Management of Education

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ABSTRACT

Academic institution to a large extent depends on how its concept has been conceived, where dedicated intellectuals burn the night lamp to discover' irrespective whether their discoveries have any meaning to the real world or not

A second concept is one of a custodian of society. There is yet a third and equally significant concept of academic institution which conceives it as an organization dedicated to perform its social responsibility by extending itself beyond, its four walls

Academic neutrality is luxury that academic institutions cannot afford in India. They must indulge in functionally useful attempts to uplift management of education.

KEYWORDS: *Institution, Faculty, Students.*

MANAGEMENT OF EDUCATION

Academic institution to a large extent depends on how its concept has been conceived, where dedicated intellectuals burn the night lamp to discover' irrespective whether their discoveries have any meaning to the real world or not. These intellectuals are very possessive of their independence and would do anything to preserve it. In 1852 John Newman voiced the same feeling when he wrote that the academic institutions particularly universities are the high protecting power of all knowledge and science, of fact and principle, of inquiry and discovery, of experiment and speculation. They map out the territory of intellect, and see that there is neither encroachment nor surrender on any side' (Cardinal, 1959)[2]. Give this role, education is seen as an act of transferring accumulated wisdom and knowledge to the ignorant educate.

A second concept is one of a custodian of society. Through schooling they ensure that the educate not only gets a degree but learns to behave and carry oneself according to the dictums of culture and social ethos. This creates an impression that academic institutions are meant to domesticate' the educate and

they themselves are instruments of social control (Freize, 1972). They are seen to act on the side of existing order and against change, to be cowardly in the face of powerful interest or perhaps worse, casual and thoughtless in supporting an establishment"

There is yet a third and equally significant concept of academic institution which conceives it as an organization dedicated to perform its social responsibility by extending itself beyond, its four walls., When societies were stable and change was slow, they were able to exude an air of tranquility and almost monastic withdrawal from the realities of life outside.

But in today's world where the only thing that is constant is change, they cannot afford to isolate and live in. They have responsibility to be responsive to change and perhaps derive the scope and depth of their scholarly activities consistent with the change.

Irrespective of the conceptual interpretation management of education and educational institutions must be examined at three levels- institutional, faculty and students.

INSTITUTION

At the institutional level a number of issues must be examined. Some of them are discussed below:

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[2] Cardinal, H.C.N. (1959) The idea of a University, New York: Image Books

Freize, P. (1972) Education: Domestication and liberalization. In 1. Lister DE schooling, London, Cambridge University Press.

1. **Primary Heads:** The role of primary heads in educational institutions is changing towards an increase in management-oriented activities. However, this trend does not mean deprofessionalization of academic head. Where as in the past the head's main responsibilities had been for curriculum development and some aspects of staff management, these responsibilities now require a wide range of management activities including strategic planning, resource generation and allocation, budgeting, cost control and monitoring. The primary heads must be trained in the principles of management.

2. **Infrastructure:** Most Academic institution lack sufficient infrastructure to impart meaningful education. The class rooms are overcrowded, buildings are old with plaster peeling off, playground facilities are almost nonexistence. Such an environment does not produce an ambiance for learning.

3. **Teacher-Staff Ratio:** Most academic institution, particularly universities seem to have more administrative than teaching staff. According to one estimate the ratio in universities is members of eight administrative staff to one teacher. According to Singh (1999)[3] Delhi University Colleges have 15-20% surplus non-teaching staff. Often there are problems between the administrative staff and teachers that irritates and frustrates teachers in putting their full efforts in teaching. A clear demarcation of duties and accountabilities would go a long way to minimize the friction between teaching and administrative staff.

4. **Professionalization of Education:** Some developing nations are characterized by a phenomenon called educated unemployed' These are disillusioned drifters who have education but little or no training and hence lack vocational proficiency to get into professions. Perhaps they have gone through general education devoid of occupational preparation. Additionally, a larger proportion of occupations today are those which did not exist 20-25 years ago and the education has not been able to inculcate saleable skills among them for the kind of professions available now. They have to be keyed for occupations.

They need to be provided instructions in productive industry and given vocational training. The First Education Summit of nine of the world's most populated countries in India in December 1993 emphasized its conviction that education for all by 2000 is perhaps one of the prime movers in abolishing poverty and achieving productivity. Academic institutions must consider imparting occupational preparation and training consistent with reality, abilities and potential-three ingredients of vocational maturity' Evening classes, instructional manuals even distant learning can be handy tools to build an alternative professional community to replace albeit temporarily, the inadequacies of larger society.

5. **Research:** Academic institutions particularly universities are involved in a large number of research studies (both theoretical and practical).

   Most of the time, the findings of these studies are disseminated in professional journals and conferences with limited access to common people. This is further accentuated by the ubiquitous policies of journals which insist that articles are professionally written with academic rigor. They do not allow authors to go into meaningful details about the results as it is assumed that the reader 4s possess sufficient understanding to follow what the authors are trying to say. if the results of these researches have meaning for people at large as they should, there is a need to disseminate them at the level which can be easily followed by common people. Academic institutions have a responsibility to indicate the utility and relevance of their researches to people in general. perhaps they should organize 'open houses' where ordinary people could come to enquire about research, teaching and learning. This Can be further reinforced by building bridges with social institutions and community Centre's.

6. **Funding:** Academic institutions particularly universities are facing increased financial crisis mainly due to decrease in government support. They have to mobilize their own financial resources in the wake of unsound financial position. The problem has become more serious in India specially after economic reform policies and budgetary constraints. Hence academic institutions have to think of ways and means to generate their own resources. Malik (2002)[4] has identified following 8 schemes to argument the financial resources.

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[3] Singh, A. (1999) Reaction the right way: The Hindustan Times, October 8,11.

[4] Malik (2002) Management of University resources. Journal of Educational planning and Administration,16(2), 253, 536.

a) Top up fees for students

b) Attracting foreign/NRI students/company sponsored who usually pay much higher fees than the Indian students

c) Donations and support from Alumni.

d) University-industry resulting in consulting assignments.

e) Research grants from national and international agencies.

f) Endowments from public.

g) Money generated though research and publications.

h) Starting partially/fully financial courses.

In addition, some institutions can generate funds through renting out their infrastructural facilities for individual/group use.

7. Accountability: Education is not free. It cost money more so today than before. Academic institutions are made accountable by regulating student's teacher ratio, class size, number of working day's number of hours of teaching etc. However, these do not necessarily ensure that students would reach their full potential. Many institutions despite these measures show very poor result. Any system of accountability must entail the following.

a) Students' performances as a measure of institutions accountability.

b) Development of criteria for inter institutional comparison.

c) Development of strategies to reinforce good performances and eliminate weak results.

FACULTY

As far as management of education at the level of faculty is concerned, following issues must be examined.

1. Faculty Selection: To ensure management of educational institutions, selection of faculty should be based on the criteria of merit only. Only the properly qualified teachers can assist in developing the creative potential of students and help them to absorb and utilized education.

2. Teaching Technology: Faculty knowledge in the subject and expository skills, teaching aids and other facilities would help in improving the quality of education. Teachers must innovate and develop teaching technologies much suited to the requirements of courses rather than just the lecture method.

3. Training: In order to avoid obsolescence, there must be provision for sending teachers to faculty development programs Knowledge is expanding fast and teachers must be kept abreast with the changing profile of knowledge.

4. Faculty Motivation: It is also necessary to create conditions for the motivation of teachers. While quick promotions and monetary benefits may not be easy to provide, perhaps academic institutions could think of ways and means to recognize their contribution in area such as teaching quality, developing new teaching aids, monitoring student motivation, conducting research and publishing articles and writing books. Perhaps a "Best Teacher Award" at the end of year can be one way to motivate teachers to do their best.

STUDENTS

At the level of students following concerns should be examined.

1. Students' Selection: To maintain quality education, it is absolutely necessary to select those students who would profit from the education. Suitable selection instruments must be developed to identity highly motivated and committed students. Selection test should measure the general academic aptitude as well as special aptitude to pursue a special branch of knowledge.

2. Professional Education: General education is not enough. The contents of education should be relevant, updated and leading to professional competence. Knowledge for the sake of knowledge is not enough. Education must make every criterion productive member of the society.

3. Students Involvement: Teaching technology and learning environment should get the students involved in the class discussion through presentation, role play, case discussion, group discussion and the like. This should generate and sustain student motivation leading to more effective assimilation of knowledge.

4. Performance Evaluation: The examination should not be a one-time affair at the end of academic year. Students' performance should be evaluated throughout the year through various segments, like assignments, presentations, class participation quizzes and so on. Such a process would encourage students to make sense of serious practical and intellectual problems and demonstrate the method of reaching answers.

CONCLUSION

Academic institutions have with in themselves the climate and around them the prestige that given them

special leverage in confronting and coping with problems. They should accept the burden of responsibility and pursue a course of action to solve these problems. They must not be the producers of change agents only, but themselves be the agent of change. Academic neutrality is luxury that academic institutions cannot afford in India. They must indulge in functionally useful attempts to uplift management of education.

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