Indian School Education System

An Overview

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Foreword

The Indian school education system is one of the largest and most complex in the world. The complexity of the system stems from India's need to maintain standard and uniformity, while giving scope for its diverse culture and heritage to grow and flourish across the length and breadth of the country. After independence India has worked hard to provide access to almost all its young people, but it has only just begun to focus on aspects of quality and seek to improve learning outcomes.

This first section of this publication attempts to present an easily understandable overview of the Indian School Education System to those not already familiar with it. The last section of the report presents the results of a survey conducted by the British Council of over 40 private schools on how they go about procuring services and resources for their schools.

If you have found the information presented here useful and would like us to focus on other areas and aspects of school education, do write back to us and let us know. We look forward to hearing from you.

Regards

Rob Lynes
Director – British Council India

Contents

Executive Summary

India, with more than 1.4 million schools and more than 230 million enrolments, is home to one of the largest and complex school education systems in the world along with China.

This report on the Indian School Education System gives an overall picture into this vast and continuously changing Indian School Education System. It is the first of a series to be published by the British Council in order to apprise the readers of various facets of the school education system in India. This report, apart from the facts and figures surrounding the school sector in India, also captures the progress of the country since Independence in the field of education. This report further covers the main government initiatives since independence and also provides a comparative study of the major Indian national boards of school education with global ones such as the International Baccalaureate and the Cambridge International Examinations.

This report has several purposes and will be of interest to a range of audiences who are planning to engage themselves with school education in India. For the UK educational sector, this report will serve as a guiding light to understand Indian school education and its progress since Independence. It will also help the readers in the United Kingdom understand the differences between the public and private sector. For the hundreds of organisations in the United Kingdom trying to expand their business in the Indian school market, this report will help in understanding the private school market better and the procurement process in general.

India has made phenomenal progress since independence in the field of education. Following the Millennium Development framework, by the measure of the Net Enrolment Ratio (NER), India had crossed the cut-off target of 95 per cent,

regarded as the marker value for achieving 2015 target of universal primary education for all children aged 6-10 years in 2007-08[1]. The present education system in India is guided by different objectives and goals but is based around the policies of yesteryears. Immediately after independence, a Department of Education under the Ministry of Human Resource Development was set up on August 29, 1947 with a mandate to expand the educational facilities. After 1960, the focus on access gradually started moving towards quality. With that vision, the National Policy on Education was formulated in 1968. Over subsequent years, several policies have been formulated by the Indian government to ensure that the literacy level is gradually increased with a close monitoring of the quality of education as well. Retention of children in schools was of paramount importance in the years that followed. With several educational reforms, school drop-out rates have registered a decline with the gender gap of education also showing a dipping figure[2].

More recently, two prominent policies of the Indian government—the Sarva Shiksha Abhiyan (SSA) in 2001 and the Right of Children to Free and Compulsory Education (RTE) Act, 2009 have seen education priorities rise amongst households and catalysed improvements in educational performance. The mean years of schooling of the working population (those over 15 years old) increased from 4.19 years in 2000 to 5.12 years in 2010[3]. The growth of enrolment in secondary education accelerated from 4.3 per cent per year during the 1990s to 6.27 per cent per year in the decade ending 2009–10. Education continues to

1 Millennium Development Goals India Country Report 2014
2 According to the 12th Five Year Plan, the gender gap in elementary education has declined with the female/male ratio for years of education reaching over 90 per cent in 2009–10
3 http://planningcommission.gov.in/hackathon/Education.pdf

remain a top priority for the Government of India with rising budgetary allocations.

This report however does not talk about the challenges faced by the Indian Education system today. The country's mean years of schooling at 5.12 years is well below the other emerging market economies such as China (8.17 years) and Brazil (7.54 years) and significantly below the average for all developing countries (7.09 years)[4]. Steep dropout rates after the elementary level and also at the middle school level and the increasing enrolment gap from elementary to higher secondary are matters of great concern. Disadvantaged groups are worse off with the dropout rates for Scheduled Castes and Scheduled Tribes higher than the national average. High pupil–teacher ratio[5], lack of professionally trained teachers[6], and poor level of student learning (both scholastic and co-scholastic) resulting in weak learning outcomes at each stage of education are major challenges faced by the Indian school education system today.

Hope you will enjoy reading about one of the largest school education systems in the world and derive benefit out of the same.

4 http://planningcommission.gov.in/hackathon/Education.pdf
5 DISE 2009–10 figures indicate that 46 per cent of primary and 34 per cent of upper primary schools have poor pupil–teacher ratios.
6 There are currently about 0.8 million untrained teachers in India.

India Demographics

India has a population of 1.23 billion (second largest in the world, only behind China 1.35 billion) as per July 2014 estimates, accounting for 17.5 per cent of the world's population. It is certainly one of the youngest countries in the world with the median age being 27 years.

The age structure[7] of India currently is as follows:

- **0-14 years**: 28.5% (male 187,016,401; female 165,048,695)

- **15-24 years**: 18.1% (male 118,696,540; female 105,342,764)

- **25-54 years**: 40.6% (male 258,202,535; female 243,293,143)

- **55-64 years**: 5.8% (male 43,625,668; female 43,175,111)

- **65 years and over**: 5.7% (male 34,133,175/ female 37,810,599)
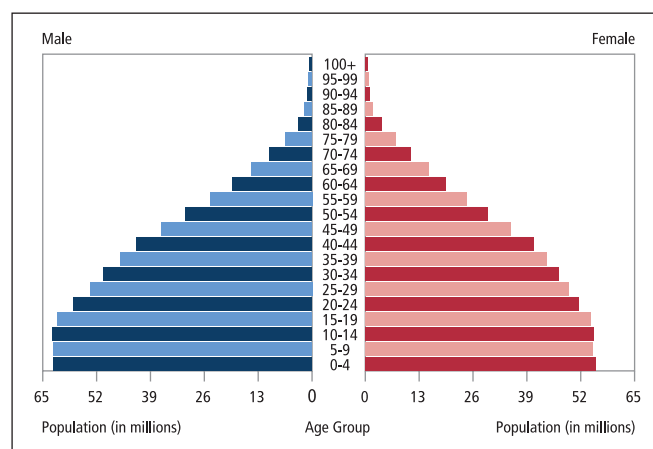

Figure 1: India Demographics – 2014

With a population growth rate of 1.25 per cent, India is set to become the most populous country by 2030[8]. In India, Uttar Pradesh is most populous accounting for 16 per cent of the country's total population, followed by Bihar, Maharashtra, and West Bengal[9].
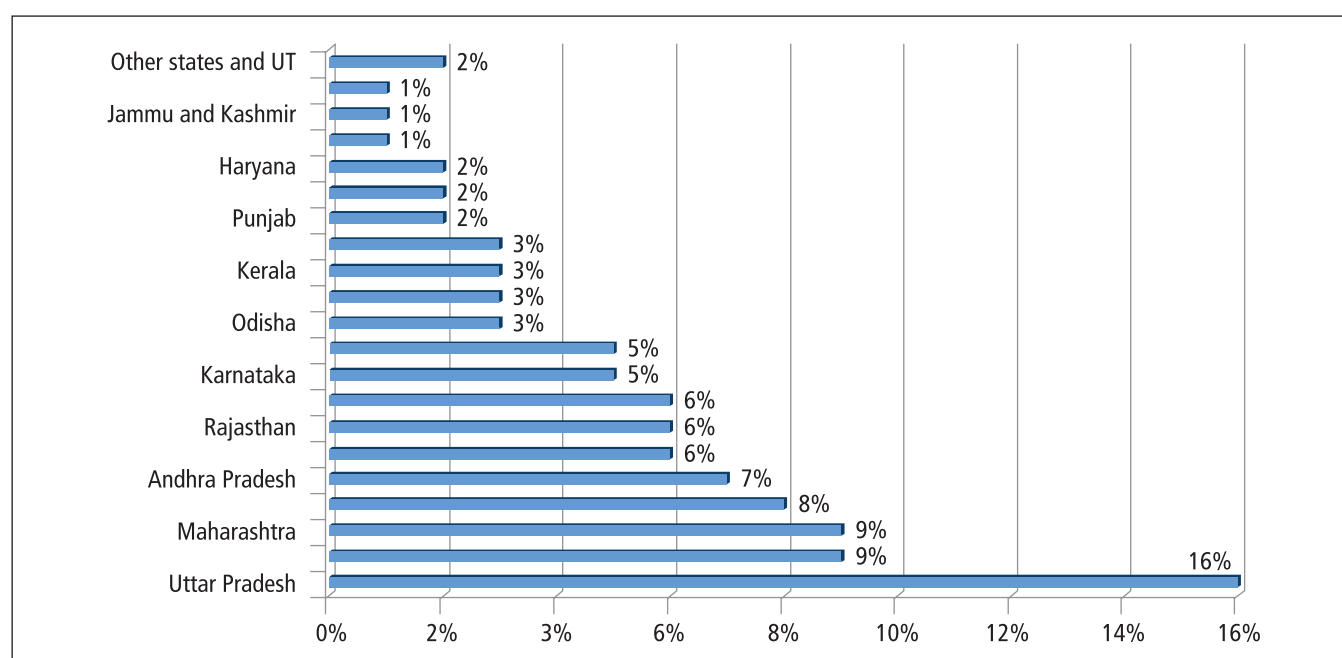

Figure 2: Percentage distribution of state population

7 CIA World Fact book

8 Revision of World Population Prospects 2012, released by the UN
9 http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter3.pdf

According to the 2011 census, literacy rate in India was found to be 74.04 per cent. Among the states, Kerala leads the literacy rate followed by Goa, Tripura, Mizoram, Himachal Pradesh, Maharashtra, and Sikkim. The lowest literacy rate in India is seen in the state of Bihar. India has seen a dramatic increase in the literacy rates over the past decade, when it was registered as 64.83 per cent overall.

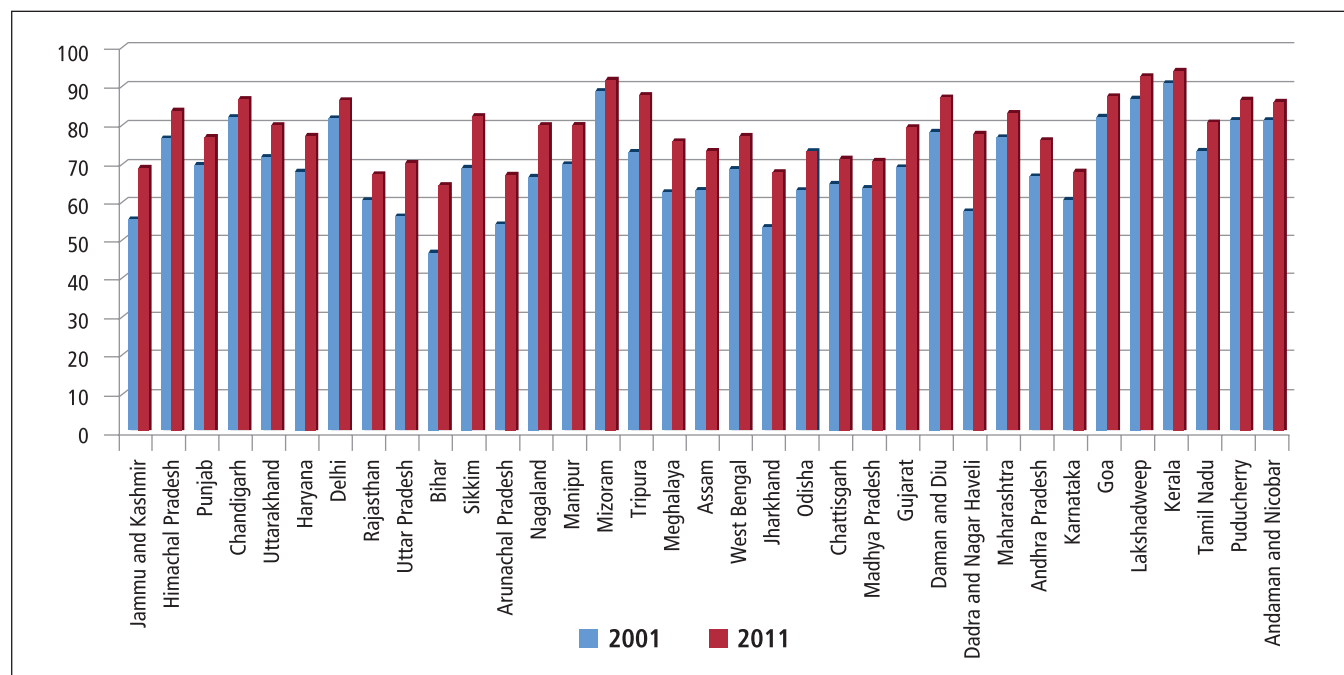The following graph shows the increase in the literacy rates in various states from 2001–2011[10]:

Figure 3: Literacy rates of Indian states

The following figure also depicts that the gap between male and female literacy rates are on the decline[11], thanks to several government measures.
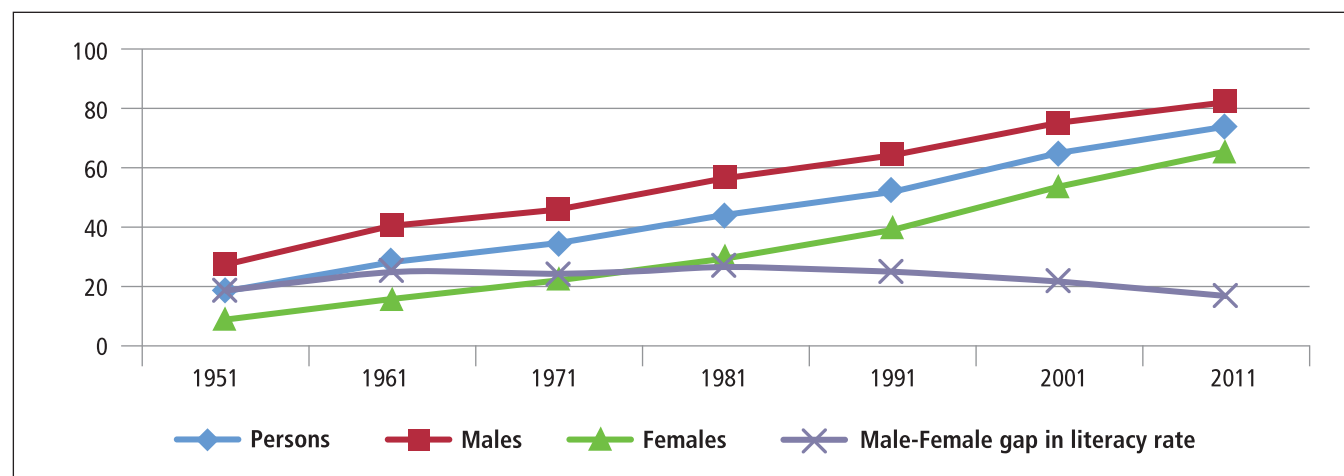

Figure 4: Literacy rate as per gender

With India projected to be providing a substantial amount of workforce to the global platform in near future, let us assess the all-important school sector (K—12 segment) in the subsequent sections.

10 Data from Census of India 2011
11 http://populationcommission.nic.in/content/933_1_LiteracyRate.aspx

Overview of the K—12 sector

The Indian education system has made significant progress in recent years. Recognising the importance of education in national development, the Twelfth Plan (2012–2017) places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments of the society.

Public spending on education increased rapidly during the Eleventh Plan period. Education expenditure as a percentage of gross domestic product (GDP) rose from 3.3 per cent in 2004–05 to over 4 per cent in 2011–12. Per capita public expenditure on education increased from Rs. 888 in 2004–05 to Rs. 2,985 in 2011–12[12]. The bulk of public spending on education is incurred by the State Governments and their spending grew at a robust rate of 19.6 per cent per year during the Eleventh Plan. Central government spending during the same period increased at 25 per cent per year.

According to the 2009 Right to Education Act, schooling is free and compulsory for all children from the ages of 6 to 14. Elementary education consists of primary (for 6-10 year olds) and

upper primary levels (for 11-14 year olds) while secondary education consists of secondary (for 14-16 year olds) and higher/senior secondary levels (for 16-18 year olds).

The Eighth All India School Education Survey[13] (AISES) with reference date 30 September 2009 corroborates the increased spending and expansion of the school education system in India. According to the provisional statistics of the survey, there are a total of 1,306,992 schools in India as compared to 1,030,996 as per the Seventh All India School Education Survey[14] (AISES) with reference date 30 September 2002; an increase of 26.77 per cent.

Enrolment of students has also seen a gradual increase over the years. While the Seventh All India School Education Survey put the enrolment figures as 201,457,062; the provisional statistics of the Eighth survey has the enrolment figures as 226,719,283; an increase of 12.53 per cent.

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12 http://planningcommission.nic.in/plans/planrel/fiveyr/11th/11_v2/11v2_ch1.pdf
13 http://aises.nic.in/surveyoutputs
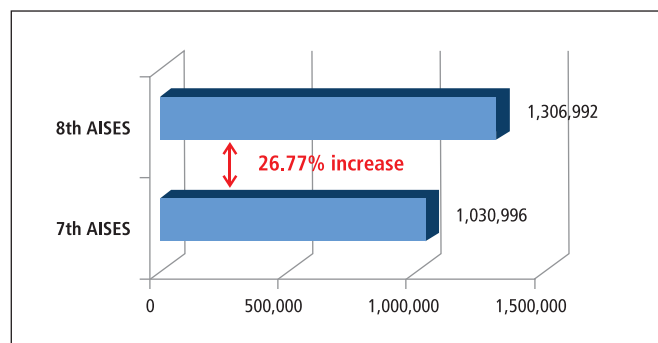14 http://www.ncert.nic.in/programmes/education_survey/pdfs/Enrolment_in_school.pdf

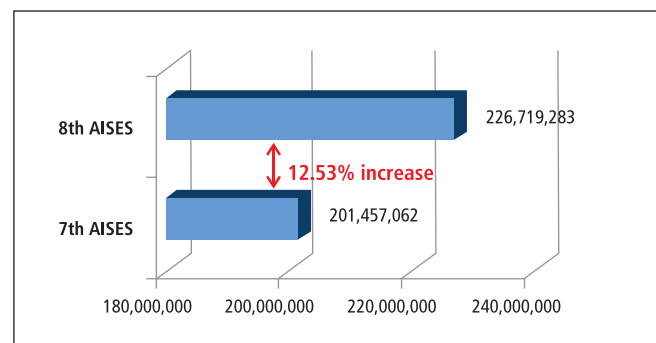Figure 5: Total number of schools

Figure 6: Total enrolment in schools

Segmentation of Indian School Education System

The Indian school education system can be segmented in either of the following ways:

  a. by means of levels of education

  b. by means of ownership of educational institutions

  c. by means of educational board affiliations

A. Segmentation by means of levels of education

The Indian education system is structured as follows:

- Pre-school: Education at this level is not compulsory. The Montessori system is especially popular at the pre-school level

  - Private play schools: Catering for children between the ages of 18 months and three years.

  - Kindergarten: This is divided into lower kindergarten (for three- to four-year-olds) and upper kindergarten (for four- to five-year-olds)

- Primary school: First to fifth standard/class/ grade (for six- to ten-year-olds)

- Middle school/Upper Primary school: Sixth to eighth standard/class/grade (for 11- to 14-year-olds)

- Secondary school: Ninth and tenth standard/ class/grade (for 14- to 16-year-olds)

- Higher secondary or pre-university: 11th and 12th standard/class/grade (for 16- to 18-year-olds).

Pre-school system in India
Various types of pre-primary schools are available in India and more children are now attending Pre-school (NIPCCD, 2006) indicating an increase in demand for education at this stage. Provision of early childhood care and education, especially for the most vulnerable and disadvantaged children, is one of the six *Education For All* goals[15].

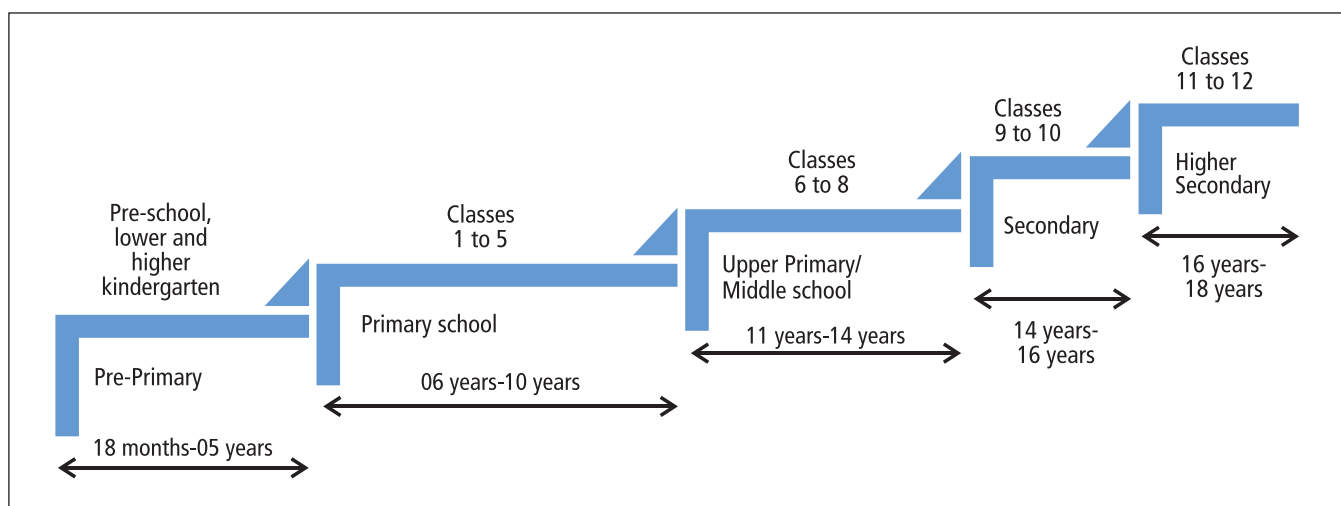15 http://www.un.org/en/globalissues/briefingpapers/efa/

Figure 7: Segmentation of Indian schools by means of level of education

In India, preschool education is provided by private schools and government ICDS (Anganwadi) centres. In addition, there are some ECCE (Early Childhood Care and Education) centres running under SSA (Sarva Shiksha Abhiyan). According to the estimate given by the Seventh All India Education Survey, there are 493,700 pre-primary institutions in India. The percentage of enrolment in primary schools with pre-primary facilities is low. It was 10 per cent in 2007-08 compared to 7.7 per cent in 2004-05.

Primary schooling system in India
Primary education starts at approximately 5–6 years of the child and lasts for around 4–5 years. Primary school education gives students a sound basic education in reading, writing and mathematics along with an elementary understanding of social sciences.

Upper primary schooling system in India
Upper primary education is of three years duration and starts for students aged between 10-11 years. It usually continues up to 13-14 years. At this stage, education consists of the basic programs of primary school level, though teaching is more subject-focused.

Secondary schooling system in India
Secondary school education comprises of two years of lower secondary and two years of higher secondary education. The lower secondary level is for students aged 14 to 16 years. Admission requirement is the completion of upper primary school education. Instruction is more organized along specific subjects.

Higher secondary schooling system in India
Senior secondary education comprises two years of higher secondary education, which starts at approximately 16 years and ends at the 17th year of the child. At the senior secondary level, a student can choose particular subjects/vocations (keeping requirement of educational boards and preferences in view).

B. Segmentation by means of ownership of educational institutions

Schools in India are owned either by the government (central/ state/ local government bodies) or by the private sector (individuals, trusts or societies). Schools can thus be segmented as:

- Government educational institutions: These are run by the Central Government or state governments, public sector undertaking or autonomic organisations and are wholly financed by the government. Examples of these types of schools include state government schools, Kendriya Vidyalayas, Ashram schools, Navodaya Vidyalayas, Sainik Schools, Military schools, Air Force schools, and Naval schools.

- Local body institutions: These are run by municipal committees/ corporations/ NAC/ Zilla Parishads/ Panchayat Samitis/ Cantonment Board, etc. Examples of these types of schools include the ones run by NDMC (New Delhi Municipality Council), Delhi Cantonment Board, etc.

- Private-aided institutions: These are managed privately but receive regular maintenance grant from the government, local body or any other public authority. The rules and regulations followed here are same as that of the public schools. The curriculum, study materials, syllabus, examinations, etc. for each class of education are done according to the government rules. For the high school classes the final examinations will be same as that of the public schools. In these institutions the education would be provided for all students taking admissions there. The fee structure, PTA fund, etc will be collected from the students according to the rules formulated by the government for each school. Even the recruitment of faculties here will depend on the norms as per the government schools. There will be no specific criteria for the admission of students in these institutions.

- Private unaided institutions: These are managed by an individual or a private organisation and do not receive maintenance grant either from government, local body or any other public authority. The fee structure for the students may vary greatly from that of the government institutions. The students are admitted to these institutions according to some criteria (entrance examinations, interviews, etc.) and it is totally under the control of the private management. These schools generally create their own curriculum and organize examinations for evaluating the student competency.

The following table shows the number of schools as per ownership type according to the provisional statistics of the Eighth All India School Educational Survey:

Table 1: Number of Indian schools as per ownership

	Public sector schools		Private sector schools	
	Government	Local body	Private-aided	Private unaided
Primary	524,234	140,765	26,484	68,203
Upper primary	219,451	59,961	22,742	63,748
Secondary	42,119	11,582	27,053	36,252
Higher secondary	24,808	1,847	17,302	20,441
Total	810,612	214,155	93,581	188,644
Sector wise total	**1,024,767**		**282,225**	

- The number of schools managed by the central/state governments is almost double the schools managed by others taken together.
- There is a sharp fall in the number of schools in the secondary and higher secondary segment.
- There is a significant drop out as we go to higher levels of education.
- Private schools account for only 22 per cent of the total K-12 schools in India.
- However, considering only the secondary and higher secondary segments, private schools account for 56 per cent of the total schools.
- 67 per cent of all private sector schools are unaided while 33 per cent are aided.
- Of the 1.3 million schools in India, 62 per cent are managed by the central/state governments and 16 per cent are managed by the local bodies.
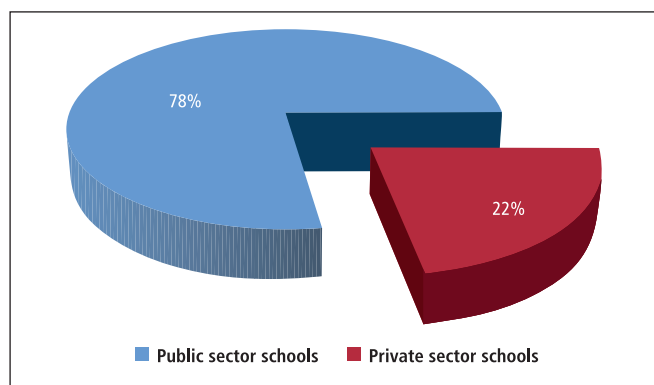

Figure 9: Percentage of distribution of schools in K-12 segment
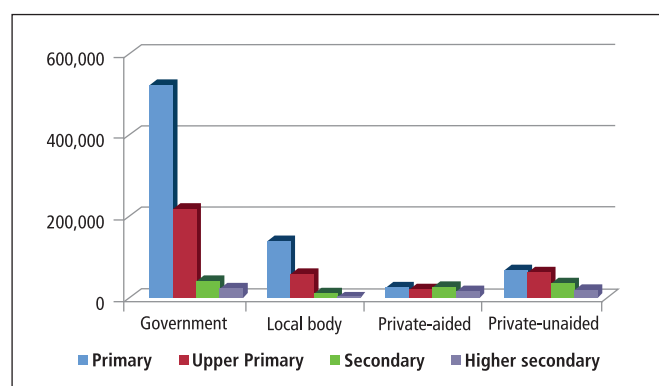

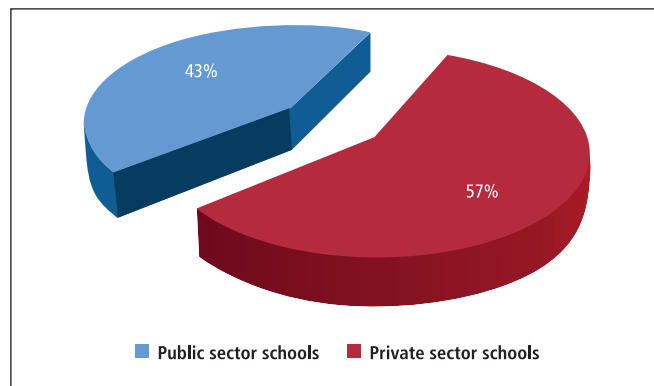*Figure 8*: Number of Indian schools as per ownership

Figure 10: Percentage distribution of schools in secondary and higher secondary segment only

Though the public sector schools dominate the numbers as compared to the private sector, the enrolment picture is slightly different. The following table shows the number of students enrolled in different types of schools as per ownership type according to the figures available from the Seventh All India School Educational Survey:

Table 2: Enrolment in Indian schools

	Public sector schools		Private sector schools	
	Government	Local body	Private-aided	Private unaided
Primary	43,324,000	24,827,821	4,649,347	8,099,485
Upper primary	22,951,000	15,230,497	5,823,375	10,230,142
Secondary	8,813,691	3,451,521	10,537,642	7,441,667
Higher secondary	10,890,079	1,290,192	16,144,037	7,932,526
Total	**85,978,770**	**44,800,031**	**37,154,401**	**33,703,820**
Sector wise total	**130,778,801**		**70,858,221**	

- It is clearly noted that though enrolment in government school still dominates in the primary level, the private schools have greater share of student enrolment as we go to higher classes.

- The enrolment in private-aided institutions is more than the enrolment in unaided institutions.

- Though the number of private schools is just 22 per cent of the total, enrolment in these schools account for 35 per cent of the total K—12 universe.

Figure 11: Enrolment in Indian schools

- In secondary and higher secondary segments, the enrolment in private schools account for 63 per cent of the total.

- About 52 per cent of the total enrolments in private sector schools are in aided institutions while the remaining 48 per cent are in unaided institutions.

- Only 34 per cent of the total enrolments in public sector schools are in local body institutions.
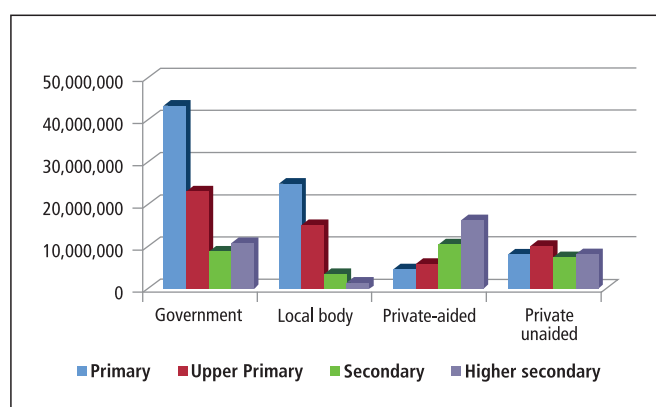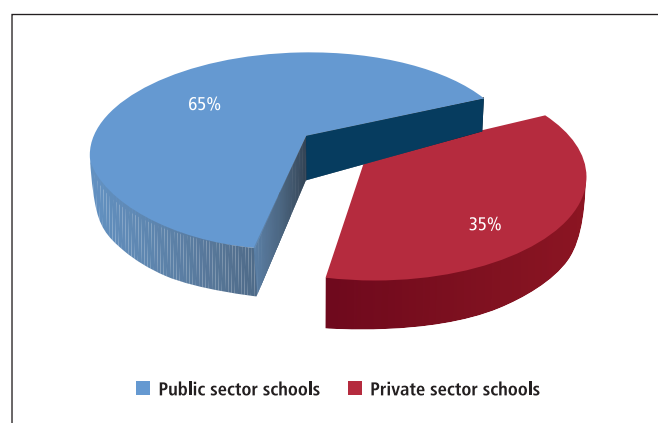

Figure 12: Percentage distribution of enrolment in K-12 segment
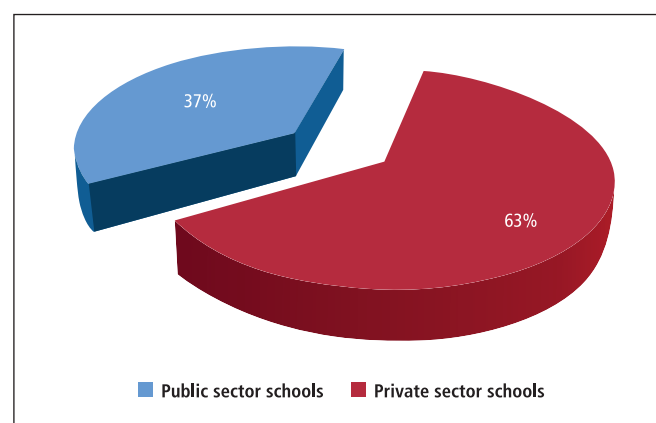

Figure 13: Percentage distribution of enrolment in secondary and higher secondary segment only

16

C. Segmentation by means of educational board affiliations

Education in India falls under the control of The National Council of Educational Research and Training (NCERT). It is an apex resource organisation set up by the Government of India, with headquarters at New Delhi, to assist and advise the Central and State Governments on academic matters related to school education. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. The objective of NCERT is to assist and advise the Ministry of Education and Social Welfare in the implementation of its policies and major programmes in the field of education, particularly school education. Its functions include Research, Development, Training, Extension, Publication and Dissemination and Exchange Programmes. The NCERT also drafts, publishes and recommends school text books (from Class 1–12) of various subjects based on the recommendations of knowledgeable faculty in the subject.

In India, the various curriculum bodies governing school education system are:

National Boards
1. Central Board of Secondary Education (CBSE)[16]: Established in 1962 under the purview of MHRD, CBSE gives affiliations to both public and private schools. There are currently about 15,167 schools affiliated under CBSE. The board conducts final examinations, All India Senior School Certificate Examination (AISSCE) for classes X and XII. It also annually conducts the AIEEE and AIPMT examinations for admission to undergraduate courses in engineering (and architecture) and medicine in numerous colleges spread over India. CBSE is recognised by the Indian government and by most of the universities and colleges in India.

2. Council of Indian School Certificate Examinations (CISCE)[17]: It is a private, non-governmental education board in India. It conducts the ICSE (for class X) and ISC (for class XII) examinations in India. About 1,900 schools are affiliated with the CISCE board. The board was set up in 1956 at the meeting of the Inter-State Board for Anglo-Indian Education, where a proposal was adopted for the setting up of an Indian Council to administer the University of Cambridge Local Examinations Syndicate's Examinations in India. It was recognised as a body conducting public examinations in India by the Delhi Education Act, 1973, passed by Parliament, in Chapter 1 under Definitions Section 2 (s).

3. State Government Boards: These educational boards are regulated and supervised by the state apex organisation for secondary and senior secondary education. A portion of the curriculum focuses specifically on imparting knowledge about the state. Majority of Indian schools are affiliated with the state government boards. The oldest state board is the U.P. Board of High School & Intermediate Education established in 1922 as an autonomous body under the Department of Education. Uttar Pradesh has the highest number of State board schools followed by Madhya Pradesh, Rajasthan, Andhra Pradesh and Maharashtra.

4. National Institute of Open Schooling (NIOS)[18]: It is the board of education for distance education, under the Union Government of India. It was established by the Ministry of Human Resource Development of the Government of India in 1989 (known as National Open School then) to provide education inexpensively to remote areas. It provides a number of vocational, life-enrichment and community-oriented courses besides general and academic courses at secondary and senior secondary level. Currently there are 3,827 academic centres, 1,830 vocational centres and 690 accredited agencies under NIOS.

16 http://cbse.nic.in/
17 http://www.nios.ac.in/
18 http://www.nios.ac.in/
19 http://www.ibo.org/

International Boards

1. International Baccalaureate Organisation (IBO)[19]: IBO was founded in 1968 as an international, non-governmental, non-profit educational organization based in Geneva, Switzerland. IB World Schools in India offer three IB programs—primary years program (PYP), middle years program (MYP) and IB Diploma program (IBDP). There are 109 IB World Schools in India offering one or more of the three IB programmes. 50 schools offer the PYP, 11 schools offer the MYP and 96 schools offer the IBDP. IB is recognised by the 'Association of Indian Universities' as an entry qualification (equivalent to +2 qualification of an Indian Board) to all the universities.

2. Cambridge International Examinations (CIE)[20]: Cambridge International Examinations (formerly known as University of Cambridge International Examinations, are a provider of international qualifications offering examinations and qualifications in more than 160 countries. They are an examination board under Cambridge Assessment, founded in 1858 as a department of the University of Cambridge. There are now over 310 Cambridge schools in India making over 44,000 examination entries for Cambridge IGCSE and Cambridge International AS and A Level, a rise of 15 per cent since 2012.

20 http://www.cie.org.uk/

Education Boards in India

The Council of Boards of School Education in India (COBSE)[21] is a voluntary association of all the Boards of School Education in India. It works in close collaboration with Ministry of Human Resource Development, Government of India, other national level apex educational organisations and agencies like the National Council of Educational Research and Training (NCERT), National University of Educational Planning and Administration (NUEPA) and National Council of Teacher Education (NCTE).

COBSE was established in 1979 by the Central Board of Secondary Education (CBSE) to provide a forum for mutual exchange. Since 1989, it functions as an independent secretariat. Currently COBSE has 51 members with some foreign boards recognised as its associate members.

The major functions of COBSE are:
- to provide a forum to its members to discuss issues and mutually learn for the improvement of quality of education.
- to do curriculum reform and bring about improvement in evaluation systems.
- to respond to national concerns like population, education and disaster management.
- to provide opportunities for professional development of officers of the member boards.
- to interact with NCERT and NUEPA on professional issues.

The following is the list of member boards of COBSE:
1. Board of Intermediate Education, Andhra Pradesh
2. Board of Secondary Education, Andhra Pradesh
3. Assam Higher Secondary Education Council
4. Board of Secondary Education, Assam
5. Bihar School Examination Board
6. Bihar State Madrasa Education Board
7. Banasthali Vidyapith
8. Central Board of Secondary Education
9. Chhatisgarh Board of Secondary Education
10. Chhatisgarh State Open School
11. Chhatisgarh Sanskrit Board, Raipur
12. Chhatisgarh Madrasa Board
13. Council for The Indian School Certificate Examinations
14. Dayalbagh Educational Institute (Deemed University)
15. Goa Board of Secondary and Higher Secondary Education
16. Gujarat Secondary & Higher Secondary Education Board
17. Board of School Education, Haryana
18. Himachal Pradesh Board of School Education
19. J.K. State Board of School Education
20. Jharkhand Academic Council, Ranchi
21. Government of Karnataka Dept. of Pre-University Education
22. Karnataka Secondary Education Examination Board
23. Kerala Board of Public Examination
24. Kerala Board of Higher Secondary Education
25. Maharashtra State Board of Secondary and Higher Secondary Education

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21 http://www.cobse.org/

26. Board of Secondary Education Madhya Pradesh
27. Madhya Pradesh State Open School
28. Maharishi Patanjali Sanskrit Sansthan (Dept. of School Education, Govt. of Madhya Pradesh)
29. Board of Secondary Education, Manipur
30. Council of Higher Secondary Education, Manipur
31. Meghalaya Board of School Education
32. Mizoram Board of School Education
33. Nagaland Board of School Education
34. National Institute of Open Schooling
35. Council of Higher Secondary Education, Orissa
36. Board of Secondary Education, Orissa
37. Punjab School Education Board
38. Board of Secondary Education, Rajasthan
39. Rajasthan State Open School, Jaipur
40. State Board of School Examinations & Board of Higher Secondary Examinations, Tamil Nadu
41. Tripura Board of Secondary Education
42. U.P. Board of High School & Intermediate Education
43. U.P. Sec. Sanskrit Education Council
44. Board of School Education, Uttarakhand
45. West Bengal Board of Secondary Education
46. West Bengal Council of Higher Secondary Education
47. West Bengal Board of Primary Education
48. West Bengal Board of Madrasah Education
49. The West Bengal Council of Rabindra Open Schooling
50. Andhra Pradesh Open School Society, Government of Andhra Pradesh
51. Bihar Board of Open Schooling & Examination

Associate Members

1. Higher Secondary Education Board, Sanothimi Bhaktapur, Nepal
2. Mauritius Examinations Syndicate, Reduit Mauritius
3. Bhutan Board of Examinations, Ministry of Education, Thimpu, Bhutan
4. The Aga Khan University Examination Board, Karachi, Pakistan
5. Inter Board Committee of Chairmen (IBCC), Islamabad, Pakistan
6. Cambridge International Examinations, UK
7. Edexcel, London, UK

Comparative Study of CBSE, CISCE, IB and CIE Education Boards in India

Programme Structure

		Classes & Ages	Curriculum	Assessment	Key Subjects Taught
NATIONAL BOARDS	**CBSE**	1–8 (ages 6–14)	No prescribed syllabus from board, but recommends syllabus laid down by NCERT	Internal assessment conducted by the teachers (no formal periodic tests, no awarding of grades or marks for primary levels; no detention till class 8)	Languages, Env. Studies (Science and Social Science integrated), Mathematics
		9, 10 (ages 14–16)	Syllabus as prescribed by the CBSE	Class 9 – Internal assessment in accordance with the guidelines of the Continuous and Comprehensive Evaluation (CCE) system. Class 10 (having higher secondary levels) – Internal assessment; students are provided a Certificate of School Based Assessment. Class 10 (secondary schools, or for students who wish to move out of the CBSE system) – External assessment (AISSE examination)	Mathematics, Social Studies, Science, English and 1 other language as compulsory and 1 out of Information Edu., Home Science and Physical Edu. as optional
		11, 12 (ages 16–18)	Syllabus as prescribed by the CBSE	Class 11 – Internal assessment conducted by the teachers Class 12 – External assessment in the form of AISSCE examination	Various combinations of subjects as per interest
	CISCE	1–8 (ages 6–14)	No prescribed syllabus from board, but recommends the Inter State Board for Anglo Indian Education	Internal assessment with annual examinations conducted at the school level	English, Env.Edu, Maths, Science (Physics, Chemistry, Biology)
		9, 10 (ages 14–16)	Syllabus as prescribed by the CISCE.	Class 9 – Internal assessment with annual examinations conducted at the school level Class 10 – Internal and external assessments (ICSE examination)	Comp subjects: English, 2nd language, History, Civics, Geography, Env.Edu. + 3 electives to be chosen from a list of courses
		11, 12 (ages 16–18)	Syllabus as prescribed by the CISCE.	Class 11 – Internal assessment with annual examinations conducted at the school level Class 12 – Internal and external assessments (ISC examination)	Comp subjects: English and Env.Edu. + 3, 4 or 5 electives to be chosen from the list of courses

Programme Structure

	Classes & Ages	Curriculum	Assessment	Key Subjects Taught
INTERNATIONAL BOARDS — **INTERNATIONAL BACCALAUREATE ORGANISATION**	PYP (ages 3–12)	Curriculum prescribed by IBO	Internal assessment with a continuous evaluation and conducted by the teachers based on certain pre-decided criterion (by the IB)	Language; Mathematics; Science; Social Studies; Arts; Personal, Social and Physical Education
	MYP (ages 11–16)	Curriculum prescribed by IBO	Internal assessment with a continuous evaluation and conducted by the teachers based on certain pre-decided criterion (by the IB)	Languages (2), Humanities, Sciences, Mathematics, Arts, Physical Education, Technology
	IBDP (ages 16–19)	Curriculum prescribed by IBO	External assessment in the form of examinations conducted at the end of the diploma program. These are marked by external examiners. Marks are awarded from 1 (lowest) to 7 (highest) for each subject. A minimum of 24 points is required for the student to receive the diploma certificate.	1 subject from each of the following groups—Languages, Individuals and Societies, Experimental Sciences, Arts, Mathematics and Computer Science
CAMBRIDGE INTERNATIONAL EXAMINATIONS	Primary (ages 5–11)	Curriculum prescribed by CIE	Cambridge Primary Progression Tests (marked in school) Cambridge Primary Checkpoint (marked by Cambridge examiners)	Mathematics, English and Science
	Secondary I (ages 11–14)	Curriculum prescribed by CIE	Cambridge Secondary 1 Progression Tests (marked in school) Cambridge Secondary 1 Checkpoint (marked by Cambridge examiners)	Mathematics, English and Science
	Secondary II – IGCSE, O level (ages 14–16)	Curriculum prescribed by CIE	Assessments include written, oral, coursework and practical assessment. Grading provided using eight internationally recognised grades, A* to G (six grades for O level), with clear guidelines to explain standard of achievement for each	Over 70 subjects offered (40 subjects for O level) divided into five groups.
	Advanced – A/AS levels, Pre-U (ages 16–19)	Curriculum prescribed by CIE	AS Level only (syllabus content is half that of A Level) 'Staged' assessment route All papers of A Level course in the same examination session, usually at the end of the course	About 55 subjects offered (for A/AS); 26 subjects offered for Pre-U

Affiliation Procedures

		NATIONAL BOARDS	
		CBSE	**CISCE**
STEP 1	Documentary Evidence	Applications for provisional affiliation (online only) may be considered under the following four categories: (i) Approval of middle class syllabus (school should have students at least till class V) (ii) Approval of a secondary school • NOC from the state (only if objection is raised during the application process • Registration as a society/trust/ company (under Section 25(1)(a) of the Companies Act 1956 or as amended) • Audited accounts – Copy of Balance Sheet and Income Statements • Governance Structure • Land and Infrastructure • Staff qualifications • Fee structure • Service contracts, code of conduct and service rules	• NOC from the state • School must have students at least till class VI and should not have class IX • Registration as a society/trust/ company (under Section 25(1)(a) of the Companies Act 1956 or as amended) • Audited accounts – Copy of Balance Sheet and Income Statements (must not be run for profit) • English as medium of instruction • Governance structure • Land and infrastructure • Staff qualifications • Fee structure • Service contracts, code of conduct and service rules
STEP 2	Inspection	Inspection of the school by a team appointed by the Council, following which a report is submitted by the inspectors.	Inspection of the school by a team appointed by the Council, following which a report is submitted by the inspectors. The inspection will be arranged only: (i) after the school has obtained a NOC from the state, and (ii) after submission of full details as required for provisional affiliation.
STEP 3	Provisional Affiliation	Decision is taken based on the submitted report. A fee as determined by the Council is payable by the school after it is approved for provisional affiliation. Provisional affiliation may continue for three years and may be granted extension for a further period of 3–5 years subject to fulfilling the affiliation conditions in the extended period.	Decision is taken by the Council based on the submitted report. A fee as determined by the Council is payable by the School after it is approved for provisional affiliation. Provisional affiliation may continue for five years.
STEP 4	Fulfilment of Conditions	A school applying for permanent affiliation must have fulfilled all the undertakings given to the Council at the time of provisional affiliation or subsequent inspections.	A school applying for permanent affiliation must have fulfilled all the undertakings given to the Council at the time of provisional affiliation or subsequent inspections.

Affiliation Procedures

		NATIONAL BOARDS	
		CBSE	**CISCE**
STEP 5	**Inspection**	Inspection of the school by a team appointed by the Council, following which a report is submitted by the inspectors.	Inspection of the school by a team appointed by the Council, following which a report is submitted by the inspectors.
STEP 6	**Permanent Affiliation**	Decision is taken by the Council based on the submitted report.	Decision is taken by the Council based on the submitted report. For permanent affiliation a fee as stipulated by the Council from time to time is payable to the Council by the school
STEP 7	**Extension to +2 Level**	Similar process to be followed with additional information to be provided to the Council in the lines of accommodation of +2 classes, separate laboratories for practical work, teaching staff as per requirement.	Similar process to be followed with additional information to be provided to the Council in the lines of accommodation of +2 classes, separate laboratories for practical work, teaching staff as per requirement.
STEP 8	**Periodic / Special Inspection**	Online application and review for renewal of affiliation.	Every affiliated school will be inspected by the Council at least once in three years and a report will be submitted by the inspecting officer(s) to the Chief Executive and Secretary.

Other important affiliation guidelines

Number of students – While CBSE mentions the optimum number of students in a section of a class as 40; CISCE specifically mentions that number of students should not exceed 45 in a section of a class.

School inspection parameters – The following parameters are taken into account during school inspection prior to give provisional affiliation to a school:

1. School building
2. Playground
3. Classrooms
4. Science Laboratories
5. Computer Laboratory
6. Library
7. Hall / Examination Room
8. Administration Offices
9. Washrooms
10. Infirmary
11. Facilities
12. Students
13. Personnel
14. Academics
15. Co-curricular / Extra-curricular / Cultural Activities
16. Mandatory Documents

*Residential schools are inspected on other additional parameters including hostel facility, dining area, cleanliness and hygienic condition of kitchen, drainage system, study areas, matron / warden, etc.

Affiliation Procedures

		INTERNATIONAL BOARDS	
		IBO	**CIE**
STEP 1	**Expression of Interest***	Schools complete the school information form in order to inform the IB of their interest and to request additional information. Before application, the school conducts a feasibility study in which it analyses the IB philosophy, programme structure and requirements, compares its findings with the situation of the school and defines what needs to be done in order to implement the programme.	A school is contacted within two working days of submitting the online expression of interest. The following are asked at this stage: (i) key contact details (ii) the programmes and qualifications interested in (iii) whether the school is ready to offer the programmes and qualifications
STEP 2	**Completion of Application Form**	The school completes the Application for candidacy: Primary Years Programme and gathers the supporting documents.	Local Cambridge representative sends the application form.
STEP 3	**Approval Visit***	Upon acceptance of the application, a visit to the school is carried out to verify the school's claim that it has taken all the necessary actions and is prepared to become an IB World School. The purpose of the visit is to ensure that the educational principles, standards and practices on which the IB programme is founded will be maintained and furthered. The visit is not aimed at appraising or assessing individual teachers or school administrators.	Local Cambridge representative visits the school to look at the evidence supporting the information submitted on the application form. Quality standards are measured in five key areas: (i) School's mission and educational values (ii) School management and leadership (iii) Quality of teaching and learning (iv) Physical environment of the school (v) Legal requirements
STEP 4	**Approval**	Following the visit, the relevant IB office produces a report which is based on the findings of the visit and the data from the application forms. It includes the following elements: • Commendations • Recommendations • Matters to be addressed The director general is responsible for deciding the outcome of all applications and is based on the documents submitted by the relevant IB office. The decision can either be: (i) Authorised (ii) Continuation of candidacy (iii) Refusal of authorisation	Based on the assessment of the approval visit form, the local Cambridge representative makes recommendation in one of the following three categories: (i) Approved (ii) Approved with conditions (ii) Not ready to join Cambridge

**The following are the requirements that must be in place for the school to be recognised as a candidate school for IBO authorisation:

- The school is registered as a legal entity with an educational purpose.

- There is no IB trademark in the name of the school.

- The school's mission and philosophy align or can be aligned with those of the IB without making it necessary for the school to give up a major part of its own mission or philosophy.

- If the school applies to be a multi-campus school it meets the requirements according to the rules.

- There is no gap or planned gap between consecutive IB programmes at the school.

- All students in all grade/year levels in the school, or in the primary division of the school (3–12 years old), are engaged in the PYP.

- The school must have or plans to have at least two consecutive grades/year levels to be eligible for authorisation.

- The programme coordinator has been or will be appointed at the start of the trial implementation.

- The school has the written commitment of the authorities that will finance the project of implementing the programme.

- The Head of school or designee has attended the required workshop.

*The following documents are required during the approval visit for a CIE affiliation:

- Organogram for senior management team

- Job descriptions for senior management team

- Roles and responsibilities with respect to Cambridge programmes and qualifications for senior management team

- Key staff CVs (principal and teachers involved in teaching Cambridge syllabuses)

- Code of conduct for students and teachers

- Mission statement and educational values

- School development plan showing goals for the introduction of the Cambridge curriculum

- Performance management plan

- School curriculum policy

- School language policy

- Complaints policy

- Health and safety policy

- First aid certificates

- Fire certificates as required by local legislation

- School professional development policy

- Evidence (in English) of government approval to offer an international curriculum

- Document evidences for other necessary government permissions

Minimum Staff Qualifications

	Heads of Schools
CBSE	**Higher Secondary Schools**: A. (i) Masters or Honours Degree of a Foreign University recognised as equivalent to the Masters Degree of an Indian University by the U.P.S.C. OR Honours Degree of such Indian Universities as may be recognised equivalent to the Masters Degree by the U.P.S.C. (ii) A teaching Degree or a Diploma in Education or its equivalent. (iii) Experience as required under anyone of the following clauses: a) At least 3 years' experience of administrative charge of a recognised College having Intermediate or higher classes. b) At least 5 years' experience of administrative charge of a recognised High School. c) At least 5 years' experience of teaching in a recognised college or Higher Secondary School or an equivalent teaching experience in a Teachers Training Institute. d) At least 8 years' teaching experience in a recognised High School. e) At least 5 years' experience including 3 years' educational administrative experience and 2 years teaching experience in a recognised High or Higher Secondary School or a Teachers Training Institute. OR B. Bachelor of Engineering with 5 years teaching experience in a recognised College or Hr. Sec. School (Given effect from 1.1.1977). OR C. Trained Graduate Heads of recognised High Schools who have attained the age of 45 years and possess at least 15 years teaching experience of Secondary classes in a recognised High/Higher Secondary School (including at least 5 years administrative experience as Head of a recognised High School.) OR D. Persons possessing Masters Degree with at least 15 years teaching experience in a recognised Higher Secondary School and/or a recognised college having attained the age of 45 years. OR E. Persons possessing Masters Degree in Education and having the requisite experience as provided for in anyone of the forgoing clauses A to D. **Secondary Schools**: At least Master's Degree (or its equivalent) with a teaching degree or its equivalent with 5 years' experience of teaching of High or Higher Secondary/Intermediate classes. OR i) At least Bachelors Degree from a recognised University; ii) B.Ed. from a recognised University/Institute; and iii) 8 years' experience of teaching Secondary School classes (up to class X) or 12 years of teaching experience of Middle and Secondary classes of which minimum 5 years being experience of teaching the Secondary classes; or 5 years' experience as Headmaster of Middle School or other equivalent administrative experience.
CISCE	**Principal/ Headmaster / Headmistress**: The Principal / Headmaster / Headmistress must possess a postgraduate academic degree in a teaching subject from a recognised University and a recognised teacher-education degree and five years teaching experience in a recognized school. **Vice-Principal / Senior Master / Senior Mistress**: The Vice-Principal / Senior Master / Senior Mistress must possess a postgraduate academic degree in a teaching subject from a recognised University and a recognised teacher-education degree.

Minimum Staff Qualifications

	Teachers at Higher Secondary Levels (Classes 11 and 12)
CBSE	(i) **Subject Teachers**: Masters Degree in the subject (Persons having post graduate qualifications with specialisation in a branch of the subject with graduation in the subject concerned be treated on par with the M.A /M.Sc. in the subject concerned provided it is preceded by Graduation in the subject of teaching.); ***and*** (a) Degree or recognised Diploma in education OR (b) Three years' experience of teaching Intermediate or higher classes (ii) **Computer Teacher**: (a) BE/B. Tech in Computer Science/Computer Engineering/Information Technology/ Electronics/Electronics & Communications or Equivalent. OR (b) MCA/M.Sc /Computer Science/ Information Technology/Masters in IT or Equivalent. OR (c) M. Sc. (Mathematics) and B.Sc. (Computer Science) or BCA or equivalent. OR (d) Post Graduate degree in Mathematics or Physics or Statistics and 3 year Diploma in Computer Engineering/IT from an institution recognized by the AICTE/University. OR (e) Post Graduate degree in Mathematics or Physics or Statistics and at least Post Graduate Diploma in Computer Application from an institution recognized by the AICTE/University or equivalent. OR (f) 'B' level from DOEACC; ***and*** (a) Graduate with Bachelor of Education (B.Ed) or its equivalent OR (b) Three years' experience of teaching intermediate or higher classes. (iii) **Physical Education Teacher**: Post-Graduate in Physical Education (M.P.Ed.) from a recognised University/Institute. (iv) **Librarian**: B.Lib. / M.Lib. **OR** Graduate/Post-Graduate with Diploma in Library Science from a recognised Institute. (v) **Other Activity Teachers**: Qualifications as recognised by NCTE.
CISCE	(i) **Subject Teachers**: Qualifications as specified for the Principal/Headmaster/Headmistress in the subjects they teach. (ii) **Computer Teacher**: M.C.A. or Graduate with P.G. Diploma in Computers (two years duration) from a recognised University/Institute. (iii) **Physical Education Teacher**: Post-Graduate in Physical Education (M.P.Ed.) from a recognised University/Institute. (iv) **Librarian**: B.Lib. / M.Lib. **OR** Graduate/Post-Graduate with Diploma in Library Science from a recognised Institute. (v) **Other Activity Teachers**: Qualifications as recognised by NCTE.

Minimum Staff Qualifications

	Teachers at Secondary Levels (Classes 6–10)
CBSE	(i) **Subject Teachers**: Graduate Degree in the subject; ***and*** (a) Degree or recognised Diploma in education OR (b) B.Ed with subject from the Regional College of Education (ii) **Computer Teacher**: (a) B.Sc. Computer Science/BCA/ Bachelor of Information Technology OR (b) Graduate Degree in any subject with Mathematics as a subject and 3 years Diploma in Computer Engineering/ IT from an Institution recognized by AICTE/University. OR (c) Graduate Degree in any subject with Mathematics as a subject and at least one year Diploma in Computer Applications from an Institution recognized by AICTE /University. OR (d) 'A' level from DOEACC ***and*** (e) Graduate with Bachelor of Education (B.Ed) or its equivalent The existing teachers who are not fulfilling the above qualification criteria may acquire the minimum qualifications within a period of 5 years. (iii) **Physical Education Teacher**: (a) Graduate in Physical Education ***or*** B.P. Ed (b) D.P. Ed. awarded by a recognised University /Institution after training of minimum one academic session provided that the admission qualification for the Diploma is at least a university degree. OR (c) Bachelor of Sports, Humanities and Physical Education of Haryana Agricultural University, Hissar. (iv) **Librarian**: Graduate with diploma in Library Science from a recognised institute. (*Junior Librarian*: Matriculation or equivalent with Certificate in Library Science from recognised Institute). (v) **Other Activity Teachers**: Qualifications as recognised by NCTE.
CISCE	(i) **Subject Teachers**: Graduate academic degree in a teaching subject from a recognised University and a recognised teacher-education degree. (ii) **Computer Teacher**: B.C.A. / M.C.A. OR Graduate with P.G. Diploma in Computers (two years) from a recognised University / Institute. (iii) **Physical Education Teacher**: Graduate in Physical Education (B.P.Ed.) from a recognised University / Institute. (iv) **Librarian**: B.Lib. / M.Lib. OR Graduate/Post-Graduate with Diploma in Library Science from a recognised Institute. (v) **Other Activity Teachers**: Qualifications as recognized by NCTE.

Teachers at Primary Levels (Classes 1–5)	
CBSE	Higher Secondary with JBT (Two years) OR Intermediate/Senior Secondary with JBT (One year). Preference is however given to trained graduates.
CISCE	Trained teachers with Kindergarten or Primary School training from recognised institutions.

CBSE International (CBSE-*i*)

CBSE International (CBSE-*i*) is an internationally-benchmarked, enquiry and skill-based curriculum catering to individual learning styles. Launched by CBSE in 2010, CBSE-*i* is set to address global needs (about 70 per cent of the curriculum is global in nature) as well as relate to local issues and local culture. The curriculum was offered across 26 schools in classes 1 and 9 in the United Arab Emirates, Singapore, Japan, Malaysia and other Gulf countries in 2010-11 and has been extended to other classes in subsequent years. The course is currently offered in over 75 Kendriya Vidyalayas and other select Indian schools all over the country. In CBSE-*i*, there are five learning areas or units of enquiry which are described as follows:

	Classes of study	Aims of the curriculum
Languages	2 languages up to class 5 (English and Hindi or mother language or any other foreign language), 3 languages from classes 6-10.	To develop listening, speaking, reading and writing skills in a variety of contexts. To develop learners' critical abilities to analyse and evaluate diverse texts, To equip learners with the language to question ideas and express their point of view.
Social Studies	Env.Edu. (for classes 1-2), History, Geography, Social and Political Structures (for classes 3-5), Economics + earlier subjects (for classes 6-10).	To develop an understanding and evaluation of the social, political, economic and environmental dimensions of the world. To help learners formulate and justify arguments in response to a diverse range of issues.
Mathematics and Technology	Compulsory for classes 1-10. Till class 8, the focus is on developing core mathematical skills in all learners, while there is a choice between core and a higher elective Mathematics in classes 9 and 10.	To help learners develop strategies that improves their logical thinking and analytical ability. Mathematics Lab activities to be an integral and a compulsory part of the curriculum and examinable from classes 6-10. Information and Communications Technology is designed to help learners assess the impact of new technologies on society.
Science	Covered in Environmental Education in classes 1 and 2, in General Science in classes 3-5, as individual disciplines of Physics, Chemistry and Biology in classes 6-10.	To provide an opportunity to be curious, to question, to investigate, to formulate hypotheses, design and carry out experiments, make critical observations and record results. An extension programme called Breakthroughs will help learners to stay familiar with current trends of scientific thinking and developmental processes.
Physical Education (PE), Performing Arts (PA) and Visual Arts (VA)	PE is compulsory for classes 1-10. Music, dance and theatre compulsory for classes 1-5. One learning area from the PA and one from the VA (for classes 6-10).	The PE curriculum contributes to the all-round development of learners. The Physical Education Cards (PEC) will be a unique feature for classes 1-5. The PA curriculum provides a means for personal expression, and the articulation of ideas. The VA program aims to promote intellectual, aesthetic and emotional growth.

Note: At the core of the curriculum is an innovative programme called Perspectives, Life Skills, SEWA (Social Empowerment through Work and Action), Critical Thinking Module and Research project.

Physical Education Cards (PEC)

Education policies in India have historically emphasised the need of sports in education (National Sports Policy 1984, National Policy for Education 1986, National Curriculum Framework 2005). However, there has been an increased lack of interest in children towards sport and physical education in recent times. To provide a remedy, a joint initiative taken by the British Council, Youth Sport Trust, the Ministry of Human Resource Development, the Central Board of Secondary Education, Laxmibai National University of Physical Education and the Ministry of Youth Affairs & Sports developed Physical Education Cards (PEC), modelled on the lines of TOPS Cards developed in the UK. It was implemented under the aegis of International Inspiration India Programme (a bi-lateral cooperation programme between the UK and India) in 2009.

Highlights

The Physical Education Cards (PEC) is a set of resources for use with children in classes 1-5.
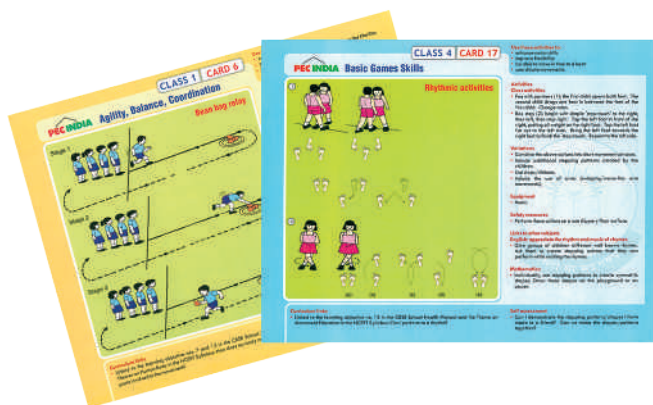
Figure 14: Physical Education Cards as designed by the British Council India

- These have been designed to be used by non-specialist primary teachers, with the support of specialist PE teachers, during the two weekly timetabled PE lessons recommended by CBSE.

- PEC focus on providing activities those are easy to organise with large numbers of children.

- They provide a progressive set of physical activities and challenges that are suitable for the different ages and stages of children's physical development and cognitive understanding.

CBSE-*i* Affiliation Rules (Additions to existing CBSE affiliation rules)

- The classrooms should be well equipped to enable e-learning. High speed Internet connection; latest models/configuration desktop/laptop and projector are mandatory along-with appropriate audio-visual arrangements.

- The School should also have separate provision for Language (for assessment of speaking and listening skills), Mathematics, Social-Science laboratories (robotics, design and technology, biotechnology, engineering graphics, human studies (home science) laboratory etc. also as required.

- It is mandatory to have a computer laboratory dedicated for the conduct of online examinations (PAT and others) from time to time. The laboratory should be well equipped with high-speed Internet connection.

- The teachers responsible for teaching CBSE-*i* curriculum should be provided extensive training (at least two weeks every year) and must not be responsible for CBSE curriculum.

- The Course Fee for the introduction of CBSE-*i* would be Rs. 2,50,000.

- The pupil teachers' ratio should not exceed 25:1.

Initiatives of Government of India on School Education

The education sector in India has in recent years witnessed a host of admirable policy initiatives from the central government. The emphasis on education in the Central Budget has been on the rise in the recent years with a subsequent hike in the 2013–14 edition. The budget proposed a fund outflow of Rs 65,869 crore (658 billion) for the sector, an increase of a little over 7 per cent from that in the previous fiscal year. The school education was allocated Rs 49,659 crore (496 billion), an increase of approximately Rs 4000 crore YoY (40 billion).

Under school education, an amount of Rs 286.35 billion is being provisioned for Sarva Shiksha Abhiyan (SSA) and Rs 49.66 billion for Rashtriya Madhyamik Shiksha Abhiyan (RMSA) alone. Several schemes and budgetary allowances have been announced for the education domain. The budget has special focus on education of the girl child with the Beti Bachao Beti Padhao scheme and the resolution of providing one hundred thousand girls toilets and drinking water facilities in schools targeted to benefit 10 million girls in the first phase hoping to reduce dropouts in the process. The budget also provides for the modernisation of the madrasas. The allocation hopes to reach out to 1 million Muslim children to get education of national standards certified through the National Institute of Open Schooling (NIOS). To ensure quality of education, the Budget also provides for Rs 300 million for School Assessment Programme. An amount of Rs 5 billion has been provided to the Pandit Madan Mohan Malviya's Teacher Training Programme which will benefit nearly 20,000 teacher trainees studying in Teacher Education Institutions. Apart from these, plans are there to set up virtual classrooms as Communication Linked Interface for Cultivating Knowledge (CLICK) and Massive Open Online Courses and a national e-library against a budgetary provision of Rs 1 billion[22].

The spending of Indian households on education is also on the rise, and for a majority of households today, children's education is one of the key motivations for saving. Recent estimates from National Sample Survey Office[23] (NSSO) data reveal that even though food has been a priority in the consumption basket of Indian households, its share has been declining. Between 1999 and 2009, expenditure on food increased by about 70 per cent among rural families and 78 per cent among urban ones. However, the spending on education jumped up by a whopping 378 per cent in rural areas and 345 per cent in urban areas. While 40 per cent of rural and 57 per cent of urban families said they were spending on education in 2004–05, the corresponding figures climbed to 63 per cent rural and 73 per cent urban in the latest NSSO survey in 2009–10. According to the Credit Suisse Emerging Market Consumer Survey 2011[24], India registers about 7.5 per cent allocation of existing spending in education—highest amongst the survey countries.
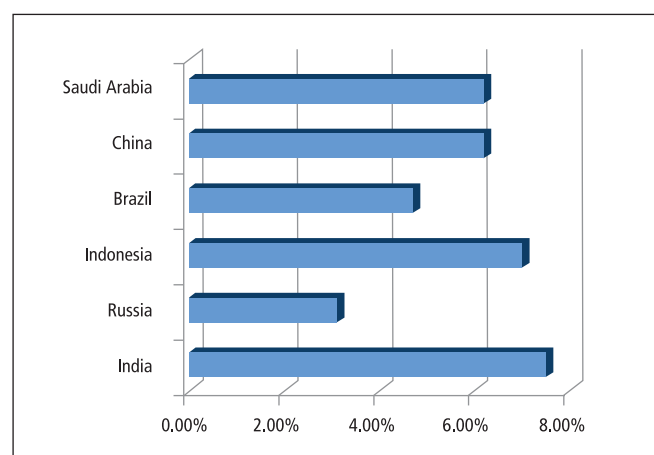

Figure 15: Percentage of spending allocation

22 http://india.gov.in/spotlight/union-budget-2014-2015
23 http://mospi.nic.in/Mospi_New/site/inner.aspx?status=3&menu_id=31
24 https://research-and-analytics.csfb.com/docView?language=ENG&source=ulg&format=PDF&document_id=868401161&serialid=b0oz1anA6Qb%2F2FDlRBNXJrwmWj8LglPHr1P8cFVDZkQ%3D

The same survey also depicted that a higher percentage of Indian families of almost all income brackets were ready to spend more on education in the next 12 months than what they had spent currently.
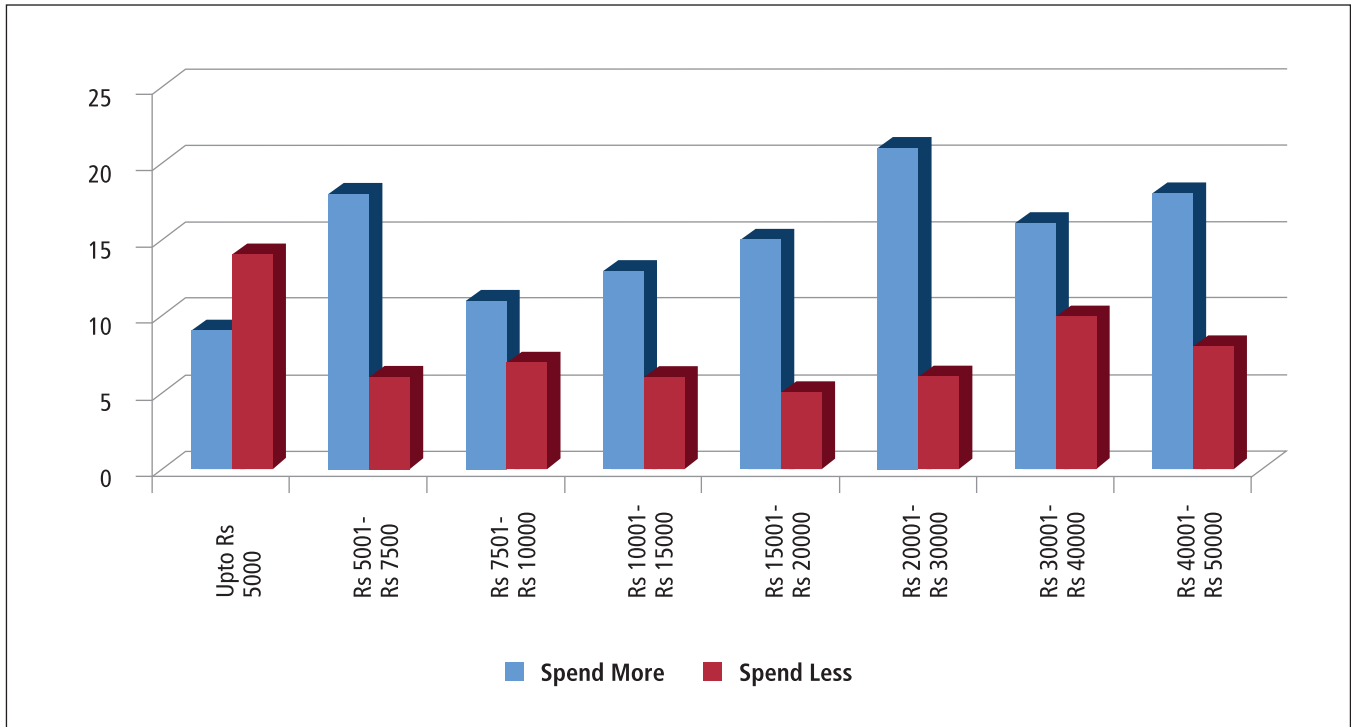

Figure 16: Percentage of Indian families willing to spend on education

The Credit Suisse India Consumer Survey 2011 shows that income levels have a clear influence on the nature of school enrolment among households. It is worthy to mention that government school enrolment declines in higher income segments while the demand for English medium schools increases for the same income segment group.

The survey also shows that Indian households save about 22 per cent of income (national average according to the Reserve Bank of India is 28 per cent). Among expense items, housing and food are the two biggest categories, followed by education, which accounts for 11 per cent of the monthly spends.
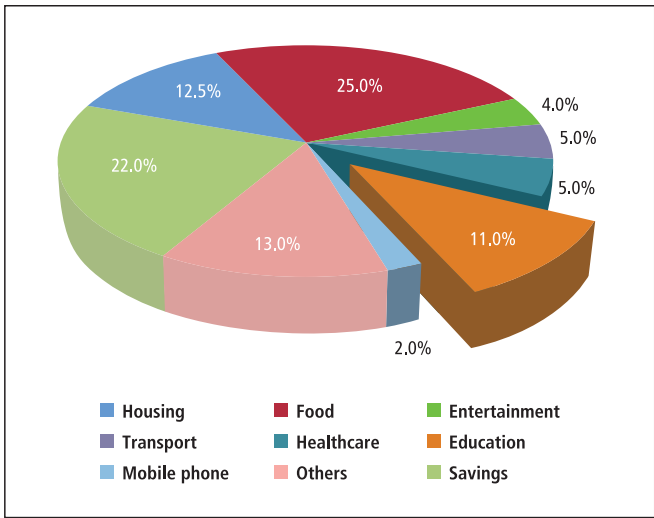
Figure 17: Spending profile of Indian families

Indian Education Policy—A Timeline

India has shown significant progress in the field of education since independence. Since 2000, the Millennium Development Goals (MDGs) have been unique for having established a universally accepted and easily measurable framework for global development. In India, the MDGs are central to the country's development agenda. India is on track to reach either fully, or nearly, key MDG targets— including the target on universal primary education under goal two and the target on gender equality in education under goal three[25]. The Twelfth Five-Year Plan (2012–2017) targets to increase the mean years of schooling to seven years. The plan also targets enhancing access to higher education by creating two million additional seats for each age cohort, aligned to the skill needs of the economy. India also targets to eliminate gender and social gaps in school enrolment (that is, between girls and boys, and between Scheduled Castes, Scheduled Tribes, Muslims and the rest of the population) in the Twelfth Plan. Under the government's flagship Sarva Shiksha Abhiyan (SSA) programme, the government will strategically look into:

i. strong focus on learning outcomes;

ii. addressing residual access and equity gaps;

iii. focus on teacher and education leadership;

iv. linkages with other sectors and programmes[26].

25 http://www.indiaenvironmentportal.org.in/files/file/mdg_2014%20India%20country%20report.pdf
26 http://planningcommission.gov.in/plans/planrel/12thplan/pdf/12fyp_vol3.pdf

Following is the snapshot of the major educational milestones reached by the Indian government since independence:

Year	Milestones	Remarks
1952	Secondary Education Commission[27]	The recommendations of Dr S. Radhakrishnan from the University Education Commission 1948 were reinforced by the appointment of this commission in September 1952 with Dr L.S. Mudiliar as Chairman. The report by this commission was submitted to the first Parliament in 1953. The commission made valuable recommendations regarding the objectives of education, reorganisation of teaching institutions, medium of instruction and the system of examinations. The report went on to recommend the setting up of technical schools, polytechnics, strengthening multi-purpose education, central technical institutions, etc. The establishment of multi-purpose schools was a major contribution of this commission.
1964–66	Kothari Commission[28]	The 17-member commission included 5 foreign national educationists—one each from United Kingdom, United States, France, Japan, and Russia. The key objectives of the commission were: • to conduct a detailed study on education system with a special emphasis on quality • to emphasise the role of people in national development • to recommend an integrated approach to educational development leading to a comprehensive educational policy for India

27 http://www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_Commission_Report.pdf
28 http://www.teindia.nic.in/Files/Reports/CCR/KC/KC_V1.pdf

Year	Milestones	Remarks
1976	42nd Constitutional Amendment	*Education*, which was originally in the State List of subjects of legislation, was transferred to the Concurrent List through this amendment. With this amendment, a greater role of the union government was laid towards: • reinforcing the national and integrative character of education • maintaining quality and standards including those of teachers at all levels • promoting excellence by catering to the needs of personnel development, research and advanced study, international aspects of education, and cultural development
1986	National Policy on Education (NPE)	The first NPE was promulgated in 1968 and the second in 1986. It emphasizes three aspects in relation to elementary education: • universal access, enrolment and retention of children up to 14 years of age, • a substantial improvement in the quality of education to enable all children to achieve, • revival of Sanskrit and other classical languages for contemporary use.
1995	Mid-Day Meal programme[29]	The programme was launched on 15th August 1995. It involves provision for free lunch on working days for children in Primary and Upper Primary Classes in Government, Government Aided, Local Body, Education Guarantee Scheme (EGS) and Alternate Innovative Education (AIE) Centres, Madrasa and Maqtabs supported under Sarva Shiksha Abhiyan and National Child Labour Project (NCLP) Schools run by Ministry of Labour. The primary objective of the scheme is to improve the nutritional status of children, encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities, thereby increasing the enrolment, retention and attendance rates. According to the government, it is the world's largest school feeding programme, reaching out to about 120,000,000 children in over 1,265,000 schools.
2002	86th Constitutional Amendment	Right to Education was added to Chapter 3 of the Indian Constitution (Article 21A): "The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine."
2008	National Scheme for Incentive to Girls for Secondary Education[30] (NSIGSE)	This scheme was launched in May 2008 with the objective to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl child belonging mainly to SC/ST communities in secondary schools. According to the scheme a sum of Rs. 3,000 is deposited in the name of the unmarried eligible girls as fixed deposits, who are entitled to withdraw it along with interest thereon on attaining 18 years of age and passing 10th class.
2008	Scheme for Construction & Running of Girls' Hostel for students of Secondary and Higher Secondary Schools[31]	This was launched in October 2008 and implemented from 2009-10 to set up Girl's Hostels with 100 seats in about 3479 Educationally Backward Blocks (EBB) in the country. The main objective of the scheme is to retain the girl child in secondary school so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and connected societal factors. Another objective of the scheme is to make Secondary and Senior Secondary education accessible to a larger number of girl students.

29 http://mdm.nic.in/
30 http://india.gov.in/national-scheme-incentives-girls-secondary-education
31 http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Scheme_Girls_hostel.pdf

Year	Milestones	Remarks
2008	Scheme for setting up of 6000 Model Schools at Block Level as benchmark of excellence[32]	The scheme was launched in November 2008 and its implementation began from 2009-10. The scheme aims to provide quality education to talented rural children through setting up of 6,000 model schools* as benchmark of excellence at block level at the rate of one school per block. The scheme has the following objectives: (i) To have at least one good quality senior secondary school in every block. (ii) To have a pace setting role (iii) To try out innovative curriculum and pedagogy (iv) To be a model in infrastructure, curriculum, evaluation and school governance * A model school is conceived to have infrastructure and facilities of the same standard as in a Kendriya Vidyalaya and with stipulations on pupil-teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome.
2008–09	National Means-Cum-Merit Scholarship Scheme[33] (NMMSS)	Launched in May 2008, the scheme provides one hundred thousand scholarships of Rs.6000 per annum (Rs.500 per month) per student to selected students each year for study in Classes 9 to 12. The objective of the scheme is to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class 8 and encourage them to continue the study at secondary stage. Students whose parental income from all sources is not more than Rs. 1,50,000 are eligible to avail the scholarships. The selection of students for the scholarships was being made through an examination conducted by the State Governments/UT administration along with the National Talent Search Examination (NTSE) first Stage-I examination.
2009	Rashtriya Madhyamik Shiksha Abhiyan[34] (RMSA)	The RMSA programme was launched in March 2009 and targeted to achieve a Gross Enrolment Ratio (GER) of 75 per cent at secondary stage (Classes 9 to 10) within 5 years, universal access by 2017 (i.e. by the end of 12th Five Year Plan) and universal retention by 2020. The programme is designed to address the quality and equity issues, along with the problem of access. Important physical facilities provided under the scheme are: (i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions and (vii) Residential Hostels for Teachers in remote areas. Important quality interventions provided under the scheme are: (i) appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) science laboratories, (v) ICT enabled education, (vi) curriculum reforms; and (vii) teaching learning reforms. Important equity interventions provided in the scheme are: (i) special focus in micro planning (ii) preference to Ashram schools for upgradation (iii) preference to areas with concentration of SC/ST/Minority for opening of schools (iv) special enrolment drive for the weaker section (v) more female teachers in schools; and (vi) separate toilet blocks for girls.

32 http://www.wbsed.gov.in/wbsed/readwrite/schemes/model_school_scheme.pdf
33 http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Scheme_NMMS.pdf
34 http://mhrd.gov.in/rmsa

Year	Milestones	Remarks
2009	Right to Education Act[35]	The Act became operative with effect from April 1, 2010. The Act provides all children in the age group of 6–14 years the right to free and compulsory education in a neighbourhood school. The Act also provides for 25 per cent of school places to be offered free to children from weaker sections of society in both government and private schools. Sarva Shiksha Abhiyan (SSA), in partnership of the States, is the main vehicle for implementing the provision of the RTE Act. The SSA Framework of Implementation and Norms for Intervention was revised to correspond to the provisions of the RTE Act, including norms for opening new schools as per the neighbourhood norms prescribed under the State RTE Rules, the prescribed pupil teacher ratio, and infrastructure norms. SSA covers all States and Union Territories and reaches out to an estimated 192 million children in 1.1 million habitations in the country.
2009–10	Scheme of Inclusive Education for Disabled at Secondary Stage[36] (IEDSS)	This was launched in 2009-10 and replaced the earlier IEDC Scheme. It provides assistance for the inclusive education of the disabled children in classes 9-12. The aim of the Scheme is to enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling (Classes 9-12) in an inclusive and enabling environment.

35 http://mhrd.gov.in/rte
36 http://mhrd.gov.in/iedss

Apex Educational Organisations

National Council of Educational Research and Training (NCERT)[37]**:** The National Council of Educational Research and Training (NCERT) was set up by Government of India in 1961 as an autonomous organisation registered under Societies Registration Act (Act XXI of 1860) to advise and assist the Ministry of Human Resource Development, Government of India and Departments of Education in States/ UTs in formulation and implementation of their policies and major programmes in the field of education, particularly for qualitative improvement of school education. The major constituent units of the NCERT are:

1. National Institute of Education (NIE), New Delhi
2. Central Institute of Educational Technology (CIET), New Delhi
3. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
4. Regional Institute of Education (RIE), Ajmer
5. Regional Institute of Education (RIE), Bhopal
6. Regional Institute of Education (RIE), Bhubaneswar
7. Regional Institute of Education (RIE), Mysore
8. North-East Regional Institute of Education (NE-RIE), Shillong

For realisation of its objectives, the NCERT and its constituent units:
- undertake, aid, promote and coordinate research on areas related to school education;
- organise pre-service and in-service training of teachers;
- organise extension services for institutions that are engaged in
- educational research, training of teachers or have extension services to schools;

- develop and disseminate improved educational techniques, practices and innovations;
- collaborate, advise and assist State Education Departments, Universities and other educational institutions;
- act as a clearing-house for ideas and information to all matters relating to school education;
- undertake the preparation and/or the publication of books, materials, periodicals and other literature to achieve its objectives;
- act as a nodal agency for achieving goals of universalisation of elementary education. In addition to research, development, training, extension, publication and dissemination activities, the NCERT acts as a major agency for implementing the bilateral Cultural Exchange Programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with international organizations, visiting foreign experts and delegations and offers various training facilities to educational personnel from developing countries.

National Council of Teacher Education (NCTE)[38]: The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and

Indian School Education System 39

the Programme of Action thereunder, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The NCTE as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on August 17, 1995.

The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses. NCTE has its headquarters at New Delhi and four Regional Committees at Bengaluru, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. The NCTE Headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

National University of Educational Planning and Administration (NUEPA)[39]: NUEPA has its origin dating back to 1962 when the UNESCO established the Asian Regional Centre for Educational Planners, Administrators and Supervisors with its nomenclature changing to Asian Institute of Educational Planning and Administration (AIEPA) in 1965. The AIEPA was later merged with the National Staff College for Educational Planners and Administrators as its Asian Programmes Division in 1973. Subsequently, with increasing role and functions of the National Staff College, particularly in capacity building, research and professional support services to the state governments, it was rechristened as the National Institute of Educational Planning and Administration (NIEPA) in 1979.

In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Ministry of Human

Resource Development, Government of India has empowered it to award degrees by conferring on it the status of 'Deemed to be University' in August 2006 under Section-3 of the UGC Act, 1956. Like any Central University, NUEPA is fully maintained by the Government of India. The National University is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia.

NUEPA is organized in eight academic departments and two centres with Vice-Chancellor as the chief executive. The academic departments are:
1. Department of Educational Planning
2. Department of Educational Administration
3. Department of Educational Finance
4. Department of Educational Policy
5. Department of School and Non-Formal Education
6. Department of Higher and Professional Education
7. Department of Educational Management Information System
8. Department of Training and Capacity Building in Education

The two academic centres are:
1. National Centre for School Leadership
2. Centre for Policy Research in Higher Educatio

37 http://www.ncert.nic.in/index.html
38 http://www.ncte-india.org/
39 http://www.nuepa.org/

Market Analysis of Private Schools

Heads of 40 private schools across India were interviewed by The British Council with hope of reporting on all parameters defining school education in today's context. Though the sample
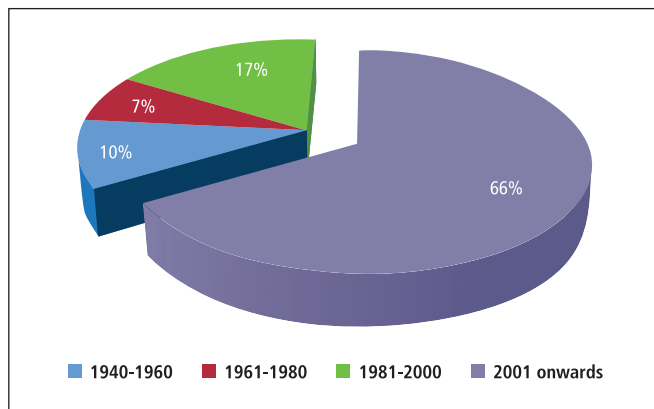

Figure 18: Sample distribution as per year of establishment

size was small with just 40 schools, care was taken to spread the schools across the diverse geographical stretches of the country. Interviews were undertaken with schools in Jammu in the North, West Bengal and Assam in the East, Kerala and Tamil Nadu in the South, and Gujarat and Maharashtra in the West. Apart from the prominent metro cities of Kolkata, New Delhi, Chennai, Mumbai, Bengaluru, and Hyderabad, interviews were undertaken in several smaller cities as well. Schools, both newly set up (within 10 years of establishment) as well as having a rich heritage over the years (with more than 40 years of establishment) were taken into consideration for the sample study.

The investigation covered many factors such as fees, spending profile and a look into external links with both academic organisations and corporations from which procurement takes place. The sample of 40 schools covered widely different schooling institutions with respect to their sizes, to their years of establishment, to their fee structure. These findings will draw upon both averages and comparisons across the schools.

Fee Structure

The fee structure of Indian private school education system widely differs across the country and is dependent on many different attributes such as infrastructure, facilities and the quality of education. There is usually a steady increase as a child gets older; going from primary to middle, to secondary, to senior secondary, as the table below depicts.

Table 3: Average annual fees in private schools

	Average Annual Fees
Primary	Rs 15000
Middle	Rs 49000
Secondary	Rs 62500
Senior Secondary	Rs 86000

The results of the survey also found that there is seemingly no correlation between the year of establishment of the school and the fee structure. There is a variant of prices coming across both the oldest and the most newly established institutions. It emerged from the survey that the most expensive secondary school fees of 300,000 per annum and 250,000 per annum came from schools established in 2008 and 1969 respectively; negating any claim that newer schools are charging more per year.

School Spending

The spending profile of a school is hard to average as there are huge variants between and within schools. Much of the expenditure occurs on an 'as and when' basis to meet the demands at a particular time in a particular area. However, the graph below shows the biggest areas of spending across all schools.

Classroom furniture takes the biggest part of schools' budget, with an average spending of Rs 200,000 per year. School expansion infrastructure averages at Rs 180,000 per year with the
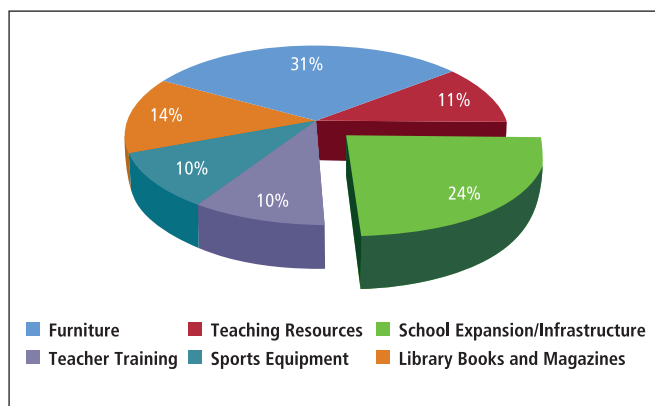
Figure 19: Percentage of annual spends by sample schools

purchase of library books and magazines taking Rs 100,000. Other areas of prominent spending include sports equipment (Rs 75,000 annually), student data management services (Rs 35,000 annually) and academic support services such as Ez Vidya and XSEED (Rs 28,000).

There are huge differences in spending between schools and the table below shows the range of spending with the highest and lowest from the sample data mentioned in various different areas:

Table 4: Spending profile of schools on specific heads

	Highest amount spent per annum	Lowest amount spent per annum	Average amount spent per annum
Classroom Furniture	13,50,000	6,000	2,00,000
Sports Equipment	4,00,000	10,000	75,000
School Expansion/Infrastructure	4,60,000	2,000	1,80,000
Academic Support Services	90,000	12,000	28,000

After School Clubs and External Coaches

Thirty-nine percent of the respondent schools had a provision for paid after-school clubs. The results show that within the schools offering clubs there is huge variety in what it is offered for. Sports seem to be the most prominent area; with cricket, football, and taekwondo being offered. Traditional (classical) dance also feature amongst the most popular after school activities. Provision is also there for non-sports related clubs with dramatics, science and self-esteem classes taking place in some schools. Again, costing of such activities is diverse with some schools running them internally by teachers with other schools paying external organisations. Examples of externally run clubs include Raell Padamsee's Dramatics and the Gurcharan Singh Cricket Academy costing Rs 5000 for 9 sessions and Rs 500 per month per student respectively.

Furthermore, 22 per cent of the sample has link ups with external academic coaching institutes or organisations. A wide range of subjects are offered in these coaching classes; such as Zee Learn offering a science club, the IIT offering specific academic coaching to clear entrance examinations, and The Reach Academy offering academic support in general. It is incorrect to assume that these external link ups with coaching institutes or organisations are exclusive to the highest paid schools. Only 1 of the 3 schools with the most expensive secondary school fees in the sample had been linked to an outside coaching organisation.

Procurement Process

From the research undertaken, it seems that procurement of goods and services across schools in India follow a somewhat similar process. As depicted in the flow chart, steps are taken to ensure research is made into quality and cost from a range of sources before procurement takes place. The onus of the final decision most commonly lies in two differing sources; the Principal alone with the verdict on the procurement or a higher management team or committee or trust or society. In some cases the Principal may have sole discretion when the school is spending a relatively small amount of its finances but when the Principal wishes to spend a larger amount of the budget a committee or trust or society generally makes the decision.

Information of service and goods providers is obtained through many different resources. Though research on the Internet, visit by sales representatives, and online advertising are followed to gather information about a particular good / service provider, the most trusted source
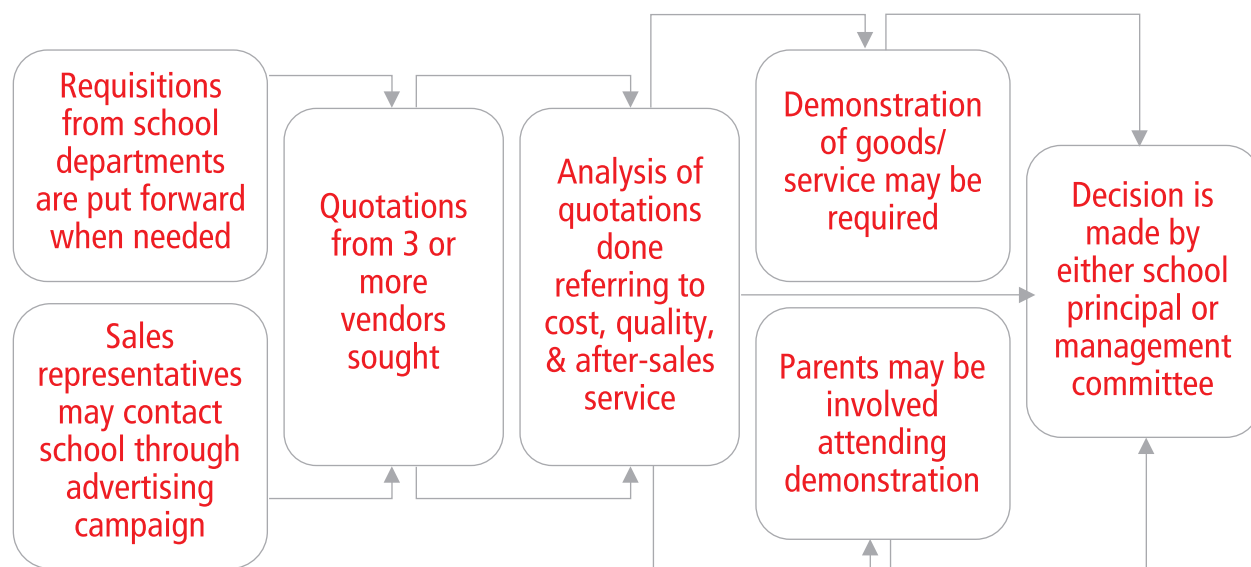
Figure 20: General procurement process in private schools

of information for 55 per cent of the respondents turned out to be local recommendation. However, a considerable high 32 per cent of the respondents were unable to mention 'the most trusted source' of information while procuring goods and services and they typically follow all the available channels before taking a final decision.

While procuring goods and services, we also asked the schools to rate quality, brand and cost from 1 (poor) to 10 (excellent) in terms of meeting their requirements.

These three graphs depict the importance of the elements, quality, brand, and cost with regards

to goods and services to be procured. Clear indication from 83 per cent respondents (rating 9 or 10 in a 10-point rating scale) is that quality will not be compromised during the procurement process. Schools generally are less fussy about brands, with 50 per cent of the respondents going for a rating of 7 or 8. Even 14 per cent respondents conveyed that if the quality is high, brand does not matter at all, giving it a rating between 0 and 4. Interestingly, the cost factor is ranked least importantly, with 40 per cent requiring it to be at a 6 or lower. However, all respondents agreed that they generally look at the balance of quality and cost while procuring a good or service.
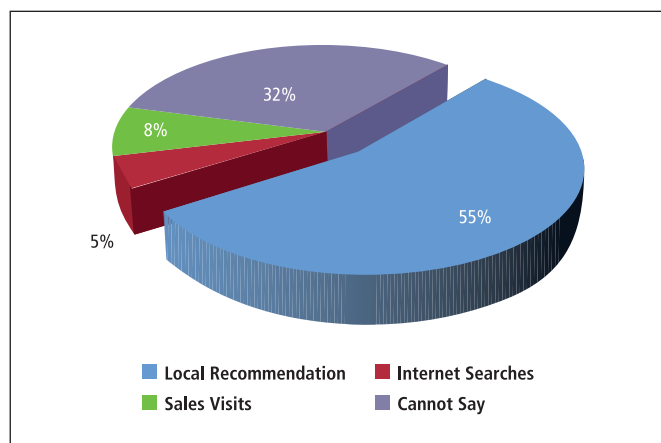
Figure 21: Most trusted source of information while procuring goods/services
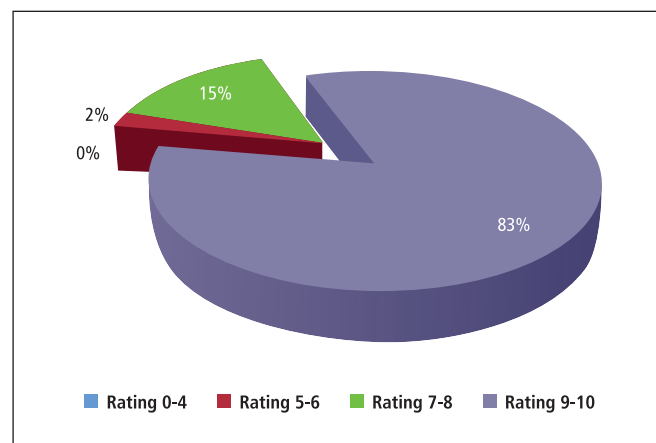
Figure 22: Importance of quality of procurred goods/services
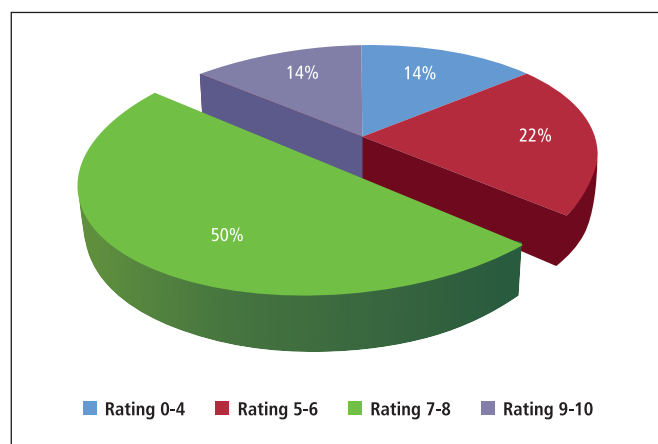
Figure 23: Importance of brand of procured goods/services

- 14% (Rating 0-4)
- 22% (Rating 5-6)
- 50% (Rating 7-8)
- 14% (Rating 9-10)

Rating 0-4   Rating 5-6   Rating 7-8   Rating 9-10
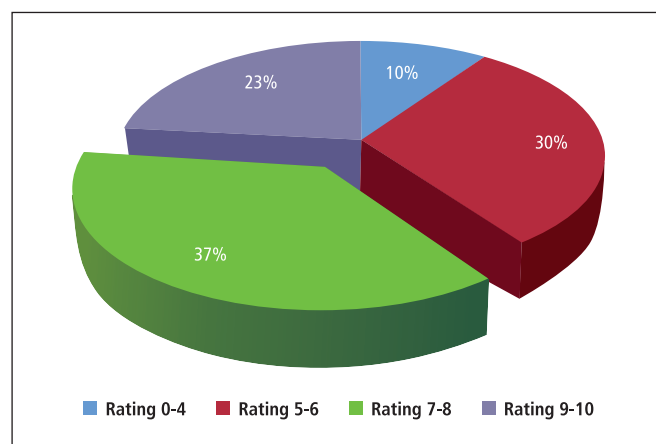
Figure 24: Importance of cost of procured goods/services

- 10% (Rating 0-4)
- 30% (Rating 5-6)
- 37% (Rating 7-8)
- 23% (Rating 9-10)

Rating 0-4   Rating 5-6   Rating 7-8   Rating 9-10

Overseas Procurement

The research indicates that there are a reasonable proportion of schools engaging in overseas procurement with 32 per cent of schools having a history of it. Furthermore, much of overseas procurement in concentrated in China, particularly for furniture. Other countries have provided services to some Indian schools including eLearning software. Results indicate that much of this has come from US corporations such as Education City and Waterford Early Learning. There has been some development of networking and leadership programmes with organisations overseas which link students from India with other parts of the world. These have included schemes like the Eumind—a platform for networking between schools in India and Europe in their response.

Importantly, when schools were asked of future procurement plans, many answers related directly to technology, showing a need for eLearning software, professional data management and student progress software. Teacher training and academic resources were also prioritised by several schools. Others also highlighted the need for software and training resources for specialised content such as the International Baccalaureate and also programmes available in a variant of languages such as Gujarati.

Appendix: List of Figures and Tables

GENERATION UK-INDIA
BUILDING ENGAGEMENT AND TRUST

Generation UK-India is a programme that aims to build collaboration, engagement and trust between the UK and India. Over the next 5 years the British Council will work with partners to support up to 25,000 young people and professionals from the UK to gain study and work experience in India. Generation UK-India will work with Indian institutions to create opportunities for young people in the UK to undertake:

- Cultural immersion placements
- Teaching assistantships
- Work placements

To find out more about participating and supporting Generation UK-India or for more information, please visit www.britishcouncil.in/generationuk or contact us at generationuk.india@britishcouncil.org

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