

## Educational Administration in India in the Twenty-first Century

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### Abstract

Educational administration is the study and practice of managing the resources, tasks and communications involved in running a school. The goal of the administrator is to keep the school's overall process flowing smoothly, making decisions that facilitate successful education. The administrator identifies and articulates a school's mission and goals and makes them happen by implementing programs, delegating tasks and allocating resources. The twenty-first century marks the era of refinement of educational administration by delegation of educational administrative powers at each level. In India, a host of institutional structures between the district level and the schools have been set up in the last one decade to strengthen the schools as well as the curriculum framework, namely: Cluster Resource Centres, Block Resource Centres and District Institutes of Education and Training.

**KEYWORDS:** Educational administration, Block, Primary Education, Secondary Education, Higher Education, RMSA

### INTRODUCTION

The arrangement of the human and material resources and programmes available for education and carefully using them systematically for the achievement of educational objectives. Educational administration is concerned with formulating general plans and policies for education. Educational administration is a discipline within the study of education that examines the administrative theory and practice of education in general and educational institutions and educators in particular. The field ideally distinguishes itself from administration and management through its adherence to guiding principles of educational philosophy. Educational administration is the study and practice of managing the resources, tasks and communications involved in running a school. The goal of the administrator is to keep the school's overall process flowing smoothly, making decisions that facilitate successful education. The administrator identifies and articulates a school's mission and goals and makes them happen by implementing programs, delegating tasks and allocating resources.

The structure of educational administration at the district and sub district level includes the district panchayat standing committee which includes panchayat representatives of block panchayats which further include members of village panchayats. The district panchayat committee is sub-coordinated by the district education officer (DEO) which is further coordinated by the district project coordinator for project management at district level. Each district is divided into small blocks. Block is a group of villages. Each block has its block panchayat standing committee further coordinated by the block education officer and the projects related to education are managed by the block resource centre. At the village level structure of educational administration includes village panchayat sub coordinated by assistant

education officer which further has cluster coordinator to manage projects. At village level, village education committee has mother teacher council.

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## PRIMARY EDUCATION

At the pre-primary stage (0-6 years) there is the attempt to establish a linkage between elementary education and other development programmes including the Integrated Child Development Scheme (ICDS), for which Balwadis/Anganwadis or Day-Care Centres and Schemes are run by Government and NGOs and State Governments.

The principle of decentralisation has been extended to the management of primary education and Village Education Committees (VECs) have been set up in many parts of the country. These Committees are responsible for the enrolment and retention of children in schools, supervise the functioning of schools, check teacher absenteeism and mobilise additional resources for the schools. Thus, attempts have been made to elicit community participation not only in the preparation of educational plans but also in the administration of education including mobilisation of additional resources.

District Boards of Education (DBE) plan and administer education at the district level. District-specific plans have been developed to increase infrastructural facilities, develop instructional material, train teachers, etc.

## SECONDARY EDUCATION

At the state level, it is usually the Departments of Education that administer secondary education. At the national level, the Kendriya Vidyalaya Sangathan, New Delhi runs the Kendriya Vidyalayas (Central Schools) while the Navodaya Vidyalaya Samiti, New Delhi runs the Navodaya Vidyalayas, i.e., schools for talented rural children.

The Central Board of Secondary Education (CBSE), New Delhi functions under the overall supervision of the Department of Education, Ministry of Human Resource Development, Government of India. It deals with activities related to affiliation, academics and examination, and is known for introducing innovations and reforms at the secondary and senior secondary levels so as to bring education at par with international standards. At present, there are 4,308 schools affiliated to the Board. There are Boards of Secondary Education in each state as well.

## HIGHER EDUCATION

In the tertiary sector, the following bodies determine and maintain standards for higher education and funding at the national level:

\* University Grants Commission

- \* All India Council for Technical Education
- \* Medical Council of India
- \* Indian Council of Agricultural Research
- \* Veterinary Council of India
- \* National Council for Teacher Education.

Some states also have Higher Education Councils as also senior government functionaries (Secretaries) for higher education at the State Government level to effect higher education administration in the state.

#### ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

The administration of technical education is done through the AICTE. Set up as an advisory body in 1945, it was given a statutory status through an Act of Parliament in 1987, which came into effect in March 1988. The main functions of the statutory AICTE include proper planning and coordinated development of technical education in the country, qualitative improvement at all levels in relation to planned growth as well as regulation and maintenance of norms and standards. The AICTE performs its statutory functions through seven Regional Committees, All India Boards of Studies and various innovative schemes and programmes.

#### ADULT EDUCATION

There is a central scheme of assistance to voluntary agencies in AE in which the agencies are encouraged to take up area specific projects, establish and run literacy centres. It provides technical support and leadership in targeting the estimated 121 million non-literates in the 15-35 age-group.

#### VOCATIONAL EDUCATION

The Central Institute of Vocational Education, NCERT was set up in Bhopal, Madhya Pradesh, in 1993 to serve as an apex research and development institute for vocational education in the country. This institute's activities revolve around the review and standardisation of curriculum/textbooks/ instructional material, teacher training programmes, and inter-state interaction to facilitate and share information and experiences related to vocational education.

#### NON FORMAL EDUCATION

All the NFE centres are organised on the basis of projects. Mostly, each NFE project comprises of 100 NFE centres. However, in hilly, coastal or tribal areas, the project may have a smaller number of centres. A Project Officer is in charge of the project and looks after both the academic and administrative needs of the project. The monitoring of the programme is done on a continuous basis at the village, district and state through VECs, District Institutes of Education and Training (DIETs), State

Councils of Educational Research and Training (SCERTs) and Directorate of Education, respectively.

#### APEX INSTITUTIONS

The NCERT is the apex resource organisation assisting and advising the central and state governments on academic matters related to school education. The constituents of the NCERT include:

- \* National Institute of Education, New Delhi.
- \* Central Institute of Educational Technology, New Delhi.
- \* Four Regional Institutes of Education, located at Ajmer, Bhopal, Bhubaneswar and Mysore.
- \* Pandit Sundarlal Sharma Central Institute of Vocational Education, Bhopal.
- \* Field Offices in major states.

During the year 1995-96, the NCERT has reprioritised some of its programmes to respond to national concerns in school education.

At the state level, functions similar to the NCERT are performed by the SCERTs.

The apex institution concerned with educational planning and administration is the National Institute of Educational Planning and Administration (NIEPA). This institution conducts research, organises training, provides consultancy services and disseminates important information on innovations, changes and developments in the areas of planning and management.

Many states are also in the process of setting up SIEMTs, State Institutes of Educational Management and Training, to assist state level educational planning and training of educational planners and administrators.

#### NON GOVERNMENTAL ORGANISATIONS

A large number of NGOs are working in the areas of AE, NFE, special education for children with disabilities, ECE and teacher training. NGOs are also engaged in education and welfare of working children and street children. Some NGOs have been established to undertake innovative programmes in teaching, curriculum development and teacher training. For example, a large number of teachers and teacher educators are involved in the activities of organisations like Eklavya in Madhya Pradesh, and Digantar and Sandhan in Rajasthan, which are engaged in teacher training, curriculum development, educational research and NFE.

#### **Rashtriya Madhyamik Shiksha Abhiyan**

This scheme was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality. It is envisaged to achieve an

enrolment rate of 75% from 52.26% in 2005-06 at secondary stage within 5 years of implementation of the scheme by providing a secondary school within a reasonable distance of any habitation. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020. With this objective, the RMSA Society for the implementation of Rashtriya Madhyamik Shiksha Programme has been registered under Societies Registration Act 1960 in the State of Punjab. It has been named as Rashtriya Madhyamik Shiksha Abhiyan Authority, Punjab. Date of Notification of RMSA Society, Punjab : 29 January, 2009.

**General Body** for RMSA is association of 29 members. The affairs of the Authority are administered, subject to Rules and Regulations and orders of the Authority, by an Executive Committee, which is association of 14 members. President of both Committees is Honorable Chief Minister, Punjab and Member Secretary is Director General School Education-cum-Director Rashtriya Madhyamik Shiksha Abhiyan, Punjab.

**Important physical facilities provided under the scheme are:**

(i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions and (vii) Residential Hostels for Teachers in remote areas, (viii) Computer Rooms, (ix) Girls Activity Room

**Important quality interventions provided under the scheme are:**

(i) Appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) science laboratories, (v) ICT enabled education, (vi) curriculum reforms; and (vii) teaching learning reforms.

**Important equity interventions provided in the scheme are:**

(i) Special focus in micro planning (ii) Preference to Ashram schools for upgradation (iii) Preference to areas with concentration of SC/ST/Minority for opening of schools (iv) Special enrolment drive for the weaker section (v) more female teachers in schools; and (vi) Separate toilet blocks for girls.

**Implementation mechanism of the Scheme**

The scheme is being implemented by the State government societies established for implementation of the scheme. The central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State Governments.

**Administrative Setup at the District Level (RMSA)**

At the district level, DEO, Secondary Education cum District Project Officer (RMSA) controls the functioning of RMSA. DEO is further subordinated by District Project

Coordinator (RMSA) who coordinated the projects of RMSA at the district level. District Project Coordinators further have district resource persons who are assisted by accountants and data entry operators.

### **EDUCATIONAL IMPORTANCE**

The educational system ,as an open system and a social organisation, thrives on effective interrelationships within it and with its relevant publics. The school administrator ensures a good school –community relationship through involvement of and in such groups as the Parents –Teachers Association (P.T.A.), Joint School –Community engagements, public shows etc. The principal /headmaster must also ensure continuous contact with related external agencies like the School Boards, Ministries, Examination Boards and other social institutions in the area. Educational administration is involved with the totality of the education enterprise. The ultimate goal of educational administration is improvement of learning and learning opportunities. The school headmaster collaborates with the classroom teachers, students and supervisors in the selection of appropriate curricular or school activities, choice of subjects, textbooks, work –scheduling(e.g. time-tables),use of teaching facilities and aids, teaching methods and methods of evaluating school and student progress. The selection, orientation, placement, guidance and counselling of students should constitute an important aspect of the educational administration. The ideal educational administrator ensures that every student is given adequate opportunity and motivation to learn. The school should encourage extra-curricular activities (clubs, games, student’s councils etc.) as well as ensuring that adequate school health services, transportation, boarding facilities(where applicable),moral and civic orientations, discipline and adequate inter-personal relationships are maintained.

### **SUMMARY**

Educational administration is the study and practice of managing the resources, tasks and communications involved in running educational institution. The structure of educational administration at the district and sub district level includes the district panchayat standing committee which includes panchayat representatives of block panchayats which further include members of village panchayats. The district panchayat committee is sub-coordinated by the district education officer (DEO) which is further coordinated by the district project coordinator for project management at district level. Each district is divided into small blocks. Block is a group of villages. Each block has its block panchayat standing committee further coordinated by the block education officer and the projects related to education are managed by the block resource centre. At the village level structure of educational administration includes village panchayat sub coordinated by assistant education officer which further has cluster coordinator to manage projects. At village level, village education committee has mother teacher council. General Functions and Processes of Educational Administration include resource and programme planning and policy making, provision and maintenance of funds and facilities, obtaining and development of personnel, improvement of instructional programmes, student personnel services, maintenance of effective interrelationships with the community and external agencies.

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