

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

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5.0 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.

5.1 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.

5.2 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.

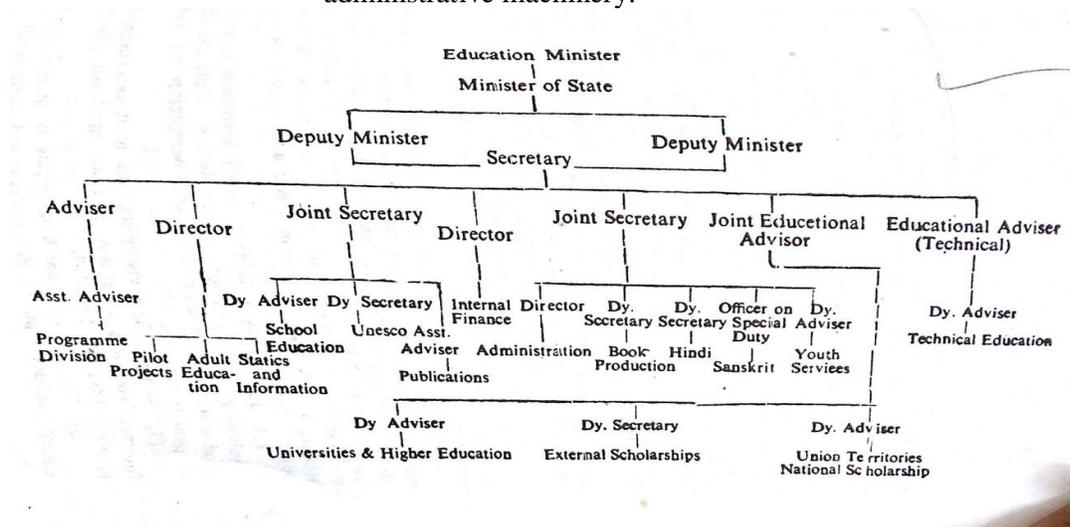
- Book Promotion..
- Educational Research.
- Languages.
- Cooperation with UNESCO.
- Scholarships.
- Exchange Programmers.
- Cultural Affairs.
- Archaeology.
- Museums and libraries.

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:



5.3 EDUCATION ADMINISTRATION AT STATE LEVEL:

Historical background

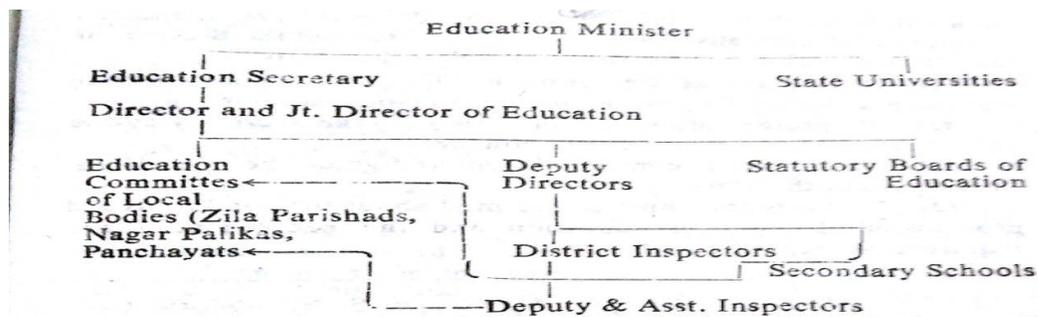
The State Government started as units of educational administration with the appointment of directors of public instruction and inspectors to assist them. They mainly dealt with recognition and inspection of the schools and recommending grants-in-aid. However the policy continued to be centralized. With 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



5.4 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.

5.5 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.

5.6 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.

5.7 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.

5.8 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.
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5.9 SUGGESTED READING AND WEB RESOURCES

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