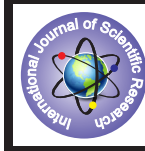


Educational Administration – Challenges



Political Science

KEYWORDS : Education, Educational administration, Educational planning, Higher education.

Dr. B. M. Ratnakar

Department of Political Science, Karnatak University, Dharwad -580003.

ABSTRACT

Educational administration aims at developing human creativity and personality which in turn generate social, economic, political and cultural developments leading to the creation of a society where democratic values are respected. It is a significant process of planning, implementation and evaluation of education services. The principles of administration i.e. Planning, Organizing, Staffing, Directing, Cooperation and coordination, Reporting and Budgeting as put forth by eminent scholars like Luther Gullick and Lyn Dill Urwick have to be effectively applied to educational administration in order to get best results. The scope of Educational Administration can be viewed from different angles as Education has many dimensions. Educational administration includes personnel administration, financial administration, curriculum, Examinations etc..

Globalization has posed a new set of demands to education planners and academic administrators. More than ever before it is realized that higher education has to play a strategic role in human resource development and also in improving scientific and technological capabilities to meet the challenges of competitions in the fast changing and increasingly complex and inter-dependent world economy. In the recent years a lot of changes are being taking place in the field of higher education. Those changes have not only influenced techniques and methodologies of imparting education but in some ways they have even challenged the very purpose and objectives of higher education. The world economy is experiencing unprecedented changes. New discoveries in science and technology, competition, media revolution and internationalization are creating enormous effects on education sector.

The prevailing educational administration is in a state of crisis. Dr.S.L.Goel a well known expert on public administration observes that, since four decades, the education policy have not been satisfactorily implemented because of inadequate administrative performance. The reasons behind this are numerous. Important ones are, out dated educational administration system entailing organizational defects, lack of coordination, complex and cumbersome administrative and financial procedures, paucity of resources, political apathy, centralization of power, and poor quality of personnel –both teaching and non teaching. The following factors are considered as the real challenges to educational administration. 1. Lack of Equity in distribution and adequacy of coverage. 2. Poor linkages between Education and Modernization. 3. Poor financial allocation to the development of education and improper utilization of available resources. 4. Very little emphasis on character building in educational institutions. 5. Lack of administrative capabilities and competence. 6. Lack of coordination and linkages. 7. Deteriorating quality of Education. 8. Out dated evaluation systems.

Issues and Problems of Education –Some of the glaring problems as noticed include:

1. Over Expansion – In India one can notice the expanding of educational institutions. Today we have about more than 250 universities. There were only 33 universities in 1956-57. There has been a phenomenal growth in number.
2. Increased enrolment of students- Due to vast population the enrolment has increased. The democratization and the socio cultural demand by the rural population have led to increased intake. Besides this due to the prolongation of the student's stay in the universities either due to affluence or due to lack of job opportunities has proved a strain on the universities resources. The over enrolment has seriously affected the higher education.
3. Poor Facilities - Although there is a considerable growth in higher education in recent years this growth has been uneven and unplanned, without allocation of commensurate resources. The facilities are below expectations. There is dearth of physical infrastructure and man power. The conditions in some of the colleges and post graduate centers are quite unsatisfactory. There is no academic culture in these campuses due to poor facilities. Some times the buildings are in a very bad condition and is totally unscientific. The class rooms are tiny and suffocating, the library facilities are below standards. There is no up gradation of libraries and laboratories, the modern electronic devices are not available, and some of the colleges are opened in remote areas. Even in this era of information technology they are deprived of minimum facilities of telephone and internet. It is so because they are in rural areas where the supply of power is irregular or in some cases it is not at all available. In some cases the colleges and the post graduate centers lack better communication and transport facilities.
4. The mushroom growth of affiliated colleges in recent years could be prevented by the university authorities by imposing strict conditions with regard to suitable accommodation, enrolment and endowment. But the university authorities, the academic bodies have failed in their duties. Due to various reasons they are not been able to perform their duties effectively. The working of Local Inspection Committees has come under suspicion. Some of the college's managements are quite powerful and get the affiliation by adopting unconstitutional practices
5. It is also found that there is communication gap between university teachers and college teachers, there is hardly any dialogue between two. Sort of superior and inferior feelings exist in the minds of the both with few exceptions here and there.
6. Regional Medium is another problem in higher education .With the introduction of regional languages as the media of study, there can be hardly any uniformity either in teaching or examinations. The use of regional languages at the post graduate level is likely to dilute the standards because books of high standards are not available in regional languages and the books in English cannot be comprehended by the candidates. Due to local needs there are a vast number of sub standard books are used and clear their examinations. If such graduates are made as the teachers either in the colleges or in the universities then a great amount of damage is sure to occur to the future generation.
7. Commercialization of Education – commercialization of education has begun with the expansion of higher education. In order to satisfy various groups and individuals the governments keep sanctioning the education institutes to gain socio, economic, political mileages. By mere undertaking they get the approval... Later they do not bother to fulfill the agreed conditions. Once they get the approval then they indulge in making money rather improving the conditions. Most of the professional colleges are managed by the political bigwigs, followed by the local leaders who bring approvals for starting B.Ed, D.Ed .Engineering colleges on no grant basis. The colleges are opened without the adequate number of teachers, without enough qualifications, basic physical infrastructure. Being unaided institutions they seem to have a licence to collect huge capitation fees from parents.

8. Defective Examination system – The present examination system is defective. The annual examination system is to be split into two semesters at all levels in universities; this will help the students as well as teachers to be serious academically.
9. Educational institutions are increasingly being influenced by casteism, communalism and obscurantism and it is necessary to lay special emphasis on struggle against this phenomenon and to move towards a genuinely egalitarian and secular social order.
10. Fragmentation of Education into water tight compartments is illogical
11. Frequent transfer of top IAS officials in educational administration has caused heavy problems. Before one could understand the department in its true sense the officials are transferred this create a lot of ambiguities in educational administration. This system must be stopped.
12. Ineffective support and supervision. There is a need for regular field visits by the Head quarter staff: Increase of paper work has made its top officials to remain at head quarters only. The top officials do not wish to come and visit the rural areas and the remote places where the educational institutes are located imparting education in a lot of short comings. Teachers working in remote areas and the rural areas need immense support and guidance from the head quarter. The ground problems are never experienced by the top officials as they never stay and listen to the grievances of both teachers and the students. Very surprisingly as and when the field level staff reach the head quarter to say something then they won't get the appointment due to various reasons. Thus there is a lot of gap between the head and the subordinates in the education system.
13. Low investment in Education – Need for stepping up.
14. Negative Role of the secretariat –The secretariat is a policy making body and it keep helping the political heads on various issues such as policy formulation, policy implementation etc. However, in practice and in reality the secretariat interferes and meddles into day today implementation issues, resulting in conflict between the secretariat and the Directorate. This results in strained relation between the two functionaries. Kothari commission has rightly mentioned that the key to a successful relationship lies in the personal equation between the Directorate and the secretary of education. Apart from this, there is humility experienced by the teaching staff is that whenever they reach the secretariat or the collegiate education Director's office they are not treated well by the officials. It is noticed that many vice chancellors and Registrars, senior professors have to stand before the clerical staff to seek the development grants and administrative approvals and some time they don't even give the chair to sit. They are always critical about the UGC scale. They are under wrong impression that the teachers have less work. Such comments are really killing the initiatives of a teacher. With this kind of treatment they never feel like going to the secretariat offices.
14. Lack of administrative competence among the Educational Administrators: Need for appropriate training. Educational facilities are delivered by the administrators of different levels. Being administrators they lack educational administrative competency. They are more prone towards rule applying and putting quarries this will hinder the development and non utilization of the benefits. Teachers are good in teaching but most of the teachers are not well versed in rules and regulations. They find difficulties in providing the information sought by the administrators of different levels.
15. Lack of decentralization – A good deal of decentralization is needed to promote efficiency in administration. The quantum of work load has increased and this is to be lessened through judicious delegation and decentralization mechanisms. In an article "more funds for education" in the Tribune dated august 17,1984, shri R.J. Venkateshwaran has rightly mentioned that political interference in the matter of appointments and promotions of teachers ,malpractices in examinations, defiance of discipline and diversion of funds allotted for specific schemes to non educational purposes are some of the negative factors which need im-

mediate attention of policy makers and planners at the state level. Lack of accountability and efficiency, all these are acting as severe problems to the educational administration.

Threats in the field of Higher Education –At present the higher education is under constant threat in terms of reduction of government grant in aid, Entry of foreign Universities into India, Demand for accreditation by NAAC, replacement of permanent staff if found inefficient, take over of existing universities by the corporate sector to run on commercial basis, replacement of NET/SLET, non PhD candidates by the qualified ones. These defects and deficiencies need to be corrected in order to provide quality education at all the levels and thus bridge the gap between aspirations and performances. Our educational system has been an isolated sectoral activity without integrating it to the total process of development. There is a need to search a new indigenous approach or model of development which may have education as an integral part of it. Education is one of the most important factors in achieving the development goals of the nation. It is the key to nation's development. It is an investment in the human resources. If the fruits of education have to reach the common people then it must be properly administered. Education is rightly considered as the main instrument of socio economic change. Dr.S.L.Goel, while talking about educational administration, he says that, Education is a process, which develops the personality and creativity in the individual, so that they can assist in promoting healthy society and national development. Education is thus a process, which influences individual's capabilities, social environment and economic development. More emphasis is laid on the socio economic well being, competence and creativity of the individuals, which encompasses,

1. Physical, intellectual and aesthetic development of personality;
2. Inculcation of a scientific temper and democratic, moral and spiritual values.
3. Development of self confidence to innovate and to face unfamiliar situations.
4. Creation of an awareness of the physical, social, technological, economic and cultural environment.
5. A commitment to principles of secularism and social justice.

Education is thus a process, which shapes the quality of an individual's life and through him, the society and world at large. Educational administration as propagated by Dr S.L.Goel and Aruna Goel is a branch of public administration which provides educational services to the people with economy and efficiencies. Educational administration can be ensured through proper policy formulation and its implementations. In simple terms, Administration is concerned about the policy formulation and its implementation. Administration is nothing but managing the affairs with the use of well thought out, principles and practices and rationalized techniques to achieve certain objectives.

Educational administration aims at developing human creativity and personality which in turn generate social, economic, political and cultural developments leading to the creation of a society where democratic values are respected. It is a significant process of planning, implementation and evaluation of education services. The principles of administration i.e. Planning, Organizing, Staffing, Directing, Cooperation and coordination, Reporting and Budgeting as put forth by eminent scholars like Luther Gullick and Lyn Dill Urwick have to be effectively applied to educational administration in order to get best results. The scope of Educational Administration can be viewed from different angles as Education has many dimensions. Educational administration includes personnel administration, financial administration, curriculum, Examinations etc...Thus, Education is a complex process having multiple dimensions. There is a need to go into all aspects of education by educational administrators to formulate policy and plans. Educational administration is an area of activity which calls for specialized knowledge and techniques which helps to achieve the educational development. A professionally efficient and competent administration is able to serve the purpose better. Educational administration is the

vehicle which can translate educational policy and planning into action. A good educational administration can ensure the achievement of educational targets in time.

Effective educational administration can be achieved in following ways...

1. Through devising ways and means for mobilization of existing and untapped resources- community, government (Local and National) bilateral, multilateral, and non governmental agencies to provide decent educational facilities and services to all in the backdrop of globalization.
2. Essential steps must be taken to develop man power through providing need based education. Training, research, consultancy mechanisms must be developed.
3. Through improving research activity and developing policy alternatives to solve educational problems and issues.
4. Designing educational technology to suite the field and environment.

It is felt that, the state government must take a more positive

role in educational development, not merely by providing more money in their budget but also by creating such conditions as can help to eradicate the existing deficiencies in the system and ensure its growth on healthy lines. In order to function effectively and successfully in a borderless world, universities and colleges have to maintain high quality standards, gain multi – cultural and multi disciplinary perspective, ability to work in different cultures, strategic planning and developing up to date infrastructure facilities. Globalization demands changes in the existing structure, management and mode of education system. It may sound inconvenient in the beginning but one has to accept the ground realities. In a nation like India, where about 40% of the population is below poverty line and a majority of the population belongs to the socially backward sections and lives in villages where the educational facilities are not up to the mark, all the scope for upward movement of the first generation will be denied if the subsidies for higher education are withdrawn (Thomas Joseph).

REFERENCE

1. Neelmegham, Uberoi (Ed) Professional Competency in Higher Education CPDHE | University of Delhi 2000. | 2. S.L. Goel (et al) Education Policy and Administration Deep and Deep Publications. New Delhi 1994. | 3. Sujata Patil, Higher Education at the Cross Roads Economic And Political Weekly 2004 Vol XXXIX No 21. | 4. Venkatesh Problems in Higher Education in Social Problems And Welfare in India (ed) Jogan Shankar Ashis Publishing House New Delhi. | 5. Power K.B. Assuring Equity and Quality in Mass Higher Education: The Indian Context. University News May 27 1996. | 6. Mohan Jharta (et al.) Education System in India : Problems and Prospects University News June 5. 1995. |