Indian Education Services (IESs) : Dire Need of the Hour

Abhishek Kumar Prajapati*
*Assistant Professor
Department of Education
Doctor Harisingh Gour Vishwavidyalaya, Sagar
(A Central University)
e-mail Id- aprajapati123@gmail.com

Abstract

The ultimate aim of education is all round development of individual. The process of education includes instructions, guidance, trimming and training. It polishes and decorates the personality of a person. In India, a large number of formal and non-formal institutions are participated in this process. Scholars, policy makers and practitioners in education unanimously agree that there is a dire need for effective and efficient management of educational institutions. Through makeshift mechanism, a large number of the educational institutions and organization in India are running since independence. However, India is considering third largest country in reference to education sector. Effective management and administration of educational institutions become a necessity for achieving national goals of education. India is demanding efficient, experienced and effective education officers who intend and develop the education institutions as per the nation aspiration. A number of studies show that planning, management and administration for maintaining educational standards at both institutional and national level have been unsatisfactory. Seeing the need of strong management of schools and higher education institutions, there is a dire need of Indian Education Services (IESs). The investigator tries to suggest a model of Indian Education Services (IESs) for India's education sector.

Key Words: Indian Education Services, IESs

Preamble

Education plays a great role in the personality development. The notion of education completes with the harmonious development of personality. As food is compulsory for healthy body similarly proper education is essential to get success and happy life. Education is constructive in nature and helps an individual to improve his/her status of body, mind and spirit. It is also considered endless process because it ends with individual death. Education is the key to solve all the social, personal and professional problems of the individual. For determining goodness and badness, education helps individual. Without education a individual is incomplete, because education makes man a right thinker and a correct decision–maker. That's why many thinker and educationist considered education is necessity for man after food *(Roti)*, cloths *(Kapda)* and shelter *(Makan).*

In India, formal education completes in three phases- primary, secondary and higher. India's higher education system is the world's third largest in terms of enrollment of students after China and the United States (World Bank, 2011). India's higher education system has grown significantly in the last two decades and continues to grow. According to a data UGC estimates that there were 40,760 colleges, 12,748 diploma-granting institutions and 711 universities offering a wide range of degree and diploma programs in India in 2015. These universities include 329 state universities (established by the state governments), 128 deemed, 205 private and 46 Central Universities (CUs). Beside these some of the nationally importance institutions, such as All Indian Institute of Medical Sciences (AIIMS), Indian Institute of Management (IIM), Indian Institute of Technology (IIT) and NITs; National Institute of Technology (MHRD, 2016).

For running these universities and institutions smoothly, government designed policies and established statutory bodies and apex body with the help of Planning Commission (now NITI Ayog), Ministry of Human Resource Development (MHRD) and UGC. There are many programmes, policies proposed by these apex and statutory bodies, but due to defective management system of higher education, the policies and programmes are not fully implemented (UGC, 2003). It is observed that most of the universities/institutions/colleges are running through in-charge administrative officers and these administrative posts are occupied by the senior faculty members of the institutions/universities. The senior faculty members serve on these posts through sacrificing their teaching and research because most of the University/institutions/colleges are unable to appoint full flagged officer while they all are almost autonomous regarding their appointment but they do not appoint due to multilayered recruitment /service rule and various administrative unspeakable problems. Universities, institutions and colleges' faces lack of education officers and teachers too and

for this they blame the recruitment and service rules. For removing the shortage of administrative officers and teachers and making the system uniform, standard and functional, it's a time for Indian Education Services (IESs).

The National Policy on Education (NPE), 1986 and its Programme of Action (PoA), revised NPE, 1992 emphasize the requirement of a very strong educational management structure in order to make this system work effectively and efficiently with affirmative results. The National Policy on Education 1986 (Section 10.3) states, "*A proper management structure in education will entail the establishment of the Indian Education Service (IES) as an all- India service. It will bring a national perspective to this essential sector. The basic principles, functions and procedures of recruitment on it will be decided in consultation with the state governments.*" The PoA recommended that the establishment of Indian Education Services (IESs) will be an essential step towards promoting a national perspective on management of education sector. However, in 1980s an all-India education service was first mooted by the then education secretary Anil Bordia (as cited in ToI, 2016). In 2013 the then HRD minister, Kapil Sibal was favor in this concept but failed to implement it. Member of *Rashtriya Swaymevak Sangh* (RSS) Dinanath batra was also in support to formation of such a service. Recently, National Policy on Education 2016 (Draft) recommended about the Indian Education Services (IES), "*The Committee recommends the establishment of a new central service, the Indian Education Service (IES), which will function as an All India Service; with the officers being on permanent settlement to various state governments, and MHRD being the cadre controlling authority. Persons from the cadre would progressively man the higher level policy posts at the state and the centre; they will be, like other AIS officers, deployed in teaching or managerial positions; there is also the possibility for lending IES officers to education institutions, which will broaden the experience and in course of time enhance their efficacy. Part of the manning of the national institutions attached with MHRD could also come from this cadre*".

Why Indian Education Services?

The success of any nation basically depends on its educated citizens and this can be realized only if the functioning of education system well. That's why the National Policy on Education, 1986, revised in 1992 and New Education Policy, 2016 stressed to formulate the IES cadre in the country. According to a UGC survey 2014-15 report, "India has the world's largest higher education system in the world with its 762 universities & it ranks 2nd in terms of student enrolment in higher education. India has also more than 1.5 million schools with over 260 million students enrolled". A proper management structure in education should require for smooth functioning of these universities, colleges and schools. Most of the central, state, deemed and nationally important universities, SCERT, CTE, IASEs, and School Board are running with in-charge officers. Beside these, many Kendriya Vidyalayas, Navodaya Vidyalayas are also facing lack of administrative officers and teachers. It was observed that the apex body of teacher education and higher education i.e. NCTE and UGC found their chairpersons delayed by 06-07 months after retirement of the chairpersons.

Historical Background of Indian Education Services (IESs)

India inherited a colonial system of administration with its strict hierarchical organization and the culture embedded in it. The colonial administration was basically designed to serve the interests of the British but the independent India's administration is serving to citizens of India. During the British rule (1858-1947) there was a practice to appoint a Royal Commission periodically (usually after 10 to 15 years) for to examine the administrative system of British India in the light of social change and public demands. Some of the commissions appointed by the British Government for administrative reforms were:

1. Aitchison Commission (1886),

2. Islington Commission (1912),

3. Lee Commission (1924) and

4. Tottenham Committte (1945).

The Aitchison commission also called Public Service Commission (1886) submitted its report in 1887 and recommended that the two-tier classification of civil services i.e. 'covenanted' (Higher Civil Services) and 'uncovenanted'(Lower Civil Services) should be abolished and should create a three-tier services i.e. imperial, provincial and subordinate civil services (Singh & Rawat, 2006). In 1892, the commission recommended that covenanted civil service should be called the Imperial civil service (Indian Civil Services) and through the division of uncovenanted services, the Provincial and Subordinate civil services should be established. The superior posts were included in the imperial civil service and recruitment to it was to be made by the Secretary for State in Council while the provincial civil service was designated after the

name of the particular province to which it belonged like Bombay Provincial Services etc. The lower level grades of the uncovenanted service were constituted into a subordinate service.

To increase the representation of Indian in the services, another Public Service Commission popularly known as Islington Commission was formed in 1912. The commission done its assigned work in 1915, but owing to the outbreak of the First World War, the report was not published until 1917. The commission examined several vital issues and recommended that 25 percent of the higher government posts should go to Indians and the public services should divided in three categories- the first category ICS; which should be recruited exclusively by Britishers, the second category includes the services such as education, medical, engineering etc, and these should be recruited partly in Britain and partly in India on the grounds of policy and efficiency. The third category which was left for Indians included scientific and technical services. The report had become a dead letter in 1918, when the Montagu-Chelmsford report (1919) proposed that 33 percent appointment should go to the Indians. The Mont–ford report also considered the problems of pay, pension, leave etc. and suggested that if possible, differences between rates of pay drawn by European and Indian officers in the same service should be eliminated. But these efforts of the British government could not solve the problems of Indian. Hence, the appointment of another Royal Commission on superior civil services for solve the problem became necessary.

In 1923 the British government appointed a commission in the chairmanship of Lord Lee to inquire the organization and conditions of services and also the methods of recruitments for European as well as Indians. The Commission proposed that 40 percent of future entrants should be British, 40 percent Indians directly recruited, and 20 percent Indians promoted from the provincial service (as cited in Singh, 2015) and recommended that the services may be divided into three classes:

I.   All India (Services operating in the reserved fields of administration mainly Indian Civil Service, Indian Police Service, Indian Forest Service and Indian Service of Engineers);

II.   Central (Services operating in transferred fields mainly Indian Educational Service, Indian Agriculture Service, Indian Veterinary Service etc. It also included the Medical Service; however, commission recommended that IMS required a separate treatment) and

III. Provincial whose further recruitment and appointments were to be made by the concerned local governments.

In the transferred field the Ministers were responsible for-the administration of the services, depending on the confidence of provincial legislature. The commission proposed that no further recruitment be made to the Indian Educational Service, Indian Agriculture Service and Indian Veterinary Service for the purpose of local governments (as cited in Singh & Rawat, 2006). As a result, only three services i.e. Indian Civil Service, the Indian Police Service and Indian Medical Service were to continue as All India Services and recruitment to other All India Services like Indian Agricultural Service, Veterinary Service, Educational Service, Service of Engineers, Forest were provincialised so, their recruitment and control coming under the provincial government. It is essential to mention here that before independence the Indian Education Service was formed as 'Superior Education Service' and it was included in the Provincial Civil Services (Kumar, 2005) and IES cadre was created as a part of the British Raj from 1896 to 1924, when overseas recruitment was ceased (Whitehead, 2003). However, the concept of Indian Education Service (IES) in independent India was first envisaged in the 1986, Education Policy (Part-10 'Management of Education'). For reviewing NPE-1986 and its PoA, two eminent committees- Acharya Ramamurthy (1990) and Janardhan Reddy committee (1992) were appointed by Government of India and both committees have endorsed the creation of the Indian Education Service (Agrawal, 2009).

Career Structure of Indian Education Services (IESs): A Suggested Model

Education is a large service sector of India. Due to the presence of a large number of educational institutions, large number of education officers will require for running education sector smoothly. A central recruitment agency "National Education Service Commission (NESC)" may be created by the central government. State Governments may establish State Education Service Commission (SESC) on the lines of NESC. These are following administrative and academic post which might be filled through Indian Education Services (IES)-

1. Registrar of Central/state/deemed/national importance institution/any other educational institution

2. Finance officer in various central, state educational institution

3. Joint Registrar, Audit officers in central and state higher education institutions

4. Controller of Examination in central and state higher education institutions

5. Deputy/ Assistant Controller of Examination

6. Director of Academics in Higher Education Institutions

7. Dean of Students Affairs/Welfare in Colleges and Universities

8. Assistant Registrar for various administrative subdivision

9. Administrative Staffs of National Council for Teacher Education (NCTE) including regional centres

10. Directors of Elementary, Secondary and Higher Education Board

11. District Education Officer (DEO)

12. Block Education Officer (BEO)

13. Administrative Staff of National Council of Educational Research and Training (NCERT) and State Council of Educational Research and Training (SCERTs)

14. Administrative Staff of State Institution of Education (SIEs), College of Teacher Education (CTEs), Advance Study in Education (IASEs)

15. Any other relevant area related to educational administration

For recruitment of the above post, the institutions may send their requirement to their concerned authority from time to time and further it may send to central government or central may call for detailed consultation with the states about the vacant position. The selection procedure may have pre and main examination followed by an interview and personality test. After passing the above examination, candidate will go through a 6-12 months training/induction programme organized by the government. This training programme must have educational management and institutional administration related content. Beside these, an IES officer must have a sound understanding of philosophy, sociology, economics, public policy, management and androgogy etc. The IES examination might be organized every year as per the needs of requirements. The following criteria might be for IES officers:

For the Management and Administration of Higher Education Institution

- A candidate for serving in the Indian Education Service must have a Post-Graduate Degree in any discipline from a UGC recognized University or a Foreign University approved by the Central Government from time to time.

- Candidate also has a Bachelor's (B.Ed.) and Master Degree (M. Ed.) from a NCTE recognized university/institute/college.

- Candidate has specialization in Educational Management and Administration at postgraduate level.

For the Management and Administration of Primary/secondary Education

- A candidate for serving in the Indian Education Service must have a Post-Graduate Degree in any discipline from a UGC recognized University or a Foreign University approved by the Central Government from time to time.

- Candidate must hold a Bachelor's Degree in Education (B.Ed.) from a NCTE recognized university/institute with specialization in Educational Management and Administration.

Conclusion

Government of India has taken initiative in New Education Policy (Draft) 2016 about Indian Education Services (IES). The Ministry had constituted a committee for evolution of the 2016, New Education Policy. Committee evaluated NEP and submitted its report in May, 2016, wherein it states: "*The earlier policies of 1968, 1986 and revised 1992 had recommended creation of an All India Education Service and this cannot be delayed longer. The IES should be established as an all India service with officers being on permanent settlement to the state governments but with the cadre controlling authority vesting with the Ministry of HRD. Persons from IES would progressively occupy higher level policy posts at the Centre and in the States; the services of IES officers could also be loaned to universities and other national and state-level education institutions.*" The aim of Indian education service should be improve administration and management in the all stages of education. Through Indian Education Services, a dedicated education officer may be created. These officers have both practical and theoretical knowledge in the field of educational management and institutional

administration. After receive 6-12 month training, they will serve in better way. By creating IES, specialist in education will occupy top administrative posts and motivate their colleague to work with all concern and devotion. Establishment of IES cadre would fulfil entire educational officers requirements. It would bring a national perspective to this vital sector. Indian Education Service will go a long way in improving the educational system and help teachers to function better, to guide and motivate students at all levels.

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