

Multi-Level Administration System in Primary Educational Sector in India

Monalisa Halder^{1*}, Sayanti Das¹, Anshit Mukherjee², Jinia Datta³

¹*Assistant Professor, Department of Basic Sciences and Humanities, Abacus Institute of Engineering and Management, Mogra, India 712148*

²*B.Tech. Third Year Student, Department of Computer Science Engineering, Abacus Institute of Engineering and Management, Mogra, India 712148*

³*Principal, Abacus Institute of Engineering and Management, Mogra, India 712148*

**Email of Corresponding Author: monalisahldr18@gmail.com*

ABSTRACT

In this research, the analytical study is aimed to observe the multi-level administration in the primary school educational system prevailing in India. It also investigates the functioning body of decentralized education administration with numerical analysis.

KEYWORDS: Indian Primary Education, Administration System

INTRODUCTION

The recent global trend of education systems is decentralization. Most of developed and developing countries are adopting decentralized education system. According to this process central Ministries are the decision-making authority and transfers decision to the intermediate governments, local governments, communities, and schools. The Indian government has undertaken several initiatives and reforms to improve primary education in the country. The Sarva Shiksha Abhiyan (SSA) and the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) are two prominent programs aimed at universalizing access to primary education and improving its quality. The government also emphasizes teacher training, infrastructure development, and the provision of learning resources to enhance the learning environment in primary schools. The stretch of the transferred deviates, however, from administrative deconcentrating to much broader transfer of financial control to the regional or local level. With the recommendation of National Education policy India too implemented this decentralized process in the early 1990s and has been worked efficiently to improve the educational planning and management of its systems [1-2]

R. Payal et al. have researched on Decentralized administration of school education for Rajasthan and found that this said modified structure worked efficiently through facing challenges [3]. C. kumar et al. have researched on Determinants of Primary Attainment in India (1986-2008) and explained that Universal Primary Education in India stated in 2015. The educational system involved a complex configuration of social determinants [4]. Y. C. Cheng et al. have done researched on profile of multi –level self-management in school and found that multi-level education system has been spread worldwide since 1980 and it improved the quality and efficiency of school management system [5]. A. C. Stahmer et al. has researched on exploring multi-level system factors facilitating educator training and implementation on evidence based practice and explained that multilevel administration in schooling system improve the working efficiency [6].

OVERVIEW OF MULTI LEVEL ADMINISTRATION IN PRIMARY EDUCATIONAL SYSTEM

Multi-level administration in the primary educational system refers to the organizational structure and management hierarchy involved in overseeing primary schools at different levels. It typically involves several layers of administration, each with its own responsibilities and functions. Here's an overview of the multi-level administration in the primary educational system:

1. **National Level:** At the national level, there is a Ministry or Department of Education responsible for formulating education policies, curriculum development, and setting national standards for primary education. This level focuses on creating a framework that guides primary education across the country.
2. **Regional/District Level:** Within each country, there are usually regional or district-level education offices that implement national policies at the local level. These offices are responsible for coordinating and overseeing primary schools within their respective regions or districts. They may provide support to schools, monitor their performance, allocate resources, and ensure compliance with national guidelines.
3. **Local Level/School District:** At the local level, there are school districts or local education authorities responsible for managing groups of primary schools within a specific geographic area. They handle matters such as school zoning, student enrollment, budget allocation, and staff recruitment. School district administrators work closely with school principals and teachers to ensure effective operations and adherence to educational policies.
4. **Individual Schools:** Each primary school operates as an individual unit within the multi-level administration system. The school is typically led by a principal or head teacher who is responsible for the day-to-day management of the school. The principal oversees curriculum implementation, student discipline,

teacher supervision, and school improvement initiatives. They also liaise with higher levels of administration to address various issues and ensure alignment with educational goals.

OBJECTIVES OF THE STUDY

The primary education system in India faces several challenges, including access to quality education in rural and economically disadvantaged areas, high dropout rates, a shortage of qualified teachers, and inadequate infrastructure in some schools. Efforts are being made to address these challenges through policy interventions, increased funding, and community involvement. We have interested to know the ground level situation to acknowledge how decentralized planning is assisting Indian education system by facing countless challenges endlessly for planned development.

PROBLEM OF DECENTRALIZATION OF SYSTEM:

The problems of decentralization of system are local elitism, a decrease in interest of community members, low education level and illiteracy rate, lack of interest of political leaders and bureaucrats, lack of proper human resources [10].

METHODOLOGY

Here, secondary(quantitative) data is used for describing the prescribed topic which is collected from UDISE 2021-22 datasheet [7]. In Table 1, we have shown the enrolment status of primary schools in India in session (2020-21) and session (2021-22).

Table 1 Enrollment Status of Primary School in India in Two Years

Total Number of Enrolments	Session (2020-2021)	Session (2021-2022)
Primary to Higher Secondary	253804461	255740623
in Primary	122021291	121842250
Girl students (Primary to Higher Secondary)	122072631	122891568
Boys students (Primary to Higher Secondary)	131731830	132849055
SC Students (Primary to Higher Secondary)	47808724	48295803

ST Students (Primary to Higher Secondary)	24900630	25107950
OBC students (Primary to Higher Secondary)	113506961	114886642
Muslims Enrolments (Primary to Higher Secondary)	36202678	36591868
number of Minority Enrolments (Primary to Higher Secondary)	45505633	45439404
in Kendriya Vidyalaya (KVs) (Primary to Higher Secondary)	1323283	1375151
in Jawahar Navodaya Vidyalaya (JNVs) (Primary to Higher Secondary)	270736	287021
in Other Central Government schools(Primary to Higher Secondary)	179938	170566
in State Government schools(Primary to Higher Secondary)	130651687	138665980
in Government Schools(Primary to Higher Secondary)	132425644	140498718
in Government Aided schools(Primary to Higher Secondary)	26446332	26647860
in Private Unaided Recognized schools(Primary to Higher Secondary)	88089385	82450325
in Other schools(Primary to Higher Secondary)	6843100	6143720

DISCUSSION

Budget allocation for Primary education sector:

In 2022-23, for education sector the Ministry has been assigned Rs. 1,04,277 crores which shows 18.5% increase over the revised expenditure in 2021-22. The allotment of the central government for estimated expenditure is 3% for the period of 2022-23. In 2022-23, The School Education and Literacy Department has been assigned Rs 63,449 crore, which is accounted for 61% of the Ministry's total allotment. The allocation for the Mid-Day Meal program (now PM-Poshan scheme) is Rs. 11,600 crore for 2023-24 [8].

The Primary Management system:

Total 24338001 teachers has provided education in Indian primary school. The 34.4 % of teachers teaching in primary school in 2021-22 in comparison of 35.4% in 2020-21. The total number of teaching and non-teaching staffs has increased in period 2021-22. Total numbers of teachers are 95.07 lakh in 2021-22. The Dropout Rates from Primary school in 2021-22 is 1.45, Transition Rates Primary to Upper Primary is 93.18.

The student Teacher Ratio in Primary school is 26.17%. Gender Parity Index at Primary level 1.03. Approximately 10 crore enrolled, students in Classes I to VIII, get a free meal at lunchtime in 11 lakh government schools [9].

CONCLUSION (OVERALL IMPACT)

It's important to note that the Indian primary education system is vast and diverse, with variations in implementation and quality across different regions and schools. The multi-level administration structure allows for a coordinated approach to primary education. It enables the implementation of national policies while allowing flexibility to address local needs and challenges. It also facilitates communication and collaboration between different levels of administration, ensuring efficient management and continuous improvement of primary schools.

It's important to note that the specific structure and terminology may vary between countries or educational systems. The above description provides a general framework for understanding multi-level administration in the primary educational system.

REFERENCES

- [1] R.Govinda, M. Bandopadhyay, (2007) DOI: 10.1007/978-1-4020-4358-1_11
- [2] Article of National University of Educational Planning and Administration, New Delhi (2021)
[Http://Www.Niepa.Ac.In/Scholar/Batch/2019/11_Ruchi%20payal%20\(20191011\).Pdf](http://www.niepa.ac.in/Scholar/Batch/2019/11_Ruchi%20payal%20(20191011).Pdf)
- [3] R. Payal, Educational Quest 13 (2022) 0976-7258
- [4] C. Kumar, S. P. Singh, D.K. Nauriyal, DOI: 10.4236/oalib.1100415
- [5] Y. C. Cheng, W. M. Cheung International Journal of Education Management 17(3) (2003) 100-115
- [6] A. C. Stahmer, J. Suhrheinrich, P. L. Schetter, E. M. Hassrick, Implementation Science (2018) DOI 10.1186/S13012-017-0698-1
- [7] UDISE 2021-22 Datasheet https://Dashboard.Udiseplus.Gov.In/Assets/Images/Pdf/Udise+2021_22_Booklet.Pdf
- [8] OECD Library 109 (2014)
[Https://Www.Oecd-Ilibrary.Org/Fr/Steering-From-The-Centre-New-Modes-Of-Governance-In-Multi-Level-Education-Systems_5jxswcfs4s5g.Pdf](https://www.oecd-ilibrary.org/fr/steering-from-the-centre-new-modes-of-governance-in-multi-level-education-systems_5jxswcfs4s5g.Pdf)
- [9] The Telegraph Online (2.02.23)
[Https://Www.Telegraphindia.Com/India/More-Students-Less-Cash-For-Midday-Meal/Cid/1913680](https://www.telegraphindia.com/India/More-Students-Less-Cash-For-Midday-Meal/Cid/1913680)
- [10] K. K. Tripathi, N. Bajpai journal of All India Association For Educational Research 23 (2011)