



Department of Open & Distance Learning Punjabi University, Patiala

Class : M.A. II (Education) Semester : 4
Paper : III (Educational Administration Unit : I
and Planning)
Medium : English

Lesson No.

- 1.1 : Meaning, Purpose & Functions of Educational Administration,
Difference between General and Educational Administration
- 1.2 : Advisory and Implementation-Agencies of Education at the
Central Level
- 1.3 : Advisory and Implementation-Agencies of Education at the
Central and State Level. Functions of the State Ministry of
Education
- 1.4 : Advisory and Implementation-Agency of Education DIET's-
Their functions and Role
- 1.5 : Functions and Objectives of National Council for teacher
education and SABE

Department website : www.pbidde.org

Structure

- 1.1.1 Objectives
- 1.1.2 Introduction
- 1.1.3 Meaning of Educational Administration
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1.1.1 Objectives :

After going through this lesson, the students will be able to :-

1. understand the concept of Educational administration
2. understand the purpose and elements of Educational administration
3. understand the difference between general and educational administration.

1.1.2 Introduction :

When affairs of the people in the field of education are involved, the type of administration is called Education Administration. In Educational administration effort is made to achieve the objective of education by utilising material and non material resources. When people's affair connected with education or educational institutions are looked after or managed so that desired goals of education are achieved, educational administration is on play.

1.1.3 Meaning of Educational Administration :

The phrase "Educational Administration" is a compound of two words namely education and administration. Education is an independent discipline which is concerned with physical, intellectual, emotional, social and spiritual development of man. Similarly, Administration is also an independent discipline which means to manage the affairs of people, to keep a watch over these affairs. Administration is not bothered about the affairs of

an individual it neither interferes nor in any way controls the, affairs of an individual. It is concerned with public affairs only. In short administration means or look after the affairs of people When people join hands and make a collective effort to collect and utilise their resources for managing their affairs and achieving good results with least efforts and in the minimum time period, they actually utilise the concept of Administration in practice.

According to John Baig "Administration is systematised ordering of affairs and the calculated use of resources aimed of making those things happen which we want should happen and simultaneously preventing developments that fail to secure with our intention".

From this definition an additional dimension of administration comes to surface. Administration does not mean only to manage and look after the public affairs and ensure that what is intended, happens and happens quickly and efficiently. Administration also means preventing hurdles and implements which retard the progress and stand in the path of achievement of goals, which reduce efficiency, which result in waste of resources or consumption of time more than it is required.

In other words administration makes positive progress and prevents negative retardation, inertia or demotivation.

Administration is the organisation and management of human and material resources to achieve the desired ends.

The oxford dictionary defines Administration as "management of public affairs or the government". From this above brief discussion it follows that in every type of administration at the top in the ends i.e. the objectives which people have in mind. The second important constituent is some organisation institution, group of people which collects, arranges, utilises and works upon resources towards the realization of the aim. And the other important element in administration is Coordination between and among all these constituents.

Administration in a process is which desires or ambitions of people are achieved by collecting and utilising human and material resources through some coordinating agency called institution or organisation in the quickest manner, with minimum of effort and maximum of gain and avoiding wastage of time or resources etc.

Administration may be of banks, of railways, of telephones, of aeroplanes, of army, of police, of roads and bridges and so on. Educational Administration is only one such kind, a special branch of administration.

It has been made clear already that in every type of administration important place is occupied by the Ends or aims of this activity or filed under

Administration. Other constituents are resources, organisation or institution and coordination. Educational administration tries to achieve the aims of education through this maximum utilisation of material resources (building, furniture, libraries, laboratories, playgrounds, finance, etc.) and human resources (teachers, office staff, education officers) and institutions (schools, colleges, universities etc.) and organisations (SCERT Directorates of Education, offices of D.E.O., B.E.O. etc.) Campbell defines Educational Administration in the following words.

Educational Administration consists of facilitating, the development of goods and policies basic to teaching and learning, stimulating the development and program for teaching and learning and procuring and managing personnel and material to implement teaching and learning.

The most important thing to be noted is that is the phrase "Educational Administration" the objective education is more importance than the noun 'administration'. Education is of primary importance and administration is of secondary importance. The main purpose behind administration is always good education of the children. Graham Bulfore defines educational administration in the following words.

"Educational administration is to enable the right pupils to receive right education from right teachers at a cost within the means of the state and under conditions which will enable the pupils best to profit by their learning".

1.1.4 Elements of Educational Administration :

Water is compound of hydrogen and oxygen. We all know that hydrogen is inflammable gas and oxygen helps in burning. But water has altogether different properties. Similarly, this compound Educational Administration is entirely different from its constituents. We will shortly see control is one of the elements of this compound. The control means to dictate, to put restrictions to curtail freedom, to impose external law and authority to impose rules and regulations. But in educational administration there is no such thing as Dictatorship or lack of freedom. Educational administration consists of many elements. Different thinkers have included different elements in their groupings. The chart given below shows the elements of Educational Administration as envisaged by different authors. The common functions are (i) Planning (ii) Organisaiaon (iii) Coordination, (iv) Direction and (v) Control.

ELEMENTS OF EDUCATIONAL ADMINISTRATION

1	2	3	4
Henry Fayol 1916	Sears 1950	New Man 1950	American Association of School Admn. 1935
1. Planning 2. Organisation 3. Staffing 4. Coordination 5. Control	1. Planning 2. Organisation 3. Direction 4. Control 5. Coordination	1. Planning 2. Organisation 3. Resources 4. Order 5. Control	1. Planning 2. Resources 3. Motivation 4. Coordination 5. Evaluation
5	6	7	8
Gullick 1957	Gregg 1957	Campbell 1985	Sharma, T.R. 1969
1. Planning 2. Organisation 3. Staffing 4. Direction 5. Coordination 6. Reporting 7. Budgeting	1. Decision making 2. Planning 3. Organisation 4. Communication 5. Coordination 6. Influencing 7. Evaluation	1. Decision Making 2. Programming 3. Motivation 4. Coordination 5. Evaluation	1. Understanding 2. Decision Making 3. Communication 4. Planning 5. Motivation 6. Coordination 7. Guidance 8. Evaluation 9. Human relations

In recent years to these five elements four more elements namely (i) decision making (ii) communication of the decision (iii) motivation (+guidance, re-inforcement) and (iv) Evaluation have been added. In India Educational Administration has always taken to long a period to take decisions. For example it was in 1917 that the saddler commission recommended this formula of 10+2+3 as the structure of education. But it is only in 1986, nearly 70 years the saddler Commission had recommended that G.O.I. took a decision to introduce 10+2+3 system when it announced the New Educational Policy. In drawback in our administration is our weakness in communicating or conveying the decision. Our communications are half hearted, made in haste and never complete. They give rise to many queries and questions. Hence addition of communication as an element of administration.

The recent most addition is of the elements of human relations and motivations, and also of evaluation. The following brief explanation of these elements will help in making the meaning of Educational Administration clear.

1. Planning:- Planning means purposeful preparation. No activity can achieve its purpose fully and efficiently and without involving wasteful expenditure and human effort unless it is thoughtfully planned. Planning includes the following thus:

- (i) Finance
- (ii) Staff
- (iii) Resources
- (iv) Motivating Steps
- (v) Development; and
- (vi) Supervision

India is a vast country and has a big network of educational institutions with more than 50 lakh teachers and 12 crore students. Planners have to arrange for finance, collect resources, employ staff of various categories, coordinate different agencies, motivate the workers and supervise every activity and evaluate the efforts in the light of the targets set up for purposes of achievement and at the same time ensure that every rupee runs the maximum distance.

G.O.I. has the obligation to put into practice the directions given in the Constitution in all matters connected with education at different levels elementary, secondary, tertiary and professional-cum-vocational and for doing this efficiently, a rigorous planning is essential. So planning is probably the most important ingredient of Educational Administration.

II. Organisation:- Every type of administration needs some sort of organisation to put the planning into action. Under the main Head Planning, there are different areas like Higher Education, Vocational Education, Educational for All, education of gifted of the mentally and physically handicapped etc. and for each of these areas a separate organisation has to be raised. For example for Higher Education U.G.C. has been created, for improving school education NCERT has been raised, for improving administration NIEPA has been raised.

The Punjab Govt. has raised an organisation called PSEB for conducting the examinations at the secondary school level. This organisation has also been assigned the task of curriculum preparation and text-book production and arrange cocurricular and extra-curricular activities of children.

No administration can do without a strong organisation at the central level and sub-organisation in the field.

III. Direction:- In administration things are not just planned, they are made to happen. Someone has to pass orders and issue directions to some one else (individual or a group of individual) to do something. Therefore, in administration there is need for direction, order and discipline. For example Director of Education has to issue directions from time to time to implement the policies formulated by the state.

IV. Coordination:- Coordination is the soul of administration set up. There are different organisation and different directorates and institutions, all

working for the achievement of specific ends. But someone has to coordinate their activities so that duplication is avoided and clash of any between the activities is eliminated. The top administrator has to ensure that all smaller organisations and directorates etc. work in union, in harmony and extend cooperation and help to sister institution. If co-ordination which is a cementing force among various constituents is withdrawn, the entire administration will collapse like a house of cards. Lack of coordination is responsible for confusion and chaos. Every right hand must know what left hand is doing and why, every right foot must know where is left foot bound for. They all must coordinate their actions. The absence of coordination is the mark of failure disturbance and destruction.

V. Control and Appraisal:- It is essential to find out from time to time whether after spending tons of rupees and after recruitment of thousands of organisation, the aims of education are being achieved or not and what is the standard of achievement - poor or excellent. If at a certain place, in a certain organisation, the results a distressing, not upto the mark remedial steps have to be taken, some institutions have to be closed, some modified and a few freshly raised. All this calls for control. Someone in administration in given power to control. Control depends upon assessment and evaluation which have to be objective and periodical or continuous. When control gets slackened administration gets weakened, lethargy and sluggishness raise their strength objectives get forgotten.

VI. Human Relations:- The international Education Commission (1996) popularly known as deltors Education Commission has rightly emphasised the need of human relations in educational administration. In Agricultural administration one deals wih plants and trees, in P.W.D. one deals with roads and bridges and in army one deals with grown up soldiers, fighters and arms. In educational administration we deal with students and teachers. Administration has to be different in concept and practice in all such and other areas. In educational administration we have to be more humane, humble, sympathetic and liberal than in army administration, where element of control, discipline and law has to be rigorous.

The children and teachers, teachers and administrators have to respect each other feelings, must show regard to each other opinion and need. There have to be a relation of love and affection and of understanding. If relation remain cordial process of education function smoothly and quietly, in harmony and pleasantness. As soon relations get sour, distrust, anger, rivalry, hatred, opposition, Grustration and fear, disappointment and anxiety are born and efficiency suffers. Educational administration fails as soon as human relations are with drawn from it and policing or regimentation begins.

How Throne and Mary Parker are of the view that men work more and better if they are treated as human beings and are respected and recognised.

1.1.5 Purposes before Educational Administration:- Educational Administration does not have aims different from aims of education. Its only purpose is to see that conditions should be so created and managed that all educational institutions are enabled to achieve the aims which they stand for. Administration will be deemed to have achieved its aims in full if children in our schools and adolescents in our colleges and universities have realised their potentialities in full and they have developed physically, intellectually, emotionally, socially and spiritually ; they have developed sensitivities, originality and creativity and have a sense of values and responsible behaviour. In short they have developed wholesome personalities. This omnibus type of aim can be broken into its parts as under:-

1. To make such policies and frame such programme, which ensure maximum and desirable growth and development of children and teachers and through them the development of the society at large.

2. To ensure maximum and efficient use of material and non-material resources.

3. To ensure that policies, programmes, schemes and institutions should achieve the purpose for which they have been planned.

4. To run organisations and institutions according to pre-planned rules and regulations as enshrined in Administration Manuals and also to ensure participation and cooperations of teachers, personnel, parents and other members of the society.

5. To make arrangements for pre-service and in-service education and training of teachers and education officers for their professional growth and enhancement of their efficiency.

6. To incorporate the new concepts such as

(i) employees participation

(ii) democratic functioning

(iii) decentralization

(iv) promoting individual initiative in day to day administration.

7. To create an agency for redressing the grievances, injustice frustration and excesses if any of the employees by the administrative officers.

8. To create an agency which would ensure the welfare of the teachers and motivate them for better work and better understandings between them and the administration.

9. To obtain and extend cooperation from and to other agencies involved in the task of education.

1.1.6 Scope of Educational Administration:- India is vast country having only 1/5th of the world land but accommodating 16% of the world population.

It has a vast net work of educational institutions. It is rightly said that India is at the top of this world in the field of formal education. The present system of education was initiated in 1813. As such it is nearly two centuries old.

Today:- We have 242 Universities and equivalent institutions. Of these 146 are general universities, 18 are science and technology, 5 are women universities, 8 are open universities, 30 Agricultural and 17 medical universities. We have 18 languages universities, 16 central and 169 state and 40 deemed universities the number of colleges is 10,600, 1260 are women colleges and 119 are autonomous colleges, 700 teachers education colleges, 110 polytechnics, 600 management, 550 engineering colleges and 170 medical colleges. Nearly 7.5 million students and 3.21 lacs teacher are working in the field of higher education. Nearly 10,000 men and women are awarded Ph.D degree every Year.

At the school education level the vastness of this system is larger still.

These are 626737 primary, 190166 middle are 112438 secondary schools which have the following number of students and teachers

Students			Teachers		
(a)	Primary	11 Crores	(a)	Primary	16 lakh
(b)	Middle	4 Croes	(b)	Middle	12.7 lakh
(c)	Secondary	2.37 Crores	(c)	Secondary	17.47 lakh
(d)	Higher Ed.	71 lakh	(d)	Higher Ed.	3.21 lakh
Total		18.48 crores	Total		52.38 lakh

With a view of manage such a large number of institutions teachers and students and to ensure that quality education is improved and educational objectives are achieved and higher and nobler values and attitudes are inculcated among children and they are prepared to meet the challenges of the 21st century, we do need good administration. So Educational Administration has a great scope in India.

2. It is the country obligation to provide free, compulsory and universal primary education of 8 years duration to all children of the nation. But so far we have been able to bring only 92% students to schools in the 6-11 age group and 57% students in the 11-14 age group. Nearly 6 crore students are outside the school systems. We have to think out ways and means to achieve full universalizaiton of elementary education. We need a good administrative support. Hence a great scope for educational Administarion.

3. The world Bank has indicated in its 1996 Report that average Indian is poorly educated. His education is equivalent to only 2.5 school classes against 10-11 years of education of every citizen of developed countries. The world bank also adds that average Indian will reach the level of the 4th primary class in 2050 if present pace of primary education continues and is not made a fundamental right. How do we achieve the target of 100% universal education is a problem before the Administration.

4. Nearly 50% Indians, more women than men are illiterate in our country. John Galbraith, the American scholar economist writing in the centenary issue of the Economics Journal has argued. No literate population is ever poor. No illiterate population is other than poor. No sooner India realises this empirical link between illiteracy, poverty and development, the better it would be for the generations born and yet to be born. It is for the Educational Administration to take necessary steps in this direction.

5. Over the years quality of education has deteriorated and the process of decline continues. Nearly 40-50% students fail in all public examinations. No developing country can afford this wastage of effort and resources. It is again a big task before the Education Administration to cry halt to this rot.

6. The financial crunch is a bootie neck of great significance, Schools have neither buildings, nor equipment, nor teachers, even toilets are missing. They present a disappointing spectacle. Drop out rate in the age group 6-17 is more than 50%, failure rate is high and nearly 6 crore children are outside the school system, 20 million small children are child labourers. Their smiles and giggles died long ago. Cost of education smiles and giggles died long ago. Cost of education is sky high. The rich have started their own schools leaving the poor to their destiny. Govt. is harping on privatization of education, simply because of its financial difficulties. At the world for a G.O.I. has time and again committed to allocate 6 to 6.5% of the G.N.P. for education. But in actual practice the percentage has never crossed a mark of 3.7%. Without money education is unable to sustain itself. It is deteriorating and dying in quantity as well as quality. It is again for Educational Administration to find adequate funds manage education within the means of the state. Let us once again go through Graham Bulfores definition of Educational Administration.

"Edu. Admn. is to enable the right pupils to receive right education from the right teachers at a cost within the means of the State and under conditions which will enable the pupils best to profit by their learning".

Educational expenditure has to remain within the means to the State. This is to be ensured by Educational Administration.

7. The 21st Century has thrown up new slogans and challenges such as:

1. New Information Technology - Computer-internet e-commerce and m-commerce.
2. Globalization
3. Liberalization
4. Privatization, and
5. Value education.

These slogans and challenges have for reaching educational implications which educational Administration has to enter for.

8. Education in India is infested with many kinds of problems like (i) demotivated teachers and students (ii) lack of vocational education of the required magnitude and kind (iii) cost of education (iv) unequal education opportunities (v) inefficient administration, monitoring and evaluation machinery (vi) political interference and vested interests in establishing various types of institutions (vii) educated unemployment and (viii) brain drain, and many more. Educational policies are indeed colourful and alluring but implementation faces hassles which educational administration has to resolve.

The situation presented above will convince us all that there is a great scope for Edl. Admn. to improve the health of Indian Education.

1.1.7 Educational Administration V/S General Administration:- The distinction between these two types of administration is very much like the 5 factor and 8 factor of intelligence as given by Spearman. G intelligence is general intelligence working in every type of intellectual activity in which brain (thinking is involved) and S is special type of intelligence needed for special tasks which may be like motor driving, surgery, painting etc.

Quite similarly general administration is that administration which looks after or manages the people's affairs in any walks of life, it may be fisheries, poultry, railways, roadways or agriculture, medicine, technology, waterways etc. It involves all such elements as planning, staffing, resources, budgeting, coordination, motivation and evaluation. In the I.A.S. (i.e. Indian Administrative Services) this concept of administration is applied and men and women are prepared to handle, manage, control, and lead any types of affairs of the people. I.A.S. personnel may be appointed today to manage and administer. Food corporation and tomorrow he/she can be shifted to manage and control the affairs of industry or medicine or finance.

Such an administration is omnibus type of administration and the person trained in this type is considered fit and efficient to manage any type of affairs of the people. There is no question of mastery in one field. The

administrator is jack of all trades and master of all at the same time. It is believed that a man who can walk, can do so in the North Direction as efficiently as he can walk in the south direction. General administration means to serve, to look after, to manage, to direct, to control, to conduct the affairs of an organisation or institution, public or private. It is like any machinery or arrangement, device or innovation which is created to look after, manage direct or control even inspire and motivate any types of affairs of the people with the available resources in the least time-period and the best of results is known as General Administration. It is like a mechanic who can handle any and every type of machinery, it may be a watch, a T.V., a Radio, a car or a broken pen.

But when instead of any affairs, only one affair i.e. education is in the focus the type of administration become specific special and singular in purpose. Its job is to look after, manage, control, direct, coordinate, motivate and evaluate only one affair i.e. education and that education realises its objectives in full and with efficiency, ease and ensure and comfortably and all available resources are best utilized and no wastage is allowed to occur. Such an administration is called Educational Administration. It is only one specific, special branch of General Administration. It deals with only Education.

It is different from General Administration in the following attributes.

1. It is more humane than general administration.
2. It is less rigid, more liberal in approach. It is believed that laws, rules, regulations are to facilitate the growth and development of human personality and they have to be relaxed and made liberal so that they become conducive to the individual needs.
3. Educational Administration is not product or produce oriented Industrial or commercial, agriculture or Banking administration is considered efficient if those departments achieve greater than the input. But in Educational Administration there is no such economic consideration. Expenditure is made on improving the quality of man, his attitudes interests and values. Moral and ethical man, social and honest man, virtuous and kind man is a intended more than an economic man.
4. Educational Administration is dynamic, cooperative, democratic, participative and positive in character, wherein every individual has freedom to grow, think, create and express himself.
5. In endeavours to unfold the hands and abilities of every individual at his own pace and under his specific conditions.
6. It deals with the development of not only the children, but also their parents and members of the society in general.

7. General administration is concerned more with the man's outer life, his, external surroundings, his affairs with other people and things etc. But educational administration deals with a man's inner life, inner capacities abilities and potentialities.

1.1.8 Suggested Questions :

1. Define educational administration and explain its purpose.
2. What are the main purposes and elements of educational administration?
3. Distinguish between general administration and educational administration giving examples.

1.1.9 References :

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STRUCTURE :

- 1.2.1 Objectives
- 1.2.2 Introduction
- 1.2.3 Structure of Educational Administration at the Central Level
- 1.2.4 Description of Structure
- 1.2.5 Suggested Questions
- 1.2.6 Reference

1.2.1 Objectives :

After going through this lesson, the students will be able to :-

1. explain structure of Educational Administration at the central level
2. describe various responsibilities of central ministry of Education.

1.2.2 Introduction :

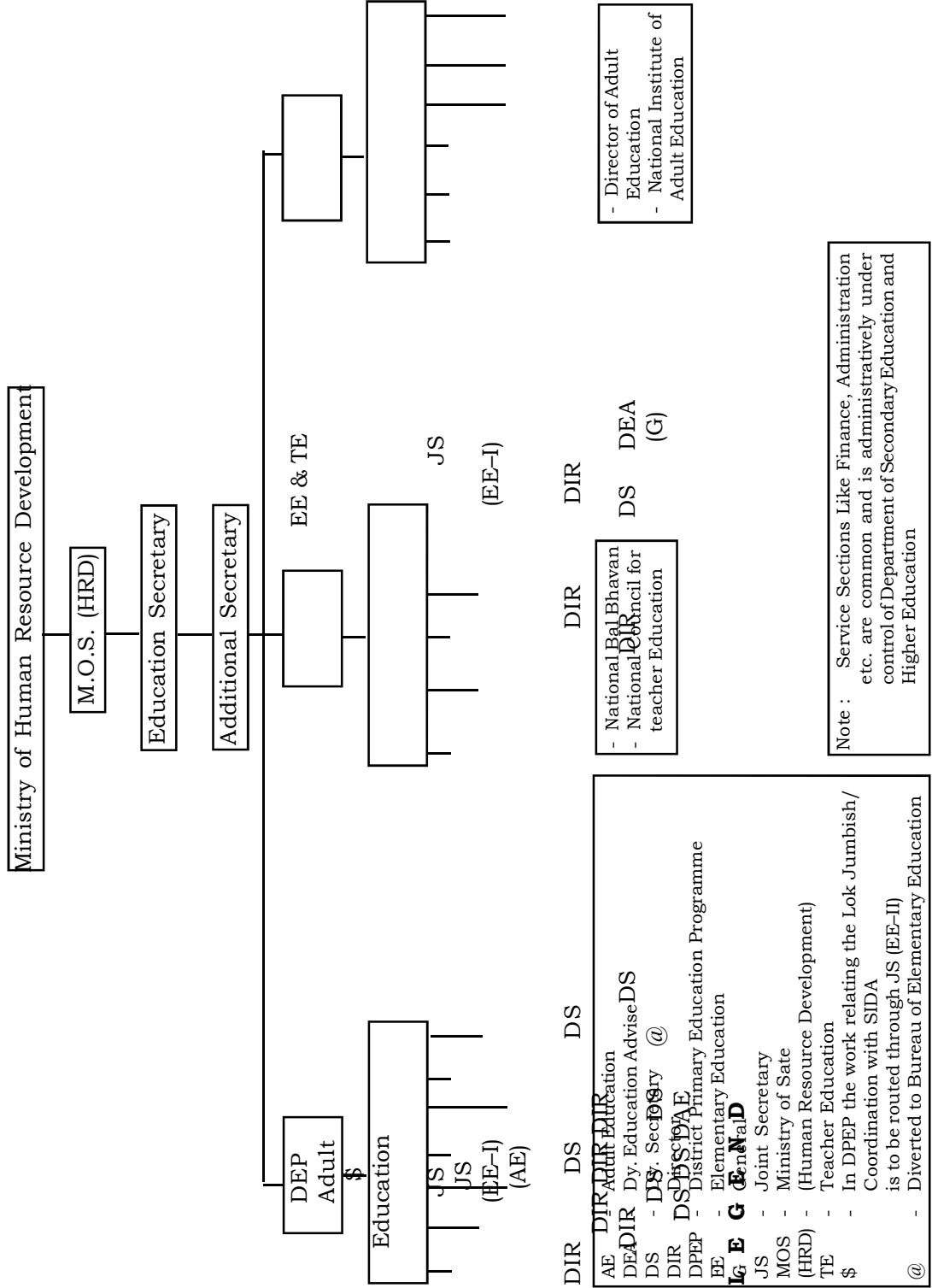
In independent India, in 1947, an independent ministry of Education was created and Maulana Abulkalam Azad was made the first Education Minister of India. Education remained a state subject and the Central Govt. had only advisory role to play in the Indian constitution to the Central Governments. Firstly it had to maintain and promote standards of higher and technical education in India and secondly it had to provide free compulsory, universal primary education to all children between 6 to 14 years of age. Since 1947, upto date the Central Government has been attending to these tasks laboriously.

In 1958, the ministry of education was bifurcated and a separate ministry for scientific Research and cultural affairs was created. In 1967 the ministry was named as Ministry of Education and Youth Services and in 1972 the words youth services were replaced with the words social services. In 1985, the ministry was renamed and called Ministry of Human Resources Development. Today it is known by this name i.e. MHRD.

Between 1813 and 1921 the subject of education was on the central list and the central government had full monopoly on educational system in the entire country. The states were on the receiving end.

As per Montford Reforms in 1921 the subject of education was shifted from the central list to the state list and the Central Government washed its hands off the educational matters in the country. States assumed full responsibility and authority to run their educational affairs. This situation continued upto 1947 and onward even in independent India. Gradually states became powerful and they developed their own independent education policies, at times they flouted the directions given by the central

CHART II
ORGANISATION CHART
 Department of Elementary Education & Literacy
 Ministry of Human Resources Development



government. In so doing they were amply justified because centre had no mandatory powers to dictate policies, of education to the state governments. Some states made a tremendous progress in education and some states became backward on account lethargy and lack of motivation. The central government experienced helplessness. For example in 1968 in G.O.I. issued the First National Education policy which had been passed by the Parliament and asked the state to implement the same but no state obeyed the central government and the national policy remained only a decoration piece in this cupboards of the central ministry of education. The G.O.I. was obliged to bring 42nd amendment in the constitution and thanks for the subject education from the state list. They gave legal power to the Central Government to impose central decision on the states. It paved the way for getting 1986 National Policy on Education implemented all over the country. Under the existing law the state government have to obtain the concurrence of the central government if they mean to deviate from the G.O.I. 1986 Education Policy. Now the state governments are on the receiving end.

1.2.3 Structure of Educational Administration at the Central Level :- Given below, in two charts you may see the structure of educational administration at the centre level. Chart I deals with higher and secondary education and Chart II with Elementary Education and literacy.

1.2.4 Description of Structure (Secondary Edu. and Higher Education) :- As the top of administration in the Minister of Human Resources Development under him is a huge department known as Department of Secondary Education and Higher Education. The senior most Executive officer of this department is Education Secretary. In between the centre Minister and the Education Secretary is Minister of State (HRD). Education Secretary is helped by (a) Special Secretary and Additional Secretary. The special secretary has two sub-department under him, namely Technical Education and Languages. Both these sub-department have joint Education Advisors (Technical) and J.E.A. (Languages) to advise his special secretary who belongs to I.A.S. cadre. The joint Educational Advisors are specialists in their field, they do not belong to I.A.S. cadre they are called Technocrats. Each J.I.A. has Deputy Secretaries, Deputy Education Advisers and Directors to assist him.

The Joint Education Advisor (Technical) has

- (i) All India Council of Technical Education.
- (ii) Indian Institutes of Technology.
- (iii) Regional Engg. Colleges.
- (iv) Indian Institute of Management.
- (v) School of Planning and Architecture.
- (vi) Educational Consultants India.
- (vii) Indian Institute of Sciences.
- (viii) Indian Institute of Information Technology.

(ix) Technical Teacher Training Institute.
 (x) National Institute of Industrial Engg.
 (xi) National Institute of Foundary and Forge technology.
 (xii) Sant Longowal Inst. Oil Engg. & Technology (xn), N-E regional Institute of Sciences and Tech. The Joint Educational Adviser (Language) also had Three Directors, one Deputy Education Advisor and one Deputy Secretary to assist him. The following sub-departments are looked after by J.E.A. (L).

- (i) Central Hindi Directorate.
- (ii) Kendriya Hindi Sansthan.
- (iii) council for promotion of Urdu Language.
- (iv) Central Institute of Indian Language.
- (v) Commission for Scientific and Tech. Terminology.
- (vi) Central Institute of English and Foreign Languages.
- (vii) National Book Trust.

The Additional Secretary who also belongs to IAS cadre looks after (i) University and Hr. Education and Adm. (ii) Unesco Planning (iii) Finance (iv) Account & (v) Secondary Education including Voc. Edu., Yoga etc. The Addition Secretary is Assisted by (a) Joint Secretary (Higher Edu.) (b) Joint Secretary (Planning) (c) Financial Adviser (d) Chief Controller of Accounts and (e) Joint Secretary (Secondary Education). The Department of Higher Education has the following institutions to look after.

- (i) U.G.C.
- (ii) Central Universities
- (iii) I.I.A.S., Shimla
- (iv) I.C. S.S.R.
- (v) I. C. H. R
- (vi) I.C. Phil. Research
- (vii) Association of Indian University

The J.S. (Plg) has the following department of administer.

National Institute of Education Planning and Administration (N.I.E.P.A.)

The Joint Secretary (Sec. Edu.) look like the following departments.

1. N.C.E.R.T.
2. Central Board of Secondary Education
3. National Open School
4. Kendriya Vidyalaya Sangathan
5. Navodaya Vidyalaya Samiti
6. Central Tibetan School Adm.

The administrative set up of the Department of Elementary Education and Literacy is given in chart II. It is managed by one Additional Secretary who looks after three sub-departments i.e. District Primary Education Programmes, Elementary Education and

Teacher Education and Adult Education.

The Additional Secretary is assisted by (i) Joint Secretary (EE₁), Joint Secretary (EE₂) and Joint Secretary (A.E.). The Joint Secretaries are assisted by 18 Directors, Deputy Secretaries and Deputy Education Advisors.

The entire Education Secretariat has as many as 44 Directors. Deputy Education Advisors, Deputy Secretaries and ten Joint Secretaries and Joint Education Advisors and two additional secretaries, one special secretary and one Educational Secretary. Each sub department has a large number of branches and each branch is managed by one superintendent, many assistants, many clerks and record keepers. The set up presented here in new the previous set up has been modified only recently. Let us now discuss in brief in functions of the central ministry of Education. It has the following major responsibilities.

1. To Frame Education and to Implement it

In independent India three national education policies have been framed. In 1968 in First NEP was issued by G.O.I. This policy could not be implemented because at that time the subject of Education was on the state list and the central government had no mandatory authority.

The second National Edu. Policy was drafted by the Morarji Govt. in 1979. This draft could not be debated in the Lok Sabha because Govt. had fallen.

The third National Edu. Policy was issued in 1986 it was revised in 1992 in the light of Shri Ramamurthy Review Committee.

2. To Assess Educational Needs and Problems

In this direction since independence quite a few committees and commissions have been appointed the recommendations made by these bodies have implemented as far as possible. Most important probes have been made by the following commissions and committees.

- 1984 Radha Krishnan University Education Commission
- 1952 Mudaliar Secondary Education Commission
- 1964 Kothari Education Commission
- 1990 Acharya Ramamurthy Review Committee
- 1992 Janardan Reddy Review Committee
- 1987 Upadhaya National Pavel for School Teachers
- 1988 Malhotra National Pavel for University Teachers.
- 1994 Yashpal Committee on Nursery Education.

3. Discharging Constitutional Obligation

The Central Ministry of Education is duty bound to take steps towards meeting the demands of Indian Constitution. For example for the maintenance are improvement of standards in higher and Technical Education the Govt. has set up U.G.C. and for the universalization of education programmes like operation Black-Board, District Primary Education Programme, Non-Formal Education, Nutritional support to Primary Education,

Lok Jumbish and Shiksha Kami projects have been launched. National Literacy Mission (NLM) has been launched to spread Literacy an adult to establish coordination links among state governments and other educational institutions and organisation.

For this purpose central Advisory Board of Education which has all state and central ministers of education and state secretaries of education and D.P.I's as members has been established. This Board coordinates the activities of different educational institutions and the state governments.

Besides, the central ministry goes through the annual progress Reports of different states in respect of education and issue instructions and guidelines him where efforts are weak or lacking.

4. To Collect Educational Statistics and Disseminate Information

Govt. issues annual report on Education in India which contains statistics of different types. Periodical publications on statistics in Education are also broughtout. In 1985 G.O.I. published "Challenge of Education - a policy perspective" which presented full picture (good and bad, both sides) of Indian education. In 1989 another look 'Four decades of development was published some other publication are :

1. Education for all by 2000 (1990)
2. Education in India a graphic presentation (1989)
3. Status paper on National Literary Mission (1990)
4. Management of Education for Minorities (1987)
5. A handbook of school Education and allied statistics (1996)
6. Budgeted Expenditure on education (1994-1997)
7. Literacy Rates, NSSO survey 1998.

5. Removal of Education Imbalances and Special Education Programmes for Underprivileged Sections of Society

Govt. endeavours to remove educational imbalances by providing additional facilities where deficiencies are formed. The effort is to equalize educational opportunities and even progress of education in all parts of in country special educational progresses have been initiated for

- (a) Women education
- (b) Education of SC/BC and other under privileged sections of society
- (c) Mentally and Physically handicapped children
- (d) Gifted and creative children.

Programmes of scholarship, stipends and financial help for needy and deserving students have also been launched.

6. Initiating Programmes of National Integration and International Understanding

Through the Unesco Unit established in this central Education secretariat India participates in International education activities and establishes cultural relations with other nations. It sends experts to the outside world, it invites outside experts to India

and thus encourages international cooperation and understanding in educational issues.

A massive programme of camps, tours, discussions, seminars, visits etc. has been in operation for many decades for forging national integration and encouraging national and emotional understanding.

7. Management of Special Organisations and Institutions

It is also the responsibility of the ministry to manage, control and direct institutions created for special purposes some such institutions created for special purposes. Some such institutions include for special purposes. Some institutions include (i) U.G.C. (ii) N.C.E.R.T. (iii) N.I.E.P.A. (iv) NCTE (c) C A B E (vi) National bal Bhawan (vii) Kendriya Vidyalaya Sanghathan (viii) Navodaya Vidyalaya Sammiti (ix) Central Hindi Directorate (x) National Book Trust (xi) Council for promotion of Urdu and Institute of Advanced Studies Shimla.

1.2.5 Suggested Questions :

- Q.** Explain in detail the Advisory and implementation agencies of education at central level.

1.2.6 REFERENCE :

1. Sharma T. R. : Vidyak Parbandh the Yojnabandi, Patiala, Century Twenty One Publication, 1997.
2. Kandal I. L. : The New Era in Education
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M.S. Sachdeva
Manjit Kaur

**ADVISORY AND IMPLEMENTATION
AGENCIES OF EDUCATION AT THE STATE LEVEL
EDUCATION ADMINISTRATION AT STATE LEVEL.
FUNCTIONS OF THE STATE MINISTRY OF EDUCATION.**

LESSON NO. 1.3

AUTHOR : Dr. T.R. SHARMA

STRUCTURE

- 1.3.1 Objectives
- 1.3.2 Introduction
- 1.3.3 Administration
- 1.3.4 Description of Education Secretariat and Education Directorates
- 1.3.5 Implementation Agencies
 - 1.3.5.1 University Grants Commission
 - 1.3.5.2 NCERT
 - 1.3.5.3 Central Grants Commission
- 1.3.6 The State Educational Agencies
- 1.3.7 SCERT
- 1.3.8 Suggested Questions
- 1.3.9 Suggested Readings

1.3.1 Objectives :

After going through this lesson, the students will be able to :-

1. structure of Educational Administration at state level
2. working of state and central level agencies.

1.3.2 Introduction :

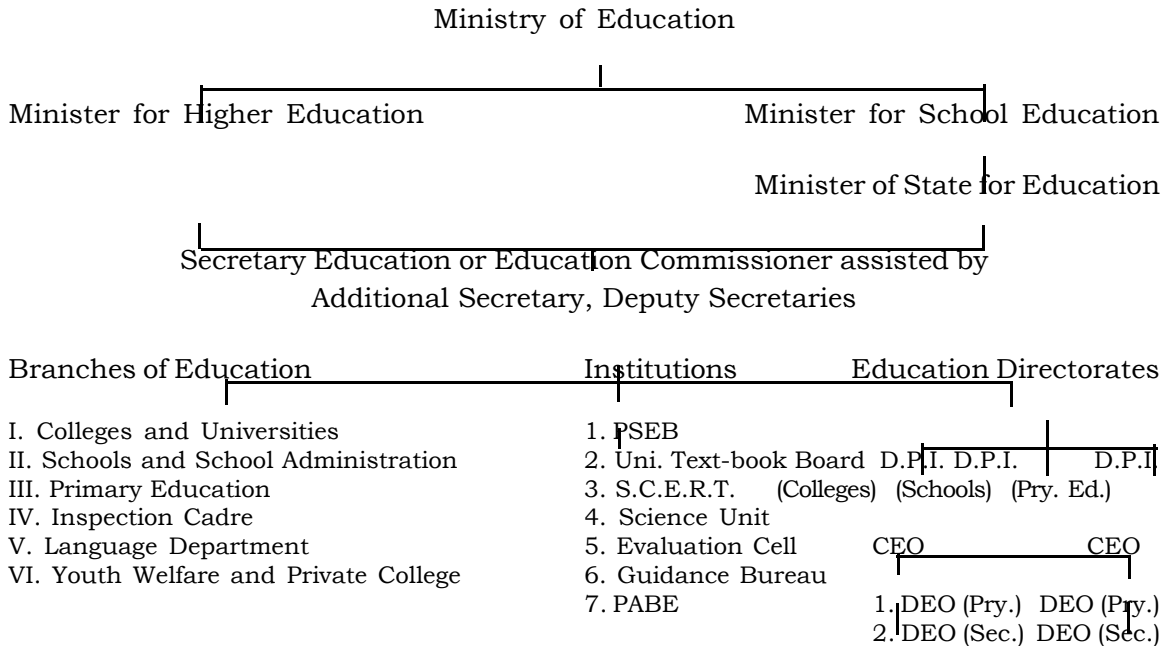
Education is a state subject according to the constitution of India. But in 1971, it was put on the concurrent list. Educational Administration at the state and lower levels is purely the concern of the state. As such the administrative structure may vary from state to state.

In the state of Punjab, the Education Minister is the final authority on policy and administrative matters. But he has to get the approval of the cabinet in important cases. The function of cabinet are looked after by Governor in Council.

1.3.3 Administration :

The Education Secretary of Government of Punjab, is the chief administrative head of education in the state. All policy and major administrative head of education in the state. All policy and major administrative decisions are conveyed by him or her to the various directorates for implementation. All gazetted officers are appointed by the Education Secretary. Their transfer and other service matters are also looked-after by Education Secretary.

Chart I given below shows how the state secretarial and education Directorates are structured.

CHART I – STRUCTURE OF EDUCATIONAL ADMINISTRATION AT STATE LEVEL

Note :- The Directorate of Primary Education has been named now as Directorate of Elementary Education since 15-8-200.

1.3.4 DESCRIPTION OF EDUCATION SECRETARIAT AND EDUCATION DIRECTORATES

a. Ministry of Education :- It has two ministers, one for higher education and other for school education there is one minister of state also to assist the Minister for school education.

The duties of the ministry as similar to this ones as entitled under the heading Role of the central Ministry of Education.

b. Education Secretariat :- The senior most executive in the secretariat is education secretary or education commissioner. He/she is assisted by one additional secretary and 2-3 Deputy Secretaries and a number of Assistant Secretaries. The work stands divided among all these officers. For example Additional Secretary and a few Deputy Secretaries look after SCERT, PSEB Language Dept. and University Text-look-board. The school pyramid consisting of school Directorates is under the supervision of Education Secretary along with the college Directorate through two deputy Secretaries.

The secretariat has nearly 10 branches for different subjects, each headed by a superintendent who function under a Asst./Deputy Secretary.

But ultimate responsibility of the entire educational Administration lies on the shoulders of the Education Secretary.

c. Directorates :- There are Directorate functioning independently.

1. Director, Languages.
2. Director, Pub. State University Text-Book Board.

(Govt. plans to wind up his directorate. It has been placed under the charge of director, languages.)

3. Director (Colleges)
4. Director (Schools)
5. Director (Primary Education)
6. Director (S.C.E.R.T.)

Director (Schools-both Secondary and Primary) and Director, Languages have district or field officers to assist them. But Directorates of College Education, SCERT and Uni. Text Book Board do not have any field offices.

The Directorate of schools and Directorate of Pry Education (now called Directorate of Elementary Education have District Education Officers (Secondary and D.E.O. (Primary)) working under then through who C.E.O.S. (Patiala and Jalandhar) working as liaison officers.

The D.E.O's (Pry. Education) have Block Education officers working under them. The paradigm of DEO (Pry) is as under.

D.P.I. (Primary Education)
(assisted by Dy. D. P. I. and A. D. P. I.'s)

|
D. E. O. (Pry)

|
B. E. O. (Pry)

|
Central Head Teacher

|
Head, Primary School.

8-10 Primary Schools are grouped as a centre. One head teacher is designated as a central Head Teacher. He looks after the needs of 8-10 schools in his centre. He has the authority to send teachers from one school to the other on deputation. He collects information from all schools in his centre and submits a fortnightly statement regarding enrolment etc. to the B.E.O. Each BEO has 6-7 Centres under him each centre has 8-10 school in its ambit. Every block has 60 to 70 primary schools in it, in which 200-250 teachers teach. Roughly speaking each B.E.O. looks after 60-70

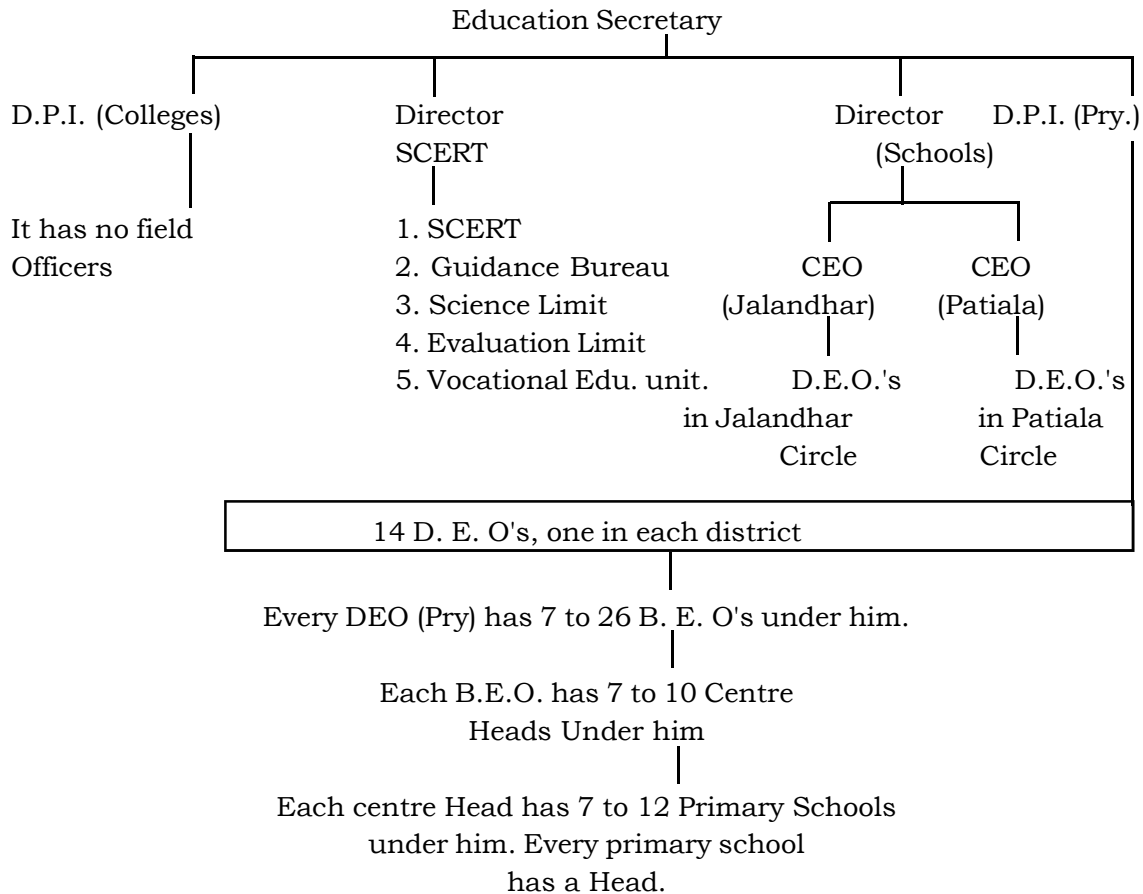
schools and is a D/D office for 200-250 teachers. He disburses the salaries amounting to 25-30 lacs of rupees every year. He supervises the funds collected by schools.

Every district has 15-20 B.E.Os and nearly 1000-1200 schools function under them.

To say the least BEO is a very responsible education officer dealing with 250 teachers and maintaining accounts of lacs of rupees every month.

Ever DEO (Sec) ad DEO (Pry) is supposed to go into the field on 20 days in a month, supervise and respect the work of teachers and provide guidance and needed motivation.

The graphic presentation of State Education Administration is given below :



There are 12633 primary schools, 2527 middle schools, 3325 secondary schools, 193 colleges for general education 64 for professional education and 5 universities in Punjab. The number of Students is as under :

(a)	Primary schools	=	21.68 lacs
(b)	Middle schools	=	10.22 lacs
(c)	Secondary schools	=	7.76 lacs
(d)	Higher Education	=	2.01 lacs

The number of teachers is as under :-

(a)	Primary schools	=	45,524
(b)	Middle schools	=	15,349
(c)	Secondary schools	=	63,405

The general opinion of teachers and parents is that education is not being properly administered. In matter of student enrolment in 6-11 age group Punjab stands at serial No. 19 in the country and in 11-14 group its standing is 20 out of 25 states. The drop out rate in class I-V is 21.79% which is higher than 9 states. In the field of adult literacy Punjab is at 17th place in India. Punjab spend the minimum amount on education in India Political interference in education has crossed all limits. Education officers and educationists are shown no regard. Policies come from above. Teachers participation in administration is NIL. They do not have any academic freedom. Administration is totally centralised rather politicalised.

1.3.5 Implementation Agencies

If you look at structural charts I, II and III penetratingly you will find the name of various agencies which have been created by the central government and the state government to translate the educational policies into practice. The main central level agencies are :-

1. University Grants Commission (UGC)
2. National Council for Educational Research and Training (NCERT)
3. National Council for Teacher Education (NCTE) and
4. Central Advisory Board of Education (CABE).

At the state level the main agencies include.

- (a) Pb. School Education Board (PSEB)
- (b) State Council for Educational Research and Training (SCERT)
- (c) District Institutes of Education and Training
- (d) Colleges of Teacher Education (CTE) and

We will give a brief description of these agencies.

1.3.5.1 University Grants Commission :- In 1945 on the recommendations of their secretary Education John Sergeant made in his post-war Reconstruction Report university Advisory Committee was established by G.O.I. this committee was intended only to tender advice to universities in educational matters.

The University Education Commission headed by Dr. Radha Krishanan suggested in 1948 that same such agency be created which would not only advise universities

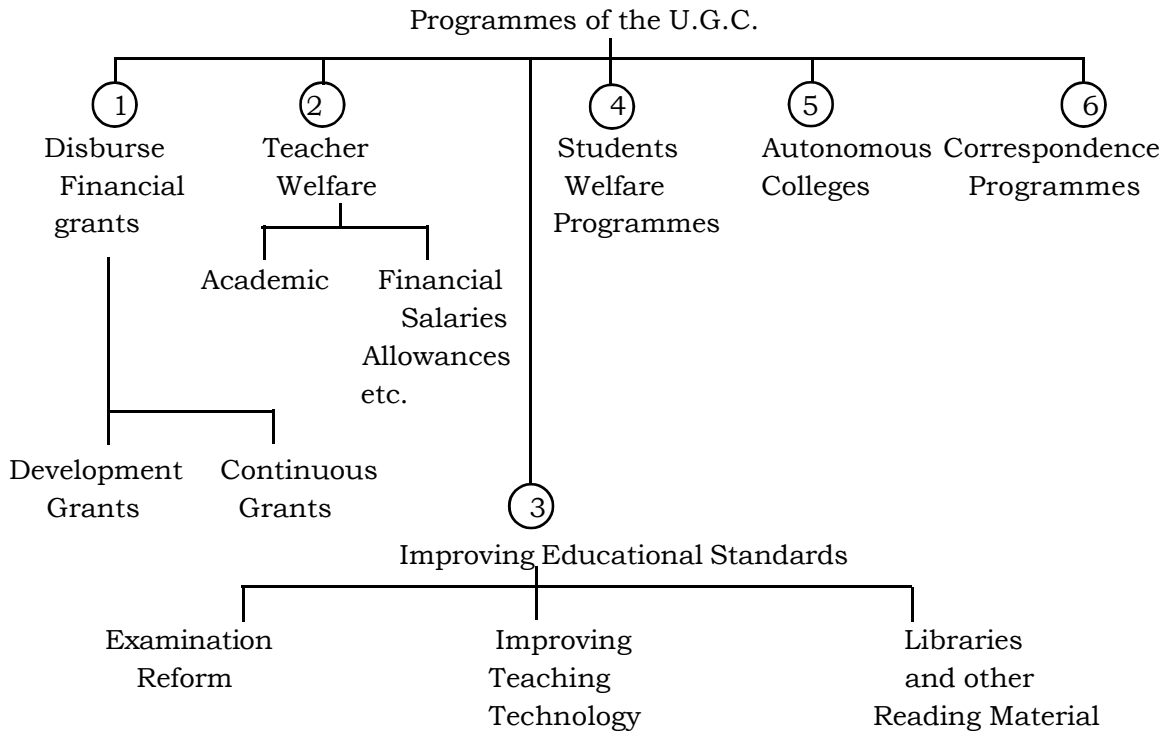
on educational issues but would also provide them with funds. The suggestion remained unimplemented till 1954 when a minister's Body pleaded for action. Consequently in 1956 the UGC Act was passed by the Parliament and U.G.C. name into being. This Act was modified to enhance to powers of U.G.C. and expand its area of operation in April 1966.

The Commission is autonomous. It has 12 members with one whole time chairman and one whole time vice chairman, besides a whole time secretary and a full fledged secretariat at present stationed at Bahadur Shah Zafar Marg, New Delhi, Half the members are ex-officer and half of their are non-official nominated members. Some are vice chancellors, some are M.P's and a few are prominent educationists.

U.G.C. has been established to discharge the duty assigned to the government in the constitution i.e. to maintain and improve standards of higher education. It has a three-point target to achieve namely.

- (i) Improvement in University education and coordination among institutes of higher learning.
- (ii) Supervise teaching, examination and research, suggest standards and ensure their maintenance and improvement.
- (iii) Take steps to accomplish the following tasks enshrined in the Act.
 1. To assess the financial needs of the universities.
 2. To disburse financial grants given by the government to various Universities according to their requirements.
 3. Make suggestions to improve the standards of education, teaching and research.
 4. Advice universities and government on matters of higher education referred to it by then.
 5. Collect information and research findings from world universities, publish and communicate the same to Indian Universities.
 6. Make rules and guide lines for standardization of teaching, examinations and research.

Programmes of the UGC :- The following paradigm will show briefly the tasks which UGC engages itself with. For one a decade now UGC has been also conducting National Eligibility Test for college lecturers and Research scholars besides arranging in service education programmes for University teachers.



U.G.C. is doing a good work. But it has failed to maintain the quality of education and standards of research and teachings have deteriorated over this years. Financial crunch and unmanageable expansion of education have been reported as causes for dilution of standards of teaching, examination and research.

1.3.5.2 NCERT :- What is U.G.C. for higher education, NCERT is for school education. But NCERT has no money to give to schools as the U.G.C. does for Universities and Colleges.

U.G.C. came into being under the Parliament Act 1956. But NCERT came into being in 1961 under the Registration of Societies Act of 1860. No doubt NCERT is also an autonomous body like U.G.C., but it has no legal powers. The Minister of Education, G.O.I. is the President or Chairman of NCERT and State Education Ministers are its members. Central Education Secretary and Chairman U.G.C. are ex-officio members. 4 V.Cs' and 12 other educationists or MP's or educators are nominated members.

Executive powers are vested in the following Executive Committee.

1. Central Education Minister (President)
2. Minister of State (Vice President)
3. Deputy Education Minister
4. Director, NCERT
5. Jt. Director, NCERT
6. Chairman, U.G.C.

7. Nominee of Central Education Ministry
8. Nominee of the Finance Dept.
9. Two eminent teachers (nominated).
10. Two eminent Educations.
11. Three teachers of NCERT

(Persons from Sr. No 3 to 11 are members)

NCERT has a whole time Director who is always an eminent Educationist of India.

NCERT has the following function to discharge. It may be added here that the entire financial responsibility is shouldered by G.O.I.

1. To promote guide, help and coordinate Educational research.
2. To identify problems in the field of Indian Education.
3. Make arrangements for pre-service and in service education of teachers.
4. To conduct surveys of national importance.
5. To collect and disseminate information on educational technologies and practices and communicate the same wherever needed.
6. To function liaison in matters of education between central govt. and the state governments.

NCERT functions in close collaboration with CAGE, (ASE) NICE and CBSE. It has the following 6 institutions/organisation through which it functions.

I. National Institute of Education :- It is the heart and soul of NCERT. It has 15 departments working in it. Some important departments are as follows :

1. Educational Psychology Dept.
2. Population Education Dept.
3. Teacher Education Dept.
4. Teaching aids Dept.
5. Publication Dept.
6. Evaluation and Measurement Dept.
7. Curriculum and Text-Books Dept. and so on.

II. Centre for Educational Technology :- Its function is to develop educational technology and popularise the use of films, T.V., Radio, Puppets, charts, models and other mass media. It came into being in 1973 and by now it has produced teaching aids, films and puppets etc. of hundreds of kinds. Children films have been the centres speciality.

III. Four Regional Colleges of Education :- N.C.E.R.T. runs four Regional Colleges of Education at Bhavneshar, Ajmer, Mysore and Bhopal where besides one year B.Ed. courses, 4 year BA/BSC, B. Ed. degree courses have been started. Besides MA/MSc in Education is also available.

These colleges employ and propagate latest teaching technologies and

function as pace setters for other Teachers colleges in the country.

The NCERT has done work of a revolutionary alive in the field of school Education.

It has prepared syllabus, text-books, teachers, teaching aids and has encouraged good quality and utility based research in the field of school education.

1.3.5.3 Central Advisory Board of Education :- The CABE was established in 1920 on the recommendation of the Calcutta University Education Commission also known as Sadler Commission (1919). The Board was assigned the following tasks in the letter no. 1960 dated 21-8-1920 which announced its establishment.

1. To advise on management of national level institutions.
2. To advise in examination equivalence problems.
3. To publish education reports periodically.
4. To conduct education surveys of various kind.
5. To conduct examinations.
6. To inspect Universities on behalf of the Government of India.
7. To carry and the instruction issued by the government from time to time.

The Board was made defunct in 1922 for want of money. It was revived in 1935 on the recommendations of the Harlog Committee and the following were assigned to it.

1. To advice the central and state governments on educational matters.
2. To collect and disseminate useful educational statistics and other information.

Composition :- The Central minister of Education is the chairman and the secretary education, G.O.I. is the secretary of the Board, State ministers and state education secretaries and its members. The U.G.C. the SCIR, the AIC and such bodies are given representation in the Board. 3 members of Lok Sabha. 2 of Rajya Sabha are nominated to the Board.

Memberships are only one year.

The Board has done a commendable work. It coordinates the educational activities of different states and functions as liaison between the centre and the state.

It has many standing committees through which it works.

1.3.6 The State Educational Agencies : Very similar to the central agencies of education there are a few State Agencies like PSEB, Guidance Bureau, Diets, SCERT, CTC etc. We shall discuss some of these agencies in detail.

Punjab School Education Board :- Punjab University continued conducting Matriculation examinations and presenting text-books syllabi upto 1969 starting from 1882 when it was established. In 1969 PSEB Act was passed by the Punjab Govt. and responsibility of conducting matriculation examination was assigned to the Board.

The Board has one full time Chairman and one full time Vice Chairman who hold office for 3 years. All vice chancellors of the State Universities. D.P.I. (schools)

are ex-office members of the Board. Five college Principal, DEO's, Teachers College Principals and Headmasters are nominated members. One Educationist is a nominate member. The Advocate General or legal Remembrance is an ex-officio member. Member hold office for 2 years.

The Board has a whole time secretary who has all powers and privileges due to the Registrar of a University.

Functions :- Almost all functions of D.P.I. (schools) and works connected with curriculum text books and examinations have been entrusted to the PSEB. The office of the D.P.I. has been rendered ineffective and without any academic responsibility. The main functions of the Board are as follows.

1. To prepare courses of study for all class and courses in schools along with curricula and text books.
2. To conduct research in the field of vocabulary, syllabus text-books and improve them.
3. To conduct research examinations and issue certificates as per rules framed by the Board.
4. To grant affiliation and recognition to schools in the light of regulations framed by the Board.
5. To award scholarships and medals.
6. To fix rates of fees, to receive gifts and donations.
7. To own property, buildings and endowments.
8. To take steps towards the physical, mental, social and spiritual development of children and arrange conferences, seminars, lectures and excursions and lawns for this purpose.
9. To advice state government on educational matters.
10. To submit income-expenditure Statement to the government every year.
11. To take steps to maintain and improve standards of school education.
12. To attend to task assigned to the Board by the state government.

Committees and Organisation of the Board : The Board function through the following committees continued on the line of State Universities.

1. Academic Council
2. Finance Committee
3. Examination Committee

Branches of the Board : The Board maintains the following offices and branches

1. Office of the Chairman
2. Office of the Vice Chairman
3. Office of the Secretary - It has the following branches :
 1. Accounts
 2. Personnel

3. Establishment
4. Legal cell
5. Public Relation
6. Examination Branches
7. Academic Planning and Evaluation
8. Library
9. Magazine Cell
10. Field Programmes
11. Text-book Section.

The Board has been doing good work. It also manages 6 Adarsh Rural schools and is engaged in good quality field work.

But for a year or two it has been under clouds and inefficiency and corruption have been alleged in some branches.

1.3.7 SCERT : SCERT which is prototype of NCERT was established in 1982 and full time Director was appointed to look after its functioning. The SCERT has the following organisations working under it.

1. State Institute of Science Education.
2. Guidance Bureau.
3. Vocational Education Cell.
4. Evaluation Cell.
5. Technology Cell and Film Library.
6. Survey Cell (10+2)
7. In-service Institutes (Total 12)

Function of the SCERT

1. To bring quality in State Education programmes.
2. To prepare syllabi for school subjects.
3. To solve educational problems by making experiments, conducting problems and research.
4. To arrange pre-service and in service education for teachers, supervisions and administrators.
5. To cause reform in education and motivate teachers for research.
6. To develop new and effective teaching techniques.
7. To evaluate educational concepts, practices and processes.
8. To collect education information, publish it and propagate it.

There is duplication of work between PSEB and SCERT. Unfortunately SCERT has had no impact on education in Punjab so far. It is rather inactive and ineffective.

1.3.8 Suggested Questions :

1. Show your acquaintance with Administrative set up at central level of education.

2. What are special features of state level administration.
3. Write notes on any two of the following :
 - (i) U.G.C.
 - (ii) SCERT
 - (iii) NCERT
 - (iv) CABE

1.3.9 Suggested Readings :

- | | | |
|----------------|---|---|
| Mathur S. S. | : | Educational Administration, Principles and Practices. |
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| Manjit Kaur | | |

LESSON NO. 1.4

AUTHOR : Dr. T.R. SHARMA

Structure :

- 1.4.1 Objectives
- 1.4.2 Introduction
- 1.4.3 District Institute of Education and Training (DIETs)
 - 1.4.3.1 Role of DIETs
 - 1.4.3.2 Suggestions
- 1.4.4 Suggested Questions
- 1.4.5 Books for further study

1.4.1 Objectives :

After going through this chapter, the students will be able to :-

1. Know about various advisory agencies of education.
2. Enlist the advisory agencies of education.
3. Describe the role and functions of DIETs.

1.4.2 Introduction :

In order to overhaul the teacher education programmes in the country, the MHRD (Ministry of Human Resources Development) has evolved the centrally sponsored schemes for the orientation of primary school teachers secondary school teachers, college and university teachers, the agency which is responsible for providing pre-service, in-service education to elementary school teachers, non-formal and adult-education instructors is termed as DIET (District Institute of Education and Training). Ministry proposes to set up about 400 DIETs in the country. The institutions which are supposed to provide excellent arrangement for pre-service and in-service education to secondary school teachers are called Colleges of Education. Nearly two hundred colleges of teacher education (CTEs) have been selected to act as pace-setting institutions and have been given additional funds and infrastructural support by the Ministry. About 50 Colleges of Teacher Education are to be upgraded. They are supposed to conduct basic research, applied research, innovate and prepare excellent teacher-educators and researchers to man the CTEs and to assume leadership roles in the area of teacher-education. Such institutes have been labelled as Institutions of Advanced Study in Education (IASes).

Institutions which are supposed to conduct orientation programmes and refresher courses for college and university teachers have been labelled Academic Staff colleges (ASCs). There are forty five such ASCs established in the few selected universities of

the country.

These institutions at all levels have been established by the MHRD and get cent percent assistance from the central government. We shall discuss the functions and role of DIETs, in the lesson.

A few abbreviated terms used in the discussion have been listed below. Please refer to this page wherever you feel difficulty in deciphering these abbreviated terms.

ABBREVIATIONS USED

ASCs	Academic Staff Colleges
BEOs	Block Education Officers
CAI	Computer Assisted Instruction
CCRT	Centre for Cultural Resources and Training
CTEs	Colleges of Teachers Education
CASE	Centre for Advanced Study in Education
DBEs	District Boards of Education
DDK	Door Darshan Kendars
DIETs	District Institutes of Education and Training
ET	Educational Technology
IASEs	Institutes of Advanced Study in Education
MHRD	Ministry of Human Resource Development
NLM	National Literacy Mission
NPE	National Policy of Education
NCERT	National Council of Educational Research and Training
NCTE	National Council of Teacher Education
NIEPA	National Institute of Education Planning and Administration
NGOs	Non Government Organisations
POA	Programme of Action
STEIs	Secondary Teacher Education Institutions
SCERT	State Council of Educational Research and Training
SIET	State Institute of Educational and Training
SRC	State Resource Centre
UT	Union Territory
UGC	University Grants Commission
VECs	Village Education Committees

1.4.3 District Institute of Education and Training (DIETs)

Teacher Education is a continuous process, and its pre-service and in-service components are inseparable. The Ministry of Human Resource Development (MHRD) has mooted the idea of setting up DIETs for organising pre-service and in-service programmes for elementary school teachers and for the personnel working in non-formal and adult education channels.

Keeping in view the central of teacher education. National Policy on Education (NPE), 1986 calls for its overhaul as a first step towards educational reorganisation. Giving special importance to the training of Primary school teachers, it has been envisaged that selected institutions at district level in the different states of the country would be developed as District Institutes of Education and Training (DIETs). By March 1992, 306 DIETs had been sanctioned of which 162 were already conducting training programmes. ALI the districts in the country will have DIETs by the end of the 8th Plan.

The main functions of the DIETs are :

1. To provide pre-service and in-service education to primary school teachers.
2. To provide induction education and continuing education to instructors and Supervisors for non-formal and adult education courses and programmes.
3. To provide training and orientation to the heads of the institutions in institutional planning and management at micro-level.
4. To give orientation to community leaders, functionaries of voluntary organisations and others who influence school education.
5. To give academic support to District Boards of Education and school complexes.
6. To conduct action research studies and experimental studies for removal of local level educational ills.
7. To serve as evaluation centres for primary and Upper primary schools as well as for non-formal and adult education centres.
8. To act as Resource Centres for teachers and instructors.
9. To provides consultancy and counselling services to DBEs.
10. To coordinate with VEC's, DBE's, SCERT, NCERT, NIEPA, CTE's, CASE's.

1.4.3.1 ROLE OF DIETs

Universalisation of primary education and simultaneously the qualitative improvements in primary education are the most important and immediate goals of MHRD envisaged in National Policy of Education 1986. In fact RPF, make achievement as an essential component of UEE, VEE having three components-access, retention and achievement. In order to realise these twin goals. Ministry has planned to provide the following inputs in the systems of Elementary Education Non-formal Education and Adult Education :

- (i) Financial and Physical Resources such as buildings and equipments ;
- (ii) Full involvement of the community ;
- (iii) Planning and Management ;
- (iv) Appropriate curricula, text books and pedagogical inputs ;
- (v) Suitable incentives for learners from disadvantaged groups so as to

- provide them equal educational opportunities in real terms ;
- (vi) Provision of dedicated competent teachers and instructors ;
- (vii) Suitable academic and resource support to teachers/instructors which would comprise :
 - (a) training, guidance and advice;
 - (b) development of locally relevant teaching learning materials and teaching aids ;
 - (c) field studies, action research and experimentation for tackling/ resolving specific local problems encountered in achieving these goals.

All the inputs listed above the crucial, the last two are more significant and depend upon the quality of training and support services. For this purpose the role

envisaged for DIETs assumes greater significance. The central government through ministry of HRD has assumed this role through DIET's. Thus the DIET's are supposed to perform the following roles.

I. DIETs Pace-Setting-Institutions :- The pursuit of excellence would comprise all those activities of the DIETs in which context will have two inter-related aspects :

- (i) excellence in the Institute's own work; and
- (ii) helping the elementary and adult education systems in the district in achieving excellence.

As far as the first aspect is concerned, efforts are being made to equip DIET's with all necessary physical and manpower resources. It is for the DIET's to harness these and other resources in the best possible manner to achieve excellence. Thus DIET's are expected to act as models for other teacher training institutions in the district in terms of meticulous, efficient and effective planning and execution of functions, harmonious and creative organisational climate and maintenance of a clear and attractive campus, etc.

2. DIETs are part of Larger Design :- DIETs are part of larger strategy of MHRD to achieve national goals as envisaged in NPE and POA and are listed below :

- (1) Achievement of Universal Elementary Education for all.
- (2) Adoption of a National System of Education, enrichment of cultural content of the curricula readjustment in the curricula to make education a forceful tool for the cultivation of social and moral values oriented towards the achievement of unity and integration of our people.
- (3) Achievement of the objectives set forth by National Literacy. Mission (NLM). Objective of the NLM is to provide functional literacy to 80 million illiterates in the 15-35 age group by 1995.

Thus, DIETs are supposed to play a very crucial role in the achievement of

goals set forth for the Nation.

3. DIETs as Promoters of Child Centred Approach in Education :- DIETs are supposed to perform the following four main functions : viz. Pre-service Education, In-service Education, Resource Support and Conducting of Research. The basic philosophy and approach in performing these functions, especially training functions, must be child-centredness.

"A warm, welcoming and encouraging approach in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend the school and learn. A child-centred and activity-based process of learning should be adopted at the primary stage"

"By making Elementary Education child-centred, we would be introducing a long awaited reform in the system. The most important aspect of this reform will be to make education a joyful, innovative and satisfying learning activity, rather than a system of rote and cheerless, authoritarian instruction."

.....(POA)

The above statements made in NPE and POA have perform implications from programmes of teacher education. The child centred or learner-centred approach necessitates a fundamental change in the manner of curriculum transaction. The role of the teacher here is no longer one of transmitting ready-made knowledge to learner but instead that of a designer and facilitator of learning experiences and an active contributor to an all round development of the learner.

Thus keeping in line with this philosophy, all programmes of a DIET would be so designed as to train teachers in transacting curriculum in a learner-centred mode. In order to achieve this goal, a DIET will have to transact its own programmes in the same learner-centred mode.

The DIET will itself adopt an attitude of a "life-long learner" rather than that of an oracle of know all. It will receive as much from the "field" as it would endeavour to give to it. The district will serve as the "school" for its learning experiences. While it may carve out one or two special areas as its 'lab areas'.

4. DIET's as promoters of Equality of Educational Opportunity for All :-

"The concept of National System of Education implies that, upto a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable equality"

..... (NPE)

Therefore in order to promote equality, it will be necessary to provide for equal opportunity to all not only in access, 'but also in the condition for success. This is what is essence is meant by universalisation of education and it implies that the needs of educationally disadvantaged groups would have to be given maximum attention. These groups needing special care : girls and women, wards of scheduled castes and

tribes, children of minorities, disabled children, children living in slums, hilly, desert or other inaccessible areas, working children or nomadic tribes.

This clearly follows that DIET's also in all aspects of their work, will have to pay primary attention to the promotion of education of these disadvantaged groups and thereby will be paying a way for ensuring equality of educational opportunity for all.

5. DIET's as Institutions Promoting Autonomy and Accountability :- In national Policy of Education, it has been clearly stated that an overhaul of the system of planning and management of education will receive top priority. In this process two of the guiding considerations will be :

- (i) "decentralization and creation of a spirit of autonomy for educational institutions; and
- (ii) establishing the principle of accountability in relation to give objectives and norms."

In view of this statement, DIET's have been accorded an adequate lose of functional autonomy-financial administrative and academic. At the same time, DIET' would be answerable to the DBEs and State Government or U.T. Administration, wherever they are located. DBEs will set long, medium and short term goals and performance norms for the DIET'S Where DEBs have not been set up, SCERT's will evaluate their functions.

6. DIET's as Linking Agency :- DIETs are supposed to establish a close and continuing, dialogue with the 'field'. Field implies elementary schools, school complexes, teachers, headmasters, school supervisors or BEOs adult education functionaries and district level officers in primary, non-formal and adult-education sectors. At the same time DIET's are supposes to establish close linkages with organisations and institutions at the National, State, Divisional and District levels whose objectives and interests converge with its own. Some of these institutions are as above :-

At District Level :- NGO's colleges, secondary teacher education institutions, local radio stations etc.

At Division Level :- Colleges of teacher Education (CTE's) institutes of Advanced Study in Education (IASE's), NGO's DDK's and other concerned organisations and institutions.

At National Level :- NCERT, NIEPA, CCRT, Directorate of Adult Education, Central Institute of Indian Languages (Mysore), Kendriya, Hindi Sansthan (Agra) and other premier organisations and institutions and NGO's working in the area of elementary education non-formal education and adult education.

Such linkages will be established through a meaningful and continuous dialogue in which institutions share problems, experience, achievements, information and resources. Thus, DIET may also work as an agency for implementing some of the programmes and activities of national and state level organisation.

1.4.3.2 SUGGESTIONS

- (i) The principal and staff of the DIET should be highly qualified. The principal

- should be MA, M.Ed. and PhD. (Education) and teachers MA, M.Ed.'s and a fair proportion should be PhD. in education.
- (ii) The Principal of the DIET and the teachers should be in the payscales of the principal and teachers of degree college.
 - (iii) There should be continuous interaction between the DIET and the primary school in the district.
 - (iv) To have a feel of the actual conditions and the problems of the primary schools and the teachers, every member of the DIET should spend some time each year as an active member of the staff a primary school in the district.
 - (v) The talented teachers of the primary schools, who want to take up some research project should be allowed to go the DIET for some time in the year to further his project with fully pay.
 - (vi) Teachers of the DIET should be encouraged to take up projects in educational research and the assessment of their work should take into account such work done by them.
 - (vii) Every DIET should adopt one school (or two schools) in the district and guide the teachers to develop it as a model school.

1.4.4 Suggested Questions

1. Describe the function and role of DIET as promoters of quality education in the country?
2. Discuss the role of DIETs in promoting child centred approach in Education.
3. What role DIETs are playing in Universalization of education? Discuss in detail.

1.4.5 BOOKS FOR FURTHER STUDY

1. MHRD, Govt. of India : District Institutions of Education and Training.
2. Ministry of Education, Govt. of India : Programme of Action, 1986
3. MHRD : Programme of Action, 1986
4. Mavi N. S. : Policy of Teacher Education in the Twenty First Century. A published paper in "Atal", Khalsa College of Education Amritsar, 1993.

1.4.6 Web Sources

Educational Administration at Central and state level: Role of NCTE and SABE.**Structure of the lesson**

- 1.5.1 Objectives of the lesson.
- 1.5.2 Introduction
- 1.5.3 Educational Administration at Central level.
- 1.5.4 Educational Administration at State level.
- 1.5.5 NCTE
- 1.5.6 SABE
- 1.5.7 Summary
- 1.5.8 Suggested Questions
- 1.5.9 Key words
- 1.5.10 Suggested reading and Web Resources

1.5.1 Objectives of the lesson: After going through the lesson, the students will be able to:-

- Explain the concept of educational administration at central level.
- Explain the concept of educational administration at State level.
- Understand the role of National Council for Teacher education (NCTE) in educational administration.
- Understand the role of State Advisory Board of Education (SABE) in educational administration.

1.5.2 Introduction: Educational administration in India is organized through Central Government, State Government, Local bodies and Private Enterprise. These agencies complement each other in their functioning for policy -making, operating and financing of education. At the Central Government level, Ministry of Human Resource Development is performing the function of Educational administration through its various departments. At state level, Educational administration is done through State Administrative Machinery of Education. For Educational Administration at Central Level, these are advisory /regulatory bodies like UGC, NAAC, CABE, NCERT, NCTE, and NUEPA where at the state level, there are advisory/ regulatory bodies like NCTE, DIET, SCERT and SABE or a National Council for Teacher Education is a body to regulate teacher Education at National level. State Advisory Board of Education (SABE) is Advisory body at State level.

1.5.3 Educational Administration at Central level:

Historical background

During the British regime, the alien government was not interested in educating the Indian masses, save some upper classes for the limited purpose of providing junior officials for its own administration and to keep its hold on India. With Independence coming in 1947, full-fledged Ministry of Education and Scientific Research was established. The Centre's interest in education continued to grow. However, we find considerable overlapping in the efforts of the Centre and the States of the union, especially in the matter of reorganisation of education. The centre issued directive without sharing responsibility. The states looked at this with suspicion. They wanted to retain the power they had been enjoying of for long. The result was that even after the constitution of India came into force the Centre adapted an isolationist policy and gave no help to the States in the matter of education. With the launching of the Five-Year-Plans the policy changed. The centre allotted funds to the States, specially for the expansion and development of universal primary education and social education of the adults. With the control of these grants, the centre started supervising education in the States. The Centre's Educational activities expanded and the Central ministry of Education was reorganized from time to time. It discharged its responsibilities through the appointment of advisory councils for several purposes and continued to help the states with funds, technical advice, coordination and cooperation. At present, this is done by the ministry of Education and Social welfare through its various departments. Of these we are mainly concerned with the Department of Education and Culture. The activities of the Central Ministry of Education of the Government of India are chiefly directed by the policy flowing from the clauses of the Constitution of India.

The role of the Central Government in education in Educational Administration

The role of the Central Government in education is limited to providing leadership, helping the State and private bodies in expanding and improving education including higher education, maintaining standards off higher education, research scientific and technical education, administering, expanding and improving education in the Union Territories and preservation of national culture.

The Ministry of Human Resource Development at present looks after about fifty subjects, of which the most important are the following:

- School Education.
- Higher Education.
- Technical and Professional Education.
- Social Education.
- Physical Education.
- Youth Welfare.

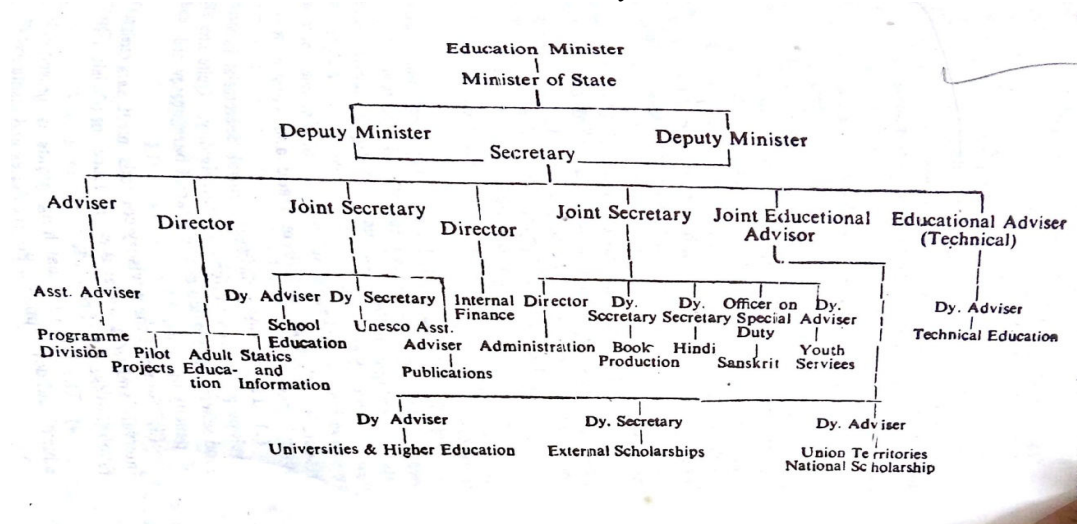
- Book Promotion..
- Educational Research.
- Languages.
- Cooperation with UNESCO.
- Scholarships.
- Exchange Programmers.
- Cultural Affairs.
- Archaeology.
- Museums and libraries.

The Central Government discharges its functions and responsibilities through several advisory councils and statutory organizations. Of these the following are the more important:

1. Central advisory Board of education (CAB).
2. Central Board of Secondary Education.
3. University Grants Commission (UGC)
4. National Council of Educational Research and Training (NCERT).
5. All-India Council for women's Education.
6. Central Schools Organisation.
7. Language Centers.

Central administrative machinery of education

The central Ministry of Human Resource Development is run by the following administrative machinery:



1.5.4 EDUCATION ADMINISTRATION AT STATE LEVEL:

Historical background

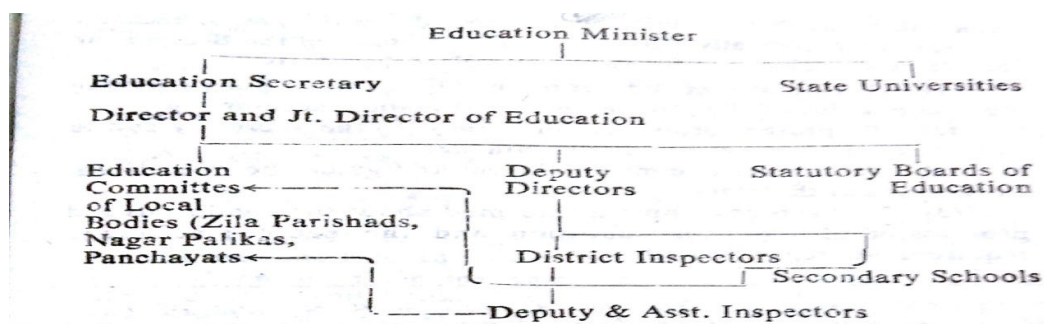
The State Government started as units of educational administration with the appointment of directors of public instruction and inspectors to assist them. They mainly dealt with recognition and inspection of the schools and recommending grants-in-aid. However the policy continued to be centralized. With montford reforms education was transferred to the States. in 1991. Education was put in charge of elected ministers responsible to the State legislatures.

Role of the state government

After Independence the Indian Constitution made the States responsible for education at all stages with certain exceptions, such as the Central Universities at Banaras, Aligarh, Delhi and shantiniketan, institutions of scientific and technical education financed by the Central Government, Institutions for professional and vocational education, higher institutions for scientific research and technology etc. Thus education at all stages is a State Responsibility, but the constitution places the responsibility of coordination and maintenance of standards at higher levels on the centre. Article 45 of the constitution directs the States "to Endeavour to provide, within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years.

In recent years there has been a rapidly growing trend of close cooperation between the Centre and the States. The Centre is in a position to give more and more financial help and so it secures their cooperation by appointment of a number of Central councils and committees, such as the Central Advisory Board, the All-India Council of Secondary education) and the National Council of Educational Research and Training. In these bodies there are representatives of the States and Centre and also some well-Known educationists. Cooperation is also secured by exchanging views through seminars and conferences. However, in the present pattern the initiative for education and educational reform and reorganization lies with the States.

State Administrative Machinery of Education



1.5.5 NATIONAL COUNCIL OF THE TEACHER EDUCATION (NCTE)

It was on the 21st May, 1973 that Resolution was passed by the Ministry of Education and Social Welfare Government of India where in it was decided to set up National Council of Teacher Education. At that time, NCTE was an advisory body. It gave advice to central and state government on any matter relating with Teacher Education. N.P.E. 1986 emphasized for strong position of NCTE. As a result, the council was given statutory status in 1995. Four regional committees are in Bangalore, Bhopal, Bhuvneshwar and Jaipur.

The Secretariat of NCTE was located in New Delhi. The purpose of NCTE was to achieve planned and co-ordinated development of teacher education.

Need for NCTE

Indian Education Commission (1964-66) observed that the existing programmes of teacher education were largely traditional, rigid and divorced from the realities of the school. With a view to improve and co-ordinate the standard of teacher education in the whole country, it was recommended to form a National Council of Teacher Education.

The Central Advisory Board Of Education, at its meeting held in September, 1972 had approved this proposal. The fifth plan also included the formation of this council, as one of its programmes in the area of the teacher education. It aims at the development in teacher education system and programmes.

The need for the establishment of NCTE can be stated as under:

- 1. To provide essential facilities:** Most of the teacher training institutions in our country lack physical facilities, such as audio-visual aids, modern equipment, laboratories, and buildings. Many private institutions lack financial sources to provide even the minimum facilities.
- 2. Supply of trained teachers:** There has been problem of over supply and under supply of trained teachers. Some states have a band of unemployed teachers while others feel the scarcity of trained teachers.
- 3. Qualification for teachers:** Besides variations in duration and standard of teacher training courses, there are wide-variations in the percentage of trained teachers.
- 4. Expansion in education:** The country is planning for a large scale-expansion in primary education and some radical changes in secondary school education. In view of the school education as the foundation for all educational efforts and the important role of the school teacher in the entire education system, it was strongly felt that some all India body should be established to advise the government in the planning and co-ordination of scheme of teacher education.

Standing Committees of NCTE

NCTE established following six standing committees at the beginning:

1. Standing committee on standards in Teaching Education which should also act as the steering committee for the following.
2. Standing committee on Elementary Teacher Education.
3. Standing committee on Secondary Education.
4. Standing committee on pre-school teacher Education.
5. Standing committee on Technical, Vocational and work-experience.
6. Standing committee on In-service Education.
7. Standing committee for training of teachers for special schools.

These standing committees worked for the improvement of teacher education in their respective areas. The NCTE made a significant contribution by modernizing curriculum of teacher education. The document Teacher Education Curriculum- A Framework(1978) contained the general and stage-wise objective of teacher education. During the year 1988, NCTE brought out revised draft of National Curriculum for Teacher Education- A Framework.

National Policy on Education (1986) specifically stated:

"The National Council of Teacher Education(NCTE) will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods."

Structure and Organisation:

There is a chairman, vice-Chairman, secretary and helping staff in the working committee of NCTE. There are four regional committees of NCTE, which are located at Jaipur(North India), Bhopal (Western Region), Bhubneshwar (Eastern region) and Bangalore (Southern region). Each regional committee is under the control of a director. There are famous regional teachers and educationists in these committees.

A chairman, vice-Chairman, secretary and central education secretary is there in the general body of NCTE. The main office of NCTE is located at Dehli and the regional committees are only its administrative and academic part. Both have different work schedule.

Membership of NCTE: NCTE is comprised of following members:

1. Union Ministry for Education President.
2. One representative from each State Department of Education.
3. A representative of University Grants Commission.
4. A representative of Central Advisory Board of Education.
5. A representative of Planning Commission.
6. A representative of All India Council for Teacher Education.
7. A representative of NCERT.
8. Education Secretary.

9. Twelve experts in the fields of pre-primary education, primary teacher training, secondary teacher training, technical training and vocational teacher training-maintained by the Government of India.
10. One person to be nominated by the President of the Council as member Secretary.

The Programme of Action (1986) following this National Policy, pinned great hope in NCTE and committed that following four functions would be achieved by this national body:

- Accreditation/disaccreditation of institutions of teacher education.
- laying down of standards and norms for institutions of teacher education.
- Development of guidelines for curricula and methods of teacher education.
- Other functions like earnings of credit for in-service education, duration of various course, emphasis to be laid in training programmes for Non-formal Education/ Adult Education instructors, place of correspondence education in teacher education etc.

Functions of NCTE

The NCTE was formed to achieve the following functions:

1. To advise Centre and State governments, Universities, U.G.C and other recognized institutions in the matter of making new plans and programmes in the field of teacher education.
2. To give instructions to educational institutions about the required minimum qualification for the teaching profession.
3. To look after the system of teacher education institution and examine its development.
4. To advise Government of India on all matters concerning teacher education, including pre-service and in-service training, evaluation of curricula and periodical review of progress of revising curricula.
5. To advise stage governments on any matter reoffered to the council by them.
6. To open new training colleges and beginning of new courses. To provide infrastructure facilities, staffing pattern and staff-qualification.
7. To lay down the norms for maintaining the standard in the teacher education and quality.
8. To encourage the inventions and research in the field of teacher education and to publish its results.
9. To examine the educational institutions from time to time and implementation of norms and guidelines laid down by NCTE.
10. To advise Government on ensuring adequate standards in teacher education Central and State government.
11. To review the progress of plan schemes both central and state concerning teacher education.

12. To remain in control with other bodies like National Council of Educational Research and Training (NCERT), Central Advisory Board of Education (CABE), National University of Educational Planning and Administration (NUEPA), so that essential advice on this matters can be taken from them any time.

Some other functions like preparation of learning material, orientation of senior teacher educator etc. may continue to be performed by NCERT, SCERTs, in co-operation with NCTE.

Recommendations of NCTE

In Teacher Education, Problems and Perspective, 1976, N.C.T.E. made the following recommendations:

1. **Relevant curriculum:** The curriculum should be made relevant to the needs of children, the needs of the society and the needs of the country.
2. **Flexible curriculum :** The curriculum and structure should be made sufficiently flexible so as to have many varieties of in-service and pre-service education.
3. **Stage-wise objectives:** Stage-wise objectives of teacher education should be prepared and special emphasis should be laid on working with the community.
4. **Enriched methodology:** Methodology must be enriched by self learning, problem solving and practical work.
5. **Improved evaluation:** Evaluation procedure should be improved and grading and semester system should be introduced.
6. **Improved administration system:** Administrative system should be improved.

Conclusion

Thus NCTE is mainly related with the development of teacher-education. The purpose of this educational body is to raise the quality and maintain the standard of teacher education. For performing the responsibility efficiently, NCTE work according to the above mentioned functions.

1.5.6 STATE ADVISORY BOARDS OF EDUCATION (SABE):

Another important administrative body at the state level is the State Advisory Board of Education. It was Mudaliar Education Commission, 1952-53 which recommended the setting up of a State level Advisory Board of Education on the pattern of Central Advisory Board of Education.

The Kothari Education Commission, 1964-66, however, recommended the setting up of a Statutory Council of Education with its scope limited only to school education. The Commission suggested that the Statutory Council of Education "should have the State Minister for Education as the Chairman and its membership should include representatives of universities in the State, all directors in charge of

different sectors of education and some eminent educationists. It should meet about three or four times a year and have a small Secretariat of its own."

As per the recommendations of secondary Education commission - Provincial Advisory Boards should be constituted in all states to advise the department in all matters pertaining to education. The board should be composed of representatives of the teaching profession, the Universities, Managements of high and higher secondary schools, Heads of departments dealing with different Spheres of education, representatives of Industry, Trade commerce and the legislative and the general public. The Minister of Education should be the chairman of the Board and Director of Education or the Education Secretary should be the Secretary and discuss how best the resources of the departments could be pooled together for the furtherance of the educational programmes. The Minister of Educations should be the chairman and the Director of Education, the Secretary of the committee.

1.5.7 SUMMARY: To perform the system of education successfully in India, Educational administration is organized at central and State level being complementary to each other. National Council for Teacher Education (NCTE) and State Advisory Board of Education (SABE) are advisory bodies at Central and State level respectively to perform the function of educational administration effectively.

1.5.8 SUGGESTED QUESTIONS:

- Q.1. Describe Educational Administration in India at Central Level in detail.
- Q.2 Explain the state level Educational Administration in India.
- Q.3. What do you understand by NCTE? Discuss it in detail.
- Q.4. Write about State Advisory Board of Education (SABE) explaining its role as an advisory body.

1.5.9 KEY WORDS:-

- **Educational administration :** Educational administration is a specialized set of organizational functions whose primary purpose is to ensure the efficient and effective delivery of relevant educational services as well as implementation of legislative policies through planning, decision-making and leadership behavior that keeps an organization focused on predetermined objectives.
- UGC- University grants commission.
- NAAC - National Assessment and Accreditation Council.
- CABE- Central Advisory Board of Education.
- NCERT - National Council of Educational Research and Training.
- NUEPA - National University of Educational Planning and Administration.

- SCERT - State Council of Educational Research and Training.
- DIET - District Institute of Education and Training.

1.5.10 SUGGESTED READING AND WEB RESOURCES

1. Rajan, Khanna R.K. and Sharma, M.K (2012). Development of Education System in India. Twenty First Century Publication, Patiala.
2. Bhatnagar, R.P. and Aggarwal, V. (2006). Educational Administration Supervision, Planning & Financing. R. Lal Book Depot, Meerut.
3. Sharma, R.N. (2010). Educational Administration, Management and organization. Surjeet Publication, Delhi.
4. <http://www.preservearticles.com/2012010920246/brief-notes-on-the-state-advisory-boards-of-education-india.html>

Web Resources

1. https://wikieducator.org/images/a/a2/DIET_ROLES_AND_FUNCTIONS.pdf
2. <https://azimpremjiuniversity.edu.in/SitePages/pdf/Role-of-DIET's-in-professional-development-of-pre-school-teachers-Padma.pdf>
3. <http://dietaizawl.weebly.com/visionmissiongoals.html>
4. https://en.wikipedia.org/wiki/District_Institute_of_Education_and_Training
5. <https://www.educationforallinindia.com/page112.html>