



Study of various Government Institutions or Agencies for the implementation of strategies

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Introduction : A number of government bodies and institutions in India are involved in the implementation of strategies and programs to improve the access to, and quality of education in the country. These government bodies serve various functions, from defining the goals of education to teacher training and upholding the rights of children.

Details of some of the relevant institutions and bodies are presented in this section.

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MHRD :

The Ministry of Human Resource and Development was created on September 26, 1985, through the 174th amendment to the Government of India (Allocation of Business) Rules, 1961. It's the Ministry of the central government that is responsible for the development of human resources. The Ministry is divided into two departments: the Department of School Education and Literacy, which deals with primary and secondary education, adult education and literacy, and the Department of Higher Education, which deals with university education, technical education and scholarships

CABE :

The Central Advisory Board of Education is the oldest advisory body of the GoI in education was first established in 1920 and dissolved in 1923 as a measure of economy. It was revived in 1935 and has been in existence ever since. Its main function is to advise central and state government in the field of education. CABE has a particularly important role to play at the present juncture in view of the significant socio-economic and sociocultural developments taking place in the country and for the review of the National Policy on Education

NCERT



The National Council of Educational Research and Training was registered as a Society under the Registration of Societies Act (Act XXI of 1860) on June 6, 1961. It is the apex resource organization set up to assist and advise the central and state governments on academic matters related to school education. The NCERT is responsible for the implementation of the NCF, vocational education, and improving training of teachers. It also aims to undertake, aid, promote, coordinate research in all branches of education .

SCERT

State Councils of Educational Research and Training came into being following the NPE (1986) recommendation for the decentralization of teacher education. The SCERT works to implement the frameworks set up by the NCERT for admission, curriculum construction, course conduct, guidance, examination and certification of pre-service teacher training programs in the area of pre-primary teacher education and elementary education .

DIETs

District Institute of Education Training play the role of providing academic and resource support at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education. DIETs were set up as institutes at the district level post the implementation of the NPE 1986 in approximately 500 districts across India to achieve Universalization of Elementary Education (UEE) and to improve the quality of elementary education. Pre-service teacher education and In-service teacher training are major responsibilities of the DIETs

CBSE

The Central Board of Secondary Education was constituted in 1962. The Board was set up to prescribe conditions of examinations and conduct public examination at the end of Grades 10 and 12 and to grant qualifying certificates to successful candidates of the affiliated schools. Additionally the CBSE was also seen as a body that could fulfill the educational requirements of those students whose parents were employed in transferable jobs through affiliate institutions that would follow common academic standards and examination norms .



State and other Boards

In addition to the CBSE, a number of nationally recognized boards such as the Council for Indian School Certificate Examinations (CISCE) and the National Institute of Open Schooling (NIOS) also exist in the country. Moreover, every state has one or more state- specific boards, totaling 45 additional boards that are responsible for the academic affairs of the affiliated schools . Some Indian schools are also affiliated to international boards such as the International Baccalaureate (IB) and Cambridge International Examinations.

NUEPA

The National University of Educational Planning and Administration, established by the MHRD, is a premier organization dealing with capacity building and research in planning and management of education in India. NUEPA has its origin dating back to 1962 when UNESCO established the Asian Regional Centre for Educational Planners and Administrators, which later became the Asian Institute of Educational Planning and Administration in 1965. Thereafter, it was taken over by the GoI and renamed as the National Staff College for Educational Planners and Administrators. Subsequently, it became the National Institute of Educational Planning and Administration (NIEPA) in 1979. It was conferred a Deemed University status in 2006, thereby being renamed, yet again, to NUEPA .

NCTE

The NPE of 1986 envisaged the National Council for Teacher Education as a body with statutory status and necessary resources as a necessary first step for overhauling the system of teacher education. The NCTE came into existence in pursuance of the National Council for Teacher Education Act, 1993 with the objective to achieve planned and coordinated development of the teacher education system throughout the country and the regulation and proper maintenance of norms and standards in the teacher education system .

CIET



Central Institute of Education Technology has a mandate to promote the utilization of technology including radio, TV, films, satellite communications and cyber media in education. The institute undertakes activities to widen educational opportunities, promote equity and improve quality of educational processes at school level .

NCPCR

The National Commission for Protection of Child Rights was set up in March 2007 under the Commission for Protection of Child Rights Act, 2005, an Act of Parliament. The Commission's mandate is to ensure that all laws, policies, programs, and administrative mechanisms are in consonance with the Child Rights perspective as enshrined in the Constitution of India and aligned with the UN Convention on the Rights of the Child . The NCPCR has a mandate to ensure that all laws, policies, programmes and administrative mechanisms protect the rights of the child and has asked schools to form special cells to solve problems of children and to examine incidences of mental and physical distress.