

Central and State Agencies Associated with Policy Making on Education in Education

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Centre & State Level Agencies Associated with Policy Making in Education

- National Development Council (NDC)
- Planning Commission & NITI Ayog
- Central Advisory Board of Education (CABE)
- National Council for Teacher Education (NCTE)
- National Council for Educational Research & Training (NCERT)
- State Council for Educational Research and Training (SCERT)
- District Institute of Education and Training (DIET)

National Development Council (NDC)

NDC- concept & composition

- Setup on 6 August 1952
- One of the key organizations of planning system of India
- Advisory body to Planning Commission of India
- Composed of PM, Deputy PM (if any), all union cabinet ministers, CMs/their representatives, representatives of UTs, members of Planning Commission (now NITI Ayog)
- Generally meets twice in a year
- Ordinarily passes no formal resolution, whole proceedings recorded, decisions are unanimous

Objectives of NDC

- Strengthens and mobilizes the effort and resources of the nation in support of the Plan.
- Promotes common economic policies in all vital spheres.
- Tries to ensure balanced and rapid development of all parts of India
- Symbolizes federal approach to planning
- NDC provides a platform to all the states to discuss their problems and issues related to development. Thus, it secures the cooperation of the states in the execution of developmental plans.

Functions of NDC

- In order to meet its objectives, the NDC has following functions:
- To prescribe guidelines for the formulation of the National Plan, including the assessment of resources for the Plan
- To consider the National Plan as formulated by the Planning Commission
- To make an assessment of the resources required to implement the plan and the way to augment the resources.
- To consider important questions of social and economic policy affecting national development
- To review the working of the Plan from time to time
- To recommend such measures that are necessary for achieving the aims and targets set out in the National Plan.

Planning Commission of India

Main Purposes of Planning Commission in India

- Set up in March 1950 with the following purposes:
- To promote a rapid rise in the standard of living of the people by utilizing the resources of the country, increasing production and offering employment opportunities to all;
- To formulate plans so that the resources can be used in the most effective way;
- To make periodic assessment of all resources in the country, boost up insufficient resources and formulate plans for the most efficient and judicious utilization of resources.

Composition of Planning Commission

- The Planning Commission works under the overall guidance of the NDC. The Commission as a composite body, provide advice and guidance to the subject Divisions for the formulation of Five Year Plans, Annual Plans, State Plans, Monitoring Plan Programmes, Projects and Schemes.
- Chairman – Prime Minister;
- Deputy Chairman – de facto executive head (full-time functional head), nominated by the cabinet
- Full time members nominated from different areas of development mainly economists
- Part-time members – Some central ministers
- Ex-officio members – Finance Minister and Planning Minister

Functions of Planning Commission

- The 1950 resolution (for setting up the Planning Commission) outlined its functions which are as follows:
- Make an evaluation of the capital, material and the human resources of the nation, including technical personnel, and study the possibilities of enhancing these resources for building up the nation;
- Draft a Plan for the most balanced and effective usage of the country's resources;
- Define the stages in which the Plan should be implemented and put forward allocation of resources for the completion of every stage;

Functions contd...

- Specify the factors that hamper economic development, and ascertain the conditions which, in view of the prevailing social and political situation, should be set up for the successful implementation of the Plan
- Determine the kind of machinery required for obtaining the successful execution of each stage of the Plan in all its aspects;
- Regularly appraise the progress achieved in the implementation of all stages of the Plan and propose the rectifications or recommendations of policy and measures that such appraisal may deem necessary;
- Make such interim or ancillary recommendations either for enabling the discharge of the duties assigned to it or on a consideration of the existing economic conditions, current policies, measures and development programme or on a study of such specific problems which the Central or State Governments can refer to it.

Winding of Planning Commission and Institution of NITI AYOOG

- Though Planning Commission played a very important role in fulfilling nation's ambitious developmental goals since independence. But the Commission has often been accused of being a soviet-styled bureaucratic body that stifled economic growth. In 2012, the commission was badly criticized for suggesting that the common citizens who spent more than Rs.27 per day were not poor. The Commission was replaced by The NITI Aayog which is a more robust organisation and will not be imposing five-year plans. It is more like a think-tank that works with stakeholders for developing the country.

**National Institution for
Transforming India (NITI) Ayog**

Introduction

- Planning Commission, a legacy of 65 years was replaced by NITI ayog
- The replacement is considered more relevant & responsive to the present economic need and scenario in the country.
- It's a premier policy making institution that will help in achieving faster economic growth of the country.
- It aims at constructing a stronger state that will help in creating a dynamic and strong nation.
- The reason for setting NITI Ayog is to bring required institutional change in administration and strategy shift that can foster substantial change by ensuring people's participation in the whole process.

Composition of NITI Ayog

- The **Prime Minister** as the Chairperson.
- A **Governing Council** composed of **Chief Ministers** of all the States and Union territories with Legislatures and lieutenant governors of Union Territories(except Delhi and Pondicherry)
- **Regional Councils** composed of Chief Ministers of States and Lt. Governors of Union Territories in the region to address specific issues and contingencies impacting more than one state or a region.
- Full-time organizational framework composed of a Vice-Chairperson, four full-time members, two part-time members (from leading universities, research organizations and other relevant institutions in an ex-officio capacity), four ex-officio members of the Union Council of Ministers, a Chief Executive Officer (with the rank of Secretary to the Government of India) who looks after administration, and a secretariat.
- Experts and specialists in various fields.

Members of Existing NITI Ayog

- With the Prime Minister as the Chairperson, presently NITI Aayog consists of:
- **Vice Chairperson:** [Rajiv Kumar](#)
- **Ex-Officio Members:** [Amit Shah](#), [Rajnath Singh](#), [Nirmala Sitaraman](#) and [Narendra Singh Tomar](#)
- **Special Invitees:** [Nitin Gadkari](#), [Piyush Goyal](#), [Thawar Chand Gehlot](#) and [Rao Inderjit Singh](#)
- **Full-time Members:** [V. K. Saraswat](#) (former [DRDO](#) Chief), Ramesh Chand (Agriculture Expert) and Dr. Vinod Paul (Public Health expert)
- **Chief Executive Officer (CEO):** [Amitabh Kant](#)
- **Governing Council:** All [Chief Ministers](#) of States (and Delhi and Puducherry), [Lieutenant Governor](#) of Andaman & Nicobar Islands, and Special Invitees

Objectives of NITI Ayog

- To evolve a shared vision of national development priorities, sectors and strategies with the active involvement of States.
- To foster cooperative federalism through structured support initiatives and mechanisms with the States on a continuous basis, recognizing that strong States make a strong nation.
- To develop mechanisms to formulate credible plans at the village level and aggregate these progressively at higher levels of government.
- To ensure, on areas that are specifically referred to it, that the interests of national security are incorporated in economic strategy and policy.
- To pay special attention to the sections of our society that may be at risk of not benefiting adequately from economic progress.
- To design strategic and long term policy and programme frameworks and initiatives, and monitor their progress and their efficacy. The lessons learnt through monitoring and feedback will be used for making innovative improvements, including necessary mid-course corrections.

Objectives contd...

- To provide advice and encourage partnerships between key stakeholders and national and international like-minded Think tanks, as well as educational and policy research institutions.
- To create a knowledge, innovation and entrepreneurial support system through a collaborative community of national and international experts, practitioners and other partners.
- To offer a platform for resolution of inter-sectoral and inter departmental issues in order to accelerate the implementation of the development agenda.
- To maintain a state-of-the-art Resource Centre, be a repository of research on good governance and best practices in sustainable and equitable development as well as help their dissemination to stake-holders.
- To actively monitor and evaluate the implementation of programmes and initiatives, including the identification of the needed resources so as to strengthen the probability of success and scope of delivery.
- To focus on technology upgradation and capacity building for implementation of programmes and initiatives

Features of NITI Ayog

- NITI Aayog is developing itself as a State-of-the-art Resource Centre, with the necessary resources, knowledge and skills, that will enable it to act with speed, promote research and innovation, provide strategic policy vision for the government, and deal with contingent issues.
- NITI Aayog's entire gamut of activities can be divided into four main heads:
 - Design Policy & Programme Framework
 - Foster Cooperative Federalism
 - Monitoring & Evaluation
 - Think Tank and Knowledge & Innovation Hub

Cooperative Federalism

- Meetings Of Governing Council
- Subgroups Of Chief Minister
- Task Force
- NITI Forum For North East
- Sustainable Development In The Indian Himalayan Region
- Development Support Services To States
- Sustainable Action For Transforming Human Capital (SATH)
- (from NITI Ayog website)

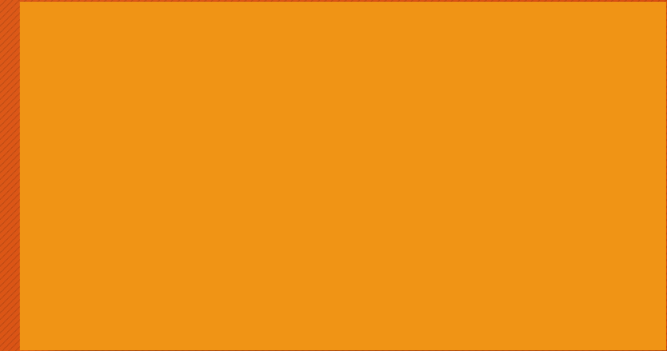
Competitive Federalism

- Transformation Of Aspirational Districts
 - About Programme
 - Baseline Ranking
- SDG India Index
- Social Sector Indices
- Best Practices/Learning (refer NITI Ayog Website)

Think Tank, Knowledge & Innovation Hub

- [Policy And Programs](#)
- [POSHAN Abhiyaan](#)
- [NITI Development Dialogues](#)
- [Reinventing India As An Innovation Nation](#)
- [Strategy For New India](#)
- [Three Year Action Agenda 2017-19](#)
- [India Knowledge Hub](#)
- [Adoption Of Frontier Technologies](#)
- [International Partnerships](#)
- [NITI Lecture : Transforming India](#)
- [NITI Aayog - IDFC Enterprise Survey](#)
- [Samavesh](#)
- [UNDP Assisted Project](#) (refer NITI Ayog website)

Central Advisory Board of Education (CABE)



History of CABE

- The CABE, the highest advisory body to advise the Central and State Governments in the field of education
- First established in 1920 on the recommendation of Calcutta University Commission (1917-19) .
- Dissolved in 1923 as a measure of economy and again revived in 1935. It continued to be in existence till 1994.
- Reconstituted by the Govt. in July 2004 and the first meeting was held on 10 and 11 August, 2004 accordingly. Accordingly 2 CABE committees were set up in September 2004.
- CABE was reconstituted on 12.12.2008 for tenure of three years and the said tenure has since expired. It has a tenure of 3 years.

Organizational Structure of CABE

- CABE is composed of: Chairman: The Union Minister of Human Resource Development; Vice-chairman: The Minister of State for Human resource development; Representatives of the central government: It includes seven central ministers and the member of planning commission of India(Education).
- Representatives of the states and UTs: one each, usually the ministers in charge of education.
- Parliament representatives: six members of the parliament, two from Rajyasabha and four from Loksabha.
- Ex- officio members: they are 15 which include chairmen or directors of agencies like UGC, MCI, AICTE, ICAR, NCERT, NIEPA, CBSE,NLM,ICHR etc.
- Nominated members: they are 31, selected from different areas of interest.
- Member secretary: secretary, Dept. of secondary and higher education, MHRD, Govt. of India.

Main Function of CABE-Advisory

- main function -to advise central and state governments on issues related to education
- CABE advised on constituting & Launching of “Bharat Shiksha Kosh” launched on 9th January 2003 in order to facilitate donations from India and abroad for implementing Projects/ Programmes connected with the education sector
- CABE also advised to make elementary education a fundamental right for children by amending in the Constitution (86th Amendment) and inserting Art. 21A in 2002.

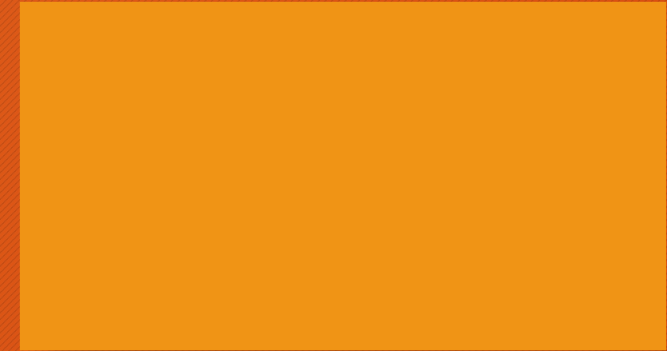
Issues for CABE Advice

- CABE gives advice to Government on issues like-
- Pre school and school education,
- Common School System,
- Girl's education,
- Autonomy of higher education institutions,
- Integration of culture in the school curriculum,
- Regulatory mechanism for the prescribed textbooks and parallel textbooks taught in schools outside the government system,
- Financial of higher and technical education etc.

Functions of the CABE

- To review the progress of education from time to time;
- To appraise the extent and manner in which the National Policy on Education has been implemented by the Central and State Governments, and other concerned agencies, and to give appropriate advice in the matter;
- To advise regarding coordination between the Central and State Governments/ UT Administrations, State Governments and Non-Governmental Agencies for development of education in accordance with the National Policy on Education;
- To advise suo-mota, or on a reference made to it by the Central Government or any State Government or a Union Territory Administration on any Educational question
- To review the National Policy on Education

National Council for
Teacher Education
(NCTE)



Establishment of NCTE

- First established in 1973 as an advisory body for central and state governments in matters related to Teacher Education (TE)
- On the recommendations of NPE 1986 and POA 1992, NCTE became a statutory body through NCTE Act 1993
- It started working as a statutory body on 7 August 1995

Mandate given to NCTE

- Planned and coordinated development of Teacher Education
- lay down policy guidelines, norms and standards for various teacher education programmes.
- It covers Teacher Education at all levels from pre-school to secondary/senior secondary (also includes training and research in distance and part time mode).
- It prepares National Curriculum Framework for Teacher Education (NCFTE).
- Last NCFTE came in 2009
- NCTE issued a comprehensive new regulation for 2 year B.Ed. And M.Ed. Programmes in 2014. Also issued regulation for 4 year integrated B.Ed. Programme in 2019.
- conduct and promote research and innovations in teacher education and perform various other academic functions as envisaged in section 12 of the NCTE Act and
- consider appeals under section 18 of the NCTE Act.

Structure of NCTE

- National Council
- Executive Committee
- Regional Committees

Structure of the National Council of TE

- It is headed by the Chairperson, NCTE.
- Chairperson is assisted by the Vice-Chairperson, the Member-Secretary and various other officers to look after academic, regulatory and administrative matters.
- The National Council for Teacher Education, commonly known as the Council or the General Body of the NCTE, is constituted by the Government of India under Section 3 of the NCTE Act.
- At present there are 40 members in the Council.
- The Council is the highest decision-making body of the NCTE. It lays down policy, frames regulations and takes final decisions on various aspects of the mandate given to it under the NCTE Act.

Executive Committee

- Executive Committee-The NCTE Act vide Section 19(1) provides for constitution of the Executive Committee for discharging such functions as may be assigned to it by the Council or as may be determined by regulations.
- The Executive Committee generally carries out the functions of the Council and has the control over management of all the affairs and the funds of the Council.
- The Executive Committee has the authority to exercise all the powers of the Council except framing of the regulations.

Regional Committees

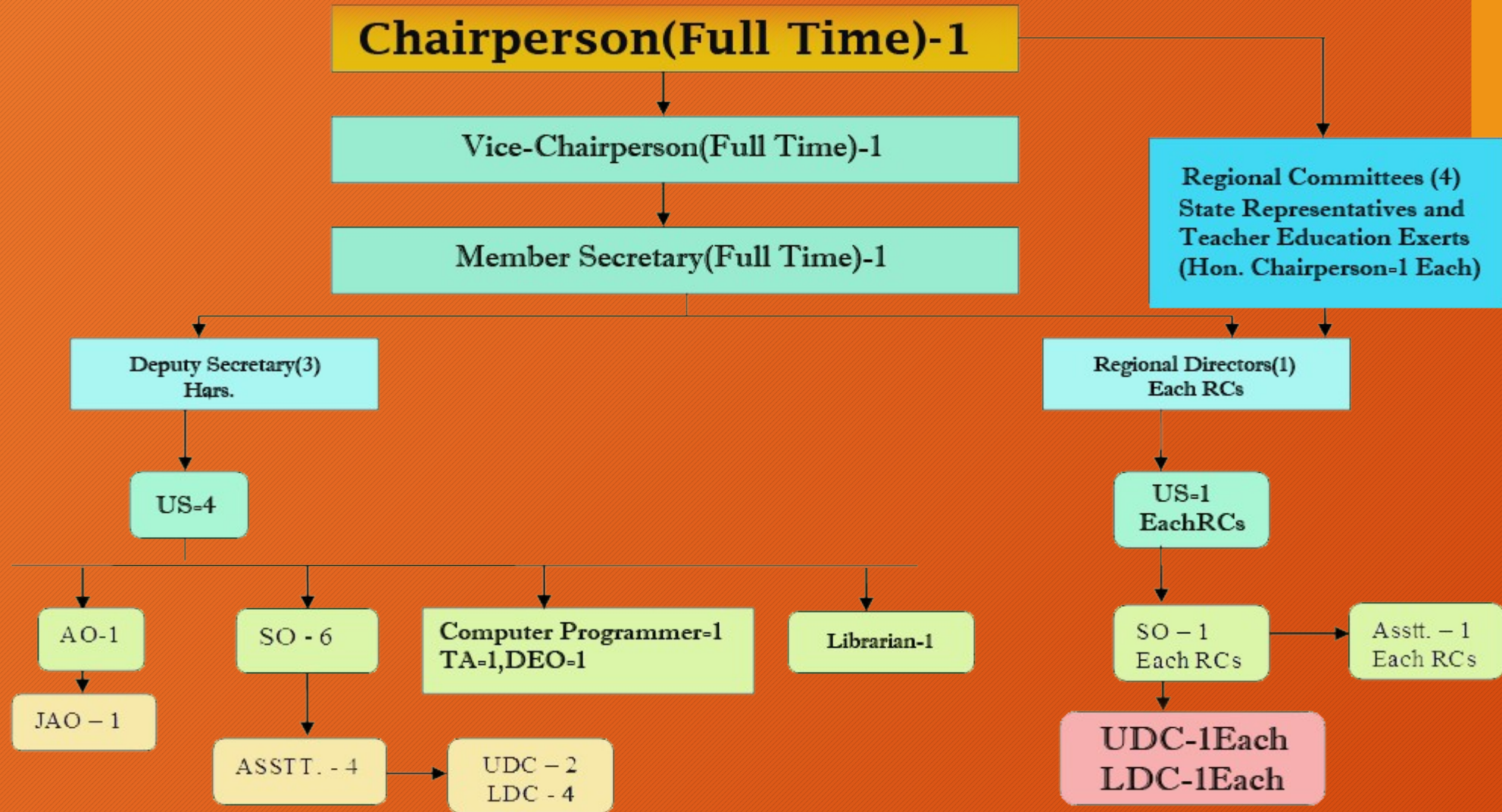
- In exercise of the powers conferred under Section 20 (1) of the NCTE Act, the National Council for Teacher Education had established four Regional Committee covering the territorial jurisdiction of the Northern, Southern, Eastern (and North-Eastern) and Western Regions of the Country respectively.
- The Regional Committee came into existence on 06.01.1996.
- The Regional Committee were established to perform the functions stipulated under Section 14 (Recognition of institutions offering course or training in teacher education), Section 15 (Permission for a new course or training by recognized institution), Section 17(Contravention of provisions of the Act and consequences thereof) of the NCTE Act and such other functions as may be assigned to it by the Council or as may be determined by Regulations.

Territorial Jurisdiction Regional Committees of NCTE

- NCTE works through 4 regional Committees
- Eastern Regional Committee (ERC) covers Odisha, Bihar, Jharkhand, WB, Assam and all NE states
- Western Regional Committee (WRC) covers Chhatisgarh, Maharashtra, Gujrat, MP, Goa and Daman & Diu
- Northern Regional Committee (NRC) covers Chandigarh, Delhi, Haryana, Punjab, HP, UP, Rajasthan, and Uttarakhand
- Southern Regional Committee (SRC) covers AP, TN, Karnataka, Kerala, Andaman & Nicobar islands, Lakshadweep and Puducherry



ORGANOGRAM(Total Staff Strength123)



National Council of Educational Research & Training (NCERT)

Introduction

- An autonomous body of GOI
- Established in 1961 as literary, scientific and charitable society under Societies' Registration Act (XXI of 1860)
- Framed by merging seven national government institutions- CIE, Central Bureau of Textbook Research, Central Bureau of Educational & Vocational Guidance, Directorate of Extension Programmes for Secondary Education, National Institute of Basic Education, National Fundamental Education Centre and Vocational Institute of Audiovisual Aids

Objectives

- The NCERT was established with agenda to design & support a common system of education which is national in character and encourages diverse culture across the country. Following are the objectives of the NCERT:
- To promote and conduct educational research, experimentation of innovative ideas and practices
- To develop NCF, syllabi, textbooks- learning material and kits, training modules and strategies, audios, videos and ICT materials
- Training of preservice and inservice teacher education & national and state level functionaries
- To collaborate with states, national and international organizations.

Curriculum Frameworks by NCERT

- The NCERT constructed curriculum framework for 0 year uniform schooling endorsed by Indian education Commission (1964-66) and NPE 1968.
- After NPE 1986, the NCTE prepared revised Curriculum framework in 1988 for 12 years of school education (10+2) which suggested reorientation of curricular and instructional materials to make teaching-learning learner centred.
- The NCTE released National Curriculum Framework (NCF) 2000 and NCF 2005

NCF 2000

- The NCF 2000 stressed the need for healthy, enjoyable and stressfree childhood and reduction of currilum load.
- It suggested integrated and thematic approach.
- It emphasized upon environmental education.
- Language and mathematics was integrated in first two years of schooling.

NCF 2005

- The NCF 2005 was drafted by National Steering Committee on the basis of following five guiding principles.
- Connecting knowledge to outside world;
- Shift from rote method of learning to constructive learning ;
- Enriching curriculum for over all development of children so that it goes beyond textbooks;
- Making examinations flexible and integrating them with classroom life; and
- Nuturing an identity informed by caring concerns.

5 RIEs of NCERT

- There are 5 Regional Institute of Education at Mysore, Bhubaneswar, Bhopal, Ajmer and Shillong (North East Regional Institute of Education, NERIE)
- These institutions run various programmes in preservice and inservice teacher education.
- They are engaged in innovative curricula, research and development in various areas of TE.

State Council of Educational Research and Training (SCERT)



Introduction

- SCERT is the state counterpart of NCERT
- was set up to provide academic leadership and to act as the hub of academic research innovation, inspiration and motivation within the State.
- It is responsible mainly for designing the curriculum, development of textbooks, supervision of DIETs and teacher training.
- The SCERT is a lead academic institution at State level providing support to DIETs, CTEs and engaged in educational research and training.
- It is functioning along the lines of NCERT at the state level, providing advice to State government on policy issues, support to implementation and appraisal of programmes and undertaking activities for quality improvement in school education and teacher education. (source: SCERT, Patna website)
- SCERT is the apex level academic bodies in the States for school education.

Functions (contd..)

- To conduct Action Research and continuous evaluation. In the process, they should also be involved with development of new technologies for learner evaluation.
- Curricular Research, Development, Design as well as curriculum Renewal
- Text Book renewal
- To develop modules/materials for Teacher Training
- To develop Teaching Learning Materials
- To mentor and provide guidance to DIETs
- To train Teachers Educators, Teachers, Supervisors and Junior Level Administrative Personnel on educational management.

Functions

- To develop new methodologies for learning / curriculum transaction.
- Addressing the numeric need of teachers in the state, both in elementary and secondary education.
- Addressing the capacity development of in-service teachers to handle complex school learning situations and reality-based difficulties in transacting school curriculum.
- Attention to professional development of teacher educators in DIETs and other institutions.
- Monitoring the post training implementation and creating a loop to feed it back into future training programs.
- Knowledge creation through Research/Action research, curriculum revision based on field realities and changing global scenario, updating training content with teacher need analysis, etc.
- To train the untrained teachers already working in elementary schools through distance mode.
- (source: SCERT Patna website)

Departments and Cells

- **Departments:**
- Department of Science and mathematics
- Department of Pedagogy, Syllabus, and Evaluation
- Department of Teacher Education
- Department of School Education
- Department of Language and Humanities
- Department of Distance Education
- Department of Educational Technology
- Department of Educational Management Planning, Research and Policy
- Department of Inclusive Education
- Department of Educational Psychology
- Department of Physical Education, Art & Craft
- **Cells:**
- 1. Population Education
- 2. Library

- The SCERT is headed by a Director assisted by a Joint Director (administration) and a Joint Director (DIETs).
- SCERT helps in capacity building of DIETs, PTCs, BRCs & other resource centres
- It publishes and reviews textbooks, print and e study materials
- Presently it is running programmes like e-shikshan, diksha Bihar, NISTHA for capacity building of teachers and school heads in teaching through innovative methods and using ICT/e platform

Thank You