

1. Details of Module and its structure

Module Detail	
Subject Name	Education
Paper Name	Educational Administration, Management & Leadership in School Education
Module Name/ Title	Issues related to the management of public institutions
Module Id	e-PG EDN 13.36
Pre-requisites	Basic knowledge of educational administration and management
Objectives	<p>After going through this content the learner will be able to:</p> <ul style="list-style-type: none"> ● Define the meaning of public institutions ● Explain the various features or characteristics of public institutions ● Discuss the Historical background of these institutions ● Understand the various types of public institutions in India ● Enlist and describe various issues related to the management of public institutions in India ● Appreciate the need and importance of these institutions in uplifting the level of school education system in India ● Realise the immediate need to resolve the issues related to the management of public institutions
Keywords	public institutions, biculturalism, bilinguals, school management

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E-Text

Learning outcomes: At the end of this unit, you will be able to:

- Define the meaning of public institutions
- Explain the various features or characteristics of public institutions
- Discuss the historical background of these institutions
- Understand the various types of public institutions in India
- Enlist and describe various issues related to the management of public institutions in India
- Discuss the need and importance of these institutions in uplifting the level of school education system
- Explain the immediate need to resolve the issues related to the management of public institutions

Introduction

A 'public institute' should mean an institute, which is intended, for the general public or the common man. But, in reality it is not so. The term 'public institute' denotes a special type of institute run by a private body.

The members of the staff, the methods of teaching, the courses of study, the co-curricular activities, the building, the equipment, the library and many other things are considerably superior to those of ordinary traditional institutions. Education in these institutes being quite expensive, only a minority of the population can afford to go to these institutes for study. In this unit public institutes refer to public schools. In the field of education, public institutes are important because they provide quality education to youth. As we are well aware of the miserable plight of children in our traditional institutes. By keeping this contrast in view, we will appreciate the role of public institutes better. As is clear from the main features, these schools extensively foster all round development of their pupils by inculcating in them a keen sense of duty, qualities of leadership, civic virtues, mutual cooperation and understanding. The latent potentialities, talents and capacities of pupils flower forth, as they are provided ample opportunities for work, play and other activities of their interest and liking. However, there are many issues and problems that prohibit these institutions to achieve their target of quality education completely, such as the issue of management.

Definition of Public Institutions

Several attempts were made in England to define a public school.

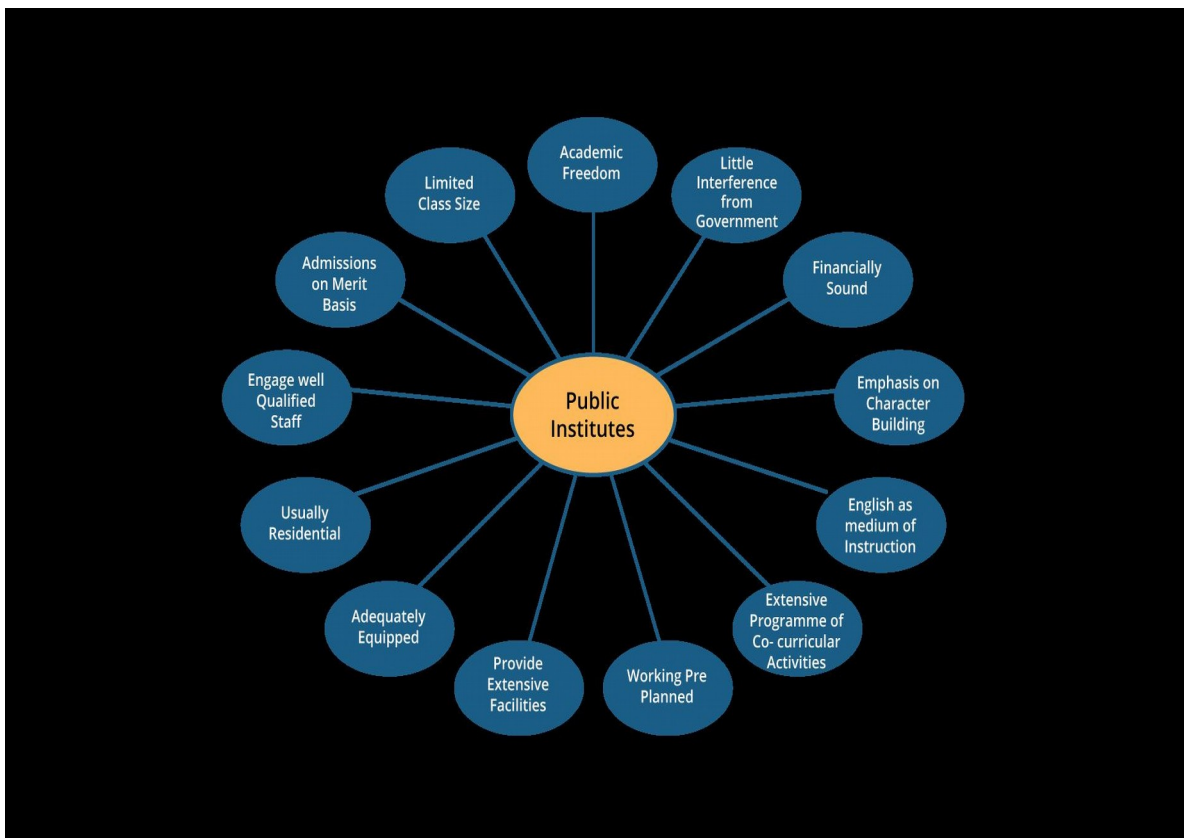
In 1810, Sidney Smith in an article in The Edinburgh Review wrote. "By a public school, we mean an endowed place of education of old standing, to which the sons of gentlemen

resort in considerable numbers, and where they continue from eight or nine to eighteen years of age.

In 1921, Samuel Butler, Headmaster of Shrewsbury, wrote about a public school.

1. A school open to public i.e. a school to which persons from all parts of the kingdom are in the habit of sending their children for education.
2. One at which boys are educated in the higher departments of literature with a view to their entrance into public life.
3. One of ample foundation, endowed with valuable exhibition.
4. One in which the numbers and competitions are so great, that the boys educated there distinguished themselves by obtaining public honours at the universities.

Prominent features of Public Institutions are:



HISTORICAL BACKGROUND OF PUBLIC INSTITUTIONS IN INDIA

These institutes have played a very important role in building up the present educational system in the country. Before, however, it is essayed to delineate their present position as administrative bodies in our country, it is in the fitness of things to narrate in a brief manner their history.

(A) THE SYSTEM ORIGINATED IN ENGLAND.



The system of Public school originated in England.

- (1) **The First Public School:** The first English "Public School" *Publicae Scolae* was opened in the year 1180 A.D., during the reign of King Canute. He was a benevolent king and he established public schools in the cities and towns, appointing masters to them and sending them to be nurtured into well-born boys of good promise. All the expenses of the scholars were to be met from the royal purse.
- (2) **The Foundation of a Great Tradition :** It was in 1384 that William of Wykeham, Bishop of Winchester, laid the foundation of the great tradition of Public schools in England by establishing *Winchester School*. In 1440, the foundation of *Eton* was laid by King Henry IV, following the model at Winchester. The sixteenth and the seventeenth centuries were a period of great boom in national economy, commerce and other sphere. This period also saw many developments in the field of education. It was during this period that such schools as *Rugby* (1567), *Harrow* (1571), *Shrewsbury* (1571), *Chatter-house* (1611) were established. The schools are well-known all over the world for their quality education and contribution. Eton Public School alone produced ten Prime Ministers of England and a score of Governor-Generals for India. The saying, "The battle of Waterloo was won on the playfields of Eton" speaks volumes of the spirit that the Public School of Eton instilled in its pupils. Our late Prime Minister, Pt. Jawahar Lal Nehru, received his school education at Harrow Public School. These schools and some other public schools of their kind, are maintaining high standards of education and catering to the entire needs of their pupils with regard to the all round development of their personalities.

(B) Public schools in India

- (1) **Legacy of the British Rule:** The system of public schools in India is a legacy of the British rule. This system does not have a long history. A few of the public schools have grown out of chief's colleges but the majority of them are the products of the post-independence period. To begin with, Public schools were opened for the education of the children of British officers. In the words of R.P. Singh : "Both in the time of their origin and in the purpose for which they were established, the (Public schools) differ widely. The differences among them also lie in the number of seats available, facilities for games and sports, fees and numerous other details of administration and financial support.
- (2) **Public Schools—Then and Now :** The first two well known public schools were opened in India towards the middle of the 19th century. These were Bishop Cotton School, Simla and the Lawrence School, Sanawar. With the passage of time, a large number of such schools were opened. The earlier Public schools had certain important common features, for example, they were all secondary institutions (though they still continue to be called colleges), they were (and are) mostly residential, and had their students prepared (for the Indian School Certificate Examination and their headmasters were and even now are, members of I.P.S.C. (Indian Public School Conference).

According to the Secondary Education Commission (1952-53), the I.P.S.C. recognised only fourteen Public Schools as its members. These were : (1) Doon School, Dehradun ; (2) Delhi Public School, Delhi; (3) Bishop Cotton School, Simla ; (4) Lawrence School, Sanawar ; (5) Lawrence School, Lovedale (Nilgiri Parbat) ; (6) Yadvinder Public School, Patiala ; (7) Sivaji Public School, Poona ; (8) Scindhia School, Gwalior ; (9) Modern School, New Delhi; (10) Maharani Gayatri Devi Girls' Public Schools, Jaipur (11) Rajkumar College, Raipur ; (12) Sardul Public School, Bikaner ; (13) Mayo College, Ajmer; (14) Rajkumar College, Rajkot.

The number of member schools of the Indian Public Schools Conference rose to 44 by 1969 (10th December). The list appears at the end of the chapter.

Till independence and even a few years after it, these schools continued getting handsome grants from the Government of India as well as from the State Governments. The Secondary Education Commission of 1952-53 observed ".....we believe that in principle, in so far as they are expensive schools, largely meant for the richer classes they have no claim to receive State aid, and the government grants that are at present given to them should be steadily reduced.....and be given to them on a gradually diminishing scale". Within the next few years of these recommendations, government grants were withdrawn. Now, these institutions are themselves sufficient in respect of financial liability.

(3) Type of Public School in India: The different types of public schools functioning today in India are :

(i) Schools for Princely Families : Schools which are meant for richer and princely families —Mayo College, Ajmer ; Rajkumar Colleges at Raipur and Rajkot come under this category.

(ii) Schools for Europeans and Anglo Indians : These schools were once meant for European and Anglo-Indian children and now are open to other Indian students as well. These schools were set up at Simla and Darjeeling. Indian students, of course, form majority in these schools now.

(iii) Schools for the Children of Military Officers : These schools formerly satisfied the needs of the children of military personnel. The schools are now accessible to other children as well. For example, Lawrence School at Sanawar and Lovedale are open to non-military personnel also.

(iv) Public Schools of Purely Indian character : Recently a few public schools have come up for Indian children such as, Delhi Public School ; Modern School, New Delhi etc. Besides, quite a large number of Convent schools and Mission schools have been established which are being run on public school lines.

(v) Sainik Schools : There are some Sainik schools which are being run on public school system such as, Sainik School, Kapurthala ; Sainik School, Kunjpura (Karnal) ; Sainik School, Jam Nagar (Gujrat) ; Sainik School, Purulia, West Bengal) ; Sainik School, Bhubaneshwar ; Sainik School, Amravati ; Sainik School, Sarojini Nagar (Lucknow) ; Shri Siva'i Sainik School, Poona etc.

(vi) Public Schools for girls such as Maharani Gayatri Devi Girl's Public School, Jaipur

Issues related to the management of public institutions

It is sad to see how these educational institutions, founded by distinguished men from the best motive, have since deteriorated into mass production establishments. Though these public institutions have great history and bright future ahead yet at present there are some burning issues regarding the management of these institutions, which obstruct the effective functioning of these institutions.

These are given as below:

- Now-a-days public institutes are faced with the challenges similar to private enterprises. Such challenges involve globalisation and competition, diversity, financial restrictions, quality assurance and investment in new technologies. Globalisation, including on-line degrees and academic accreditation impacts on policy initiatives and planning. Competition as a result of increasing population and proliferation of private and international institutes has brought profound changes in how these institutions recruit new students and promote themselves.
- Financial restrictions and budget constraints have definitely impacted fluidity and the ability to upgrade and replace expensive laboratory equipments especially those with rapid depreciation. To overcome this challenge and to manage change in public institutions is strenuous and complicated.
- Financial position of management of public institutions is not as sound as that of government. Public institutions have little endorsements and few donations resulting into either charging high tuition fees or to keep its expenses low.
- Fee still constitutes about 70 percent of the income and as a higher limit is to be maintained in case of a fee hike, the managements resort to undesirable practice of increasing the number of students. This is one of the crucial issue of management of public institutions.
- Management of public institutions are forced to submit to conditions that prevent independence and originality.
- Mushrooming of these institutions or its branches put another challenge to management to keep a check on the management of all the aspects of these institutions.
- Members of management are not necessarily or essentially educationists having any practical experience of educational administration or management.
- Lack of continuity in policy is another important issue for management of these institutes. As the policies formulated and implemented by the previous management proves vague for the new management.
- Bureaucracy in the management of public institutions prohibit the transparency and integrity in the public sector. The e-governance services are key tools for improving urban management and a higher level of e-Governance services development is needed in order to transform the interactions between management of public institution and their clients who may be both citizens and business persons.
- The types of electronic services vary greatly in public sector. It is natural to expect that services are integrated into processes and information systems of the organisation that provides them. However, in public institutions it is common that departments and units provide services to citizens rather independently. Departments have different processes and information systems which are not connected. In many cases, information is stored in separate databases. This may be enough when services are oriented to information delivery between the public administration and the citizens. For example, providing downloadable documents and forms is simply offering documents in electronic format and making them accessible through the internet.
- Lack of support from payment structures and lack of clear regulations for financial reporting could lead to failures and, consequently, results into additional issues in the management of public institutions.
- Lack of Statesmanship and consistent policy is another burning issue. Attempts have been made here and there to adapt an outworn system to the conditions of modern

life, but due to lack of statesmanship and consistent policy, nothing substantial has been achieved.

- Redundant national goals is the next issue of administration, planning and management of education in public institutions. Two decades have elapsed and national goals with respect to education are still not beyond disputes. This puts the feet of young men on unsure grounds. Such basic factors of national integration like the medium of instruction or the age of admission in the university are agitating the minds of the people. Despite having workable ideas, what is lacking is courage for conviction and courage to change.
- Vague and uncertain planning by the management is one of the prominent issue of management of public institution. Planning by them sometimes lacks educational content; it has existed in paper only and its implementation is always delayed, it has not sought to deal with problems and it has not generated educational activity and action in educational institution.
- Education has not been unified under an umbrella whether at the centre or at the state level, or even under local authorities". Similarly, Education is a responsibility of management in the public institutions. Lack of coordination among its different levels/parts is one of the bane or burning issue of management of public institutions.
- Delay in the implementation of educational policy causes hurdles to the management of these issues.
- Excessive emphasis on uniformity and rigidity puts pressure on management of public institutions. They usually have this issue that the rigid departmental attitudes and attempts at controlling even the smallest detail is sometimes inappropriate to manage. It has suppressed all the freedom and initiative and reduced experimentation to the minimum.
- Biculturalism and Bilingualism: Providing high-quality education while complying with state, federal and tribal standards becomes increasingly difficult under conditions of limited population that may be bilingual and bicultural. It is critical for the administrator to know how to integrate supplemental programs such as the Title IV-Indian Education Act and the Title VII-Bilingual Education Act into the regular school program. Reservation in public schools is often marred with high-cost items combined with limited local tax resources. Obtaining school construction money is also especially difficult.
- Maintaining meaningful parent-community involvement: It is increasingly important to establish and sustain meaningful parent and community involvement. In addition, good personal contact is needed to understand student absenteeism and withdrawal or dropping out as well as the individual personal and family situations which affect the student's school life.
- Recruitment of Bilingual and Bicultural Teacher: The administrator must pay special attention to recruiting and retaining quality staff members, particularly bilingual and bicultural teachers and counselors. Issues of isolation, meagre salary, housing, social life, educational opportunities for children, employment for spouse, and indifference to teaching Indian students often leads to low employee turnover. A related aspect is the need to make teachers, counselors, and other professional staff aware of the local language and culture through inservice training.
- Other Issues of Public Institutions: Except the issues related to management of public institutions there are certain other prominent issues of these institutes in general, which are: Expensive education, non socialistic environment, under-

emphasis on English, lack of true leadership, mismatch with the Indian character, unhealthy superiority, lack of coordination and inappropriate criteria of admission.

Public institutions therefore will have to acquire new insights into the problems of education for change, reconstruct their structures and reorient their personnel. The management of the educational systems of the future will depend firstly on the goals of education and secondly, on the nature of services that a system is designed to provide. The values of management will be in-line with those of the system, whether the system is centralised or decentralised, the management would ensure the interests of the system as conceived by the politicians, bureaucrats, technocrats, controllers of the media and of the economic order, who devise and support the educational system. If the educational system is a decentralised one, the views of teachers and parents would acquire greater importance. If it is democratically oriented, it would acquire greater importance. If it is democratically oriented, it would seek the participation of the pupils also in determining some of its programmes. Since management concerns itself as much with human relations as organisation of the material aspects of a system, it would strive to bind together all the human elements in the system in a purposive link for the sake of goal directed decision making and efficient translation of the goals into action. These are, of course, extremely general statements. However, they cannot but be so in the absence of support from in depth studies of the prevalent educational systems in their varied cultural settings. Nevertheless, one specific statement seems possible. The educational system anywhere and at any time in human history, is fundamentally a system of values, a normative social institution that concerns the totality of human existence and can never be an aggregation of structures or programmes. It is the values that essentially determine the nature of the educational structures, processes and outcomes and consequently the nature of the management. But, it is in the realm of values that the leadership of the present day world seems to be floundering. It is no wonder that the present day public institutions share their doubts and confusion. The vision of their management, therefore, is as befogged by uncertainties as they are which can be made clear by resolving these issues of management of public institutions by taking certain serious steps.

Positive features and strengths of public institutions

Though there are certain issues related to the management of the public institutions, we cannot ignore the dynamism and utility which constitute an invaluable asset of these public institutions in the development of education in the country. Their contribution in the development of education has been significant. In this connection, Dr. K.L. Shrimali, Union Minister of Education once stated that it would be wrong to suggest that the public schools which charged high fee should be closed. Dr. Shrimali also added, that institutions like public schools had rendered a distinct service to society by providing a better type of education and that these schools were independent and did not receive any aid from the Government. These institutions were rendering good service to the society and they should be encouraged.

Summary

To sum up, it should be appreciated that the country owes much to these public institutes as administrative bodies and in future too it is bound to look up to them for educational advancement. These institutes have their origin back in the British period, which gradually has emerged into its present system which on one side has innumerable qualities, and on the other side it is facing certain burning issues like challenges of globalisation and diversity, financial restrictions and budget constraints, lack of independence and originality, lack of statesmanship,

vague and uncertain planning, delayed implementation of education policy, excessive emphasis on uniformity and rigidity, expensive education, non socialistic, lack of true leadership, not according to Indian character, unhealthy superiority, lack of coordination and inappropriate criteria, which are obstructing the efficient and accurate functioning of public institutions. It is therefore, desirable and necessary that a thorough large scale survey of the different activities of public institutions be carried out and broad principles on which they should be organised and run should be evolved. The spheres of their activities should be well defined. What should be the future of these institutions in India? How their plans should be coordinated on a country-wide basis? How financial resources be pooled together? How some large "foundations" be raised? and, how public opinion should be created in favour of such activities? These are problems of mighty proportions and cannot be resolved by an individual or by some local initiative. Let a band of sincere, zealous and unassuming educators from all over the country, who do not delight in publicity alone, and to whom national cause is dearer than their own advancement, supported by the central and state governments, take up these issues of management of these institutes and find out the solutions by creating an environment of academic freedom, promoting lifelong learning, improving quality of work life, ensuring the safety of students and enhancing financial investment. Past successes and failures, current practices and future plans related to contemporary issues of management of public institutions should be brought up, shared and discussed for effective management and higher performance of public institutions.