

ROLE OF EDUCATIONAL MANAGERS IN NEW MILLENNIUM

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ABSTRACT

This article examines the relative importance of an extensive role of educational administrators mainly in the field of school education in new millennium. This paper gets an added advantage when we have started thinking school education in terms of merit good. Administration is important in social, economic, political, religious and educational affairs. It affects every person .The manner in which organizations are administered determines the course of men’s life .It affects their way of of living, their goals, their ambitions, their happiness, and their achievements There is no denying the fact that our educational institutions are not nicely managed and even after 50 years of independence we were not in a position to start a structured programme for our educational managers. Several commissions have recommended an all India level cadre base services in the field of education but still it is a dream .In a recently concluded 2nd international round table conference on education at Lucknow, it was felt that if India has to progress, much has to be done in this field and specially in the field of education management. The definition of leadership has changed and we have started believing that leaders are not born but are made. Even in the field of medical education, we have started courses like

hospital management but we have never thought about education management. Congratulations to the thinkers of S.N.D.T.women university, Bombay who have at last felt the need and recently started a 6 months part time course in education management .we have to realize that the knowledge of administration will make it possible for the individual to recognize unsound practices in administration Such a knowledge will help in restricting the exploitation of human resources and in furthering efficient management and organization in the new millennium. The global upsurge for universalisation of elementary education and the resultant growth of secondary and higher education are prime factor which needs not only efficient but effective educational managers at every level. Professionalism in the field of education management has been a matter of concern and attention in India, particularly during the last decade for it is necessary to maintain quality in school education. Life-long continuing in- service training of educational managers enable to maintain quality in school education. Distance Teaching Institute with its effort; openness; support and collaboration from existing educational managers; self criticism and a converging focus on the divergent issues can facilitate better educational managers to head our educational institutions in the new millennium.

INTRODUCTION:

Education is a major instrument of socio-economic empowerment of people and national development.It is treated as an important infrastructure element,because without a sound base in education at all levels,other sections cannot grow in the country(Science Summit,Bangalore,1999).Data in the Table I indicates that economic empowerment of the people depends upon the level of education in the country.

TABLE – I

COUNTRY	GNP PER CAPITA (Us \$) 1994	ADULT LITERACY 1995
Nigeria	230	14
Burkina Faso	300	19
Somalia	120	24
Nepal	200	28
Mali	250	31
Bangladesh	220	38
India	320	52
Israel	14530	92
Italy	15300	97
Canada	19510	97
Singapore	22500	91
Hon Kong	21650	92

Education leads to increased productivity,social development and greater awareness among people, boosting of modernisation, enrichment of individuals,improved

quality of life, promotion of social and national integration ,increased in Employment/work opportunity etc.

Education is an investment (NPE 1986 updated in 1992) in developing important infrastructure element for national development. Thus since 1986 nation and the states have made higher budgetary allocation on education at all levels. It has resulted into spectacular growth of vast network of educational structure in the country in terms of absolute number (Selected Educational Statistics, GOI , New Delhi, 1996-97).

But at what cost? 96% of the allocated budget in education goes on salary itself leaving a very meager amount for any developmental work .The present system lacks in a functional thrust and is consequently ill suited to the task of individual and community development .Therefore ,there is a challenge to make the present system functional.

When ISO 9001 has already ventured in the field of education, I have my own doubt about the present educational scenario where a person having 10 years of teaching experience with a RESIDUAL B.Ed. degree is eligible to run an educational institution as its manager.

WHAT IS LACKING:

We know our school system where a PGT with 32 periods of class load, hardly gets time to acquaint himself with other working area in the school. If he gets a chance to head any other area as additional responsibility, he takes it as an overload and not as an opportunity to learn. There is no other source from where he will be able to learn the administrative skills required to handle an institution. The educational administration is a human process. The task of administration is complicated and highly diverse. Administration of educational institutions can not be governed by Thumb Rule but by the scientific approach in the new millennium.

CHALLENGING TASKS:

The tasks before the educational managers have become more challenging and complex over recent decades and their intensity is likely to increase in the new millennium .The five important reasons for this may be:

1. Phenomenal expansion of educational system to cater the needs of growing population;
2. Explosion of social expectations of the people for education;
3. New requirements arising from socio-political and cultural changes;
4. Scientific and technical manpower requirements of growing economics; and
5. Use of technology in educational management and planning.

Though formal school system will continue to be dominant structure within the educational system, its eternal process has already begun to change. Open school, School of Air, Schools without walls, a variety of non-formal and non-instructional educational arrangements are reducing the domination of the formal school. According to many, adjustments in educational structures, process-planning and financing would be necessary in future.

In earlier decades what was expected from the school was quite limited. In recent times expectations from the schools have increased enormously. We wanted them to teach three R's and certain disciplines which were quite well demarcated and delimited. But today the schools are expected to prepare students for 7 R's. Traditional 3 R's i.e. reading, writing and arithmetic and the modern 4 R's rights, responsibilities, relationships and recreation. Achieving these objectives is indeed a very complex task and calls for a high order of planning and management skills.

The educational administrator while on the one hand will be required to keep his feet firmly on the ground, on the other hand he will have to acquire some working knowledge of forecasting techniques to predict the future with reasonable accuracy to prepare the constituents of the educational system in the face of rapidly advancing scientific technology, socio-cultural, economic and political demands on education. Educational management will have to be geared to the solutions of the problems of quality, quantity, equity, utility and financial layout in education. At the same time management and planning styles will have to be relevant and responsive to indigenous conditions.

TASK FOR EDUCATIONAL MANAGERS:

The National Policy on Education 1986 has listed the following tasks for the educational managers:

1. In the Indian way of thinking asset and a precious national resource. The catalytic action of education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity.
2. India's political and social life is passing through a phase which poses a danger of erosion to long-accepted values. Education managers must be trained in these directions to achieve the goals.
3. Life in the coming decades is likely to bring new tensions together with unprecedented opportunities. To enable the people to benefit in the new environment will require new designs of human resource development. All this implies better training for better education.
4. The future shape of education in India is too complex to envision with precision. Yet given our tradition, which has almost always put a high premium on intellectual and spiritual attainment we are bound to succeed in achieving our objectives.
5. The main task is to strengthen the base of the pyramid, which might come close to a billion people at the turn of the century.

WHAT IS TO BE DONE:

The following suggestive measures for managing the educational system may give us insight to achieve our goals in the new millennium:

1. A better deal to teachers with greater accountability.
2. Provision of improved students services and emphasis on observation of acceptable norms of behaviour.
3. Provision of better facilities to institutions.
4. Creation of a system of performance appraisals of institutions according to standards and norms set at the National levels.
5. The management system should be strong enough to give concrete result in quantifiable terms. In this context, it may be noted that in the present day the efficient and cost-effective management can not be authoritative in nature, it has to be

participatory with accountability. Broadly the management skills which will be needed for our educational managers may be grouped under three important heads namely:

I) The conceptual skills – it comprises entrepreneurship and decision making ability.

II) The Human Skills – it comprises leadership skill, conflict management skill, motivation skill, performance-apprised skill, interpersonal skill, controlling skill, etc.

III) The Technical Skills – it comprises: knowledge of service and marketing, rules and regulations, accounting, computers/IT and Resource management skill.

In service and preserve well designed **and experience oriented skill development shops should be conducted for the educational managers at different levels.** It would be essential to change the teacher education curriculum at different levels to include skill development shops. These shops should aim to make educational managers:

1. Visionary instead of planner
2. Leaders instead of organizer
3. Strategist instead of controller
4. Learner and Motivator instead Mediator
5. Builder instead of risk-taker
6. Achiever instead of stake holder
7. Value provider instead of value maker
8. Service marketer instead of service giver.

An effort should be made to design graded programs for managers of decentralized educational system to foster above qualities which will ensure better results and performance in achieving the goals in the new millennium.