History of Education and Management

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Abstract: *Education is the ancient most intervention in positive change of human behavior. This paper contextualizes the problem of the colonial legacy of British rule over India to some of the current problems Bangladesh is facing in its education, management and moral issues from a management, organization perspective.*

I. Introduction

Colonial conquest was not just a result if the power of superior arms, military organization, political power or economic wealth- as important as these things were. Colonialism was made possible, and then sustained and strengthened, as much by cultural technologies of rule as it was by the more obvious and brutal modes of conquest. Bangladesh too, have risen from colonial atrocities. With a legacy of institutions, culture, ideology, language and education. The purpose of this paer is to look at that impact, and to see how it continues to impact Bangladesh in a number of ways, such as education, corruption, language and management.

Background

Colonization of South of South Asia started as a business enterprise of the East India Company. The East India Company. The East India Company was one of the most sophisticated companies in the world at the time, and among the most forward thinking; it was one of the earliest information centered companies of the world. While the information centric companies of the world. While the information-centric business enterprise has become the dominant means of competitive business, and has moved from the command-and control model they borrowed from the military hundred years ago. The British built such an information-centric organization via the East India Company in India, where the 'information technology' quill pen and the 'telecommunications' involved barefoot runners.

Drucker thus feels that the East India Company was the pioneer of this type of organization, and in fact, 'the best example of a large and successful information based organization is the British civil administration in India'. (Drucker, 1988).

Cohen gives greater insight into this, nothing how the British employed a sophisticated operation of diplomats and linguists such as those that knew about local governments, diplomatic and political rules, and key individuals. Akhunds, Dubashi, Vakils, among others were specialized language skills for the various levels of communication required for the British to effectively interact with Indians.

The Akhund, for instance, was qualified to provide diplomatic missions to the Mughal court, the Dubashi specialized in language, particularly Persian and the Vakils had more technical language skills needed for diplomatic and legalistic work. These were often used as negotiating agents, familiar with court formalities and personalities. (Cohen, 1996)

Specific Impact of Colonial Legacy

Using this information-centric organization, the British managed to run India using merely one thousand colonial civil servants for two hundred years. In contrast, during the same era, China, with a similarly sized population used legions of mandarins and eunuchs. Most of these British civil servants were quite young, with many being merely in their early 30s. Many of them lived alone, a day or two travel away from their nearest countrymen. (Drucker, 1988)

Impact: Organization Structure and its Alignment with its Goal.

Despite the revolutionary organizational competency, the organization was designed for a specific purpose, which may now be defunct. The Indian civil service, the district officer was supposed to look after the entire district. To help him achieve this, various government services arose, but these were isolated from the district officer, meaning that the district officer became increasingly isolated from the activities with the greatest impact- is in forestry, agriculture, roads, sanitation, or healthcare. Thus, those being served by these facilities had little interaction or say in matters of management of governance. Thus, while the British established as

effective government system, the system by design is a colonial one, designed to dominate and exploit the local population. As such, they were designed with diametrically the opposite purpose of what a government of a democratic country are; whose government is designed to serve its people.
Impact: Education & Indoctrination.

Additionally, the small number of British administrators was possible because of the information network that these British administrators had, as well as the local employees and organization strength built by the British. This in turn was dependent on an effective education and indoctrination system, to educate and indoctrinate the indigenous population. Thomas Babbington Maculey (1800-1859) laid the foundation of the education and indoctrination system needed to sustain this system. He advised that:

Official funds should only be spent on English and Western Education in India to produce a class of persons who would be racially Indian, "But English in taste, in opinions, in morals, and in intellect. "Such people would also be loyal to the British out of recognition of their moral worth" (Sharp, 1965,pp. 107-117).

This laid the basis for an information and education enteric organization structure. As the British departed after 1947, these institutional structures continued to function in similar capacity. While the flags changed, these organizations largely maintained the same culture, process, procedures and values.

The local elite that Macauly's education plan created came ultimately to play a key role, and English continued to be primary language for employment and status. Additionally, in the post-colonial period, the British Foreign Office officials created the "British Committee for relations with Other Countries", popularly known today as the British Council, to support English education abroad, promote British Culture. Combined with a two hundred year colonial legacy and supported by the education provided via by many educational institution.

Impact: Management

From the historical point of view it has been often observed that the curriculum of post British rule Indian subcontinent were structured to produce the clerks needed to function the daily lower level administrative works. There was very little room of empowerment for the indigenous group the locals who would have opportunity to become more than a clerk. The steep hierarchical structure still prevails in many organizations-management differences- power distance and authoritarian behavior of the high level managers. It is no surprise therefore many institutions lack global standard in showing quality leadership behavior where all employees are to be treated equally.

II. Conclusion

In essence, management structures, cultures, practices, rules, regulations, philosophy, have not been thought since colonial era, but instead, they have been replicated. Management continued to be based on colonial organization, doctrine and philosophies. And this has negatively impacted or has facilitated in erosion of values, culture and educational impact of today's manager. Massive reform is needed in the education sector to improve the management philosophies in institutions.

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