

INDIA'S EDUCATIONAL MANAGEMENT

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ABSTRACT

The paper sets to examine India's educational management on the presumption that management should give enough value for money or adequate returns to investment. Literacy is a good enough test of educational management, universal literacy as a commonly accepted goal of education. Having failed to get it by about 25 points, Indian educational management appears to give not enough returns to investment.

Keywords: Educational management, literacy, development

INTRODUCTION

“Education is the instrument of social economic and cultural change”

Dr. S. Radha Krishnan

India's noted educationist and economist Prime Minister, Dr. Manmohan Singh- who has the credit too of inaugurating the age of economic reforms in the early 1990s as Finance Minister under the distinguished Prime Minister the Late Shri P.V. Narasimha Rao –has called for furthering of education and health in the coming Twelfth Five Year Plan (2012-2017) of the country (The Hindu, 2012). He has also expressed deep concern about India falling behind china in the crucial field of sciences. Even otherwise, the importance of education, especially of sciences, cannot be bought out adequately in the seemingly highly knowledge age of the 21st century with the seemingly hourly changing information technology, among other things, ushering a knowledge/educational revolution. It is significant that President Barack Obama is well known to be greatly concerned about the education of American Children and their falling behind the Indian and Chinese Children. President Obama's is a genuine concern, the American Universities still stand at the top of the world's educational pyramid to maintain which the bottom of the pyramid too must be solid. Significantly, the United States of America is well known for its management institutions and management education. Is the USA a good model of education? How is India's educational management? Does it stand out? It involves 1.2 billion people. Does it meet the standards of excellence? What are the principles of educational management of the country? Quite interestingly questions to be addressed to.

Hence, the question of management of education in the country assures importance for the economic development and social welfare, among other things. For, notwithstanding its abundant population and the educational advancement of the last so many years, the country is said to be suffering from the shortage of well-trained expert and efficient manpower for the various sectors of the economy (Ahmed, 2009a). The country is also set for 9-10 per-cent growth in the

12th plan, which is all ‘inclusive’ calling for more and more expert and efficient manpower. Educational management is a challenging one.

This paper is addressed to the crucial issue of education management of the country, with the following objectives and methodology. The paper strikes a different note regarding educational management.

OBJECTIVES

- i. To take note of the underlying principles and philosophy of education in the country.
- ii. To examine educational economies if any as educational / calls for a huge expenditure to reach out to the great masses;
- iii. To take a view of educational advancement of the planning period and its returns; and
- iv. To draw lessons and venturesome suggestions

RESEARCH METHODOLOGY

Whatever data used is of secondary sources which are duly acknowledged. It is to see how education is proceeding or progressing in the country and what is the outcome of it in terms of employment, growth, etc., and also equality. There is a slogan of further 1000 universities. What of the school level education? The question of the more difficult problem of quality and productivity of education also arises. In the first place, education needs to be democratic and egalitarian; shunning ‘classism’ it is most unfortunate that these questions are seldom attended to in Indian educational discourse and official policy. Mahatma Gandhi whose educational contribution is seldom remembered felt education to be a means of transforming the whole society, and felt the need for an altogether a New Education, known as ‘Nai Talim’, which does not even find a mention in the heavy five year plans of the Indian Planning Commission of eminent persons, even in passing, it seems.

Today and for quite some time, the common man is the common point of economic, political or any discourse in the country, but it is by the standard of common man the educational management is to be judged. For example, universal literacy (UL) is the first educational goal post and a ULI is made on the lines of HDI. Education is treated as primary need of the entire population, running into 1.2 billion strong, supplying which with the primary good of education is a great management task, especially promoting or providing universal literacy and primary education, in rural & urban areas.

Hence, the principal methodology of the study consists of educational planning & management, finances, gender, class, and region, etc. wise. It is the application of the universal management principle of “value-for-money”.

Educational Tasks (ETs)

These, in no case are small, but stupendous and quite formidable to handle, even over quite a long period of time, with shifting political stands and social formulations. For example, the common man is a late arrival on the scene of policy formulation, while Mahatma Gandhi called for an education, called ‘Nai Talim’, which serves the common-man from his south African days, an education, primarily primary or basic education which is inexpensive, free compulsory, common, productive and combined arts and crafts, agriculture, etc., with learning and physical labor, keeping in mind the vast population of the country marked by deep poverty (Gandhi,

1947). Even without the benefit of higher education, basic or primary education was to serve the educational and employment needs of its beneficiaries. Mahatma's whole emphasis was on school education upto the 10th standard, to turn out good high school 'graduates'. As against this, half-baked 'elitism' appears to be the principle mark of education in the country. For, for example, now, the Government of India, amidst a self-proclaimed financial crisis arising out of the alleged subsidies and all that, seems intent on developing 'Maharatna' or world-order universities either out of the existing one or new ones (Sibel, 2012). Presently, there is said to be not a single Indian University in the list of the top 100 universities of the world, which is something serious to think about. (The Economic Times, 2012) India is the largest democracy in the world, the United States of America coming next to it, and the two should stand side-by-side in all matters, including too-class universities, or its former Imperial county England, not the totalitarian China, with which the Indian Prime Minister and others are often found of comparing the country. The English had founded the first three modern universities of India of Calcutta, Bombay and Madras to be of world-class universities, so also of Allahabad. Where are they now? They are intended to be India's Oxfords, Cambridge. Osmania University was planned to be a world-class university by its founder, H.E. Osman Ali Bahadur Shah, the Seventh Nizam, the modernizer of the 'princely' State of Hyderabad, which had even great schools, with hallowed memories and great students. Once, it was a great experience to be an under graduate student of Osmania University. Strange it seem, the Nizams' schools, colleges and the university appear to represent good educational management, of getting good value for money. Far more, they were common to all classes and creeds, quite 'socialistic' and egalitarian in a feudal setting. They are the examples of the common man's education, the aam aadmi being a great political mascot of late to some political parties. Now far the educational system and its management is oriented towards is a big question which cannot be addressed to in this modest note which has the problem of managing or management of universal literacy as its focus of attention. The UL is a democratic and economic imperative. Yet, not UL but HE- higher education appears to more concern the Government of India, Obvious of the fact that HE is a function of the state of economic development, and HE should also produce good returns for the economy.

According to Shri Kapil Sibal, HRD Minister, GOI, the student population of India, from the primary to higher education, is around 24 crores, 22 crore in schools and 1.2 crores in colleges, the latter forming about 13 per cent of the eligible population. (Sibel, 2012) While school education is compulsory, college and university education is option, for the execution of which states like Andhra Pradesh fees and hostel facilities to the weaker sections of SCs, STs, BCs, and Minorities. Thus, educational management of the country has many challenges to face involving great financial and student numbers and many classes and sub-classes and creeds and creeds within the creeds, as SCs and 'converted SCs, O, B, C, D, etc., BC classes and minorities within minorities, which confront no country in the world. UL was the problem of catching or reaching all ages 5-100 years.

Thus, quite heavy tasks await education in the country, the first hurdle for which is taken to be universal literacy. There is, first of all, the pervasive problem of 'deep' poverty, in the sense of inadequate food, and a seeming 'battle' between food and education/literacy, making it difficult to get to the Bank's goal of "Education for All" by 2015 (UNICEF). It is not known whether the development paradigm of inclusive growth will take the country to universal literacy by breaking down the barriers of poverty to education or literacy (Ahmed, 2010), (Appu, 2009). But, with all

the alleged breakthrough in growth or taking off of growth following the Economic Reforms of the 1990s the country retains the prime characteristics of a low per capita income, low HRD and a high population growth, which make a low literacy rate a hallmark of the Indian economy (Ahmed & Rao, 2000), (Sinha, 2010). It is not known whether with so much emphasis on FDI (Ahmed, 2009b) there should be flow of foreign funds and investments into the educational sector for quantitative and qualitative education at all levels, from the primary to the university.

Yet the problems of poverty and others notwithstanding, there can be no denying of the fact the country should get to the UL goal as a sure sign of development. The educational edifice should be built, made up of primary, secondary, higher educational stages and technical and non-technical layers, on the sound foundations of UL. There are, however, many dimensions to the UL, which however get dissolved at ULI =1, nor there are any ethnic, spatial, creed, etc., dimensions to the UL where ULI = 0. A literacy index of 0.90 is an ideal one, which only Kerala, Mizoram, Lakshadweep has.

Dimensions

- | | |
|---------------------------|-------------------|
| a. Rural & Urban , | $R < U$ |
| b. General, Male, Female, | $M > G, F < M, G$ |
| c. National – Regional | $R > N$ |
| d. Majority – Minority | $M2 < M1$ |
| e. General - SC, ST | $SC, ST < G$ |
| f. SC – ST | $ST < SC$ |
| g. FC – BC | $BC < FC$ |

There is a good amount of discussion and debate about these differences and dimensions (GOI, 2011) complicating the problem of educational management. These as stated above, get dissolved at (ULI =1) hence, the drive towards UL, as the most important step in educational development and for a well-functioning democracy and enlightened citizenry. Democracy calls for development and there is a close relationship between literacy and development. So many things appear to go along with literacy, as poverty alleviation and population control. For, it is well known , that Kerala with a good Literacy count (Literacy Index =0.90) has the lowest poverty count of about 11 per cent in the country (Ahulwali, 2011), which cannot be considered a happy coincidence , just , but a fundamental relationship between the two; literacy increase associated with declining poverty , and it is worth noting in this connection that Kerala is not a high per capita income ‘developed’ state like Maharashtra, Punjab, Haryana, Andhra Pradesh but are marked by significant illiteracy counts (GOI, 2005). This appears to be well recognize by the planning Commission but does not appear to be well executed. Kerala appears to offer a good literacy model.

Literacy & Development (L&D)

“Literacy and education play a key role in human resource development. High literacy rate, especially high female literacy rate, is associated with a low rate of population growth, infant mortality and other important indicators of improvement in quality life of the population. According to the 1991 census, 52.2 per cent (excluding J & K) of the population aged seven years and above was literature as against 18.3 per cent of the total population aged five years and above in 1951. The Eighth plan has given priority to universalization of elementary

education and complete eradication illiteracy in the age group of 15-35 years” (GOI, 1993). Only the frontiers of literacy must extended from 5-7 to life expectancy limits of mid 60s or so and the 3-R indicators of literacy should be good or quality 3Rs. Further, education, for all classes and age-groups and calling and professions and vocations needs to be of not only full quantity but also of optimum quality, which features a developed education.

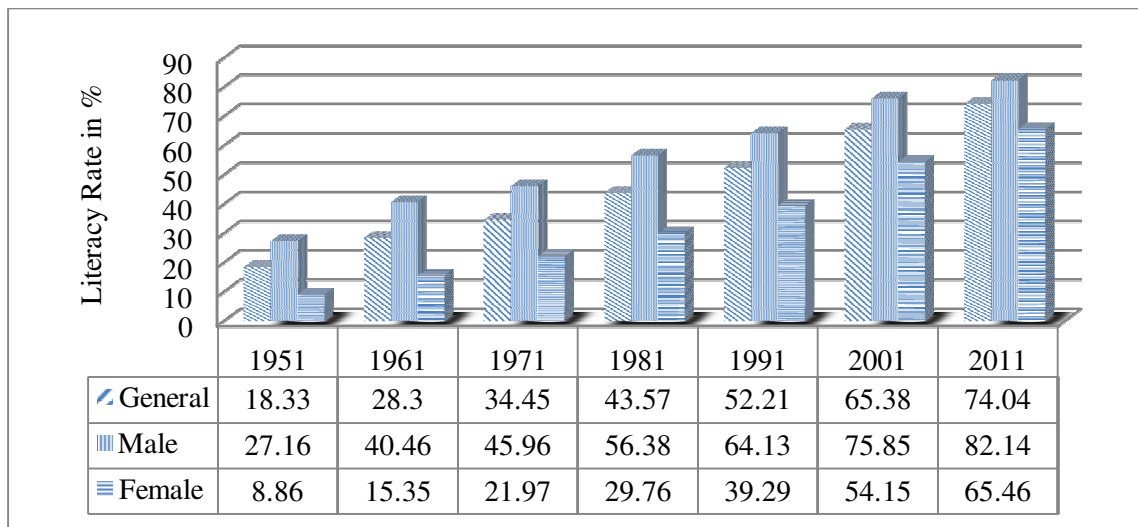
Efforts have not been lacking at universal literacy “The National Literacy Mission, the universalization of elementary education and non-formal education are the three instruments by means of which the government wishes to attain a sustainable level of literacy. These programs are aimed mainly at propagating education in the 15 to 35 years age group. The total literacy campaign (TLC) is one of the main aims of the national literacy Mission and aims at achieving 100 per cent in the targeted age group” (Paul, 2008).

There cannot be no denying of the fact of many benefits of literacy of universal nature or universal literacy (UL), which is one of the earliest goals of economic development for good manpower and as a fillip to the advancement of education with which economic development is closely allied. Literacy development makes the tidings of economic development to be felt by the populace and India is yet found quite a distance away from UL with the ULI well below the optimum height (ULI<1), with, of course, regional and class, etc., differences of the sub-optimal ULI.

Literacy Development

The period of LD from 1951-2011 shown in Table 1, covering the crucial 20th century of India’s economic development falls, broadly, into three periods, namely, are independence, Pre-Reforms and Reforms (1990s). The ULI sooner than later should inch towards unity or optimum (ULI =0=1), or nearer to it.

Table 1. Literacy Rate (Year1951-2011)



Source: Compiled from Government of India, *Economic Survey 2011-12*, Ministry of Finance, New Delhi, p. A-122; India 2005, p.11.

There appears below optimum natural differences between General, Male and Female rates, Male in the lead and Female in the lag. Theoretically, 60-year period is a good enough time for a breakthrough of UL for the nation to set its goals at all stages of education higher and higher.

The ‘crisis’ decade of the 60s, marked by just about 5 per cent rate of growth of all the three categories appears to have been a bad period for literacy . Otherwise, on the whole it is no spectacular about 1 per cent per annum rate, it will take another 20 years to get at somewhere near the goal UL, which is by 2031.

Table 2. Literacy Rates – State-wise (2011 Census)

<i>S.No</i>	<i>States</i>	<i>General</i>	<i>Males</i>	<i>Females</i>
1	Andhra Pradesh	67.7	75.6	59.7
2	Arunachal Pradesh	67.0	73.7	59.6
3	Assam	73.2	78.8	67.3
4	Bihar	63.8	73.5	53.3
5	Chattisgarh	71.0	81.5	60.6
6	Goa	87.4	92.8	81.8
7	Gujrath	79.3	87.2	70.7
8	Haryana	76.6	85.4	66.8
9	Himachal Pradesh	83.8	90.8	76.6
10	Jammu & Kashmir	68.7	78.3	58.0
11	Jharkhand	67.6	78.5	56.2
12	Karnataka	75.6	82.8	68.1
13	Kerala	93.9	96.0	92.0
14	Madhya Pradesh	70.6	80.5	60.0
15	Maharashtra	82.9	89.8	75.5
16	Manipur	79.8	86.5	73.2
17	Meghalaya	75.5	77.2	73.8
18	Mizoram	91.6	93.7	89.4
19	Nagaland	80.1	83.3	76.7
20	Orissa	73.5	82.4	64.4
21	Punjab	76.7	81.5	71.3
22	Rajasthan	67.1	80.5	52.7
23	Sikkim	82.2	87.3	76.4
24	Tamil Nadu	80.3	86.8	73.9
25	Tripura	87.8	92.2	83.1
26	Uttarkhand	79.6	88.3	70.7
27	Uttar Pradesh	69.7	79.2	59.3
28	West Bengal	77.1	82.7	71.2
	<i>Union Territories</i>			
29	Andaman & Nicobar Islands	86.3	90.1	81.8
30	Chandigarh	86.4	90.5	81.4
31	Dadra & Nagar Haveli	77.7	86.5	65.9
32	Daman & Diu	87.1	91.5	79.6
33	Delhi (CT)	86.3	91.0	80.9
34	Lakshadweep	92.3	96.1	88.2
35	Pondicherry	86.5	92.1	81.2
	All INDIA	74.04	82.1	65.46

Government of India, *Census of India 2011*, Provisional Population Totals- India p.111

Table 3. Ranking of States and UT in India by Literacy Rates: 2001 & 2011

S.No	India/States/ Union Territory*	Literacy Rates		Rank		Decadal difference in literacy rate
		2001	2011	2001	2011	
1	Andhra Pradesh	66.64	75.60	21	23	8.96
2	Arunachal Pradesh	54.34	66.95	33	34	12.61
3	Assam	63.25	73.18	25	26	9.93
4	Bihar	47.00	63.82	35	35	16.82
5	Chattisgarh	64.66	71.04	23	27	6.38
6	Goa	82.01	87.40	4	5	5.39
7	Gujrath	69.14	79.31	16	18	10.17
8	Haryana	67.91	76.64	19	22	8.73
9	Himachal Pradesh	76.48	83.78	11	11	7.30
10	Jammu & Kashmir	55.52	68.74	32	30	13.22
11	Jharkhand	53.56	67.63	34	32	14.07
12	Karnataka	60.47	67.66	28	31	7.19
13	Kerala	90.86	93.91	1	1	3.05
14	Madhya Pradesh	63.74	70.63	24	28	6.89
15	Maharashtra	76.88	82.91	10	12	6.03
16	Manipur	69.93	79.85	22	16	9.92
17	Meghalaya	62.56	75.48	27	24	12.92
18	Mizoram	88.80	91.58	2	3	2.78
19	Nagaland	66.59	80.11	20	15	13.52
20	Orissa	63.08	73.45	26	25	10.37
21	Punjab	69.65	76.68	15	21	7.03
22	Rajasthan	60.41	67.06	29	33	6.65
23	Sikkim	68.81	82.80	17	13	13.39
24	Tamil Nadu	73.45	80.33	12	14	6.88
25	Tripura	73.19	87.75	13	4	14.56
26	Uttarkhand	71.62	79.63	14	17	8.01
27	Uttar Pradesh	56.27	69.72	31	29	13.45
28	West Bengal	68.64	77.08	18	20	8.44
<i>Union Territories</i>						
29	Andaman & Nicobar Islands	81.30	86.27	7	10	4.97
30	Chandigarh	81.94	86.43	5	8	4.49
31	Dadra & Nagar Haveli	57.63	77.65	30	19	20.2
32	Daman & Diu	78.18	87.07	9	6	8.89
33	Delhi (CT)	81.67	86.34	6	9	4.67
34	Lakshadweep	86.66	92.28	3	2	5.62
35	Pondicherry	81.24	86.55	8	7	5.31
	All INDIA	64.83	74.04	-	-	9.21

Government of India, *Census of India 2011*, Provisional Population Totals- India p.113

As per the Population Census of India 2011, the Literacy rate of India has shown as improvement of almost 9 percent. It has gone up to 74.04% in 2011 from 64.83% in 2001 as can be seen from Table-3, thus showing an increase of 9 percent in the last 10 years. Male literacy rate 82.14% and female literacy rate is 65.46% as can be seen from Table -2. Kerala with 93.9% literacy rate is the top state in India. Lakshadweep and Mizoram are at second and third position with 92.3% and 91.06% literacy rate respectively. Bihar with 63.08% literacy rate is the last in terms of literacy rate in India as can be seen from the Table-3.

By any standard, the country should have hit UL by the end of the century, for which it had all the withdrawals. Then how is Indian educational management? It doesn't seem to give adequate returns to investment or VFM- value for money, which appears, sorrowfully, the hallmark of the country's economic management. Even economic reforms, educational reforms, & new growth rate couldn't appear to much lift UL. From year 1975, Government of India is responsible for education. But its Educational management too is found wanting in value for money. It is very much in evidence all over.

CONCLUSION

India has been at UL drive from colonial literacy rate of about 18 per cent, and could get only 65 rate by the end of the 20th century and 74 rate in 2011. If anything, educational management does not appear to give enough value for money for this country, still. Hence it is imperative that, Government of India take necessary steps to form a technically competent and empowered task force to develop the new educational management system and the governance program, and the task force should have the power to resolve any issues and can remove the bottlenecks instantaneously.

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