

SCHOOL MANAGEMENT

EDUCATIONAL MANAGEMENT Unit 1: Introduction to School Management

Meaning, Definitions, Aims and Scope of School Management - Objectives, Principles and Types of Educational Management, Theories of management relevant to School - Administrative Structure of Education in India - Vision and Mission of Educational Institutions: Primary, Secondary, and Higher Secondary

Introduction

School is one of the most important social institutions to serve the society of the specialized teaching of young (Ottaway). It plays a crucial role in the moulding of the society, which builds it. In fact, the function of developing the future citizens is entrusted to the schools. Organizing efficient and good schools for its citizens is the most important responsibility of a society or state. As future citizens, children enjoy certain rights. The school is under an obligation to satisfy those rights. The student – teachers of today are the future teachers of tomorrow. Therefore they should understand the need for efficient management of schools. The student-teachers will understand the meaning and aims of educational management, educational principles and types of educational management, and Administrative structure of education in India.

What is Management?

Management is a comprehensive term. It means much more than organization and administration. Management means to run, handle, conduct or control. It provides guidance and direction to individual in relation to organization and tries to link up different aspects. The word management has three different connotations. It is used as a noun, as a process and as an academic discipline.

As a noun, it implies those individuals who exercise leadership in a educational institution i.e it refers to managers principals, teachers, students, parents and community and so forth. As a process, it refers to planning, organizing, staffing, directing, budgeting and controlling. As an academic discipline, it refers to a systematic body of knowledge of concepts, theories, laws and application in practice.

It may be understood as the art of:

- getting work done
- within the given budget
- within the given time frame
- so to as accomplish individual and institutional goals

Definition of Educational Management:

The concept of Management has been used in Functional, Human Relations, Leadership and Decision Making, Productivity and Integration Science. Different authors on management have defined the term management according to different concept. Classified on the basis of their concept, following are the important definitions of management.

Functional concept:

According to this concept, management is what manager does.

Louise Allen, "Management is what a manager does."

James, L. Lundy, "Management is principally the task of planning, coordinating, motivating and controlling the efforts of other towards a specific objective. Management is what management does. It is the task of planning, executing and controlling."

Human Relation Concept:

Human being an input:

J.D. Moony and A.C Railey, "Management is the art of directing and inspiring people".

S. George, "Management consists of getting things done through others. Manager is one who accomplishes objectives by directing the efforts of others."

Leadership and Decision-making concept:

Donald J. Clough, "Management is the art and science of decision-making and leadership".

Ralph, C.Davis, "Management means decision-making."

Productivity concept process and products inputs:

F.W.Taylor, "Management is the art of knowing what you want to do in the best and cheapest ways."

Integration concept:

Keith and Gubellini, "Management is the force that integrates men and physical plant into an effective operating unit."

The Concept of Educational Management

Keeping in view the general concept of Management. Management of education is defined as the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish the function of teaching, extension work and research.

Need for Educational Management

Education is the means of providing a series of learning experiences to students in order to impart knowledge, values, attitudes, and skills with the ultimate aim of making them productive members of society. To realize this we need proper education management.

The purpose of education management is to create a congenial environment for the attainment of the aims and objectives of the educational system. Knowledge of relevant management theories, principles concepts, techniques, skills and their application to education system is necessary for its effective and efficient functioning and outputs. Scientific and systematic management of education is expected to bring about qualitative changes in the educational system.

Knowledge of education management will surely help us in making the process of education smoother on a massive scale. Our educational managers require training to handle the situation without generating negative consequences.

We need to make our system of education more proactive rather than reactive by using and applying principles and techniques of management, we need to know how to use our scarce and dwindling resources to educate in an optimum and the most effective and efficient manner.

Meaning of Administration

The term administration is derived from the Latin word 'ministrare' which means service rendered to others for their welfare. The dictionary meaning is "management of business" "management of public affairs", "government" etc.,

Encyclopedia of Educational Research Educational Administration is the process of integrating the efforts of personnel and utilizing appropriate materials in such a way as to promote effectively the development of human qualities.

C.V. Good All those techniques and procedures in operating the educational organization in accordance with established policies is defined as administration.

Ryburn: Administration is not primarily concerned with arrangements, time-table, scheme of study, type of building, records etc. but it is concerned with attitudes of work and with the children with whom we work.

Educational Administration is therefore a comprehensive effort intended to achieve some specific educational objectives and it deals with educational policies or practices. Its principles include planning, directing, controlling, executing and evaluating the educational process. It is again concerned with both (1) human and (2) material resources.

Differences between school Organization and School Administration.

School Organisation	School Administration
1. It is the Pre-execution stage.	It is the execution stage.
2. It Provides resources.	It is the management of these resources.
3. It defines and determines the function of the school programmers and activities.	It is basically concerned with the efficient execution of these programmes and activities.
4. It provides a machine or Set-up for doing work.	It deals with the functioning and operation of the machine or set-up.
5. It stands for an organized body or system or structure or frame.	It stands for running, handling, conducting or controlling of an organization. It means getting things done.
6. It is concerned with provision of material, human facilities, institutional Plan and other facilities and services required for running a school.	It is the process of integrating the efforts of human resources and of utilizing appropriate materials and services to draw maximum educational benefits from the available sources.

As shown above, organization and administration differ markedly from one another. But they are totally interrelated. We cannot have administration without organization. Organization is a prerequisite of administration.

Educational Administration vs School Administration

Now let us understand what Education Administration. Educational Administration is a more comprehensive term. Its primary focus is on education, whereas school administration has its attention primarily on the school. It is more concerned with the institution, its goals, policies, and execution of these policies. Educational administration is concerned with education policies, education planning, direction, co-ordination and supervision of educational programmes, whereas school administration is concerned with institutional policies, their direction and control.

Educational administration is more dynamic in nature than school administration. The former has to face problems of a wider nature. Variety and implications whereas the latter is concerned with the problem of a localised nature.

Administration & Management

The terminological differences between these two terms is analysed on the basis of the major schools of thought described as follows:

a) Administration and Management are two separate functions

- According to management thinkers such as Sheldon, Tead, Schulz and Sprigol, the term administration is broader than management. Administration determines the specific goals

and lays down the broad areas within which those goals are to be achieved. Administration is a policy-making function. Administration means implementing broad policies laid down by management. Management is mainly determinative whereas administration is basically executive in nature.

- ii) As opposed to this, management thinkers such as Kimball, Fayol etc. view management as a broader concept as compared to administration. According to them, management is the rule making and rule enforcing activity.

b) Management and Administration are synonyms.

Some of the modern managers like Davis do not draw any difference between the two terms. Drucker opines that any attempt to divorce planning from doing is bound to be ineffective.

Educational Management vs Administration

These two terms "Educational Management" and "Educational Administration" are used as equivalents and synonyms. Although there is a very thin line of demarcation between the two, broadly both concepts mean the same more or less. Now let us compare both the concepts and understand the difference

Educational Administration	Educational Management
1. It is old traditional concept and autocratic in nature	It is a modern concept and lays more stress on democratic decentralization and participation
2. It lays more stress on rigidity of rules and regulation, aims and objectives, plans and programmes of an educational institution	It is mostly democratic and innovative in nature. It gives more importance to human relations and operation.
3. It is subjective and mostly guided by the rules of thumb	It is mostly professional and is supported by a quantum of scientific principles and precepts, theories and expertise
4. It is also result oriented and more accountability is emphasized	It is result-oriented and accountability is emphasized.
5. It is mostly office oriented with little or no participative culture.	It is democratic, participative in nature. It encourages involvement of all functionaries.
6. Administration means implementing the broad policies laid down by the management	Management is mainly deterministic in nature and lays down broad policies, programmes.

Aims and Objectives of Educational Management

Educational Management is a multifaceted activity, it is a social process that is designed to ensure the co-operation, participation, intervention and involvement of others in the effective achievement of a given or determined objectives.

Management, being a social process, lays its major emphasis on the interaction of people-people inside and outside the institutions and people above and below one's operational position.

Therefore, the aims and objectives of educational management have to be understood from the above dimension.

Several attempts have been made to define aims and objectives of educational management in different terms. Broadly the objectives are

- To define the functions of the school.
- To plan for the future and arrange the plan of operation.
- To organize/build up the material and human resources required for proper running of the school.
- To command the staff both teaching and non-teaching to do their work efficiently.
- To co-ordinate the functions of various human elements and correlate all the activities.
- To control and to ensure everything is done in accordance with the rules which have been laid down and the instructions which have been given.
- To create environment and facilities for educational research etc.
- There have been several attempts over the past few years to redefine objectives, such as
- Creating proper environment for effective utilization of facilities.
- Assembling resources required for organization and management.
- Supervision to ensure proper direction, co-ordination and control.
- Motivation to create proper work-atmosphere.
- Evaluation which included performance, assessment and management process.
- To reflect and conserve basic values.
- To manage Social Change.
- To profit by experience.
- To carry out Modernization.
- To propagate Science.
- To adopt Technology.
- To realize National Integration.

Scope of Educational Management:

Educational Management involves manifold functions which could be categorized under different heads, the chief among them are:

- ❖ Formulating the aims and objectives of the educational institution.
- ❖ Mobilizing and managing efficiently the resources both physical and human.
- ❖ Undertaking periodical evaluation of all the projects and programmes.
- ❖ Motivating the personnel involved in the process of education.

Functions of Educational Management/Administration

There are seven clearly defined functions of educational management which throw more light on it viz. planning, organization, direction, control, co-ordination, evaluation and reporting.

Planning

Planning is the crucial step in the educational management. An unplanned management/administration will not go very far. Only a planned approach can achieve the desired goals. Planning should precede every performance.

Organization

It is the fundamental task in every administration. Organization is the machine for getting things done. It is mainly concerned with provision, arrangement, and manpower, which enable the administration to carry out its functions. In fact administration works through the available organization.

Direction

It is the process of guiding the human efforts and achieving aims/objectives. Direction represents leadership; which has a key role to play in administration. This is the authority, which directs work and gets things done. Direction shows the way. It channelizes the entire organization towards the common goal.

Control

In administration there is always the involvement of number of persons. Different functionaries of the machinery are made to pursue the 'common goal by proper control' failing which they pull in different directions.

Co-ordination

It is the process of harmonizing in a uniform way all the elements-the persons, materials and services so as to interweave them to achieve a common objective. For this purpose the management should clearly define (1) division of labour (2) allocation of tasks and control & supervision over the human or material elements and establishing good rapport/relationship between them.

Evaluation

It is the process of formulating judgment i.e. stocktaking of all administration. Since administration is a dynamic process it has to be reviewed from time to time examining the extent to which objectives have been achieved, and reasons for failures. Proper evaluation enables the management to understand its own strengths and weaknesses and planning for introduction of better techniques or discovery of new knowledge or processes.

Recording

Recording and reporting are the essential elements of management. The educational manager is expected to report to the parents, students, inspecting officers and all others concerned with education. It is, therefore, very important that a faithful record of all the events is maintained and reports are sent to the concerned persons.

Characteristics of Successful Educational Management

Some of the important successful characters of education management are discussed below.

Flexibility

One of the essential characters of successful education management is its flexible character. The management should be dynamic and provide enough scope for additions, suggestions and modifications. The rules and regulations should act as a means to an end and not an end in themselves. Rigid uniformity and mechanical efficiency are the very antithesis of good administration. Flexibility does not mean that the administration should be weak without any norms or standards creating chaos at every step. What is meant is a proper balance between rigidity and elasticity.

Practicability

The education management is not a bundle of theoretical principles, but provide practical measures to achieve its desired results: Practicability avoids frustration in management.

Efficiency

Efficiency is the most important step of education management. This is possible only when human and material resources are properly and efficiently utilized. For this the management should plan every activity scientifically and execute it with meticulous care.

Cost Effective

Another important character of management is cost-effectiveness. The purpose of administration is to enable the right pupils to receive the right education from right teachers at a cost within the means of state, under conditions which will enable the pupils to profit best by their learning.

It is more constructive and creative and human

Educational administration has a special feature of its own. It is basically more humane, more flexible more constructive, more creative, more imaginative, and more reformative.

It is more an art than a science

Education management is primarily a social enterprise. It cannot be run by any set of formulae, which may be quite effective in the physical world. It is more concerned with the human element than in-animate things. It is more an art than a science. In this the question of human relationship and emotional climate are of foremost importance. The administration is to be guided by the basic principles which have been formulated from the human experience of handling human beings.

Types of Educational Management

Management, being a social process, lays more emphasis on the interaction of people-people inside and outside the formal institution and people above and below one's operational position. Management is the art of guiding the activities of a group of people towards the achievement of a common goal. It is participatory in nature. In fact participating management systems determine how best human potential can be released.

Classification

Based on the above, two types of classification are suggested

Type 'A'

- i) Decentralization of Management and
- ii) Centralization

Type 'B'

- i) Autocratic Education Management
- ii) Democratic Educational Management
- iii) Laissez faire Educational Management

Type 'A'

i) Decentralisation

In a democratic country like India Educational Administration is decentralized with sharing of responsibilities between Centre, State and local bodies: In this system the advantages are i) local initiative is encouraged ii) encourages participation of people at different levels iii) quick decisions can be taken iv) local problems can be solved with care and in a democratic way.

ii) Centralization

In a centralized administration power flows from top to bottom. This type of administration however, brings discipline in the cadre and uniformity in rules, regulations and service conditions. Secondly, plenty of resources will be available at the centre and hence there will be (page no: 10). However control and co-ordination becomes a major problem. Since it is totally centralized local needs and aspiration will not be reflected in the process of educational management.

Centralization and decentralization systems have got their own merits and demerits. Centralized system believes in managing its affairs without participation of stakeholders. Here the management system believes in a "power over" situation and uses its power, position and

authority to get people to do things, whereas democratic system adopts the "power with" approach and is assisted by the people who play together.

Type 'B' ii) Autocratic Administration

Where an administration behaves in an autocratic manner, such educational administration is called 'Autocratic Administration. A despotic and autocratic administration is bound to meet with failure in the present democratic set up where the teachers are highly conscious of their freedom and personal worth. It is an extreme form of socialization. In Autocracy state assumes the highest authority and interest of individuals are made subservient to that of the state. All aspects of education viz-curriculum, examination are controlled by the central authority.

ii) Democratic Administration

In this process responsibilities are delegated: It is participation based on the principle of co-operation, sharing of responsibilities, equality, justice and developing leadership qualities through staff meetings, clubs and general body meetings resulting in developing proper work-culture leading to smooth functioning of institution. It prepares students for citizenship and gives them an opportunity to grow to develop to the optimum.

iii) Laissez-faire system

It is also a system of participatory management. It is a system without an enlightened and capable leader. All decisions will be taken by the people and the leader remains as a passive observer. Instead of making the people accept his decision/influence, he is influenced by them. In this system, the members of the group find that they are taking orders from the situation rather than from the leader. In this system no one has power over any one else. The management simply participates in the deliberations, but does not give the group the benefit of its best thinking.

Difference between Autocratic and Democratic Administration

Democratic Administration	Autocratic Administration
1. It is based on the principle of co-operation, equality, sharing of responsibility and justice.	It is autocratic and despotic in nature.
2. Decision taken on democratic lines will be implemented in a democratic way through democratic agencies.	Decisions taken are implemented by officials following the rules & regulations.
3. Transparency is maintained in planning, monitoring and evaluation.	No transparency is maintained. All things will be done under strict secrecy.
4. Work done by people will be recognized and if necessary rewarded.	Creativity, innovation of ideas by the staff will not be encouraged.
5. Decisions are made as to who will exercise which function at the time of training.	No such facility.
6. Management participates in the discussions, exercises, and gives the group the benefit of their best thinking.	Any official ruling under such an approach becomes the final decision.
7. Pupil's point of view will be respected.	Pupils have to obey the rules.
8. Teachers will be participants and enjoy power.	Teachers are expected to be obedient and passive participants.

9. Teachers are better motivated and considered as organizational members to work towards the achievement of organisational goals.	Teachers are considered as staff members.
10. Belongingness, identification, oneness, feeling of family members will be generated.	Obedience, faithfulness loyalty will be tested.
11. Experimentation, creativity innovation, Action research encouraged.	Rigidity, obeying the rule, completion of syllabus are followed with no scope for experimentation, creativity, innovation etc. No such commitment is seen.
12. Everybody feels committed and involved in all the programmes of the school.	No such provision exists.
13. In democratic administration individuality is respected and individual differences are recognized for their fullest development.	
14. In the absence of uniformity and standardisation, the development programmes become effective.	Standardisation and uniformity are cardinal principles.
15. It is leadership-oriented.	In this, administrator is the leader. People follow him out of threat or for appeasement.

Principles of Educational Administration & Management:

The first principle of democratic administration is decentralization of power and sharing of experiences. In this philosophy the headmaster should be democratic in his approach and respect the ideas/suggestions given by the staff and students and parents who are the shareholders in education. All decisions should be taken in consultation with the people concerned.

a) Principle of Sharing Responsibility

According to John Dewey, democracy is sharing of experiences. In a school run on democratic lines, the head of the institution should always adopt the principle of democracy and delegate his powers, responsibilities and duties among the staff and students. He should work as a guide, friend, and philosopher and oversee functions of various personnel and put them on the right track. This kind of plan of action lessens the work of the head and also relieves him from tensions and workload. Further, the staff and students will identify with the administration as a result of the process of showing of responsibility. This is the greatest advantage of democratic administration.

b) Principle of equality

A democratic administration is one who looks upon his colleagues as his equals and takes decisions in consultation with his colleagues. Equality refers to recognizing the worth of each individual child. Teaching staff find out his/her potential and treat him/her with respect. Then the total management becomes a joint show of the HM, staff and students.

b) Principle of freedom

Enough freedom should be given to all to exercise their powers and talents. The power of analytical thinking, creativity and innovative ideas, important requisites of democracy, can only be cultivated by stakeholders in an atmosphere of freedom. The headmaster should give due recognition to innate talents on the part of the teachers and students and encourage them to offer suggestions/ comments to bring about healthy changes.

c) Principle of leadership

Leadership is not confined to the head of the institution only. In a way the headmaster leads his school. For providing wise leadership, he must have the leadership qualities. Wherever he cannot lead, he will allow others to lead in this way the administration runs smoothly and effectively.

d) Principle of justice

In a democratic set up all individuals should be treated on equal footing. There is no favouritism or partiality. The head should be totally impartial to everybody. As head if he follows the principle of justice most of the problems of school are automatically solved.

f) Principle of recognition

W.M. Ryburn says "Nothing will more encourage a man or a woman, a boy or a girl to a greater effort, than an encouraging recognition of good work done, of sincere effort made, of good qualities shown". H.M should therefore appreciate the good work done by the staff and students.

g) Principle of co-operation

Yet another principle of democratic administration is the principle of co-operation. The head of the institution should seek co-operation of everybody in running the school. He should understand that running the school is not a one-man job. It requires the co-operation of all concerned.

h) Principle of flexibility

The school administrator should not be rigid. He should be flexible in his approach so as to accommodate day to day changes in the administration of the school. In the interest of the school, pupils and teachers, the head should reconsider his decision and plan for smooth running of the Institution.

i) Principle of professional growth of staff

Efficiency of a school depends upon efficient staff. Efficiency of the staff depends upon their quest for professional growth. Therefore, the teachers must keep themselves abreast of latest development in content and pedagogy by attending in-service training programmes/orientation programmes arranged by the department. This will add to the quality of the teaching staff. As head of the school, the headmaster should make efforts to promote professional growth of teachers.

j) Division of Work

This is the specialization that economists consider for efficiency in the use of labor. Fayol applies the principle to all kinds of work, management as well as technical.

k) Discipline

Seeing discipline as "respect for agreements which are directed at achieving obedience, application, energy, and the outward marks of respect. Fayol declares that discipline requires good superiors at all levels.

The above principle of democratic administration/management will help in running the school efficiently. Democracy can only become real through its educational institution, which will teach its children the democratic way of life.

Practical Measures for Democratic School Management

Today, a very large number of education institutions in India run on the principle of democratic administration. Democracy in schools has survived in India because of the comforts of equality, social justice, freedom of expression, co-operation, accountability and flexibility it provides the students, parents and teachers. Educational managers are its fans and therefore are experimenting different democratic approaches in their schools. Some of the basic approaches which are being followed in majority of the schools are discussed below.

Staff Council

The basic objective of staff council meeting is to plan, monitor and execute institutional plan of the school. Meetings of the staff council are being held frequently to discuss all important issues relating to school. In the staff council meetings students day-to-day problems, academic planning administration problems, school welfare programmes, community and parent support, school supervision and inspection and all other related issues should be discussed and decisions should be taken collectively. Staff council is one of the practical measures to solve the problem of the school in a democratic way.

Student's Council

This is the most important measure in the democratic administration of school. The main objective of student council is providing opportunities for students to participate effectively in the school government. It is a forum for students to express their views, and feelings without fear in the interest of the organization. By practicing this measure students get an opportunity to govern themselves under the guidance of their staff members.

Staff Meetings

Staff council includes senior member of the staff whereas staff meeting is a broader forum, which includes all the staff members. Normally all matters pertaining to school i.e. Institutional plan, examination schedules, co-curricular activities, indiscipline of students etc will be discussed in the staff meeting. Staff meeting is the best forum to make staff feel that the school belongs to them and they are running the school. Each teacher should get the feeling that "I have been consulted. This is my job now and I must do it and do it well".

Special Committee of Pupils

In addition to students council, special committees should be constituted, duly nominated/elected by the pupils, to carry out special functions such as operation of special fee funds, celebration of festivals, celebration of school day and other important days, debates, dramatics and other kind of extra curricular activities.

Conclusion

Thus the school should provide a richly pattern of activities to cater to the development of children's entire personality. It is this reason why all those activities carry the name 'Practical measures to develop democratic administration', have now come to be recognized as an integral part of schools democratic programme.

Administrative Structure of Education in India

Introduction

India is a union of States. In the Indian Union there are State governments and Union Territory administrations. Till 1975 education was primarily a State responsibility. It was recently made a concurrent subject. This does not mean that the authority and responsibility of

the State governments is reduced in any significant manner. The only difference would be that the Central government can also legislate on education and if there is a difference between a Central and a State act, the former will prevail.

Each of the States and Union Territories has its own organisational set-up for education.

Educational Administration in the Central Government

In the Central or Union Government there is a Ministry of Human Resource Development (M. HRD). It has two departments. Department of Education and Department of Culture. It is headed by a minister, who is a member of the Parliament.

The secretariat of the M.HRD is under the charge of a Secretary. He is a senior member of the Indian Administrative Service. During the earlier part of the post-independence period, this post was held by eminent educationists.

The Central Department of Education is divided into a number of bureaus, each headed by a Joint Secretary, a Joint Educational Adviser or a Director. These officials receive work from Deputy Secretaries or Deputy Educational Advisers who are also called divisional heads. They are assisted by Under-Secretaries or Assistant Educational Advisers. Each of them has one or more sections under him, each section having a section officer and the supporting Staff of ministerial, clerical and class IV personnel. In a few sections of the department some experimental or pilot schemes are being tried since some time Under each scheme, the section officers and the Under Secretaries the Assistant Educational Advisers will be attending to their work.

The Joint Secretaries and the Joint Educational Advisers has the same scale of pay and status. So are the Deputy Secretaries and Deputy Educational Advisers as well as the Under Secretaries and the Assistant Educational Advisers. The department has a mixed set-comprising two categories and officers; general administrators and educationists.

At present the Education Department has separate divisions/units for Union Territories and school education, university and higher education, book-promotion, Sanskrit, Hindi, Non-student your services adult education, external scholarships, national scholarships, sports and physical education, UNESCO, publication planning, monitoring and statistics, students cell, parliament, finance administration and technical education.

There is a feeling among some people that all educations responsibilities of the Union Government are centralized in the Union Department of Education. This is factually not correct. The fact is the most ministries and departments of the Central Government are conducting one or the other type of educational or training programmes, these include schools and colleges for their employers and other institution to provide in-service and pre-service training the personnel of their own establishments, as well as other people.

Role of the MHRD

Role of the MHRD in education and its planning flows large from the contents of the Constitution of India and the need for properly coordinated development of education in the whole country. While education is now a concurrent subject, the Government of India is especially responsible for:

- i) Administration and maintenance of central universities as well as other institutions financed by the Union Government whole or in part and declared by the parliament by law to the institutions of national importance (Entries 63 and 64, List I);
- ii) Union agencies for professional and technical training (Entries 65, List I);
and Union agencies for promotion of special studies and research;

iii) Coordination and determination of standards in institutions or higher education or research and scientific and technical institutions (Entries 66, List I);

iv) Promoting the spread and development of Hindi language (Article 351 of the Constitution of India);

v) Provision (by the state) of free and compulsory education to all children until they reach the age of 14, where the term 'state' includes the state government, local bodies and Central Government. (Article 45, Directive Principles of State Policy).

vi) Promotion with special care the educational and economic interests of the weaker sections of the people and in particular of the Scheduled Castes and the Scheduled Tribes (Article 46, Directive Principles).

According to Entry 20 of List II of the Seventh Schedule of the Constitution of India, economic and social planning is a concurrent responsibility of the Union and the state governments. Article 282 of the Constitution enables the Government of India to give grants for any public purpose notwithstanding that the purpose is not one with respect to which the parliament can make laws.

The Union Government is also responsible for a number of other activities which include the following in the field of education:

- i) To administer external scholarships i.e. those given by foreign governments to Indian scholars for study and research abroad and to foreigners for study and research in India: With the establishment of MHRD a revolutionary change has taken place in the country. MHRD not only looks after the improvement of higher education technical and scientific education but also primary and secondary education.
- ii) To administer national scholarship awarded by the Central Government to Indian scholars for study in India or abroad;
- iii) To promote youth services and sports;
- iv) To guide the state governments and Union Territory administrations in the formulation and implementation of educational plans and programmes, besides being directly responsible for the programmes of the Central Sector;
- v) To advise the State governments in educational matter generally; and
- vi) To coordinate the progress of education all over the country.

Central Department of Education and Union Territories

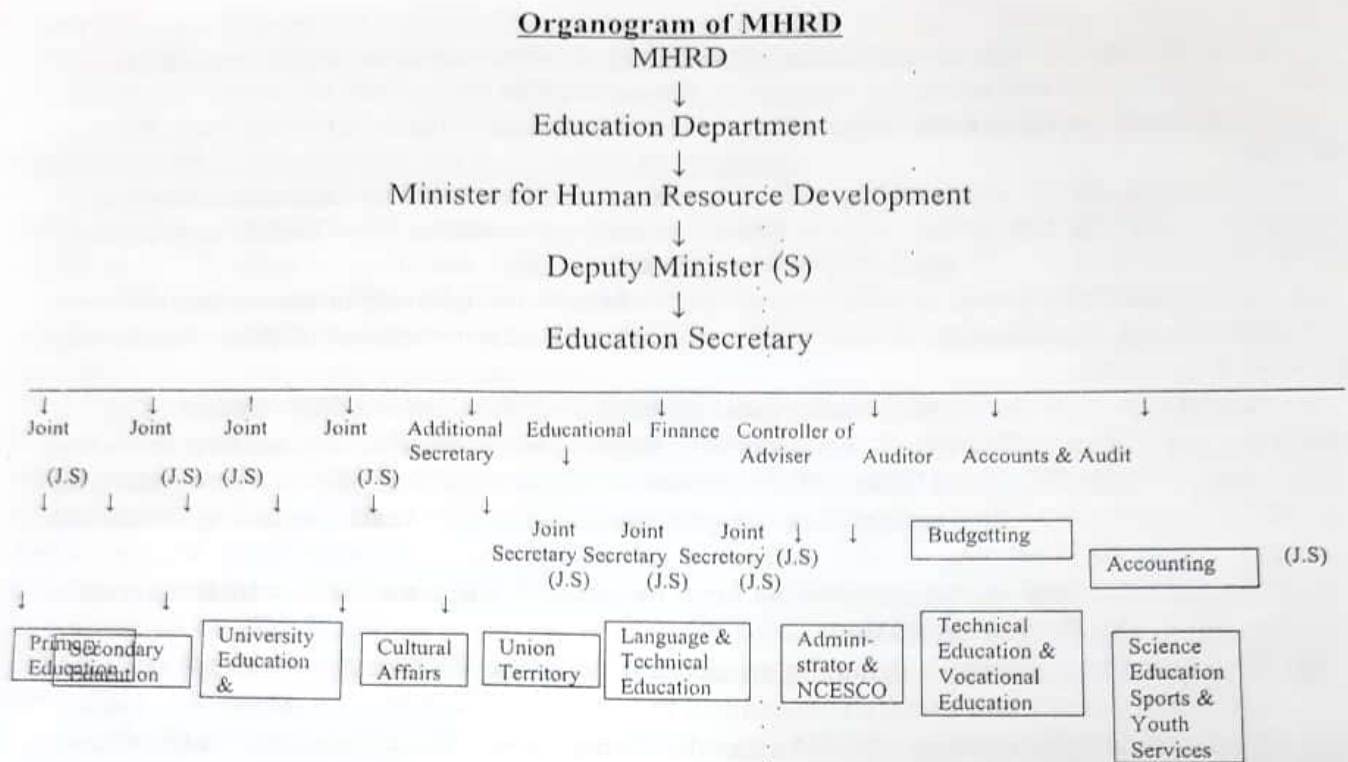
The Central or Union Department of Education has a special responsibility for the Union Territories in the country. A particular area

backwardness or something else, which necessitates special attention of the Government of India to that area. As stated earlier, each Union Territory is small in size.

The programmes for development and administration of education in the territory are executed by the territory administration under the overall guidance and supervision of the Union Department of Education. The administrative and financial powers of the territory administrations are subject to limitations, and any major administrative or financial decisions vitally important for the development of education or its administration require prior approval of the Union Department of Education. Similar procedures apply to other State subjects too.

Statutory / Autonomous Organizations

In order to discharge some of its constitutional, advisory and other functions in the field of education, the Union Government has set up a number of statutory/autonomous organizations. Each of them is fully financed by the Government of India, but the authority to take decisions in the day-to-day matters is vested in the organization itself, through the Act under which it has



been established on the memorandum of association under which it has been registered. The Central Department of Education has, the power to:

- i) a. Appoint the head of the organizations or to approve or reject his selection; and
b. Nominate one or more persons on the executive body of the establishment.
- ii) There are many such organisations or institutions. But from the point of view of their relevance³ to the field of educational planning and administration, particular mention may be made of the following:

- a) University Grants Commission, New Delhi.
- b) National Council of Educational Research and Training, New Delhi.
- c) National Institute of Educational Planning and Administration, New Delhi.
- d) Central Board of Secondary Education, New Delhi. (CBSE)
- e) Kendriya Vidyalaya Sangathan, New Delhi. (KVS)
- f) Rashtriya Sanskrit Sansthan, New Delhi.
- g) Kendriya Hindi Shikshan Mandal, Agra.
- h) Navodaya Vidyalaya Samithi (NVS).
- i) National Council For Teacher Education (NCTE).

Statutory Organizations are set up under an Act of Parliament e.g. the University Grants Commission. All autonomous organizations are bodies registered under the Registration of Societies Act, 1860.

Administrative Structure of Education at the State Level

At the State level, the position varies. In some States there is the state Ministry of Education headed by a Minister of Education which looks after the entire sector of education in the States. There might be separate ministers for different sectors such as Higher Education, Technical Education etc. The Minister of Ministers is/are member(s) of the State Legislative

Assembly. The Minister is responsible to the State Legislature. There are a number of Directorates which function under the respective Ministers of Education. The Minister controls the formulation of educational policies, directs their execution and supervises their implementation. Other Ministers and departments control other types of education like technical, agricultural, medical, and industrial etc. The structure of school education at the state level has been presented in below.

Centre-State Relations in Education in India

Taking into consideration the constitutional position of education in India, there is a need to take appropriate measures to strengthen the relationship between the Central and the State governments in the planning and administration of education in the country. A similar position in this field (education) exists in some other countries too, e.g. Australia, Federal Republic of Germany (West Germany), and United States of America. These countries also try to sort out problems relating to some relationship in their own ways. In the case of India, while the State governments have a right to take independent decisions in educational matters, within their jurisdiction, the Union government has also to discharge its responsibilities, many of which concern the governments of the constituent units too.

In order to enable the Union government to function with goodwill and cooperation of the state governments, a number of all India forums have been developed.

- Central Advisory Board of Education (CABE)
- State Education Ministers Conference
- Planning Commission
- National Development Council
- Finance Commission

CABE

The Central Advisory Board of Education popularly known as CABE, is the supreme advisory body in the field of education. It includes the minister of education of every State and Union Territory, Chairman of UGC, Member (education) of Planning Commission Chairman of the All India Council of Sports, National Book Trust and National Council of Women's Education, Vice-chancellors of a number of Indian universities, and other educationists. The Union Minister of Education is the Chairman of the Board. It generally meets once a year and makes recommendations for the benefits of both the central and State governments. The composition and nature of working of the Board enables it to discuss various educational matters from academic, financial and other angles. It usually attends only to larger issues or of policy matters.

State Education Ministers Conference

The periodic Conferences of the State Education Minister under the chairmanship of the Union Minister of Education provide another forum of a similar kind. But it can examine more closely the practical implications and the process of execution of specific policies and programmes in education. Progress of on-going schemes can also be reviewed so that States can benefit from the experience of other States. Educational problems of concern to one or more States can well be raised for consideration and discussion among the State Ministers of Education with the advice of the Union Minister of Education. During these conferences, consultations can also be had, wherever necessary, with the Member (Education) in the Planning Commission, Chairman of the U.G.C. and any other central authority who can be specially invited to the conference. In any case, the conference provides a platform for the state Ministers

of Education to meet and consider educational issues pertaining to their States with a focus on the whole country, and in this manner they serve to strengthen Center-state relationship.

Planning Commission

The Planning Commission is a Central Government organization. It is charged with the responsibility of preparing the development plans for the whole country. For doing so, the Commission will study the available resources and the needs on which they are to be spent. It is also required to determine priorities, allocate the resources to meet the needs, and review the planning process as well as the implementation of individual programmes and schemes. In the field of Education and other State subjects, the Commission functions with full consultation and advice of the State governments and concerned Ministries at the Center. The Commission also thus becomes another agency to bring the Central Education Ministry and the State Education Departments closer to each other.

The entire draft plan for development, including the principles and policies on which it is based, is placed by the Planning Commission before the National Development Council. A meeting of the Council may also be convened for consultation and advice with respect to the lines on which a new plan is to be formulated or other major issues connected with it. The Council has on it every State Chief Minister or the corresponding functionary of a union or Territory as its member along with the Central Ministers. The Prime Minister is the chairman of the Council. The Constitution of the Council provides the final decision on a plan or any of its parts can be taken only by the Council. This while the preparation of the plan is largely done by the Planning Commission (a Central Organisation), the final verdict on it rests on the State Governments at the level of their Chief Ministers. In this manner, the Council also contributes to strengthen the Centre-state relationship, particularly in education and other subjects for which the States are primarily responsible.

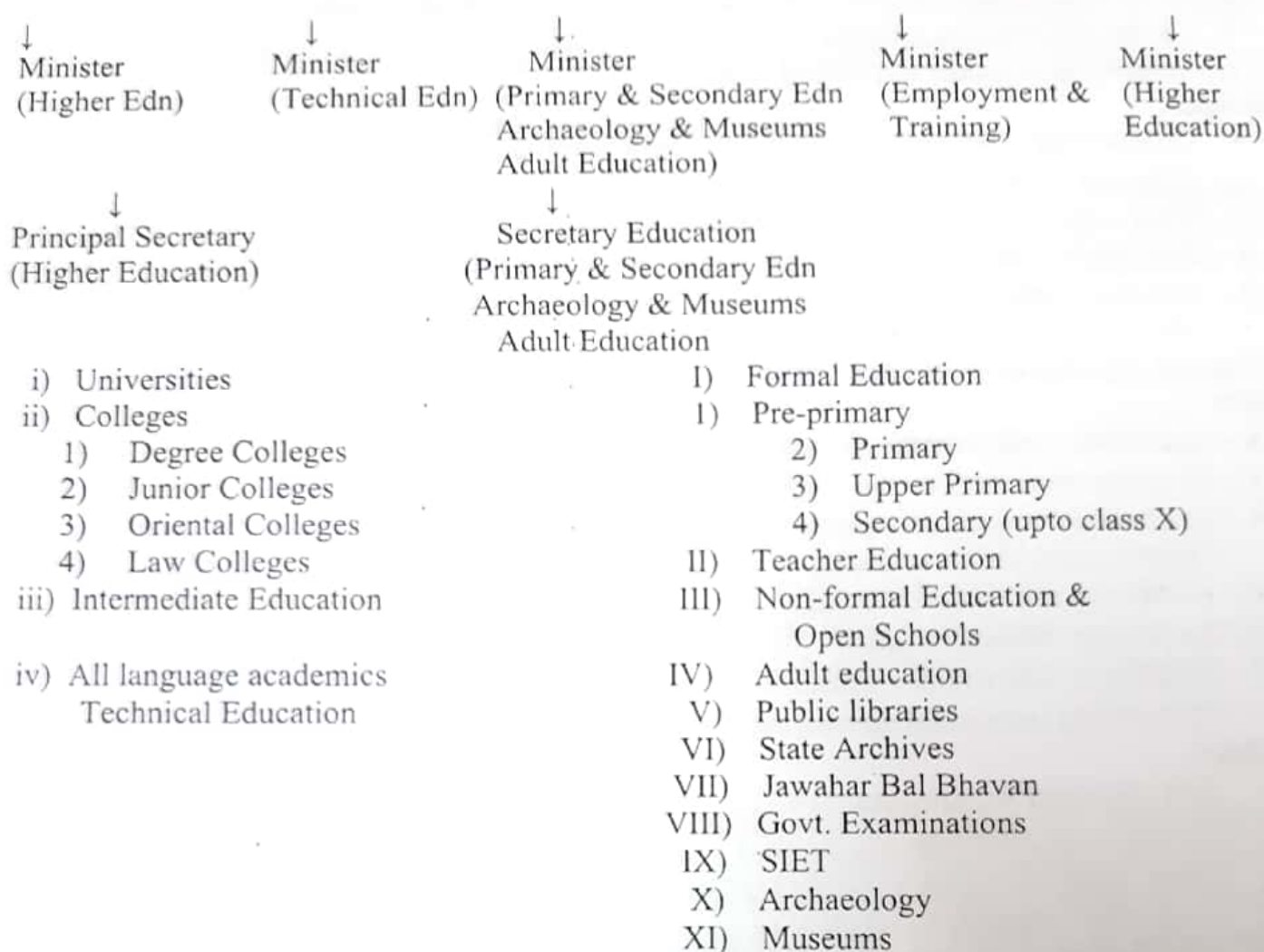
Finance Commission

It is a constitutional obligation of the Government of India to appoint every five years a Finance Commission. This body is to survey the financial status of the Central and State governments including their financial commitments. On that basis, it can recommend diversion of part or whole or any of the sources of income of the Central Government to the State governments. It can also recommend special grants from the Centre to one or more State governments for specific or general purposes. The Commission, again a body set up by the Central Government, studies the matters on the basis of data and facts supplied by the state governments and in consultation with them. Since for any kind of economic development today, money is a very important input, the Finance Commission becomes an agency to bring the Centre and the States together and strengthen their relationship.

The main objectives of school education are:

Education, both general and technical, are considered vital to nation building and has been rightly conceived as essential investment in the development of human resources of the nation. All the policy decisions relating to general education and technical education are taken at the Secretariat level. General Education is bifurcated into primary, secondary and higher education. Primary and secondary educations are handled by one Minister, whereas higher education is handled by another Minister. Technical Education is handled by separate Minister. Minister for Higher Education is assisted by a Principal Secretary Education. Minister for Technical Education is however, assisted by Principal Secretary (Higher Education). Board division of subjects between the two Secretaries is as follows:

Organogram of Education in the State (General & Technical)



The Objectives of School Education

- 1) To develop literacy and numeracy skills and social awareness in students.
- 2) To create scientific attitude.
- 3) To promote co-operation, tolerance and other values like self control.
- 4) To promote vocational efficiency and productivity.
- 5) To develop the qualities of political, social, intellectual and culture leadership among children.
- 6) To prepare children for higher education.
- 7) To provide training facilities to teacher.

Vision and Mission of Educational Institutions-Primary, Secondary and Higher Secondary

Vision and Mission of Primary Level:

Vision:

- To develop the three R's Viz : Reading, Writing and Arithmetic.
- To develop desirable social attitudes and manners and to encourage healthy group participation.
- To make the child sensitive to the rights and privileges of others.

- To encourage aesthetic appreciation.
- To stimulate the beginnings of intellectual curiosity concerning the environment and to help him understand the world in which they live and to foster new interests through opportunities to explore, investigate and experiment.
- To develop a good physique muscular coordination and basic motor skills.
- To develop attitudes towards work.
- To develop language acquisition skills.

Mission:

- Child-Centered education and activity-based learning.
- Language competency development.
- Work experience and practical life skills.
- Physical Education.
- Arts and Crafts work.
- Environmental Education.

Vision and Mission of Secondary Level:

Vision:

- To facilitate self-analysis and self-understanding among students.
- To create awareness on the scope of study among students.
- To create awareness on various disciplines like Science, Social Sciences, Technology, Environment, Mathematics etc.
- To develop skill based learning.
- To develop leadership skills.
- To develop democratic citizens.
- To inculcate values and development of personality.

Mission:

- Rich curricular experiences.
- Co-curricular activities.
- Value based education.
- Need based education.

Vision and Mission of Higher Secondary Level:

Vision:

- To increase professional and productive powers.
- To develop the personality of students.
- To develop leadership qualities.
- To develop autonomy in thinking and in acting.
- To develop vocational skills.
- To sensitize the key focal issues in the country.

Mission:

- Need based Vocational Education.
- Inquiry based/Scientific Education.
- Technology aided education.