APPLICABILITY OF PRINCIPLES OF MANAGEMENT FOR QUALITY EDUCATION IN INDIA.

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ABSTRACT

India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors. It is a second largest population in numbers in overall world, but no university among all stands in top 100 universities in the world. There is no problem in the syllabus and contents but there is a problem in implementation and co-ordination process in various statutory bodies in the education sector which includes UGC, AICTE, ICAR, Universities, Education ministry at central and state level. This paper elaborates the applicability of Henry Fayol's Principles of Management to increase the efficiency and impart skills and development in the students at higher education level.

Key Words: - Higher Education, Principles of Management

OBJECTIVES

1) To study the Principles of Management.
2) To find the applicability of the Principles of Management in Higher Education in India.
3) To find out the scope for Principles of Management in Higher Education in India.

RESEARCH METHODOLOGY

Qualitative research methodology is used as the core concept of this research paper. Available sources from secondary streams are used for the comparative analysis; those include reports from various government agencies like UGC, AICTE, ICAR, various Universities, Education ministry of India and other commentary reports which are found relevant to the time and the context. Some of the discourses of the specialized symposiums and seminars were used for the conceptualization of this research. Various research books were used for framing the research process.

INTRODUCTION OF HENRY FAYOL

Henry Fayol, a French industrialist, offered fourteen principles of management for the first time in 1916. During the period of 1920-40 in the U.S. many authors did hard work in developing and testing various principles of management. (Rodrigues, 2001). Fayol developed a theory of management. According to him managerial excellence is a technical ability and can be acquired. He developed theories and principles of management which are universally accepted. He was a pioneer of the formal education in management. Fayol's principles of management meet the requirements of modern management. He was best known for his administrative theory. He was the representative of scientific management in Europe. A book named "General & Industrial Management" was published in 1916. Fayol proposed that all managers perform five management functions which includes Planning, Organizing, Commanding, Coordinating and Controlling. In addition, he described the practice of

management as something distinct from accounting, finance, production and distribution. He proposed 14 principles of management as below -

Fayol's Principles of Management (Rodrigues, 2001)

1. *Division of work*. This principle is the same as Adam Smith's 'division of labour'. Specialization increases output by making employees more efficient.
2. *Authority*. Managers must be able to give orders. Authority gives them this right. Note that responsibility arises wherever authority is exercised.
3. *Discipline*. Employees must obey and respect the rules that govern the organization. Good discipline is the result of effective leadership, a clear understanding between management and workers regarding the organization's rules, and the judicious use of penalties for infractions of the rules.
4. *Unity of command*. Every employee should receive orders from only one superior.
5. *Unity of direction*. Each group of organizational activities that have the same objective should be directed by one manager using one plan.
6. *Subordination of individual interests to the general interest*. The interests of any one employee or group of employees should not take precedence over the interests of the organization as a whole.
7. *Remuneration*. Workers must be paid a fair wage for their services.
8. *Centralization*. Centralization refers to the degree to which subordinates are involved in decision making. Whether decision making is centralized (to management) or decentralized (to subordinates) is a question of proper proportion. The task is to find the optimum degree of centralization for each situation.
9. *Scalar chain*. The line of authority from top management to the lowest ranks represents the scalar chain. Communications should follow this chain. However, if following the chain creates delays, cross-communications can be allowed if agreed to by all parties and superiors are kept informed.
10. *Order*. People and materials should be in the right place at the right time.
11. *Equity*. Managers should be kind and fair to their subordinates.
12. *Stability of tenure of personnel*. High employee turnover is inefficient. Management should provide orderly personnel planning and ensure that replacements are available to fill vacancies.
13. *Initiative*. Employees who are allowed to originate and carry out plans will exert high levels of effort.
14. *Esprit de corps*. Promoting team spirit will build harmony and unity within the organization.

Application of Fayol's Principles (McNamara, 2009)

➢ Change Organization.
➢ Decision-making.
➢ Skills can be used to improve the basic effectiveness of a manager.
➢ Understand that management can be seen as a variety of activities, which can be listed and grouped.

Current Higher Education System in India (www.ugc.ac.in, 2016)

The institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established State Legislative Act and colleges affiliated to the University (both government-aided and –unaided). In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. The universities are classified in the following way

Table 1 Types of Higher Educational Institutions in India

Type	No
Central Universities	20
State funded universities	217
Deemed universities	45
Private deemed universities	57
Private universities under state	5
Other private universities	10
Institutes of national importance	13

Source: - A Report on Higher Education, UGC

Problems Faced by Education Sector

India's higher education sector is still plagued with several challenges which include:

1) Its relatively low Gross Enrolment Ratio. (Chahal, 2015)

2) Inequitable access to higher education by community

3) Gender and geographical inequality.

4) Lack of high-quality research and educational institutions, resulting in sub-optimal outcomes.

5) Procedural delays in decision making and implementation of decisions.

6) Lengthy administrative process and procedural requirements.

7) Relatively low updating process as compared to the industry requirements. (Avhad, 2013)

8) Students having low practical knowledge and skills.

9) Over-centralization and lack of autonomy and accountability.

10) Resource constraints and wastage.

11) Poor quality and relevance in many institutions.

12) Difficulties in retention of Science and Technology personnel in Education.

13) Poor technology and infrastructure support.

14) Limited access and regional disparity.

(Source – World Bank Study,2014)

Applicability of the Principles

Henry Fayol's principles are relevant and useful for solving the problems of higher education of India. It provides the core structure to tackle with problems and implementation of the principles which will assure the success and growth of the higher education. The 14 principles and their relevance for the higher education is in the following way-

1. *Division of work*. The basic difference between the corporate training sector and education system is that, corporate training sector looks for the skills and output whereas the education sector sees the qualification and inputs which creates a deceptive picture and students with lack of practical knowledge and skills gets the master degree who when enters in to the practical market finds it difficult to transfer his/her knowledge for the solutions. Basic solution to this problem is that, the policies should be changed and prepared in a way that person with knowledge and skills should get the opportunity of teaching. The lack of research which becomes evident on the part of professors while teaching to the students is a proper example of the misallocation of the resources.

2. *Authority*. An appropriate authority structure should be there which will increase the decision making process that will be in favor of the overall goals or objectives.

3. *Discipline*. Students, professors and other stake holders must obey and respect the rules that govern the college and universities. Good discipline is the result of effective leadership. There should be a clear understanding of the rules between all.

4. *Unity of command*. There should be a proper co-ordination between all the counterparts, so that each one will receive the command, orders from one appropriate authority which will remove the ambiguity and chaos from the system and will lead to a unique system. For this there is a need to set the proper guide lines of authorities and goal setting.

5. *Unity of direction*. Although the targets of all the statutory bodies are different but there should be a unity of directions for the outcomes which should be student centric, should be based on the future sustainable development.

6. *Subordination of individual interests to the general interest*. Creation of well educated and skilled citizens should be the agenda of the education system by which the new generation of the country should be prepared based on the values and ethics of the country. Students' general interest which includes employability skills along with good job or entrepreneurship skills should be developed via education system.

7. *Remuneration*. All must be paid a fair wage for their services. Solders can not fight with empty stomach similarly excellence cannot be expected from the teachers with minimum or low remuneration. Now, with the entrance of non-grant courses the wages and salary difference is very high as compared to professors in aided courses. This creates a feeling of discrimination among the employees of Clock Hour Basis (CHB) or contractual employees, from whom same expertise is expected as compared to the employees of aided courses.

8. *Centralization*. Centralization refers to the degree to which subordinates are involved in decision making. Student is a central point of any educational institution. It has been seen that most of the time students are not involved in the process of decision making. Most of the education policies take the students participation for granted.

9. *Scalar chain*. Line of authority from top management to the lowest ranks is already followed strictly in the education system where as it creates lots of delay in decision making, as e-communication is not developed as compared to the corporate sector of the country.

However due to technical revolution, communication has become faster and government resolutions, notices, letters are already send through online. It has been seen that in government sector fixing the responsibility is very difficult. Authority and responsibility goes hand by hand. A clear level of responsibility followed by the authority should be implemented for the better outcomes.

10. *Order*. The education system is already following these principles as most of the things are scheduled prior to the academic year and which is executed as well. But still some lacunas should be avoided like delay in exams, delay in admission procedure schedules, and delay in academic routines and manual errors which results in chaos for the stakeholders. Many times students suffer from the delay in procuring the required documents in time. Proper coding of documents, proper storing of documents and generating online records is the only key to achieve these principles by which records duplication and redundancy will be avoided.

11. *Equity*. Manager, leaders or teachers should be kind and fair to their subordinates which is very useful in education sector too, as education teaches equality for all and same should be reflected in the behavior of all. There should be equality irrespective of the caste, gender, economic background, and intelligence level and also in the implementation of rules and regulation, treatment to teachers and students by the colleges.

12. *Stability of tenure of personnel*. Employee turnover which was a rare thing previously in now common in education field due to the introduction of contractual employee and CHB payment concepts. In many universities too, the employees who are contractual are looking after confidential tasks which is a serious area of concern and a stability for tenure should be provided to all including from top officials to the bottom teachers.

13. *Initiative*. Due to the institutional framework followed by the Indian Education System, it is very difficult to introduce and implement the changes. New courses should be introduced which will be uniform in most of the universities and inline with the students personal growth and industry requirements. As compared to other countries, Indian education system provides very less scope for the initiative. Instead of testing their overall development, only their memory recall capacity is tested which is also doubtful. Students' creativity has very less scope in the academic structure.

For the above problems discussed, initiative principle is quite significant. Universities and colleges should take an initiative for the new courses which will be more relevant and should allow the students and learners' initiative.

14. *Esprit de corps*. We instead of I should be exerted. Team spirit of the organization should be promoted to achieve the extraordinary results. Subordination of individual interest with the organizational interest can bring fruitful results. This principle is useful for any kind of college or Institute, big or small.

Conclusion and Findings

The fourteen principles stated by the Henry Fayol are perfect for the different problems faced by the education system of India. Not only the surface problems, but the different policy decisions and implementation problems also can be solved by the effective implementation of the principles. No, doubt Indian Education sector is vast and complex which consists of many universities, colleges, streams, courses and students. To create a uniform solution for all is

not possible. But the administration and policy formation with its implementation, which is a backbone of every institution, can be formed by the help of the principles.

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