CHAPTER ONE

INTRODUCTION
CHAPTER ONE

That lies in our power. They too would rejoice
If allowed to serve enlightenment like him.

From Memory of Sigmund Fraud W.H.Auden

INTRODUCTION

1.1 GENERAL INTRODUCTION

The Indian peninsula is situated in the south of
Asia continent. It is surrounded by China, Nepal and Bhutan
in the north, Pakistan and Afghanistan in the West, Bangladesh
and Burma in the east and Sri Lanka in the south. Its northern
and central parts are quite wide but its width in the south
decreases and converges into Cape Comarín. India with an area
of 32,87,782 square kilometers is 2.4 per cent of the total
area of the world. It has a population of 68,51,84,692
(Census 1981) which is 15 per cent of the total population of
the world. The country's length from Kashmir to Kanyakumari
is about 3,267 kilometers and width from Gujarat to Arunachal
Pradesh is about 3,133 kilometers. Its longitude and latitude
are 68° to 97° and 8° to 36° respectively.

According to Article I of the Indian Constitution,
India, that is Bharat, is a union of twenty-two states and

1. Brijwasi World Atlas - (p.41) and Oxford School Atlas,
Oxford University Press, Bombay, 1984 (p.15) and Census of
India - 1981.
3. Map (p.2).
nine union territories\textsuperscript{1}. After remaining under foreign rule for about two centuries, India achieved independence on 15th August, 1947. After remaining as an independent dominion of the British Empire for about two years, as per provision of Indian Independence Act, 1947, passed by the British Parliament, the country adopted its constitution on 26th January, 1950, to make it a Socialist, Secular, Sovereign Democratic Republic and to secure to all its citizens:

'Justice Social, Economic and Political

Liberty of thought, expression, belief, faith and worship,

Equality of status and opportunity securing the dignity of the individual and the unity and integrity of the nation.'

The founding fathers of the constitution framed it with a view to paving the way for bringing renaissance in this new independent developing country. This constitution is the first law of the country. It is one elaborate, detailed, big and lengthy document containing 395 articles duly classified into twenty two parts and ten schedules\textsuperscript{2}.

The framers of the Constitution recognised well the paramount role of education in the over all development of the country and therefore, they gave a place of importance to education in the Constitution itself. Its seventh

\begin{enumerate}
\item Constitution of India, Allahabad Law Agency, 1983 (p.1) and Annexure 1,1
\item Ibid, (pp. 166,176 ).
\end{enumerate}
schedule provides distribution of legislative powers between the Union and States. Article 246 gives us the Union List-I with 96 subjects, the State List-II with 62 subjects and the Concurrent List III with 48 subjects concerning nation building and social service activities. Under article 246(1) the Parliament is supreme law making body on matters included in Union List I. Under article 246(3) the state legislatures are empowered to make law on matters included in the State List II. As regards the Concurrent List III, both parliament and state legislatures have powers to legislate vide article 246(2).

Education as a social service activity is a divided area between the Union and States having legislative powers to make laws on different educational aspects. The relevant entries are provided in Union list entries: 62, 63, 64, 65, 66, 67, State list entries 12 and 33 and Concurrent list entries 25, 26 and 39. Article 249 and 250 empower the Union Parliament to legislate regarding the matters contained in State List II also, after declaring such matters of national importance. The legislative bodies both Parliament and State Legislatures have played prominent role to influence the philosophy and practice of education during last thirty five years since India became Republic.

Parliament enjoys tremendous powers in the legislative, financial and executive fields of the social,
economic and political life of the country. The Parliament has enacted Acts and amendments on educational affairs in the light of the implementation of the fundamental rights, directive principles of state policy and the newly emerging philosophies of democracy, socialism, secularism and nationalism as suited to the genius of India.

Ministry of Education, Government of India is the apex body to look after the subject of education in the country. Through various measures, regulations and enactments several agencies have been established by the Union and State Governments as under:

2. Central Advisory Board of Education.
3. (i) Universities (121)
   (ii) Deemed Universities (15)
   (iii) Institutions of National Importance (10)
   (iv) Colleges, Arts, Science, Agriculture, Commerce, Medical, Engineering and Technical etc.
   (v) Central Institutes under the Union Ministry of Education.
   (vi) National Council of Educational Research and Training.
   (vii) State Institutes of Educational Research and Training.
(viii) Central School Organisation now known as Kendriya Vidyalaya Sangathan.

(ix) Statutory Boards of School Education in India numbering twenty five.

After scanning through the areas of research in education done up to date, it is revealed that no research has been done to study comparatively and systematically the administration of Boards of School Education in different states and union territories in India. At present there are twenty three Boards of Secondary Education, one Central Board of Secondary Education, New Delhi and one Council for Indian School Certificate Examination, New Delhi, in India. These look after the interest of education of all students studying in primary, middle, high and higher secondary schools. These boards had been established at different times through legislation by the respective state legislatures or Parliament.

1.2. STATEMENT OF THE PROBLEM

The problem of the study is stated as under:

A COMPARATIVE STUDY OF ADMINISTRATION OF
BOARDS OF SCHOOL EDUCATION IN INDIA.

1.3 RAI'ISON D'ETRE OF THE STUDY

Education is one of the most important sub-system of the social system of a nation. In India, different
educational bodies i.e. Universities, Commissions, Councils and Boards have been established to look after the cause of education at different levels. The comparative study of these bodies and especially of Boards of School Education is an important area for research to find out strengths and weaknesses, successes and failures of different Boards of School Education. Education plays a very crucial role in the all round development of a nation. In India, the system of education has been very controversial and so there is no uniform educational theory and practice followed by the teachers and the taught. This has led to the establishment of twenty three boards of school education in different states and union territories, Central Board of Secondary Education and Council for Indian School Certificate Examination, with some common aims and objectives. This comparative study is an attempt to find out whether or not provisions of the Boards of School Education Acts, their administration and organisation have common theory and practice and philosophy of Education which can be suitable to the present needs of the society and which can meet the demands and aspirations and wishes of the people of this large country.

A system of administration in which Parliament, State Legislatures, their education committees and sub-committees and Chairmen of Boards of School Education are
all involved in the democratic control of education, is obviously, complicated and time consuming in reaching decisions and in executing action. The same goes for the local Government services; that is why time and again the Central Government which is responsible for the creation of the system and for its increasing complications, promotes elaborate inquiries with the object of reforming it. The present study is intended to reform and improve the administrative system of the Boards of School Education in India.

The researcher happened to read a news in a newspaper challenging the merit list of Matriculation Examination held in March 1982 by the Himachal Pradesh Board of School Education. The case, in brief, was mentioned as follows under the head line:

"Court restores merit to the student"

"Shri Ashwani Kumar was placed at the top of all the successful students in Matriculation Examination, March, 1982, held by the Himachal Pradesh Board of School Education and the result of which was declared on July 4, 1982. Later on one Shri Pamposh Raina was declared first on re-evaluation of his Urdu paper giving him eleven additional marks. In a writ petition filed in the Himachal

1. The Indian Express, Chandigarh April 17, 1983 (p.3).
Pradesh High Court by Shri Ashwani Kumar, the High Court summoned the answer sheets of both the students and in its final verdict restored the first position to Mr. Ashwani Kumar.

Mr. Justice T.R. Handa, the learned judge of the High Court observed "It is rather unfortunate, frustrating and disgusting that a brilliant school student still in his minority (the petitioner herein) had to knock at the door of this court to seek redress against the injustice alleged to have been caused to him at the hands of the authorities of an educational institution viz. Himachal Pradesh Board of School Education in relation to his merit position in the Matriculation Examination, March, 1982".

"I can imagine inadvertence on the part of the particular authority of the Board who entrusted the Urdu Paper of respondent 2 to the Examiners for re-evaluation in not sending a copy of the prescribed guidelines for marking this paper. It is however, beyond my imagination how this omission on the part of the authority entrusting the paper to the examiners for re-evaluation escaped notice of either of the two Examiners and why each of them proceeded to re-evaluate the paper without asking for such guidelines. All these circumstances prima facie suggest that this case calls for a thorough and deep probe. Again as a result of
the re-evaluation originally made, the marks of respondent 2 were increased from 59 to 70, that is an increase of more than 18 per cent. There is no explanation as to why the authorities of the Board did not consider it advisable to inquire into the matter and proceed against the Examiner/Examiners at fault, especially when stated at the Bar, the rules do require for such an action. I sincerely hope and wish that the Board shall get the whole matter inquired into through some independent and impartial agency and ensure that such like episodes are not repeated. Petition allowed".1

This gave an inspiration to the researcher to study thoroughly the administration of all boards of secondary education in India. The researcher as a student of education also happened to go through the annual report (Field Programme) of the Punjab School Education Board, Chandigarh, 1982-83. It gave the researcher a thrilling joy to find that the Punjab School Education Board as compared to Himachal Pradesh Board of School Education is far ahead in discharging its duties and responsibilities in the field of school education. In addition to the conduct of various examinations for the students at the school stage, the Punjab School Education Board has been organising different

field programmes in which all the students and teachers, administrators, boys and girls have been actively participating. The Punjab Board organises educational projects in which teachers and students are given all kinds of incentives. The Board arranges competition in speeches, debates, arts and culture, handwriting, poetic recitation, general knowledge test, educational tours, one act plays essay writing, paper reading, teaching and teaching aids, educational scientific toys, science papers, selections of best schools and school education journal.

Punjab Board is publishing magazines "School Education" Field Programmes, Children books namely "Pankharian", Primary Sikhiya and Annual Reports etc. The Council of Boards of School Education, New Delhi has been holding conferences every now and then to know the standards of examinations and other activities of different Boards of School Education in the country. The Maharashtra State Board of Secondary and Higher Secondary Education, Pune, brings out magazines (Marathi) quarterly. The Board of Secondary Education, Rajasthan, Ajmer brings out magazine (Hindi-English) quarterly. "Punjab School Education Board publishes its annual report in both English and Punjabi. The Himachal Pradesh Board of School Education is far behind
than the neighbouring school education board in such programmes. The researcher thought it proper to have a comparative study of the administration and organisation of the Boards of Secondary Education in India.

1.4 OBJECTIVES

The study has been undertaken with the following objectives in view:

a. To study the administration of all Boards of School Education in India with a special reference to Himachal Pradesh Board of School Education.

b. To find out the defects and short comings in the administration of the Boards of School Education in India.

c. To suggest remedial measures to improve and reform the functioning and administration of all Boards of School Education in India.

1.5 HYPOTHESES

The hypotheses of this study are as under:

i. The administration of Boards of School Education in India is neither uniform and similar, nor well organised and integrated.

ii. The Boards of School Education in India are not autonomous in their administration and organisation.
iii. The administration of the Boards of School Education in India is neither efficient and flawless nor democratic and responsible.

iv. The administration of Boards of School Education in India is quite progressive, efficient and responsible.

1.6 BACKGROUND AND SIGNIFICANCE OF THE STUDY

This comparative study will help the administrators of Boards of School Education, planners and students of education to know the drawbacks, failures and weaknesses in the administration by knowing the successes, good points and strengths of administration of some of the Boards of School Education. Philosophically speaking, the Punjab School Education Board has its special emblem with its motto on it "FAILLE VIDYA CHANAN IDE" (Education spreads and light comes). Similarly, the Himachal Pradesh Board of School Education has the emblem with its motto on it "VIDYA AMRITAM SHANUTE" (Take education as Amrit). Naturally when the researcher will complete his study it would be possible for him to collect at one place, in a systematic way, the information with regard to the problems and matters of all the Boards of School Education in India which will definitely add the existing knowledge of history and philosophy of Indian Education for the good of the people in
general and for the School Education in particular. It has been felt that the administration and organisation of these Boards is neither uniform nor similar. Though, education has been brought on the concurrent list vide 42nd amendment of the Indian Constitution, the Union Government has not passed any legislation to control the system of education of states. School Education is mainly the concern of states but in view of the vast impact it has on the life of the country as a whole, the union government has not totally divested of its responsibility of looking after various educational activities to improve its standards and relate it intelligently to the various problems of the country. The aim of education is to train the youth of the country to be good citizens who will be competent to play their part efficiently in the social re-construction and economic development of the country. According to Upnishdas "The fruit of learning is good behaviour and noble character. Education, moreover, should develop the power of discrimination."


It has been felt that universities had been dominating secondary education and an attempt has been made
to see that secondary education is administered and supervised independently of the over burdened universities. This led to the establishment of several Boards of Secondary Education of School Education, which are responsible for laying down curricula, syllabi conducting middle, matriculation, high school and higher secondary examinations at the school stage. These boards issue certificates to the individual students on passing their examinations at different levels. On the basis of these certificates, they get promotion and admission to next higher classes or different institutions. The students who cannot continue their studies, try to get placement, employment or job according to their educational achievements mentioned in these examination certificates.

A brief historical background of the establishment of boards of school education is given as follows:-

Calcutta University Commission, 1917 recommended that a board of secondary and intermediate education consisting of representatives of government, universities, high schools and intermediate colleges be established to look after the administration and supervision of secondary education.

Hartog Committee, 1929 had mentioned that the universities had dominated the whole secondary education and
therefore recommended, diversified curricula in the schools from upper middle stage.

The Sapru Committee, 1934, appointed by the Uttar Pradesh Government, recommended that to remove large scale unemployment, the courses at secondary stage should be diversified.

The Sargent Report, 1944, visualised a system of compulsory and free education for all students, boys and girls up to the age of 6-14 and recommended that high school course should cover six years and these should be of two types (a) Academic (b) Technical.

Central Advisory Board of Education in its 14th meeting held in January, 1948, recommended that a commission be appointed to review the present position of secondary education in the country to make recommendations concerning various problems related there to.

University Education Commission, 1948-49, recommended twelve years schooling at secondary and intermediate stage and said that secondary education being an important link in our educational system needed urgent reforms. It recommended middle standard of four years duration after primary education, two years high school or secondary school with three years schooling after middle standard and intermediate
college of two years duration after matric (high school) education. The students were expected on completion of course, to take the final examination namely high school certificate examination or higher secondary certificate examination.

Prior to 1947, several boards of secondary education were established in different parts by the respective governments.

There were two boards in Bombay State. Bombay Government appointed a committee known as Bombay Government Integration Committee on Secondary Education, 1958-59. The committee recommended "we have given due consideration on secondary education and recommended that there should be only one statutory board for entire state and that two or more than two boards are not likely to lead to that educational integration and homogeneity which will be in the best interests of the state".

The Secondary Education Commission 1952-53 recommended the establishment of a Board of Secondary Education to deal with all aspects of education at the secondary stage and that it should be headed by the Director of Education with 25 members.

The Education Commission, 1964-66 recommended that a Board of school education be established in each state in the country for effective academic control and supervision of examinations.

The Union Government through its resolution on National Policy on Education 1967\(^1\) had mentioned that it is necessary to coordinate, at the national level, the standards prescribed for attainment by the State Boards of School Education at these examinations. This should be done by a National Board of School Education to be established by the Government of India, which should indicate the national standard below which no State should ordinarily fall. The National Board should also make arrangements to evaluate the standards actually attained on a school, District, State and National basis.

The need to study the constitutions of all Boards of Secondary Education is thus of great importance "As the success of administration depends much on unity and singleness of purpose, it was necessary that every state should have a statutory secondary school education Board having academic control over entire education of the state. It would also replace the advisory board of secondary education in those states, wherever such bodies exist."\(^2\)

---


1.7 DEFINITIONS OF TERMS

1. Boards of School Education: There are 25 statutory Boards established by the Union or State Legislatures for conducting examinations:
   (a) Matric/High School
   (b) Higher Secondary Part I and II and plus 2 system
   (c) Teacher Training Certificate/J.B.T.
   (d) Drawing Master/Oriental Teachers Certificate Examination.

2. Union Legislature: Parliament of India.


4. Act: Any enactment passed by Union or State Legislatures.

5. School Education: Includes primary to secondary education and post Matric teachers education.

6. Chairman: Chairman of Board of School Education.

7. D.P.I or D.E: Director of Public Instructions or Director of Education means Head of Department of Education of the State.

1.8 ABBREVIATIONS

1. U.G.C University Grants Commission
2. C.A.B.E Central Advisory Board of Education
4. A.I.B.S.E. All India Board of Secondary Education.
v. A.I.B.W.E. All India Board of Women Education
vi. A.I.B.E.E. All India Board of Elementary Education
vii. A.I.B.V.T. All India Board of Vocational Training.
viii. N.I.E. National Institute of Education
ix. S.I.E. State Institute of Education
x. C.S.O/K.V.S. Central School Organisation now named as Kendriya Vidyalaya Sangathan.
xi. H.S.I. Higher Secondary Part-I
xii. H.S.II Higher Secondary Part-II.
xiii. S.S.C.E Secondary School Certificate Examination
xiv. T.T.C Teacher Training Certificate
xv. J.B.T Junior Basic Teacher
xvi. C.P.Ed Certificate in Physical Education.
xvii. L.T. Language Teacher.

1.9 LIMITATION OF THE STUDY.

The researcher attempted to study the administration of all the Boards of School Education in general and that of the Himachal Pradesh Board of School Education in particular. The statutory Acts under which these Boards have been established were studied with a comparative approach. The study was conducted under various sub-heads as under:

a. Introduction
b. Legal Aspects
c. Organisation and Administration
d. Functions

e. Conclusions, Platitudes and Priorities

f. Summary.

1.10 PROCEDURE AND METHODOLOGY

Educational research is a complex activity whose conceptual foundations reach deeply into science and the philosophy of science. Its domain is human behaviour and related to educational process and outcomes. Educational research is a social scientific research applied to educational problems. While some educational research is not social scientific, it is with the exception of historical research, not as important as social scientific research. It is psychological and sociological research for a simple reason and overwhelming majority of its variables are psychological or sociological or social psychological. However, many educators believe that educational research is basic and applied research. The present research study of education concerns mainly the administrative aspect of education and can be categorised as historical research.

The problem being investigated "A Comparative Study of Administration of Boards of School Education in India" belonged to administrative aspect of education which itself was one type of historical research. It is, therefore, necessary that the researcher worked on the project with a spirit of scientific inquiry and attitude. In this study
an observation and survey method was adopted which enabled the researcher to obtain measures of variables in order to bring empirical evidence to bear on research questions with regard to the administration of the Boards of School Education.

First of all he consulted the constitutional provisions on the matters of education.

Secondly he studied the Acts and Court decisions concerning secondary education and its administration in different parts of India.

Thirdly he also went through the decisions on educational administration both by Union and State Governments in respect of Boards of School Education.

The investigator proceeded step by step as follows:

i. Collection of the relevant data on constitutional aspects of educational administration through primary and secondary sources.

ii. Analysis of the data so collected both from external and internal point of view.

iii. Presentation of facts in a suitable form elaborating problems both in theory and practice in respect of administration of Boards of School Education in India.

An attempt was also made to study the administration of Local Education Authorities in the U.K., the Board of
School Education in the U.S.A., Examination Commissions in the U.S.S.R. and other countries with a comparative approach.

The primary sources made use of, are direct information collected from Government publications, periodicals, outlines, literatures, journals, books, monographs, year books and education bulletins etc. dissertations and thesis on educational problems of administration and organisation.

The secondary sources of information made use are indexes, abstracts, encyclopaedias, journals, bibliographies concerning research in school education.

The authenticity of the data has been established through external criticism and comparison and the internal criticism established the validity of the contents of the sources of information.

LI1 TOOLS

The research worker framed an opinionnaire\(^1\) having 33 items and used it to know the opinion, attitudes and views of educational administrators, parents, legislators and lawyers. The opinionnaire contained certain statements concerning educational theory and practices, educational

---

\(^1\) Annexure 1.2
administration particularly administration in Boards of School Education in India, their utility, subjects, aims and objects, Centre-State matters, service conditions of teachers, staff working at all levels in Boards, teacher taught relations, students participation in educational administration particularly administration of boards, students unrest problems, job oriented education, re-evaluation, reservation of admission for weaker sections of society, educational and cultural rights of minorities communities, reservation in recruitment, promotion in services and nomination of boards affairs etc. etc.

The researcher also framed a questionnaire having ten items used it to gain information about the administration and functions of different Boards of School Education.

The opinionnaire and questionnaire were sent to five hundred persons, teachers, lawyers, legislators and Chairmen of all Boards of School Education in India. Copies of questionnaires were also given personally to important persons, Himachal Pradesh University, M.Ed students, employed as teachers, who came to Shimla to attend contact programmes during 1983 and 1984 were given the questionnaire and opinionnaire and the relevant information and data were collected. The responses were received from four hundred sixty

1. Annexure 1.3 1,40
persons. The researcher also interviewed teachers, parents, Heads of Institutions, educational officers, lawyers, social workers, leaders of various political parties, employees, associations and press correspondents. The researcher visited the NCERT and Boards of Haryana, Punjab, Rajasthan, Central Board of Secondary Education, Council of Boards of Secondary Education in India, Himachal Pradesh Board of School Education, Dharamshala and Jammu and Kashmir State Board of School Education, etc., etc., and collected the relevant data.

The investigator also made concerted efforts to contact people of different status and different professions to know their first-hand reaction and views about present organisation and administration of Boards of School Education in India, in terms of social service activity besides their opinion on philosophy and policy of education in India as a whole.

1.12 COLLECTION OF DATA

The data required for the comparative study of the administration of different Boards of school education in India were collected from the following primary and secondary sources:

a. Constitution of India

b. Statistical returns of all States Governments, Union Government and Union Territories.
c. Six Five Year Plans

d. Secondary Education Commission, 1952-54


g. Acts of all the Boards of School Education namely:
1. Board of Secondary Education, Andhra Pradesh, Hyderabad.
2. Board of Secondary Education, Assam, Guwahati.
5. Gujrat State Examination Board, Department of Education, Ahmedabad.
10. Board of Pre-University Education, Karnataka, Bangalore.
11. Board of Public Examinations, Kerala, Trivandrum.

1. Infra p.29.
15. Meghalaya Board of School Education, Tura.
17. Board of Secondary Education, Orissa, Cuttack.
18. Punjab School Education Board, Mohali, Distt. Ropar (Pb.).
20. Board of Secondary Education, Tamil Nadu, Madras. Certificate
24. West Bengal Board of Secondary Education, Calcutta.
29. Mizoram Board of School Education, Aizawl.

i. Annual budgets for education of different States, Union Territories and Union of India.


k. Educational Journals, magazines, newspapers, Radio Talks etc. annual reports of State Education Department, Union Education Ministry, and the Boards of School Education.

l. Reports, seminars of U.G.C., CABE, NCERT, COBSE and All India Council of Secondary Education.

m. An opinionnaire was sent to teachers, educationists, Public representatives, employees and social organisations regarding functioning of the Boards followed by an interview with them.

n. Decisions of High Courts and Supreme Court concerning Boards of Secondary Education.

1.13 INTERPRETATION OF DATA

All information gathered from various sources as mentioned under the head "Procedure for collecting data" was thoroughly looked into and analysed. Special emphasis was
given to the socio-economic and geographical conditions where different boards of school education function. The opinions and views expressed by the educationists, legislators, parents, administrators in response to the opinionnaire sent to them by the researcher were grouped and summarized to reach at the common opinions and consensus with regard to the different items of the opinionnaire.

**NAMES OF BOARDS OF SCHOOL EDUCATION IN INDIA.**

At present there are twenty five Boards of School Education in the country. Their respective names with headquarters are given as under:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>State</th>
<th>Capital town</th>
<th>Board's name</th>
<th>Headquarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Andhra Pradesh</td>
<td>Hyderabad</td>
<td>Board of Secondary Education, Andhra Pradesh</td>
<td>Hyderabad</td>
</tr>
<tr>
<td>2.</td>
<td>Assam</td>
<td>Gwahati</td>
<td>Board of Secondary Education, Assam,</td>
<td>Gwahati</td>
</tr>
<tr>
<td>3.</td>
<td>Bihar</td>
<td>Patna</td>
<td>Bihar School Examination Board</td>
<td>Patna</td>
</tr>
<tr>
<td>4.</td>
<td>Gujarat</td>
<td>Ahmedabad</td>
<td>Gujarat Secondary Education Board,</td>
<td>Baroda</td>
</tr>
<tr>
<td>5.</td>
<td>Goa</td>
<td>Panajee</td>
<td>Goa, Daman and Diu Board of Secondary Education, Bardez, Goa</td>
<td>Alto Betim, Goa</td>
</tr>
<tr>
<td>6.</td>
<td>Haryana</td>
<td>Chandigarh</td>
<td>Board of School Education, Haryana</td>
<td>Bhiwani</td>
</tr>
<tr>
<td>7.</td>
<td>Himachal Pradesh</td>
<td>Shimla</td>
<td>Himachal Pradesh Board of School Education</td>
<td>Dharamshala</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>State / No.</td>
<td>State Capital</td>
<td>Board's name</td>
<td>Board's Headquarters</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
<td>---------------</td>
<td>---------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>9.</td>
<td>Kerala</td>
<td>Trivandrum</td>
<td>Board of Public Examination, Kerala</td>
<td>Trivandrum</td>
</tr>
<tr>
<td>10.</td>
<td>Karnataka</td>
<td>Bangalore</td>
<td>Karnataka Secondary Education Examination Board.</td>
<td>Bangalore</td>
</tr>
<tr>
<td>12.</td>
<td>Maharashtra</td>
<td>Bombay</td>
<td>Maharashtra State Board of Secondary and Higher Secondary Education</td>
<td>Pune</td>
</tr>
<tr>
<td>13.</td>
<td>Manipur</td>
<td>Imphal</td>
<td>Board of Secondary Education, Manipur.</td>
<td>Imphal</td>
</tr>
<tr>
<td>14.</td>
<td>Mizoram</td>
<td>Aizawal</td>
<td>Mizoram Board of School Education</td>
<td>Aizwal</td>
</tr>
<tr>
<td>15.</td>
<td>Meghalya</td>
<td>Shillong</td>
<td>Meghalya Board of School Education</td>
<td>Tura</td>
</tr>
<tr>
<td>16.</td>
<td>Nagaland</td>
<td>Kohima</td>
<td>Nagaland Board of School Education</td>
<td>Kohima</td>
</tr>
<tr>
<td>17.</td>
<td>Orissa</td>
<td>Bhubneshwar</td>
<td>Board of Secondary Education, Orissa.</td>
<td>Cuttack</td>
</tr>
<tr>
<td>19.</td>
<td>Rajasthan</td>
<td>Jaipur</td>
<td>Board of Secondary Education, Rajasthan.</td>
<td>Ajmer</td>
</tr>
<tr>
<td>20.</td>
<td>Tamilnadu</td>
<td>Madras</td>
<td>Board of Secondary Education, Tamilnadu.</td>
<td>Madras</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>State</td>
<td>State Capital</td>
<td>Board's name</td>
<td>Board's Headquarters</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>21.</td>
<td>Tripura</td>
<td>Agartala</td>
<td>Tripura Board of Secondary Education</td>
<td>Agartala</td>
</tr>
<tr>
<td>22.</td>
<td>Uttar Pradesh</td>
<td>Lucknow</td>
<td>Uttar Pradesh Board Allahabad of High School and Intermediate Education.</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>West Bengal</td>
<td>Calcutta</td>
<td>West Bengal Board of Calcutta Secondary Education,</td>
<td></td>
</tr>
</tbody>
</table>


All these Boards of School Education in India have their separate organisation and administration. It is found that there is a lot of criticism through mass media about the inefficiency, mismanagement and corruption in some of these Boards. Administration is the most essential tool of a society or an institution. If it is blunted, twisted or unsuitable, no policy, however, good in itself, can be put into practice. Administration, like science, is organised common sense. Indian Prime Minister made a remark that "for faster work, the administration should have more autonomy -- not only from political elements, but ___ within the administration." In this study an attempt has been made to find out the influence and interference of political elements

---

in the administration of these Boards and to suggest ways and means to make the administration of these boards more and more efficient, progressive and dynamic to serve the cause of the cherished values of the organisation of these Boards.

In India, there are 14 crore students getting education in schools, colleges and universities, 5,200 colleges imparting education to 30 lacs students at degree and post-graduate level. The twenty five Boards of School Education in India serve the educational needs of 13.5 crore students upto secondary level. Since these Boards of School Education serve a large number of population in the country, the administration of these Boards is a new area of interest for educationists, teachers and parents. Today nearly 36 per cent of our population is literate, if literacy is defined as an ability to have the knowledge of 3 R's, of this, 12.5 per cent have received formal education 10.7 per cent have been to primary schools, 6.10 per cent have completed middle school, 4.5 per cent are matriculates and 2.5 per cent graduates.
SCHEDULES

(FIRST SCHEDULE)

I. THE STATES
1. Andhra Pradesh
2. Assam
3. Bihar
4. Gujrat
5. Haryana
6. Himachal Pradesh
7. Jammu & Kashmir
8. Karnataka
9. Kerala
10. Madhya Pradesh
11. Maharashtra
12. Manipur
13. Meghalaya
14. Nagaland
15. Orissa
16. Punjab
17. Rajasthan
18. Sikkim
19. Tamil Nadu
20. Tripura
21. Uttar Pradesh
22. West Bengal

II. THE UNION TERRITORIES
1. The Andaman and Nicobar Islands
2. Arunachal Pradesh
3. Chandigarh
4. Dadra and Nagar Haveli
5. Delhi
6. Goa, Daman and Diu
7. Lakshadweep
8. Mizoram
9. Pondicherry

1. The Constitution of India, First Schedule, Allahabad,
Educated men are as much superior to uneducated men as the living are to the dead. 

- Aristotle

A COMPARATIVE STUDY OF THE ADMINISTRATION OF THE BOARDS OF SCHOOL EDUCATION IN INDIA

OPINONNAIRE

Dear Sir/Madam,

A research study on the topic “A comparative study of administration of Boards of School Education in India” is being conducted by the research worker and as a step towards this study, this opinionnaire is being sent to you in the expectation that it may have the benefit of your vast knowledge and long experience in the field of your noble profession of life. The opinionnaire consists of 33 statements. According to your considered opinion please put a tick (/) mark against each statement under one of the columns: agreed, disagreed or Not decided. Please also give the required information asked for whereever necessary.

While you are welcome to answer all the items of the opinionnaire, if however, you do not feel like doing so, you may give your opinion only on those statements which interest you. It depends on your own sweet will to give your identity on the opinionnaire which will be used only for academic purpose and will be treated as confidential.

Replies may kindly be sent as early as convenient to you, to the Researcher who is sure to receive your valuable and kind co-operation in this regard.

Thanking you in anticipation.

Supervisor:
DR. RANA SHER SINGH
M. A. (Eng. & Urdu), M. Ed. Ph. D.

Yours faithfully
Research Worker
OM PARKASH SHARMA
M.A. (Pol. Sc.) M. Ed.

FACULTY OF EDUCATION
H. P. UNIVERSITY
SHIMLA - 171005
1. There is a Board/Council of School Education in my State/U.T.

Please give the full name of the Board/Council with its Headquarters.

2. Please name the Act/s vide which the Board/Council has been established.

3. D. P. I./D.E. is the Chairman of our Board/Council.

4. An official is the Chairman of our Board/Council.

5. Please name the bodies in your state which conduct public examinations for:
   i) Primary class students
   ii) Middle School students
   iii) High School students (10th class)
   iv) Higher Secondary or 10+2 level examination.
   v) J.B.T. (Jr. Teachers Examination)
   vi) Modern Indian Languages Exam.:-
       a) Assamese
       b) Bengali
       c) Gujarati
       d) Dogri-Kashmiri
       e) Hindi-Rattan
       II. Bhushan
       III Visharad
       IV Prabhakar
       f) Kannada
       g) Malayalam
       h) Marathi
       i) Punjabi-Budhimani, Giani
       J) Sanskrit-I. Pragya
       II) Pragya
       III) Shastri

   Agreed | Disagreed | Not decided
   -------|-----------|----------
   1------|-----------|----------
   2------|-----------|----------
   3------|-----------|----------
   4------|-----------|----------
   5------|-----------|----------
   a)-----|-----------|----------
   b)-----|-----------|----------
   c)-----|-----------|----------
   d)-----|-----------|----------
   e)I----|-----------|----------
   II-----|-----------|----------
   III----|-----------|----------
   IV-----|-----------|----------
   f)-----|-----------|----------
   g)-----|-----------|----------
   h)-----|-----------|----------
   i)-----|-----------|----------
   j)I----|-----------|----------
   II-----|-----------|----------
   III----|-----------|----------

Ctd. P. 3
K) Tamil

I) Telugu

m) Urdu-I. Fazil Alam
   II. Abal Fazil

vii) Diploma in Physical Education
     Certificate in Physical Education Exam.

viii) Art &craft Teachers Exam.

xi) Home Science Teacher Exam.

6. Board of School Education of
   my state brings out Annual
   Reports and magazines.
   Please give the titles of the
   publications.

7. The Board has brought improvement in the supply
   of school text books by nationalization at

8. There has been some cases of litigation by the
   students, employees and others against the
   Board.

9. Our State Board of Education is administered
   efficiently.

10. The Administration of our Board is Based on
    principles of democratic decentralization.

11. Our Board encourages brilliant students by
    giving them merit certificates.

12. Our Board encourages teachers whose general
    performance is good.

13. Our Board is under-staffed.
    The strength being:
    (i) Officers—
    (ii) Experts—
    (iii) Clerical staff—

14. The people should have autonomy to run the
    educational system.

15. The Union Govt. should have control over the
    implementation of educational policy.
16. The Union Govt. should have control over the Board for supervision and guidance, coordination and maintenance of standard.

17. The Union Govt. should extend all financial assistance to all the Boards.

18. State Govt. should have right to frame policy, plan and programme of activities of the Boards in their respective states.

19. Education being social service activity, the Union Govt. should have right to frame general policy of education throughout the country.

20. The administration of Boards in the country should be subject to Union Govt.

21. Educational administration with regard to curriculum, recruitment of staff up to Secretary level should be under the power of the Board.

22. The Chairman of the Board/Council should be nominated from amongst the educationists and public representatives.

23. The Chairman of the Board/Council should be an educationist.

24. The Chairman of the Board/Council should be Head of State Education Department.

25. The Union and State Govts. should coordinate in the administration of Boards in the country as education is already in the concurrent list.

26. Educational administration and general functioning of the Boards should be in association with teachers and parents and guided by eminent educationists with the least interference from outside persons.
27. The recruitment of staff of the Boards should be in accordance with the number of students appearing in the examinations and other activities initiated by the Board.

28. The medium of instructions at Secondary level should be:
   a) Hindi  
   b) Regional language  
   c) Urdu  
   d) English

29. Schools affiliated to our Board impart:
   a) Education on religion  
   b) Religious education  
   c) Sex education  
   d) Moral education

30. Teachers and educational administrators should participate in the planning and academic affairs of the Board.

31. The Parliament through a legislation should make all secondary schools as institutions of polytechnic education.

32. Educational administration of the Boards depends upon teachers and staff. So on appropriate forum/tribunal should be established to look into the grievances of the teachers, students and employees of the Board.

33. The Board in our state organised extra curricular activities/competitions for:
   A) TEACHERS : 1 N
      (i) Teaching  
      (ii) Paper reading  
      (iii) Subject-wise teaching aids charts  
      (iv) Teachers writers-literature  
      (v) Science Paper  
      (vi) Science Corner  
      (vii) Educational and scientific toys  
      (viii) Best school  
      (ix) Educational Journal
   
   B) STUDENTS : 1 N
      (i) Speech  
      (ii) Hand writing  
      (iii) Essay writing/reading  
      (iv) Poetic recitation  
      (v) Art and Craft, painting and drawing  
      (vi) General Knowledge  
      (vii) Debates and declamation  
      (viii) Educational tour  
      (ix) Cultural programmes  
      (x) One act play  
      (xi) Games and sports  
      (xii) Assistance to the physically handicapped students.

N. B. Board/Council in the Opinionnaire means:
Board of School Education of the State/U.T.

Please give your particulars here:—
Name:........................................
Designation:...................................
Address:........................................
................................................
................................................


Ctd P/6
A Comparative Study of the Administration of The Boards of School Education in India

Dear Sir/Madam,

A research study on the topic A COMPARATIVE STUDY OF THE ADMINISTRATION OF THE BOARD OF SCHOOL EDUCATION IN INDIA is being conducted by the research worker for his Ph. D. Degree and as a step towards this study the attached questionnaire is being sent to you in the expectation that we may get correct information. Please send the questionnaire after putting your signatures and seal. It is assured that this information will be treated as strictly confidential and used only for academic purpose of this research. The questionnaire may please be sent as early as possible to the research worker who is sure to receive your valuable and kind cooperation and contribution in this research study.

Thanking you in anticipation,

Supervisor:

DR. RANA SHER SINGH
M.A (English . Urdu) M.ED., PH.D.,

Yours faithfully,

OM PARKASH SHARMA
Research Worker
(OM PRAKASH SHARMA)
M.A.(Pol. Sc.) M.Ed.,

FACULTY OF EDUCATION
HIMACHAL PRADESH UNIVERSITY
SHIMLA - 171005 (H.P.)
“A COMPARATIVE STUDY OF THE ADMINISTRATION OF THE BOARDS OF SCHOOL EDUCATION IN INDIA”

Name of the Board ————————————————————————————————————————

A. When was your Board established? ———————————————————————————————————

B. What are Examination fee rates for
   (i) Primary (i) Rs. ————————————————————
   (ii) Middle (ii) Rs. ————————————————————
   (iii) Matric/H.S. (iii) Rs. ————————————————————
   (iv) Higher Secondary Part II (H.S.) (iv) Rs. ————————————————————
   (v) Higher Secondary (12th Year/10+2) (v) Rs. ————————————————————
   (vi) J.B. Teacher (vi) Rs. ————————————————————
   (vii) Other examination (vii) Rs. ————————————————————
   (viii) Revaluation of answer books (viii) Rs. ————————————————————
   (ix) Duplicate certificate (ix) Rs. ————————————————————
   (x) Result card certificate/
     Detailed Marks sheet. (x) Rs ————————————————————

C. What are the remuneration rates of
   (i) Paper setter (i) Rs ————————————————————
   (ii) Centre Inspector/checker (ii) Rs ————————————————————
   (iii) Tabulators/Moderators (iii) Rs ————————————————————
   (iv) Head Examiner (iv) Rs ————————————————————
   (v) Examination centre Supdt. (v) Rs ————————————————————
   (vi) Sub Examiner (vi) Rs ————————————————————
   (vii) Practical Examiner (vii) Rs ————————————————————
   (ix) Deputy Supdt. (ix) Rs ————————————————————
   (x) Asstt./Supdt./Supdt./Clerk (x) Rs ————————————————————
   (xi) Invigilators (xi) Rs ————————————————————
   (xii) Class iv employees (xii) Rs ————————————————————

Please send the copy of Instruction Book for Centre Supdt.

D. Has your Board the following posts sanctioned and filled with their No

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of post</th>
<th>No.</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Secretary</td>
<td>1</td>
<td>......</td>
</tr>
<tr>
<td>2</td>
<td>Addl. Secretary</td>
<td>2</td>
<td>......</td>
</tr>
<tr>
<td>3</td>
<td>Joint Secretary</td>
<td>3</td>
<td>......</td>
</tr>
<tr>
<td>4</td>
<td>Deputy Secretary</td>
<td>4</td>
<td>......</td>
</tr>
<tr>
<td>5</td>
<td>Asstt. Secretary</td>
<td>5</td>
<td>......</td>
</tr>
<tr>
<td>6</td>
<td>Officer on Special Duty</td>
<td>7</td>
<td>......</td>
</tr>
<tr>
<td>7</td>
<td>Director Field programme</td>
<td>8</td>
<td>......</td>
</tr>
<tr>
<td>8</td>
<td>Director Text Book</td>
<td>9</td>
<td>......</td>
</tr>
<tr>
<td>9</td>
<td>Research Officer</td>
<td>10</td>
<td>......</td>
</tr>
<tr>
<td>10</td>
<td>Academic Officer</td>
<td>11</td>
<td>......</td>
</tr>
<tr>
<td>11</td>
<td>Publication Officer</td>
<td>12</td>
<td>......</td>
</tr>
<tr>
<td>12</td>
<td>Public Relations Officer</td>
<td>13</td>
<td>......</td>
</tr>
<tr>
<td>13</td>
<td>Information Officer</td>
<td>14</td>
<td>......</td>
</tr>
<tr>
<td>14</td>
<td>Law Officer</td>
<td>15</td>
<td>......</td>
</tr>
<tr>
<td>15</td>
<td>Controller of Examination</td>
<td>16</td>
<td>......</td>
</tr>
<tr>
<td>16</td>
<td>Accounts Officer</td>
<td>17</td>
<td>......</td>
</tr>
<tr>
<td>17</td>
<td>Audit Officer</td>
<td>18</td>
<td>......</td>
</tr>
<tr>
<td>18</td>
<td>Budget Officer</td>
<td>19</td>
<td>......</td>
</tr>
<tr>
<td>19</td>
<td>Experts</td>
<td>20</td>
<td>......</td>
</tr>
<tr>
<td>20</td>
<td>Finance Officer</td>
<td>21</td>
<td>......</td>
</tr>
<tr>
<td>21</td>
<td>Lesson Writers</td>
<td>22</td>
<td>......</td>
</tr>
<tr>
<td>22</td>
<td>Photographer</td>
<td>23</td>
<td>......</td>
</tr>
<tr>
<td>23</td>
<td>Designer</td>
<td>24</td>
<td>......</td>
</tr>
<tr>
<td>24</td>
<td>Section Officer/Supdt.</td>
<td>25</td>
<td>......</td>
</tr>
<tr>
<td>25</td>
<td>Assistant U.D.C./Head Clerk</td>
<td>26</td>
<td>......</td>
</tr>
<tr>
<td>26</td>
<td>Clerks, Auditors, Accountants</td>
<td>PTO</td>
<td>......</td>
</tr>
</tbody>
</table>
27. Peons
28. Chowkidars
29. Sweeper
30. Watch & Ward staff
31. Gestetner Operator/Photostate Operator
32. Library Asstt./Librarian
33. Catelogist, Clerk-Library

E. What is the annual income of your Board
   (i) From fees
   (ii) Grant in aid from Govt.
   (iii) Any other source

F. What is the annual expenditure of your Board on
   (i) Salaries
   (ii) Building
   (iii) Remuneration
   (iv) Contingencies
   (v) T A / D.A / H.A.
   (vi) Miscellaneous
   (vii) Rewards and prizes
   (viii) Any other item
   Total expenditure

G. What was the percentage of different examinations conducted by your Board during the year 1983-84 (March/April, 84)
   (i) Primary
   (ii) Middle
   (iii) High School/Matric/ Hr. Sec. I
   (iv) H. S. Part II (11th class)
   (v) H. S. (10 -2) 12th year
   (vi) J B T.
   (vii) Any other exam.

H. What are the publications of your Board (please give the list also)
   1. 5.
   2. 6.
   3. 7.
   4. 8.

I. What are your suggestions for further improvement of the administration of your Board?

J. What is the official language of your Board?

(Signature of the official of the Board with Stamp)

***The questionnaire duly filled in may kindly be returned to Sh. O. P. Sharma Lalit Cottage, Gota Nagar Shimla-171004 (H.P.) at the earliest please.