NIE campus at Delhi, focuses upon educational technology. Audio, video and multimedia programmes for children are developed at CIET which are then disseminated in the form of television and radio programmes for children like *Gyandarshan* and *Gyanvani.* CIET in collaboration with The Indian Space Research Organisation (ISRO) had in the 1970s launched SITE programmes for schools. In recent times , India's educational satellite technology (EDUSAT) has helped innumerable teachers all over the country through teleconferencing.

Similarly the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) located in Bhopal organises research development, training and extension programmes in the area of education and vocational education.

Functions of the NCERT:

The Council was constituted with the objectives of promoting educational research, developing model textbooks, conducting pre-service and in-service training of teachers, networking with State Education Departments, universities and NGOs.

It has therefore nurtured innovations and brought about qualitative changes in school education. Substantial work has been done on early childhood education, research-based interventions, institutional planning, Sarva Shiksha Abhiyan, development of textbooks and national talent search scheme to identify, support and nurture talented students.

Comprehensive surveys of schools, initiation of vocational education, nationwide orientation of pre-service personnel, Science Education, Environmental Education and Nutrition Education Projects as also Primary Education in collaboration with international agencies have also made a significant impact on different aspects of school education.

Further the educational journals published by the Council, for example, Indian Educational Review, Journal of Indian Education, Primary Teacher etc. present the views, opinions and trends of school education in India.

Updating and revision of syllabi for the different school subjects is an important part of the Council's regular functioning and responsibilities as a research organisation dedicated to education reform and modernisation of school curriculum.

The Council has also developed curriculum frameworks based on epistemological and pedagogical issues especially with reference to the nature of knowledge and its transaction in schools in 1988, 2000 and 2005 on the basis of recommendations made by the National Policy on Education (1986).The emphasis has been upon curricular burden, child-centered education, interactive and joyful teaching and on linking education with life outside school.

Summary and Conclusion:

The NCERT thus undertakes the following activities, namely:

a. the NCERT aids, promotes and coordinates research in all branches of education.

b. the NCERT organises pre-service and in-service training for teachers at an

   advanced level.

c. the NCERT organises extension services for institutions which are engaged in educational research and training of teachers.

d. the NCERT develops and disseminates improved educational techniques and practices in schools.

e. the NCERT cooperates with, collaborates and assists State Education Departments, universities and other educational institutions to further the development of education.

f. the NCERT prepares and publishes books, materials, periodicals and other literature to promote educational research and advanced professional training of personnel in Education.

II v (d) State Council of Educational Research and Training (SCERT):

Introduction:

The SCERT seeks to bring about qualitative improvement in the field of school education by acquainting teachers with innovations through teachers' training programmes and workshops.

Functions:

The SCERT endeavours to play an active role in improving the quality of school education. The SCERT therefore carries out the following functions:

1. Organises in-service training programmes for teachers, administrators and teacher educators.

2. Implements new educational techniques and methodologies.

3. Co-ordinates with District Institutes of Education and Training (DIETs) and imparts guidance.

4. Coordinates with State Council of Education, Regional Institute of Education, NCERT, National Institute of Educational Planning and Administration (NIEPA) and Educational Consultants India Limited (EdCIL).

5. Identifies disabled children in and out of schools through Institute of Entrepreneurship Development (IED) centres in the state.

6. Creates awareness among teachers / students about the need for guidance and counselling through Guidance and Counselling Cells .

7. Diagnoses educational problems and seeks remediation

8. Develops Teaching Learning Material.

9. Organises training programmes and workshops for teachers in educational evaluation.

10. Organises state level science exhibitions, seeks to encourage scientific temper.

11. Develops work experience syllabus for various levels.

12. Popularises computer literacy in schools.

13. Reviews text books in the light of recent advancements.

14. Organises training courses for teachers to create environment awareness.

15. Develops software for training programmes.

16. Prepares educational programmes for broadcasting through radio and television.

17. Trains teachers in the use of ICT and audio-visual aids in the classroom.

18. Implements projects on the integration of art and culture with education.

19. Organises National Integration camps for teachers and students.

20. Conducts state level examinations.

21. Develops material for training in gender sensitization.

22. Conducts workshops to develop child-centred, low cost and effective teaching learning material for primary classes.

Summary/ Conclusion:

The SCERT thus is involved in bringing about qualitative improvement in the field of school education by acquainting teachers with innovations through teachers' training programmes and workshops.

II v (e) District Institute of Education and Training (DIET)

Introduction:

The centrally sponsored scheme of Teacher Education was launched in 1987-88. The scheme focused on the establishment of DIETs by upgrading the existing Elementary Teacher Education Institutions or ETEIs wherever possible and the establishment of new DIETs where necessary.

It was decided that one DIET would be set up in each district having a minimum of 2,500 teachers in order to train primary school teachers and to improve primary education. Existing government ETEIs would be upgraded into a DIET.

The DIET system was designed to cover all of India with a decentralised scheme of management which would reflect actual classroom situations and would be meaningful to the lives of the local communities.

Functions:

The functions of DIETs can be classified into four categories :

1. Developing, Organising, Managing and Supervision of Training:

Since teacher education is a continuous process it cannot be classified as pre-service and in-service. Equipping DIETs with both human and material resources raises the quality of education at the district level. The training of adult education workers and elementary school teachers facilitates the achievement of Universal Elementary Education. DIET integrates both formal and informal agencies of elementary education in order to ascertain and ensure an equal standard. DIET coordinates its functions with those of other district level departments who also monitor elementary education. DIETs also evaluate, liaise with higher authorities and formulate plans relating to primary and secondary education.

DIETs have autonomy to conduct surveys of both teacher and trainer identified needs and also to design the training module according to the local needs.

Thus DIETs provide training inputs to the following personnel of the district :

Elementary school teachers (pre and in-service)

Heads of schools, school complexes and educational officers at the cluster and block levels

Instructors and supervisors of adult education

Members of District Education Council, social leaders, women of self-help groups , youths and volunteers who are involved in educational programmes

Identified resource persons who can be utilised by DIETs for its programmes.

2. Educational Resources Support:

DIETs provide educational services, resources and advice to elementary schools and adult education centres at the district level in the form of:

Extension Services

Resource Centre for instructors and teachers

Teaching and Learning material and evaluation tools

Evaluation Centre for formal and non-formal educational institutions

Resource Support to state agencies in the form of data, software etc.

Advanced Technology Resource Support

3. DIET as a Research Centre:

Since DIETs are expected to constantly be in a state of readiness to meet challenges that may arise in the future DIETs themselves have to develop a deep understanding of the changing circumstances. This understanding can develop only when the institution undertakes research work in elementary education and encourages teachers to conduct Action Research in order to solve problems occurring during school activities. Thus research is integrated in the regular day-to-day functioning of DIETs.

4. Miscellaneous:

Carrying out the above functions entails the following actions:

Regular monitoring of the learning imparted in schools

Developing effective monitoring mechanisms with the help of specific local inputs

Evaluating the schemes and programmes introduced /implemented by the department. [This involves collection of data (both qualitative and quantitative), compilation of data, analysis and inference, reporting, recommendations and suggestions.]

Coordinating with agencies involved in the promotion of elementary education.

Interacting with existing projects and implementing new projects to build and develop the capacity of the community

Practicing a participatory role in all training programmes conducted.

Conducting various departmental exams.

Acting as a nodal agency for centralised admissions to B.Ed and D. Ed courses.

Summary/ Conclusion:

The DIETs thus work towards improving primary teacher training in order to achieve universal primary education.

Unit II: vi. Functions of Local Bodies:

The 73rd and 74th Constitutional Amendments conferred a constitutional status on Panchayati Raj Institutions (PRI) and Urban Local Bodies (ULB) in India.

Thus political and economic power was vested in people who had over the years acquired the capacity to govern themselves and take decisions for individual and community development.

Article 243-G of the Constitution refers to the Panchayat as "institution of self-government".

In 1948, the Orissa Gram Panchayat Act was passed with a view to develop local self-government in the villages. Following the Balwant Rai Mehta Committee's (1957) recommendations to constitute local decentralized units, namely, Panchayat at the village level, Panchayat Samiti at the intermediate level and Zilla Parishad at the District level, the Orissa Panchayat Samiti and Zilla Parishad Act was passed by the Legislative Assembly in 1959.

At present a three-tier Panchayati Raj system is working in Orissa with 6234 Gram Panchayats, 314 Panchayat Samitis and 30 Zilla Parishads.

The three-tiers of the PRI thus carry out the following activities:

1. Education including Primary and Secondary Schools

Activity	Distribution of Functions		
	Zilla Parishad	**Panchayat Samiti**	**Gram Panchayat**
1.Expansion and Development of Educational Facilities	1. To assess the requirements of schools, teachers, equipment etc. in the district and plan for them. 2. Maintenance of secondary school buildings and related infrastructure. 3. Supervising and monitoring the quality of educational services. 4. Campaign for full enrollment and reduction of dropouts.	1. To supervise the functioning of primary and upper primary school. 2. Supply and distribution of materials and equipment to all schools. 3. To assess the drop out position and initiate appropriate action to reduce it.	1. To ensure full enrolment of school age children. 2. Maintenance of Primary (including upper primary) school buildings, play grounds, and related infrastructure 3. Ensuring regular attendance of teachers and students and reporting to concerned authorities.
2. Establishment and Maintenance of hostels, and other welfare measures for target group students.	1. Assess requirement of hostels for target group students and plan for them. 2. Maintenance of hostels. 3. Supply of school uniforms, books etc. for target group students.	1. Distribution of school uniforms, books and other materials to the target group students. 2. To assist in the maintenance of hostels. 3. Ensure regular release of funds for the hostels for the target groups.	1. To assist the Panchayat Samiti in the distribution of study material to the target group of students. 2. To assist in the maintenance of hostels and ensure regular supply of quality food. 3. To implement midday meal scheme in schools with supplementary resources wherever necessary.

2. Technical Training and Vocational Education

Activity	Distribution of Functions		
	Zilla Parishad	Panchayat Samiti	Gram Panchayat
1. Establishment and maintenance of ITIs.	1. Establishment and maintenance of ITIs with a predominantly rural bias. 2. Assessment of the need for technical training and planning for the same. 3. To assess vocational education needs and promotional activities. 4. Supervision and monitoring of the functioning of the ITIs.	1. Conducting aptitude tests for the selection of students under various trades and recommendation for admission and placement.	
1. Promotion of and identifying suitable courses for vocational education according to the needs and potential of different areas in the district.	1. Selection of courses for vocational education and identifying schools/centres for important courses. 2. To motivate students for vocational education. 3. To supervise and coordinate the functioning of the Apprentice	1. To assist in the promotion of vocational education in the school/centres. 2. Selection of candidates/ students for vocational courses.	1. To assist in identification and recommendation of eligible candidates for vocational education/training.

			Act, 1961.		

3. Adult and Non-formal Education

Activity	Distribution of Functions		
	Zilla Parishad	Panchayat Samiti	Gram Panchayat
1.Planning and implementation of adult and non-formal education and Total Literacy Campaign (TLC)	1. Identification of suitable locations for establishing adult education centres. 2. Selection of volunteers and supervisors for teaching and maintenance of the centres. 3. Procurement of and supply of all relevant infrastructural and educational material to the centres. 4. Supervision and monitoring of the activities and post-literacy evaluation. 5.Organising Total Literacy Campaign (TLC)	1. Implementation of Adult non-formal education programmes and Total Literacy Campaigns. 2. Distribution of material to centres. 3. Supervision and monitoring of the functioning of the centres.	1. To help in mobilizing people for participation in Adult education and Total Literacy Campaign. 2. To supervise and monitor functioning of the centres and ensure regularity of learners and volunteers.

Further the 74th Constitutional Amendment Act, 1992, has enlarged the powers and functions of Municipalities and other urban bodies. They are now enjoined to prepare plans for economic development and social justice, protection of the environment, alleviation of urban poverty, improvement of slums and promotion of cultural and educational facilities.

The Urban Local Bodies / Municipalities besides providing for schools and school personnel also seek to provide nutritious meals to children in schools, along with two sets of uniform and learning material. Provision of infrastructure for sports is also a priority.

The main aims therefore are:

1. Maintaining primary and secondary schools and aiding the development of necessary amenities meant for educational institutions.
2. Helping to develop the quality of education in the primary and secondary schools with the help of subject experts.
3. Taking steps to unfold the latent potential of children and helping them to realize their complete potential.

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EDUCATIONAL SUPERVISION (UNIT III)

Unit Structure

1.0 Objectives
1.1 Introduction
1.2 Concept, aims, principles and changing views of Educational Supervision
1.3 Techniques of supervision
1.4 Educational supervision and Human Relations

1.0 Objectives

After reading this unit you will be able to
- Define Educational supervision
- State the aims of Educational supervision
- State the modern concept of Educational supervision
- Explain the techniques of Supervision
- Explain the relationship between Educational supervision and Human resources Development

1.1 Introduction

School supervision, since its origin in the early nineteenth century in Great Britain has been the main instrument of facilitating and ensuring quality improvement in schools. It started as a tool for monitoring, by Her Majesty's Inspector of Schools that was based on top-to-down authority and control model as well as on rules, regulations, acts and codes. In India the system of inspection came in vogue with the recommendations of Wood's Despatch of 1854, mainly for regulating the private-aided and missionary schools. Its main aim was to control and maintain the educational system rather than improve and develop it. Its nature was authoritative, autocratic and unscientific. Hence the word inspector' or 'supervisor' had a negative connation and even became a taboo in many countries. Inspection was seen as an old fashioned, non-democratic institution and a few countries got rid not only of the terminology, but also of the supervision service itself. In the beginning of the 20th century, the concept of inspection was modified and came to be known as Supervision. The emphasis shifted from rigid inspection to democratic supervision. Countries which had dismantled their supervision services earlier reestablished them whereas countries which did not have them in the past have created them. The focus shifted to reorganizing and strengthening supervision services with the aim of enhancing efficiency and, improving quality of institutions.

1.2 Concept

The term supervision is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group.
Adams and Dicky, "Supervision is a planned programme for the improvement of institutions.
Barr and Burton : Supervision is the foundation upon which all programmes for the improvement of teaching must be built.
Kimball Wiles : Supervision is the service activity that exists to help the teachers to do their job better.

Harled Spears: Supervision is the service provided by the state for helping educators and educational administrators to do a better job.

Bernard and Goodyear : Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s).

Douglas et.al – ' Supervision is the effort to stimulate , coordinate and guide the continued growth of teachers, both individually and collectively, in better understanding and more effective performance of all the functions of instruction, so that they will be better able to stimulate and direct each student's continued growth towards a rich and intelligent participation in society.'

Educational Supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals.

From the above definitions, the following components of supervision emerge:

Supervision is an intervention
There are unique competencies and skills involved in supervision that allow the supervisor to help the supervisee.

Supervision is provided by a senior member of a profession
A supervisor is more advanced, at least in some important ways, than the supervisee. It is important that the supervisee understand the roles and expectations of each supervisor.

Supervision is a relationship that extends over time
The process of supervision occurs within the relationship between the supervisor and supervisee. It is important to keep in mind that both the supervisor and supervisee contribute to the relationship and have responsibilities within the process. The fact that supervision is ongoing allows for the relationship to grow and develop. While not the sole determinate of the quality of supervision, the quality of the relationship between the supervisor and supervisee can add or detract from the experience. It is important that the "relationship" aspect of supervision not be overlooked or neglected.

The supervisor evaluates and monitors
In order to enhance the professional functioning of the supervisee, the supervisor constantly monitors and provides feedback regarding supervisee performance. It can be said that supervision is a specialized service focused to bring qualitative improvement in education.

Good supervision is concerned to improve total learning situations rather than with the improvement for instruction only.

Purpose of Educational Supervision

Supervision is an aspect of educational administration which has to do with providing assistance for the development of better teaching and learning situation. It offers guidance to the teachers so that they can become competent in self-analysis, self-criticisms, self-improvement and at the end have self-actualization. One of the functions of supervision is to ensure that educational policies and laws are properly enforced in order to improve the students' performance and to develop education for youth. Hence educational supervision is a must towards achieving and maintaining satisfactory academic standard in schools.

The purpose of supervision is

- To help improve the quality of schools and achievements of students;
- To monitor personnel and school quality and national educational goals;
- To ensure the essence of establishing schools worthy to produce well-educated citizens who will serve effectively in all the sectors of the economy where their services are needed;
- To directly influence, the behavior of teachers and the teaching processes employed to promote pupils learning.
- To ensure that each individual teacher within the school system has been performing the duties for which he was scheduled
- To know the direction of the school and to identify some of its most urgent needs.
- To know the effectiveness of classroom management by the teachers
- To discover special abilities and qualities posed by teachers/lecturers in the school;
- To know the effectiveness of classroom management by teachers/lecturers;
- To assess the tone of school and identify some of its most urgent needs;
- To provide a guide for staff development;
- To provide the Department of Education with a full picture as possible of institutions
- To ensure that public funds on education are wisely spent in the schools;
- To fulfill the requirement for registering a school for public examination;
- To examine record keeping in accordance with the relevant educational laws and regulations; and
- To develop a favorable climate for effective teaching and learning.

Basic Principles for Effective Supervision

i..Healthy Atmosphere
The environment should be made stress free and motivating.

ii.. Staff Orientation

The nature of the work must be specified in clear terms. Staff should be made to understand clearly what is expected of them. New staff must be given the necessary orientation.They should have a schedule to know where to get information and materials to help them perform the work satisfactorily well.

iii,. Guidance and Staff Training
Staff should be offered necessary guidance. They should be guided on how to carry out the assignment, standards should be set by the supervisor .General information should be made available to all and specifics to individuals assigned to a particular task. Techniques of how to perform an activity must be given at all times. The school must arrange and participate in staff training.

iv. Immediate Recognition of Good Work
Good work should be recognized. This implies that the acknowledgement of any good work done must be immediate and made public to others which will then serves as motivator.

v. Constructive feedback
Unsatisfactory work should be constructively criticized. Constructive feedback should be given to the affected staff in private.

vi. Opportunity for Improvement
Staff should be given opportunity to prove their worth. They should be encouraged to use their initiatives in performing their jobs and taking decisions..

vii. Motivation and Encouragement
Staff should be motivated and encouraged to work to increase theirproductivity. They should be encouraged to improve their ability to achieve organizational goal.

THE SEVEN C'S OF SUCCESSFUL SUPERVISION

Conversation
Effective conversations offer individuals the opportunity to rethink and reconstruct dilemmas and the ability to develop a new understanding of their problems.

Curiosity
This is the factor that advances idle chat into a more substantial exchange. A Supervisor must have an awareness of both the verbal and non-verbal elements of the conversation and adopt a

neutral position. Probing questions are an attempt to understand the issues surrounding a particular dilemma from the trainee's perspective.

Context
Curiosity helps a Supervisor develop an understanding of a trainee's networks, their history, geography, beliefs and core values.

Complexity
Connections develop between people and events over time to create a *story*. Interesting how this story has evolved and the interactions between the key people will afford a clearer description of a situation, and help a Supervisor to understand the complexities contained within.

Creativity
Jointly helping to construct a new version of the story through the process of supervision will help both parties make better sense of the issues surrounding a problem.

Caution
The art of facilitating an Educational conversation is offering the appropriate level of challenge without being confrontational or seeming disinterested. Monitoring
both verbal and non---verbal responses to questions can help a Supervisor to gauge where they should probe deeper or enquire next.

Care
This encompasses both parties being respectful, considerate and attentive and
ensuring supervision is carried out within an ethical framework

Changing Concepts in Educational Supervision

Neagley et.al states that 'Modern Supervision at its finest is both dynamic and democratic reflecting the vitality of enlightened and informed leadership. All human beings in the educative process – students, teachers, administrators and supervisors – are individuals of worth, endowed with unique talents and capacities. The primary aims of supervision must be to recognize the inherent value of each person, to the end that the full potential of every individual will be realized .' Modern Supervision employs the philosophy of Democracy, the psychology of group dynamics, interpersonal relationships, professional leadership etc. contributing to its dynamic nature.

1. **Modern Supervision is democratic and co-operative in spirit and organization**
Modern supervision is based on the assumption that education is a creative and co-operative enterprise, in which all teachers,pupils parents and administrators participate and supervisors

are their academic leaders who stimulate, guide and advise them in improvement of instruction. A group with democratic leadership fosters more objective attitudes, more co-operative effort, more constructive suggestions, greater feelings of 'we-ness' and more feelings of joint goals.

2. **Modern Supervision is established on maintenance of satisfactory Interpersonal Relationship**

A group's productivity is affected by the quality of its human relations. Hence the supervisor must focus on developing group feeling, group morale and group cohesiveness.

3. **Modern Supervision must be communicative**

Researches indicate that good communication is related to morale of the teachers and free exchange of information helps good planning. According to Wiles , ' If a supervisor hopes to facilitate communication , he will work for decrease in status lines, for constant study of the processes used in the group , and for desirable physical structure and competent group leadership.'

4. **Modern Supervision is comprehensive in scope**

Modern Supervision encompasses the total school programs and necessitates proper articulation through all the supervisory agencies. Neagley et.al states 'Today supervision is directed at improving all factors involved in pupil learning. Gone are the days of attempting to improve the teacher without regard to the totality of the teaching-learning situation in the school. The modern supervisor's role reaches far beyond the traditional classroom situation.'

5. **Modern Supervision is creative**

The purpose of supervision is to draw out the best in teachers- to ignite their latent talents, to stimulate the initiative, to encourage their originality and self-expression. It emphasizes their success and strengths. The supervisor should be creative and resourceful.

6. **Modern Supervision is scientific**

The supervisor uses scientific methods like surveys, action researches, experimentation etc, to enhance his performance more make instruction more effective. Teachers are encouraged to think critically and constructively.

7. **Modern Supervision is experimental and auto-critical in nature**

The modern concept of supervision stimulates experimentation and self criticism. Neagley et.al states that one of the foundation stones of the emerging philosophy and practice of supervision is the belief that current practice should always be questioned and evaluated and placed under the searching light of critical analysis. Any aspect of the learning situation found to be ineffective or detrimental to the achievement of better situation is scrapped or modified as the

case may be. The supervisor leads the teachers in the constant search for better and more efficient ways of doing their jobs, believing that there is always scope for improvement.

Types of Supervision
i. Corrective Supervision
ii. The Preventive Supervision
iii. The Coercive Supervision
iv. The Creative Supervision
v.. The Clinical Supervision

i. The Corrective Supervision
'Fault finding' is another name for this type of supervision. The inspecting officer or supervisor visits schools with the intent of locating faults and mistakes with the methods of teaching, progress of students, maintenance of records etc. The supervisor is more concerned with the finding of inefficiencies rather than in giving able guidance. He makes a note of all the errors and reports it saying that they have to be rectified. Suggestions are not given as to how to do it. As a guide his work is limited but as a critic his wok is more predominant.

ii. The Preventive Supervision
The supervisor anticipates any mistakes the teachers may commit and helps the teacher avoid them. The experienced supervisor knows what type of mistakes and errors the teachers usually commit and takes measures to educate and guide the teachers about the methods to avoid them. This type of inspection helps the teachers to meet situation with confidence as they forsee the problems beforehand and act as his friend and guide.

iii. The Coercive Supervision
This is an authoritarian concept wherein the   supervisor has the authority to make momentous decisions. Nobody ever questions the validity and feasibility of such decisions . Teachers are to carry out the orders and instructions of the coercive supervisor. Such supervisors believe that the most effective means of making the teachers work is by compelling them to teach scheduled subject matter in pre-determined ways.

iv. The Creative Supervision
Creative supervision encourages the teachers to feel free to think for themselves in matters pertaining to objectives, curriculum, organization and content, methods of teaching and evaluation The teachers develop their own techniques and they are encouraged to exchange views with the supervisor and co-workers. This provides opportunity for the teachers to grow through the exercise of their talents and abilities under expert and professional guidance and encouragement.

v. The Clinical Supervision

Goldhammer and Cogan borrowed the term "clinical supervision" from the medical profession, where it has been used for decades to describe a process for perfecting the specialized knowledge and skills of practitioners. Essentially, clinical supervision in education involves a teacher receiving information from a colleague who has observed the teacher's performance and who serves as both a mirror and a sounding board to enable the teacher to critically examine and possibly alter his or her own professional practice. Although classroom observations are often conducted by university supervisors or principals, clinical supervision is increasingly used successfully by mentor teachers, peer coaches, and teacher colleagues who believe that a fresh perspective will help to improve classroom success.

Despite many variations that have been proposed over the years, the basic five-stage clinical supervision sequence suggested by Goldhammer (1969) remains most widely known.. The five stages are

1) Observation
2) Analysis
3) Strategy planning
4) Conference
5) Post-conference analysis (follow up).

The task of the teacher and the Supervisor during each stage and the key questions that both ought to occupy themselves with can be articulated below in these ways without any pretext however of being too exhaustive.

Stage 1- Pre-observation Conference

Teacher's Task: To mentally rehearse and orally describe the upcoming lesson, including the purpose and the content, i.e. what the teacher will do, and what students are expected to do and learn from the lesson.

Clinical Supervisor's Task: To learn about and understand what the teacher has in mind for the lesson to be taught by asking probing and clarifying questions, not however with the view to floor or embarrass him/her but for clarity and assistance where need be.

Questions to consider:

What type of data will be recorded (e.g., teacher's questions, students' behaviors, and movement patterns)?

How will data be recorded (e.g., video or audio recording, verbatim transcript, anecdotal notes, checklist)?

Who will do what in the subsequent stages?

According to Goldhammer, how supervisor manages Stage 1 depends very much upon what he already knows about the teacher from their earlier work together. Among other things, "it is important in pre-observational activity not to do anything that is likely to unsettle the Teacher before he steps into the class. If there is nothing that the Supervisor can do to enhance Teacher's probabilities of success- perhaps nothing needs to be done - at the very least,

Stage 2 - Classroom Observation

According to Goldhammer, "the principal purpose of Observation is to capture realities of the lesson objectively enough and comprehensively enough to enable supervisor and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it. Summarily, classroom observation has two concerns:

Teacher's Task: To teach the lesson extremely well; or as well as possible.

Clinical Supervisor's Task: To invent or document the occurring during the lesson as accurately as possible.

Stage 3- Data Analysis and Strategy

Teacher's Task: To help make sense of the data (if directly involved in this stage).

Clinical Supervisor's Task: To make some sense of the raw data and to develop a plan for the conference.

Questions to Consider: What patterns are evident in the data?

Are any critical incidents or turning points obvious?

What strengths did the teacher(s) exhibit?

Were any techniques especially successful?

Are there any concerns about the lesson?

Which patterns, events, and concerns are most important to address?

Which patterns, events, and concerns can be addressed within the time available?

How will the conference progress?

How will the conference end?

Stage 4 - Conference session.

One way of viewing the conference between a supervisor and a teacher is in the context of a helping and healthy relationship and never competition or a show of authority or subjugation. With respect to the Supervisory conference, the supervisor's objective is to help the teacher make more functional use of his own resources and therefore perform more effectively within the classroom.

For effective supervisor-teacher conference, Arthur Blumberg (1970) suggests this of the supervisor: "the helping person is more likely to make the relationship a growth-promoting one when he communicates a desire to understand the other person's (Teacher) meanings and feelings. This attitude of wanting to understand is expressed in a variety of ways. When he talks, the helping person is less inclined to give instruction and advice, thus creating a climate, which fosters independence. He (she) avoids criticism and withholds evaluative judgments of the other person's ideas, thoughts, feelings, and behavior. He listens more often than he talks and when he speaks he strives to understand what the other person is

communicating in thought and feeling. The comments of the helping person are aimed at

assisting the other individual to clarify his own meanings and attitudes"

According to Goldhammer, Clinical Supervisory conference embodies the following:

Teacher's Task: To critically examine his or her own teaching with an open mind and totentatively plan for the next lesson.

Clinical Supervisor's task: To help clarify and build upon the teacher's understanding of the behaviors and events that occurred in the classroom.

Questions to consider: What patterns and critical incidents are evident in the data? What is the relationship between these events and student learning?

Were any unanticipated or unintended outcomes evident?

What will the teacher do differently for the next class meeting (e.g., new objectives, methods, content, materials, teacher behaviors, student activities, or assessments)?

The observation phase is designed to obtain specific data that will be analyzed and used for Discussion on re-instruction. Tools for collecting and recording this data are varied. Often, the new teacher and supervisor's observation (specific or general) are the tools that will be used to provide the most useful feedback.

Stage 5 - Post-conference Analysis

This is the time when the teacher and the supervisor meet alone to discuss the observation and the analysis of data relative to the teacher's objectives. If the data is collected and presented in a clear fashion, the teacher will be more likely to use the data and evaluate his/her teaching and classroom performance by himself/herself. It is necessary to furnish the teachers with the feedback of their observation. Researches indicate that teachers who receive the most classroom feedback are also most satisfied with teaching. It is important to try to elicit the feedback directly from what the teacher sees from the data. This is accomplished only after a feeling of trust and communication has been established.

Teacher's Task: To provide honest feedback to the clinical supervisor about how the clinical supervision cycle went.

Clinical Supervisor's Task: To critically examine his or her performance during the clinical supervision cycle. In doing this the clinical supervisor should address the following issues:

a. Ask the teacher to analyze the data and tell the supervisor about the lesson. (Rather than having the teacher sit passively while the supervisor tells the teacher about the lesson).

b. Ask questions to focus the teacher's attention on certain aspects of the lesson. (Since it may not always be possible for a teacher to successfully evaluate his/her own teaching, there may be occasions where the supervisor needs to be more directive , seeking collaborative kills for a detailed discussion of giving and receiving feedback and critiquing. In general, every effort should be taken to elicit the analysis of the data from the teacher).

c. Discuss ways to improve the lesson and whether the focus of the next observation is going to remain on the already agreed upon objective. (This part of the meeting can serve as a part of the next pre-observation conference).

d. Request feedback from the teacher as to how effective the supervision cycle has been and how to improve the next supervision cycle.

Questions to Consider: Generally, how well did the clinical supervision cycle go? What worked well?

What did not work well?

If you could do it again, what would you do differently?

What will you do differently during the next clinical supervision cycle?

Check Your Progress

1. Define Educational Supervision.

--2. What is the purpose of Educational Supervision?

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3. Discuss the modern concept of educational supervision.

1.3 Techniques of supervision

Instructors have the resources which have to be tapped, and it is the function of the supervision to help discover these for the ultimate benefit of the learners. Supervision of instruction leads to an improvement of the teaching and learning process. Supervision is also concerned with problem solving aimed at assisting the teachers to know their problems and find the best solution to them. There are many techniques of supervision that can utilized to bring about desirable effect in teacher's behaviour for achieving teaching effectiveness. These techniques can be broadly classified under two heads namely-
1. Group techniques and
2. Individual techniques

Group techniques

i. **Curriculum construction and development**
This should be undertaken by the teachers and supervisors with the aim of making learning experiences of the students worthwhile and up-to- date. This will lead to improved courses of study, better staff understanding and relationships, improved articulation among various school units such as primary and secondary schools and a general awakening of interest in new trends of methodology and school organizations.

ii. In-service education
This ought to be provided to teachers by the supervisor in a carefully planned manner on the basis of their felt needs and requirements. This will enable teachers to update their knowledge with respect to content, methods of teaching and school organization. Requisite knowledge and skills ought to be imparted based on their area of specialization and the subject discipline they teach.

iii. Action research
Research and experimentation should be undertaken in collaboration with the teachers. Focus on action research will enable the teachers to be more problem conscious and equip them with problem solving skills which will in the long run develop their professional competence as well as their teaching- learning process.

iv. Community participation
Adequate orientation of teachers to the school and community will lead to better relationship with the community besides facilitating the solution of many day to day problems help in organizing curricular and co-curricular programs. The importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning will help develop and implement strategies that create and enhance partnerships among teachers, parents and students.

v. Teacher visitation
This involves one teacher visiting and observing another teacher in action in another class within the school or in a class in another school (inter-school visitation) also, called reciprocal visitations' the technique is a good supervisory one that often yields valuable results. This

technique is particularly helpful if the inexperienced teachers watch the experienced one's in action.

vi. Model

The supervisor has to deliver demonstration lessons, arrange such lessons himself and by experienced and skilled teachers and experts. Meetings should be conducted where demonstration/ model lessons are delivered and experiments conducted followed by discussion.

vii. Resources

The supervisor should arrange for exhibition of books, illustrative and instructional journals, Teachers should be trained in the preparation of low cost teaching aids, use of multimedia, technology etc.

viii. Visits

Inter school visits, study tours, and educational trips can be organized for teachers so that they gain experience and develop new insights, thus improving their practice and educational programmes.

ix.Conferences

Educational conferences, seminars, and study groups where teachers, experts and supervisors meet to discuss problems faced by them and the solutions applied will equip he teachers with overall problem solving skills.

x. Dissemination of information

News bulletins and circulars can be utilized to disseminate new ideas and information about modern trends, practices and innovations, among teachers. Thus the isolation prevailing among schools can be broken and tried out good practices existing in one school can be propagated among others for encouraging the innovator and for reaping the good fruits of such innovations.

xi. Staff meeting

The supervisor after supervision meets with the staff to discuss problems and issues identified by him during the course of his inspection. He also addresses and satisfies the queries of the teachers and headmaster .The faculty thus benefits from the supervisors knowledge, skill and expertise.

2. Individual techniques

i.   Classroom observation and curriculum

This will enable the supervisor to observe the curriculum in action. The observation is to be done with the intent of observing the curriculum in action, judging the adequacy of the learning experiences provided and ascertaining the teacher's competencies. This procedure will also help the supervisor plan and organize in-service programmes.

ii. Classroom observation and professional growth

Observing in the classroom is the most commonly used technique of instructional supervision. It is a situation where the teacher is working directly with the learners and the supervisor is present as a witness to observe and systematically record classroom events. During observation the supervisor also looks for planning and preparation, lesson presentation, teachers' personality and student-teacher interaction. Observations serve to inform supervisors not only of the problems teachers are encountering but also about the practice followed. Feedback is provided on ways of making the procedure more effective. The supervisor and the supervisee deliberate on ways in which the classroom instruction may be improved. This also helps identify possible areas for enhancing professional growth of the teacher.

iii. Promoting professional leadership

The supervisor cannot make himself available to all teachers requiring academic advice. Hence identifying competent teachers and encouraging them to advance professionally will enable them to delegate some supervisory functions.

iv. Encourage professional writing

This will enable efficient teachers with literary aptitude to contribute to the enrichment of professional literature and help in dissemination of information.

v. Research

Research is a systematic and objective collection and analysis of data in order to find solutions to instructional identified problems. It could be used for instructional supervision technique. In this regard, the supervisor has to work with the teacher to find solutions to problems of teaching/learning that confront them instead of dictating solutions to settling educational problems relating to teaching and teachers.

Check Your Progress

1. Explain the techniques of supervision.

1.4 Educational Supervision and Human Relations

Human resources development in supervision is the process by which the educational supervisors identify, develop and effectively release the maximum potential of the supervisee for the benefit of both the institution as well as for the supervisee.

In the educational institution, human resources include the workers and the students. The workers here consist of the teaching and the non-teaching staff. The combined effort of workers and students is aimed at enhancing teaching and learning in the institution. Efficient human capital development depends on the quality and effectiveness of teachers. Hence a consciously designed human resource development effort is required in order to ensure that work motivation and job satisfaction is enhanced and all teachers become 'willing professionals.'

The nonteaching or support staff in an educational institution are those employees who provide the support services. They ensure that the teaching and learning environment is made conducive for the attainment of the educational objectives. Inorder for the support staff to be effectively involved in the achievement of the educational objectives, their potentials need to be consciously detected, developed and released.

The students form a very significant part of the human resource in an institution. They are the ones who learn; in addition, the students are the ones through whom the educational objectives are achieved. They should form an integral part of the human resources development program. A number of students are or should be appointed to positions of leadership such as prefect and captain, which provide the management and the students with an important link. The student representatives can perform their roles effectively if their potentials are consciously developed in planned forums such as seminars, debates elocutions etc.

To be effective a supervisor must always adapt his behavior to take into account the expectations, values and interpersonal skills of those with whom he is interacting. This applies to relationships with superiors, peers and subordinates, students etc. There can be no specific rules of supervision which will work well in all situations. For any approach to be effective, it must be applied taking into account the characteristics of the situation and of the people involved. Sensitivity to the values, perceptions and expectations of others is an important dimension of effective supervision. Knowledge of this will help the supervisor adapt his behavior for optimum benefit. In order to create the conditions for effective supervision, institutions must establish an atmosphere and the circumstances which enable and even encourage every supervisor to deal with people he encounters in ways that fit the values and expectations of the institution.

According to Likert, the supervisors who have the most cooperative attitudes in their work groups display the following characteristics-

The Supervisor is supportive, friendly, and helpful rather than hostile. He is kind but firm, never threatening, genuinely interested in the well being of subordinates and endeavors to treat people in a sensitive considerate way. He is just if not generous.

The Supervisor endeavors to serve the best interest of the people around him as well of the institution.

The Supervisor shows confidence in the integrity, ability and motivation of subordinates rather than distrust.

The Supervisor's confidence in subordinates leads him to have high expectations as to their level of performance. With confidence that he will not be disappointed he expects much, not little which results in a supportive rather than a critical or hostile relationship.

The Supervisor ensures that each subordinate is well trained for his job. He endeavors also to help subordinates by training them for jobs at the next level. This involves giving them relevant experience and coaching whenever the opportunity offers.

The Supervisor coaches and assists employees whose performance is below standards.

The supervisor thus develops his subordinates into a working team with loyalty to the institution by using participation and other kinds of group leadership practices.

Check Your Progress

1. Discuss the relationship between Educational supervision and human resources development.

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UNIT 4

FINANCING OF EDUCATION

Unit Structure

4.0 Objectives

4.1 Introduction

4.2 Sources of income for financing educational at the Central and State level,

4.2.1 Grant-in-aid system

4.2.2 Types of Grant-in-aid

4.3 Educational Planning

4.3.1 Need for Educational Planning

4.3.2 Goals of Educational Planning

4.3.3 Priorities of Educational Planning

4.4 Administrative organization of Education with special reference to Odisha.

4.4.1 Demerits of the Directorates of Elementary and Secondary education.

4.0 OBJECTIVES

After reading this unit you will be able to

- List the various sources of financing of education
- Define Grant-in-Aid
- Explain the types of Grant-in-Aid
- Explain the significance of educational planning
- Explain the various levels at which school education is administered in a state
- Explain the Educational Administrative set up in the state of Odisha.

4.1 Introduction

The Constitution of India, under the original Article 45, had directed the State to provide, "within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years." But this goal of universal elementary education (UEE) was not addressed with urgency for four long decades possibly because Article 45 was placed in Directive Principles of State Policy and, therefore, was seen as not being justifiable. This situation underwent a change as a result of the introduction of the Constitutional 83rd Amendment Bill in the Parliament (1997) and eventually the passing of 'The Constitution (Eighty-Sixth Amendment) Act, 2002' – more than fifty years after India's independence.

The relative neglect of elementary education has resulted in low literacy rates among adults in India and in majority of the poor children remaining out-of-school, being deprived of even elementary education. Since the 1990s, the Indian policymakers have sought to correct the balance and there has been a concerted effort towards taking elementary education to all children, even those living in remote regions.

Table 4.1 is an overview of education policies related to education finance as it evolved since India's independence

Table 4.1: Overview of Education Policies related to Financing of Education in India		
Education Policy/ Committee	**Year**	**Recommendations**
Kher Committee	1948-49	A fixed percentage of Central (10 per cent) and Provincial (20 per cent) revenues should be earmarked for education and that around 70 per cent of the total expenditure on education should come from the local bodies and provinces

Kothari Commission	1964-66	• Public expenditure on education should reach the level of 6 per cent of GNP by 1986 • Vocationalization of secondary education • Strengthening of centres of advanced study and setting up of small number of major universities of international standard.
National Education Policy	1968	• Investment on education to be gradually increased to reach a level of six per cent of national income as early as possible. • Focus on science & technology and agriculture • Provision of food and effective education at primary level (on a free and compulsory basis) • Equality in education for rich and poor: common 10+2+3 education structure throughout India and eventually free schooling till class 10.
Secondary Education Commission	1972	• to assume certain direct responsibility for reorganization of secondary education and give financial aid for the purpose. • Encourage private contribution through tax exemptions (income tax, property tax and custom duties) • Industrial education cess should be levied for furtherance of Technical and vocational education at secondary stage.
42nd Constitutional amendment	1976	Education transferred from list to concurrent list (School education under jurisdiction of both, the Centre and the State).
National Education Policy	1986 (with revisions	• Resource support for implementing programmes of educational transformation, reducing disparities, universalisation of elementary education, adult literacy, scientific and

	in 1992)	technological research, etc. will be provided. For this actual requirements will be computed at regular intervals and outlay on education will be stepped up so that more than six per cent of national income is allocated from eighth plan onwards. • While the role and responsibility of the States in regard to education will remain essentially unchanged, the Union Government would accept a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards (including those of the teaching profession at all levels) and to study and monitor the educational requirements of the country. • Additional resources to be raised by mobilizing donations, asking beneficiary communities to maintain school buildings, raise fees at higher levels of education and effecting savings through efficient use of resources.
73rd and 74th constitutional amendment	1992	Statutory recognition of local governments, and inclusion of school education in the list of its responsibilities. Local bodies to play an important role in financing and implementing education programmes.
Saikia Committee	1996	Need for an expenditure of 6 per cent of GNP on education with 50 per cent of it earmarked for primary education. Recommended additional expenditure of Rs. 40000/ crores over next five years on elementary education.

Tapas Majumdar Committee	1999	Estimated additional fund requirements for UEE – it was in the range of 137000 crores over the following 10 years.
86th Constitutional Ammendment	2002	Provide free and compulsory education of children between age 6 to 14 years, and provision of early childhood care and education for children below six years.
National Common Minimum Programme of present UPA Government	2004	• Raise public spending in education to at least 6 per cent of the GDP with at least half this amount being spent on primary and secondary sectors. This will be done in a phased manner. • A Cess of two per cent on all central taxes to finance the commitment to universalize access to quality basic education. • A national cooked nutritious mid-may-meal scheme, funded mainly by the Central Government, will be introduced in primary and secondary school. • The Integrated Child Development Services (ICDS) scheme will be universalized to provide a functional Anganwadi in every settlement and ensure full coverage for all children. • all northeastern States will be given special assistance to upgrade and expand infrastructure.
CABE Committee	2006	• The additional financial requirement for universalising secondary education as per cent of GDP works out to be around 0.18 per cent in 2003-04 and to 0.86 per cent 2019-20. • With 6 per cent of GDP earmarked for education, the shares of elementary, secondary and higher secondary (as % of GDP) will be 3, 2 and 1
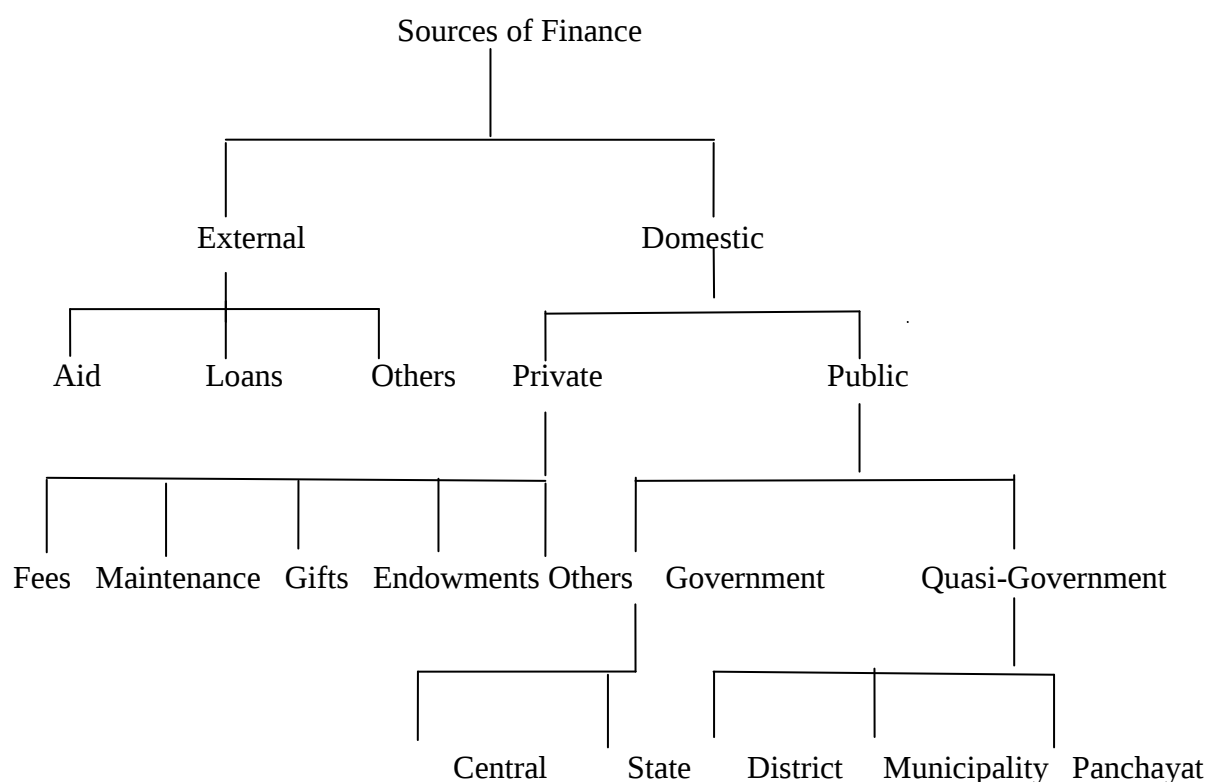
		respectively

Source: De,A and Endow,T.(2008) in *Public Expenditure on Education in India: Recent Trends and Outcomes*

4.2 Sources of income for financing educational at the Central and State level ion

There are multiple sources of finances for education in India. These sources can be broadly classified into external and internal or domestic sources of financing (Figure 4.1). External sources do not form a significant part of educational finances in India. The domestic sources of funding are broadly divided into public and private sources. The public sources include contributions made by central, state and local governments. The private or non-governmental sources include fees and other household expenditures incurred by the direct beneficiaries (students/parents) of education and endowments and donations made by individuals, trusts, etc. Among the private sources, fees are compulsory payments whereas others are voluntary contributions.

Figure 4.1- Sources of Finance

Sources of Finance
- External
  - Aid
  - Loans
  - Others
- Domestic
  - Private
    - Fees
    - Maintenance
    - Gifts
    - Endowments
    - Others
      - Central
      - State
  - Public
    - Government
    - Quasi-Government
      - District
      - Municipality
      - Panchayat

The sources of finance for education in India can thus be broadly classified into external and internal or domestic sources .

Internal sources: The domestic/internal sources of funding are broadly divided into public and private sources. The public sources include contributions made by central, state and local governments. The private or non-governmental sources include fees and other household expenditures incurred by the direct beneficiaries (students/parents) of education and endowments and donations made by individuals, trusts, etc. Among the private sources, fees are a compulsory payment whereas others are voluntary contributions.

Student fees: Schools collect fees from students as per rules Such fees include admission fees, tuition fees and fees for various activities. The privately managed schools also collect some fees for development and improvement of the schools.

Educational Loans: The loans by banks and private institutions, being repayable in easy installments, can create a self-generating fund which can be recycled for the education of generations of students. It would assist students to continue their higher education, because the education unemployment is increasing day by day which affects the repayment of loans.

It is proposed that, an alternative student loan scheme specifically for the weaker sections should be evolved. Such a programme must be flexible enough to suit their requirements, which may involve government guaranteed loans, subsidized interest rates, liberal terms of repayment, waivers for those students with less future incomes, etc, in addition to a strong student support system.

Individual/trusts donations: There is a decline in the proportion of contributions for education from private sources. Therefore steps to be taken to augment private resources for education as no government can finance entire education system: the combined efforts of the government and the general public could meet the finance.

Various proposals have been made in this regard. Mahatma Gandhi had suggested that the industrial establishments should set up colleges to train technical human resources required by them, levying of cess on imports, encouraging private entrepreneurs to donate for education

through tax remissions, corporate social responsibility, surcharge on land revenue and cess on urban property.

Voluntary contributions and donations -the school may also receive contribution/ donation from parents, community members and business houses for organizing various programs, stipends, scholarships, purchase of equipment, construction of school building or extension of building etc.

Endowment funds: A financial endowment is a proper donation of money or property to an institution. The total value of an institution's investments is often referred to as the institution's endowment and is typically organized as a public charity, private foundation, or trust. An endowment may come with stipulations regarding its usage. In some circumstances, an endowment may be required to be spent in a certain way or alternatively to be invested, with the principal to remain intact in perpetuity or for a defined period, which allows for the donation to have an impact over a longer period than if it were spent all at once. Endowment sources of income includes assistance from religious and charitable agencies, schools landed properties etc.

Public sources of finance: It includes the funds contributed from central and state, university grants, U.G.C., NCERT and financial aid.

Central government: provides grants-in aids for centrally Sponsored schemes. These schemes are formulated by the Central Government and are included in the Centre's five year plans, the Centre persuades the states to implement these schemes through financial incentives in the form of grants-in aid which meet a larger proportion of the total expenditure of the states on those schemes.

State Governments in financing education: The state meets the non-plan and plan expenditure on education at all levels. The non-plan expenditure is met from the states own revenue supplemented by the financial resources passed on from Centre to the state through finance commission.

Grant-in-aid of revenue: The constitution provides for transfer of resources to the state government through grants-in-aid of revenue. The finance commission identifies the particular state that would require assistance for the period of the award as in article 275(1).

Under article 262, the Central government set up planning commission in 1950 for making grants to the states for plan purpose. Grant in aid or economic assistance utilities certain amount for education purpose. This can be in the form of general grant and special grant, which is provided in case of emergency. The Grant in aid amount is utilised for development of primary education, increase in salary for the teachers, research development in the institution.

Funds of local bodies: local bodies such as Municipal boards, Zilla Parishad, Panchayat samiti etc provide grants assistance to schools for management of education at various levels.

4.2.1 Grant-in-aid system

The origins of Grant-in-aid can be traced to Wood's Despatch of 1854 which holds a unique place in the history of Indian education. This document placed the responsibility of education of the Indians on the Company and stated that it must never be neglected. The Wood's Despatch recommended the sanction of a Grant-in-aid system in the Indian educational system. Educate the large population of Indian's was a difficult task and so the grant-in-aid system was adopted by the government. Grants were given to those schools and colleges which satisfied the conditions given below:-

i.The schools must provide secular education.
ii.The school management should run the school well.
iii.The school should agree to state inspection from time to time.
iv.The schools should follow any rule prescribed by the government for the regulation of the grant.
v.The school must charge fees from the students.

Grants were given to the schools for increasing the salaries teachers, construction of school buildings, granting scholarships to students, improving conditions of literaries, opening of science department etc.

Grants-in-aid are payments in the nature of assistance, donations or contributions made by one government to another government, body, institution or individual. Grants-in-aid are given for specified purpose of supporting an institution including construction of assets. The general principle of grants-in-aid is that it can be given to a person or a public body or an institution having a legal status of its own. Such grants-in-aid could be given in cash or in kind to be used by the recipient agencies towards meeting their operating as well as capital expenditure requirement.

Grants-in-aid are given by the Union Government to State Governments and by the State Governments to the Local Bodies discharging functions of local government under the Constitution. This is based on the system of governance in India, which follows three-tier pattern with the Union Government at the apex, the States in the middle and the Local Bodies (LBs) consisting of the Panchayati Raj Institutions (PRIs) and the Urban Local Bodies (ULBs) at the grass root level. Accounts of these three levels of Government are separate and consequently the assets and liabilities of each level of government are recorded separately. Grants-in-aid released by the Union Government to the State Governments are paid out of the Consolidated Fund of India as per Articles 275 and 282 of the Constitution. The Union Government releases grants-in-aid to the State/ Union Territory Government under Central Plan Schemes and Centrally Sponsored Schemes. Sometimes, the Union Government disburses funds to the State Governments in the nature of Pass-through Grants that are to be passed on to the Local Bodies. Funds are also released directly by the Union Government to District Rural Development Agencies (DRDAs) and other specialized agencies including Special Purpose Vehicles (SPVs) for carrying out rural development, rural employment, rural housing, other welfare schemes and other capital works schemes like construction of roads, etc.

The 73rd and 74th Constitutional Amendment Acts envisage a key role for the Panchayati Raj Institutions (PRIs) and the Urban Local Bodies (ULBs) in respect of various functions such as education, health, rural housing, drinking water, etc. The State Governments are required to devolve funds, functions and functionaries upon them for discharging these functions. The extent of devolution of financial resources to these bodies is to be determined by the State Finance Commissions. Such funds received by the Local Bodies from the State Governments as grants-in-aid are used for meeting their operating as well as capital expenditure requirements. The ownership of capital assets created by Local Bodies out of grants-in-aid received from the States Government lies with the Local Bodies themselves.

Apart from Grants-in-aid given to the State Governments, the Union Government gives substantial funds as Grants-in-aid to other agencies, bodies and institutions. Similarly, the State Governments also disburse Grants-in-aid to agencies, bodies and institutions such as universities, hospitals, cooperative institutions and others. The grants so released are utilized by these agencies, bodies and institutions for creation of capital assets as well as for meeting day-to-day operating expenses.

4.2.2 Types of Grant-in aid

There are 4 types of grants given by government to institutions. They are

i**. Salary grant**
Salary grants include the salary paid to the teaching and non-teaching staff salary as per the actual pay scales and allowances.
Salary grants are given to those secondary schools, commerce and agriculture related vocational schools and night schools which are under the control of director of education and have been recognized in the previous academic year.

ii.**Non-salary grant**
Non-Salary Grants includes the rent of the building housing the institution and a percentage of the amount of all other admissible expenses apart from salary, allowances and rent.

iii.**Building, hostel, furniture, teaching aids, library and laboratory grants**

iv Other grants sanctioned by the government from time to time.

Grant-in-aid may also be classified as general grant and specific grant. If the grant is made for general purpose of improvement or expansion of education, it is referred to as general grant whereas if the purpose is specified it is referred to as specific grant e.g. for primary education, for secondary education, for building etc.

4.3 Educational Planning

The concept of planning was originally applied in the sphere of economic development. Realising its utility, the concept gained wide recognition in other spheres of national development such as agriculture, social and health services and education. In fact it is a sub-system of general planning for national development.

Planning can be defined as "a process of taking decisions for future actions in order to achieve pre-determined objectives by optimum utilization of available resources in a limited time frame". Thus a pre-condition for planning is the existence of certain objectives which need to be achieved and constraints in this respect are time and resources. Here resources include all the three types of resources namely physical (or material), financial and human resources. It is said that we plan because we have limited resources and we have to achieve our objectives within the constraint of these limited resources.

An educational plan refers to the efforts on planned and premeditated change to be brought about in the system of education for attaining relevant, pre-determined aims and objectives. These changes are conceptualized with reference to specific objectives and need to be co-

ordinated in relation to the objectives and conditions in other systems such as the social, political, economic, cultural and ideological systems.

Beeby (1967) defines educational planning as "the exercise of foresight in determining the policy, priorities and costs of an educational system, having due regard for economic and political realities, for the system's potential for growth and for the needs of the country and of the pupils served by the system."

According to Philip (1970) "Educational planning, in its broadest generic sense, is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society."

Knezewich defines educational planning as a purposeful preparation culminating in a decision which serves as the basis for subsequent action.

An analysis of the preceding definitions reveals that:

i.The aims of the plan should be clear.

(ii)It revolves around sound and rational thinking

iii.It requires foresight.

iv.Its implementation is very important to its success.

v.Its success depends on the past legacy, stage of development of the nation and the determination for progress.

4.3.1 The need for Educational Planning

The developments taking place in and the increasing complexity of the educational system have made educational planning as absolute necessity. The nation today faces problems such as population explosion, increasing aspirations among different sections of the society, man-power needs, mismatch between educational products and the demands of the economy, dwindling resources, ecological imbalances and haphazard applications of scientific developments. These problems place demands on the system of education for solutions. In order that the system of education meets these problems, planning becomes imperative and the competence to plan becomes mandatory.

Educational planning is an absolute necessity because:

(1) It ensures success of the institution. It takes into consideration the important issues, conditions, constraints and factors in education. Its focus is on future objectives, vision and goals. It is proactive in nature in that it emphasizes perception and ability to apply theory and profit from it in advance of action. It clarifies goals and the means to achieve those goals. Thus it eliminates trial-and-error process, reduces chances of failure and ensures success. In other words, it provides intelligent direction to activity.

(2) The scarcity of financial and other non-material resources poses a challenge to education. Planning is a response to such challenges and explores the possibilities of alternative uses and optimum utilization of limited resources. Planning is necessary to streamline educational expansion especially in rural, tribal and other backward areas.

(3) Effective and efficient planning ensures optimum utilization of funds   thus ensuring expansion of educational facilities

(4) Education is considered as an investment for human resource development. Planning is necessary to ensure that human resources are developed as per need and there will be high returns to education.

(5) Education is a public service demanded by the public and supplied by the government. For any government effort of such a large magnitude as education, planning is absolutely necessary. It is a co-ordinated means of attaining pre-determined purposes.

(6) Educational planning is one of the components of the overall national socio-economic development. The over-all planning has to state the objectives of education and provide the finances for educational development for accomplishing these objectives

4.3.2 The Goals of Educational Planning

The following are the broad goals of educational planning in India:

To provide a substantial supply of educated and skilled manpower to society

To identify the needs of the economy and to match this supply of human resources to the needs of the economy in quantitative as wells as qualitative terms.

To determine the priorities in the educational sector so that scarce resources can be allocated optimally.

To ensure balanced regional development and growth with equity, social justice and stability.

To reorient the educational system and bring about functional integration among different levels of education.

To strengthen and expand vocational education.

To consolidate the existing secondary and university education.

To devise a system of higher education

(i) to suit the demands of the economy by incorporating a component of vocational subjects and

(ii) to suit the needs of the rural areas.

To strengthen primary education and literacy levels by greater emphasis on adult education, functional literacy and access to primary schools.

To help the socio-economically and educationally backward states by giving them preferences in matters concerning grants.

To avoid wastage and stagnation in educational investment and output.

To bring about equalisation of educational opportunity by expanding facilities for women's education especially in rural areas.

To abolish discrimination in educational matters on the basis of caste, creed or religion.

The key planning questions:

1. What should be the priority objectives and functions of the educational system and of each of its sub-systems (including each level, each institution, each grade, each course, and each class)?

2. What are the best of the alternative possible ways of pursuing these various objectives and functions? (This involves a consideration of alternative educational technologies, their relative costs, time requirements, practical feasibility, educational effectiveness, etc.

3. How much of the nation's (or community's) resources should be devoted to education at the expense of other things? What appear to be the limits of feasibility, in terms not only of financial resources but real resources? What is the maximum of resources that education can effectively absorb in the given time period?

4. Who should pay? How should the burden of educational costs and sacrifices be distributed as between the direct recipients of education and society at large, and among different groups in society? How well adapted is the present public fiscal structure, and other sources of educational revenue, to attaining a socially desirable distribution of the burden and at the same time a sufficient flow of necessary income to education ?

5. How should the total resources available to education (whatever the amount may be) be allocated among different levels, types and components of the system (e.g. primary; secondary; higher education).

Principles of educational planning

In order to be effective and efficient, the following principles should be followed. There are as follows:

i. Educational planning should be an integral part of the overall planning for national development.

ii. It is pre-eminently long-term in nature. This requires proactive, forward looking studies to be conducted before drawing up medium and short-term national plans, programmes and projects. In other words, research is a pre-requisite to painting.

iii. It must be comprehensive in nature, and must incorporate every level and type of education, all stages if life as well as life-long learning.

iv. It is necessarily a continuous process and not a sporadic activity.

v. The finances required for educational development of the country should be treated as an investment and not just as social welfare.

vi. It should focus on the structures, methods and contents of education, the qualitative and the aspects of education.

vii. There should be a policy of educational development allowing continuous and balanced expansion based on the principles of equality and equity.

viii. It should be aimed at democratization of education and educating individuals for their maximum development and full participation in social life through all-round development and through action for international co-operation and understanding.

ix. It is aimed at continuous forecasting and guidance so as to match the demand for human resources with its supply in required quantity and quality.

x. It requires application of economic analysis (forecasting of demand and supply of human resources, cost studies etc.) and of educational evaluation techniques in order to ensure efficient use of resources allocated to education for investment in physical plant, equipment, research, faculty development or the organisation of teaching-learning process.

xi It should emphasize on the reduction of wastage, stagnation and drop-out rates among the deprived and disadvantaged section of society.

xii. It should be aimed at equitable distribution of educational facilities vis-à-vis the distribution of population and the level of its economic-development.

xiii. It should provide for the special requirements of planning at the local, state and national levels.

xiv. It should be flexible to accommodate change , based on continuous evaluation.

4.3.3 Priorities of Educational Planning

Educational planning should place more emphasis on qualitative improvements of education while continuing the programs for expansion, increasing emoluments and expenditure. Decentralisation in planning should be encouraged. Local community should be involved in the planning process at the institutional, district and state levels.

Educational planning is one of the essential areas of concern in all the five Year Plans in India. Globalisation has necessitated a greater need for education at all levels. Government has formulated certain measures to increase adult literacy and continuing education. The major problems of Education planning in India as per the opinion of analysts are high dropout rates, low levels of learning achievement, low participation of girl students, inadequate school infrastructure, teacher absenteeism, large scale teacher vacancies, inadequate teaching/learning material, lack of public involvement in provision of educational services, variation in the literacy rates for special groups of citizens and variation in interstate literacy rates. Planners should lay greater emphasis on overcoming lacunae in these areas.

Check Your Progress

Q.1. Explain the meaning of Educational Planning.

Ans:_____

_____

_____

Q.2. Why is Educational Planning required?

Ans:_____

_____

_____

Q.3. What are the principles of Educational Planning?

Ans:_____

_____

_____

4.4 Administrative organization of Education at State Levels

India is a sovereign democratic republic with a parliamentary form of govt., based on universal adult franchise. The forty-second amendment of constitution in 1976 made education a concurrent subject. According to this amendment Central and State governments are equal partners in framing educational policies. However, for school education the state is a major controlling authority.

The machinery for educational administration in the state is composed of Department of education headed by a minister who is responsible to the legislature and is appointed by the Chief Minister. In some states he is assisted by a Minister of state or a Deputy Minister. The minister exercises his authority through the officers of the department and other agencies like the universities and is also assisted by the Education Secretary and Director of Education. The administration of education in any state in the country is usually as per the below mentioned six levels:

I. The Secretariat of Education

The secretariat of education is headed by a Secretary of Education. It comprises of a number of other officers of the rank of Deputy Secretary, Under Secretary etc. whose role is to maintain a link between the Executive functions of the Directorate and the policy making functions of legislature.

II. The Directorate of Education

The executive of the department of education is the Directorate of education. The Directorate keeps the government in touch with the educational institutions. It ensures efficient functioning of the institutions arranges for instructions and determines the financial aid to be provided to them. The Director of Education is assisted by one or more joint Directors, a few Deputy Directors, District Education Officers and other Inspectorial and supervisory staff.

III. Department. of Education

The two levels of administration the Secretariat and Directorate together composes the Department of Education of a state. The director is in charge of the executive functions whereas the policy making functions are vested with the Secretary of Education.

The functions of department of education are i. Regulatory ii Operational and iii. Directive.

The Regulatory function involves three important aspects: (a) Development of standards, rules and regulations (b) Examinations and Inspection (c) Investigation in those cases where the compliance of rules is to be examined.

IV. Regional or Circle Level

Usually a state is divided into a number of regions, divisions or circles. These regions are under the charge of Deputy Director or Chief Education Officer. The regional offices are created to coordinate the efforts of District Education Officers, in the region so that the wasteful expenditure may be avoided and efficiency is ensured.

V. The District Level.
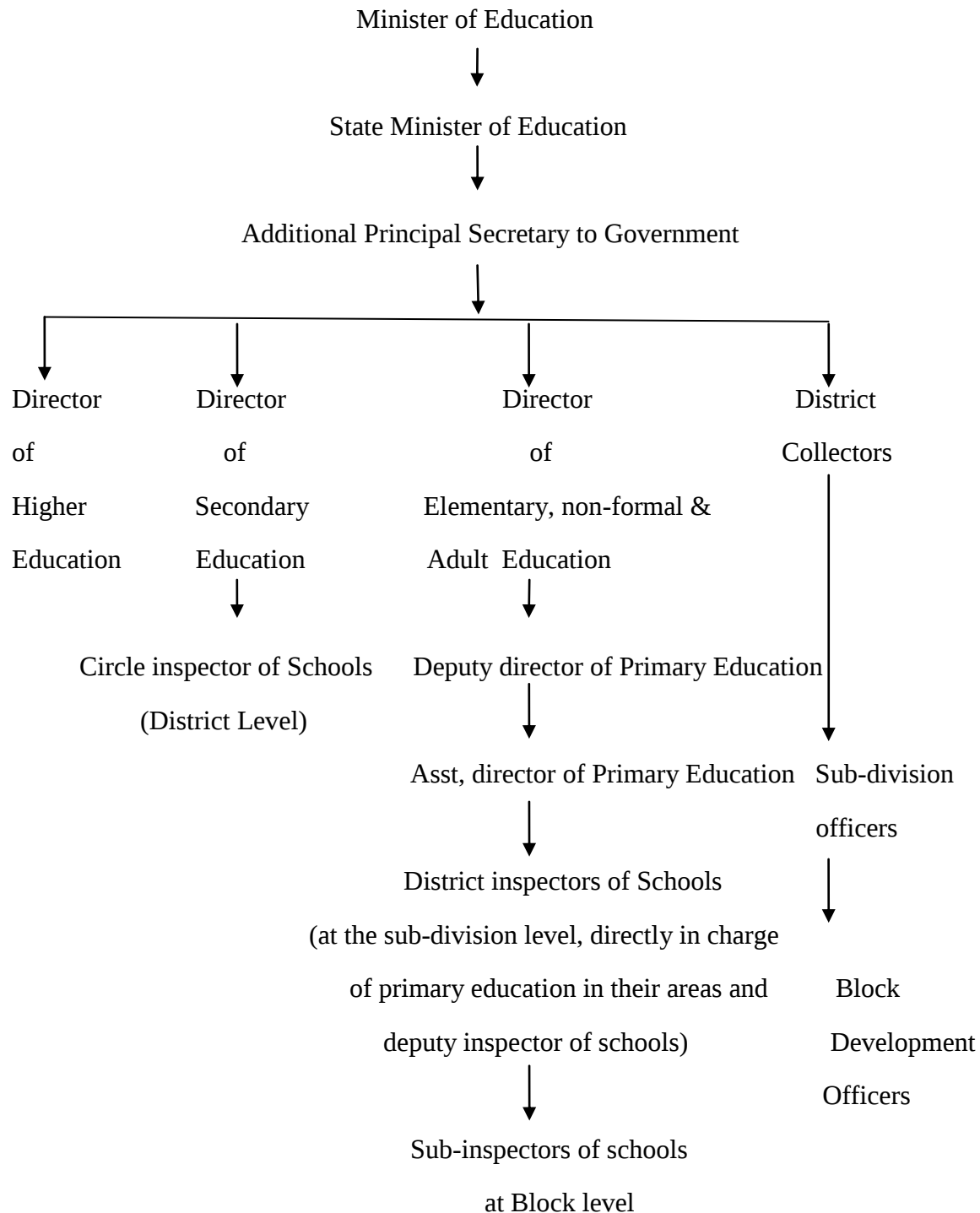
This level is considered to be of great significance. The District Office of Education is usually under the charge of a District Education Officer (DEO) or District Inspector Of School (DIOS). DIETS and Secondary Training Schools - District Institutes of Education and Training (DIET) and Secondary Training Schools have been set up at the district level. These Institutes are responsible for making substantive and pedagogic inputs to the programmes of education at the district level and is also responsible for the training of personnel and provision of resource support to educational programmes.

VI. Block Level

In many states there is another level of educational administration. It is referred to as the block or Taluka level. The block level is considered to be an effective level of administration at the primary level.

## 4.4.1 Administrative organization of Education in Orissa
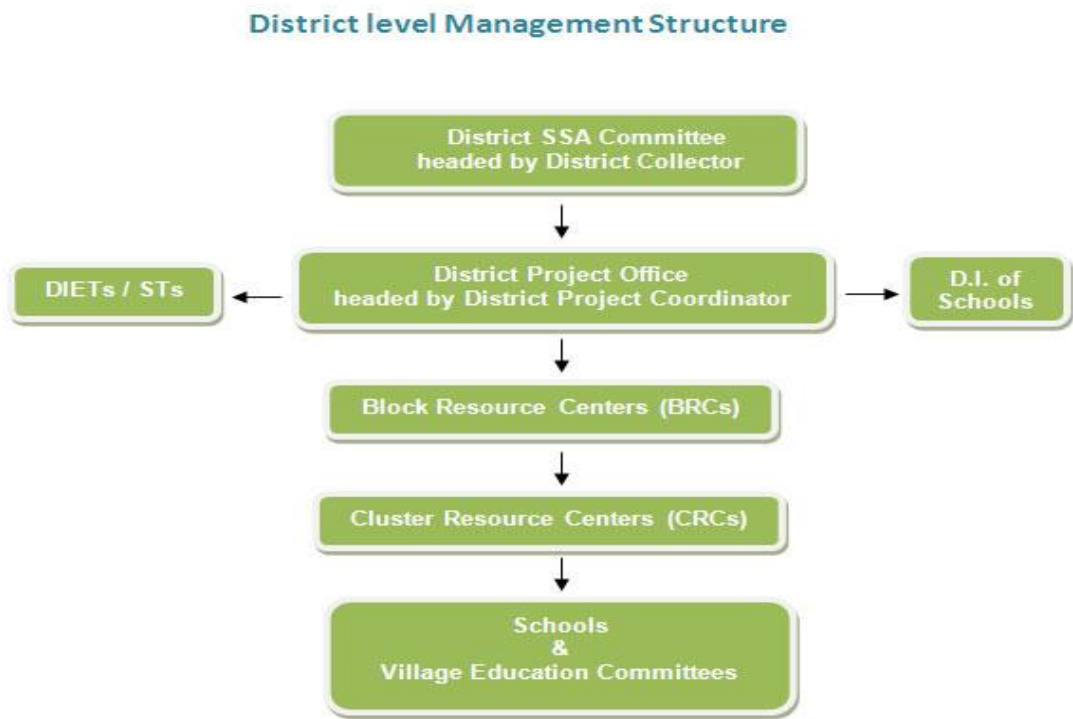
Figure 4.2 - Administrative organisation of Education in Orissa-

Minister of Education

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State Minister of Education

↓

Additional Principal Secretary to Government

↓

| Director of Higher Education | Director of Secondary Education | Director of Elementary, non-formal & Adult Education | District Collectors |

Circle inspector of Schools (District Level)

Deputy director of Primary Education

↓

Asst, director of Primary Education   Sub-division officers

↓

District inspectors of Schools

(at the sub-division level, directly in charge

of primary education in their areas and   Block

deputy inspector of schools)   Development

↓   Officers

Sub-inspectors of schools

at Block level

District level Management Structure of Education in Orissa-

In each district there is a management structure for implementation of the programme which is headed by the District Collector. There is a full time District Project Coordinator heading the District Project Office.

**Figure 4.3 District Level Management Structure**
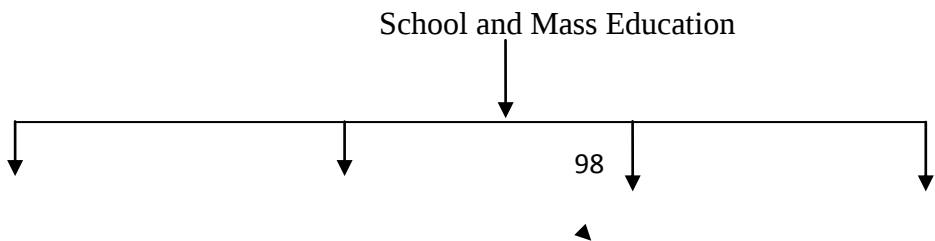
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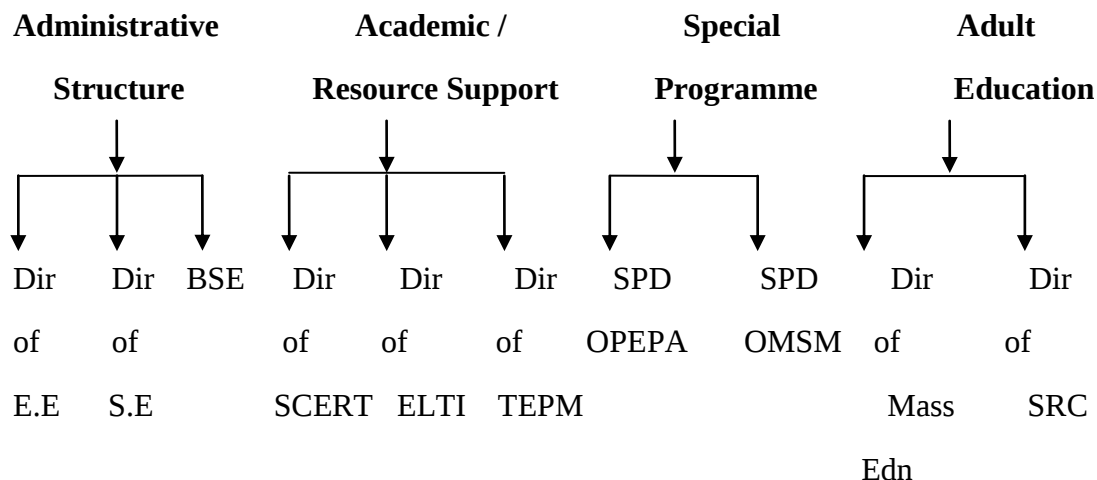
At the District Level existing structure of D.I. of schools and institutions like DIETs and Secondary Training Schools provide administration and academic supports respectively to the District Project Coordinator. At the sub-district level two new structures i.e. Block Resource Centres, one in each block and Cluster Reource Centres one for 10 to 12 schools with one experienced and resourceful teacher as coordinator have been created for strengthening grass root level management as well as to provide support to schools and VECs.

Organizational Structure Diagram

Figure 4.4 - Existing State Level Structure:

School and Mass Education

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Administrative Structure			Academic / Resource Support			Special Programme		Adult Education	
Dir of E.E	Dir of S.E	BSE	Dir of SCERT	Dir of ELTI	Dir of TEPM	SPD OPEPA	SPD OMSM	Dir of Mass Edn	Dir of SRC

Role of the State Government

The State Education Department which is the principal agency of the State Government dealing with education matters performs the following functions;

i. Implementation of Central Policy

The State Education Department implements the policy, programs, projects and schemes sponsored by the Central Government.

ii. Formulation of Year Plans

The State Education Department formulates annual plans for qualitative improvement and quantitative expansion of school education and higher education.

iii. Allocation of funds

The State Education Department frames the annual budget for different areas of education and gets it passed in the State Legislative Assembly.

iv. Financial allocation

The State Education Department allocates funds for various agencies, government, non-government and voluntary organizations for the implementation of government programs, thus exercising control over the Directorates and District level offices.

v. Periodical review

The State Education Department in conjunction with the Directors, eminent educationists and education officers periodically reviews the progress and achievements made in the implementation of its annual plans and also looks into the difficulties encountered in its implementation.

vi. Preparation and production of Instructional materials

The State Education Department through the Director, Text Book Production, Board of Secondary Education, Director SCERT, is responsible for revising and upgrading the curriculum and preparation of instructional materials for various stages of school education including nonformal education and adult education.

vii. Appointment and transfers

The State Education Department besides appointing teachers also transfers college teachers, Principals, Inspecting and Supervisory Officers, Headmasters, Officers of the Directorate and other officers in consultation with the respective Directors / Heads of Departments.

viii. Service conditions

The State Education Department besides formulating also modifies service conditions, makes provisions for the salary, remuneration, pension and other retirement benefits for Government as well as Non-Government employees of the Education Department and revises them periodically.

ix. Inspection and supervision

The Officers of the Education Department in conjunction with the officers of the Directorate and District level Offices inspect and supervise educational institutions, monitors the work of field staff and takes actions for improving the system.

x. Awards to teachers

The State Education Department, through the Department of School and Mass Education awards outstanding teachers to encourage and promote quality in school education.

xi. Direction

The State Education Department gives direction to the Directorate and the circle level and district level officers for implementing various educational programs and bringing about reforms in the operation. The Education Department also provides administrative leadership to the Directorate on matters of education.

4.4.2 Demerits of the Directorates of Education

India is a vast country hence it is not possible for the centre to exercise control over such a large enterprise like education. This calls for control of school education by states. However the states have not been completely successful in providing universal elementary education to pupils and raising the standards of school education. Financial constraints also play a major role in

hindering the qualitative and quantitative progress of education. More funds have to be allocated for school education.

For better control of school education of state the roles of educational administrators must redefined. The roles of the Minister, Director, Secretary and other officers of the education department should be clearly delineated. The delegation of authority must take place from the ministry level to the directorate and from the directorate to the field level workers. Too much of centralization in the directorate has very often resulted in the slow progress of school education. For efficient control over school education, the states must not only provide more funds for school education but also develop efficient machinery of supervision and training of the personnel working in the field of education besides enabling those responsible the freedom to discharge their duties without being too dictatorial. The teacher education should be properly organized and the refresher courses for the teacher must be made compulsory.

Check your progress

Q.1. Write a short note on administrative set up at state level

Ans   :

_____

_____

_____

_____

Q2. What are the demerits of the Directorate of education?

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