

**STRUCTURE :**

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Structure of Educational Administration at the Central Level
- 2.3 Description of Structure
- 2.4 Suggested Questions
- 2.5 Reference

**2.0 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.

**2.1 Introduction :**

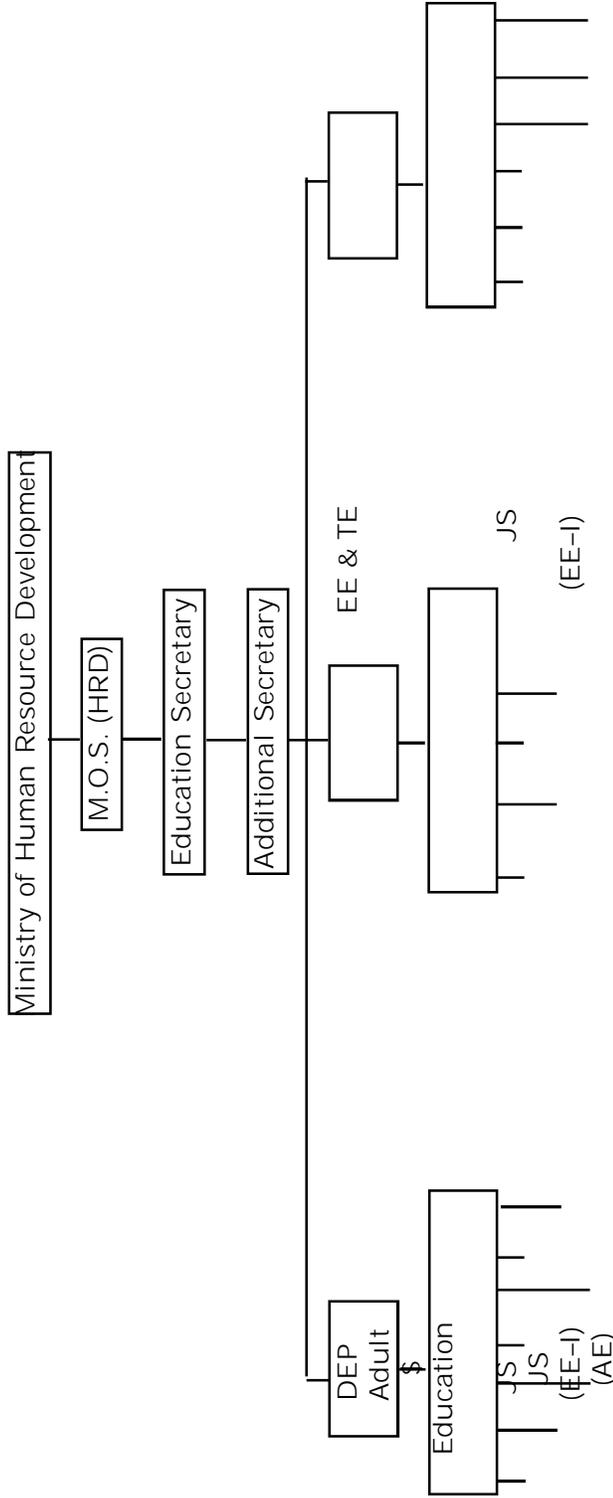
In independent India, in 1947, an independent ministry of Education was created and Maulana Abulkalam Azad was made the first Education Minister of India. Education remained a state subject and the Central Govt. had only advisory role to play in the Indian constitution to the Central Governments. Firstly 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

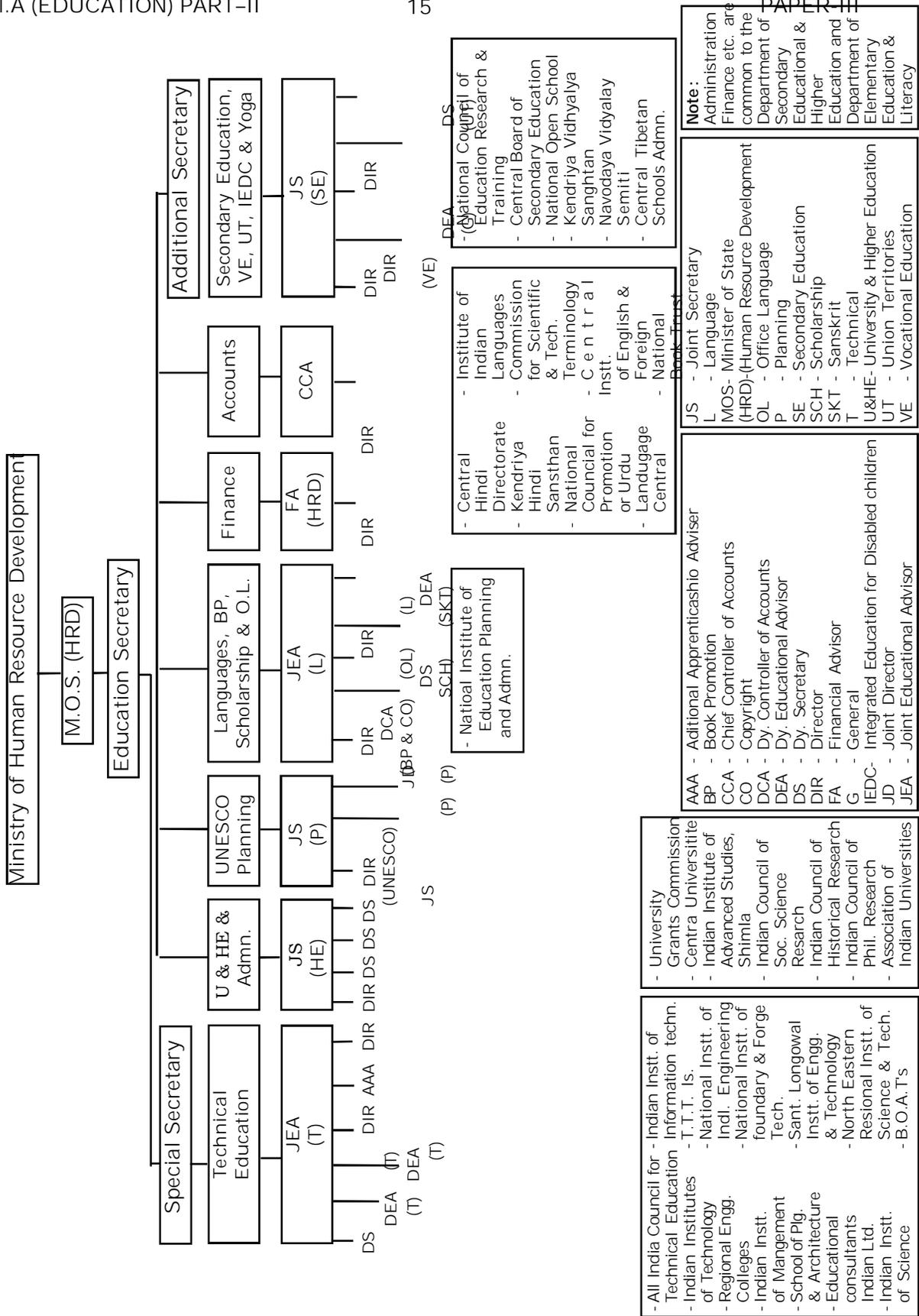


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MA	DS	DS	DS	DS	DS	DS	DEA
D	DS	DS	DS	DS	DS	DS	DEA
Joint Secretary	DS	DS	DS	DS	DS	DS	DEA
Ministry of State	DS	DS	DS	DS	DS	DS	DEA
(HRD) - (Human Resource Development)	DS	DS	DS	DS	DS	DS	DEA
Teacher Education	DS	DS	DS	DS	DS	DS	DEA
\$ - In DPEP the work relating the Lok Jumbish/Coordination with SIDA is to be routed through JS (EE-II)	DS	DS	DS	DS	DS	DS	DEA
@ - Diverted to Bureau of Elementary Education	DS	DS	DS	DS	DS	DS	DEA

**Note :** Service Sections Like Finance, Administration etc. are common and is administratively under control of Department of Secondary Education and Higher Education

**CHART I**

**ORGANISATION CHART**  
DEPARTMENT OF SECONDARY EDUCATION & HIGHER EDUCATION



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.

**2.2 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.

**2.3 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 (EE<sub>1</sub>), Joint Secretary (EE<sub>2</sub>) 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 Panel for School Teachers
- 1988 Malhotra National Panel 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.'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) CABE (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.

#### **2.4 Suggested Questions :**

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

#### **2.5 REFERENCE :**

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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. 3****AUTHOR : Dr. T.R. SHARMA****STRUCTURE**

- 3.1 Objectives
- 3.2 Introduction
- 3.3 Administration
- 3.4 Description of Education Secretariat and Education Directorates
- 3.5 Implementation Agencies
  - 3.5.1 University Grants Commission
  - 3.5.2 NCERT
  - 3.5.3 Central Grants Commission
- 3.6 The State Educational Agencies
- 3.7 SCERT
- 3.8 Suggested Questions
- 3.9 Suggested Readings

**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.

**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.

**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.



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

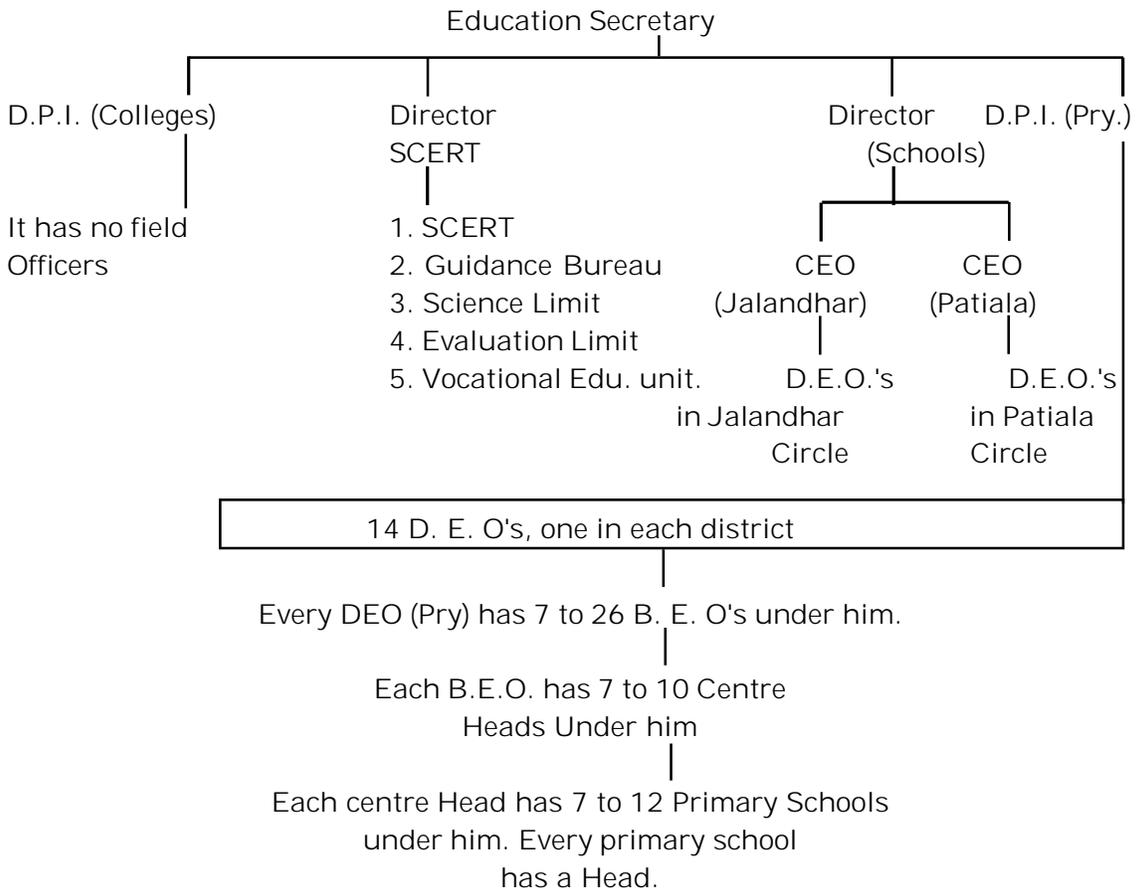
and is a D/D office for 200-250 teachers. He disburses the salaries amounting to 25-30 lacs of rupees every year. He supervises the funds collected by schools.

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.

### 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.

**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

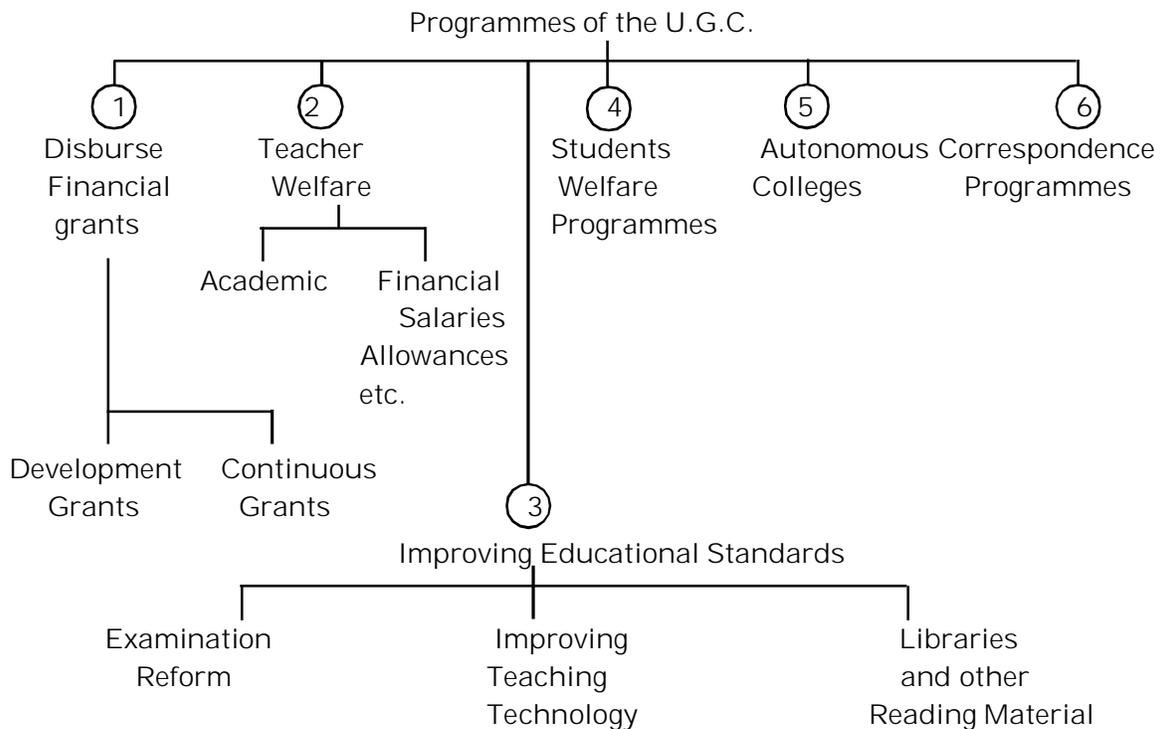
educational issues but would also provide them with funds. The suggestion remained unimplemented till 1954 when a minister's Body pleaded for action. Consequently in 1956 the UGC Act was passed by the Parliament and U.G.C. name into being. This Act was modified to enhance to powers of U.G.C. and expand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

**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 CAME, (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.

**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.

**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.

**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.

**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) CAGE

**3.9 Suggested Readings :**

Mathur S. S.	:	Educational Administration, Principles and Practices.
Aggarwal J. C.	:	Educational Administration.
Sharma T. T.	:	Educational Administration in India (Pbi.)Punjabi University Publication.
Sharma T. R.	:	Education : 'i Bkpxdh ns/ ; rMB (Pbi.)
Y.P. Aggarwal		Education Management, Planning Administration
M.S. Sachdeva		(2007)
Manjit Kaur		

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**Structure :**

- 4.1 Objectives
- 4.2 Introduction
- 4.3 District Institute of Education and Training (DIETs)
  - 4.3.1 Role of DIETs
  - 4.3.2 Suggestions
- 4.4 Suggested Questions
- 4.5 Books for further study

**4.1 Objectives :**

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

1. understand the concept of DIETs
2. explain the role of DIETs

**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, CTEs, IASEs 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

#### **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.

#### **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 dose 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 supposed 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.

#### **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 pay scales 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.

#### 4.4 Suggested Questions

1. Describe the function and role of DIET as promoters of quality education in the country?

#### 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.