

❑ Educational structure of education in the Central Government- role of MHRD :

The structure of education in India can be visualized from two perspectives viz. academic and administrative.

Academic Structure :

In our country the common pattern of education is “*ten plus two plus three*” (10 + 2 + 3) as recommended by the Education Commission of 1964-66. The “*ten plus two plus three*” consist of ten years of school education, two years of Higher Secondary education and three years first degree education followed by Post graduate degrees of various duration and research. Other forms of education include, among others non-formal education, open school education, vocational education, and commercial education etc.

Administrative Structure :

India has a federal structure of governance and hence different layers of government are involved in the administration of educational activities. The constitution of India clearly demarcates the areas of operation of the central and state governments. India has set up

agencies to specifically deal with the issues pertaining to the devolution of powers and functions between the central and state governments. The administrative mechanism existing in India is a reflection of Constitutional demarcation of powers and responsibilities.

The 42nd amendment of Indian Constitution, added in 1976, transferred education from the state list of responsibilities to the concurrent list making it a joint responsibility. Despite this joint responsibility for education by state and central governments, the central government has the main role because it drafts the five-year plans, which include education policy and funding for education.

The Department of Education, part of the Ministry of Human Resource Development, implements the central government's responsibilities in educational matters. The ministry coordinates planning with the states, provides funding for experimental programs, and acts through the University Grants Commission, the National Council of Educational Research and Training and similar agencies. The administrative structure of education of Central Government can be presented as under:

1. Union Minister of Education or the Minister of Human Resource Development
2. Minister of State of Education
3. Deputy Minister of Education
4. Secretary of Education
5. Advisor, Deputy Advisor, Programme Department
6. Director,
 - a. Project,
 - b. Adult Education,
 - c. Statistics and Information
7. Joint Secretary
 - a. Programme Controller
 - b. Education Advisor
 - c. Deputy Secretary (School Division)
 - d. Deputy Secretary (UNESCO Division)

- e. Assistant Educational Advisor (Publication Unit)
- 8. Director (Internal Finance)
- 9. Joint Secretary
 - a. Director (Administration)
 - b. Deputy Secretary (Book Improvement)
 - c. Deputy Secretary (Hindi Section)
 - d. Special Officer (Sanskrit)
 - e. Sub-Education Adviser, Deputy Secretary (Youth Services)
- 10. Joint Educational Advisor
 - a. Sub-Advisor (Higher Education)
 - b. Deputy Secretary (Foreign Scholarships)
 - c. Sub-Advisor (Union Territories)
- 11. Educational Advisor (Technical)
 - a. Sub-Advisor (Technical Education Division)

The Ministry of Education (HRD) consists of several bureaus, each of which is headed by a Joint Secretary or Joint Education Advisor. These officials are assisted by Directors, Deputy Secretaries or Deputy Education Advisors, who are the divisional heads. They are further assisted by Under Secretaries or Assistant Educational Advisors, who have one or more sub-divisions under them.

*The following are the important **Statutory/Autonomous Organizations** that assist and advice the Central Government in Educational matters:*

Central Advisory Board of Education (CABE): The Central Advisory Board of Education (CABE), the oldest and highest advisory body to advise the Central and State Governments in the field of education, was first established in 1920 and dissolved in 1923 as a measure of economy. It was revived in 1935 and had continued to exist till 1994. It was unfortunately not reconstituted after the expiry of its extended tenure in March 1994. The National Policy on Education, 1986 (as modified in 1992) also envisaged that the CABE will play a pivotal role in Indian education and accordingly,

the CABE has since been reconstituted by the Government in July 2004. The union Minister of Education and Human Resource Development is the Chairman of the Board. The Board also consists of nominated members representing various interests in addition to elected members from the Lok Sabha and the Rajya Sabha, and the representatives of the Government of India, State Governments and UT Administrations. The functions of the Board are: (a) to advise on any educational matter which may be referred to it by the Central or State Government; and (b) to call for information and advice regarding educational developments of special interest and value, to examine this information and circulate it with recommendations to the Government.

The University Grants Commission, (UGC): The University Grants Commission of India is a statutory organization set up by the Central government in 1956, charged with coordination, determination and maintenance of standards of university education. It provides recognition to universities in India, and disburses funds to such recognized universities and colleges. Its headquarters are in New Delhi, and six regional centres in Pune, Bhopal, Kolkata, Hyderabad, Guwahati and Bangalore.

The functions of UGC include :

- Promoting and coordinating university education.
- Determining and maintaining standards of teaching, examination and research in universities.
- Framing regulations on minimum standards of education.
- Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges.
- Serving as a vital link between the Union and state governments and institutions of higher learning.
- Advising the Central and State governments on the measures necessary for improvement of university education.

All India Council of Technical Education, New Delhi (AICTE) : The All India Council for Technical Education is a statutory body and a national-level council for technical education, under Department of Higher Education, Ministry of Human Resource Development. Established in November 1945 first as an advisory body and later on in 1987 given statutory status by an Act of Parliament, AICTE is responsible for proper planning and coordinated development of the technical education and management education system in India. The AICTE accredits postgraduate and graduate programs under specific categories at Indian institutions as per its charter.

National Council of Educational Research and Training, New Delhi (NCERT) : The National Council of Educational Research and Training (NCERT) is an organization set up by the Government of India, with headquarters located at Sri Aurobindo Marg in New Delhi, to assist and advise the central and state governments on academic matters related to school education. It was established in 1961.

The NCERT has been offering training facilities, usually through attachment programmes and participation in workshops, to education workers of other countries. The NCERT publishes textbooks for school subjects from Classes I to XII. NCERT publishes books that are used in government and private schools across India that follow the CBSE curriculum. The major functions of NCERT are:

1. Implementation of National Curriculum Framework
2. Universalisation of Elementary Education (UEE)
3. Vocational education
4. Education of groups with special needs
5. Early childhood education
6. Evaluation and examination to reform IT education
7. Competitive Value education
8. Education of girl child
9. Production of teaching-learning experience

10. Improvement in teacher education
11. Improvement of thought of student

National Council of Teacher Education (NCTE), New Delhi : National Council for Teacher Education (NCTE) is an Indian government body set up in 1995 under the National Council for Teacher Education Act, 1993 to oversee standards, procedures and processes of teacher education system in India. The NCTE has its headquarters in New Delhi apart from regional offices in Jaipur, Bangalore, Bhubaneswar and Bhopal handling the Northern, Southern, Eastern and Western regions respectively. The councils are responsible for recognizing 'teacher training institutions'. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith.

Before 1995, the NCTE had existed since 1973 as a government advisory body to look after development and progress of "teacher education". The NCTE was then only a department of the National Council of Educational Research and Training. As per the NCTE's own admission, it failed in its objective of overlooking and, to an extent, regularizing norms and processes in teachers' education in India because of lack of formal jurisdiction. To that effect, the National Policy on Education, 1986 allowed the setting up of a government authorized institution with formal powers. NCTE has its headquarters at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. The NCTE Headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

National University of Educational Planning and Administration (NUEPA), New Delhi : The National University of Educational Planning and Administration was originally established in 1962 when the UNESCO established the Asian Regional Centre

for Educational Planners and Administrators which later became the Asian Institute of Educational Planning and Administration in 1965. After 4 years of its existence, it was taken over by the Government of India and renamed as the National Staff College for Educational Planners and Administrators. Subsequently, with the increased roles and functions of the National Staff College, particularly in capacity building, research and professional support services to governments, it was again renamed as the National Institute of Educational Planning and Administration (NIEPA) in 1979. In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Government of India have empowered it to award its own degrees by way of conferring it the status of Deemed to be University in August, 2006. Like any Central University, NIEPA is fully maintained by the Government of India. It is a premier organization dealing with capacity building and research in planning and management of education in India and other countries of South Asia.

❑ **Central –State relation in Education in India**

India has a federal administrative structure. The constitution of India clearly demarcates the powers and areas of operation of the Central and State governments. In the beginning, as per the constitution of India, education was primarily a State subject and was exclusively the responsibility of the States, the Central Government being concerned directly with certain areas like coordination, determination of standards in technical and higher education etc. however, the 42nd amendment of Indian Constitution, added in 1976, transferred education from the state list of responsibilities to the concurrent list making it a joint responsibility. Despite this joint responsibility for education by state and central governments, the central government has the preponderant role because it drafts the five-year plans, which include education policy and funding for education.

The seventh schedule of Indian constitution (Article-246) defines the Centre-State relation on education in India. The schedule defines the relation between Centre and States in the form of three lists of power as mentioned under.

List-I or the Union List includes the powers conferred on the Central Government that include the following entries:

Entry-63:- The institutions known at the commencement of this Constitution as the Benares Hindu University, the Aligarh Muslim University and the Delhi University; the University established in pursuance of article 371E; any other institution declared by Parliament by law to be an institution of national importance.

Entry-64:- Institutions for scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be institutions of national importance.

Entry-65:- Union agencies and institutions for

a) professional, vocational or technical training, including the training of police officers; or

b) the promotion of special studies or research; or

c) scientific or technical assistance in the investigation or detection of crime.

Entry-66:- Co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions

List-II or the State List includes the powers conferred on the State Governments that include:

Entry-32:- Incorporation, regulation and winding up of corporations, other than those specified in List-I, and Universities; unincorporated trading, literary, scientific, religious and other societies and associations; co-operative societies.

List III or the Concurrent List includes the powers conferred on both the Central and the State Governments that include:

Entry-25 :- Education, including technical education, medical education and universities, subject to the provisions of entries 63, 64, 65 and 66 of List I; vocational and technical training of labour.

Though education has been put in the concurrent list, the constitution of India has empowered the Central Government to enact, amend or repeal any law made by any State legislature (Article-254). Thus, Central Government has the highest power and most important role to play in the field of education in India. Moreover, the dominant role of the Central Government can be seen in the following manners:

- the Central Government determines all national policies, priorities and programmes relating to education.

- the Central Government provides for funds to the States for educational development.

- the Central Government drafts the five-year plans, which include education policy and funding for education.

- The planning commission of India, which is under the Central Government, forms long-term, medium-term and annual plans for the Central and the State/Union Territories, defining the phases in which they should be implemented and assign priorities and resource allocation.

Thus it can be seen that though education is a joint responsibility of State and Central governments, it is the central government that plays the more dominating role.

Some problems of Educational Administration :

The task of administration of education has been a challenging and a complex one. The phenomenal expansion of education in India over decades, increase in the expectations of people, incredible changes leading to the requirement of scientific-technological and

innovative manpower to meet the needs of economy and use of technology in educational management and administration has led to complex challenges. Some of the major problems of educational administration in India may be mentioned as under:

- Various educational programmes in India are implemented by different Ministries that fall within their jurisdiction. The different ministries while implementing their programmes lack proper coordination with education ministry and other ministries that lead to difficulties in administration.
- Since different ministries implement different educational programmes, it leads to duplication resulting in wastage and stagnation in education.
- Another difficulty in educational administration is the structure of administration. Lack of balance and coordination of work between Secretaries and Directors of education is a major difficulty.
- Dearth of administrative officers at the highest levels is another difficulty in educational administration.
- Shortage of staff with proper training and skills has been another challenge in administration of education.
- Complex bureaucratic machinery, corruption of officials, lack of proper attitude towards work is also stand in the path of effective administration of education.
- Excessive and undue political control and interference in educational administration is another problem in educational administration in India.
- Lack of adequate funds for implementing educational programmes has been a major challenge of educational administration in India.