

The Necessity Of Learning Educational Management, Administration And Planning To Overcome The Challenges Faced By The Indian / Bharatiya Education

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Citation: Dr. Prachi Anarth, (2024), The Necessity Of Learning Educational Management, Administration And Planning To Overcome The Challenges Faced By The Indian / Bharatiya Education, *Educational Administration: Theory and Practice*, 30(7) 990 – 996
Doi: 10.53555/kuey.v30i7.6988

ARTICLE INFO

ABSTRACT

Preparation, advance planning and management are very important before doing any work. Educational management is a part of holistic education. In today's era, education management is absolutely necessary to do the job of teaching properly. Educational management refers to the administration of education in which a group mobilizes human and material resources. The purpose of education management is to implement the strategy of education system, structure supervision, planning etc. in a smooth manner. Education is the acquisition of values, beliefs, good habits and positive attitudes through knowledge, understanding, application and skills. Institutions in the education system are government ministries, statutory boards and bodies, schools, colleges and universities etc. Management of education system is mainly implemented through the combined efforts of students, principals, teachers, non-teaching staff, administrative staff, parents, government representatives etc. Management is required at all levels of the educational ecosystem. Management includes planning, organizing, implementing, reviewing, evaluating and integrating the organization. The history of educational management is very old. Notable ancient and present educational institutions in India are Maharishi Bharadwaj Ashram, Maharshi Kanva Munir Ashram, Vasishthar Ashram, Raja Janaka Pratishtan, Vedavyas, Maharshi Sandipani, Mata Sabari, Swami Dayananda, Taxila, Nalanda, Ramakrishna Math and Mission Vichikananda established by him. Rishi Aurobindo Ashram founded by Rabindranath Tagore established Visva Bharati and Sriniketan etc. in Bolpur. Educational management like other branches of management is a textual subject. Gurukul system of education was prevalent in ancient times. Guru and disciple lived together in the ashram. Guru-shishe parampara i.e., Guru-shishe tradition, study, education, reformation and culture flowed among students since time immemorial. Educational management, administration and planning are now separate courses due to the complexity of the social system. This course was first popularized in the United States during World War II. In the 1960s, the U.K. also introduced this course. It was launched very promisingly in India, very late. The course is currently taught in some private universities in various states including Delhi, Punjab. This course also teaches research programs at the National University of Education Planning and Administration (NUEPA).

Keywords: Holistic Education, Gurukul, Guru disciple tradition, Educational management, Administration, NUEPA

Objectives

1. To study the theories of educational management.
2. To perform the routine work of educational institutions.
3. To take the proper planning of the educational institutions.
4. To combination between the theories and practices of educational management.
5. To compare the applied theories between Bharat with other parts of the world.

Introduction:

Teaching and management of ancient India is mainly based on extracts from Vedas, Upanishads, Puranas, Ramayana, Mahabharata, Gita etc. Here the search for the Supreme Brahman, the worship of God, the Yagyagna is based on rigorous practice through discipline etc. This concept of education was later established as an oriental concept. The other concept is object-oriented. It is established as a Western concept. Ideologies of Educational Administration and Leadership explores the ideological dimensions of educational administration in a predominantly Western and Central European context. They influence or shape the understanding, analysis and practice of knowledge subjects covering a wide range of topics such as ethics, governance.

The wave of renaissance in Europe also swept over India. The work of harmonizing science with religion started with the efforts of thinkers such as Raja Rammohan Roy, Ishwar Chandra Vidyasagar, Dayananda Saraswati, Swami Vivekananda, Sage Aurobindo etc. In the beginning, the main goal was to establish India free from superstition and superstition. Rabindranath Tagore, Sir Ashutosh Mukherjee, Dr. Shyamaprasad Mukherjee, Dr. Sarvapalli Radhakrishnan and others took part in the work of this merger.

Like other branches of management, educational management has also become specialized. Specializations can be theoretically divided into several specializations. A number of scholars have explained specificity: among them the explanation given by Hughes (1905) provides an elegant analysis of the changing theoretical perspectives and the relationship between them. On the other hand the definition has been extended by Bottery (1992) and Evans and Lakomski (1991). All argue for a dynamic and integrated process, in which theories are "fully" applied, tested, reviewed, and then revised. This process addresses adoption, assimilation or rejection and is an important element in the development of educational management as a discipline. Bush (1986) provides a clear model of integration and assimilation to develop a range of models to facilitate the process of clarification, prediction and analysis. The resulting framework provides both ways to inform inquiry practice and inform and revise theory.

THEORY
OBJECTIVE
SUBJECTIVE
PRACTICE

Figure 1.1 The interactive process in educational management

Another example of the interactive process is the development of the self-managing school concept by Ladwell and Spinks (1998). They argue that the evolution of their effective management model followed a clear process, namely:

1. Identification of a need for development activities related to effective resource management.
2. Investigation of perceived good practice.
3. Development of a model synthesizing that practice.
4. Dissemination of the model.
5. Feedback, review, and comparative analysis.
6. Revision and extension of the model.

It is most important to understand the collaboration required between theorists and practitioners. The development of educational management can be seen as a holistic view of practice through (i) an adequate conception of inquiry, (ii) a clearer focus on assessment and (iii) an emphasis on reflective practice.

Development of Education Management :

The development of educational management can be seen as a broad range of academic disciplines. Specializations here are political theory, science, sociology, organizational psychology, economics, philosophy as well as industrial and commercial practice.

Political Theory and Science :

Political theory and science are major contributors to the canon of educational management, notably in the area of policy-making; the study of the relationships and dynamics in the generation and continuation of policy at national and local level, and the impact on institutions and the relationship with stakeholders, such as trade unions and parents' group. Another significant contribution has been in the study of micro-politics, the exploration of influence bargaining, and coalitions at the institutional level.

Sociology :

Sociology is a component of the evolution of educational management. This branch is most prominent in organization theory. The study of bureaucracy is central to the understanding of how schools and colleges actually work. Human relations approaches and systems-based analysis of organizational life are equally

significant influences. These perspectives discuss the influence of social stratification on organizational design, structure and attitudes, such as the nature of professional status. Sociology is also very important in the development of research methods in educational management.

Organizational Psychology :

Organizational psychology has provided many practical theories of general and educational management. Work on group and team motivation and social relations has done much to inform actual practice. Similarly, much of the empirical research conducted in schools and colleges has focused on perceptions and behaviors. Many topics related to organizational psychology relate to teacher evaluation, classroom management, meetings, and the relationship between meeting decision-making.

Economic Theory :

The application of economic theory to the management of educational institutions is relatively underdeveloped. Significant work has been done at the macro-economic level, such as supply and demand and expenditure. However, most work at the school and college level has focused on budgeting issues and accounting procedures. Much work remains yet to be done to understand marketplace economics in the context of educational institutions.

Philosophy :

Philosophy has emerged as an important contributor to the evaluation of educational management in recent years. This has taken two main forms: (i) providing a conceptual context for the debate between the rationalist/dangerous debate as to the nature of discourse about organization. This debate is at the heart of philosophical interpretation and can be characterized by a tension between individual responses as the basis of objective, empirical and logical explanations and understanding of the world. (ii) Philosophy is informing and raising awareness of problem relationships around discussions of values and moral obligations, which underpin management behavior in schools and colleges.

Industrial and Organizational Theory:

Industrial and commercial practice is a major source of theory and practice in educational management. This element is equally the most problematic and controversial. Controversy about the nature of educational management is established. This debate has developed from academic disciplines. Much of the discussion of school practice derives directly from industrial and commercial sources. Although the interpretation has been refined, and applied, the conceptual framework and practical practice show a high correlation with the original, for example:

- Target setting (Drucker, 1992)
- Motivation (Herzberg, 1968)
- Total quality (Deming, 1981)
- Teams (Behlin, 1981)
- Leadership (Adair, 1973)
- Management learning (Kolb, 1983)
- Interpersonal relationship (Beare, 1989; Harris. 1978)

Theory and Practice in Educational Management :

Management is considered as a practical activity. The task of defining goals, making decisions and evaluating performance are all involved in action. Simply repeating these actions may not lead to operational excellence. Theories are generally viewed with skepticism in educational institutions. Because practitioners avoid theories, they must rely on experience as a guide to action. In deciding on the most appropriate response to a problem, they draw on a range of options suggested by previous encounters with the problem. Teachers also view the decision-making process as "common sense"; However, such common sense is based on underlying theories—unrecognized but increasingly influential. Theory provides a rationale for decision making. It helps managers by providing a basis for action; Without a frame of reference, decisions can become completely arbitrary. It is not enough to simply note the facts of a situation and make decisions based on those facts. All such evidence requires interpretation. Theory provides the frame-work for understanding and explaining phenomena.

There is no single overarching theory of educational management. Students of educational management who turn to organizational theory for their guidance in understanding and managing educational institutions will not find a single, universally applicable theory. But the theoretical approach will find multiplicity. This is because it consists of a series of viewpoints rather than one all-encompassing "scientific" truth. Because theories operate in a social or political world that is itself changing, the perspective depends on professional concerns about what is possible and relevant and valuable rather than on scientific consensus about what is true. A perspective is a way of looking at a problem rather than a rigid set of rules and procedures.

The existence of different perspectives creates a conceptual pluralism. Each theory has something to offer to explain behavior and phenomena in educational institutions. This means, educational management theories

tend to be normative or prescriptive in that they reflect theorists' views on how educational institutions should be managed.

The many different perspectives can be represented as five distinct theories of educational management. These are bureaucratic, collegial, political, subjective and ambiguity. Each theory has both advantages and disadvantages. These theories are explained details separately.

Collegial Theories

The collegial approaches originated within the collages of Oxford and Cambridge. The collegial approach is increasing advocated as the most appropriate way to manage schools and colleges. The actual meaning of "collegial" or "collegiums" in an organizational or institutional where members have decision-making powers, equal authority, and participation in the functioning of the institution.

- Here, efficiency is the main determining factor of authority as opposed to bureaucratic theory. which is based on position of power and authority. In short, positional authority.
- Organizational or institutional objectives are generally shared based on values. which is developed through the social, professional training and skills of the members.
- Decision making is done through consensus process. Objectives are drawn from common values. It is assumed that if the issues are resolved through agreement, a desired outcome is achieved. There is democracy in decision-making where individual beliefs and values are respected.
- College principles encourage engagement, creativity and innovation. Encourages teachers to participate in decision theories that may be considered the most ideal. Educational institutions based on democratic values are therefore desirable. Like all management systems it has its drawbacks. Which need to be looked into.

These main limitations are as follows:

- Theories of collegium do not distinguish between descriptive and normative approaches, ie, there is no clear guidance on whether educational institutions are collegiums or should be collegiums.
- The nature of decision making by consensus often leads to conflict rather than agreement. These conflicts may arise due to sectional interests which college theories are unable to deal with. It also leads to decision making.
- Questions of accountability to stakeholders (parents, patrons, society etc. in case of educational institutions). Because the boss has limited power over his staff or colleagues.
- Theories of collegiality contain the danger of a false or pretentious collegial structure or, in the words of Hargreaves (1993), the potential for "contrived collegiality".
- The entire process may not be spontaneous, i.e. it may be administratively controlled. Participation may be compulsory and not beyond personal discretion. It may not be as informal and opportunistic as it is portrayed. On the contrary, it can be rather fixed in time and space. The decision making process may not be as open as it seems. Ultimately the results can be quite predictable.

However, in recent years the concept of progressive educational institutions has evolved, with a stance towards collegial way of managing.

Political Theories :

Political theories are in sharp contrast to college theories. They believe that the teenagers and young learners of today are the thinking citizens of tomorrow. Emphasizes and encourages political activities in schools and colleges as a platform for the larger society. They believe that political activity is beyond institutional or personal need. Here, decision making is only a bargaining process, and that conflict is an endemic feature of organizations. It is believed that political activity need not be restricted by political parties. Even schools can participate in political activities.

The characteristics of political theories are as follows:

- Here group activities, decision making, and educational objectives are all founded on political systems.
- Individuals may pursue different interests, including political activities, to encourage vested interests or interest groups and even within an educational institution.
- They see conflict as necessary and inevitable. So they welcome conflict. Conflict of individual interest is one of the features of this theory. Organizations manage and change with that in mind. This is the healthy reason for organizing and promoting the organization in this way.
- They emphasize individual goals rather than organizational or institutional goals. According to this theory, institutional goals are ambiguous. Because of this ambiguity, groups and factions are formed. Factions and clans are always competing among themselves.
- Decision making is a long drawn out process based on bargaining and negotiation. Here power is the focus of political theory. That is why the decision-making process in the long run is ultimately determined by the participating power groups.

The main content of this theory is that political activists capture the reality of life in organizations and institutions. That power and politics are central cannot be ignored. In school, children and young students come to study. For that reason political approach may not be justified in educational institutions, especially schools.

- A culture of empowerment through politics and conflict is contrary to educational objectives.
- They promote individual and group interests at the expense of institutional interests.
- It goes against the norms of education and professionalism as it strongly emphasizes conflict. Here the principles of cooperation and sympathy are ignored.
- In political activities, one group or group uses cynicism, slander, or propaganda against another group or group. As a result the perception of immorality is created. From there the question of values arises. It has defiled the human side and the system of humanity.

This method has grown in recent times in our education system. Political activists have too much access to our educational institutions. Institutions are therefore subject to power politics.

Subjective Theories :

Bureaucratic activity takes a long time. Along with harassment, it is a beautiful system to take advantage of. Subjective theories, on the other hand, hold interesting premises. Thomas Greenfield promoted these theories as a protest against bureaucratic theories. According to those who emphasize individualism, an organization has no life of its own without the perceptions, values, and beliefs of individuals. These theories focus on individuals within organizations.

The main characteristics of these theories are as follows:

- They support the ideas, perceptions, beliefs and values of individuals rather than institutional interests.
- Organization structure is not fixed or predetermined. They are products of human interactions. People do all their work through interactions.
- Explanations of how individuals behave, situations and actions are focused here. They are concerned with money placed on events by individual members of the organization.
- Individual goals are emphasized over institutional goals. They deny claim of institution as a powerful goal-seeking entity.

A valuable contribution of subjective theory is its emphasis on individual interpretation. It denies that, schools and colleges are not monolithic organizations with a single purpose. Although highly normative, subjective theories have certain drawbacks.

- It denies the existence of the institutions within the individuals grow, interact, and derive meanings by over-emphasizing on the individuals.
- It underestimates the shared meaning and purpose in an organization by exclusively focusing on individual meanings.
- Since individual meaning are superimposed over institutions, here is no constructive guideline for managerial action.
- They do not explain why so many educational institutions are similar.

In sum, we may say that the subjective theories highlight the relationship between individuals in an organization, as against the bureaucratic theories that emphasize the superimposition of the institution over individuals.

Ambiguity Theories :

Unsurprisingly, ambiguity theories work in educational institutions as unstable, unpredictable and uncertain. This policy leaves educational institutions in limbo. As a result, the future of students is also uncertain. They are helpless under the open sky or drowning in the deep sea. Such adaptations began with the publication of the works of organized anarchy by Cohen and March. Accordingly, all educational institutions are imbued with specific characteristics.

Features of this management are as follows:

- There is no consistent structure of educational institutions. Discursive management has a fluid existence with an undefined choice, various changing concepts and inconsistencies.
- Here individual participation is fluid, i.e. each person participates according to his choice, motivation, ability time etc.
- If a management operates on a trial and error basis and works through past experience of accidents, constraints and requirements, then it has an intangible technology.

In short, the institutional decision-making and performance process is likened to a "garbage can" or VAT into which both problems and solutions are dumped and, obviously, into which results are unpredictable.

The ambiguity theories have the following weaknesses:

- Educational institutional structure cannot accommodate ambiguity because decision-making and policy-making are deterministic and continuous processes. Although the specific goals may be vague, the goals of the Board of Education remain indisputable.
- Educational institutions are stable and hence, cannot accommodate any ambiguities that increase turbulence.
- These theories ignore the various predictable factors that exist in educational institutions and overemphasize the anarchy component.

However, the only contribution of ambiguity theory is the concept of unpredictability. Which is very important and reliable in sudden changes and turbulent times.

Conclusion:

The education system of ancient India was gurukula centric. Students lived an ascetic life in the Gurukul. Studies were conducted here with strict discipline. The same rule prevailed for all students from both rich and poor families. Each ashram was a center of learning and culture. Sometimes competitive debates, music, display of weapons and war tactics etc. were organized in any center of excellence. Kings and rich people regularly contributed money to run the ashram. However, they had no direct role in the management of the ashram. Any donation was accepted only if it was unconditional. With the change of era, the principles of management of educational institutions have been introduced. Along with that, the problems of administrative work planning and professional education of educational institutions have also arisen.

Educational courses in educational management, administration and planning etc. were introduced immediately after the Second World War. Early Western countries especially America and England benefited from the practical application of these courses. Even today Oxford, Cambridge, Harvard, Illinois etc. universities are recognized as centers of excellence in the world. These institutions follow the collegium theory of management. A diabolical system called ragging is in operation in many educational institutions in India today. Many young talented students are victims of this. Many of them are suffering from neurological diseases. Many students have been forced to commit suicide. Those who do this ragging are also mentally ill. Student council election system is prevalent in many educational institutions in India as well. During and after this election system, the students created unrest among themselves. Later, movement became more important than regular studies. Collegium system is the best among the above categories of education management. The reason for this can be said that since the main purpose of the educational institution is to impart and receive education, therefore the intrusion of outside politics should not be introduced into the educational institution. Participation of teachers, professors, teaching staff, students and their guardians is allowed in collegium system. Only the decision based on their joint discussion will be implemented. Even government intervention from outside is not allowed in all matters. The government can only participate in the development of the infrastructure of educational institutions and donate salaries. The government can only make recommendations to create the final form of management through the internal director class and government of the educational institution.

Under Developed Countries and developing countries have focused on managing education systems in imitation of developed countries. Outside politics has infiltrated several educational institutions in India. There have also been several untoward incidents of extremist thinking and drug addiction among young students in India. The government and university administration are indifferent in this regard. On the other hand, talent deprivation is also being noticed. The second year of publication and implementation of India's new Education Policy 2020 has passed. Hence it is important to protect and improve the Indian education system. All political parties, governments, educational administrations and individuals concerned with education must realize this to protect our future generations, or the society will soon go down the path of destruction.

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