

1. Details of Module and its structure

Module Detail	
Subject Name	Education
Paper Name	Educational Administration, Management & Leadership in School Education
Module Name/ Title	Educational Administration: Structure, Functions and Processes at the Central Government Level
Module Id	e-PG-EDN_13.11
Pre-requisites	Knowledge about education administration at state level
Objectives	After going through this content the learner will be able to: <ol style="list-style-type: none"> 1. Explain the meaning/ concept of Educational Administration at Central Government Level. 2. Enumerate the structure of Educational Administration at Central Government Level. 3. Explain the functions of Educational Administration at Central Government Level. 4. Describe the Current Centrally sponsored programs.
Keywords	educational administration, vocational education

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9. Summary

1. Introduction

Educational administration is the study and practice of managing the resources, tasks and communications. 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 education's level. At the center level a new Ministry has been created under a suggestive name i.e., Ministry of Human Resource Development, on 26th September, 1985. The main institutional structures related with administration are Cluster Resource Centers, Block Resource Centers and District Institutes of Education and Training.

The nation as a whole should find resources for the vital area of education and in this venture the centre and states should play complementary roles and become real understanding partners. It is important that, in the formulation and implementation of the policy and programs, there should be close and continuous consultation between the Central and State Governments in the true spirit of partnership.

Regarding the cooperation of the Centre and the States, Maulana Abul Kalam Azad, (the First education minister in independent India) stated that, "Education was of course, a State subject and the Centre have never believed in interfering. But the

Centre could also not sit back and say that their responsibility was over. The centre could offer advice, give help and make efforts towards the implementation of the schemes”. The reform of the education system as a whole and fulfillment of the plan-targets aimed at uniformly high standard of education throughout the country.

2. Learning Outcomes

At the end of this unit, you will be able to:

1. Explain the meaning and concept of Educational Administration at Central Government Level.
2. Enumerate the Structure of Educational Administration at Central Government Level.
3. Explain the Functions of Educational Administration at Central Government Level.
4. Describe the Current Centrally sponsored programs.

3. Historical background of educational administration in India

General Education under the constitution was the state matter until 1976. The central government could only provide guidance to the states on policy issues. In 1976 the constitution was amended to include education on the concurrent list. The initial attempts of designing a National Education Policy were made in 1968 but it was only in 1986 that India as a whole had a uniform National Policy on Education. The National Policy on Education 1986, modified in 1992, defines the major goals for elementary education as universal access and enrolment, universal retention of children up to 14 years and substantial improvement in the quality of education. The National Policy of Education of 1992 also aims at vocationalization of secondary education and greater use of educational technology. The policy has been accompanied by several programs such as the District Primary Education Program (DPEP) launched in 1994 and the National Campaign of Education for All (Sarva Shiksha Abhiyan) launched in 2001. Another flagship program launched by the Indian government is the universalisation of secondary education (USE). The main aim is to provide high quality secondary education to all Indian adolescents up to the age of 16 by 2015, and senior secondary education up to the age of 18 by 2020.

4. Structure of Educational Administration at Central Government Level

Educational policy planning is under the overall charge of the central Ministry of Human Resource Development which includes the Department of Elementary Education & Literacy and the Department of Secondary and Higher Education. The Ministry is guided by the Central Advisory Board of Education (CABE) which is the national level advisory body. The education ministers of all the different states are members of the board.

The National Council of Education Research and Training (NCERT) (1961) introduced the National Curriculum Framework for classes I - XII. It also functions as a resource centre in the field of school development and teacher education. State Councils of Educational Research and Training (SCERT) are the foremost institution of research and development in all the states. At secondary level, school boards at state level affiliate schools and set examination standards in accordance with the national framework. The Central Board of Secondary Education (CBSE) and Council for Indian School Certificate Examinations (CISCE) cover all India besides the National Institute of Open Schooling (NIOS).

5. Basic tasks of educational administration

Educational Administration is a specialized activity which runs the entire educational program composed of human and material resources in an organized manner towards fruitful and constructive goals. Educational institutions operate in a dynamic environment. They therefore must constantly identify and implement improvements in their own setup. The process of continuous improvement thrives when the mindset of the stakeholders is geared towards constant monitoring, problem identification and research. Educational Administration therefore performs a three-fold task to ensure efficient working, i.e.

- Stating the specific purpose and mission of education in general and of institutions in particular.
- Ensuring that work is productive by nurturing human resources to be productive in their actions and
- Designing and maintaining an environment in which individuals work together in groups, efficiently to accomplish set goals.

6. Structure of Educational Administration at Central Government Level in India

The main organization is Ministry for Education. The Indian government is quasi federal in nature. The union government and the state government together are responsible for the development of education in the country. Hence separate ministries are formed for smooth functioning of the departments.

6.1 The Central Ministry or MHRD

On 26th Sept. 1985 the government of India created a new ministry in the name of Ministry of Human Resource Development. This ministry is responsible for educational development of the country. The ministry has two departments namely Department of School Education and Literacy and Department of Higher Education. Under the Department of School Education and Literacy, there are sub divisions namely.

1. Elementary Education
2. Secondary Education and Adult Education

Elementary Education - At the Pre-primary stage (0-6 years) there is the attempt to establish a linkage between Early Childhood Care and Education (ECCE) and other development programs including the Integrated Child Development Scheme (ICDS), for which Balwadis/Anganwadis or Day-Care Centers are run by Government, NGOs and State Governments. The principle of decentralization 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 mobilize 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 mobilization of additional resources.

3. Secondary Education and Adult 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 Jawahar Navodaya Vidyalayas. The Central Board of Secondary Education (CBSE), New Delhi functions under the overall supervision of the Department of Education, Ministry of Human Resource Development, and 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.

Under the Department of Higher Education, there are six sub categories which are-

1. University and Higher Education
2. Technical Education
3. Book Promotion and Copyright
4. Scholarships
5. Languages
6. Minority Education

Some other central educational institutions which are involved in administration at different levels/aspects

At Higher education level

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

- University Grants Commission
- All India Council for Technical Education
- Medical Council of India
- Indian Council of Agricultural Research and
- National Council for Teacher Education

6.2 Technical Education

The administration of technical education is done through the All India Council for Technical education. (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.

6.3 Adult Education

There is a central scheme of assistance to voluntary agencies in Adult education in which the agencies are encouraged to take up area specific projects, establish and run post literacy centres.

6.4 Vocational Education

The Central institute of vocational education (PSSCIVE) was set up in Bhopal 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 programs, and inter-state interaction to facilitate and share information and experiences related to vocational education.

6.5 Non-formal Education

All the Non-formal 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. The monitoring of the program 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.

6.6 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.
- Five Regional Institutes of Education, located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong.
- Pandit Sundarlal Sharma Central Institute of Vocational Education, Bhopal.
- Field Offices in major states.

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

6.7 Non-Governmental Organizations

A large number of NGOs are working in the areas of Adult education, 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 programs in teaching, curriculum development and teacher training.

7. Major Functions of central government in Educational Administration

Educational administration is regarded as total processes inclusive of all responsibilities and functions necessary for running the school. It provides and manages various elements of the teaching-learning situation such as the learners, the teachers, the curriculum and the socio-physical environment. In the absence of these functions, the school cannot function effectively. Let us now analyze these functions briefly.

1. Execution/ Planning: Execution lays the foundation of an institution. Execution not only points out what resources are needed but also the sources of procurement. These resources may include material resources like the building, furniture, library, laboratories, non-material resources like personnel, and other stakeholders like students and parents and abstract resources like vision, mission statement, ideology and values.

2. Organization: Organization is also an important function of good administration. The effective and efficient work of the school depends upon the good organization. The essential elements of the organization includes people and their functioning; what they do and how they work together.

3. Direction: Educational Administration ensures that the directives are upheld during curriculum construction and academic planning. Direction is an important function of educational administration. Direction involves getting the work done through instructions and orders. There should be proper supervision, motivation and communication on the part of the administrator for getting the work done. Directing involves exercising leadership motivating people, determining accountability and developing guidelines for action.

4. Controlling: Controlling involves measuring and monitoring performance, comparing results with plans and taking corrective action when required. It indicates how far the goals have been achieved and to what extent there is deviation from the plans.

5. Supervision: Supervision ensures that the plans are being executed according to the directives. It thus enhances the quality of work done and the resulting accomplishments.

6. Advice/ Stimulate: Educational Administration analyses the work and manner in which work is done. It emphasis on action plans which help remove the weaknesses and serve to accomplish the set goals.

7. Lead / Assist: Educational Administration not only lays down the directives but also provides the requisite support system to enable the efficient and effective completion of the set objectives or goals.

So, administration is concerned with managing resources, allocating tasks, making decisions and solving problems. The function is to create favorable conditions for the educational process and their maintenance at an effective level.

8. Centrally sponsored programs run by central government to make Educational Administration effective and efficient.

The following programs are being implemented in the Education Sector by central government for efficient management:

- **Sarva Shiksha Abhiyan:** Launched in 2001 Sarva Shiksha Abhiyan (SSA) is one of the India's major flagship program for universalisation of elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children. Provisions of Right to Education Act are being implemented through SSA. Accordingly, norms have been revised / modified to align them with the requirement of RTE Act, 2009.
- **Kasturba Gandhi Balika Vidyalaya:** KGBVs are residential upper primary schools for girls from SC, ST, OBC and Muslim communities. KGBVs are set up in the areas of scattered habitations where schools are at great distances. KGBVs program provide minimum reservation of 75 per cent seats for girls from SC/ST/OBC and minorities communities and 25 per cent to girls from families that live below the poverty line.
- **National Program for Education of Girls at Elementary Level (NPEGEL):** This program is implemented in educationally backward blocks (EBB) and addresses the needs of girls. NPEGEL also reaches out to girls who are enrolled in school, but do not attend school regularly.
- **Mid-Day Meal Scheme (MDMS):** In keeping with the Constitutional provisions to raise the level of nutrition of children and enable them to develop in a healthy manner, the National Program of Nutritional Support to Primary Education (NP-NSPE) was launched as a centrally sponsored scheme in 1995. Commonly referred to as MDMS, this was expected to enhance enrolment, retention, attendance of children in schools apart from improving their nutritional levels.
- **The Rashtriya Madhyamik Shiksha Abhiyan:** A Centrally sponsored scheme with a funding pattern of 75:25 between Centre and States was launched in 2009–10. The major objectives of the RMSA is to raise the minimum level of education to class X and universalize access to secondary education.
- **Scheme of Vocationalisation of Secondary Education at +2 levels:** Initiated in 1988, this centrally sponsored scheme of Vocationalisation of Secondary Education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education.
- **Scheme of ICT @ School:** The Information and Communication Technology in School Scheme was launched in December 2004 to provide opportunities

to secondary stage students to mainly build their capacity of ICT skills and make them learn through computer aided learning process.

- **Adult Education and Skill Development Schemes:** Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including, basic education (literacy), skill development (Vocational Education) etc.
- **Setting up of New Polytechnics and Strengthening of Existing Polytechnics:** A scheme “Sub-Mission on Polytechnics under Coordinated Action for Skill Development” has been launched during the 11th Plan. Under the scheme, the Ministry provides one-time financial assistance up to Rs.12.30 crores per polytechnic to the State/UT Governments, for setting up of new polytechnics in 300 un-served and under-served districts of the country.
- **Eklavya Model Residential Schools (EMRSs):** These schools are funded by the Government for the welfare of Scheduled Tribes. Proposals for setting of EMRS are received from the State Government.

Pre-metric Scholarship Scheme: Pre-metric is the Scholarship for students from Minorities Communities. The Scholarship at pre-metric level will encourage parents from minority communities to send their school going children to school, lighten their financial burden of school education and sustain their efforts to support their children to complete school education.

9. Summary

Educational administration is the study and practice of managing the resources, tasks and communications involved in running educational institution. General Functions and Processes of Educational Administration include resource and program, planning and policy making, provision and maintenance of funds and facilities, obtaining and development of personnel improvement of instructional programs, student personnel services, and maintenance of effective interrelationships with the community and external agencies. The main body which regulates educational administration in India at central level is MHRD with the help of its constituents and apex bodies. The main mission and vision of MHRD is that “The future belongs to India-the largest vibrant democracy in the world, teeming with opportunities. With hope in their eyes and a yearning to learn, the youth of this great nation awaits a new paradigm of education that fosters knowledge with analytical skills, logical reasoning and the ability to imagine beyond the given.”

