

CHAPTER 2

PRIMARY EDUCATION ADMINISTRATION SYSTEM

- 2.1 Central education administration
- 2.2 Maharashtra State education system
- 2.3 District level education system
- 2.4 Municipal education system
- 2.5 Taluka level education system
- 2.6 Village level education system
- 2.7 Education administration in primary school
- 2.8 Types of primary schools

CHAPTER 2

PRIMARY EDUCATION ADMINISTRATION SYSTEM

It is necessary to understand the educational system in our country before delving into our present study. The educational set-up comprises of various hierarchies, which are discussed below.

2.1 CENTRAL EDUCATION ADMINISTRATION

The administration system in general in any country depends on the national political ideology. Three types of education systems are generally observed.

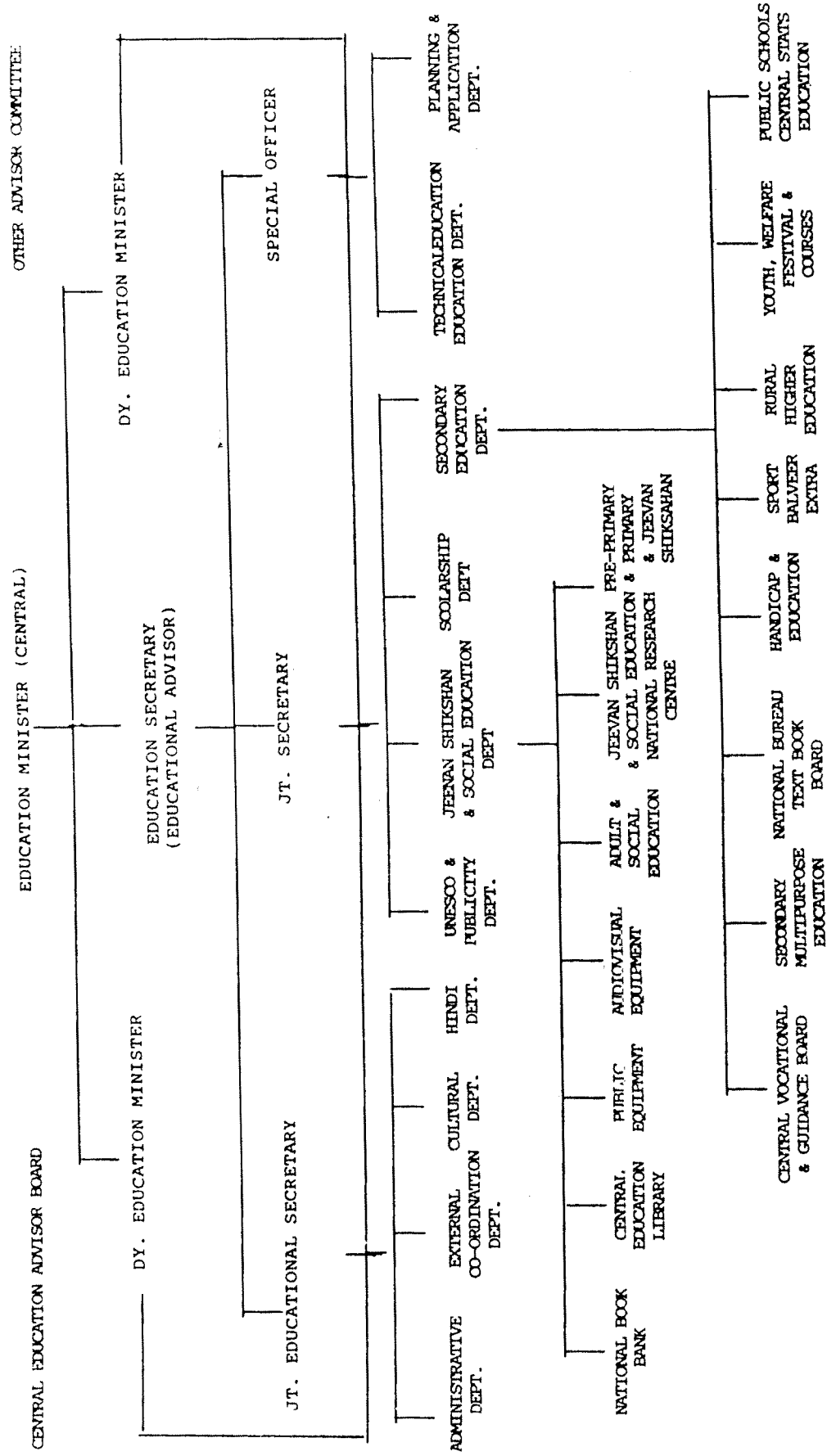
- 1] Centralized Education System*
- 2] Decentralized Education System*
- 3] Mixed Education System*

USSR has the centralized administration whereas, in USA decentralized administration prevails. In India, there was centralized administration till 1921 which subsequently was decentralized. According to the Indian Constitution, the entire responsibility of education has to be shouldered by the State Government under the guidance of Central Government. So it can be said that our education system is the mixed education system. This system however, has its origin in the British rulling in India, which is more evident from the following points.

- I) The British Government established Education Department in every region in 1854. Education was one of the department in Central Home Ministry.
- II) Lord Kurzon appointed Director General in 1901.
- III) According to the Montford reform, the regional education departments were established and it proved that the educational progress came in according to the regional working.
- IV) The Central Advisory Board was established in 1921 but it actually worked constructively only after 1935.
- V) The separate Education Ministry and department came into being after the independence.
- VI) The Indian Constitution came into existence in 1950. According to which the educational responsibility was given to respective States. However, the policies and financial assistance was monitored by the centre.

The educational administration at the central level is depicted in the Chart I below. It is headed by the Union Cabinet Education Minister, assisted by the Deputy Education Ministers and education secretary and joint education secretary.

EDUCATIONAL ADMINISTRATION AT CENTRAL LEVEL



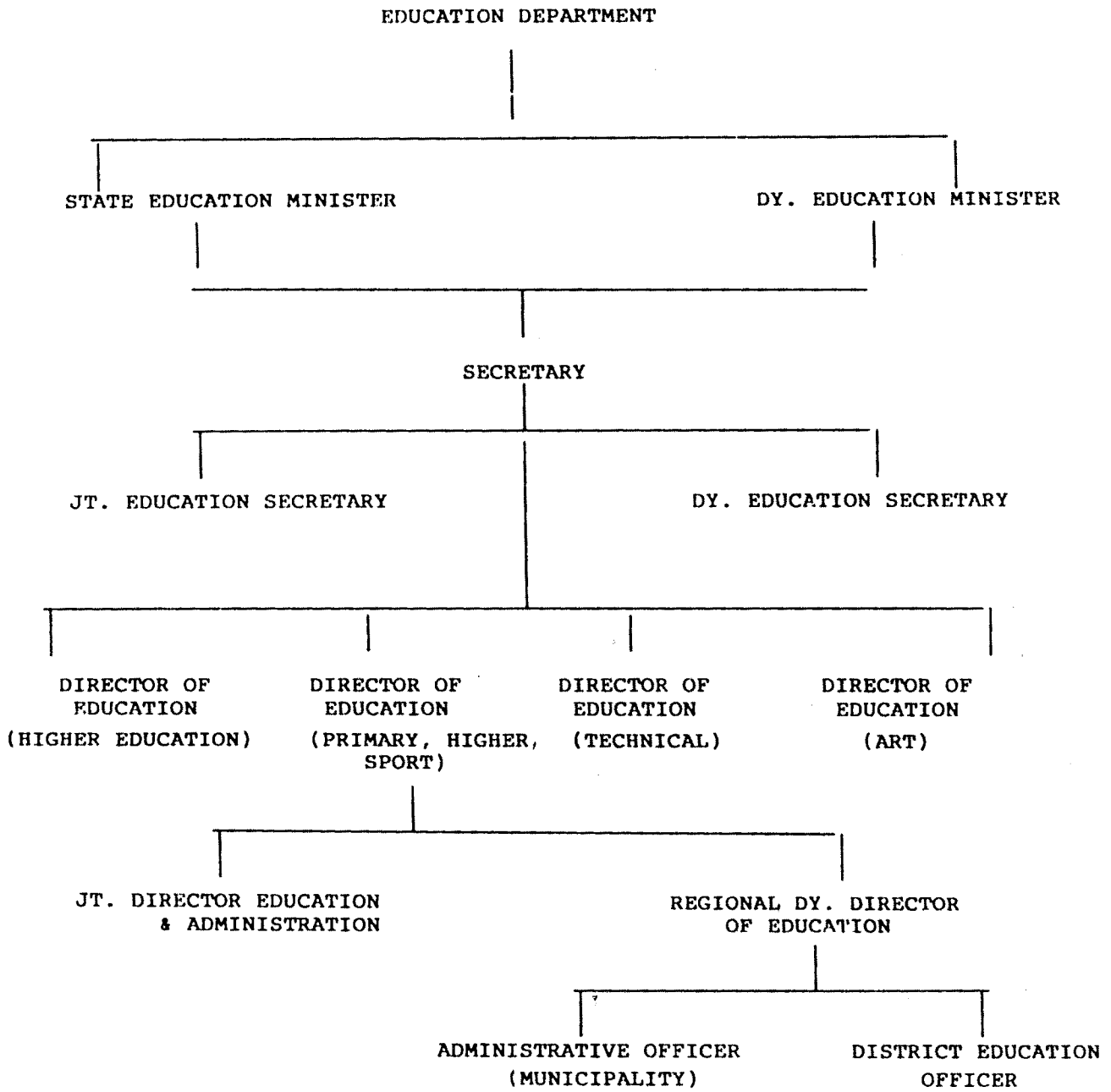
2.2 MAHARASHTRA STATE EDUCATION SYSTEM

According to the provisions made by the Government of Maharashtra, there are three ministers for education namely, the Minister for Education, the Minister of State for Education, and the Deputy Minister of State for Education. The ministry chalks out the programmes of education, formulates policies and sanctions grants to respective departments. The Secretary assists the ministry in its day to day operations. All the implementations are executed by the Director of Education.

Different regions are created like Bombay, Poona, Nagpur, Aurangabad, Kolhapur, Nasik, Amaravati, etc., for the sake of administrative convenience under the control of Deputy Director of Education.

The education administration set-up of Government of Maharashtra is shown in Chart II. The education department works at two levels namely, ministerial and state level department under the control of Education Minister. The Minister for Education decides the policies in consultation with his ministry. All the decisions and plans are forwarded for implementation through the Directorate of Education and State Academic Wing. The functions of these departments are inumerated below.

CHART II STATE ADMINISTRATION EDUCATION SYSTEM



- i) To understand and implement the Government policies about education.
- ii) To take over entire responsibility of the State education system.
- iii) To assist the Legislative Assembly to make the laws regarding education in the State.
- iv) To evaluate the policy and results.
- v) To guide, assist and supervise private schools.
- vi) To encourage the programmes in curriculum and other branches of knowledge.
- vii) To chalk out the curriculum, publish books and prescribe them for education.

The functions of the Director of Education include the following.

- i) To implement the State education policy.
- ii) To supervise and guide the education institution in the State.
- iii) To publish the State Education Report.
- iv) To sanction the grants to primary school, higher education and colleges.
- v) To appoint the officers in education department.
- vi) To supervise and guide the officers.
- vii) To prepare the annual financial budget.
- viii) To submit the new education plans to State Secretariate.

Whereas, the functions of the Deputy Director of Education include the following.

- i) To grant permission to the regional highschools.
- ii) To supervise the colleges of education.
- iii) To supervise the offices of education of Zilla Parishad and give appropriate instructions.
- iv) To appoint and transfer the clerks and other staff.

2.3 DISTRICT LEVEL EDUCATION SYSTEM

The Act of Zilla Parishad came into existence in 1962 and the power was decentralised. The Directorate was regarded as one of the autonomous unit and was ruled by the representatives. Various committees for education, agriculture, finance, social welfare are formulated at this level. Seventy percent of the total expenses are provided by the State Government to the Zilla Parishad in the form of grants. All the primary and higher educational matters are undertaken and administered by the education officers. The functions of Zilla Parishad regarding education include the following.

- i) To make plans for primary education to establish and propogate the primary schools.
- ii) To recruit required teachers and staff and transfer them as per the needs.
- iii) To supervise the primary schools and high schools.

- iv) To provide grants for buildings, apparatus and other facilities to the primary schools.
- v) To recommend and give plans to the State Government.
- vi) To decide the school hours, time, holidays, vacations, for primary schools with the assistance of education officers.

The organisation structure of the educational system at the district level is shown in Chart III. It is headed by the President, who manages the work with the assistance of committees and Chief Executive Officer. The Chief Executive Officer has two deputies and education officers as his subordinates, who executes the following functions.

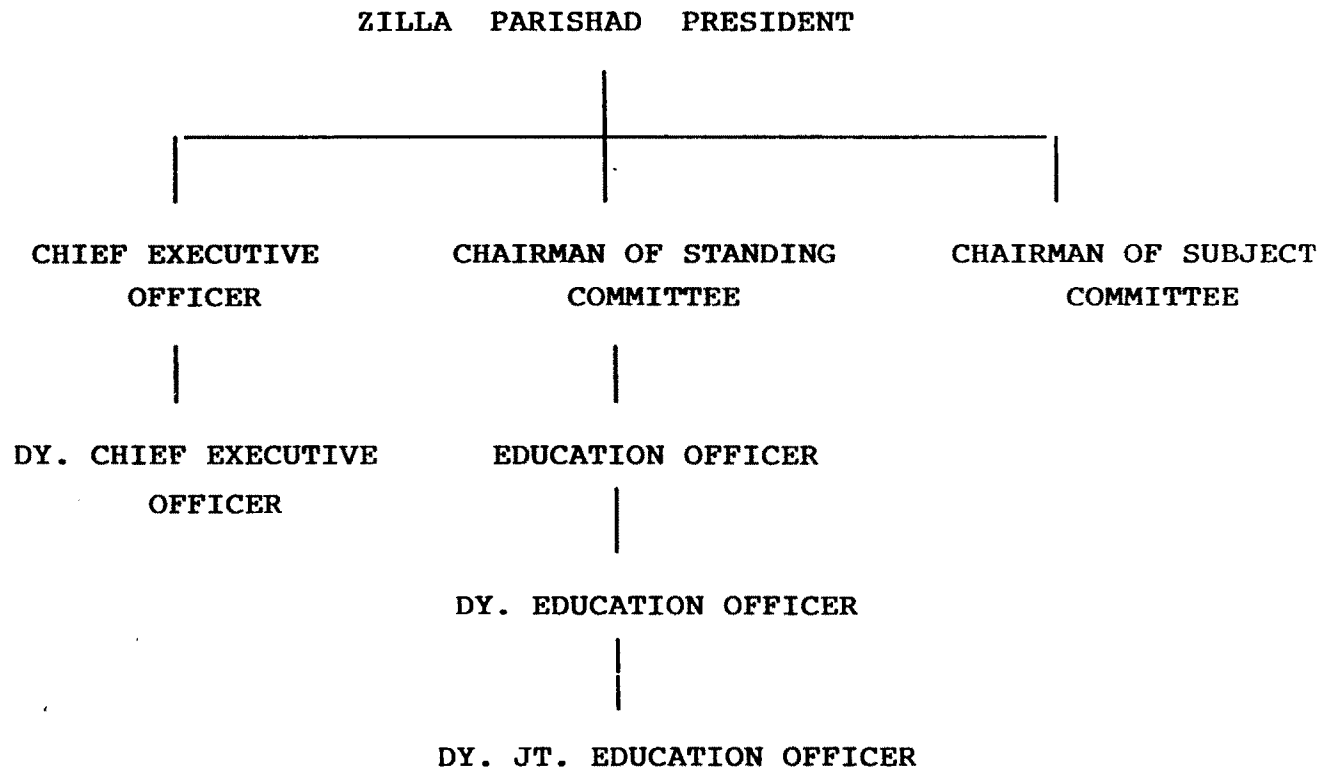
- i) To make plan of curriculum.
- ii) To prescribe the books.
- iii) To conduct the scholarship examinations.
- iv) To fix fee structure.
- v) To decide criteria for the sanction of schools.
- vi) To provide sufficient grants.

2.4 MUNICIPAL EDUCATION SYSTEM

Every municipality has its separate school board comprising 12 to 16 members of which 2 to 3 are appointed by the Government. Whereas,

CHART III

EDUCATIONAL ADMINISTRATION AT DISTRICT LEVEL



the members are elected from the municipal council board. The Chairman and Vice Chairman too are elected. The administrative system at the municipality level is shown in Chart IV below. The municipal council is responsible for the following functions.

- i) To look after the education coming in the jurisdiction of the municipality.
- ii) To convene the school board meetings.
- iii) To execute the meeting as the Chairman.
- iv) To keep records of the recommendations of education officers and supply the information.
- v) To attend the meetings of the school board.
- vi) Appointment of 'C' grade officers.

The functions of the Administrative Officer on the other hand are as follows.

- i) To attend the meeting convened by the Chairman of the school board and submit the necessary information.
- ii) To keep the minutes and execute the implementation.
- iii) To look after all the schools run by the municipality board.
- iv) To visit and give guidelines to the schools.
- v) To transfer and promote teachers as per the order of the Chairman.
- vi) To make compulsion of primary education in its jurisdiction.

CHART IV

EDUCATION ADMINISTRATION AT MUNICIPAL LEVEL

MUNICIPAL EDUCATION COUNCIL / BOARD



CHAIRMAN



VICE - CHAIRMAN



ADMINISTRATIVE OFFICER



SUPERVISOR



HEAD MASTER

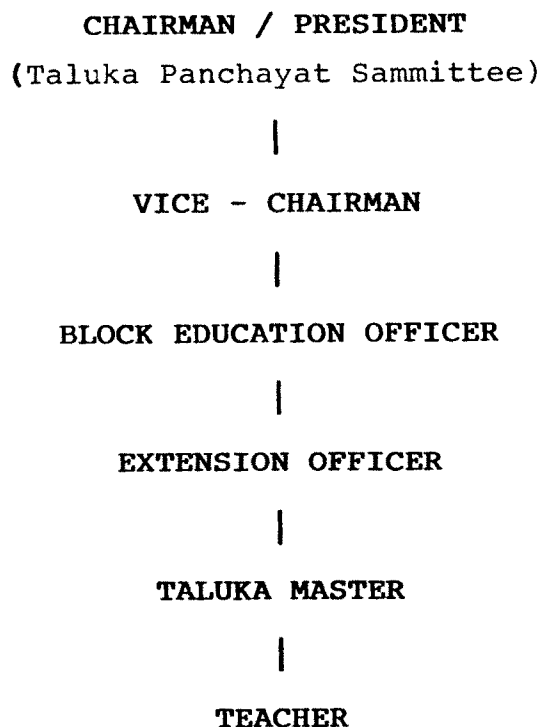


TEACHER

2.5 TALUKA LEVEL EDUCATION SYSTEM

Since Zilla Parishads have got autonomous right as per decentralisation of power, the talukas too have got the separate administrative powers. Some of the rights are given to the Panchayat Samittee. It has 15 elected representatives one being Chairman and one Vice Chairman. All the departments present at the Zilla Parishad level do exist at the Panchayat Samittee level as well. The administrative set-up at the taluka level is shown in Chart V below.

CHART V



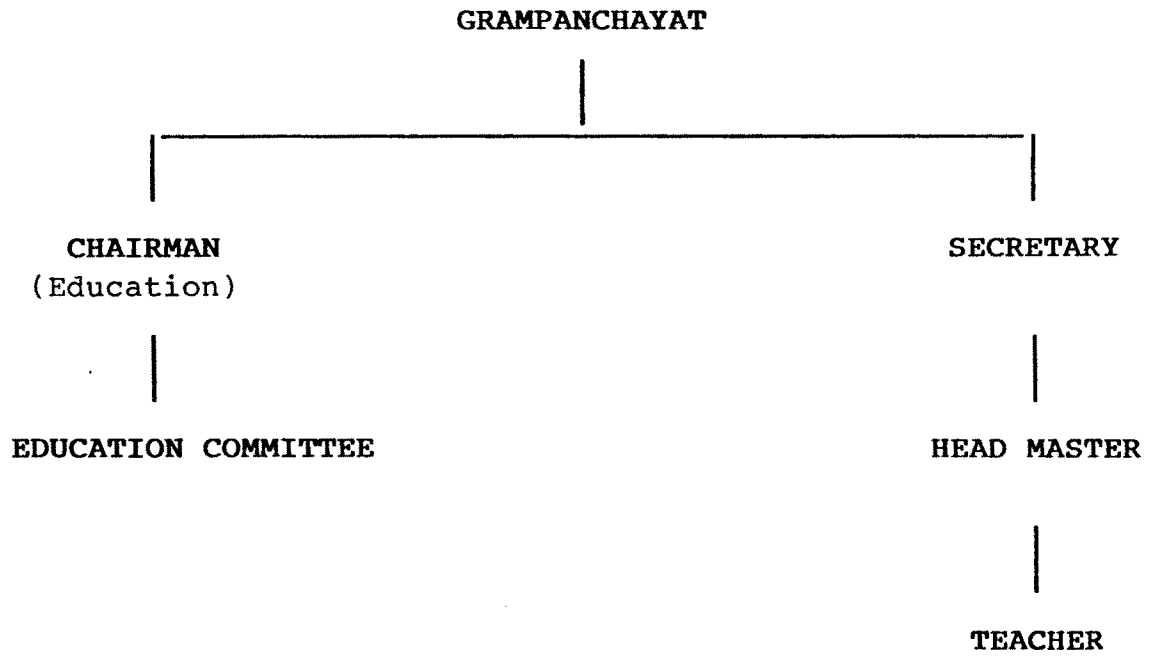
2.6 VILLAGE LEVEL EDUCATION SYSTEM

A village level is the last unit in education administration system. The administration set-up at the village level is governed by the elected representatives for the village. There exists a village panchayat where the population is 1000 or more. The chief of the committee is the Chairman and the Head Master is the Secretary. The committee is appointed by the education department of village, where there is no village panchayat. The organisation set-up at the village level is depicted in the Chart VI below. The duties and the functions of the village committee are as follows.

- i) To provide all the facilities to the school.
- ii) To repair and build new buildings for school.
- iii) To supervise the school.
- iv) To shoulder the responsibility of the compulsory presence.
- v) To provide a playground and other educational facilities to the school.
- vi) To provide ample fresh water supply, milk, food items, and execute other related schemes.

CHART VI

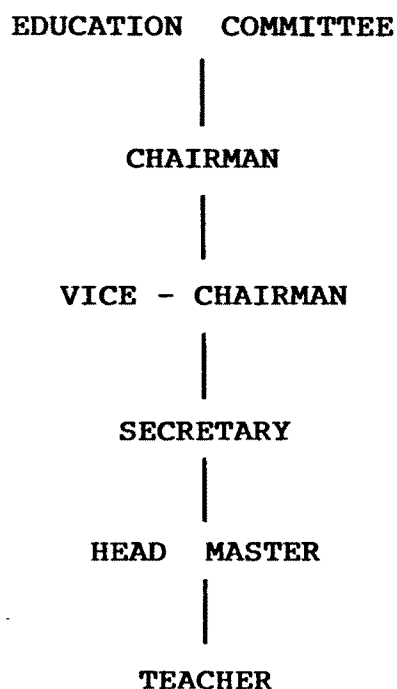
EDUCATIONAL ADMINISTRATION AT VILLAGE LEVEL



2.7 EDUCATION ADMINISTRATION IN PRIVATE SCHOOL

One finds many private schools being run in local area which are either grantable or non-grantable. The grantable schools get grants according to their budget from the State Government. Whereas, the non-grantable schools are run only on students' fees, donations, and social co-operation.

For administrative purpose, there is a local institutional committee in every private school. The Chairman and Vice Chairman are elected by the committee members. The committee is assisted by a Secretary. The committee is vested with the rights for making decisions of appointment, transfer, promotion, planning and development of school. The Extension Officer and Administrative Officer visit the school and guide the school authorities. The administrative set-up at private school is shown below.



2.8 TYPES OF PRIMARY SCHOOLS

The scope of the present study is limited to the primary school teachers and their problems. In view of this it is necessary to study different types of primary schools existing in the education system. There are five types of primary schools as given below.

- A] Zilla Parishad Schools
- B] Private Schools
- C] Municipality Schools
- D] Residential (Ashram) Schools
- E] Pre-primary Schools

A] Zilla Parishad Schools

Zilla Parishad Act came into existence on 13th March 1962. Accordingly a district was regarded as a separate entity and decentralization of education was done. Furthermore, the Zilla Parishad in order to spread education at the village level decentralized educational administration at Taluka level. The responsibility of education finally came on to the Panchayat Samitee of the respective Taluka. The Zilla Parishad Schools therefore are spread right from district level to the remotest backward hilly areas wherein free education was given to all. However, the places where municipalities are

existing such schools are not there. There are three types of Zilla Parishad primary schools, which are as follows.

1. One Teacher Schools :- Zilla Parishad has established one teacher schools especially to teach small children from remote, hilly and backward villages where the population is about 500. It is expected that in such places the number of students from standard one to standard four are less than 40 to 50. Though there are four classes in such a school, only one teacher is appointed. Therefore these schools are called as one teacher schools. Such type of schools are even existing in the Zhopadpatti areas of a town or a metropolitan city. The entire responsibility of the school lies on the single teacher.

2. Two Teacher Schools :- Generally a one teacher school is converted into a two teacher school when the number of students is more than 40 in the former. The responsibility of such schools rests on the two teachers.

3. Multi Teacher Schools :- These include those schools where more than two teachers are present. Normally these can be classified into two types, one from standard first to fourth and the other from standard first to standard seventh. Almost in all the rural areas such type of Zilla Parishad schools are in existence. The administration of these schools is looked after, controlled and directed under the guidance of Zilla Parishad Education Officer.

B] Private Schools

In order to fulfil the need for mass education number of people or institutes come together and start their own schools. Such schools are called as Private Schools. However, it is a prerequisite that such a school is legally registered and are approved by the state government. Private Schools are found not only in big cities and towns but also in small towns and villages as well. Those schools which are getting grants from the state government are called as grantable schools. Whereas the rest are called as non grantable. The administration of such schools is undertaken by the institute through a elected committee. The Education Officer visits periodically and supervises the working of the schools. The recruitment of the teachers and staff is made by the organisation itself.

C] Municipality Schools

The responsibility of primary education solely rests upon the municipalities of a city or town especially, in the jurisdiction of the municipality. There are no Zilla Parishad schools in municipality territory. A seperate education department is created under the control of a chairman and vice chairman, in municipality, through which all the schools are controlled and administered. An administrative officer, on the other hand is appointed by the state government to look after the municipality educational affairs. The municipality was recruiting on

its own the required teachers and staff for these schools upto 1938. But from February 10th a Regional Recruitment Board is authorised to make such recruitment. Municipality schools include pre-primary schools one teacher schools, two teacher schools and multi teacher schools. All these schools are provided the required finance by the State Government.

D] Residential (Ashram) Schools

In 1953 Maharashtra state has announced a scheme for primary education to scheduled caste and scheduled tribes. These schools provide both education and boarding facilities to boys and girls. All the expenses are borne by the state government. According to the stipulation there should be one school per 120 students from first to seventh standard. Students from higher standards are permitted to stay at home and attend the classes. There is separate arrangement for boys and girls. Every residential school has farmland, bullock carts and cattle. The residential schools can either be private or government. One teacher is appointed for every 30 students in such a school.

E] Pre-primary Schools

Pre-primary education is the foundation of primary education. This starts from 2 to 3 years. This type of education develops the mind of the child and prepares him for further education. Pre-primary education system has started in India approximately at the end of the

19th century. The pace of primary education was escalated when Madame Montessori visited India in 1930. After independence Indian Government started taking a keen interest and encouraged private institutes to start such pre-primary education centres. In spite of this the education system in India is still not developed to a desired level. It is observed that at many places such education is not imparted to children due to paucity of building, infrastructural facilities and other reasons. Besides this pre-primary teachers unlike the primary teachers do not get adequate remuneration, provident fund, permanency and other benefits.

The pre-primary schools can be started by the Zilla Parishad, Municipality or private institutions, however the Government does not give sufficient grants. If at all such grant is given, it is very less to meet the needs of the schools.

In view of the aforesaid discussion, it is intended to cover all the types of primary schools in Satara district and study the problems of the primary teachers therein so as to get a clear idea in what aspect the problems and difficulties are different and similar in the cross-sectional analysis.