

Educational Administration in Saran District: An Overview Analysis

Sunita Kumari

Guest Faculty, Department of Geography, Rajendra College, JPU, Chapra

Abstract:

Educational administration is the organization structure for the administration of educational institutions. It is also connected with the synonymous words like supervision, direction, guidance, coordination and as well as control. It connected with personnel administration, institutional administration and financial administration. Education has always been given an important place in the development of human resources in society. Administration is essentially, a service activity and agency through which the objectives of the fundamental educational process can be fully and efficiently realized. The present paper has attempted to study overview of educational administration in saran district. The study has covered the scope and functions of educational administration, principles of educational administration and discussed important advisory bodies in Saran district.

Key Words: Administration, education, democracy, planning, functions.

Introduction:

Education has always been given an important place in the development of human resources in society. The provision of basic education for all continues to be a matter of grave concern in India, especially in Bihar. The country's commitment to the goal of providing "education for all (EFA)" does not require any kind. This has also been clarified in various policy statements including the National Policy on Education (1986) (Sood and Shukla, 2006). Due to this commitment, the Government of India passed the Right to Education (RTE) Act in 2010, to provide free and compulsory education up to the age of 14. Despite significant efforts from the central government and state governments, the EFA target remains to be achieved. Bihar's poor performance in achieving high literacy rates and imparting free and compulsory education can be seen in favor of supply as well as demand. The supply aspect includes availability of schools in the surrounding area, facilities in the school, quality of teacher, quality of education etc. On the demand side, problems like high opportunity cost, high cost of education, low returns of education etc. Since primary education has been made a fundamental right, stress is often placed on supply side factors, although demand factors also play an important role.

Availability of schools, physical access to school is important dimensions in terms of both supply and demand factors. Admission is often defined as the availability of schools to all going children within a distance of 1 kilometer. Location is also considered important in defining school access. It has been observed that children from lower social groups are not comfortable going to school located in higher social group area and vice versa. Educational infrastructure like schools with permanent buildings, number of suitable teachers, adequate stationary facilities, provision of drinking water and toilets, other ancillary facilities for proper functioning of schools etc. provide education to students. Education is one of the important tasks currently done by modern governments of Saran. Goals, processes and machinery together constitute educational governance. Therefore, in the words of Kandel, "Fundamentally educational administration aims

to bring students and teachers together under such conditions and at the same time successfully promote the end of education."

Today the term educational administration is used extensively. Educational administration is also associated with planning, organizing, directing, coordinating, and controlling education related objectives. In the words of Mochiman Arthur, "Administration is essentially, a service activity and agency through which the objectives of the fundamental educational process can be fully and efficiently realized." The management of primary and secondary educational institutions is also central and state. Educational administration is also associated with personnel administration, institutional administration. Educational administration is the study and practice of managing the resources, functions and communication involved in running a school.

Objectives of the Study:

- i. To study the scope and functions of educational administration.
- ii. To study principles of educational administration.
- iii. To analyze important advisory bodies in Saran district.

Review of Literature:

Saravan Kum (2011) studied various in his investigative works. It includes trend towards educational administration in India during the period 1921 to 1966 and motivational factors in administration. **S.N Panada** (2002) explained the relationship between hierarchy of governance, reputation of institution, administration and its effectiveness. Administration in any institution extends from chairpersons to students including trustees, principals, teachers, and as well as the students. **R.R Singh** (2015) elaborated inside view of the development and evaluation of educational administration of Bihar. The chaotic chaos in the coordination between the central and state government was a permanent problem as a result of the state and there was not a better system and efficient management and very little attempted financial support to enhance educational governance. According to **A. N. Narkar** (2019) administration is divided into four basic leadership, four basics leadership styles are differentiated and recognized that practically based on basic leadership.

Data base:

The present study is based on the source of secondary data. In this study, data are used from various governments published and unpublished, reports, journals and articles and books.

Significance of the Study:

- i. Educational administration covers all levels of education in its jurisdiction such as pre-primary or pre-school education, primary or primary education, secondary education and higher secondary or higher secondary education.
- ii. It includes all types of education such as formal education, non-formal education and adult education, general education, vocational education, special education and teacher education.

- iii. It includes all types and strategies of management which include the following:
 - a. Democratic administration
 - b. Autocratic administration
 - c. Nominal Administration
 - d. Actual administration
- iv. Educational administration covers the following aspects related to management in its jurisdiction:
 - a. Planning
 - b. Events
 - c. Direction
 - d. Coordination
 - e. Control and Evaluation
- v. Setting the objectives of the institution or school.
- vi. Planning for academic or curricular and co-curricular activities.
- vii. Preparation of time table and time table for various activities.
- viii. Assigning duties and responsibilities to staff members.
- ix. Organization of courses and co-curricular programs.
- x. Maintaining human relations.
- xi. Maintaining and keeping records up to date.

Study Area:

Saran district is one of the thirty-eight districts of Bihar. It is a part of Saran division. Saran district is also known as Chapra district because the headquarters of this district is Chapra. Saran district is bounded by the districts of Siwan, Gopalganj, West Champaran, Muzaffarpur, Patna, Vaishali and Bhojpur of Bihar and Ballia district of Uttar Pradesh. Saran was earlier known as 'SHARAN' which means refuge in English, after the name given to a Stupa (pillar) built by Emperor Ashoka. In other words, the name Saran has been derived from SARANGA-ARANYA or the deer forest since the district was famous for its forests and deer in pre-historic times. Saran district is located in 25° 36' to 26° 13' North latitude and 84° 24' to 85° 15' East longitude.

Meaning and Definitions of Educational Administration:

The word administration is derived from the latin word 'minister', which means welfare provided to others for their service. Tally was the classical and medieval meaning 'administration - perform, take over or complete. The dictionary defines it as direction or management. The term educational administration is a very broad term. It relates to formulation, execution and evaluation of educational policies. A school comes into existence through the process of organizing. The operation or functioning of the school is the job of the head of the tire institution. This does not mean that only the head and nobody is responsible for administration. In fact, administration is the work of many minds and many heads.

Education administration has been defined in various ways. Some important definitions are given below:

The American Association of School Administration describes administration as "the aggregate of processes through which appropriate human and material resources are made available and made effective to fulfill the purpose of an enterprise."

Campbell, Possibly and Remser observe that educational administration 'facilitates the development of educational administration' goals and policies. The teaching and learning, stimulating the development of appropriate programs for teaching and learning and procurement and management of personnel and teaching and material for implementing teaching.

Russell T. Greg, Encyclopedia of Educational Research, in an article on administration, writes, 'The process of using appropriate materials in educational administration is in such a way as to effectively promote the development of human qualities. It is not only for children and young people deals with development, but also with the development of adults, and especially with the development of school personnel.'

Educational administration is a process that involves the joint operation of a large number of such persons, by which the entire fabric of education in the country is maintained in good working condition. It is the process of using suitable materials in such a way to effectively promote the development of human materials. It encompasses all the techniques and procedures that are employed in the operation of an educational organization according to established policies. Educational engineering means the entirety of the process through which suitable human and material resources are emitted and made effective to fulfill the purpose of an 'enterprise.

Scope and Functions of Educational Administration:

Education is one of the largest enterprises aimed at the growth and development of the individual and meeting the needs of the society. It involves a large amount of activity people - students, teachers, parents and the public. For such a large enterprise we need a sound machinery to run it and effective is the principle for securing efficiency. Cooperation requires the activity of all participants in an educational process to achieve their goals. It is the work of the administration to install machinery and it work smoothly and effectively. The scope of educational administration is therefore spread over a vast area and a wide range of activities. We should understand the scope of educational administration taking cue from business and industry.

The following scope educational administrations are given below:

Production refers to the social activity of work for which the A. organization has been established. In education it means realization of the goals that have been established by the society. Educational administration has therefore interpreted the objectives of education as education workers so that they can shape the final product education (achievement of students) and shape as desired.

Assuring public use means that the activity and product must be the organization's efforts, goals produced, and services, acceptable to the public for its use and benefit, as it is for this that the public constitutes the organization. It is the business need of educational

administration to define the operations, to make them known and to promote them so that the finalized educational product is good for the public and society.

Finance and accounting receipts and refers to the disbursement of funds invested in the activities of the organization. Educational administration is also concerned with obtaining and spending necessary funds for the operation and activities of educational machinery. It should record and measure monetary and other resources invested in educational enterprise also evaluate inputs and outputs.

The determination and operation of personnel policies and procedures for the recruitment and good care of workers and the personal relationships between them to ensure the fulfillment of interest, cooperation, moral and loyalty of all individuals in the organization. This is particularly important for educational enterprises where the entire work is concentrated under the influence of a human type, teacher, beings on other types of human beings, students. The scope of educational administration, therefore, extends to personnel.

Functions of Educational Administration:

- i. Delegating authority and responsibility
- ii. To strengthen local initiative and local control.
- iii. To secure the greatest return from the money spent.
- iv. To secure the goodwill of personnel, Department of Public Education and other social agencies and institutions.
- v. To implement a democratically determined program.
- vi. Determining and implementing policies.
- vii. Personnel and material resources to use maximum capacity.
- viii. Or area to integrate and e units with the same problems.
- ix. Proficient in establishing an educational objective by expressing them as a purpose and as a program of work, eg, doing their work.
- x. Development and organization of personnel and to take on necessary finance, housing, materials and facilities.
- xi. The nature of the mechanism by which rights and knowledge are applied in the process of administration.

Principles of Educational Administration:

Six principles of educational administration are briefly discussed:

i. Structural Democracy:

It stresses democracy from a structural perspective, being the first principle of educational administration in the modern era. It means "exercise of control" in a democracy. In this light, the exercise of control should mean that, it helps students as future citizens for their self-realization in meeting their needs and requirements, protecting democratic government and local, and state and protects the welfare of the people at the national level.

This practice of control refers to the meaning of democracy by treating each human being as a living, growing and possibly flowering organism. Therefore in this theory of educational administration educational administration has to practice the principles of democracy both structurally and functionally.

ii. Operational Democracy:

This principle of educational administration prioritizes the practical aspect of democracy as a way of life and governance. For this, the essence of democracy is to value the dignity of every person and to help them to understand themselves in the context that this theory considers democracy as a spirit, way of life and a way of behavior. Keeping this in mind, it is the task and responsibility of an educational administrator to focus on day-to-day events in relation to a democratic society in an educational perspective that is widely relevant.

iii. Justice:

Generally speaking, justice is given to every person in the society by respecting his personality. This meaning of justice is the essence of democracy. So, justice is one of the basic pillars of democratic administration, it is also considered an essential principle of educational administration. In order to practice justice in educational administration, every person needs and needs to be given a fair reward and share for his efforts and achievements.

In addition, each person is to be given assignments or assignments according to his / her needs, requirements, abilities, qualifications etc. Educational administrators should be accompanied by staff, students and the public for the practice of justice as one of the principles of educational administration one should be judicious while behaving. . But in practice this is not happening as educational administrators exercise arbitrary discretionary powers very often and at one point apply uniformly similar rules.

iv. Equality of Opportunity:

An important social purpose of education is to equalize the opportunity or facility for backward or privileged classes and individuals to use as a means of improving their status.

v. Prudence:

It can be said that future outlook, vision as well as forward looking should be included in the field of administration. Like general administration, educational administration aims to practice foresight skills and vision in relation to matters relating to the practical life and utility of the system of administration in the future.

They give a differential treatment to the remaining students, staff, officers and community members within the jurisdiction of educational administration as per their requirement. It is essential to understand simplicity, democratic spirit and effective communication capability with them as a capability.

vi. Adaptability, Flexibility and Stability:

An institution needs to be able to meet the developing needs and adjust to changing circumstances by improving its day-to-day behavior with the individuals or agencies involved. This characteristic of an organization is called adaptability. In the process of achieving its educational objectives, it has to treat different human beings such as teachers, parents and the public differently, who are influenced in one way or another by the process or its products. This trend is called flexibility.

The educational institution should be able to gain adaptability without creating any disruption in its process and achievements. This property is known as a constant. An institution should have these three characteristics so that it can achieve its objectives adequately and in some way give due respect to all the persons concerned.

Adaptability is largely concerned with confronting congruence with acts of change and flexibility, and stability is primarily counter to adaptability. Thus overall, adaptability is the ability to transform, develop and improve an enterprise. Flexibility is the ability of an organization to react in variance with affected individuals and situations and warn against the dangers of homogeneity.

Important Advisory Bodies in Saran District:

Important bodies are (Advisory Council and statutory organizations of the Central Government to discharge its functions and responsibilities in the field of education. They are:

- i. Central Advisory Board of Education (CABE)
- ii. Central Board of Secondary Education (CBSE)
- iii. National Council of Educational Research and Training (NCERT)

i. Central Advisory Board of Education (CABE):

This board was established in 1920. The main function of the board was to advise the provincial governments. Unfortunately this board was abolished in 1923. Based on the recommendations of Hartog, in 1935, the committee (1928) came into existence to see the development of education in India, the central government should play an important role in educational restructuring. In this way, this board also played an important role in the educational system.

The Board consists of the following officers and is headed by the Ministry of Human Resource Development.

Director: Human Resource Development Minister

Board Members:

- i. Minister of State for Human Resource Development
- ii. Deputy Minister of Human Resource Development
- iii. Education ministers of all states
- iv. One representative of each union territory
- v. Two Rajya Sabha members
- vi. Four Lok Sabha Members
- vii. Two members of the Inter-University Board
- viii. Two Members of All India Council for Technical Education (AICTE)
- ix. A member of the Indian Council of Technical Education (ICTE)
- x. Member-Secretary (Educational Advisor) Government of India

Tenure: 3 years (excluding ex-officio members)

The most important functions of the Central Advisory Board are education:

- i. Board by the Government of India or the State Government to advice on any educational matter.
- ii. Examining and evaluating the information received by the Board in an appropriate manner and giving information to the Government of India or the State Government.

ii. Central Board of Secondary Education (CBSE):

This board is playing an important role towards reform in educational standards, especially in secondary education, by changing the curriculum and textbooks from time to time to meet the changing needs of the society and thus the students. This board is also concerned with better methods of teaching and assessment. Some important board activities are bringing changes in the examination system and to encourage teachers to conduct orientation courses Knowledge.

Another important function of the board is to conduct different types of examinations related to secondary school level at the national level, All India Higher Examination, Higher Secondary Technical Examination, Matriculation Examination, etc.

iii. National Council of Educational Research and Training (NCERT):

NCERT came into existence in 1961. The composition of the council is as follows:

Director: Minister of Human Resource Development

Other members:

- i. Four Vice Chancellors of different universities (one zone each) nominated by the Government of India (one representative) each state and union territory)
- ii. Representative in the case of Education Minister (or his) Chief Executive Councilor of Delhi) of all the State and Union Territories.
- iii. Twelve members nominated by the Government of India. The school teacher should not have less than four members among them.

Organization: The council has a director and a joint director. He is assisted by some other personnel to look after the day to day administration of the Council.

Functions of the Council:

- i. Formation and implementation of policies and programs related to school administration.
- ii. Research work, pilot projects, conducting training programs and extension activities.
- iii. Maintaining the relationship between the Human Resource Development Department and the State Education Departments.

Administration of Primary and Secondary School Education:

The Bihar government is responsible for administering primary and secondary school education in Saran district. Currently the subject of education is basically divided into three departments and is under the control of three ministers, that is, the primary element Ministry of Education, Higher Education Ministry and Technical Ministry of Education. Higher Education Minister and Technical Minister are of Education Cabinet rank. The charge of a Minister of State is under the Ministry of Elementary Education. Collegiate education is under control. The Minister of Higher Education is given to the Minister of Technical Education for technical education.

Secretariat: The Secretary of School Education is the head of Government Management. The Secretary is under the control of the Minister of Education. The Secretary is assisted by two Joint Secretaries, one Deputy Secretary.

Management Department:

The directorate of School Education is responsible for effective implementation of government policies. In 1955, Directorate Public Instruction was divided into two namely Directorate of School Education and Directorate of Higher Education.

So, presently the administration of primary and secondary school is given to the Education Directorate. The Director of Secondary Education is a promoter from within the department and is designated as a director. If the incumbent is an IAS officer, he is called the Commissioner of School Education. The Director of School Education is assisted by two joint directors. One joint director is to look after primary education and the other joint director is for vocational education. These two joint directors are assisted by deputy directors and assistant directors. School education is also assisted by the Director Saran Primary Education Program, State Institute of Education and Training (SIET) and Public Library.

Conclusion:

Educational administration cannot be rigid and stable. It should be a very powerful weapon and strong tool for him to mold the development of individuals. The aim of administration is to enable the right students to get the right education from the right teachers. Education is a major component of human development which is one of the essential tools for the growth of the district. Education is recognized as an impartial commitment from every district, innovative, low cost and ensuring effective education even in the face of major shortages and poor poverty. Education has been accepted as the fundamental right of every child. It is needed both as an end in itself to enable people to have a cultured and more satisfying leadership in life as well as a means to develop human abilities for higher earning income. Education is one of the most important parts in the process of socialization which leads to better pronunciation and internalization of norms. The quality of education plays a major role in imparting knowledge, existence fair, relevant as well as enabling the recipient to live a successful life despite formidable obstacles in today's competitive world. Therefore, it is a human rights-based approach to the new idea of every child's right to education in modern society.

References:

Griggiths (1996), Theory of Educational Administration.

Gregor, M.C.(1990), The human side of Enterprise, New York. McGraw Hill Publication

Government of India, Ministry of Human Resource Development, Department of Higher Education

Kandel, I.C., (1999) *Studies in Comparative Education*. George Hurry, London

Kiranmayi, Y. (1989): Management of Higher Education in India, New Delhi: Crown Publication

Pandya, S.R. (2004): Administration and Management of Education, (Kiranmayi:Himalayan Publishing House).

Wehrich, Heinz and Koontz, Harold, (2005): Management: Global Perspectives, (New Delhi: Tata McGraw Publication).