CHAPTER – I


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1. INTRODUCTION OF EDUCATION SECTOR

1.1. INTRODUCTION

The foundation of every nation is the education of its youth. Education is provided by public sector as well as private sector in India. Indian education sector is being controlled and funded by central, state and local levels. Education is the fundamental right of each citizen of that particular state and nation. Our Constitution also provides the equal opportunities to the man and woman to get the education without any kind of discrimination. Most universities in India are controlled by Union or State government. India becomes Education Hub after privatization of education sector.

<table>
<thead>
<tr>
<th>Census Year</th>
<th>Male</th>
<th>Female</th>
<th>Average</th>
<th>Male-Female gap in literacy rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>27.16</td>
<td>8.86</td>
<td>18.33</td>
<td>18.30</td>
</tr>
<tr>
<td>1961</td>
<td>40.4</td>
<td>15.35</td>
<td>28.3</td>
<td>25.05</td>
</tr>
<tr>
<td>1971</td>
<td>45.96</td>
<td>21.97</td>
<td>34.45</td>
<td>23.98</td>
</tr>
<tr>
<td>1981</td>
<td>56.38</td>
<td>29.76</td>
<td>43.57</td>
<td>26.92</td>
</tr>
<tr>
<td>1991</td>
<td>64.13</td>
<td>39.29</td>
<td>52.21</td>
<td>24.84</td>
</tr>
<tr>
<td>2001</td>
<td>75.26</td>
<td>53.67</td>
<td>64.83</td>
<td>21.59</td>
</tr>
<tr>
<td>2011</td>
<td>82.14</td>
<td>65.46</td>
<td>74.04</td>
<td>16.68</td>
</tr>
</tbody>
</table>

Source - http://populationcommission.nic.in/content/933_1_LiteracyRate.aspx

As per above table we can say that male and female gap in literacy rate has been reduced in last 60 years. In 1951, Female literacy was 8.86% and male literacy was 27.16% but now, female becomes more literate with 74.04% and male also with 82.14% in 2011. Thus, total literacy has been increased four times in last 60 years.

According to the Census of 2011, "every person above the age of 7 years who can read and write in any language is said to be literate". According to this criterion, the 2011 survey holds the National Literacy Rate to be around 74.07%. Government statistics of 2001 also hold that the rate of increase in literacy is more in rural areas than in urban areas. Female literacy was at a national average of 65% whereas the male literacy was 82%. Within the Indian states, Kerala has shown the highest literacy rates of 93% whereas Bihar averaged 63.8% literacy. The 2001 statistics also indicated that the total number of 'absolute non-literates' in the country was 304 million.
1. INTRODUCTION OF EDUCATION SECTOR

However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. The quality of education whether at primary or higher education is significantly poor as compared with major developing nations. As of 2008, India's post-secondary institutions offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or PhD degree.

As of census 2011, there is 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education.
1. INTRODUCTION OF EDUCATION SECTOR

1.2. HISTORY OF EDUCATION IN INDIA

The formal admission ceremony was known as 'Upanayana'. With the accomplishment of this ceremony the child had to leave his home for the 'Ashrama' where he would receive education. It was supposed to be the re-birth of the child and was known as 'Dvijya', which means, "twice born". Sanskrit was the language of teaching. It was supposed to be the language of learned men. The academies of higher learning were known as 'Parisads'. The education system involved of three basic processes, which included 'Sravana', 'Manana' and 'Nidhyasana'.

In the 'Sravana' stage of education, students received 'shrutis' knowledge, this was passed orally from one generation to another. The second stage was 'Manana' which means that pupils had to think themselves about what they have heard. They have to make their own inferences and assimilate the lesson taught by their teacher into the life. The third stage 'Nidhyasana' means complete comprehension of truth and its use in the life.

In ancient India women were given the equal right to education and teaching. Women saws like ‘Gayatri’ were prominent participants in educational debates and the proceedings of the ‘Parishads’ (Assemblies). It was mainly the Brahmins followed by Kshatriyas that received education at the Gurukuls while the boy from the lower caste learns their family trade from their fathers.

Few of the most important universities of India in the ancient times were Takshashila, Vikramshila and Nalanda. Takshashila University of 7th century BC was famous for medical studies and a galaxy of eminent teachers such as Panini, the well known grammarian, Kautilya, the minister of Chandragupta Maurya, and Charaka, a medical teacher of repute.

Nalanda was the highest learning center not just of India but also of the entire South Asia Students from foreign countries like China, Japan, Korea used to come here for higher studies. It had around 10,000 students and teachers on its roll cards. The University had eight colleges and one of the colleges had four-storied building. It was one of the earliest example of residential cum learning complex.

Vikramshila University, Varanasi was famous for religious teaching. In the South, Kanchi was famous for its studies while the Vallabhi University was no less. Huan Tsang in his records mention the university to be at par with Nalanda and Vikramshila universities. India had several great minds at work, which contributed in every aspect of life. The concept of zero, decimal and Pythagoras Theorem were all developed here.

As India progressed from ancient to medieval its education system deteriorated.
1. INTRODUCTION OF EDUCATION SECTOR

Factors were responsible for the delegation of this most efficient and most ancient education system of the world.

Table – T2 Literacy before Independence of India

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1881</td>
<td>3.5</td>
</tr>
<tr>
<td>1891</td>
<td>4.6</td>
</tr>
<tr>
<td>1901</td>
<td>5.3</td>
</tr>
<tr>
<td>1911</td>
<td>5.9</td>
</tr>
<tr>
<td>1921</td>
<td>7.3</td>
</tr>
<tr>
<td>1931</td>
<td>9.5</td>
</tr>
<tr>
<td>1941</td>
<td>16.1</td>
</tr>
</tbody>
</table>

With the arrival of the British Raj in India the modern European education came to India. British Raj was reluctant to introduce mass education system as it was not their interest. The colonial educational policy was deliberately one of reducing indigenous culture and religion, an approach which became known as Macaulayism. This dramatically changed the whole educational system. Educated people failed to get jobs because the language in which they received their education had become redundant. The system soon became solidified in India as a number of primary, secondary, and tertiary centers for education cropped up during the colonial era. Between 1867 and 1941 the British increased the percentage of the population in primary and secondary education from around 0.6% of the population in 1867 to over 3.5% of the population in 1941. However, this was much lower than the equivalent figures for Europe, where in 1911 between 8 and 18% of the population was in primary and secondary education. Additionally, they made efforts to improve literacy. In 1901, the literacy rate in India was about 5.3%; by India's independence it was nearly 16.1%.
1. INTRODUCTION OF EDUCATION SECTOR

Table – T3 Literacy after Independence of India

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>16.61</td>
</tr>
<tr>
<td>1961</td>
<td>24.0</td>
</tr>
<tr>
<td>1971</td>
<td>29.5</td>
</tr>
<tr>
<td>1981</td>
<td>43.56</td>
</tr>
<tr>
<td>1991</td>
<td>52.21</td>
</tr>
</tbody>
</table>

The credit for fostering education to the masses following independence in 1947 chiefly goes to the first Prime Minister Jawaharlal Nehru. India’s first education minister Maulana Azad envisaged strong central government control over education throughout the country, with a uniform educational system. However, given the cultural and linguistic diversity of India, only higher education, which dealt with science and technology, came under the jurisdiction of the central government. So, literacy rate had been increased 3.5 times in last 40 years in India.

The government also held powers to make national policies for educational development and could regulate selected aspects of education throughout India. The central government of India formulated the National Policy on Education (NPE) in 1968 and in 1986 and also reinforced the Programme of Action (POA) in 1992. In 2008 the government initiated several measures the launching of DPEP (District Primary Education Programme) and SSA (Sarva Shiksha Abhiyan), India’s initiative for Education for All) and setting up of Navodaya Vidyalaya and other selective schools in every district, advances in female education, interdisciplinary research and establishment of open universities.

India’s NPE also contains the National System of Education, which ensures some uniformity while taking into account regional education needs. The NPE also stresses on higher spending on education, envisaging a budget of more than 6% of the Gross Domestic Product. While the need for wider reform in the primary and secondary sectors is recognized as an issue, the emphasis is also on the development of science and technology education infrastructure.
1.3 HISTORY OF WOMAN EDUCATION IN CENTRAL, STATE AND BHAVNAGAR REGION BEFORE INDEPENDENCE OF INDIA (1813 – 1947)

In 1813, East India Company had announced certain expenditure behind education in them authorized states around the nation. But, English people had less focused on woman education. They had started special educational investigation in Madras, Mumbai and Bengal during 1822 to 1838. They found that most of schools were working for boys only and girls were getting education in them home. William Adams found if girls will learn, they might be widow in future. This kind of superstition was being spread among the people. Parents were also not conscious and hidden for giving information about girls. Thus, 5-14 age group girls brought up without education. But, Christen Missionaries had started to provide woman education with prime motive for spreading Christen religion.

London Missionary Society and Ayres Presbyterian Mission had chosen Gujarat for spreading Christen religion. In Gujarat, they had established many schools in Surat, Ahmedabad, Rajkot, Borsad, Porbandar, Ghogha (Bhavnagar District) etc. In 1818, they opened first girl school in Surat and two girl schools in Saurashtra Region. It was first attempt of woman education in Gujarat. Before 160 years, Missionary distributed Rs.45/-things and two books of Bible and Prayer. Thus, there was amazing contribution of missionary for woman education in India as well as Gujarat.

In 1820, David Hair opened one girl school in Kolkata. American Missionary Society also started two girl schools and one boarding school at Ahmednagar near Mumbai in 1831. Scottish Missionaries under guidance of Dr. Willson had also established one private girl school in 1845. In 1948, Dadabhai Navroji, Dr. Bhaudaji, Rav Sahab etc had also established “Student Literary & Scientific Society” and opened many schools under affiliation of this institute in Mumbai. In 1842, J.E.D. Bathyun assumed that Hindu families were not sending girls in Missionary Schools. Thus, they started non-religion school on them expenditure. During 1828-1890, Mahatma Fula also started educational programme for woman and lower class people.

In 1849, one girl school Harkor Shethani had been established by great attempt of Gujarat Vernacular Society. Maganlal Karamchand had also donated for establishing two girl schools in 1850. In 1851, Durga ram Mehta started one girl school in 1851. Miss Mary Carpenter established female normal class and female training college between 1870 to 1874.
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In 1886, Bartan Training College for Woman established and it is working still now preparing lady teachers for girl schools in Rajkot.

In 19th century local fund committee started to focus on woman education in village level and municipality started to focus on woman education in city level in India. In 1901, Lady Vidhyaguvari Nilkanth and Shardaguvari Mehta passed B.A. degree and that reason there had been increasing strength of woman in getting education. In Bhavnagar region, Gijubhai Badhaka and Nanabhai Bhatt had established national institute “Daxinamurti” and “GramDaxinamurti” other Kalavani Mandal had been established for woman education in 1925. Then girls schools had been increasing with good infrastructure. Dr.Bhadarakar had established Smt.Nathibai Damodardas Women University specially for woman education.

The situation of female and male education were as follow as between 1891-1951.

Table – T4 Situation of Male-Female during 1891-1951
(Per 1000 each age no. of educated people)

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Literate People out of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1891</td>
<td>91</td>
<td>5</td>
<td>57</td>
</tr>
<tr>
<td>1901</td>
<td>108</td>
<td>9</td>
<td>68</td>
</tr>
<tr>
<td>1911</td>
<td>114</td>
<td>19</td>
<td>71</td>
</tr>
<tr>
<td>1921</td>
<td>134</td>
<td>23</td>
<td>89</td>
</tr>
<tr>
<td>1931</td>
<td>143</td>
<td>24</td>
<td>99</td>
</tr>
<tr>
<td>1941</td>
<td>287</td>
<td>84</td>
<td>183</td>
</tr>
<tr>
<td>1951</td>
<td>355</td>
<td>129</td>
<td>241</td>
</tr>
</tbody>
</table>

As per above table, we can say that there was steadily increasing literacy among woman during 1891 to 1951.

Major Contributors of Woman Education before Independence of India

There were so many contributors involvement for spreading woman education across the nation. Here, researcher has taken bird’s eye view of major contributors for woman education before independence of India.

(1) Raja Ram Mohan Rai (1772-1833) – He had stopped past Hindu tradition by removing fire bathing of woman after death of her husband. He had worked specially for the betterment of woman.
(2) **Mahadev Govind Randa (1842-1901)** – He started his social service such as woman education like charity begins to home. He firstly provided education to his wife and then with his wife, he established girl school in 1884. He had also arranged social conference for woman education in Amravati. So, he has been considered as Father of Social conference.

(3) **Maharashi Ghoda Keshav Karva (1858-1962)** – He focused on betterment of woman and accepted woman action as act of God. In 1896, he had also established Hindu Widow Ashram and also started Indian University for higher education of woman.

(4) **Kumari Marry Carpenter (1807-1870)** – She had started female normal school and female training college at Ahmedabad in 1874. Female teacher was outcome of female training college. Female became teacher in order to her great effort.

(5) **Anne Besant (1847-1921)** – She strongly believed that nation problems could be solved. But, the success solution depends upon female education. So, she had also established Theosophical Society to remove barriers with woman and widow could be Doctor, Nurse and Teacher also.

(6) **Dr. Montessori (1870-1952)** – She was competent woman educator. Due to her effort, Balwadi came into existence and Montessori method of teaching across the nation. She opened new trend of pre-primary education teaching for special female teacher.

(7) **Gijubhai Badheka (1885-1939)** – He became famous with the name of Muchali Maa. He has contributed lot of things in the field of pre-primary education. So, he had established Daxina Murti Adhyapan Mandir and School also in Bhavnagar.

(8) **DurgaRam (1809-1876)** – He was famous improver in the field of woman education. So, he had established Manav Dharam Seva at Surat in 1844. This institute was working for remarriage of widow, breaking casteism and remove superstition etc.

(9) **Dalpatram (1820-1888)** – He believed that Gujarati Samaj may destroy in child-marriage, illiteracy and other superstitions. He was famous poet of Gujarati literature. He also explained importance of woman in his poems.

(10) **Bholanath Sarabhai (1822-1886)** – He was interested and focused on woman education. He believed that women must be obtained similar higher education as well as men.
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(11) Dadabhai Navroji (1825-1916) – He was initiator for constructing first girl school in Mumbai/ He had also established girl schools different places at Mumbai. He taught himself to girls.

(12) Ambalal Sakarlal Desai (1844-1004) – He was also philosopher and wanted to provide woman education to different castes of people as per them social and economic situation.

(13) Lalshankar Umiyasankar (1845-1912) – He started one girl school with the name of his wife in Raipur area at Ahmedabad. He had also contributed huge amount and created trust “Lalshankar Umiyashankar College for women”. It is working still now.

(14) Hargovinddas Katawala (1849-1931) – He believed that we must give equal opportunity for higher education to woman for development as well as man.

(15) Baharamji Malbari (1853-1912) – He attempted more to stop child marriage. He put also pressure on government and made law for stopping child marriage.

(16) Govardhan Ram Tripathi (1855-1907) – He was also good literature and focused on woman development, abolished foolish tradition and literate housewife.

(17) Thakkar Bapa (1869-1951) – He was famous social, national and educational and volunteer. He had created Kasturba Monument Fund after death of Kasturba. He worked for woman education but society opposed them philosophy on the another hand.

(18) Manilal Natubhai Dwivedi (1858-1898) – He also believed for the development of woman personality. He had created many thesis on woman status, personality and woman empowerment.

(19) Maharaja Saiyajirav Gayakwad (1863-1939) – He believed that woman education is one of the weapon because it affects to the family life. Boys and girls must read and write and must have knowledge of them religion. He also started free and compulsory education in his state.

(20) Maharani Chimbanabai (1871-1958) – She had started scholarship for bright girl but come from lower or backward class for her higher education. She also donated Rs.1 lakh and became one trust. Thus, woman could start her own home business and earn herself. So, she had established various industrial centre in Vadodara state such as Vadodara, Navsari, Patan and Amreli.

(21) Lady Vidhyagauri Nilkanth (1876-1961) – She became first graduate at that time in Gujarat state. She was educated but very simple and humble. She had performed
1. INTRODUCTION OF EDUCATION SECTOR

different role in her life such as house wife, teacher, lecturer, literature etc. She had expressed her view about woman to obtain education in different stage of life.

(22) Shardaben Mehta (1882-1970) – She initiated adult education and guided mother for proper child bringing. She also started Pregnant Support Trust and Udhyog to provide employment to middle class women.

(23) Kishorilal D. Machruvala (1890-1952) – He believed if India will be meaningful independent, we should remove superstition, old tradition and old social methods from women. It is possible through only woman primary education.

(24) Hansaben Mehta (1897) – She elected first woman in state election. She had broken glass ceiling in politics. She was also member of secondary education committee. She also changed in the syllabus of woman education.

(25) Kum. Maniben Patel (1903) – She was daughter of Sardar Vallabhbhai Patel. She started wine picketing and fired foreign clothes. She proved woman have same capable as well as man. She was interested in politics and woman education.

(26) Indumatiben Chimanlal Sheth (1906) – She started Woman Adhyapan Mandir for woman education and development at Adalaj. She also established Mahila Mudarn for woman training and became woman self-dependent. She took interest to improve quality of education.

(27) Smt.Vinodiben Nilkanth (1907) – She was writer and written so many papers on woman education and solution of woman problems. She had also established Akhil Hind Mahila Parishad in 1927. It works to aware and to understand importance of woman education in village area. There are existence more than 60 branches of Akhil Hind Mahila Parishad.

Major Institutional contribution in Woman Education before Independence of India

Institutes are one of the elements of society. Establishment of healthy society depends upon support and contribution of various institutes. It involves different educational institutes, social club, families etc. The major contribution of different institutes is given below in woman education before independence of India.

(1) Gujarat Vernacular Society (1848) – After missionary effort, Gujarat Vernacular Society was second institute which had established Girl School in Gujarat.

(2) Maganbhai Karamchand Kanyashala (1950) – Mahanbhai donated Rs.20000 for establishing girl schools. Thus, there were so many girl schools established at different cities of Gujarat such as Raipur, Mumbai, Kheda, Surat, Bhavnagar, Ghogha etc.
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(3) **Budhivardhak Sabha (1851)** – Karshandas and Narmada Sankar focused and discussed different lectures and papers on woman education.

(4) **Remarraige Association (1868)** – It worked under mission of Prathana Samaj and established in 1868 at Ahmedabad. It worked for religious improvement such as widow marriage and equality etc.

(5) **Mahalaxmi Training College (1870)** – Famous Industrialist Bachardas Lashkari established Mahalaxmi Training College in remember of his daughter Mahalaxmi. It was proving English education to woman.

(6) **Ladies Club (1887)** – It started to improve knowledge of adult woman education and established in Ahmedabad. It majorly worked for woman awareness and development.

(7) **Gujarati Kelvani Parishad (1916-1917)** – It focused on woman education and private sector for the better of woman. Gandhiji was also chairman in second Gujarati Kelvani Parishad met at Bharuch in Gujarat.

(8) **Woman Kelvani Mandal (1922)** – It was established at Ahmedabad in 1922. It acted to become successful housewife and citizen to any woman. It provided woman education in Gujarati language and arranged healthy discussion for woman empowerment and woman development.

(9) **Woman Kelvani Mandal (1925)** – It was established at Bhavnagar in 1925. Bhavnagar state provided half amount of them annual budget to this mandal. So, there were existing many institutes in Bhavnagar state such as Mahila Vidhyalay, Bhavnagar Kumari Mandir(1923), Danibai Kanya hostel(1945), S.N.D.T. University (1951) etc.

(10) **Akhil Hind Mahila Parishad (1927)** – It had been established for child and woman enhancement in Pune by Smt.Sarojini Naidu, Rajkumari Amrutkur, Smt.Vidhyaben Nilkanth etc. It worked beyond politics and community difference for woman.

(11) **JyotiSangh (1934)** – Smt.Mrudula Sarabhai had established JyotiSangh which acted social injustice with woman and developed woman personality and confidence.
1. INTRODUCTION OF EDUCATION SECTOR

1.4 HISTORY OF WOMAN EDUCATION DEVELOPMENT IN GUJARAT STATE AND BHAVNAGAR REGION AFTER 1947

Gujarat state out of total proportion divided 2/3 proportion into dashirajwada and 1/3 proportion into five districts such as Bharuch, Surat, Punchmahal, Kheda and Ahmedabad. Out of Dashirajwada, Gondal and Bhavnagar State took effective steps for development of woman education.

In 1947, Gujarat state involved in Mumbai State where educational institutes were working around 5.79% but it rose to 7.65% in 1949. State government also established special school for woman such as knitting work, sewing work etc. In 1949, woman education institutes were about 2414 and it raised 3271 in 1949. In 1950, our constitution came into existence and decided to provide free and compulsory education under section 45. The ratio of state wise woman education as per census 1951 is given below.

Table – T5 GUJARAT STATE FEMALE LITERACY AS PER CENSUS 1951

<table>
<thead>
<tr>
<th>District</th>
<th>Ratio of Total woman population</th>
<th>Ratio of Woman population in urban area</th>
<th>Ratio of Woman population in village area</th>
<th>Ratio of literate woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gujarat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ahmedabad</td>
<td>7.74</td>
<td>56.9</td>
<td>43.1</td>
<td>19.70</td>
</tr>
<tr>
<td>Banashkatha</td>
<td>3.65</td>
<td>7.7</td>
<td>92.3</td>
<td>2.10</td>
</tr>
<tr>
<td>Vadodara</td>
<td>5.70</td>
<td>24.1</td>
<td>75.9</td>
<td>17.20</td>
</tr>
<tr>
<td>Bharuch</td>
<td>3.43</td>
<td>18.1</td>
<td>81.9</td>
<td>16.40</td>
</tr>
<tr>
<td>Amrali</td>
<td>1.56</td>
<td>27.6</td>
<td>72.4</td>
<td>19.70</td>
</tr>
<tr>
<td>Sabarkatha</td>
<td>3.37</td>
<td>7.1</td>
<td>72.9</td>
<td>4.90</td>
</tr>
<tr>
<td>Mehsana</td>
<td>7.33</td>
<td>21.7</td>
<td>78.3</td>
<td>15.10</td>
</tr>
<tr>
<td>Punchmahal</td>
<td>5.55</td>
<td>11.9</td>
<td>88.1</td>
<td>5.90</td>
</tr>
<tr>
<td>Kheda</td>
<td>7.69</td>
<td>28.1</td>
<td>71.9</td>
<td>16.80</td>
</tr>
<tr>
<td>Surat</td>
<td>9.10</td>
<td>20.8</td>
<td>79.2</td>
<td>19.10</td>
</tr>
<tr>
<td>Saurashtra</td>
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<td></td>
</tr>
<tr>
<td>Halar</td>
<td>2.86</td>
<td>33.3</td>
<td>66.7</td>
<td>10.17</td>
</tr>
<tr>
<td>Madhya Sau.</td>
<td>5.19</td>
<td>39.5</td>
<td>60.5</td>
<td>13.69</td>
</tr>
<tr>
<td>Zalawad</td>
<td>2.43</td>
<td>31.3</td>
<td>68.7</td>
<td>11.08</td>
</tr>
<tr>
<td>Gohilwad(Bhavnagar)</td>
<td>4.99</td>
<td>31.1</td>
<td>68.8</td>
<td>9.40</td>
</tr>
</tbody>
</table>
1. INTRODUCTION OF EDUCATION SECTOR

<table>
<thead>
<tr>
<th>Sorath</th>
<th>4.96</th>
<th>31.5</th>
<th>68.5</th>
<th>8.02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kutch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kutch</td>
<td>2.95</td>
<td>20</td>
<td>80</td>
<td>10.23</td>
</tr>
</tbody>
</table>

As per above table, we can say that there were 34.9% male and 14.6% female educated in Gujarat, 26.28% male and 10.46% female educated in Saurashtra while, 24.43% male and 10.23% female educated in Kutch. In 1951, Ahmedabad and Amreli district was the leader in woman education while Banashkatha district was lower district with 2.10% in woman education because most of the people were living in rural area and lack of school infrastructure facilities for woman education.

Table – T6 Literacy Rate Woman per total population in Bhavnagar Region as per data 1961

<table>
<thead>
<tr>
<th>Taluka</th>
<th>Village</th>
<th>Urban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhavnagar</td>
<td>8.57</td>
<td>37.31</td>
<td>45.88</td>
</tr>
<tr>
<td>Ghogha</td>
<td>11.30</td>
<td>17.34</td>
<td>28.64</td>
</tr>
<tr>
<td>Vallabhipur</td>
<td>11.44</td>
<td>24.34</td>
<td>35.78</td>
</tr>
<tr>
<td>Botad</td>
<td>7.09</td>
<td>28.01</td>
<td>35.10</td>
</tr>
<tr>
<td>Gadhda</td>
<td>9.47</td>
<td>28.57</td>
<td>38.04</td>
</tr>
<tr>
<td>Palitana</td>
<td>5.44</td>
<td>30.80</td>
<td>36.24</td>
</tr>
<tr>
<td>Sihor</td>
<td>10.13</td>
<td>35.19</td>
<td>45.72</td>
</tr>
<tr>
<td>Umrala</td>
<td>10.73</td>
<td>29.72</td>
<td>40.05</td>
</tr>
<tr>
<td>Gariyadhar</td>
<td>7.80</td>
<td>20.97</td>
<td>28.77</td>
</tr>
<tr>
<td>Kundla</td>
<td>8.70</td>
<td>27.36</td>
<td>36.06</td>
</tr>
<tr>
<td>Mahuva</td>
<td>4.94</td>
<td>28.97</td>
<td>33.91</td>
</tr>
<tr>
<td>Talaja</td>
<td>6.80</td>
<td>34.83</td>
<td>41.63</td>
</tr>
</tbody>
</table>

As per above table we can say that woman literacy rate was highest with 45.88 % in Bhavnagar Taluka only and less in Ghogha Taluka with 28.34% in urban area while, Vallabhipur was leader in woman literacy rate with 11.44% and less in Mahuva with 4.94% in rural area of Bhavnagar Region.

Woman teacher and professor also play an important role to change the attitude and perception of students for learning. Here, researcher have obtained and collected the data of
1. INTRODUCTION OF EDUCATION SECTOR

working woman in primary, secondary and higher secondary education schools in Gujarat state.

Table – T7 Working woman in primary, secondary and higher secondary education schools in Gujarat state

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Schools</th>
<th>Secondary Schools</th>
<th>Other Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>15399</td>
<td>2239</td>
<td>1595</td>
</tr>
<tr>
<td>1961-62</td>
<td>16393</td>
<td>2562</td>
<td>2307</td>
</tr>
<tr>
<td>1962-63</td>
<td>19122</td>
<td>2874</td>
<td>1643</td>
</tr>
<tr>
<td>1963-64</td>
<td>21491</td>
<td>3230</td>
<td>1274</td>
</tr>
<tr>
<td>1964-65</td>
<td>22233</td>
<td>4058</td>
<td>1251</td>
</tr>
<tr>
<td>1965-66</td>
<td>26910</td>
<td>4454</td>
<td>1432</td>
</tr>
<tr>
<td>1966-67</td>
<td>24963</td>
<td>4317</td>
<td>2597</td>
</tr>
<tr>
<td>1967-68</td>
<td>26058</td>
<td>4432</td>
<td>1690</td>
</tr>
<tr>
<td>1968-69</td>
<td>27094</td>
<td>4738</td>
<td>1579</td>
</tr>
<tr>
<td>1969-70</td>
<td>28077</td>
<td>51110</td>
<td>1667</td>
</tr>
</tbody>
</table>

On the basis of above table, we can say that there were increasing trend of working woman specially no. of teachers in primary, secondary and other schools during 1960-70. During 1960-70, the strength of teachers increased double in primary schools and more than two times in secondary schools.

Here, there are also mentioned the data of woman lecturer in different departments of the university in higher educational level.

Table – T8 Woman Lecturer at Higher Education Level (1960-61)

<table>
<thead>
<tr>
<th>Year</th>
<th>Universities</th>
<th>Research Institutes</th>
<th>Science &amp; Commerce</th>
<th>Professional Courses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>3</td>
<td>5</td>
<td>178</td>
<td>76</td>
<td>262</td>
</tr>
<tr>
<td>1961-62</td>
<td>5</td>
<td>4</td>
<td>252</td>
<td>74</td>
<td>335</td>
</tr>
<tr>
<td>1962-63</td>
<td>9</td>
<td>14</td>
<td>258</td>
<td>108</td>
<td>389</td>
</tr>
<tr>
<td>1963-64</td>
<td>9</td>
<td>7</td>
<td>288</td>
<td>80</td>
<td>384</td>
</tr>
<tr>
<td>1964-65</td>
<td>12</td>
<td>9</td>
<td>232</td>
<td>97</td>
<td>450</td>
</tr>
<tr>
<td>1965-66</td>
<td>12</td>
<td>3</td>
<td>465</td>
<td>74</td>
<td>554</td>
</tr>
<tr>
<td>1966-67</td>
<td>7</td>
<td>3</td>
<td>537</td>
<td>79</td>
<td>626</td>
</tr>
<tr>
<td>1967-68</td>
<td>10</td>
<td>2</td>
<td>570</td>
<td>96</td>
<td>678</td>
</tr>
</tbody>
</table>
1. INTRODUCTION OF EDUCATION SECTOR

| 1968-69 | 10 | 2 | 564 | 100 | 676 |
| 1969-70 | 10 | 13 | 650 | 134 | 807 |

As per above table, we can say that there were increasing trend of no. of woman lecturers in science, commerce, professional and other courses during 1960-61 in Gujarat state. Woman lecturers increased 4 times during these 10 years. Thus, woman also became self-dependent economically. They also started to take interest in education profession.

**Table – T9 Present Situation of Primary Schools and Expenditure of Government of Gujarat**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Schools</td>
<td>462</td>
<td>471</td>
<td>464</td>
<td>464</td>
<td>456</td>
<td>450</td>
<td>456</td>
</tr>
<tr>
<td>Students</td>
<td>15,8,548</td>
<td>15,2,919</td>
<td>15,0,644</td>
<td>16,0,882</td>
<td>16,0,676</td>
<td>15,5,713</td>
<td>14,8,276</td>
</tr>
<tr>
<td>Teachers</td>
<td>4151</td>
<td>3914</td>
<td>3949</td>
<td>4005</td>
<td>3589</td>
<td>3604</td>
<td>4320</td>
</tr>
<tr>
<td>Vidhyasahk</td>
<td>9</td>
<td>167</td>
<td>214</td>
<td>341</td>
<td>295</td>
<td>388</td>
<td>402</td>
</tr>
<tr>
<td>Total Expe. (Rs.Lakh)</td>
<td>15634.46</td>
<td>21676.4</td>
<td>27742.4</td>
<td>29209</td>
<td>30192</td>
<td>35526</td>
<td>18288</td>
</tr>
<tr>
<td>Per Student Expe.</td>
<td>9684</td>
<td>1348.9</td>
<td>18159</td>
<td>18002.2</td>
<td>22634.4</td>
<td>12247</td>
<td></td>
</tr>
</tbody>
</table>

Source – Gujarat Samachar Bhavnagar Avruti dated on 10 January, 2015 Saturday Page no.3.

As per above table, we can say that School Board Committee have approved 639.55 cr. education budget for 2015-16 year. One interesting thing is that committee will spend Rs.22,644 behind per student of primary school but, student does not know to write his/her own name. The no. of Students have been reducing in municipal corporation schools between 2011 to 2014 year while, parents require to use them relation and designation to get admission of them child in private schools. We can conclude on the basis of above data that schools increase, teachers increase, expenditures also increase but students reduce!
1.5. CONTEMPORARY EDUCATION SYSTEM IN INDIA

The present educational system of India is an implantation of British rulers. Wood's Dispatch of 1854 laid the foundation of present system of education in India. Before the advent of British in India, education system was private one. With the introduction of Wood's Dispatch known as Magna Carta of Indian education, the whole scenario changed. The main purpose of it was to prepare Indian Clerks for running local administration. Under it the means of school educations were the vernacular languages while the higher education was granted in English only. British government started giving funds to indigenous schools in need of help and thus slowly some of the schools became government-aided.

Contemplating on the new system which was introduced Mahatma Gandhi expressed his anguish in following words, "I say without fear of my figures being challenged successfully, that today India is more illiterate than it was fifty or a hundred years ago, and so is Burma, because the British administrators, when they came to India, instead of taking hold of things as they were, began to root them out. They scratched the soil and began to look at the root, and left the root like that, and the beautiful tree perished. The village schools were not good enough for the British administrator, so he came out with his program. Every school must have so much paraphernalia, building, and so forth. Well, there were no such schools at all. There are statistics left by a British administrator which show that, in places where they have carried out a survey, ancient schools have gone by the board, because there was no recognition for these schools, and the schools established after the European pattern were too expensive for the people, and therefore they could not possibly overtake the thing. I defy anybody to fulfill a program of compulsory primary education of these masses inside of a century. This very poor country of mine is ill able to sustain such an expensive method of education. Our state would revive the old village with a school both boys and girls."

Stages of present education system in India

1. **Pre-Primary** - It consists of children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.

2. **Primary** - It includes the age group of children of 6-11 years studying in classes from first to fifth.

3. **Middle** - It consists of children studying in classes from sixth to eighth.

4. **Secondary** - it includes students studying in classes ninth and tenth.

5. **Higher Secondary** - Includes students studying in eleventh and twelfth classes.
6. **Undergraduate** - Here, a student goes through higher education, which is completed in college. This course may vary according to the subject pursued by the student. For medical student this stage is of four and a half years plus one year of compulsory internship, while a simple graduate degree can be attained in three years.

7. **Postgraduate** - After completing graduation a student may opt for post graduation to further add to his qualifications. With 700 universities and more than 350000 affiliated colleges enrolling more than 20 million students, Indian higher education is a large and complex system. The structure of degree and master degree granting institutions is cumbersome primarily due to affiliation and funding sources. 12% of students are enrolled in post graduation and 86% of students are enrolled in graduate programmes with B.A., B.COM and B.SC etc. One sixth of all Indian students are enrolled in Engineering and Technology degrees.

### Table – T10 Higher Education Institutions (Universities and Colleges) in India

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Universities (Public)</td>
<td>44</td>
</tr>
<tr>
<td>State Universities (Public)</td>
<td>306</td>
</tr>
<tr>
<td>State Universities (Private)</td>
<td>154</td>
</tr>
<tr>
<td>Deemed Universities (Public or Private)</td>
<td>129</td>
</tr>
<tr>
<td>Institution of National Importance (Public)</td>
<td>67</td>
</tr>
<tr>
<td>Total degree granting institutions</td>
<td>700</td>
</tr>
<tr>
<td>Affiliated colleges (Public or Private)</td>
<td>35,539</td>
</tr>
</tbody>
</table>

Source – UGC -2014 data

### Table – T11 Education level wise enrollment of Indian Students

<table>
<thead>
<tr>
<th>Level</th>
<th>Number (`000)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>17,456</td>
<td>86</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>2492</td>
<td>12</td>
</tr>
<tr>
<td>Research or Ph.D.</td>
<td>161</td>
<td>1</td>
</tr>
<tr>
<td>Diploma</td>
<td>218</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20,327</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source – UGC-2014 data
1. INTRODUCTION OF EDUCATION SECTOR

### Table – T12 Field wise enrollment of Indian Students

<table>
<thead>
<tr>
<th>Field</th>
<th>Number (`000)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>7539</td>
<td>37</td>
</tr>
<tr>
<td>Science</td>
<td>3790</td>
<td>19</td>
</tr>
<tr>
<td>Commerce &amp; Management</td>
<td>3571</td>
<td>18</td>
</tr>
<tr>
<td>Engineering &amp; Technology</td>
<td>3292</td>
<td>16</td>
</tr>
<tr>
<td>Education</td>
<td>733</td>
<td>4</td>
</tr>
<tr>
<td>Medicine</td>
<td>716</td>
<td>4</td>
</tr>
<tr>
<td>Law</td>
<td>373</td>
<td>2</td>
</tr>
<tr>
<td>Others</td>
<td>218</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture</td>
<td>97</td>
<td>0</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20327</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source – UGC -2014 data

As per both above tables, we can say that 37% students are being enrolled in Arts field. Arts is leading branch of Indian education sector while, less than 0% students are being enrolled in Agriculture and veterinary science and less than 1% enrollment of students in diploma and research field in India.

**Education Governing Bodies**

1. **The Central Board of Secondary Education (CBSE)**: This is the main governing body of education system in India. It has control over the central education system. It conducts exam and looks after the functioning of schools accredited to central education system.

2. **The Council of Indian School Certificate Examination (CISCE)**: It is a board for Anglo Indian Studies in India. It conducts two examinations 'Indian Certificate of Secondary Education' and 'Indian School Certificate'. Indian Certificate of secondary education is a k-10 examination for those Indian students who have just completed class 10th and Indian school certificate is a k-12 public examination conducted for those studying in class 12th.

3. **The State Government Boards**: Apart from CBSE and CISCE each state in India has its own State Board of education, which looks after the educational issues.

4. **The National Open School**: It is also known as National Institute of Open Schooling. It was established by the Government of India in 1989. It is a ray of hope for those students who cannot attend formal schools.
1. **INTRODUCTION OF EDUCATION SECTOR**

5. **The International School**: It controls the schools, which are accredited to curriculum of international standard.

6. **University Grant Commission** – It is statutory government body and it was being passed UGC Act by Parliament in 1956. It acts to develop university education, coordination and to improve the quality of education in India.

**UGC Activities**

1. To inspect economic necessities of universities
2. To decide grant of central and state level universities
3. To recommend improvement and effective implementation at higher education level.
4. To suggest universities for getting grant in special purpose.
5. To provide advice any times to state, central and university higher education Level
6. To collect the information of higher education from other nations.
7. To demand economic, educational or other information from any university of the country.
8. To take necessary steps for development of higher education.

**Union Budget – 2014-15**


**Budget Highlights**

Jaitleyji has more focused on recreation, health, medical and infrastructure rather than education. Here, there are given some major parameters of Union Budget-2014-15.

1. Rs.100 crore for Beti Bachao – Beti Padhao Yojana.
2. 4 new AIIMS to be set up in Andhra-Pradesh, Uttarpradesh, West Bengal and Maharashtra.
3. Rs.28000 crore for sanitation in all primary schools.
4. 12 more government medical colleges to be set up.
5. 5 new IIITs and IIMs to be set up.
6. Rs.3600 crore for rural drinking water programme
7. Rs.8000 crore for rural housing scheme.
8. Rs.100 crore to be spent on upgrading madarasa.
Summary of 12\textsuperscript{th} Five Year Plan (2012-17)

It covers the following parameters specially for education.

1. Systematic change
   - To recognize our education institution at international level encouraging a move towards four year undergraduate programme including research experience, encourage faculty-student exchange programme across the nation and international level also.

2. Teaching & Research faculty
   - To provide scholarship specially enable Ph.D. students to spend time at foreign institutions, organize international faculty development programme to enable Indian faculty 3-6 months in best foreign institutions in the world, establish 50 teaching and learning centers to promote research activity, involve industry to design education curriculum.

3. Research & Innovation
   - To increase or double investment behind innovation and research, establish 20 new innovation and research universities and 70 centre of excellence, technology transfer and entrepreneurship transfer, provide network for partnerships of national and international universities etc.

4. Expansion
   - Public-Private partnership in education, online materials and focus on distance education, encourage international students to study in India and curriculum based on occupational standards.

5. Equity
   - Scholarship in Indian languages and introduce schemes for underprivileged and underrepresented students.

6. Governance
   - Great diversity in university governing bodies, establish academic leadership for higher education programme, greater autonomy to state for universities in funding and sustainable fees structure.
1. INTRODUCTION OF EDUCATION SECTOR

1.6. CENTRAL AND STATE GOVERNMENT EDUCATIONAL PROGRAMMES

Education does not mean to learn and to write only but it helps to expand understanding level among the people. One motto of education is to raise awareness and to change cohesiveness about the same situation. Our government is also trying to increase education level by implementing various educational programmes. It can be classified into two categories.

(I) Central Government Educational Programmes

(II) State Government Educational Programmes

(I) Central Government Educational Programmes

Every year, our central government announce and continuous different kinds of programmes around the nation. Here, there are some major highlights of these different educational programmes such as

1. **Elementary Education** - According to the Constitution of India, elementary education is a fundamental right of children in the age group of 6-14 years. India has about 688,000 primary schools and 110,000 secondary schools. According to statistics two third of school going age children of India are enrolled in schools but the figures are deceptive as many don't attend schools regularly. At least half of all students from rural area drop out before completing school. The government has rolled out many plans to increase the percentage of elementary education. The plans such as 'Sarva Siksha Abhiyan (SSA), District Primary Education Program (DPEP), Operation Blackboard, Mid Day Meal have been successful to great extent.

2. **Sarva Siksha Abhiyan (SSA)** - The main goal of this program is that all children of 6-11 years of age should complete primary education by the year 2007 and all children of 6-14 years of age should complete eight years of schooling by 2010. This plan covers the whole country with special emphasis on girl education and education of Schedule Caste (SC) and Schedule Tribe (ST) children and children with special needs. The SSA centers are mainly opened in those areas, which do not have any school or where schools are very far off. Special girl oriented programs include Girl education at elementary level, National Program for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV), Mahila Samakhya Scheme.
3. **District Primary Education Program** - This program was launched in 1994 with the objective of universalization of primary education. Its main features are Universal Access, Universal Retention and Universal Achievement. It aims that the primary education should be accessible to each and every child of school going age, once a child is enrolled in school he/she should be retained there. The final step is achievement of the goal of education. The main components of this program are:

- Construction of classrooms and new schools
- Opening of non-formal schooling centers
- Setting up early childhood education centers.
- Appointment of teachers.
- Providing education to disabled children.

The program has been successful to the large extent as 1,60,000 schools and 84,000 alternative schools have been opened under this program. And work is going on for the construction of new buildings of 52,758 schools. 4,20,203 disabled students have been successfully enrolled into the schools.

4. **Operation Blackboard** - It was started in 1987-88. The aim of this program is to improve human and physical resource availability in primary schools of India. According to this program every primary school should have at least two rooms, two teachers and essential teaching aids like blackboard, chalk, duster etc.

5. **National Bal Bhavan** - The National Bal Bhavan was opened with the aim of developing overall personalities of children of all strata of society irrespective of their caste, creed, religion and gender. It supplements school education by helping children to learn in play way and natural environment. Other important endeavors taken up by Indian government for the development of education in India includes: Navodaya Vidyalaya Samiti, Kendriya Vidyalaya Sangathan, Integrated Education for disabled children and National Council of Educational Research and Training.

6. **Secondary Education** - The enrollment at secondary school throughout the country was close to 28 million in 1998-99. Efforts are being made to increase this figure through the implementation of proposed new educational strategies. Education system in India is making fast progress. The data of students' enrollment at primary and secondary level of school education testifies to it.
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Table – T13 Enrollment of students in Primary & Middle School

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary (Lakh person)</th>
<th>Middle (Lakh person)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-51</td>
<td>192</td>
<td>31</td>
</tr>
<tr>
<td>60-61</td>
<td>350</td>
<td>67</td>
</tr>
<tr>
<td>68-69</td>
<td>544</td>
<td>125</td>
</tr>
<tr>
<td>79-80</td>
<td>716</td>
<td>193</td>
</tr>
<tr>
<td>89-90</td>
<td>973</td>
<td>322</td>
</tr>
<tr>
<td>99-2000</td>
<td>1136</td>
<td>421</td>
</tr>
<tr>
<td>2000-01</td>
<td>926</td>
<td>342</td>
</tr>
<tr>
<td>2-Jan</td>
<td>1098</td>
<td>426</td>
</tr>
<tr>
<td>3-Feb</td>
<td>1184</td>
<td>457</td>
</tr>
<tr>
<td>4-Mar</td>
<td>1224</td>
<td>468</td>
</tr>
</tbody>
</table>

7. University Education - This massive system of higher education in India constitutes of 342 universities (211 State, 18 Central, 95 deemed universities) 13 institutes of national importance, 17,000 colleges and 887 polytechnics. University Grant Commission (UGC), a national body, coordinates and looks after the maintenance of standard of university education in India. The university education in India starts with undergraduate courses. Depending upon the nature of course pursued its duration may vary from three to five and a half years.

7. Academic Degree Course - This undergraduate course in India is of three years' duration. After completing this course student get a Bachelor's degree in the subject studied such as Bachelor of Arts, Bachelor of Commerce or Bachelor of Science.

8. Professional Course – There are large numbers of professional courses at the undergraduate level. Student may opt for any of it depending upon their interest and condition of eligibility.

9. Medical Courses - This course at undergraduate level is known as MBBS (Bachelor of Medicine Bachelor of Surgery). It is of four and a half year's duration plus one year of obligatory internship. Various medical colleges conduct entrance examination for admission to this course. An all India level examination is also conducted by CBSE for admission to colleges all over India based over 15% reserved seats. The important medical colleges of India are:
1. INTRODUCTION OF EDUCATION SECTOR

a) All India Institute of Medical Science (AIIMS), New Delhi  
b) Air Force Medical College (AFMC), Pune  
c) Christian Medical College (CMC), Ludhiana  
d) Christian Medical College (CMC), Vellore  
e) Grants Medical College, Mumbai  
f) Institute of Medical Science (BHU), Varanasi  
g) Jawaharlal Institute of Post Graduate Medical Education and Research (JIPMER), Pondicherry  
h) Maulan Azad Medical College (MAMC), Delhi  
i) Lady Harding Medical College (LHMC), Delhi (for girls only)  
j) Mahatma Gandhi Institute of Medical Science, Wardha  

10. Engineering Course - The bachelor of Engineering (BE) or bachelor of Technology (B Tech) is a four-year course. It has wide range of options. Some of them are:  
   a) Aeronautical and Aerospace engineering  
   b) Agriculture engineering  
   c) Computer engineering  
   d) Electronic and electrical engineering  
   e) Industrial engineering  
   f) Marine engineering  
   g) Mining engineering  

One of the leading engineering colleges of India are:  
   a) Delhi college of Engineering, Delhi  
   b) Indian Institute of Technology, Delhi  
   c) Indian Institute of Technology, KANPUR  
   d) Indian Institute of Technology, Kharagpur  
   e) Indian Institute of Technology, Mumbai  
   f) Indian Institute of Technology, Chennai  
   g) Indian Institute of Technology, Roorkee  
   h) Institute of Technology, BHU  
   i) NIT Karnataka, Surathkal  
   j) National Institute of Technology, Warangal
1. INTRODUCTION OF EDUCATION SECTOR

10. Management Course - In India education in management is one of the most sort out courses. The institutes, which impart education in management, are known as "Business Schools". In India management education is given at two levels, undergraduate and post-graduate. Undergraduate degree courses include BBA, BBS, BBM. Postgraduate degree course is known as MBA (Masters of Business Administration). Some of the important Business schools of India are:
   a) Indian Institute of Management, Ahmedabad
   b) Indian Institute of Management, Bangalore
   c) Indian Institute of Management, Kolkata
   d) Indian Institute of Management, Lucknow
   e) Indian Institute of Management, Indore
   f) Faculty of Management Studies, Delhi
   g) Indian Institute of Foreign Trade, Delhi
   h) Symbiosis, Pune
   i) JBIMS, Mumbai
   j) XLRI, Jamshedpur

   The other professional courses offered by Indian universities include Architecture, Dental, Fashion Designing, Travel and Tourism.

11. Distance Education in India - Indian Education system offers distance education to those who cannot join regular schools or colleges. National Institute of Open Schooling offers school education through distance learning.

   University Education is also offered through distance learning. Many college courses like in arts (history, economics, literature, Islamic studies), commerce (finance, banking, accounting) are offered by Indian universities. Apart from these, professional courses in management, mass media, para medical, engineering, law, travel and tourism are also part of distance education in India.

(II) State level educational Programmes

   Our past Chief Minister and present Prime Minister Narendrabhai Modi has taken initiative decision by executing various kinds of educational and women programmes such as

   (1) Vidhya Sadhana / Sarasvati Sadhana Yojana – State government provide Rs.2000 to purchase bicycle for girl to go to school and her family involve below poverty line. One of the purpose of this yojana is to increase literacy rate of girls to go to school. So, less educated and social backward class family girls can go to school.
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(2) Girl / Dikari Yojana – Under this yojana, If husband and wife have one or two girl child and also adopt family planning programme, so they can be liable 10 year social security saving document as incentive and Rs.6000 for one girl child and Rs.5000 for two girls child from state government.

(3) Samras Gram Yojana – Under this yojana, woman village becomes Samras in 5000 population then, village can get Rs.3,00000 for first year, Rs.3,75000 for second year, Rs.4,68,750 for third year from the state government. Up to March 2013, 10,980 gram pachayats become Samras.

(4) Kuvarbai Mamaru Yojana – State government will provide Rs.10,000 as assistance at the time of marriage of girl whose annual family income below Rs.27,000 for village area and Rs.36,000 for urban area specially backward class people.

(5) Kishorishakti Yojana – Woman and Child development department of state literates and trains to 11-18 age groups of Kishori and living below poverty line through Anganwadi Centre.

(6) Ghardivada Yojana – Women are living below poverty line in village or urban area. They can get self-employment by developing them business and liable to get Rs.50,000 loan through nationalize banks as per recommendation of state government.

(7) Independent Widow Re-establishment economic assistance Yojana – Widow has child but his age below 21. She must be liable to get Rs.500 monthly basis and If widow has two children below 21 age, She must be liable to get Rs.80 as economic assistance through post account. State government also provide loan to widow and insurance benefit.

(8) Mata Yashoda Bhavishya Nidhi – If Anganwadi woman dies during working hours, she must be liable to get insurance amount Rs.50,000 with 8% interest rate under this yojana.

(9) Chiranjivi Yojana – This yojana had been established by state family and health development department in 2005. Pregnant woman below living poverty line should be liable medical treatment in free of cost and Rs.200 as travelling expenditure to go to hospital.
1. INTRODUCTION OF EDUCATION SECTOR

1.7. NATIONAL LEVEL EDUCATION POLICY IN INDIA

Each country may have their own education policy across the different nation. It depends upon their own culture and traditions. The national policy of education is formulated by central government in India. The policy covers elementary education to colleges in both rural and urban India. The first NEP was promulgated in 1968 by the government of Prime Minister Indira Gandhi and the second by Prime Minister Rajiv Gandhi in 1986. It emphasizes four aspects in relation to elementary education:

1) Universal access and enrolment,
2) universal retention of children up to 14 years of age, and
3) A substantial improvement in the quality of education to enable all children to achieve.
4) Revival of Sanskrit and other classical languages for contemporary use

History of National Education Policy before and after independence of India

On the basis government document, there were being arranged certain programmes before independence of India. Here, there are mentioned below programmes

(1) Wood’s Kharidto (1854) – We must include girl schools in grant-in-aid schools. We must also motivate activities of woman development.

(2) Education Committee – Every year, we are establishing and abolishing different education committee in India such as

I Durgabai Dashmukh Committee (1858-59) – It suggested to the government for granting special fund for woman education like adult age woman education, woman training institutes, Kanya Chatralaya etc in five year plan and expected more disbursement of money in third five year plan. State government also established State Counseling for Girls Education and started to give appointment at Deputy Joint Directors position to woman in government education department. This committee also instructed to provide professional education to woman.

II Hunter Education Committee (1882-83) – It decided to support economically for woman education, different courses for woman, to establish different training institutes and to manage woman supervisor and woman teacher.

III Kolkata University Commission (1917-19) – It had initiated 15-16 age group girls education and come from Hindu and Muslim community. Board of women education should be established in Kolkata University and so syllabus might be designed as per convenience of woman and woman teacher might be possible.
1. INTRODUCTION OF EDUCATION SECTOR

IV Hatoda Committee (1929) – It formulated certain policies such as don’t avoid woman education, importance of woman education for future child and increase literacy level among woman.

V Wood Abort Committee (1936-37) – To appoint female teachers in primary section of education.

VI Dr. Zakir Hussain Committee (1937) – It suggested Bunyiadi Primary Education must be seven years and also free and compulsory between age 6 to 14.

VII Hansa Mehta Committee (1962) – This committee had given the following recommendation to the government such as
1. Women should be equally liable to get benefit like men.
2. It is necessary to reduce education difference between male and female as fast as possible.
3. It should be removed belief like less physically and wit capability of woman to compare with man.
4. Women should choose convenient syllabus.
5. Welcome supportive education at Pre-primary level.
6. To remove education difference between boys and girls at primary level.
7. To keep separate institute at secondary and college level.
8. To appoint female lecturer in all education institutes
9. It must be compulsory appointment of male and female teachers in each secondary schools.
10. Home science and Arts subjects involve specially for girls.
11. One to three years educational programmes include in each profession.
12. Focus on development of woman education in village area.
13. To improve weakness and shortage of home science teachers and adequate availability of home science books.
14. To provide sex education at middle school and secondary level and train teachers these education.
15. To put specially Mathematics and Science subject at secondary level.
16. Girls games, history of great women and woman festivals should be included in each books of language and sociology.
17. To provide business guidance and sufficient facilities for business development at university level.
1. INTRODUCTION OF EDUCATION SECTOR

18. Business education should be provided to both boys and girls at secondary and higher secondary level.
19. To make arrangement of part time job for married women.
20. It is the responsibility to train teachers and lecturers of university and state government.

VIII Bhaktavatsalam Committee (1963) - It involved below certain recommendations such as

1. To establish Mahila Mandal and to obtain economic and administrative people support for solving women problems at district level.
2. To give business education to adult age woman.
3. To provide house / accommodation employed woman at village level.
4. Recommended compulsory education rules to the government.
5. To publish pamphlets, radio discussion and films for woman education.

Since the nation's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abdul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system.

The Union government established the University Education Commission (1948–1949) and the Secondary Education Commission (1952–1953) to develop proposals to modernise India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institute of Technology. In 1961, the Union government formed the National Council of Education Research and Training (NCERT) as an autonomous organization that would advise both the Union and state governments on formulating and implementing education policies. The year wise new national education policies of India are as follows


   ➢ It emphasized on the report and recommendations of the Education Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalise educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and the better training and qualification of teachers. The policy called for focus on learning of regional
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languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi, the national language. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income.


- Having announced that a new policy was in development in January, 1985, the government of Prime Minister Rajiv Gandhi introduced a new National Policy on Education in May, 1986. The new policy called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services.

  The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.


- The 1986 National Policy on Education was modified in 1992 by the P.V.Narshima Rao government. In 2005, Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations
1. INTRODUCTION OF EDUCATION SECTOR

(SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.


- The National Programme for Education of Girls at Elementary Level (NPEGEL), is a focused intervention of Government of India, to reach the “Hardest to Reach” girls, especially those not in school. Launched in July 2003, it is an important component of SSA, which provides additional support for enhancing girl’s education over and above the investments for girl’s education through normal SSA interventions. The programme provides for development of a “model school” in every cluster with more intense community mobilization and supervision of girls enrolment in schools.

  Gender sensitization of teachers, development of gender-sensitive learning materials, and provision of need-based incentives like escorts, stationery, workbooks and uniforms are some of the endeavours under the programme.

  The scheme is being implemented in educationally backward blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average; in blocks of districts which are not covered under EBBs but are having at least 5% SC/ST population and where SC/ST female literacy is below 10%; and also in select urban slums. About 3272 educationally backward blocks are covered under the Scheme in the 24 States of Assam, Haveli Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Gujarat, Jharkhand, Haryana, Himachal Pradesh, Karnataka, Jammu & Kashmir, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand Meghalaya, West Bengal and one UT of Dadra & Nagar Haveli.

  Under NPEGEL, around 40,187 Model cluster schools have been opened, 38,626 ECCE centres are being supported, 38,409 additional classrooms have been constructed, and 2,11,215 teachers have been given training on gender sensitisation, remedial teaching to 11,44,370 girls, bridge course covering 89,462 girls, including additional incentives like uniforms etc. to about 16073048 girls (upto 31st January, 2009). An outlay of Rs.578.18 crore was approved under NPEGEL for 2008-09.
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Amendment in NPEGEL Guidelines

The Executive Committee of the National Mission of SSA has on 23rd July, 2007 approved amendment of the guidelines for the implementation of NPEGEL to provide for block focused projects for girls at risk/difficult circumstances under the NPEGEL programme with clearly defined outcomes subject to the following conditions:

a) Focus of interventions should be on retention of girls and improvement in the quality of learning. Detailed action plans for the target group of girls and the specific strategies to be adopted in the block are spelt out, with defined and measurable outcomes. SSA Annual Work Plans of districts to reflect NPEGEL block specific projects, accordingly.

b) All strategies and interventions must target both `in’ and `out’ of school girls within the block.

c) Funds for block would be the sum total of the sub-components admissible under the NPEGEL scheme per cluster.

d) The amount of Rs. 200000 admissible for an additional room to a model cluster school be deleted from the scheme, as SSA already provides for such infrastructure. Instead the funds should be used for other approved activities and included in (iii) above.

5. Right to Information or Sarva Shiksha Abhiyan (2009)

- Right of Children to Free and Compulsory Education (RTE) Act 2009 marks a historic moment for the children of India. For the first time in India’s history, children will be guaranteed their right to quality elementary education by the state with the help of families and community’s few countries in the world have such a national provision to ensure child-centered, child-friendly education to help all children develop to their fullest potential. There were an estimated eight million six to 14-year-olds in India out-of-school in 2009. The world cannot reach its goal to have every child complete primary school by 2015 without India. India’s education system over the past few decades has made significant progress.

According to India’s Education For All Mid Decade Assessment, in just five years between 2000 and 2005, India increased primary school enrolment overall by 13.7 per cent and by 19.8 per cent for girls, reaching close to universal enrolment in Grade 1. Even with these commendable efforts, one in four children left school before reaching Grade 5 and almost half before reaching Grade 8 in 2005. Learning assessments show the children
1. INTRODUCTION OF EDUCATION SECTOR

who do remain in school are not learning the basics of literacy and numeric or the additional skills necessary for their overall development.

6. Inclusive Education of the Disabled at Secondary stage (2009-10)

➢ The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and would provide assistance for the inclusive education of the disabled children in classes IX-XII

Aims

To enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling in an inclusive and enabling environment.

Objectives

The scheme covers all children studying at secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the class IX to XII, namely blindness, low vision, leprosy cured, hearing impairment, loco motor disabilities, mental retardation, mental illness, autism and cerebral palsy, and may eventually cover speech impairment, learning disabilities, etc. Girls with disabilities receive special focus to help them gain access to secondary schools, as also to information and guidance for their developing potential. Setting up of Model inclusive schools in every State is envisaged.

Components

Assistance is admissible for two major components

a) Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance, stipend for girls, support services, assistive devices, boarding the lodging facility, therapeutic services, teaching learning materials, etc.

b) Other components include appointment of special education teachers, allowances for general teachers for teaching such children, teacher training, orientation of school administrators, establishment of resource room, providing barrier free environment, etc.

7. Sakshar Bharat (2009)

➢ Sakshar Bharat is a government of India initiative launched by Prime Minister, Dr. Manmohan Singh to create a literate society through a variety of teaching learning programmes for non-literate and neo-literate of 15 years and above. It was launched on 8
1. INTRODUCTION OF EDUCATION SECTOR

September 2009. It aims to recast India's National Literacy Mission to focus on literacy of women, which is expected to increase the literate population by 70 million adults, including 60 million women.
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1.8. ROLE OF CENTRAL AND STATE GOVERNMENT FOR PROMOTING EDUCATION IN INDIA

India is the Democratic country but, government is different at the state and central level in India. Education is a state subject according to the constitution, but controversy sometimes arises regarding the exact nature of control and functions of the centre and the state. The control held by the central government is very limited. It cannot enforced all its decisions upon the state Governments. It recommended Basic Education as the national of elementary education, higher secondary as the suitable pattern at the adolescent level, and higher pay scales for teachers.

Some decisions have been accepted and some schemes implemented, but the motivating factor has been the lure of grants provided, or the party discipline as the same political party governs at the central and the state level.

But lure of grants is not the solid and reliable affair. Nor is the party discipline permanent affair. One rule may change anytime, and coalition government by the opposition party (as in some states) may have to be formed. Hence constitutional provision for more control, vigilance and guidance is needed. One of the propositions put forth in that education should be put on the current list. The Indian Education Commission, however, feels that there is enough of scope in the present provision for enforcing central decision. The IEC had made the following recommendations regarding the role of the centre and, the states:

(1) Role of the Central Government

The role of the central government is very crucial for education in multi-cultural states such as

a) Existing provisions of the constitution should be exploited for the development of education and evolution of a national educational policy. Central leadership for the states is essential for a vast country like India.

b) Indian Educational service should be instituted, with a suitable method of recruitment of high quality teachers, administrators, planners and research workers. 5% IES officers may be posted in their own states.

c) The CAB and Ministry of Education should be strengthened.

d) NCERT should be developed as the principal technical agency for the improvement of school education with its numerous wings and departments.
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e) National staff of Educational Administrators should be established to provide in service education for senior officers in the Education Services, IES and Slate Education Service. Besides conducting short and long courses, it should have a research wing.

(2) Role of the State Government

a) A statutory council of education should be created at the state level with the state Minister for Education as the chairman.
b) A standing committee at the officers level including state level officers in charge of different sectors of education should meet frequently.
c) The Education secretary, like Educational Advisor to the Government of India, should be an educationist rather than an administrative officer.
d) State Educational Service should have adequate number of class I and II posts. All D.E.O’s should be to IES, and secretaries of District School Board to SES, class I. The scales of pay of the departmental stall should be correlated with UGC scales of pay for university teachers.
e) In service educational programmes for non-gazette staff on the administrative and Inspectional side should be organized.
f) Fewer officers should be at the high level and a larger at a lower level with adequate scales of pay.
g) Every three or five years, periodical review of important administrative practices should be held.
h) Two-third of available resources should be devoted to school education and only one-third to higher education.

Summary of Gujarat Education Budget – 2015-16

1. Gujarat education department decided to spend Rs.22787.79 under plan and non-plan.
2. To give priority to Gunotsav, kanya kalavani Rathyatra and Shala Pravetosav programmes for maintain quality education at primary level.
3. To disburse Rs.113 cr. grant to increase Blind people education class
4. Government also announced to provide Rs.10000 scholarship to get admission in private primary school for poor children and in addition to certain facilities such as uniform, shoes, schoolbag etc to 43000 children.
5. Starting 20 smart schools with Rs.6 cr.
6. To give bicycle for 9th standard pupils, modernization of 500 big primary school’s kitchen, Rs.50000 assistance to UPSC pass candidates for training, Rs.750 scholarship to standard 6 to 10 girl’s pupils.
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7. Government will also grant Rs.824.92 cr. under Sarva Shiksha Abhiyan for repairing and developing infrastructure of government schools.

8. To grant Rs.966.10 cr. under Madhyan Bhojan Yojana cover 35257 primary schools.
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1.9. HISTORICAL AND CONTEMPORARY EDUCATION

BACKGROUND OF GUJARAT

Gujarat is well-known state for their peace and business in the world. Gujarat is a state situated in the Western part of India and shares its northwestern boundary with Pakistan. Rajasthan, Madhya Pradesh and Maharashtra are the neighboring states of Gujarat. Gandhinagar is the capital city of the state and Ahmedabad is its largest city and the main commercial hub of the region. Gujarat houses a wide variety of industries and is considered one among the best industrialized states of the nation. Gujarat is also home to some of the prestigious educational institutes of the nation like IIM-I, Ahmedabad.

Gujarat Government plays a vital role to provide the quality education at the city, district and village level in the state. The education department of the state pays special attention to the improvement of elementary education in Gujarat. The state government has also launched the district primary education program for making primary education compulsory and free for all students up to a certain age limit. It has also taken up several measures for checking the rate of dropout at schools in Gujarat. The same uniform structure of 10+2 education is followed in the schools of Gujarat.

Gujarat Secondary and Higher Secondary Education Board

The Gujarat Secondary & Higher Secondary Education Board (GSHSEB) was constituted in 1972, following the enactment of the Gujarat Secondary Education Act 1972. Its Chairman and Deputy Chairman are appointed by the State Government. It has 16 Ex-Officio Members, and 44 other members drawn from academic organizations, legislative bodies and civil society. Various Committees with specific responsibilities function under the Board. Such as: Executive Committee, Examination Committee, Finance Committee, Education Committee, Magazine Advisory Committee. The major obligations and functions of GSHSB are as follows

Obligations

a) Preparing the curriculum & syllabus
b) Registering new Secondary schools and monitoring their performance on a continual basis
c) Providing developmental guidance
d) Organising training for teachers and principals
e) Facilitating educational research
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f) Framing the Rules & Regulations for school management and ensuring their effective implementation

g) Devising ideal, credible examination and evaluation systems, and their periodical improvement

h) Identifying and encouraging exceptional students through awards and scholarships

i) Infusing futuristic thinking into the State's academic vision, and initiating specific follow-up measures (for instance, to integrate Gujarat's students with the Information Technology-enabled global village, the Board has introduced Computer Studies among regular curriculum.

Functions

It can be classified in to three categories

1) **Academic** – It prepares the curriculum & syllabus for secondary schools, recommending Text Books for Government approval, registering new Secondary Schools, maintaining a periodically updated register of secondary schools of the State, conducting inspection & supervision of secondary schools in the State, prescribing school timings, vacations, internal examinations & promotion rules, holidays, etc., advising the State Government on academic matters.

2) **Examinations** – It conducts the main and supplementary public examinations every year in March and October, for SSC (Standard 10) and HSC (Standard 12). The SSC examination is conducted in 335 centers, for more than 7 lakh students. 101 subjects are covered, and question papers are set in six different languages Gujarati, Hindi, English, Marathi, Sindhi & Tamil. The HSC examination is conducted in 158 centers, for more than 200000 students. 168 subjects are covered, and question papers are set in three languages Gujarati, Hindi & English. The Board also holds a Talent Search for students of Std VIII & IX in five major subjects every year, for nearly 35,000 students.

3) **Research & Development** - The R&D division of the Board takes up research projects, and publishes research papers. It conducts training courses for inspecting officers and teachers and other functionaries in of Secondary Education. It publishes a monthly magazine named 'Madhyamik Shikshan & Parikshan', containing articles on various issues related to Secondary Education. This magazine is circulated among all the Schools in the State free of cost. It also conducts Academic Panel inspections, to bring up the quality of schools identified as low-performing
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Commissionerate of Schools, Gandhinagar

Commissionerate of Schools is a Head office under administrative control of Education Department of State Government. The function of this office is to look after the Development and Management of Secondary and Higher Secondary Education.

This office has been assigned responsibility to control all District Education Offices, to provide grants to the Government and Grant in Aid Secondary and Higher Secondary schools including special institutes, conducting inspections and monitoring of the schools.

Commissionerate of Schools is an ISO 9001:2008 certified organization with aim of universalization of Secondary and Higher Secondary Education for all the students with quality education without discrimination, transparent administration to the teachers and parents, continuous development of Education with High Gross Enrolment ratio and less dropout rate. This office provides good environment to the employee and officers also.

Commissionerate of Schools implements important Secondary and Higher Secondary Educational Schemes i.e. Vidhyalaxmi Bond for Girls, Karma yogi Training for teachers, Vidhyadeep, Computer Aided Learning, Scholarship for brilliant and scholar students and Special Grants provision for development of Secondary and Higher Secondary Schools of the tribal area.

Commissionerate of Schools is imparting other educational activities as per following

1. Computer Aided Learning
2. Music and Fine Arts Institutes
3. Development of Sanskrit language
4. Balbhavan and Special Institute
5. Sainik School
6. Physical Education
7. Vocational Education
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**Indian Institute of Teacher Education (IITE)**

Indian Institute of Teacher Education epitomizes the extension of the knowledge tradition embedded in the rich intellectual and cultural heritage of India. IITE has been envisioned to introduce and initiate future teachers into the process of transformation into evolved beings who can lead and guide the children of tomorrow towards the knowledge century in the true sense.

With holistic training components, value-education and skill-orientation as the mainstay of the teacher education, IITE has a vision of empowering the nation and the world with teachers who can take the onus of shaping the next generation of students with a sense of responsibility for the nation and an orientation for internationalism. The Indian Institute of Teacher Education Act was passed in March 2010. IITE offers a four-year integrated course on Teacher Education.

**Vision**

To create teachers of tomorrow with the transformative knowledge of Indian tradition and usher in a new era of teacher education, focusing upon the integral development of teachers.

**Mission**

To provide integrated courses in teacher education, marked and defined by value-education, global outlook, and interdisciplinarity.

**Objectives**

1) To evolve and implement a new program of teachers' education that would provide education and training to prospective teachers that aim at development of new integral development of teachers.

2) To train prospective teachers based on globally benchmarked curriculum with ideas gleaned from the fusion of the intellectual traditions of India and the west.

3) To equip teachers with the competencies requisite for dealing with the 21st century issues of the choices and challenges of students.

4) To impart teacher training which enables the prospective teachers to see the obtaining world in the new light of universal human values.

5) To promote the indigenous tradition of teacher-student relationship (Guru-Shishya parampara) in various fields of humanities, arts, crafts, sciences, technologies and yoga (psychological and physical education).
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6) To publish and disseminate results of advanced research relating to teachers' education for purposes of advancement of capacities to teach and learn among professional teachers as also among parents, social educators and social workers.

7) To promote national and international cooperation in teachers' education as also in the development of teaching-learning material through online programs, documentaries, musical and dramatic programs and films.

8) To undertake, conduct and promote any program that will enhance the highest aims of pedagogy and synthesis of knowledge-systems and internationalism.

9) To foster in the University highest purposes of education of the body, life and mind as also of the human spirit in its integrity.

10) To introduce and nurture innovations in the education system so as to reflect India's spiritual knowledge, robust intellectuality and inexhaustible creativity.

Gujarat Council of Educational Research and Training (GCERT)

Gujarat Council of Educational Research and Training (GCERT) is a pivotal institution at the state level for the enhancement of qualitative education at primary and secondary schools. It was "State Institute of Education" before 1988. It was later upgraded as a SCERT in 1988, under the resolution of State Education Department. The upgraded SCERT now named as Gujarat Council of Educational Research and Training (GCERT) is a fully structured State level academic institution and is controlled and guided by a Governing body as well as an Executive Committee.

GCERT was shifted from Ahmedabad to Gandhinagar, the State Capital in 1997. State Education Department has allotted separate land for the GCERT for building in sector-12. Hence the GCERT has been functioning in the newly constructed building “VIDYABHAVAN” in sector-12 with modern infrastructure and latest equipment since 21st August, 2004 in view of the widening horizon.

Under the umbrella of GCERT, there are now 26 DIETs (District Institute of Education and Training) functional in 25 Districts. These DIETs impart pre-service and in-service training to the primary teachers of the State. There are seven branches namely Pre-service Teacher Education (PSTE), Work Experience (WE), District Resource Unit (DRU), Curriculum Material Development & Evaluation (CMDE), Educational Technology (ET), In-service Field interaction Innovation & Co-ordination (IFIC) and Planning & Management (PM) functioning in these DIETs. These DIETs are well equipped with qualified and experienced academic and administrative staff.
1. INTRODUCTION OF EDUCATION SECTOR

The GCERT works as a prominent institution for implementing the policies, programmes and researches in the State. It provides resource support and guidance to all the teacher education institutions and works in collaboration with the NGOs, Subject experts, Educationalists and pioneers in bringing about reforms in the remote and underserved areas of the State. It disseminates latest information with regard to modern trends and approaches in primary education, pre-service and in-service education, pedagogical advances in the country, wide use of distance education as a mode of training, organizing community awareness programmes and updating of curriculum of primary education in view of new and emerging concerns.

Even the State Ministry of Education banks upon its expertise. The Council is committed to bringing about qualitative improvement in school education particularly Elementary Education, development of curriculum syllabi, instructional material and evaluation strategies to explore suitable solutions to educational challenges with the changing time. The GCERT has scaled a unique journey with experimentation from chalk to satellite, scaling an arduous terrain in the field of educational reforms.

Mission
Providing Quality Education on the philosophy of Child centered, Activity based, Burden free, Joyful learning of students of Primary Schools.

Objectives
1) To bring about qualitative enhancement at all levels of education.
2) To provide academic research extension and training support in the field of school education throughout the state.
3) To assist / advise the Department of Education, Government of Gujarat to implement its policies and major programmes in the field of primary education.
4) To provide academic backup, Leadership, guidance and suggestion for the qualitative improvement of primary education through reorientation of educational content and practice.
5) To provide Leadership, academic guidance, suggestions to institutions such as DIETs, CTEs, IASEs and GBTC to achieve the goals of revamping primary education in Gujarat State.
6) To organize innovative programmes for the propagation and dissemination for new trends and approaches related to education.
7) To Guide and monitor the functioning of CTEs / IASEs and other institutions under the State Department of Education.
1. INTRODUCTION OF EDUCATION SECTOR

8) To provide academic support and guidance to educational institutions through visits to concerned offices, CRCs and teachers
9) To publish educational Literature.
10) To organize creative programmes like Science fairs, Balmela, Ramatotsav at grass-root level to promote the overall development of children.

Commissionerate of Higher Education

Vision
The office of the commissioner of higher education is looking forward to qualitative and quantitative development in the sectors of higher education through initiative research and reform in different field of higher education.

Objectives
To supervise, monitor & to regulate the program of higher education in colleges of different university in the state.

Functions
Office of the Commissioner Higher Education is responsible for executing policy initiatives, regulating & funding higher education system of the State, in a network of universities, affiliated colleges and research institutions. Enhancing preparedness to meet emerging challenges through capacity building, promoting research and relevant industry linkage.

1) To receive proposals for the required furniture in the government colleges of the State.
2) To prepare proposals to start new government colleges in the State.
3) To approve the designations of the newly started government colleges as per the plan.
4) To prepare the budget estimates of the government colleges in the plan.
5) To allocate grants as per the expenditure registers of the government colleges in the plan.
6) To tally on the basis of the expense register every three months at the AG Office, Rajkot.
7) To prepare the proposals for the construction of the government colleges, hostels and quarters.
8) To send these estimates of building construction every year to the Education Department.
9) To permit the government colleges of the State to go on the educational tour.
10) Admission Procedure in the government ladies hostel and to approve the contracts for mess – canteen.
1. INTRODUCTION OF EDUCATION SECTOR

Higher Education Initiatives and Major Activities
Commissionerate of Higher Education conducts the various kinds of activities such as

1) **National Service Scheme** - For the National Service Scheme activity, volunteers are allotted by the Indian Government every year. Regular activities and special camps are included in this scheme. Allocation of annual grant is shared in 7:5 ratios by the Central Govt. and the State Govt. respectively. In Colleges associated with the universities and Higher Secondary Schools of the State are involved in both these activities. These activities are run for the students taking higher education to take interest in the social activities and to be helpful to his family and the nation in the special activities by being educated in the social services.

2) **Martyr Kinariwala Student Safety Group Insurance Scheme** - The Security Group Insurance Scheme is implemented for the students studying in the higher and technical education. This scheme is introduced with the objective that in the incidents of student’s death due to accident, damage to limbs and such wounds due to which the student feels complete permanent disability, their family gets insurance coverage under this scheme. The complete expense of the payment of the premium of the insurance policy is borne by the State Govt. This scheme was started from the year 2000-01. By now, out of 431 claim applications, 293 applications were sanctioned and the remuneration of aid of Rs.209.13 lakhs has been paid.

3) **New Courses** – Commissionerate of Higher Education, Gujarat has initiated the various new courses like M.Sc. in Medical bio-technology, Nano-Science & Technology, Forensic Science, Bio technology, Marine Science, P.G. Diploma in Port management, scientific computing & Industrial mathematics, Disaster management and Genetic Engineering and Hotel management, Hospital management, Civil Aviation, Food processing & preservation, Travel management, etc. by distance mode.

4) **Digital English Language Lab** - Commissionerate of Higher Education, Gujarat has achieved global employability around 200 Digital English Language Labs in colleges and universities of the State, software with state of art features facilitating teacher led and self learning, British Council to facilitate teacher training, Material production by Cambridge University press and Assessment & Certification by BAOU.

5) **Quality Enhancement Drive** - In 2005 only 13 Institute were NAAC accredited. Until July 2008, 173 Institutes have been accredited by NAAC. Although NAAC accreditation made compulsory for all institutions and linked with grant disbursement.
1. INTRODUCTION OF EDUCATION SECTOR

6) **Regulatory Measures** – It undertakes various compliances such as Legal action against bogus study centers, Agencies involved in issuing certificates without permission from UGC, Distance Education Council, etc, Penal Criminal action against vice chancellors of Deemed Universities, Massive awareness drive and punitive criminal action against these centers.

7) **Teacher Education University** - They learn through New Teaching aids for Teachers, integrate with 4 year B.Ed courses, develop uniform curriculum for B.Ed, Common Entrance Tests and Common Admissions for B.Ed and Common Teaching standards for B.Ed.

8) **Children University** – It constitutes with the following fundamentals such as Child Psychology, Pedagogy, use of ICT in Classroom, Assessment, Material Production, Teacher Training and Chain of Experimental Schools.

9) **Gujarat Knowledge Consortium** - It promotes Promote critical research and dissemination of knowledge and Connecting all major Universities, Colleges, Research Institutes, Libraries and centers of excellence spread across different countries of the world. It also acts not only as a resource center but also act as nodal agency for National/Regional Knowledge initiatives.

10) **Knowledge Management Program for Facilities** - It enhances ability in knowledge management, 32 hour course for 13,000 college teachers and Cascade model of training.
1. INTRODUCTION OF EDUCATION SECTOR

Present Recruitment Policies of Government of Gujarat for Vidhyasahayak and Lecturer as per State/central education board and UGC.

It is critical task to recruit and to appoint vidhyasahayak at Primary, Secondary and in higher education and Lecturer at college level. It can be classified into following ways such as

1. Recruitment of vidhyasahayak at primary schools Std. 1 to 8.
2. Recruitment of vidhyasahayak at secondary and higher secondary schools Std. 9 to 12.
3. Recruitment of Lecturer at universities and granted in add colleges Graduate and post - Graduate.

1. Recruitment of vidhyasahayak at primary schools Std. 1 to 8.

   Education department of government of Gujarat passed resolution no PRE-1110-223-K dated on 15 April, 2010 for recruitment of vidhyasahayak at primary schools Std. 1 to 8. Under NCTE (Determination of minimum qualification for recruitment of teachers in schools) Regulation, 2001 and NCTE Act 1993 and undertaken section 54 and 63 of Bombay primary education Act, 1947 prescribed recruitment rules of vidhyasahayaks under district primary education committee and Nagar primary education committee. Recruitment of vidhyasahayak at primary schools can be also classified into two sub categories such as

   1. Vidhyasahayaks / Primary Teachers in lower primary schools of standard 1 to 5.
   2. Vidhyasahayaks / Primary Teachers in upper primary schools of standard 6 to 8.

1. Vidhyasahayaks / Primary Teachers in lower primary schools of standard 1 to 5.

   There are following rules and norms to be followed in recruitment of vidhyasahayaks in lower primary schools such as

   I. 95% of the total recruitment for the post of vidhyasahayaks shall be filled up from HSC/PTC while, 10% out of 95% post shall be filled from candidates with HSC (Science stream) with PTC.

   II. 3% of total vacancies of vidhyasahayaks shall be filled up from qualification of HSC/C.P.ED.

   III. 2% of total vacancies of the vidhyasahayaks shall be filled up from candidates of HSC/ATD.

   IV. Pupils-Teachers Ratio for Classes of Std. 1 to 5

       Up to 60 students - 2 teachers
       Up to 61-90 students – 3 teachers
       Up to 91-120 students – 4 teachers
       Up to 121-200 students – 5 teachers
1. **INTRODUCTION OF EDUCATION SECTOR**

Students above 200 – Pupil-Teacher ratio must not exceed 40.

2. **Vidhyasahayaks / Primary Teachers in upper primary schools of standard 6 to 8.**

There are following rules and norms to be followed in recruitment of vidhyasahayaks in upper primary schools such as

I. Science/Mathematics/Other languages teachers must have graduate degree in concerned subject and B.Ed/PTC also. The marking system is as follows

35% of the total marks in HSC

10% of the total marks in BA

5% of the total marks in master degree

50% of the total marks in B.Ed/PTC

II. One percent of the total marks shall be deducted in case of the qualification mention is obtained through more than one trial.

III. Pupil-Teacher ratio must be as follows

Minimum 1 teacher per each 35 students

Minimum 3 teachers out of 3, 1 for Mathematics/Science, 1 for language, 1 for Social science.

**General Rules & Norms**

I. The candidates applying for the post of vidyashayak shall have passed HSC/ATD/C.P.Ed examination held by GSEB/GSHEB, Gandhinagar or recognized by NCTE or UGC.

II. The posts of vidhyasahayak and primary teacher in lower primary schools shall be as per no. of pupil/teacher ratio decided by government time to time.

III. The district education committee / Nagar (MSB) education committee shall be required to send the indent for filling up the vacant posts (proposed for next year) of the respective district.

IV. According to Bombay Primary education act, 1947, section-23 the state level selection committee for recruiting vidyasahayak would be as under

   For District education committee
   1. Director primary education Chairman
   2. Deputy director primary education Member secretary
   3. Members decided by the government

   For Muncipal Corporation / Nagar Palika education committee
   1. Chairman of the Nagar primary education committee.
   2. District education officer
3. Administrative officer

V. The director primary education shall have to give common advertisement widespread newspapers after consolidating the indents provided by all the district/nagar education committees. The application received would be checked and verified by the director primary education and then, the district wise merit list shall be prepared by the director primary education and will be sent to respective district/nagar education committee. This committee will verify all original certificates and testimonials. The candidates will be invited for personal interview and identified them abilities to become teacher. The merit list of selection of places will be generated on the basis of merit. If seats remain vacant then, the director primary education shall have to recommend the names of the candidates from merit list to district/nagar education committees.

VI. The reserved category candidates shall be recruited in the proportion of total approved post in respective districts and 30% of the total posts shall be reserved in respective category for woman candidate.

VII. The candidate applying for vidhyasahayak must belong to 18 to 28 years of the age group.

VIII. District/corporation/nagar education committee will regularize the vidhyasahayaks after completion of their satisfactory service of two years.

IX. 200 working days and minimum 800 working hours per annum in primary level std. 1 to 5 but for upper primary section std. 6 to 8 220 working days and minimum 1000 working hours.

2. Recruitment of vidhyasahayak at secondary and higher secondary schools Std. 9 to 12.

Education department of government of Gujarat prescribed notification dated on 18 April, 2012 for recruitment of vidhyasahayak at secondary and higher secondary schools Std. 9 to 12. The rules called the teachers of government secondary and higher secondary Schools (procedure for selection) Rules, 2012. The rules are as follows

The selection committee shall prepare a list of successful candidates on the basis of weightage of 70% marks of the total marks secured by the concerned candidate in TAT. TAT shall be valid for five years from the date of the result of the TAT.

Calculation of 70% weightage

If a candidate secured 175 marks out of 250 marks in TAT conducted by the board, for selection he gets 175 x 70/250 = 49 marks.
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I. At least 50% marks in TAT shall be considered as qualified candidate for TAT weightage. Any candidate can give three times TAT.

II. Remaining 30% marks weightage given as per his qualification.

   I. For the post of higher secondary teacher and secondary teacher both are the same.

   S.No.                Qualification                                                                 Maxi.Marks
   1.       Graduate degree in concerned subject                                               10
   2.       Post graduate degree in concerned subject                                         10
   3.       B.Ed/B.P.Ed or professional subject                                                  05
   4.       M.Ed/M.P.Ed or any master degree in professional subject                         05
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              30

   II. For the post of special teacher

      (I) Drawing Teacher

      S.No.                Qualification                                                                 Maxi.Marks
      1.       Diploma in fine art                                                             15
      2.       Graduate degree in fine art                                                     15
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      (II) Craft and industry Teacher

      S.No.                Qualification                                                                 Maxi.Marks
      1.       H.S.C.                                                                     10
      2.       Diploma in Engineering in subject concerned                                   10
      3.       Graduate degree in engineering in concerned subject                         10
              ---------------
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      (III) Physical education Teacher

      S.No.                Qualification                                                                 Maxi.Marks
      1.       H.S.C.                                                                     05
      2.       C.P.Ed.                                                                   05
      3.       D.P.Ed.                                                                   05
      4.       Graduate degree in physical education                                        10
      5.       Graduate degree in any subject                                               05
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1. INTRODUCTION OF EDUCATION SECTOR

(IV) Music Teacher

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Qualification</th>
<th>Maxi.Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>H.S.C.</td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>Graduate degree in music</td>
<td>15</td>
</tr>
</tbody>
</table>

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III. Selection committee shall prepare subject wise and category wise list and merit of final selection and 10% candidates put in waiting list more than seats.

IV. Selection committee shall display result in the notice board in the office of the commissioner of mid-day-meals and schools, GSEB & GSHEB, Gandhinagar and all offices of district education officers and also communicate individually selected candidates in the manner as may be decided by it.

V. The selection committee shall call candidates to verify all necessary certificates and particular documents and shall be completed within two months from the date of declaring of selected list.

VI. Then, committee shall offer to decide place as per selected candidates’ merit list and within 7 days issue appointment letter. Committee will also inform to head master of school and district education officer about joining duty of candidate.

Above all resolutions must strictly be implemented by all primary schools of any medium and managements. E.g. government schools, schools managed by district education committees, municipal school boards, aided private schools, non-granted private schools, CBSE, ICSI or any medium board.

3. Recruitment of Lecturer at universities and granted in add colleges Graduate and post-graduate.

Universities Grant Commission prescribed special rules and regulation for the selection of lecturer or assistant professor in different universities in India. UGC is governing of different universities. National Eligibility Test is compulsory passed with 55% in post graduation to become lecturer in any college of India. Final merit list is to be undertaken of NET. In different states, separate State Eligibility Test organizes to become a lecturer. In Gujarat, SLET must pass compulsory to become a lecturer. If NET/SLET candidates are not available then, college or university can select Ph.D. candidate in concern subject for lecturer.

The present competitive exams must be cleared compulsory to become Vidhyasahayaks and lecturer in different schools and colleges. Here, there are given below list of competitive exams to become vidhyasahayaks and lecturer.
1. INTRODUCTION OF EDUCATION SECTOR

<table>
<thead>
<tr>
<th>Standard</th>
<th>Competitive exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 5</td>
<td>TET – I (PTC) candidates</td>
</tr>
<tr>
<td>6 to 8</td>
<td>TET – II (B.Ed) candidates</td>
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<tr>
<td>9 &amp; 10</td>
<td>TAT – I (B.Ed) candidates</td>
</tr>
<tr>
<td>11 &amp; 12</td>
<td>TAT – II (B.Ed) candidates</td>
</tr>
<tr>
<td>Principal</td>
<td>HTAT</td>
</tr>
<tr>
<td>Graduate/Post-graduate</td>
<td>NET/SLET/Ph.D.</td>
</tr>
</tbody>
</table>

Recently, two phases vidhyasahayak are being completed by primary education department of government of Gujarat. It involves standard 1 to 5 vidhyasahayaks with first phase dated on 2/7/2015 special recruitment for 232 seats and second phase dated on 26/6/2015 recruitment for 688 seats TAT passed candidates. While, commissionerate of higher education of government of Gujarat have recently announced 703 seats for lecturer in different subjects such as law, commerce, arts, science dated on 15/7/2015 as per UGC rules and norms. Our finance minister Mr. Saurabhbhai Patel has also announced new recruitment of 4300 vidhyasahayaks and teachers in 2015-16 budget in Gujarat.
1.10 LEVEL OF EDUCATION IN BHAVNAGAR REGION

Bhavnagar is Fifth largest city of Gujarat. It is also second largest city of Saurashtra. Bhavnagar is also famous for its art, culture and education in Gujarat such as Gijubhai Badhaka, Jawarchand Meghani, Manbhai Bhatt, Nanabhai Bhatt etc. Bhavnagar was founded in 1724 by Bhavsinhji Gohil.

Bhavnagar Education is supported by approximately 128 Schools, 94 colleges, Study centers having modern facilities and amenities for the students. Most of these institutions are equipped with hostels and other necessary facilities. The hostel facility helps the students who come from far away to complete their education. The institutions have qualified academicians as their faculties.

Some of the well-known schools, which help in the growth of education in Bhavnagar are Daxinamurti Vinay Mandir, St.Xavier High School, Fatima Convent High School, B.M.Commerce High School, B.V.Virani High School, Dolat Anant Valiya High School etc. which are affiliated to the state boards of secondary education.

There are certain important granted and self-finance college’s affiliations with Maharaja Krishna Kumarsinhji Bhavnagar University such as Shantilal Shah Engineering and Pharmacy College, M.J.Commerce College, Medical College, Samaldas Arts College, Sheth H.J.Law College, Sir P.P.Institute of Science, Takshashila Institute of Management, K.P.E.S. College etc. These colleges offer courses in various subjects like Commerce, Arts, Management, Law, Medical, Science, Pharmacy, Engineering etc.

Maharaja Krishna Kumarsinhji Bhavnagar University offers various degree and diploma courses with graduation and post-graduation programs and Ph.D. research programs available in differential subjects of study. All the institutes are well equipped with libraries which have a huge collection of books of all subjects to facilitate the students.

Bhavnagar education also covers distant learning courses and vocational courses for working students. These are many study centers offering courses and classes for these students such as Planet Vidhya affiliated to Sikkim Manipal University, IGNOU courses, Mahatma Gandhi National Open University, BAOU centers etc.