Educational committees and commissions

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. The ratio of public schools to private schools in India is 7:5.

India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three-quarters of the population in the 7-10 age group, by 2011.[India's improved education system is often cited as one of the main contributors to its economic development.Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. While enrollment in higher education has increased steadily over the past decade, reaching a Gross Enrollment Ratio of 24% in 2013, there still remains a significant distance to catch up with tertiary education enrollment levels of developed nations,a challenge that will be necessary to overcome in order to continue to reap a demographic dividend from India's comparatively young population.

At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group Certain post-secondary technical schools are also private. The private education market in India had a revenue of US$450 million in 2008, but is projected to be a US$40 billion market.

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrollment above 96%. Another report from 2013 stated that there were 229 million students enrolled in different accredited urban and rural schools of India, from Class I to XII, representing an increase of 2.3 million students over 2002 total enrollment, and a 19% increase in girl's enrollment While quantitatively India is inching closer to universal education, the quality of its education has been questioned particularly in its government run school system. Some of the reasons for the poor quality include absence of around 25 percent of teachers every day.States of India have introduced tests and education assessment system to identify and improve such schools.

It is important to clarify that while there are private schools in India, they are highly regulated in terms of what they can teach, in what form they can operate (must be a non-profit to run any accredited educational institution) and all other aspects of operation. Hence, the differentiation of government schools and private schools can be misguiding.

In India's education system, a significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled Castes and Scheduled Tribes and Other Backward Classes. In universities, colleges, and similar institutions affiliated to the federal government, there is a minimum 50% of reservations applicable to these disadvantaged groups, at the state level it can vary. Maharashtra had 73% reservation in 2014, which is the highest percentage of reservations in India.

Education System in India

The central and most state boards uniformly follow the "10+2+3" pattern of education. In this pattern, study of 12 years is done in schools or in colleges, and then 3 years of graduation for a bachelor's degree.The first 10 years is further subdivided into 5 years of primary education, 3 years of upper primary, followed by 2 years of high school.This pattern originated from the recommendation of the Education Commission of 1964

The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies.Other curriculum bodies governing school education system are:

The state government boards : Most of the state governments have one "State board of secondary education" . However, some states like Andhra Pradesh have more than one. Also the union territories do not have a board, Dadra & Nagar Haveli, Puducherry, Chandigarh, Lakshadweep, Daman & Diu share the services with a larger state.

Central Board of Secondary Education (CBSE) which conducts examinations at the 10th and 12th standards

The Council of Indian School Certificate Examination(CISCE). CISCE conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/ Grade 10); The Indian School Certificate (ISC - Class/ Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade 12).

The National Institute of Open Schooling (NIOS) conducts two examinations, namely, Secondary Examination and Senior Secondary Examination (All India) and also some courses in Vocational Education.

International schools affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations.

Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband.

Autonomous schools like Woodstock School, The Sri Aurobindo International Centre of Education Puducherry, Auroville, Patha Bhavan and Ananda Marga Gurukula

International schools, which offer 10th and 12th standard examinations under the International Baccalaureate, or the Cambridge Senior Secondary Examination systems.

In addition, NUEPA (National University of Educational Planning and Administration)[19] and NCTE (National Council for Teacher Education) are responsible for the management of the education system and teacher accreditation.

Primary education

The Indian government lays emphasis on primary education, also referred to as elementary education, to children aged 6 to 14 years old. The Indian government has also banned child labor in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions 80% of all recognized schools at the elementary stage are government run or supported, making it the largest provider of education in the country

However, due to a shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. Figures released by the Indian government in 2011 show that there were 5,816,673 elementary school teachers in India. As of March 2012 there were 2,127,000 secondary school teachers in India.[24] Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009.

There have been several efforts to enhance quality made by the government. The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. 85% of the DERP was funded by the central government and the remaining 15 percent was funded by the states. The DERP, which had opened 160000 new schools including 84000 alternative education schools delivering alternative education to approximately 3.5 million children, was also supported by UNICEF and other international programmes.In January 2016, Kerala became the 1st Indian state to achieve 100% primary education through its literacy programme Athulyam.

This primary education scheme has also shown a high Gross Enrollment Ratio of 93–95% for the last three years in some states. Significant improvement in staffing and enrollment of girls has also been made as a part of this scheme. The current scheme for universalization of Education for All is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low.

Secondary education

Secondary education covers children aged 12 to 18, a group comprising 88.5 million children according to the 2001 Census of India. The final two years of secondary is often called Higher Secondary (HS), Senior Secondary, or simply the "+2" stage. The two halves of secondary education are each an important stage for which a pass certificate is needed, and thus are affiliated by central boards of education under HDR ministry, before one can pursue higher education, including college or professional courses.

UGC, NCERT and CBSE directives state qualifying ages for candidates who wish to take board exams. Those at least fifteen years old by the 30th of May for a given academic year are eligible to appear for Secondary board exams, and those seventeen by the same date are eligible to appear for Higher Secondary certificate board exams. It further states that upon successful completion of Higher Secondary, one can apply to higher education under UGC control such as Engineering, Medical, and Business Administration.

A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established

institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing. A significant new feature has been the extension of SSA to secondary education in the form of the Rashtriya Madhyamik Shiksha Abhiyan.

A special Integrated Education for Disabled Children (IEDC) programme was started in 1974 with a focus on primary education but which was converted into Inclusive Education at Secondary Stage. Another notable special programme, the Kendriya Vidyalaya project, was started for the employees of the central government of India, who are distributed throughout the country. The government started the Kendriya Vidyalaya project in 1965 to provide uniform education in institutions following the same syllabus at the same pace regardless of the location to which the employee's family has been transferred. The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system.

Origin of the Present System of Education

The origin of the present system of education which is prevalent in this country today can be traced to the beginning of the nineteenth century when a controversy had been raging over the issue whether oriental learning and science should be spread through the medium of Sanskrit, Arabic or Persian or Western sciences and literature be spread through English as the medium of instruction. The Government conducted surveys of the then prevalent systems of education with a view to re-organising education to suit the needs of the times. Consequent on Macaulay's Minute regarding the educational policy of the future, Lord William Bentick's Government issued a communique wherein it was stated " that the great object of the British Government ought to be the promotion of European literature and science among the natives of India; and that all the funds appropriated for the purpose of education alone". The Government Resolution, however, stated that provision should be made for the continuance of schools and colleges where indigenous learning was being imparted.

The Education Commission of 1882

In 1882 the Government of India appointed a Commission, known as the Hunter Commission, "to enquire into the manner in which, effect had been given to the principles of the Despatch of 1854 and to suggest such measures as it may think desirable in order to further carrying out of the policy therein laid down". The Commission, inter alia, recommended the gradual withdrawal of the State from the direct support and management of institutions of higher education. With regard to vocational and technical education, the Commission recommended that in the particular class of high schools there should be two avenues, one leading to the entrance examination of the University and the other of a more practical character intended to fit the youth for commercial, vocational and non-literary pursuits.

The Universities Commission of 1902

The recommendations of the Hunter Commission led to a rapid expansion of higher education during the next two decades, giving rise to problems which necessitated the appointment of a Commission on January 27, 1902, "to enquire into the condition and prospects of the universities established in British India; to consider and report upon any proposals which have been, or may be made for improving their constitution and working, and to recommend such measures as may tend to elevate the standard of university teaching, and to promote the advancement of learning". The Commission recommended the reorganisation of university administration; a much more strict and systematic supervision of the colleges by the uni- versity; and the imposition of more exacting conditions of affiliation; a much closer attention to the conditions under which students live and work; the assumption of teaching functions by the university within defined limits; substantial changes in curricula and in the methods of examination. As a result of the recommendations of this Commission secondary schools came to be more under the domination of the Universities: under the Indian Universities Act of 1904, schools had to be recognised by the Universities, and rules and regulations were framed for this purpose

Government Resolution on Educational policy in 1913

There was a growing popular demand in the country for mass education. A Government Resoultion *8 on education policy was issued in 1913, enunciating three cardinal principles:

(i) that the standard of existing institutions should be raised in preference to increasing their number;

(ii) that the scheme of primary and secondary education for the average scholar should be steadily diverted to more practical ends; and

that-provision should be made for higher studies and research in India, so that Indian students might get enough facilities for higher work without having to go. abroad.

Though the Resolution was immediately carried into effect, the out break of the World War I delayed the developments planned in the Resolution. However, some new universities were established.

The University Education Commission of 1948

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

To look into the problems of University education, the University Education Commission was appointed by the Government of India in 1948 under the Chairmanship of Dr. S. Radhakrishnan in pursuance of the recommendations of the Central Advisory Board of Education and also of the Inter-University Board. The Commission made important suggestions for improving the standard of university education in the country. Introduction of a three-year degree course for the first university degree, greater use of tutorial system of instruction, formulation of new aims, emphasis on developing know-ledge and critical thinking rather than mechanical passing of exami- nations, establishment of Rural Universities and introduction of moral education were some of its salient recommendations. The Commission, however, thought it unfortunate that neither the public nor the Government had realised the importance of Intermediate Colleges in the Indian educational systems. To coordinate University Education in the country, the establishment of the University Grants Commission was also recommeided. *17 The Commission came into being immediately there after.

The Secondary Education Commission, 1952

The Radhakrishnan Commission had surveyed the field of secondary education in a passing manner and had admitted that 'our secondary education remains the weakest link in our educational machinery and needs urgent reform' *18. This fact was the raison d'etre of an All India Commission for Secondary Education appointed in 1952 under the Chairmanship of Dr. A. Lakshmanswamy Mudaliar. This Commission offered a numbers of suggestions to adjust secondary education with the new goals and needs of free India. The aim was now to train our youth for intermediate leadership and for democratic citizenship. Secondary education was to be a terminal stage for a large majority of the nation's youth, who would take up their places in society after their school education and provide leadership to the general masses. The Commission was equally concerned with qualitative improvement of the schools. To develop individual talent, curricular offerings were extended and diversified. To achieve the new aims of education, changes in methods of teaching were suggested. New trends in examination, guidance and extra curricular work were brought into the school programmes. Multipurpose secondary school was a new concept recommended by the Commission. Inclusion of craft, social studies and general science in the curriculum was aimed at orienting students towards an industrial and science-centred democratic life.

Private schools

According to current estimates, 29% of Indian children are privately educated.With more than 50% children enrolling in private schools in urban areas, the balance has already tilted towards private schooling in cities; and, even in rural areas, nearly 20% of the children in 2004-5 were enrolled in private schools.

Most middle-class families send their children to private schools, which might be in their own city or at distant boarding schools such as Rajkumar College, Rajkot, the oldest private school in India. At such schools, the medium of education is often English, but Hindi and/or the state's official language is also taught as a compulsory subject.[citation needed] Preschool education is mostly limited to organised neighbourhood nursery schools with some organised chains.[citation needed] Montessori education is also popular, due to Maria Montessori's stay in India during World War II. In 2014, four of the top ten preschools in Chennai were Montessori.

The Doon School

Many privately owned and managed schools carry the appellation "Public", such as the Delhi Public Schools, or Frank Anthony Public Schools. These are modeled after British public schools, which are a group of older, expensive and exclusive fee-paying private independent schools in England.

According to some research, private schools often provide superior results at a multiple of the unit cost of government schools. The reason being high aims and

better vision.[34][35][36] However, others have suggested that private schools fail to provide education to the poorest families, a selective being only a fifth of the schools and have in the past ignored Court orders for their regulation

Higher education

After passing the Higher Secondary Examination (the grade 12 examination), students may enroll in general degree programmes such as bachelor's degree in arts, commerce or science, or professional degree programs such as engineering, law or medicine. India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. In India, education system is reformed. In the future, India will be one of the largest education hubs.

As of 2012, India has 152 central universities, 316 state universities, and 191 private universities. Other institutions include 33,623 colleges, including 1,800 exclusive women's colleges, functioning under these universities and institutions, and 12748 Institutions offering Diploma Courses. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning is also a feature of the Indian higher education system. The Government has launched Rashtriya Uchchattar Shiksha Abhiyan to provide strategic funding to State higher and technical institutions. A total of 316 state public universities and 13,024 colleges will be covered under it.

Some institutions of India, such as the National Institute of Technology (NITs), Indian Institutes of Technology (IITs), Indian Institute of Science and University of Mumbai have been globally acclaimed for their standard of undergraduate education in engineering. The IITs enroll about 10,000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However the IIT's have not had significant impact on fundamental scientific research and innovation. Several other institutes of fundamental research such as the Indian Association for the Cultivation of Science (IACS), Indian Institute of Science (IISc), Tata Institute of Fundamental Research (TIFR), Harishchandra Research Institute (HRI), are acclaimed for their standard of research in basic sciences and mathematics. However, India has failed to produce world class universities both in the private sector or the public sector.

Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Indian Government has failed to check on these education shops, which are run by big businessmen & politicians. Many private colleges and universities do not fulfill the required criterion by the Government and central bodies (UGC, AICTE, MCI, BCI etc.) and take students for a ride. For example, many institutions in India continue to run unaccredited courses as there is no legislation strong enough to ensure legal action against them. Quality assurance mechanisms have failed to stop misrepresentations and malpractices in higher education. At the same time regulatory bodies have been accused of corruption, specifically in the case of deemed-universities. In this context of lack of solid quality assurance mechanism, institutions need to step-up and set higher standards of self-regulation

Technical education

From the first Five-year Plan onwards, India's emphasis was to develop a pool of scientifically inclined manpower. India's National Policy on Education (NPE) provisioned for an apex body for regulation and development of higher technical education, which came into being as the All India Council for Technical Education (AICTE) in 1987 through an act of the Indian parliament. At the federal level, the Indian Institutes of Technology, the Indian Institute of Space Science and Technology, the National Institutes of Technology and the Indian Institutes of Information Technology, Rajiv Gandhi Institute of Petroleum Technology are deemed of national importance.

The Indian Institutes of Technology are among the nation's premier education facilities. Since 2002, Several Regional Engineering Colleges(RECs) have been converted into National Institutes of Technology giving them Institutes of National Importance status.

Indian Institute of Technology Roorkee

The Rajiv Gandhi Institute of Petroleum Technology : The Ministry of Petroleum and Natural Gas (MOP&NG), Government of India set up the institute at

Jais, Rae Bareli district, Uttar Pradesh through an Act of Parliament. RGIPT has been accorded "Institute of National Importance" along the lines of the Indian Institute of Technology (IIT), Indian Institute of Management (IIM) and National Institute of Technology(NIT). With the status of a Deemed University, the institute awards degrees in its own right.

Central Universities such as Banaras Hindu University, Jamia Millia Islamia University, Delhi University, Mumbai University, University of Calcutta, etc. too are pioneers of technical education in the country.

In addition to above institutes, efforts towards the enhancement of technical education are supplemented by a number of recognized Professional Engineering Societies such as

Institution of Mechanical Engineers (India)
Institution of Engineers (India)
Institution of Chemical Engineering (India)
Institution of Electronics and Tele-Communication Engineers (India)
Indian Institute of Metals
Institution of Industrial Engineers (India)
Institute of Town Planners (India)
Indian Institute of Architects
Birla Institute of Technology and Science, Pilani
Vellore institute of Technology,Vellore

that conduct Engineering/Technical Examinations at different levels(Degree and diploma) for working professionals desirous of improving their technical qualifications.

In addition to recognized institutes for technical education there are many private technical institutes such as

NIIT
The Tourism School
ICA

Vocational education

India's All India Council of Technical Education (AICTE) reported, in 2013, that there are more than 4,599 vocational institutions that offer degrees, diploma and post-diploma in architecture, engineering, hotel management, infrastructure, pharmacy, technology, town services and others. There were 1.74 million students enrolled in these schools. Total annual intake capacity for technical diplomas and degrees exceeded 3.4 million in 2012.

According to the University Grants Commission (UGC) total enrollment in Science, Medicine, Agriculture and Engineering crossed 6.5 million in 2010. The number of women choosing engineering has more than doubled since 2001

Multiple Choice Questions

SET - A

1. Education is a powerful instrument of national development-social, economic and cultural. This statement on education is given by.
   (a) NPE, 1968 (b) NPE, 1979
   (c) NPE, 1986 (d) CABE
2. Who was the Chairman of the National Education commission set up in 1964 for reviewing structure of national education system of India.
   (a) Dr. D.S. Kothari
   (b) Dr. Triguna sen
   (c) Ganga Saran Sinha
   (d) Dr. Anup Singh.
3. For the first time in India, a committee of members of parliament was set up to frame National policy on Education in order to follow the path of national development. The committee was set up on.
   (a) 15th August, 1967
   (b) 26th January, 1967
   (c) 5th April, 1967
   (d) 2nd October, 1967
4. Who was the chairman of the Draft committee set up for drafting the report for National Policy on Education, 1967.
   (a) J.P. Naik (b) R.K. Amin.
   (c) Sadiq Ali (d) Ganga Saran Sinha
5. The Ramamurti Report of 1990/ laid down the aims education is/are.
   (a) Sound knowledge base
   (b) Education must be techno-informative
   (c) Both a & b
   (d) None of the above
6. The Kothari commission's report was published in .
   (a) 1966 (b) 1976
   (c) 1986 (d) 1996
7. May committees and commissions on education were appointed and these gave a close look to.
   (a) Educational problem
   (b) Social problem
   (c) Religious problem
   (d) All educational problem
8. National policy on education 1986 also empasised on .
   (a) National understanding
   (b) International understanding