

School Management and Administration

Unit – III Lesson 2

EDUCATIONAL ADMINISTRATION

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Unit III - EDUCATIONAL ADMINISTRATION

Unit - III

Educational administration: Definition, aims, objectives, scope, types and functions –Relationship between educational management and educational administration – Theories of educational administration - Meaning and nature of leadership - Styles of leadership Measurement of leadership.

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TYPE OF EDUCATIONAL ADMINISTRATION

Types of educational administration are classified under the categories. They are:

1. Centralized and Decentralized Education Administration,
2. External and Internal Education Administration,
3. Autocratic and Democratic Educational Administration, and
4. Creative Educational Administration.

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TYPE OF EDUCATIONAL ADMINISTRATION

1. Centralized vs. Decentralized

This comparison outlines the shift from traditional, single-authority control to the modern, distributed model of educational management.

Centralized Administration

Definition: Power, supervision, and control are concentrated in a single individual or a top-tier authority (e.g., a Director of Higher Education).

Operational Style: Subordinate officers—such as Additional or Deputy Directors—and college principals have no decision-making power and remain passive.

Current Status: Regarded as outdated and ineffective. It originated when education was treated as a personal charity of monarchs rather than a public system.

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TYPE OF EDUCATIONAL ADMINISTRATION

1. Centralized vs. Decentralized

Decentralized Administration

Definition: Power and responsibilities are distributed across all levels of the hierarchy, from top executives down to the ground-level staff.

Operational Style: Every individual in the system is empowered with specific duties, fostering a sense of ownership and shared risk.

Current Status: The preferred modern standard. It is widely accepted because the division of labor ensures that educational programs are managed more successfully.

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TYPE OF EDUCATIONAL ADMINISTRATION

2. External and Internal

This structure defines the relationship between government-mandated standards and the operational autonomy of individual schools.

External Administration

Definition: The overarching framework of rules and regulations established by the government's Education Department.

Scope: It dictates the curriculum, textbooks, staff salaries, service conditions, tuition fees, school calendars, and financial aid.

Impact on Teachers: Because it mandates specific materials and conduct, it can often stifle teacher initiative.

Requirement for Success: For institutional goals to be met, there must be a shift toward corporate functioning where teachers participate more effectively in school affairs.

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2. External and Internal

Internal Administration

Definition: The day-to-day management and direction of school programs conducted by the headmaster, staff, and students.

Operational Style: While it follows general government guidelines, it relies on the initiative of the head of the school and their colleagues.

The Democratic Approach: Modern internal management encourages a democratic outlook, holding administrators, teachers, and students equally accountable for the school's success.

Need for Autonomy: To align with democratic values, schools require the freedom to select their own teaching methods and textbooks rather than strictly following dictated lines.

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3. Autocratic vs. Democratic

This section explores the contrast between rigid, top-down control and a collaborative, student-centered approach to management.

Autocratic (Authoritarian) Administration

Definition: A system where absolute authority and control are vested in a single person, a "core group," or a central agency.

Operational Style:

Monopoly of Power: Decisions, policies, and programs are planned exclusively by the central head.

Bureaucratic Control: Management is dominated by strict laws, rules, and regulations that must be followed without question.

Role of Staff: Teachers act as "mouthpieces" for the authority, possessing no professional freedom or creative input..

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3. Autocratic vs. Democratic

Democratic Administration

Definition:

A collaborative system based on "associated living" and shared experiences, where the primary focus is the educational development of the student.

Operational Style:

Student-Centric: Every resource—including the budget and administrative salaries—exists solely to advance the education of the young.

Balanced Framework: It creates a harmony between centralized standards and decentralized execution.

Shared Responsibility: It promotes a mode of jointly communicated experiences rather than isolated commands.

Core Philosophy: As John Dewey suggested, democracy in education is a way of living and working together to achieve common goals.

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Basic principles of democratic educational administration

In democratic educational management, the following principles are highly stressed:

1. Principle of sharing responsibility

In the field of democratic educational management, everybody who is more or less involved in the process should take responsibility for sharing in the work.

2. Principle of Equality

As equality is the basic hallmark of democracy. It should be treated and accepted in the field of democratic educational management. So all the personnel who are involved in the process should get equal facilities, rights, and opportunities to do their duty.

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Basic principles of democratic educational administration

3. Principle of Freedom

In the field of democratic educational management, every person should be given the freedom to do their duty in their own jurisdiction. This will make the educational management of every educational programme successful from a democratic perspective.

4. Principle of Co-operation

In order to make the educational management of any educational programme successful, greater cooperation should be ensured among the different persons involved in the field of educational management.

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Three types of educational authorities:

1. **The public**—the federal government and the state governments
2. **The quasi-public**—The universities and the local bodies
3. **The private institutions**

It is organized by

- i) Educational Trusts,
- ii) Philanthropists and
- iii) Missionaries, etc.

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Features of educational administration in India

- ❖ In India, both the central and state governments have responsibility for education.
- ❖ Both the central and state governments operate schools and higher education institutions (HEIs).
- ❖ The Ministry of Education formulates and implements national policies, develops plans to improve access to education, and provides for scholarships.

The Ministry of Education has two departments:

- I. the Department of School Education and Literacy, and
- II. the Department of Higher Education.

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The Department of School Education

The **Department of School Education** is responsible for schools such as:

- ▶ Kendriya Vidyalayas and Navodaya Vidyalayas.
- ▶ It also funds certain schemes implemented by states, such as Samagra Shiksha, which seeks to improve access to schools and overall learning outcomes, and the National Midday Meal Programme.

The **Department of Higher Education** is responsible for schools such as:

- ▶ central universities, IITs, NITs, IISERs (Indian Institutes of Science Education and Research), IIMs (Indian Institutes of Management), and Schools of Planning and Architecture, among others.
- ▶ It also funds the higher education regulators, the UGC and AICTE.
- ▶ The department also supports research and innovation in higher education and provides scholarships for higher education. This note examines the allocation to the Ministry in 2023–24 and overall financing issues in the education sector.

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The Ministry of Human Resource Development (MHRD)

As of April 2026, the Ministry of Human Resource Development (MHRD) has been renamed the Ministry of Education (MoE).

The current Union Minister for Education is **Shri Dharmendra Pradhan**.

Minister of Education: Shri Dharmendra Pradhan

Ministers of State for Education: Shri Jayant Chaudhary and Dr. Sukanta Majumdar

Ministry Website: education.gov.in

The Ministry was renamed back from MHRD to the Ministry of Education following the National Education Policy (NEP) 2020.

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FUNCTIONS OF EDUCATIONAL ADMINISTRATION

- ❖ Educational administration deals with the optimal functioning of the institution by developing the human personality in a balanced manner.

Russell T. Gregg, in his book *The Administrative Process*, has described the administrative process as having eight functions or components:

1. organizing;
2. communicating;
3. decision making;
4. planning;
5. coordinating;
6. influencing;
7. evaluating; and
8. executing.

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FUNCTIONS OF EDUCATIONAL ADMINISTRATION

1. Organizing

Functional principles of good organization are:

- (a) It should provide for participation in policy-making and other administrative activities by teachers, students, parents, and the community as it broadens and strengthens human relationships.
- (b) It should be modified as and when educational theory advances, bringing in curricular and other changes. New challenges cannot be met with old machinery. Changes, however, should be brought about slowly, and in consultation and consent with others.
- (c) Organizational charts dealing with functions, jurisdictions, responsibilities, relationships, limits of authority, objectives, methods of measuring performance, etc.,
- (d) It should not be static, as organization need continuous reorganization.
- (e) It should be flexible so as to improve both, relationships and standards of efficiency.

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FUNCTIONS OF EDUCATIONAL ADMINISTRATION

2. Communicating

Communication is a sine qua non in any administrative situation. All routes to communication with the personnel situated up or down the hierarchy line should be maintained for proper and effective administrative control over various aspects.

3. Decision making

Having made suitable organizational programmes, it is necessary to make decisions in order to realize the predetermined goals.

4. Planning

- (a) It should look both to the present and the future.
- (b) It should be carried on under favourable conditions, that is, continuously with the active participation of the concerned persons and groups and the cooperation of experts.
- (c) It should solve the problems as they arise, so it should be realistic and practical and must be periodically reviewed and revised.
- (d) It should be related to and integrated with broad social planning for progress.
- (e) It should utilize all available resources.

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5. Coordinating

Without coordination, the efforts of the administration cannot fully match the spirit of the word.

6. Influencing

Sometimes situations may arise where due influence has to be exercised over the junior or senior staff in the hierarchy so as to bring about the desired results.

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7. Evaluating

Evaluation involves judging staff to improve performance and organizational goals. Administrators should promote self-appraisal and provide psychological security, ensuring assessments focus on growth rather than threatening individual status.

The evaluation process proceeds in the following steps:

- a) **Formulation:** The formulation of objectives and purposes of evaluation in clear and definite terms, regarding why and what, is integral to administrative activity.
- b) **Identification:** Identification of the sources is necessary for the result of the evaluation.
- c) **Development:** The development of methods should answer what instruments or tools of appraisal are to be used, such as tests, rating scales, questionnaires, schedules, surveys, observation, and interviews.
- d) **Interpretation:** Interpretation of the results should be done in light of the objectives and purposes.
- e) **Integration:** Integration should be used to arrive at possible findings or recommendations that are easy for application and future improvement.

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8. Executing

In executing or working out plans in practical terms, the educational administration has to perform three important tasks or responsibilities in principle: direction or supervision, coordination, and control.

a) Direction or supervision

Direction is the release of energy to guide action towards desired goals.

It originates with planning issues in activities and closes with the evaluation of results.

In the narrow sense, direction is only part of the activity.

It begins with the start of the act, indicates what is to be done, and ends when the activity is over. In the broad or general sense, direction means the responsibility for running a number of activities

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b) Coordination

- ❖ The educational administrator has to reckon with many physical, social, and economic forces.
- ❖ They have to deal with staff, students, parents, and the public.
- ❖ They have to carry on a wide variety of activities. Coordination is putting things together in a harmonious relationship so that they may function more effectively.

c) Control

- ❖ Control is the application of power and authority to hold workers responsible for their actions.
- ❖ Control is required in all spheres of the educational process, aims and objectives, teachers and students, instruction and equipment, finance and public relations, etc.

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Structure of Educational Administration in India

Political Divisions: India comprises 28 states (with elected governments) and 9 union territories (governed directly by the Central Government via President-appointed administrators).

Original Jurisdiction: Initially, school education was a State subject, giving individual states total authority over policy and implementation. 1976

Constitutional Amendment: Education was moved to the Concurrent List, allowing both Central and State governments to share jurisdiction.

Current Framework: The Central Government suggests national policies and standards, while State Governments maintain significant autonomy in implementing these programs.

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Structure of Educational Administration in India

Constitutional Framework of Educational Administration in India

Administrative Divisions: India consists of states and union territories, further organized into districts and blocks for local governance.

Article 246 (Seventh Schedule): Defines the distribution of legislative powers through three lists:

Union List: Exclusive powers of the Parliament.

State List: Matters under the jurisdiction of state legislatures.

Concurrent List: Shared jurisdiction where both Parliament and states can legislate on areas like education, social security, and economic planning.

Local Governance:

Eleventh Schedule (Article 243G): Details the powers and responsibilities of rural governments (Panchayats). Twelfth Schedule (Article 243W): Defines the jurisdiction and functions of urban local bodies.

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Structure of Educational Administration in India

Constitutional provisions in the concurrent list

A few constitutional provisions on the concurrent list are in the form of articles; a few of them are given below:

Article 21 (A): Right to Education

Article 28 (1, 2, and 3): Freedom to Religious Instruction or Worship

Article 29 (1) - Minority Interest Protection.

Article 30 (1): "Right of Minorities to Establish and Administer Educational Institutions"

Article 45 (1) of the 86th Amendment Act, 2002: Provision for Early Childhood Care and Education to Children Below the Age of 6 Years

Article 45 (2): Provision for Free and Compulsory Education for Children Up to the Age of 14 Years

Article 51 (A): Fundamental Duties

Article 96: Promotion of Education and Economic Interest of Scheduled Castes, Scheduled Tribes, and Other Weaker Sections

Article 350 (A): Facilities for Instruction in Mother-Tongue at the Primary Stage

Article 350 (B-1 and 2): Facilities for Instruction in Language Based on Linguistic Minority or Religious Minority

Article 351: Directive for the Development of the Hindi Language

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Structure of Educational Administration in India

Higherarchy of educational administration

Since education in India is based on diverse languages, religions, cultures, socio-economic groups, etc., the demand for education is administered at five levels. They are:

1. The central government at the national level
2. The state government at the state level
3. Tamil Nadu Higher Education Department
4. Tamil Nadu School Education Department
5. District level (district, block, and village) at the local level.
6. Block level (for example, Madurai east block).
7. Institutional level (for example, Kendriya Vidyalaya, CBSE School, Madurai)

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Relationship Between Educational Management and Administration

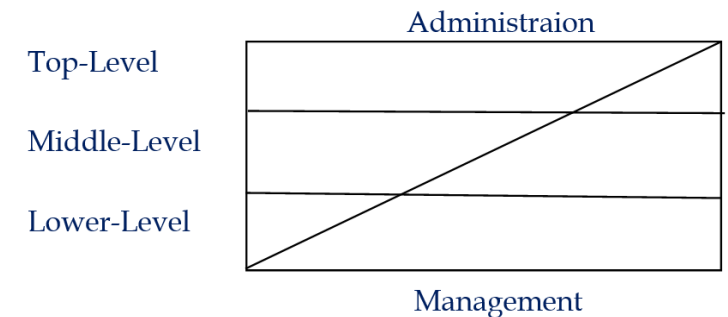
According to experts like Theo Haimann and Newman, Administration serves as the high-level steering force of an organization. It is defined by the following core functions:

Strategic Foundation: Focuses on the overall determination of policies, setting major objectives, and identifying the general purpose of the institution.

Broad Programming: Involves laying down the primary frameworks and large-scale projects rather than daily tasks.

Governance and Principles: Operates at a higher level of authority to establish the basic principles that guide the entire enterprise.

Leadership and Control: Acts as the mechanism for guidance and leadership, controlling group efforts to ensure they align with common institutional goals.



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Relationship Between Educational Management and Administration

Functional Distinction: Administration vs. Management

According to Sheldon, Spriegal, and Milward, the organizational hierarchy is defined by two distinct but overlapping roles:

Administration ("Thinking"): A high-level function focused on the conceptualization of plans, policies, and core objectives.

Management ("Doing"): A functional role focused on the execution and direction of operations. It is the "art of getting things done" through people in organized groups.

Core Managerial Tasks: Beyond execution, management involves initiating, coordinating, and integrating diverse organizational components to sustain viability and achieve goals.

Hierarchical Balance:

While most roles involve both activities, the ratio shifts by level:

Top Level: Primarily administrative (strategic planning).

Lower Levels: Primarily managerial (tactical implementation).

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Relationship Between Educational Management and Administration

Difference between management and administration

The difference between management and administration can be summarised into two categories: The are: 1. Functions 2. Usage and Applicability.

Similarities

1. Both educational management and educational dministration are practiced by people working in educational inistitutions (Schools, Colleges, Universities and etc..) to carryout duties.
2. Management and administration have been in existence for a long time and contribute to the effective running of the organization.
3. Management comprises of administration and Administration works well if combined together. Hence a manger or headmaster or prinicipal needs to have both skills.

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Relationship Between Educational Management and Administration

Similarities

4. Both administration and management are process based techniques
5. Administration and management must achieve something towards the end. Whether doing administration or management, the goal is to deliver expected outcomes.
6. Management and administration both exist in the New public management model

Difference between management and administration

The difference between management and administration can be summarized under two categories: The are;

1. Functions and
2. Usage / Applicability.

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Differences Between Educational Management and Administration

Basis	Management	Administration
Meaning	Management is an art of getting things done through others by directing their efforts towards the achievement of pre-determined goals.	It is concerned with the formulation of broad objectives, plans, and policies.
Nature	Management is an execution function.	It is a decision-making function.
Process	Management decides who should do it and how he should do it.	The administration decides what is to be done & when it is to be done.
Function	Management is a doing function because managers get work done under their supervision.	Administration is a thinking function because plans and policies are determined there.

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Differences Between Educational Management and Administration (On the basis of functioning)

Skills	Technical and human skills.	Conceptual and human skills.
Level	Middle & lower levels of function.	Top-level function.
2. On the basis of usage		
Applicability	It is applicable to business concerns, i.e., profit-making organization.	It is applicable to non-business concerns, i.e., clubs, schools, hospitals, etc.
Influence	Management decisions are influenced by the values, opinions, beliefs, and decisions of the managers.	The administration is influenced by public opinion, government policies, religious organizations, customs, etc.
Status	Management constitutes the employees of the organization who are paid remuneration (in the form of salaries and wages).	The administration represents the owners of the enterprise, who earn return on their capital invested and profits in the form of dividends.