

**THE CHANGED ROLE OF EDUCATIONAL ADMINISTRATORS**  
**BY**  
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Any educational administrator is essentially a teacher first .His function is to guide education and educators in new methods, new techniques of education, new approaches, new outlook and new ways of doing the old job. From him must flow a continuous stream of new ideas to deal with the rapidly changing educational scene.The educational methods of yesterday are already hopelessly out of place and out of date.Small traditional minds are unable to understand new problems, new needs, new urges and new aspirations of youth are responsible for all the malaise and maladjustment's that plaque the student world.A principal must essentially be an educational adviser and leader of new thought.

But he hand-over of the slavery days still stays.Some principals pride themselves of being too busy with administration and office work to be left with any time to teach classes which they feel to be of secondary importance.Stephen Leacock makes fun of educational bosses who sit in offices turning over files and dictating notes to the stenographer which any office superintendent could do as well it is academically suicidal to try to be a pale copy of an IAS officer,rather than be the all-important leader of education.A principal has to be a director of education constantly giving directions to teachers how to improve public instruction,how to raise our low standards and bring them to the level,say,up to an Optimum level.It is also the business of our educational administrators to lift education out of the rut of somehow passing examinations by cramming or copying or by preparing a few expected questions,and make it a great instrument of training human material for great importance.

The fame of educational administrator would rest on launching fresh experiments and galvanizing the teachers and students by his ideas and and making fresh winds blow in educational institutions.He has to be a top ranking educationist whose ideas and practices and experiments are quoted and commented upon in the educational world and he has to be a top authority on his subject.What can he teach the teachers,if his own scholarship is mediocre and if his capacity for starting new trends and futurist vision is bankrupt?The whole point is that administration,however

important or necessary, is to exist for the good of education and not vice-versa.

It is a matter of regret that seniority brings to high chairs the old timers and not those best fitted for the job of building a new India in educational institutions. And if we could scrap favoritism and political pressure and not equate merit with being useful to one's faction or group, the head of educational institutions should be appointed on the basis of fitness, rather than that of more grey hair than seniority. The great change of discarding educational administrators of selection on merit is that most persons do not favor this

idea. What is needed in an educational administrator is the adventure of new thinking and irresistible passion to build up a glorious future for the nation and the institution, so that education becomes what is called in theory but denied in practice—a truly nation-building activity.

There is this difference between a general administrator and an educational administrator. A successful administrator in other department has to think new thoughts and flout new ideas. He is by nature a non-conformist. An educational administrator has to be tolerant on non-conformism. His feet may be firm on the ground, but his head may be even in clouds. Eccentricity, deviationism, not following the latter of the law may be qualifications in an educationist, though they would condemn an officer in any other department. The educational administrator has to accord special consideration and status to his staff i.e. teachers, not treating him like a clerk but as another limb of administration. The teacher as a builder or a creator has to be permitted a lot of freedom of action and unorthodoxy of approach, if novelty and spectacular progress are to be ensured.

Also some other notions about positions and privileges of educational administrators no longer apply, if ever they did. The age was that, higher salary meant less and less work. The educational administrator being the most highly paid member of the staff, had no teaching period, and in those days there was very little of other work — administrative or organisational. But the preference was kept that he was an overbusy man, doing most responsible work—though God knows what it was. But he was the most indispensable person. Some of his younger staff are brilliant boys and girls, capable of great things, their complaint is that their heads and

seniors do not give them a chance for fear of being outshone by them. That is a dog-in-the-manager policy. Big bosses who can't do a thing themselves are jealous of anyone else doing better, and so he has to be stopped. The psychology of bosses is that their approval should be requested at every step but they forget that in modern educational set up they are principal clause and their staffs are co-ordinate clause and not the subordinate clause as they were. The administrative system of educational institutions has changed from linear to parallel.

Today, a principal must behave as the first among the equals: whose duty is to promote initiative, positive activities and great ventures and research which bring credit to the staff rather than hinder all activity to keep his position high and that of others lower. And, if his subordinates get greater name and fame than him, he should be happy and proud of presiding over such a distinguished family, rather than put them down with a heavy hand as a potential threat to his position. The future of a nation, and all hope of glorious revolution in education depend on these geniuses.

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