CHAPTER II

EDUCATIONAL ADMINISTRATION IN INDIA
In each society - the Nation, the City, the Business or the University - some one must make rules to govern and the conduct of the relations among those who are banded together - thus each maintain order and certainty among the groups and facilitates the achievement of whatever it is established to do. But like other Governments, neither can afford order if a certainty of it is achieved at the cost of the freedom of those who are governed.

Education in this country has a definite legal structure, or a body of laws. The law of any phase of Government is found in constitution, statutes, and judicial

School law is no exception. It is through constitution, statutes and the courts that the people have attempted to set up the rules by what ‘we play the game’. These rules became one basis for determining what can and cannot be sanctioned in order for the culture to survive. The rules, the regulations, the statutes and the courts are the tools of social control which dictate what human behaviour ought to be. But the extent to which the law can control human behaviour depends upon how willing the people are to accept the laws.

Laws, court decisions, statutes, rules and regulations make-up a large part of the formal structure of a social organisation. Although this codified apparatus does not describe the informal structure, the student must understand the legal structure which sets the formal dimensions of the organisations as well as many informal forces which are at play within the organisation. Because the administrator must spend much of his time in making reports and checking on laws and legal procedures in order to administer the school system, it is appropriate to briefly review the legal and Governmental controls on education and their history. The historical development of our legal body of rules provides insight into many of the issues and beliefs held in educational administration today.  

In the post-independent era, our State Governments are busily engaged in educational and other reconstructional activities. Their efforts range from pre-primary state of education to post-doctoral research and training. With this, the size of education has become gigantic, the business of education complex, and the functions of education complicated. Education today is a mess phenomenon and its organisation is massive. Yet education in India has to grow much in its side, business and functions in years to come, as our national development is closely related to our educational development. As J.P. Naik says:

"Education is the most significant factor in development, this is equivalent to saying that entire future of the country would largely depend upon the development of Indian education." 3

EDUCATION - A PROCESS OF INDIVIDUAL DEVELOPMENT

Education is nothing but a process through which a child can have a free, spontaneous and individual development. The main success of education lies in its ability to arouse interest towards the subject by inspiring him. T.P. Nunu, who subscribes this view says that

"Education is complete development of the individuality of

---

the child, so that he can make an original contribution to human life according to best of the capacity".

TYPES OF EDUCATION IN INDIA

Broadly speaking, education is divided into three branches viz., formal, informal and non-formal education. Formal education is deliberately and consciously planned and its curriculum is pre-designed and goals also pre-determined. It comprises direct schooling and tuition intended for pupils of particular age group. For example, schools and colleges impart formal education. Informal education is predominant in developing and under-developed countries and also in advanced countries. This is also called incidental education which is received by living with others. But it is not provided consciously and deliberately. Finally, non-formal education is offered at any convenient place, time and level of understanding or psychological growth of children or adults. Education in India can be divided into the following sub-heads.

A. Pre-Primary Education
B. Primary Education
C. Secondary Education
D. Social Education
E. Special School Education
F. Rural Higher Education
G. Urban Education
H. Physical Education
I. Technical Education
J. College Education
K. University Education and
L. Research and Training.

Chart 2.1 reveals that the education system in India is interlinked with each other types of education through the nature, purpose, mode and method and objectives that vary from each other. The important arrangement in this system is educational facilities are seen both at rural and urban levels. Physical education found its place in all levels and Research and Training and is linked to both General and Technical Education.

MEANING OF EDUCATIONAL ADMINISTRATION

Education is one of the largest human enterprises undertaken by modern Government. The objectives, procedures and machinery together constitute educational administration. In the words of Kandel,

"Fundamentally the purpose of educational administration is to bring pupils and teachers together under
CHART 2.1.
EDUCATION SYSTEM IN INDIA

Education

Rural Education

Pre-Primary
Primary
Secondary

Urban Education

Special School Education

Physical Education

College Education

University Education

Research and Training

Technical Education
such conditions as well as successfully promote the end of education".

Now-a-days, the term "Educational Administration" is comprehensively used. Like administration of other affairs administration of education also consists of all those activities which are concerned with planning, organising, directing, co-ordinating and controlling of activities related to education. Further, as in another fields, administration of education also demands a high degree of natural ability, training, knowledge and experience on the part of those who are associated with it.

Educational administration is a new field of study in India. During the pre-British days, schools were run by private individuals or organisations, and there were no paid servants in schools. Teachers were independent, and adopted that profession because of love for teaching and not so much for earning money. School inspection was introduced in the country for the first time in 1843, and the first Department of Education was set up in 1856.


Educational Administration in India has not yet assumed the role of a service agency. Many educationists recognise the need to make it serviceable and efficient to implement the national objective. As Mochlman stated "Administration is essentially a service activity, and agency through which the fundamental objectives of the educational process may be made fully and efficiently realised".

Administration in India has developed certain habits of mind and stereotypes of action which has slowed down the speed and efficiency of our people in all departments of national life. This would be understandable anywhere but is specially so in the field of education which does not lend itself to the bureaucratic approach.

Similar views are expressed by many educationists of our country. Lulla remarks in his comparative study of educational administration of U.S.A. and India - unfortunately the educational institutions of India are also operating within the steel framework of bureaucratic administration. So, the possibilities for improvement are limited.

depend upon the necessary changes within the present administration.

Administration of Education, like any other field of administration is oriented to human experiences and has concern about effective management, quality output and greater and speedier development in the area that is administered. Earlier the emphasis on educational administration was laid upon direction and control, discipline and penal acts, strict and detached personnel administration and production emphasis. The outputs were conceived in a greater quantum irrespective of the size and nature of the inputs. The systems of educational administration was coloured with bureaucratism and saturated with the cult of authority and domination. The product was valued more than the process and the producers and there was little concern for consumers too.

In common parlance educational administration means the organisational set-up for the governance of educational institution. It is also associated with many synonymous words such as supervision, direction, guidance and control. It involves major facts such as personnel administration, institutional administration and financial administration.9

TYPES OF EDUCATIONAL ADMINISTRATION

Educational administration may be classified in several ways, but the best classification is that based in theory of the State because the character of administration is greatly influenced by the nature of the State. Accordingly, there are two types of educational administration known as Totalitarian type and Democratic type10.

Totalitarian Type

This is an extreme form of scientific socialism founded on the philosophies of naturalism and dialectical materialism. It has its own political, economical and educational systems.

All the members of the community should be influenced to promote and perpetuate the totalitarian ideology. Every one should receive education according to the needs of the State. This is possible when education is not only universal but also free and compulsory. The purpose of education is to impart common culture and achieve social integration. All public organisations, such as trade, industry, factory and form, are closely connected with schools and help them in all possible ways.

From the early impressionable age there should be indoctrination of the totalitarian ideology, children are exposed to intensive propaganda from their very infancy. The school can exercise a better influence than the family. All the activities of society and also of education should be related to the production of wealth. There is place for religion and absolute values of spiritual development. Labour, nature and society govern the contents of education and indoctrination is the best method of teaching.

Education administration is highly centralised which means that authority and control of all aspects of education such as the power to make laws, rules and regulations, to establish schools, to raise buildings, appoint the personnel, prescribe curricula and text books are vested in the Central Government. From the educational point of view, a centralised system of education seeks to secure uniformity and to mould the rising generation according to a preconceived pattern, its methods are those of indoctrination.

Democratic Type

Democracy is not confined to the relationship of the Government to the people, it is a way of life, which governs the political, social and moral life of a nation. Democracy
believes in the quality of all society and should be classless with no distinction of caste.

Democracy is based on popular suffrage. People are to be made conscious of their rights and duties through education, which makes them free. For effective working of democracy every individual should get a minimum of education. Education should be universal, free and compulsory. Universal education would raise people's standard of living and help in the equitable distribution of wealth. There should be liberal provisions for scholarships so that the poor can also receive this minimum education.

Education should provide equality of opportunity, which means that the weak and the excellent should not be the same but education according to the capacities and interests of individual children.

Education is not the responsibility of the school alone. The family plays an important role in developing the child's capacities during the early years. Later as the school is taken over, yet the role of the family still continues. Democracy stands for the development of individuality so that it can contribute to social welfare. It is therefore necessary that the child should enjoy complete freedom from the external imposition of adult
standards. In the democratic system child is allowed to develop from within according to his nature, needs and capacities. The teacher should work as a guide and not as a master or authority. He is not a policeman to watch over the observance of rules and regulations but a gardner nursing lovingly his tender plants and shaping their personalities.

Totalitarianism gives no importance to the individual, he is kept sub-servient to society. In a democracy neither the individual nor the society is considered superior to the other. They are both independent and there is no antagonism between them. So, education should meet individuals needs as well as the demands of society. Education is based upon the social culture. Totalitarianism, believes in a fixed and rigid culture, forcefully imposed on all the people uniformly. In democracy, culture is dynamic and growing as a result of mutual impact of rigidity of curriculum and methods result in the imposition of uniformity, which obscures individual potentialities. Democratic education believes in the full growth of individual powers and capacities and aptitudes of child.

PRINCIPLES OF EDUCATIONAL ADMINISTRATION

Principles of administration may be regarded as general guidelines to possible action in specific
situations. The wise and modern administrator is one who can identify and use the principles if and when relevant to particular situations. This is because there can be no rule of the thumb in the application of principles and no one principle can suit all administrative situations. The following principles are, therefore, offered as a guide to the organisation and control of educational practice.\(^\text{11}\).

THE FUNDAMENTAL PRINCIPLES

The fundamental principles are some of those principles that are applicable to the organisation and control of education. They are sometimes referred to as "Universal Principles" of administration. These include Responsibility, Delegation of Authority and Communication.

Responsibility

The Principle of Responsibility holds that at all times and at all levels of organisation, each person in his own area and capacity must act responsibly. Each person in his sphere of influence and acts within it, performing dutifully and seriously the tasks demanded by the position and responsibility and that of others above and below him.

---

Delegation of Authority

Delegation of Authority is essential to educational administration because no person can do every thing in any complex educational organisation. Excessive centralisation of authority weakens a system and makes room for incompetence and inefficiency.

Communication

Easy and quick flow of information is essential to every modern organisation because people must know the what, why, how, when, who, where, of the place which they function. Communication enhances democratic administration because it encourages deliberation, consultation, opinionation, etc., among all those who have responsibility for aspects of the administration.

THE HUMANITARIAN PRINCIPLES

Beginning from the Human Relations Movement, organisations became aware of the implications of the principle that 'The worker must be seen first as a human being and then as a worker'. The humanitarian principles focus on decision-making in organisations. The educational administrator must know how and when to make decisions for
himself and how and when others must make decisions for his or for themselves. The three principles under the Humanitarian Principles relates to Democracy, Justice and Human Relations.

Democracy

The basis of the democratic principle is the recognition of individual worth. In education, as in all social organisation, the democratic principle demands that all those that will be affected by a decision (law, rule, regulation, decision) must have a say in the formulation and development of the decision.

Justice

Justice in educational administration implies rigidity to established rules and regulations without victimization or repressiveness. The principle of justice relates to the application of group norms to individuals. In the application of the norms, justice demands equity, fairplay, and no favour.

Human Relations

The principle of human relations holds that 'friendliness begets friendliness'. This principle relates
to the principle of justice and fairplay. Since nearly 75 per cent of the educational administrator's time is spent with or for human beings, who have individual needs, expectations, backgrounds, feelings, emotions and interests, the administrator must learn how best to relate to the individuals in order to make the best out of them.

THE PRUDENTIAL PRINCIPLES

This principle enjoins the educational administrator to 'curb your heart and use your head' on all educational issues. Prudential administration in education relies on economy, responsibility, loyalty, and proper methods of staffing.

Economy

The resources available to education are not unlimited. They must be used with caution and very optimally.

Responsibility and Authority

This principle demands that all responsibilities must be accompanied with commensurate authority to exercise it. Each person must know to whom and for what he is
responsible, and knowing that, he must be encouraged with appropriate support and means to carry it out.

Loyalty

The good administrator must learn how to harness the loyalty of the members without frustrating or exploiting such loyalty.

Employment of Staff

The Principle of Staffing requires the administrator to ensure 'the right man in the right job'. One of the problems of educational administrator is inadequate staff development and personal policies. The good administrator must ensure proper development and maintenance of staff based on proper personnel policies.

THE PRINCIPLES OF CHANGE

The principle of change recognises that there are innumerable forces that demand change in education. The problem of educational administration, therefore, is how to determine and implement necessary change without off-setting the stability of education.
Adaptability

This principle reminds the administrator that an educational organisation must be adaptable to change if it must ensure its utility or relevance to the society.

Flexibility

Related to adaptability, flexibility points to the situational nature of change and development in the school system. The good educational administrator suspects uniformity and the copying of fixed models and standards. He is wary of the tenacious tendrils of quick transplantation and adaption of immature or abrupt models or changes.

Stability

Stability emphasizes the need to conserve the good in the past. Certain educational goals, practices and programmes have proved very useful in the past. Such may be preserved to ensure stability in the organisation.

BUREAUCRATIC PRINCIPLES

Administration both in the public service and in education in the developing countries is pervaded by the
tenets of bureaucracy. The key elements of the principles of Classical Bureaucratic administration as laid down by Max Weber, when translated in educational administration, includes (i) stipulated rules, (ii) Division of labour based on Functional Specialization, (iii) Hierarchy of Authority, (iv) Employment and Promotions of Staff based on Technical knowledge, (v) Impersonality in official matters, (vi) Emphasis on Documentation and written Documents.

EDUCATIONAL ADMINISTRATION IN INDIA

Educational effort in India is organised, administered and supervised by four types of agencies. Their functions and responsibilities, though different and distinct, quite often overlap, for none of them is singly and wholly responsible for policy-making, operation and finance. These four types of agencies are: (1) The Central Government, (2) The State Governments, (3) Local Bodies and (4) Private Enterprise.

THE CENTRAL GOVERNMENT

Historical Retrospect

During the British regime the alien Government was not interested in educating the Indian masses, save some upper
classes for the limited purpose of providing junior officials for its own administration and to keep its hold on India. Rippon, was the first man, who paid much attention on Indian education. He placed primary education under the local bodies in 1883. Educational administration was highly centralised, the provinces were merely carrying out the policies of the Centre. The whole initiative, policy-making, organisation and administration, were dictated by the Centre as it suited its purse and purpose. In 1901 the post of Director General of Education was created and in 1910, the department of Education was established under the auspices of a Member of the Viceroy’s Executive Council. In the same year a Secretary was appointed to look after the Department of Education, Health and Lands.

The Government of India Act 1919 introduced a new concept of responsibility - advisory and co-ordination. According to the provisions of this Act, education, with a few exceptions, became a provincial and transferred subject in charge of Minister. So, in 1921, because of the dual administration set-up in the country, State Legislative Assemblies and the Ministry of Education came into existence. In the same year, the Central Advisory Board of Education was set-up as an instrument for the discharge of the Centre’s advisory functions. In 1929, the Hartog Committee recommended the reviving of the Central Advisory
Board of Education and setting of an Education Advisory Council and this was done in 1935. In 1944, the Sargent Commission defined national development as the goal of education and also recommended that the administrative issues should be further liberalised. It was suggested that the activities of the University and higher technical education should be co-ordinated on an all India basis; cooperation between the Central and Provincial Governments was emphasised. The desirability of an Education Advisory Board for the whole province was stressed. In 1945 a separate Department of Education was created and the Educational Advisor to the Government of India was appointed as the Secretary of the new Department of Education.

With the advent of independence in 1947, a full-fledged Ministry of Education and Scientific Research was established. The Centre's interest in education continued to grow. However, we find considerable overlapping in the efforts of the Centre and the States of the Union, specially in the matter of reorganisation of education. The Centre issued directions without sharing responsibility. The States looked at this with suspicion. They wanted to retain the power that they had been enjoying for long. The result was that even after the constitution of India came into force the Centre adopted as isolationist policy and gave no help to the States in the matter of education.
With the launching of the Five Year Plans the policy changed. The Centre allotted funds to the States, specially for expansion and development of universal primary education and social education of the adults. With the control of these grants the Centre started supervising education in the States. The Centre's educational activities expanded and the Central Ministry of Education was reorganised from time to time. It discharged its responsibilities through the appointment of advisory councils for several purposes and continued to help the States with funds, technical advice, co-ordination and co-operation.

At present the Central Ministry of Education is a part and parcel of the Ministry of Human Resource Development. Which was created by the Congress (I) Government under the Prime Ministership of Rajiv Gandhi in 1985. The newly created Ministry of Human Resource Development is the outcome of the firm belief of the then Prime Minister that the greatest wealth of a nation is its people and therefore, the basic task of development is upgradation of human resources.

CENTRAL ADMINISTRATIVE MACHINERY OF EDUCATION

The Department of Education in the Ministry of Human Resource Development is run by the following administrative machinery.
The Minister of Human Resource Development

He is a person chosen by the Prime Minister from either house of the Parliament and appointed by the President. Sometimes he may not be the member of either house of the Parliament. But within six months after his appointment he should become a member of the Parliament. Generally he may be of the cabinet rank. He is assisted by a Minister of State and a Deputy Minister. With their help and that of the Education Secretary, he frames policies and takes decisions on the advice given by the various advisory councils. He also disburses grants within the frame-work of the budget.

The Secretary - Ministry of Human Resource Development

He is the administrative head of the ministry. He exercises general supervision and control over all the various activities and divisions of the ministry. All the submissions to the Minister have to be routed through him. He is assisted by two joint secretaries, three education advisers and three directors. The work of the various divisions of the ministry is allocated to these administrative officers. The number varies from time to time.
The Educational Advisers

These advisers hold charge of distinct divisions of the ministry. They are in the rank of joint secretaries. Besides co-ordinating the work of their divisions they are associated with the advisory councils, and as their designation implies that their duty is to tender advice on educational matters to the Minister through the Secretary. The advisers are assisted by a number of deputy, assistant and under-secretaries, holding charge of their respective subjects. In this category also fall the Deputy Education Advisers.

The Attached and Subordinate Offices

The Department of Education in the Ministry of Human Resource Development like other ministries, has a number of attached and Subordinate Offices under its control. Through these offices are conducted the policies and activities of the ministry. These offices are responsible for implementation of policies and detailed execution of the decisions and programmes of the Government.

The Ministry of Human Resource Development at present
looks after about fifty subjects regarding education, of which the most important are the following:

1. School Education,
2. Higher Education,
3. Technical and professional Education,
4. Social Education,
5. Physical Education,
6. Youth Welfare,
7. Book Promotion,
8. Educational Research,
9. Languages,
10. Co-operation with UNESCO,
11. Scholarships,
12. Exchange Programmes,
13. Cultural Affairs,
14. Archaeology, and

SOME ADVISORY BODIES OF THE CENTRAL GOVERNMENT

The Central Government discharges its functions and responsibilities through several advisory councils and statutory organisations. Of these the following are more important:

1. Central Advisory Board of Education (CAB),
2. Central Board of Secondary Education (CBSE),
3. University Grants Commission (UGC), and

1. Central Advisory Board of Education (CAB)

The Central Advisory Board of Education was established in 1920. Its main function was to tender advice to the Provincial Governments. It was abolished in 1923 as a measure of economy. Later on, as a result of the recommendations of the Hartog Committee (1928), it was reviewed in 1935 and has been in existence ever since.

The resolution says "The Government of India feels that there was need for review and reform in the system of education, comprehensive examination of educational problems and the Central Government should play its part in educational reconstruction. The most valuable contribution towards the right development of education in India can more from a clearing house of ideas and information like the Central Advisory Board."\(^{13}\)

\(^{13}\) Ibid, p.119.
Composition

The Minister of Human Resource Development is the Chairman of the Central Advisory Board of Education. Other members include - Minister of State and Deputy Minister of Ministry of Human Resource Development as representatives of the Government of India; Minister of Education of each State and one representative of each of the Union Territories as Representatives of State Governments; Six elected members of Parliament (two from Rajya Sabha and four from Lok Sabha); Two members of the Inter-University Board; Two members of the All-India Council of Technical Education; One from the Indian Council of Technical Education; One from Medical Council of India; Sixteen ex-officio members, such as the Chairman of UGC, Education member of the Planning Commission etc.; Sixteen Educationists nominated by the Government of India; Member-Secretary-Educational Advisor, Government of India.

All the members, except the ex-officio members, hold office for three years. The Education Secretary of the Government of India prepares the agenda with the help of the Member-Secretary. The Board appoints adhoc committees to prepare the broad outlines of the advice which will be tendered to the Government.
Functions

The functions of the CAB are (i) To advise on any educational question which may be referred to it by the Government of India or by any Local Government; (ii) To call for information and advice regarding educational development of special interest and value of India; and (iii) to examine this information and evaluate it with recommendations to the Government of India and the local government.

These functions have been deliberately defined broadly so that the Board remains a live organisation endowed with incentive and growth. It should, however, be noted that the Board's recommendations are only advisory and not binding on the Government.

2. Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education was established to cater to the educational needs of those students who had to move from State to State due to their parent's transfer, etc. It has been making significant contribution towards raising the standard of education, specially secondary education, improvement of curricula, text-books, methods of teaching and evaluation.
The Board conduct the All-India Higher Secondary Examination and the Higher Secondary Technical Examination. It also conducts the Matriculation and Higher Secondary (Part I & II) Examination for schools in Union Territories. Besides conducting these examinations, the other important activities of the Board are examination reforms and orientation courses of teachers of affiliated schools. It is planning to introduce physical education as an elective subject for the Higher secondary Examination and job-oriented courses for its examinations. Work experience is also receiving its active consideration.

3. University Grants Commission (UGC)

As a result of the recommendations of the Sergeant Report, an advisory committee was set up in 1945. Its function was to make recommendations for grants to be paid to the various Universities. The Ministry of Education forwarded these recommendations to the Finance Ministry, which judge them for itself. Radha Krishnan Commission (1949) recommended the establishment of University Grants Commission with its own funds and this was done in 1953. The UGC was established for the purpose of allocation and disbursement of grants to universities as well as for the purpose of co-ordination and maintenance of a statutory body by an Act of Parliament passed in 1956. (Act III of 1956)\(^\text{14}\).

---

\(^\text{14}\) Ibid, p.121.
Composition: The UGC consists of nine members appointed by the Government of India. Of these, not more than three are from the Vice-chancellors of Universities, two are officers representing the Government of India and the remaining are from reputed educationists and persons of high academic distinctions. The chairman is a non-official nominated by the Government.

Function: The functions of the UGC may be briefly stated as follows:

1. Promoting and co-ordinating university education throughout the country.

2. Determining and maintaining standards of teaching, examinations and research in universities.

3. Inquiring into the financial needs of the universities, and colleges, to allocate and disburse grants out of its funds for the maintenance and development of Universities and colleges, or for any other specific purpose, such as buildings, equipment, libraries etc.

4. Recommending to the universities and colleges measures for the improvement of standards and advise necessary action in that direction.
5. Advising the Government of India and State Governments on the allocation of special grants out of their consolidated funds,

6. Advising on the expansion of existing universities and establishment of new universities in the country.

4. National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training was established in 1961. The Council consists of the following members.

A. President - The Minister of Human Resource Development
B. Chairman of the University Grants Commission (ex-officio).
C. Secretary to the Minister of Human Resource Development (ex-officio).
D. Four Vice-Chancellors of Universities, one from each zone, nominated by the Government of India.
E. One representative of each State Government and union territory with a legislature, who shall be the Education Minister (or his representative), and in the case of Delhi, the Chief Executive Councilor.
F. All members of the Executive Committee are not included in the above.

G. Such other persons, not exceeding twelve, as the Government of India from time to time nominate. Not less than four of these shall be school teachers.

There are one whole-time Director and a Joint-Director of the council who look after day-to-day administration.

There are two important committees of the council, viz., the Executive Committee and the Programme Advisory Committee.

Functions of the Council

The main functions of the NCERT are:

1. To assist the Ministry of Human Resource Development in the formulation and implementation of its policies and programmes in the field of school administration;

2. To develop necessary research, experiments, pilot projects, advanced training and extension services;

3. To maintain close liaison between the central ministry and the State Education Departments and Universities.

To discharge these functions the NCERT organises and undertakes educational studies, investigations and surveys;
conducts pre-service and in-service training of an advanced level; organises extension services for institutions, disseminates improved educational techniques and practices, assists State Education Departments, Universities and institutions, publishes books, periodicals and other educational literature and acts as a clearing house for ideas and information on all matters related to school education.

EDUCATIONAL ADMINISTRATION IN ANDHRA PRADESH

It is the duty of the government to promote education of the people of the States as well as the development of institutions devoted towards that purpose and to secure the effective execution by itself, by local authorities and by private bodies under the overall control and direction of the Government. Such education should help the fullest development of society and individual consistent with our national goals and aspirations, it should emphasise the importance of education being developed as an instrument of establishing and strengthening a secular, democratic, casteless and socialistic pattern of society and also national integration.

The educational system should be firmly linked with all levels including science and technology, developing at the
same time the spirit of scientific temper. The educational system should promote responsibility among the labour, productivity oriented and for this purpose a strong programme of work experience is being incorporated into the syllabus right from the beginning of the school education as suggested by the Education Commission (1964-66). The educational system should also place emphasis on the inculcation of moral and spiritual values and protection in children. Vocational guidance and the counseling should be provided at school level so as to enable the parents in sending their children to suitable streams of academic courses.

Keeping the above objectives in view, syllabus was prepared for different stages of education viz., Pre-primary, Primary, Secondary, Junior colleges and Universities.

With the increasing need for education, there has been a tremendous expansion in the field of education in terms of number of institutions, enrollment of children and appointment of teachers. This unprecedent growth in the field of education develops an effective educational administration in the State.
Administrative Set-up : Progress and Present Status

The administrative structure of the state education system is the synthesis of the different patterns that prevailed in the Nizam's Dominion and the Andhra Region before 1956. The synthesis came into effect in 1956, when the Telangana and the Andhra regions were merged leading to the formation of the State of Andhra Pradesh in 1956. In the Nizam's Dominion of which Telangana was a Part, there was an Education Department that was in charge of educational matters. The key functionaries were the Education Secretary and the Director of Public Instruction assisted by a number of subordinate officers. At the District level there were District Educational Officers (one in each district), who were assisted by the Inspectors and Deputy Inspectors. The Revenue District was co-terminus with the Educational District.

The Andhra Region was governed by the pattern that was existing in the composite state of Madras. There was a Director of Public instruction at the headquarters, and further down, there were Regional Deputy Directors, the District Educational Officers and Deputy Inspectors. The education district did not synchronise with the revenue districts in the composite State of Madras. Educational Districts were created depending upon the number of schools.
In a revenue district there may be one or more educational districts.

At the State level, after the formation of Andhra Pradesh, the Department of Education was created which was headed by a Minister, generally cabinet rank. The Minister is assisted by an I.A.S Officer as Secretary to Government, who in turn is assisted by Joint Secretaries, Deputy Secretaries, Assistant secretaries, Section Officers and other subordinate staff. All branches of education viz, Primary, secondary, higher and social education were brought under the purview of the department at the secretariat level. In all there are about 22 sections in the Education Department that took care of all educational matters.

Secretariat:

The Educational Secretariat has the responsibility for evolving general policies and plans, introducing legislative measures and serving as a liaison between the education minister and the various Directorates, that deal with the executive aspects. This role of the secretariat and also its internal structure continues even today.

Directorate:

The Directorate of Education was the chief executive body responsible for the implementation of the policies...
framed by the Education Department and to administer the primary, secondary and higher education of all government and private institutions. The major functions of the directorate were organisation, inspection, supervision and discipline. At the headquarters there was a Director of Public Instruction who was assisted by four Deputy Directors, one Assistant Director, three Assistants and three Special Officers, each of whom was in charge of defined functions.

Field Level Organisation in 1956

During 1956, there were 5 Regional Deputy Directors of Education, each of whom supervised over the work of around five District Educational Officers. There were 30 District Educational Officers at that time, including one Agency Educational Officer. This was because some of the districts were divided into two or more educational districts. Further down there were 5 Inspectors of Girl’s schools and 82 Deputy Inspectors.

Changes in Educational Administration and Management after 1956

Since independence, efforts were directed towards effecting changes in educational administration and
management by involving the local bodies in order to ensure the involvement of the community for better functioning of educational institutions. In 1959, the concept of local self-Government gained prominence and the Panchayat Raj institutions were created in the form of Zilla Parishads and Panchayat Samithis. Subsequently, in 1961-62 number of Primary and secondary schools were placed under the panchayat raj bodies. This change however, did not result any significant modification on the structure of the administration either at the State or at the regional level, but is certainly did necessitate alteration below the level of District Educational Officer. The post of Deputy Secretaries (Education) was created in each of the Zilla Parishads. The Deputy Secretaries (Education) who were employees of education department were to look after the administration of the Zilla Parishad Secondary Schools and also provide technical guidance to Zilla Parishads and also to be a liaison between the Zilla Parishads and the education department. The Deputy Inspectors having jurisdiction over the panchayat Samithis and also to serve hence forth in the capacity of the extension officers (Men), besides performing their task of inspection. The reorganisation of the jurisdiction of the Deputy Inspectors was brought about in the rural areas, so as to make their range co-terminus with the Panchayat Samithis. Therefore, under the new set-up the number of ranges of Deputy
In 1965, radical changes were made in the educational administration, both at the State and the District level. These modifications were made in response to the proposal made by the Director of Public Instruction. The objective of the reorganisation was to strengthen the District Administration.

The Directorate of Public Instruction was bifurcated into two viz., Directorate of Public Instruction and the Directorate of Higher Education. In accordance with these changes, a distinct division of functions was made. Accordingly all the colleges of Arts and Science, Education, Oriental and Training colleges were placed under the control of the Directorate of Higher Education. Besides these other subjects which came under the control of its Directorate of Higher Education were post matriculation scholarships, the State Council for the Educational Research and Training and
the remaining were kept with the Director of school Education.

Re-Organisation in the District

At the district level separate position for inspection and for administration was created with a view to toning up the academic standards in secondary and training schools. Under this scheme the posts of Officers of the five Regional Deputy Directors of public instruction, the Deputy Directors of Public Instruction and the inspectresses of Girls schools were abolished.

The posts of the District Educational Officers were upgraded to the status of Deputy Director of Public Instruction and the District Educational Officers were made responsible for all educational matters relating to their respective districts. The educational district was synchronised with the revenue districts. Consequently, the number of District Educational Officers now became 23, including to the one who was incharge of twin cities.

Further with a view, to facilitate the task of inspection of secondary and training schools in the revenue districts, posts of Gazetted Inspectors of schools were
created including one woman officer for each district. Each Gazetted Inspector was to inspect 40 to 50 schools.

Block Level

Before 1965, the Deputy Inspector of Schools in the Panchayat Samithis had to play a dual role of both as an inspecting officer and an educational advisor to the management. Being a subordinate for the Samithi management he could not point out the defects in the educational institutions and see to its rectification effectively with a view to streamlining the educational administration at the block level, the important change of separation of administration from the academic guidance was brought in the year 1965.

According to the reorganisation, office of the Deputy Inspector of schools were opened at each block headquarters in addition to the Extension Officer (education), already functioning. The duties and responsibilities of these two officers here in below clearly demonstrated. The Extension Officer (education) was entrusted with the task of administration of schools and the Deputy Inspectors of Schools were entrusted with the task of academic inspection. The Deputy Inspectors were made accountable to the District Educational Officers directly and were to be completely
independent from the Samithi President / Block Development Officer of the Samithi. However the Extension Officer (education) continued to work under the control of the Samithi President and Block Development Officer.

Organisational Changes in 1967

The bifurcation of Directorate posed certain problems in the effective implementation of the educational policies and the functioning of the department. To overcome such problems the offices of the Directorate of Public Instruction and Directorate of Higher education were amalgamated into one Directorate of Public Instruction. The creation of the State Council of Educational Research and Training is one of the major step towards the development of Education. The creation of SCERT is done with a view to act as an academic wing of the education directorate on the line of NCERT at the national level.

Changes in 1971

This situation existed more or less the same until 1971, when a few significant changes were made. First of all there was a partial bifurcation of the Directorate of Public Instruction which was more "Functional" in nature, rather than an "organic" separation correspondingly, therefore, a new arrangement was made in the education
secretariat itself. Under the new system, a post of the Educational Adviser was created in the Secretariat. An officer of the I.A.S. rank took over as the Educational Adviser and Director of Higher Education - cum - Ex-officio education Secretary.

This change was also necessitated, because a two-year intermediate course was introduced during 1969-70 and this aspect of higher education had to be given greater attention too. Therefore, all the functions of the Director of Public Instruction concerning higher education in the state, including junior colleges were now entrusted with the educational Adviser, who was designated as Director of Higher Education.

Changes in 1975

In 1975, the Directorate of Public Instruction was bifurcated again into Directorate of Higher Education and Directorate of School Education.

A post of an Additional Director for Primary Education was also created. This bifurcation seems to have been made due to tremendous expansion of Primary, secondary and higher education. In order to streamline the administration at these levels, an organic division of Directorate of Public
Instruction into Directorate of School Education and Directorate of Higher Education was felt necessary. While the organisational structure at the district level and the block level that were devised in 1965 continues to be in vogue without any change.

Changes in 1987

With a view to restructure the Panchayati Raj set up in the State, the Government of Andhra Pradesh have brought out a new legislation, on the basis of the recommendations of the Ashok Mehta Committee called the Andhra Pradesh Mandal Praja Parishads, Zilla Praja Parishads and Zilla Abhivrudhi Sameeksha Mandals etc., Act 1986 by replacing the Andhra Pradesh Panchayat Samithis and Zilla Parishads Act, 1959. This Act has come into force with effect from January 15, 1987. Accordingly the Zilla Praja Parishads and Mandal Praja Parishads have come into vogue in the place of Zilla Parishads and Panchayat Samithis respectively.

With the establishment of Mandal Praja Parishads in the place of Panchayat Samithis, some important changes have been made in the administrative structure of Primary education at Mandal level. The entire responsibility of

Primary Education has been transformed to the Mandal Praja Parishads from Panchayat Samithis. Accordingly the posts of Block Development Officer, Deputy Inspector of Schools are abolished and the posts of Mandal Development Officer and Mandal Educational Officer were created. The Administrative functions of the Primary education is vested in Mandal Development Officer and the supervising and inspection powers of the Primary schools are vested with Mandal Education Officer.

Present Organisational Set Up

At present the Development of Education is put under the Jurisdiction of three ministers viz. Minister for Elementary Education, Minister for Higher Education and Minister for Technical Education, three are of cabinet rank. The powers and functions are clearly distributed between the three. Administration of Primary and Secondary education is vests with the Minister for Elementary Education whereas the Collegiate Education is vested with the Minister for Higher Education. The Technical Education is put under the control of Minister for Technical Education.

The principal Secretary to the Government in the Department of Education is the Chief authority at
secretariat level. He is assisted by so many subordinates as stated in the Chart 2.3.

At the Directorate level the existing system of 1975 has been continuing till today.

Special Institutions and Organisations

State Council for Educational Research and Training

Education is an ever growing and ever changing subject. It at times develops more faster than we imagine the rapidity of communications, knowledge from the different corners of the globe never confines itself to be place of origin. Scientific inventions, political philosophies, ways of life, culture of one nation etc., spread all over the world. They are easily learnt and made use of by others.

Andhra Pradesh is no exception to this phenomenon. It has to always keep its educational system abreast of times and meet the needs and also face the challenges. To meet the emerging needs of a democratic society in the post independent era, the Education Department had to create number of specialised agencies such as (1) State Evaluation unit (2) the State Institute of Education (3) State Science
Education Unit and (4) State Bureau of Educational and Vocational Guidance. Different agencies working in their own way could not lead an integral approach which was essentially required for improving educational standards. The Government of Andhra Pradesh, therefore, thought it necessary in 1967, to merge all these units into one organisation and established the State Council of Educational Research and Training. To these main 4 departments, 6 more departments viz., Department of Psychological Studies, Department of Curriculum & Textbooks, Department of Statistics, and collegiate cell were added and 10 departments are now functioning in the SCERT.

Objectives of SCERT are:

1. To design and organise inservice training programmes for teachers at the Primary, Secondary and college levels, to develop teacher competency, with a view to improve classroom instruction.

2. To undertake action research projects on instructional practices and educational problems such as wastage and stagnation, experimental curriculum and work experience.

3. To provide academic guidance to educational institutions and teachers through extension service programmes.
4. To disseminate information through publications on innovative practices in education and other helpful material on evaluation, science education, work experience non-formal education, school complex, institutional planning of primary education, instructional material, unit plans etc.

5. To collaborate with other national and international programmes with a view to introducing new techniques and modernising the content of education.

6. To take up any other academic programme as and when the occasion demands.

Board of Intermediate Education, Andhra Pradesh

Andhra Pradesh is one of the first states which adopted the 10+2+3 pattern of education. The then existing higher secondary schools and multipurpose schools were either converted as intermediate junior colleges or were downgraded as normal high schools with (SSC) X class as the highest. Similarly the degree colleges which had pre-university course classes attached were asked to convert them into 2 year intermediate classes. This new change in pattern was introduced during the year 1970-71. The Board of Secondary Education was there to look after the academic and examination matters of the Secondary schools. The
concerned universities were taking care of the degree classes. There arose a need for a board to deal with these matters at +2 stage. This resulted in the creation of the Andhra Pradesh Board of Intermediate Education.

The Board consists of Chairman - Honourable Minister for Education. Ex-officio Members

1. Vice-Chairman - Secretary to Government in the Education Department.
2. Director of Higher Education
3. Director of School Education
4. Director of Technical Education
5. Director of Medical Services
6. Director of Industries
7. Director Agriculture
8. Director of Telugu Academy
9. Secretary, Board of Intermediate Education.

Nominated Members:

1. One person to be nominated by the Government to represent the Finance Department
2. One person to be nominated by each one of the universities in the state to represent the university concerned.
3. Two principals from Telangana area.
4. Six principals from the junior colleges or other affiliated colleges nominated by Government of whom at least one shall be a principal of women's junior college and one shall be a principal of a junior college under private management.

Co-opted Members

Not more than 3 persons possessing expert knowledge in the subjects included in the courses of study to be co-opted by the board of whom one shall be a person residing in Telangana area of the state.

The powers and Functions of the Board

The Board of Intermediate education exercises powers relating to:

1. All matters concerning to the intermediate examinations,

2. Affiliated colleges,

3. Inspection of Junior colleges to ensure that proper standards of instruction are maintained in them,

4. adopt measures to promote physical moral and social welfare of students in the junior colleges or other affiliated colleges,
5. award scholarship, medals, prizes to the meritorious students,

6. submission of annual reports to the Government etc.

Andhra Pradesh Residential Educational Institutions Society

In a country which is wedded to the ideals of democracy and socialism, the gap between the "haves" and "have nots" the "privileged" and "under privileged" has to be bridged sooner or later. The Government of Andhra Pradesh realising this in the field of education where the children of the privileged living in urban areas have better opportunities when compared to the vast majority of the children in rural areas, established the Andhra Pradesh Residential Educational Institutions Society (APREIS) in the year 1972, to cater to the needs of bright rural children.

Aims and Objectives

The aims and objectives of this society are:

1. to establish, maintain, control and manage residential schools and colleges on Gurukula lines or the Tapovana concept, for the talented and meritorious children residing within the State of Andhra Pradesh and to do
all acts and things necessary for, or conductive to, the promotion of such schools;

2. to affiliate and to accord recognition to similar residential schools and colleges established and run by any private person in the state;

3. to prepare, introduce, supervise and modify from time to time, curricula, syllabus and other programmes like the scheme and conduct of examinations, in regard to the education of pupils in the residential schools and colleges established by, affiliated to recognized by the society;

4. to organise and conduct study courses, conferences, lectures, seminars, workshops, study tours and the like, for the benefit of the staff and students of the residential schools;

5. to create teaching, administrative, technical, ministerial and other posts under the society and in the schools and to make appointments, promotion and transfers there to and to arrange training for the staff therein;

6. to constitute such committees, or other bodies as may be deemed fit and to prescribe by rules of the society its power, functions, tenure and other matters;
7. to acquire, hold and dispose of property in any manner whatsoever for the purposes and in pursuance of the advancement of objects of the society;

8. to maintain a fund to which shall be credited (a) all moneys provided by the Central and State Governments, (b) all fees and other charges received by the society (c) all moneys received by the society by way of grants, gifts, donations, benefactions, bequests or otherwise (d) all moneys received by the society in any other manner or from any other source.

Abhyudaya Pradhamika Vidya Samstha

The Abhyudaya Pradhamika Vidya Samstha was created by Government of Andhra Pradesh in June 1978, to revamp and revitalise education at the primary level. It aims at the all-round development of the child's personality - physical, mental, intellectual, cultural moral purposeful activities, respect for the dignity of the individual, faith in man's ability to make rational decisions and real achievements.

Telugu Academy

The reorganisation of States with effect from 1st November, 1956 united all the Telugu speaking people. The
State of Andhra Pradesh came into being from that date. The idea of linguistic states is based in the idea of making the common man's language, "Telugu" as the language of administration. This resulted in the need to modernise the Telugu language. Government of Andhra Pradesh, therefore, appointed a committee in 1966 headed by Sri J.P.L.Gwyn, I.C.S., former Secretary, Education Department, Government of Andhra Pradesh to suggest as to how best Telugu could be modernised to be used (1) as medium of instruction at all levels of education and (2) as language of administration. In one of the recommendations the Gwyn committee suggested the starting of a State Institute of Telugu. The Government of Andhra Pradesh accepted the recommendations and established a state Institute of "Telugu Academy" in the year 1968. The objectives of the Academy are basically threefold:

1. To modernise Telugu so as to make it a powerful medium of instruction and language of administration at higher levels.

2. Helping the universities in switching over to Telugu as medium of instruction by preparing and publishing the necessary text books, reading material, reference books, dictionaries and the like.

3. Co-ordinating with the Government in the use of Telugu as the language of administration.
Constitution of the Board

The Board consists of the following who are drawn from both official and non-officials.

Ex-officio Chairman - Hon'ble Minister for Education, Government of Andhra Pradesh.

The first Vice-Chairman will be Vice-Chancellor on rotation (for a period of two years). The Education Secretary will be the second Vice-Chairman.

Ex-officio Member Secretary - Director of the Telugu Academy.

Ex-officio Members -

Vice-Chancellors of all the State Universities,
Director of Higher Education,
Director of Technical Education,
President of Sahitya Academy,
President of Science Academy,
Secretary, Education Department,
Government of Andhra Pradesh,
Dy. Secretary, Finance Department,
Dy. Secretary, Law Department,
A nominee of the Ministry of Human Resource Development, Government of India,
A nominee of University Grants Commission,
Five nominated non-official members, and
Secretary Official languages.
There are two standing committees of the Board, one for Administrative matters and the other for Academic matters.

1. **Standing Committee Administrative matters**

   **Chairman** - Secretary, Education Department
   **Member** - 1. Director of Higher Education
                2. Dy.Secretary of Finance Department
                3. Chairman of the other Standing committee
                4. Director of the Telugu Academy as Member-Secretary

2. **Standing Committee for Academic matters**

   **Chairman** - One of the nominated non-official member
   **Members** - 1. Secretary, Education Department
                 2. Four non-official members
                 3. Director of Telugu Academy as Member-Secretary.

The Academy has three departments to perform its duties.

1. Research department
2. Teaching and Training department
3. Publications department.

**LOCAL BODIES**

Since the inception of Panchayati Raj in India the local bodies have been playing a significant role in
administering the primary and secondary education. Municipalities in Urban areas, Zilla Praja Parishads and Mandal Praja Parishads in rural areas are administering the secondary and primary education. The Zilla Praja Parishads are the chief concern to the secondary education while the Mandal Praja Parishads are to the primary education in Andhra Pradesh.

PRIVATE AGENCIES

Private agencies have played a very important role in education in India. In ancient and medieval times educational institutions were wholly private. They received land and other grants from the rulers but were free from their interference. The East India Company being a commercial organisation never accepted educational responsibility. The Christian missionaries, however, worked very diligently to spread educational activities in the country, though with the motive of conversion. Besides them some British officials and non-officials established educational institutions, perhaps with the idea of encouraging private enterprise among Indians. A few Indians came forward to establish schools to impart English education.

After independence the policy of grant-in-aid became more vigorous. The Government and private agencies have
been working together in close co-operation. Private agencies have played a predominant role in all fields of education and at all stages from the primary to the university all over the country. There has been a very large expansion both in the number of schools and the students.

Private agencies are registered bodies and have their own selected or otherwise appointed Managing committees. They are required to fulfill certain minimum requirements for recognition by government to qualify to receive grants. They provide buildings and equipment from their own resources and employ and control their staff in accordance with prescribed conditions. They are authorised to charge fees at prescribed rates.

These private agencies are of several types. Schools and colleges are run by the Christian missionaries, well-established societies and trusts like the Arya Samaj, Ramakrishna Mission, Deccan Education Society, etc. There are smaller registered societies. There are the "public" schools providing good education without assistance from the government. Recently there has grown a large number of coaching institutions, which prepare private students to appear at various university and board examinations.
AN OVERVIEW

In this chapter, an attempt is made to present the meaning and principles of Educational Administration. Administrative system of Education at Central and state levels is also presented to have a clearcut idea about the system of educational administration in India. The role of local bodies and private agencies in educational administration has been presented in brief.