

**Chapter-Five**

**STUDY OF THE EDUCATION  
AND MANAGEMENT SYSTEM**

**5.1 Meaning of Educational Management**

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Technical Institution of UPTU**

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## **5.1 MEANING OF EDUCATIONAL MANAGEMENT**

Administration and management are two essential ingredients of any organization. To understand the organizational structure of professional institutions it is important to study the educational administration and educational management. Educational administration is the dynamic side of education and deals with the educational practices. Educational administration must be directed towards the fulfillment of the objectives of education as set forth by the society. Traditional educational administrative systems were designed primarily to serve as caretaker, regulatory and supervisory role in an era when education and the world outside were moving slowly by today's pace and when the size and diversity of educational tasks were much smaller. The origin of educational management as a field of study began in the United States in the early 20th century. Development in the United Kingdom came as late as the 1960's. Herding wrote a book titled Practical handbook of School Management by Teacher, by which the concept of educational management came into being.

Educational Management as the name implies, operates in the educational organizations. There is no definite definition of educational management because its development has drawn heavily from several disciplines like economics, political science and sociology. Most of the definitions of educational management which have been offered by writers

are partial because they reflect the particular sense of their authors. Educational management is the theory and practice of the organization and administration of existing educational establishments and systems.

Educational management, as a body of educational doctrines, comprises a number of principles and precepts relating primarily to the technique of classroom procedure, and derives largely from the practice of successful teachers. The writers in the field have interpreted these principles and precepts in various ways, usually with reference to longer and more fundamental principles of psychology, sociology and ethics.

Thus educational management is a comprehensive effort dealing with the educational practices. It is the dynamic side of education. It deals with educational institutions – right from the schools and colleges to the institutes of higher learning, governing bodies, ministries and secretariat. It is concerned with both human and material resources. The human elements include : (i) students (ii) parents, (iii) teachers, and (iv) society.

#### **Constituents of Educational Management**

The following are the chief constituents of educational management :—

1. Educational Planning
2. Educational Organization
3. Educational Controlling
4. Educational Supervision

## **1. Educational Planning**

It implies some kind of mental activity during the course of analyzing or laying out a method of achieving something. It focuses on 'what', 'why' and 'how'. Educational planning means the process of setting in advance a pattern of action to bring about overall changes as viewed by national policies by the closest possible articulation of means and ends. An educational plan refers to making efforts on planned and deliberate change to be brought about in the system of education for achieving identified relevant objective. Visualized in relation to specified objectives these changes have to be coordinated in relation to objectives and conditions in other related aspects. They have to be systematically planned. According to Hagman and Schwartz, "Planning selects from among alternatives, explores route before travel begins and identifies possible or probable outcomes of action before the executive and his organization is committed to any."

Educational planning has been one of the early instruments of independent governments. Resources have to be used as effectively and systematically as possible. Educational planning is a process utilized by an administrator while performing the role of a leader, decision-maker, and change-agent and so on. It is a basic management task. It is a means of achieving higher levels of effectiveness. Its considerable amount of pressure from both the donors of aids and international organizations

made adoption of some form of planning unavoidable. Today, educational planning is an absolute requirement. The complexities of modern technology in society have given rise to the need for planning in education. Increasing population manpower needs, ecology, decreasing natural resources and haphazard application of scientific developments require educational planning. To meet these problems, educational planning becomes a necessity and planning competence becomes mandatory. It is unavoidable for bringing about a desirable change in the educational organization for promoting the organizational health-its effectiveness and functional efficiently

## **2. Educational Organization**

Institutions visualize their targets in their success variables such as performance and growth levels of students and other employees. They focus on change in the human variables to approach their targets. Schools, colleges, universities and training institutions may well be considered social organizations. Students' knowledge and skill development takes place in a system of complexity which involves the interplay of several variables. It has its roots in the institutional variables described as organizational styles. The headmaster or the head of the institution operates in an organizational environment, from the authority base, in a specific way, in order to change attitudes or behaviors of the staff and with the view of increasing some dimensions of teaching effectiveness. If they

are to function effectively they too need to identify and pursue goals, react to stress, seek homeostasis, maintain themselves, ensure survival, eliminate uncertainty and grow in size, power and experience. Institutions may be viewed as living organisms having a composite of characteristics and people with a variety of personality traits. Much human activity in these institutions is motivated by administrative reaction to organizational needs. Studies of organizations have generated a new interest in the study of schools and educational institutions as organizational societies. The application of organizational theory and analysis has been much less noticeable in the field of education, whether in school or other institutions of higher learning. Until very recently, there was no systematic model or profile to aid organizational analysis. Yet in the U.K and the U.S.A universities this approach to the study of educational institutions is beginning to bear fruits and promises to yield better understanding of these institutions. The study of the schools and other educational institutions as organizations is concerned with the institutional methods by which transmission of values, training in roles and preparation for society are attained.

Organization, therefore, is a tool for achieving the objectives in a systematic manner, a mechanism of purposeful action with a view to implement the policies and programmes; an overt form of planning that provides an integrated and cooperative apparatus of the attainment of the

set goals. It is an all-inclusive overall activity which occupies the place of honor in any enterprise.

Many factors have contributed to the decline in the standard of education in India, but the main ones among them are the administrative difficulties of inspection or supervision and survey. The purpose of institutional organization and the administration is to raise the standard of education. Before we proceed to discuss the organization of professional institutions, there is a requirement of carrying out a little analysis of school educational organisation which is the basic source of input for the professional institutions. The Education Commission had offered the following suggestions for improving the standard of education at the school level :—

1. The office of the district education officer should be made effective.
2. All kinds of programmes should be organized in the centrally administered territories.
3. A Common method of public education should be evolved.
4. The state institute of education should be made more effective and powerful.
5. School education should be organized at the national level, with three distinct objectives—(a) bringing all institutions to a certain minimum standard, (b) giving each institution the

opportunity to develop to the highest level of which it is capable, (c) taking each institution to the ideal point within the next ten years.

Emphasis is laid upon the all round development of the individual in a democratic educational system. Hence, the scope of the organization of the school is very wide. Primarily, the following aspects are covered by this :—

1. Qualification of the headmaster and other masters of the school, their duties and their timetable.
2. Drawing up the syllabus from the point of view of the social good.
3. Period of work, chalking out and implementation of plans.
4. Management of co-curricular activities: Discipline and control, the school building, furniture in the classrooms, libraries, etc.
5. Scheme of admission, progress and examination.
6. Examination work pertaining to the income and expenditure in the school.
7. The mutual relationship between the society and the schools

### **3. Educational Controlling**

Various elements of administration that is, planning, organization and co-ordination need to be checked up whether they are in order and

are functioning, at their best. Control is required in all spheres of the educational process - setting up the aims and objectives, development of procedures and techniques, providing equipments, finance, public relations, etc., to achieve our objectives. When we say that an educational administrator should keep the personnel in good humor to secure cooperation in numerous functions of the institution, it does not mean that he should be all soft and allow a *laissez faire* policy. The attitude of 'let sleeping dogs lie' or to allow them do whatever they like will be a positive obstacle in achieving our goals. Controlling is exercised through power technique: the evaluation. Legal sanctions and social customs give the authority to control; techniques help us in this exercise and evaluation keeps us alert. The techniques of control are the policies, the budget, audit, timetable, curriculum, personnel records, periodical reports etc., and they serve in a good measure to keep all concerned on the right track. Educational controlling involves largely the human elements. Men and women, by enlarge, do not cherish the idea that they are being controlled. A good administrator while finding faults does it in a manner that appears as a suggestion and not a command. Guiding or directing is an activity and so is evaluating: it is a very important part of the administrative process. The main purpose of exercising control is to bring about improvements both qualitatively and quantitatively and to contribute to the realization of the goals.

#### **4. Educational Supervision**

Educational supervision is inclusive of all responsibilities and functions necessary for running the institution. The trends of modern supervision are definitely visible in the theory and practice of modern supervision in the USA. But, the wheel in other democratic countries of the world is also seen moving in the same direction. Good interpersonal relationships between the administrator and supervisor, the supervisor and teachers, teacher and pupils and also inter-institutional relationships between institution and controlling university, institution and community, group dynamics, etc., are receiving greater emphasis. In our country all these ideas are accepted in theory but, in practice, they are yet to be implemented in any state. In practice, educational supervision in India remains, as on today, as traditional as it was several decades ago. Even provisions for training and orientation of the educational administrators do not exist in our country. Wherever educational administrators are working they have been appointed in those capacities without any special professional training. How can they be expected to have any better insight in administration? Many training and learning strategies and methods have been developed in the field of education which can be used by education administrators for developing potentialities of teachers. Modern supervision rightly emphasizes the use of workshops, seminars, group discussions, independent studies and industrial visits, etc., for the

development of teachers. They provide learning experiences to the teachers for their professional growth. Continuing education of teachers is considered important in modern supervision. The modern administrator, therefore, is required to provide these facilities to the teachers internally or by way of sending them to participate in such activities when organized by outside agencies such as IIMs, IITs and other professional universities and institutions. In our country the administrators hardly realize the importance of this. On the contrary they try to stand in the way of teachers if they ever get such opportunities. Efforts have to be made to make them realize that the educational processes as discussed and described above are the foundations on which to build a sound programme of modern professional education.

## **5.2 RATIONALIZATION IN EDUCATIONAL ADMINISTRATION**

Story of mankind is the story of its development. Man develops new ideas, tries them out and rejects or modifies them in the light of his experiences. Therefore, aims and objectives keep changing and they are influenced by age, time and prevailing conditions. The administration which does not facilitate right quality of education is a parasite and a debauchery of public funds. Administration, therefore, exists only for the people and its efficiency must be measured by the extent to which it contributes to teaching and learning. The aims and objective also vary

from place to place from time to time and from society to society. But they always serve the purpose of growth and development of the existing system of education. The following are some of the aims and objective of educational administration.

- m Educational administration should aim at the good of education; Graham Balfour has stated very aptly, “The purpose of educational administration is to enable the right education from the right teachers, at a cost within the means of the state, which will enable students to profit by their learning. Kandel opines, “Fundamentally the purpose of educational administration is to bring pupils and teachers under such conditions as will more successfully promote the end of education”.

Educational administration in the emerging Indian society should aim at providing high position on the basis of merit and fitness. In some quarters people think it fit to appoint IAS officers as directors of academic institutions. But it is a fact of experience that civil servants moving from one department to the other cannot have the emotional commitment to education or that deep understanding of the problems and needs and classroom situations, which would come naturally to a teacher or an educationist. In academic

administration, may it be a Vice Chancellor. Registrar, Director or a faculty member must essentially be a teacher. It should not treat the teachers like clerks or another limb of administration. It should accord special consideration and status to them. The teacher as a builder and creator has to be allowed a lot of freedom of action.

m An educational administrator should learn to accept the brilliance of a teacher. The educational authority should enlist the cooperation of the teacher community. The administrative authorities should realize that every teacher wants to express his opinion on the policy is unable to do so. As a result of this, teacher may be provided with proper facilities, freedom and encouragement to work for the progress of better education, and must behave as the first among equals. His duty should be to promote and initiate positive activities, great virtues and research which bring great credit to him.

Integration is one of the essential demands of administration. The administrative officers, staff, students and other employees in the field of education should learn to work for the common good. There should not be any division among them. Democratic administration believes, above all things

in the capacity of each individual to share and participate effectively in all policies and activities that concern him.

A director of the institution and heads of the departments must frequently meet the young students to get a feel about their changing moods, needs, emotions and fancies. No one can rule the young on the strength of power alone. He has to set right things by correcting emotional imbalances by understanding their psychology. The authorities of institutional administration must understand mass psychology of students and faculties and provide necessary leadership.

m Direct democracy should be encouraged in administration. Important matters should be decided in the presence of the staff and students, and not by the Directors alone. The director of an institution should deal with each aggrieved student or aggrieved party directly, and not through any other agency. A teacher being an intellectual worker can work better, if he feels satisfied with the way he is being administered. Unless he gets the peace of mind, he cannot teach in the class. Educational administrator should aim at giving justice to the teachers in respect of recruitment, monetary benefits and job satisfaction. For this, he must frame fair and just rules to guide them and put a stop to nay favoritism and bias.

Effective teaching can be stimulated by right method of recruitment based on worth and merit, uniform rules of monetary awards and career opportunities for every teacher, as it creates an atmosphere of peace and satisfaction.

iii Planning is a significant management technique. Educational administration can achieve all the goals of education fully and comprehensively by preparing ideal plans.

The educational administrators, such as Vice Chancellors, Directors, Heads of the Departments, whose single major objective should be to improve upon what is being done in the academic environment, should look to the following factors to perform the task of education efficiently: (a) Facilities must be provided to generate new ideas among the teachers. (b) Encourage teachers to use improved teaching methods and make teaching effective. (c) Develop morale of teachers. (d) Encourage better understanding and interpersonal relations amongst students and teachers. (e) Provide proper opportunity for development teachers by way of organizing faculty development programmes. (f) Secure active cooperation of those who are involved with development of education. (g) Recruitment on the basis of merit. (h) Proper supervision to stimulate, coordinate and guide the continued

growth of the teachers, both individually and collectively (i) Encourage better understanding and inter – personnel relations among students (j) Encourage teachers to make teaching interesting and lively. (k) Encourage students in improving their learning standards. (l) Secure active cooperation of the community. (m) Motivate students for more and better organized efforts. (n) Motivate teachers to get involved in the progress of student. (o) Encourage innovation and experimentation with new ideas.

### **5.3 ORGANIZATIONAL STRUCTURE OF HIGHER & TECHNICAL INSTITUTIONS OF UPTU**

In the present chapter an endeavor has been made to study the organizational structure of Engineering and Management Institutions in Ghaziabad & Meerut District. Since in almost all the cases the Engineering and Management institutions are located in the same campus or we can say co-located it will suffice to study the institution in its totality because in certain cases there is no boundary or demarcation between the streams. The study of organizational structure has been made with the help of the data collected through personal survey.

Present organizational structure of the Engineering and Management Education in the state is divided under two heads. The first is Engineering and management Institutions which are run by the government or directly

aided and controlled by the government. After having studied the educational administration and educational management which are two most essential ingredients of the organizational structure we will now examine the organizational structure existing in the Engineering and Management Institutions.

The organizational structure refers to the determination of organizational system of an institution. It not only defines the shape and size of the organization but also discusses various other elements of which the system consists of like human resources, management functions, administration and financial set up of the organization. Hence, the study of organizational structure of an institution is the study of its infrastructure, human resources profile and the way it functions.

The data has been collected with regard to the management profile, administrative structure, financial management, and the human resources.

In order to keep the uniformity and carry out the study at micro level only the organizational structure of Engineering and Management institutions affiliated to the UP Technical University has been included. The researcher prepared a questionnaire to obtain information and also personally visited these institutions to discuss various issues related with the study and seek relevant data. For the sake of convenience the study has been divided under two categories:- a. Organizational structure of Engineering and Management Institutions in Ghaziabad & Meerut Districts

b. Human Resource structure of Engineering and Management Institutions in Ghaziabad & Meerut Districts.

**Name of the Selected College for the Study**

1. MEERUT INSTITUTE OF ENGINEERING & TECHNOLOGY (**MIET**), NH-58, MEERUT(CODE-068)
2. BHARAT INSTITUTE OF TECHNOLOGY (**BIT**), DELHI BYE PASS ROAD, MEERUT (CODE-128)
3. KRISHNA INSTITUTE OF ENGINEERING & TECHNOLOGY (**KIET**), GHAZIABAD (CODE-029)
4. RAJ KUMAR GOEL INSTITUTE OF TECHNOLOGY (**RKGIT**), GHAZIABAD (CODE-033)
5. BABU BANARASI DAS INSTITUTE OF TECHNOLOGY (**BBDIT**), GHAZIABAD (CODE- 035)

**Table-5.1**

**Organizational Structure of Selected Engineering &  
Management Institutions**

<b>Particulars</b>	<b>Details of the Institutions</b>				
<b>Name of The Institutions</b>	<b>MIET</b>	<b>BIT</b>	<b>KIET</b>	<b>RKGIT</b>	<b>BBDIT</b>
Affiliation from	UPTU	UPTU	UPTU	UPTU	UPTU
Administration	PVT.	PVT.	PVT.	PVT.	PVT.
Examination Body	UPTU	UPTU	UPTU	UPTU	UPTU
<b>Infrastructure</b>					
Area of Institutions	10 Acre	10 Acre	7 Acre	8 Acre	5 Acre
No. of Rooms In The Administrative Block	8	7	7	5	6
No. of Class-Rooms	65	60	40	42	44
Sitting Capacity Per Class-Rooms	70	65	60	60	70
Classroom Furnished or Not	Yes	Yes	Yes	Yes	Yes
Library	1	2	1	2	2
Laboratories For All Streams	3	3	2	2	2
Computer Labs	2	2	2	2	2
Canteen	2	2	1	1	1
Playgrounds	1	1	1	2	1
Toilet Seats	25	35	25	30	25
Drinking Water	Yes	Yes	Yes	Yes	Yes
Power Supply	Yes	Yes	Yes	Yes	Yes
Generators	2	2	2	2	1
Hostel	2	2	2	2	2
Accommodation For Staff	20	25	15	nil	12
Medical Facilities	Yes	Yes	Yes	Yes	Yes
Counseling Facilities	Yes	Yes	No	Yes	Yes
Financial Management	Self-Fin.	Self-Fin.	Self-Fin.	Self-Fin.	Self-Fin.

The study of organizational structure of Engineering and Management institutions has been made under the following headings :—

m Organizational structure of the institutions including infrastructural set up of the institutions.

Human resource structure of the institutions.

Before we carry out the analysis of the organizational structure of the above institutions it will be prudent to state that all the above Engineering and Management institutions are co-located in the same campus thus, it is difficult to differentiate between the infrastructure of Engineering Institution and Management Institution of the same group. Keeping this in view combined infrastructure in a particular campus has been considered for the study.

It can be seen from the Table 5.1 above that all the colleges are affiliated to the UP Technical University which is the examination body but the colleges are administered by private management bodies. In most of the cases the chairman of the institution is also the owner of the institution and one or more family members and friends are part of the governing body. The combined area of both the institutions ranges between 5 to 10 acres of land and administrative blocks have 4 to 10 rooms. In fact in some of the case it is seen that the administrative blocks cater for the other institutions also like Pharmacy and MCA, being run in the same campus.

All the institutions have sufficient number of class rooms having student's seating capacity between 60 to 70. The class rooms are well furnished but the quality varies between average to very good. The mandatory requirement of having library and computer labs is met by all the institutions but again their numbers and seating capacities varies from institution to institution. On administrative side, they all have canteens of varied types, play grounds of various sizes, sufficient ladies and gents toilets, drinking water facilities and standby power supply. Some of them have boys and girls hostel of their own in the campus while others have hired buildings at other places. Many institutions offer accommodation to their teaching staff in the campus and at few places the staff quarters are under construction.

Almost in all cases the institutes have their counseling cells to guide and help students in finding jobs after completion of the course. All institutions are self financed and do not get any type of grant or subsidy from the government or any other source.

#### **5.4 HUMAN RESOURCE STRUCTURE OF HIGHER &**

Below mentioned Table 5.2 gives out the Human Resource structure of the Engineering and Management institutions in the region. All the institutions are privately managed under various educational societies and trusts, who have their own management committees having members between 7 to 10.

**Table-5.2**

**Human Resource Structure of Selected Engineering &  
Management Institutions**

<b>Particulars</b>	<b>Details of the Institutions</b>				
<b>Name of The Institutions</b>	<b>MIET</b>	<b>BIT</b>	<b>KIET</b>	<b>RKGIT</b>	<b>BBDIT</b>
No. of Members In Management Committee	8	8	7	7	7
Director General	1	1	1	1	1
Director/Principal	4	4	1	1	1
HOD	10	8	7	6	6
Director Coordinator	2	2	-	1	1
No. Of Faculty Members	60	54	38	35	34
Registrar	1	1	1	1	1
Office Superintendent	1	1	1	1	1
Accountant	1	1	1	1	1
Receptionist	2	1	1	1	1
Clerks	5	4	3	2	2
Lab Assistant	4	4	2	2	2
Librarian	2	2	1	1	2
Supervisor	2	2	2	2	2
Peons	8	10	4	8	6
Safai Karamcharies/Sweepers	6	6	4	4	4
Mali	3	2	2	2	2
Chawkidar/Security Guards	8	10	8	6	8
Driver	2	2	2	1	1

There is no laid down qualification for these members and generally the family members of the owners and their close associates are part of these committees. The head of the institution is called the Chairman/

Director General/ Director depending upon the size of the institution. the Chairman may or may not be a qualified person as per the UPTU norms but the Directors are qualified having requisite experience to run the institution. All the institutions have appointed Heads of Departments to ensure smooth functioning of departments and they all have laid down qualification and experience. They have designations from assistant professors to the professors depending upon the size of the department and the institution. There is a requirement of having qualified faculty which is fairly difficult to fulfill because of large number of institutions having come up in the area creating demand and supply imbalance. In some cases the institutions have employed faculties which are not qualified as per the laid down norms and also being paid very low salary. In some cases the teachers receive lesser salary than the laid down scales but are made to sign on the higher amount as per scale.

The practice prevails in many colleges which leads to frustration and discontentment amongst the staff. The staff turn over is fairly high in many cases firstly because of un- equal pay and secondly because of better avenues in the adjoining areas like Ghaziabad, Noida and Greater Noida. There are vague HR policies as for as performance appraisal and promotions are concerned. There are no set rules for granting annual increment, this is done purely on the personal whims of the management. There are no schemes for retention of staff like medical or insurance

benefits. Except in few cases none of the institution has any gratuity scheme for the benefit of employees.

All the institutions have sufficient administrative staff like office superintendent, clerks, accountants, lab assistants, librarians, supervisors, peons and house keeping personnels. However, there are no policies for their employment, promotions and retention. Low paid employees are covered under EPF scheme of the government because it is mandatory, others have no such benefit.