

RATIONALE AND IMPLICATIONS OF EDUCATIONAL ADMINISTRATION

S.K.Kataria

Introduction

- Education is the entry or subject of the Concurrent list (no.25)of the Seventh Schedule(Article-246) of the Constitution of India. Vide The Constitution(Forty Second) Amendment Act, 1976.
- Co ordination and determination of standards in Higher Education and Scientific and Technical Institutions is the entry in the Union List (no.66).
- First National Education Policy was declared in 1968 and Second in 1986. New National Education Policy was approved by the Union Cabinet on July 29,2020. This public policy document comprises 04 parts and 27 chapters. National public policies are applicable to all over India irrespective of different political regimes at local level.
- India is federal country so both the government i.e. Union and State have control over educational administration.

Structure of Educational Administration in India

3

- Central Government.
- State Government.
- Local Bodies- Urban and Local government.
- Private school /college/university authorities.
- Division of education by its objectives, nature and scope etc. i.e.-general / professional/vocational/technical etc.
- Educational institutions stand alone(not affiliated any university) and affiliated .

Rationale

- The federal structure of India is oriented to union government due to many reasons and it works mainly on co operative federation structure. Now education is listed in concurrent list.
- Regarding the cooperation of the Centre and the States, ***Maulana***
- (the First Education minister in independent India) stated that, “Education was of course, a State subject and the Centre have never believed in interfering. But the Centre could also not sit back and say that their responsibility was over. The centre could offer advice, give help and make efforts towards the implementation of the schemes”. The reform of the education system as a whole and fulfillment of the plan-targets aimed at uniformly high standard of education throughout the country.

Contd.-

5

- Educational Administration is a specialized activity which runs the entire educational programs composed of human and material resources in an organized manner towards fruitful and constructive goals. Educational institutions operate in a dynamic environment. They therefore must constantly identify and implement improvements in their own setup. The process of continuous improvement thrives when the mindset of the stakeholders is geared towards constant monitoring, problem identification and research. However, there is no synchronization is seen between union and State governments and various educational institutions and regulatory bodies.

Implications

- The POSDCoRB functions of the educational administration are core activities to enhance the efficiency and effectiveness of the system and increase in literacy rate as well.
- Educational institutions operate in a dynamic environment. They therefore must constantly identify and implement improvements in their own setup. Doing so requires the administrators, faculty, and staff to constantly access training and developmental opportunities. But the scenario in India is not promising.
- The process of continuous improvement thrives when the mindset of the stakeholders is geared towards constant monitoring, problem identification and research.

Contd.-

- There is no single all-embracing theory of educational management. In part this reflects the astonishing diversity of educational institutions, ranging from small rural elementary schools to very large universities and colleges. It relates also to the varied nature of the problems encountered in schools and colleges, which require different approaches and solutions. Above all, it reflects the multifaceted nature of theory in education and the social sciences. **P. Ribbins** says-“Students of educational management who turn to organisational theory for guidance in their attempt to understand and manage educational institutions will not find a single, universally applicable theory but a multiplicity of theoretical approaches each jealously guarded by a particular epistemic community” .

Problems of Education System

8

- ❑ Lack of **infrastructure** facilities.
- ❑ Poor **global ranking** of educational institutes.
- ❑ System of **education is not efficient.**
- ❑ Gap between **education** provided and industry – requirements.
- ❑ **Gender issues.**
- ❑ Costly higher **education.**
- ❑ Inadequate government **Funding.**
- ❑ Slow Adoption of technology.

Contd.-

- Issues of vernacular languages.
- Brain drain issues.
- Least approach to tribal and remote communities.
- Increasing unemployment.
- Misconception of degree for job.
- Exploitation in private institutions.
- Quality issue in some institutions.
- Failure in preparing civilized learners.
- Political malice in syllabi and textbook preparation.