

A Comparative Study of Certain Administrative and Academic Aspects of Minority Educational Institution and Other Private Educational Institutions

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Abstract: *The last three decades or so, it is found that there have certain disputes arising out of functioning of such institutions established by the Minorities. Some of these disputes are even taken to the courts of law and adjunction arising out of these disputes have had some impact. In this view it appears important to take stock of situation in a dispassionate manner. This therefore appears to be good researchable problem as to how minority Institutions are properly using or misusing the immunities guaranteed to them by legislation under the constitutional provision and also adjudications pronounced in their favour to interpret their immunities and benefits.*

I. Introduction

The constitution of India under Article 30 guarantees certain rights of Minority to establish and administer Educational Institution of their choice. These rights are enshrined in the Fundamental Rights Chapter of the Constitution. As such they are tremendous importance and can not be easily touched. This is also to be viewed in the content of provision of Article 29 of the Constitution, which is in the interest of protection of educational rights. Similarly, it has to be further seen in the context of provisions under chapter IV of Constitution on the Directives principles of State Policy, as also in the context of the new provision of fundamental duties laid down under article 51 A of the constitution, which is primarily meant for striving to maintain the territorial integrity of the Country. These provision are to be read in harmony.

One is tempted to recall here the preindependence efforts of establishing the minority institutions like Jamia Milia Islamia of Delhi, Which was founded during the British Rule. As a part of freedom struggle movement a bright aspiring hand of citizens wanted to establish an institution free from state control and that too in the capital city of India. No less personalities than the Ex-president of India Dr. Zakir Hussain and Many other became associated with the institution posing a challenge to the British Government in its own way.

It appears that taking inspiration from these efforts or in a stear misaionary zeal or even merely to emulate the above efforts Minority Institutions were opened throughout the length and breadth of the Country in the year following in a small or big way indicating the sort of awakening in the minority communities, which were either feeling obessed of negligence and insecurity, real or imaginary.

Realising the significance of this and other similar institutions the, founding fathers of the constitution might have considered it proper to make certain provisions in the constitution in order to preserve the temperament in the past independence era as legacy of the freedom struggle and for providing certain safeguards to the minority community.

However, in the last three decades or so, it is found that there have certain disputes arising out of functioning of such institutions established by the Minorities. Some of these disputes are even taken to the courts of law and adjunction arising out of these disputes have had some impact. In this view it appears important to take stock of situation in a dispassionate manner. This therefore appears to be good researchable problem as to how minority Institutions are properly using or misusing the immunities guaranteed to them by legislation under the constitutional provision and also adjudications pronounced in their favour to interpret their immunities and benefits.

This investigator therefore wanted to take up a cruible study in the mater in respect of the minority educational institutions in Chandrapur Taluka, under the following title for this dissertation.

II. Why Educational Administration?

Kandel, while writing about the purpose of educational administration says, "Fundamentally the purpose of educational administration in to bring pupils and teachers under such conditions as will more successfully promote the end of education". Sir Grahm Balfour writes very aptly " the purpose of educational administration is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state, which will enable pupils to profit by their learning."

In a democratic country like, ours, educational administration and organized in the machinery become necessary to withstand and survive the changes and upheavals caused. Because of change of government. Superior educational administration, in fact, is so basic to the satisfactory functioning of democracy. Errors of judgment can be retrieved in a farm or factory but these can be fatal when we are concerned with the molding of ideas and values of society. An efficient and sound system of educational administration is, in fact the basis of a good democracy.

Besides, with crores of children being educated in educational institution, with thousand of teaching and other personnel working in them, with huge sums of money being spent on education, it is absolutely necessary to evolve an efficient system of educational, administration at all levels- national, state, local and institutional. So that light of education penetrates in every need and corner of this country make the dream of a democratic, socialistic state a reality as early as possible.

Educational administration has the following components;

- (1) Forecasting
- (2) Decision
- (3) Planning
- (4) Organization
- (5) Direction or Motivation
- (6) Control
- (7) Co-ordination
- (8) Evaluation
- (9) Recording and Reporting

These varied functions are named and identified merely for the sake of convenience in analysis : administration is not a collection of disjointed tasks rather it is a seamless wall, in which functions are closely integrated into a process or pattern.

(1) Forecasting - It is a systematic assessment of future conditions by inference from know facts to-day. We should collect all sorts of information about the present position of the system, its present and expected resources and try to form a picture in terms of the accepted philosophy in a particular country.

(2) Decision-making - After considering, the various alternatives and weighing the consequences of each course of action, a choice must be made; a courses of action must be determined. Decision making is a key factor in educational administration as here we have to think of generations which will be affected by the policies decided. Guess work, arbitrary exercise authority, ill-considered hasty decisions, should have no place in educational administration.

The following points be borne in mind while deciding;

- (i) the goal must be clear
- (ii) the course of action should be simple and easily understood by all concerned,
- (iii) standards for targets must be laid.

(3) Planning - The plan should be flexible. There should be enough scope of change to cater for any unforeseen situation. There are many variable: the priorities may change due to unforeseen circumstances: equipment and grants may not become available as expected; personnel may be posted out or proceed on leave all these variable contributing to the non-implementation of decisions. The very existence of variable and uncertainties make decision making and planning a necessity.

(4) Organisation - Organisation is the combination of necessary human, effort, material equipment brought together in systematic and effective correlation to accomplish the desired results. In education, we organise:

- (a) human being into schools classes, committees, groups, school staff, the inspecting staff;
- (b) materials into building furniture and equipment, libraries, laboratories, workshops, museums and art galleries;
- (c) ideas and principles into schools systems, curricular and co-curricular activities, time schedules, norms of achievement and the like.

(5) Direction or Motivation - It is the process of guiding the human effect for achieving the target. The modern term for direction is motivation i.e. to be cheerfully willing to do the job we want him to do. Involvement in deciding policies and plans help in motivation. Communication, down, up and across is also of great importance to the motivation of organisation members. Face to face communication is quite useful if organisation members to be motivated to do their best.

(6) Control - Effective control is another important element of educational administrator must constantly check on his team's and his own performance to see that it corresponds to the standards laid down. The administrator needs to take corrective action in the form of adjustment to the physical environment of work, modification and

addition of materials and methods, or review of the personnel in terms of their spirits, abilities and motivation, to achieve the targets.

(7) Co-ordination - It is the process of harmonizing in a uniform programmer of educational service all the elements - the persons, materials and ideas, knowledge and principles and so to interweave them as to achieve a common objective and a single effect. To carry on the difficult task of co-ordination properly, the administrator should have the administrative competence to see clearly (i) the relations among people ; (ii) the allocation of tasks and (iii) division of labour necessary to organisational achievement.

(8) Evaluation - It is also one of the most important elements in the administrative process. Sound objective have been formulated, proper planning has been done, organisation has been made, a programme has been established, all directed to a purpose. Now, what has been accomplished? How well has it been executed? What are ends and results? Any means are not good enough to gain our great ends and checking up of our standards of administration. Good measures are required to find out the reasons why it failed or succeeded, which steps in the process were most successful, what should have been done to improve the action and what should be done differently at the next trial.

(9) Recording and Reporting - Recording and reporting are also essential element of administration. The educational administrator is answerable to the parents, the higher authorities, the society etc. for whatever is done in the educational institutions. It is, therefore, very important that a faithful record of all the events is maintained and reports are sent to the concerned persons.

III. Scope Of Schools Administration

The following may human considered as necessary components of schools administration.

1. Providing the human equipment- headmaster teaching staff, ministerial staff and menial staff.
2. Providing the material equipment such as building furniture, farms, laboratories, library, museum, art gallery etc.
3. Preparing the curriculum for the different classes.
4. Organisation of a systematic co-curricular programme.
5. Preparing time-table
6. Maintaining discipline.
7. Organization of library and physical education.
8. Organization of exhibitions and education.
9. Organization of exhibitions and museums.
10. Organization of guidance service
11. Maintaining the schools records
12. Providing various auxiliary services like mid-day meals, schools uniform, text books etc.
13. Coordinating the work of home, schools and community
14. Supervision of school work
15. Evaluation of pupil achievement
16. Financing and budgeting
17. Co-operating with departmental authorities and implementing the orders of the higher educational authorities.

In short, anything and everything having to do something with the education of the child through the agency of the schools, will be included in school administration.

IV. Characteristics Of Successful Schools Administration

There are some essential features in a good schools administration :

- (i) successful schools administration in its flexible character. The administration should be dynamic, not static: it should provide enough scope for additions and alterations. The rules and regulations should act as a means to an end and not an end in themselves. Dead uniformity and mechanical efficiency is the very antithesis of good administration. The framework of administration should provide enough scope to the administration to help the needy student, and the needy teacher, to changes the time schedule to suit the weather to meet any emergency. A word of caution here. Flexibility does to meet any emergency. A word of caution here. Flexibility does not mean that the administration should be in fluid condition without any specific norms or standard rules and regulations, creating confusion and chaos at every step. What is meant is a proper balance between rigidity and elasticity.
- (ii) Practicability. The schools administration must not be a bundle of theoretical principles , but must provide practical measures to achieve the desired objective. Whatever objective is decided it must be achievable and practicable to avoid frustration.
- (iii) Conformity to the social and political philosophy of the country. There must be close connection between schools administration and the social and political philosophy of a country. It must adjust itself to the impact of new ideals, new patterns and new mores of the society. In an autocratic country educational theory and practice

will have to be different from that of a democratic country because education is one of the means to achieve social and political objective. American education is decentralised and democratic whereas Chinese education is characterised by regimentation due to political philosophies of the democratic because of political democracy in the country.

(iv) Efficiency. Successful administration is that which results in maximum efficiency. This will be possible only when human and material resources are properly utilised- right man at the right place; right work at the right time every activity and project is well planned and well executed

(v) Successful achievement of desired objectives; Successful administration is one which leads to the successful achievement of education in a particular community e.g. healthy social living development of good physical, moral, intellectual and aesthetic qualities and healthy democratic living.

School administration must facilitate education. It exists for the pupil and its and its efficiency has to be measured by the extent to which it contributes to teaching and learning.

V. Conclusion

- 1) The founders of Minority Educational Institutions are religious workers, whereas founders of private Educational Institutions are mostly social worker.
- 2) The community support to both the types of schools is satisfactory. Though the community is not a specific religious community.
- 3) The Financial resources for non-aided minority educational institutions and other private educational institutions is tuition fees only, where as for both types of aided school, grant in aid is the financial resource.
- 4) Financial position of both types of institutions is satisfactory.
- 5) Most of these schools have their own buildings.
- 6) A few of the Minority and Private Educational Institutions run in shifts, due to shortage of place.
- 7) All the Minority Educational Institutions and other Private Educational Institutions have good building and staff.

Where as the laboratories and surroundings are not good in both types of schools.

- 8) The Academic out put of both types of Institutions is above satisfactory.
- 9) Administration in both types of Institutions is good.
- 10) The staff is good in both types of institutions.
- 11) The teachers are sufficiently available for both types of institutions.
- 12) The teachers have job satisfaction from both types of Institutions.
- 13) The teachers change frequently in both type of educational institutions except in aided schools because they get better job opportunities, as well as better pay scale.
- 14) The students do not change frequently.
- 15) The admission is open to all except in two Minority Institutions.
- 16) The criteria for staff selection is, Qualification and testimonials in both type of institutions.
- 17) Most of the Minority Educational Institutions have reputation for teaching as well as for co-curricular activities, whereas private Educational Institutions do not have such reputation except a few.

According to above conclusions, drawn from the data collected it can be said that there is no significant difference between the working of Minority Educational Institutions and other private Education Institutions.

However, the investigator feels that respondents have not given the corrected responses.

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