



NEERAJ®

STRUCTURE AND MANAGEMENT OF EDUCATION

B.E.S.C.-132

B.A. General - 2nd Semester

**Chapter Wise Reference Book
Including Many Solved Sample Papers**

Based on

C.B.C.S. (Choice Based Credit System) Syllabus of

I.G.N.O.U.

& Various Central, State & Other Open Universities

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**NEERAJ
PUBLICATIONS**

(Publishers of Educational Books)

Mob.: 8510009872, 8510009878 E-mail: info@neerajbooks.com

Website: www.neerajbooks.com

MRP ₹ 320/-

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**Sample Preview
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QUESTION PAPER

June – 2023

(Solved)

STRUCTURE AND MANAGEMENT OF EDUCATION

B.E.S.C.-132

Time: 3 Hours]

[Maximum Marks : 100

Note: There are three Sections in the question paper. Attempt any two questions from Section A, any four questions from Section B and any two questions from Section C.

SECTION-A

Q. 1. How do the provisions in the Constitution of India promote various forms of equality in the country? Discuss the role of education in promoting equality in the country.

Ans. Ref.: See Chapter-1, Page No. 1, 'Preamble of The Constitution'.

Q. 2. What are the major provisions in National Education Policy, 2020 regarding the vocationalization of secondary education? Discuss the major challenges to achieve the target of NEP-2020 with respect to vocationalization of secondary education.

Ans. Ref.: See Chapter-3, Page No. 26, 'Nation Education Policy (2020)'.

Q. 3. What are main decision-making bodies in any university? Elaborate the role of Academic Council and Board of Studies in detail.

Ans. Ref.: See Chapter-10, Page No. 116, 'Academic and Administrative Management in Colleges and Universities'.

Q. 4. What is the importance of quality indicators to improve quality in educational practices? Discuss various quality indicators for secondary schools in details.

Ans. Ref.: See Chapter-14, Page No. 163, 'Quality Indicators'.

SECTION-B

Q. 5. Discuss major recommendations of the Secondary Education Commission.

Ans. Ref.: See Chapter-2, Page No. 12, 'Major Recommendations of Secondary Education Commission (1952-53)'.

Q. 6. How did Programme of Action (POA) help in effective implementation of National Policy of Education, 1986? Discuss.

Ans. Ref.: See Chapter-3, Page No. 24, 'National Policy on Education (1986)'.

Q. 7. Discuss various issues and concerns associated with the inclusive education in Indian schools.

Ans. Ref.: See Chapter-4, Page No. 37, 'Issues Related to Inclusion'.

Q. 8. Critically analyse the role of Sarva Shiksha Abhiyan (SSA) in ensuring universalization of elementary education.

Ans. Ref.: See Chapter-6, Page No. 73, Q. No. 3.

Q. 9. Discuss the benefits and impacts of globalization on Indian Education System.

Ans. Ref.: See Chapter-13, Page No. 152, 'Introduction' and Page No. 153, 'Benefits of Globalization', 'Impact of Globalization on Education'.

Q. 10. How does Open and Distance Learning (ODL) contribute to democratization of higher education? Explain.

Ans. Ref.: See Chapter-9, Page No. 106, 'Open and Distance Learning (ODL)'.

Q. 11. Describe the role and functions of National Council for Educational Research and Training (NCERT).

Ans. Ref.: See Chapter-7, Page No. 82, Q. No. 5.

SECTION-C

Q. 12. Describe various types of educational programmes being offered at National Institute of Open Schooling (NIOS).

Ans. Ref.: See Chapter-5, Page No. 55, Q. No. 7.

Q. 13. Analyse the contribution of Operation Blackboard to enhancing quality in school education.

Ans. Ref.: See Chapter-3, Page No. 29, Q. No. 2.

Q. 14. Discuss the contribution of the Scheme for Providing Quality Education for Madarsas (SPQEM).

Ans. Ref.: See Chapter-7, Page No. 79, 'Scheme for Providing Quality Education for Madarsas (SPQEM)'.

Q. 15. How does MOOC transform the traditional educational practices in India?

Ans. Ref.: See Chapter-9, Page No. 106, 'MOOCs (Massive Open Online Courses)'.

QUESTION PAPER

December – 2022

(Solved)

STRUCTURE AND MANAGEMENT OF EDUCATION

B.E.S.C.-132

Time: 3 Hours]

[Maximum Marks : 100

Note: There are three Sections in the question paper. Attempt any two questions from Section A, any four questions from Section B and any two questions from Section C.

SECTION-A

Q. 1. What do you mean by Equity and Equality? Explain how equality can be ensured in Indian Education System.

Ans. Ref.: See Chapter-1, Page No. 1, 'Preamble of The Constitution'.

Q. 2. What is the Public-Private Partnership (PPP) models of education? Discuss briefly various PPP models of education in India.

Ans. Ref.: See Chapter-13, Page No. 155, 'Public Private Partnership (PPP)', 'Some on-Going Models'.

Q. 3. Discuss important recommendations of National Policy of ICT (2012). Critically reflect on its implementation in the country.

Ans. Ref.: See Chapter-3, Page No. 25, 'National Policy for ICT (2012)'.

Q. 4. Write short notes on any two of the following:
(a) Inclusive education for differently abled.

Ans. Ref.: See Chapter-4, Page No. 38, 'Inclusive Education for Differently Abled'.

(b) TQM in higher education.

Ans. Ref.: See Chapter-10, Page No. 120, Q. No. 4.

(c) Types of e-Portfolio.

Ans. Ref.: See Chapter-16, Page No. 183, 'E-portfolios can be of Different Types'.

(d) ICT for accounting.

Ans. Ref.: See Chapter-16, Page No. 184, 'Accounting'.

SECTION-B

Q. 5. Discuss the role of various regulatory bodies at center for ensuring quality school education.

Ans. Ref.: See Chapter-10, Page No. 115, 'Regulatory Mechanisms'.

Q. 6. Critically analyse contribution of centrally sponsored school system to education in India.

Ans. Ref.: See Chapter-7, Page No. 80, 'Centrally Sponsored School Systems'.

Q. 7. Describe in detail about the institutional mechanisms for technical education after 10 + 2 in India.

Ans. Ref.: See Chapter-11, Page No. 128, 'Institutional Mechanisms for Technical and Management Education'.

Q. 8. Write short notes on any two of the following:

(a) Types of higher education institutions in India.

Ans. Ref.: See Chapter-9, Page No. 105, 'Types of Higher Educational Institutions'.

(b) Role and functions of Board of Management/ Syndicate in a University.

Ans. Ref.: See Chapter-10, Page No. 116, 'Executive Council/Board of Management/Syndicate'.

(c) Advantages of online education.

Ans. Ref.: See Chapter-12, Page No. 144, 'Advantages of Online Education'.

(d) Alternative school systems.

Ans. Ref.: See Chapter-5, Page No. 50, 'Alternative Models of School Education'.

■ ■

Sample Preview of The Chapter

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STRUCTURE AND MANAGEMENT OF EDUCATION

Constitutional Provisions for Education

INTRODUCTION

There were a lot of unanswered questions following India's 1947 declaration of independence. How will India become a republic with democracy? What will democracy's future hold? How will it train the next generation to become citizens of the nation? and on January 26, 1950, India established its Constitution in an effort to address many of these problems. Our constitution contains provisions for rectifications, additions, and deletions whenever necessary for the sake of its residents, therefore it has addressed all the problems and difficulties that developed at the time. There are provisions for practically every segment of society, and all of the crucial elements have been covered, including education.

You must begin with the preamble of the Constitution itself if you want to study the laws contained in the Indian Constitution and their effects on education. Education could help people accomplish all of the key core principles outlined in the Constitution. The lesson will begin with a discussion of the fundamental principles of our constitution and how they relate to education. Many articles of our Constitutions address concerns relating to education; all of these significant articles have been covered in this chapter.

For a long time, the right to an education was not one. It became a fundamental right in 2009; the unit will additionally emphasise its provisions. Indian citizens have rights that guarantee their human dignity. A number of clauses in our Constitution guarantee human rights, on the basis of which organisations like NCPCR operate. The Unit will also cover the function of such bodies. Also, several constitutional clauses that protect disabled people's rights and related legislation will be described.

CHAPTER AT A GLANCE

PREAMBLE OF THE CONSTITUTION

"The Preamble of the Indian Constitution is the essence of Independent India' cannot be refuted by reading or studying it. Our Constitution ensures Indian equality. Everyone has the equal rights to justice, opportunity,

and expression without fear or discrimination. Our Constitution's core values are equity and equality. To ensure equal rights and opportunities, let's discuss equality.

Striving for Equality

Huge groups of people fought for liberation from British domination and for fair treatment. Dalits, women, tribal, and peasants fought for equality. When India earned freedom in 1947, our founders worried about many injustices. The Indian Constitution's drafters were aware of our society's discriminatory practises and the fights to end them. Hence, these leaders created a Constitutional vision and goals to ensure Indian equality. Indians value equality. Everyone is equal. What defines people?

Dimensions of Equality: Several thinkers and ideologies have stressed political, social, and economic equality while noting society's various inequities. Addressing these three equality issues is the only way to create a more just and equal society.

Political Equality: Democratic cultures often provide all citizens equal citizenship and the rights needed to develop and participate in government. Constitutionally protected rights. Basic legal rights include the 2009 Right to Education Act.

Social Equality: Political equality—equality before the law—is an important step towards equality, but it often requires equality of opportunity. While the latter must remove legislative barriers that restrict individuals from voting and accessing social benefits, equality requires that people from different groups and communities have a fair and equal chance to compete for those goods and opportunities. To achieve this, social and economic inequality must be reduced and all citizens must have access to fundamental requirements such health care, education, food, and income.

Without education, it would be impossible for everyone to compete equally. In unequal societies, huge potential remains unused. In India, a lack of infrastructure and local norms can make equal chances difficult. Women may be discouraged from higher education. In some circumstances, the state has ensured equal legal rights,

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enacted legislation to stop the harassment of women at work or in the classroom, offered financial incentives to encourage women to seek careers in education, and taken other similar initiatives.

Economic Equality: Economic inequality exists when classes or individuals have significant wealth, property, or income differences.

Education and Equality

The authors of the Indian Constitution were well aware of the limitations of political democracy and of the ingrained disparities in Indian society. Dr. B.R. Ambedkar's final speech to the Indian Constituent Assembly on November 25, 1949, makes this abundantly plain. He stated:

Democracy without equality and fraternity:

- Indian civilization is based on graduated inequality, which elevates some and degrades others. Our culture is split by money and poverty. Political equality will exist alongside social and economic inequality. One man, one vote and one vote, one value are our political beliefs. Will we continue this conflicting lifestyle? How long will social and economic segregation last?
- Long-term denial will only undermine our political democracy. If this dilemma is not resolved soon, inequity will overthrow democracy.
- He stated: '... we must go beyond political democracy. Social democracy must be added to political democracy. Political democracy fails without social democracy. What's social democracy? It means living by liberty, equality, and brotherhood. Liberty, equality, and fraternity are not a trinity. They comprise a trinity, and separating them would destroy democracy. Libertarians think equality and liberty are inseparable. Liberty and fraternity are inseparable. Liberty without equality would lead to oligarchy. Equality without freedom kills initiative. Liberty and equality cannot flourish without brotherhood. Constables would enforce them''.
- Social equality through education, equal opportunity, and educational expansion have long been debated. So, denying equal education could hinder social change. Which social change? Why is education enrollment and completion important? Why is closing educational disparities and eliminating significant educational success and access gaps important? Education creates a safer and more equitable environment and helps people understand and use their legal rights. Reading and writing skills are linked to women's security, political engagement, health issues, and respect inside and outside the family.

FUNDAMENTAL RIGHTS AND EDUCATION

Vimla supports her family as a housekeeper in a Delhi village. She wants to enrol her daughters in school. She feels that education will prevent children from working in other people's households like she did. They can be independent by picking a career. She enrolls them in a nearby 'English medium school', but the admissions office denies because her parents are ignorant and of a lower caste, which could cause other parents to protest to her daughter entering the same class as their kids. Rights must be protected in a democracy. During our struggle for independence, freedom movement leaders encouraged the British crown to defend people's rights. The Constitution's rights protection was unanimous. The Constitution protected 'basic rights' with special protection. The Constitution's protection of citizens' rights promotes excellence and personal freedom. These rights generally limit legislative and executive power. The following Fundamental Rights Articles affect Indian education. Democracy depends on freedom, equality, and liberty. One must first consider the other.

Article 14: Seeks 'Equality before the Law'. "The State shall not refuse to any individual inside India, equality before the law or equal protection of the laws", it states. States rule today. The Right to Equality prohibits state bias. It controls admittance standards to provide education for all.

Article 15: Prohibits state discrimination based on religion, ethnicity, caste, sex, or birthplace. It also ensures equal education in India.

Article 15(4): Allowed the government to advance disadvantaged classes like Scheduled Castes (SCs) and Scheduled Tribes.

Article 16(1): Guarantees equal opportunity for job applicants and government appointments.

Article 21A: All children between six and fourteen have the right to free and compulsory education in a setting specified by the state. In December 2002, the 86th Amendment made education a right to improve primary education. Article 45 of Part IV of the Constitution listed education as a Directive Principle of State Policy when it took force. Article 24 prohibits under-14s from working in factories, mines, or dangerous jobs.

Article 28: State-run institutions cannot promote, teach, or favour any religion. This promotes secularism. This Article prohibits religious education in state-funded schools. The clause also specifies that state-supported schools cannot require religious education without parental consent. This implies that minority community-founded schools can receive state subsidies but cannot force students to follow their religious teachings. They can practise their religion without forcing unwilling students to convert.

CONSTITUTIONAL PROVISIONS FOR EDUCATION / 3

Article 46: Of the Constitution states that the state must protect the SCs and STs from social injustice and all types of discrimination and encourage their educational and economic interests.

CULTURAL AND EDUCATIONAL RIGHTS OF THE MINORITIES

The Constitution of India has to protect minorities in a democratic society like India, where people are divided by religion, language, caste, race, culture, and socioeconomic factors. Minority ambitions, identity, and rights were often suppressed under majority rule. Indian Constitution.

Article 29 guarantees minority rights:

1. Indians having a distinct language, script, or culture can retain it.

2. No state-funded educational institution or aid may prohibit admission based on religion, race, caste, or language. Language preservation requires minority rights to education in their native language, which the Constitution guarantees.

Article 30: Protects education grants against discrimination; Religious and language minorities can establish schools. The State shall ensure that the amount fixed by or determined under any law providing for the compulsory acquisition of any property of any educational institution established and administered by a minority, referred to in clause 1, does not restrict or abrogate the right guaranteed under that clause. The courts have endorsed medium of instruction laws, although this third paragraph shields minorities from them. The Indian Constitution's Special Directives address language and education beyond minorities.

Article 350: Guarantees 'representations for redress of grievances' in a common language. The 1956 Constitution Act added two language minority clauses to the Seventh Amendment:

Article 350A: Mother-tongue basic education. The President may direct any State to provide sufficient facilities for mother-tongue basic education to children from linguistic minority groups.

Article 350B: Linguistic Minority Special Officer.

1. President will designate linguistic minority special officer.

2. The Special Officer shall study all Constitutional safeguards for linguistic minorities and report to the President at the President's direction. The President will provide such reports to each House of Parliament and submit them to the States.

DIRECTIVE PRINCIPLES OF STATE POLICY AND EDUCATION

Our Constitution architects anticipated many challenges for Independent India. Ensuring citizen equality and well-being was biggest. They thought these

concerns needed policy advice. The Constitution did not dictate future policies. Hence, some proposals were incorporated in the Constitution, but not legally enforced because the government would take them seriously due to their moral significance. Directive Principles addresses society's goals, non-fundamental rights, and government activities. Articles 36–51 of Part IV of the Constitution define Directive Principles of State Policy. This category has three national education policy and priority guidelines.

Article 41: The State must guarantee work and education for all within its economic capabilities and development.

Article 45: The Directive Principles mandated free and compulsory education nationwide. Before the 86th Constitutional amendment, this Article stated that 'the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and obligatory education for all children until they complete the age of fourteen'. Although Article 21A established basic education a fundamental right for all children aged 6-14, Article 45 was limited to pre-primary education up to age 6. Constitutional articles work together. Article 29(2) forbids race, caste, and language discrimination in state-run schools. Article 45 comes after Article 21(A), which guarantees free and compulsory education. The five Articles—15, 29(2), 15(3), 46, and 29(1)—require the Indian government to equalise educational opportunity and aid backward States.

Article 46: "The State would promote with special care the educational and economic interests of the weaker sections of the people in particular of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all sorts of exploitation". Hence, Article 46 and other relevant education articles guarantee educational equality by making special provisions for those who have fallen behind. Directive Principles complement Basic Rights. Directive Principles necessitate government action, but Fundamental Rights forbid it.

LANGUAGE POLICY

For the Constitution's authors, respecting variety meant making sure that everyone had the freedom to communicate in their own language and that no one language should become a requirement for everyone to use.

Medium of Instruction

India's multilingual population made a single language of instruction impractical. Mother language helped expand education. "It should be the effort of the State to provide suitable opportunities for instruction in the mother language at the primary stage of education to children belonging to linguistic minority groups", declares Article 354 of the Indian Constitution. "The President may direct any State to secure such facilities".

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In the early years after Independence, India's language policy was a political agreement. After 25 years of debate by educational advisory organisations and politicians representing national and regional political and academic interests, the three-language formula became a policy. In the 1940s, the Central Advisory Board on Education (CABE), the nation's oldest legislative authority on education, debated languages in schools till 1960.

CABE recognised five significant issues: the number of languages to be taught at different stages of schooling, the introduction of second and third languages, the importance of English and Hindi, and the teaching of Sanskrit and other minor languages.

Three Language Formula

The Education Commission advised school language study (1964-66). The Commission suggested a progressive three-language approach due to India's diversity:

1. The mother tongue or regional language.
2. The official language of the Union or the associate official language, if it exists.
3. A modern Indian or Foreign language other than the medium of instruction.

The Commission's evaluation impacts language planning and policymakers' English opinions. NPE (1986) detected regional languages in elementary and secondary schools. State governments should rigorously apply the three-language formula—Hindi, the regional language, and English in Hindi-speaking states and a modern Indian language, ideally a southern language, in non-Hindi states—at the secondary level. National Education Policy (2020) recommends mother tongue/local/regional language as school medium.

THE FEDERAL STRUCTURE

Federal India: The Constitution originally advocated two-tier governance with the Union Government representing India and State Governments. The Constitution plainly assigned the Union and State governments three legislative powers each. Union, State, Concurrent lists.

Division and Decentralisation of Powers

The Constitution's seventh schedule has three lists: the State List, with 61 entries, covers topics of state and local importance (police, trade, commerce, agriculture) for which State Legislatures have exclusive legislative authority, and the Concurrent List, with 52 entries, covers topics of common interest where both Central and State legislatures may make laws. National security, international affairs, finance, and more fall under the Parliament's sole legislative authority. Three times education appears.

Union List: Six of the 99 Union List entries are education-related. There are:

Entry 13: Educational and cultural relations with foreign countries.

Entry 62: International education and culture. National institutions include the National Library, the Indian Museum, the Imperial War Monument, the Victoria Memorial, and the Indian War Memorial, as well as any other organisation that receives government funding and is officially recognised as a national institution.

Entry 63: Banaras Hindu University, Aligarh Muslim University, Delhi University, and any other national institution of importance.

Entry 64: A government-funded scientific or technical education institution with national legal significance.

Entry 65: Union organisations and institutions for (a) professional, technical, or trade education, including police officer training; (b) encouraging specialised study or research; and (c) scientific or technology crime investigation or detection.

Entry 66: Standardizing and coordinating scientific, technological, and higher education organisations states.

State List: Only two of the 61 State List entries are education-related.

Entry 11: Stipulates that "education, particularly higher education, should be subject to entries 63, 64, 65, and 66 of the Union List and entry 25 of the Concurrent List".

Entry 12: Keeps all ancient and historical monuments, records, libraries, museums, and other State-funded or administered organisations under State control (other than those declared as of national importance).

Concurrent List:

Entry 20: Economic and social planning.

Entry 25: Education, including universities, work-force training, technical, vocational, and medical education.

Entry 26: Covers lawyers, doctors, and others.

Entry 28 is charity.

Entry 39: Publications, books, and printing equipment.

The State List initially covered education. A 1976 constitutional change put it on the Concurrent List.

Entry 25: The Concurrent List is 'Education, including technical education, medical education, and universities, subject to the conditions.

Entry 63, 64, 65, and 66 of List 1: Vocational and technical training of labour'.

Purpose and implications of transfer of education from State List to Concurrent List: The 32nd amendment added education to the Concurrent List on December 18, 1976. "Agriculture and education are topics of fundamental importance to country's speedy progress towards completing desired socio-economic