Management of Academic Institution

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Administration and management both are outwardly corroborative and complementary to each other. The only connotative differences between these two operating systems are that, while administration emphasises "administering the affairs" from the top, management, on the other hand, tries to manage and steer the objective situation towards a definite goal and mission from within. In view of the "Goal, Mission and Vision" of, an Institution, Administrator, from his own positional point, determined it, fixed up the responsibility of his 'line' and 'staff' sub-units, and then continue to monitor the working of the Sub-Staff within his own administrative authority. Thus the administrator allocates the duties and corresponding authority for doing the work, to his stratified Sub-Staff, where both the 'line' and 'staff' units exist.

Management, on the other hand, stepping down from his formal positional point, takes an active part in resolving the mission and vision of the Institution with others, and also makes him an integral part of the daily affairs of pursuing the determined goal.

Both these nature of Leadership has their own nature of operation, which are by nature symmetrically opposite in maintaining the affairs of any Academic Institution. The use and implementation of any one of these, as an alternative process of ordering the Institution largely, depends upon the character, nature, and mentality of the person who is holding office. It also depends upon the perception and image of the incumbent, holding and maintaining the state of affairs.

Before going into detail about the problems and basic working logic of the Institutional Head either as 'Administrator' or as ' Manager of affairs', we should look into the issue of determining the vision and mission of an Institution much more emphatically. Because our basic attempts are to achieve our vision and mission, and in that context, to view the role of the Institutional Head, the Governing Body of the Institution and above all the 'Line Unit' of the Institution.

A basic model can be prepared for understanding the process of working on the vision of the CAMPUS. CAMPUS, in fact, is an acronym for "Comprehensive Analytical Methods of Planning in University System". It has its origin in the academic work on simulation in higher education. [For detail on this, Please see, "Institutional Resource Allocation Models in Higher Education"; K.M. Hussain, Organization for Economic Cooperation and Development, 2004].

The primary function of the Head of the Institution during the process of resolving the mission and vision of the Institution is to have a clear understanding of 'Resource Requirement' before predicting the goal. As discussed, the goal and mission are subject to be adjusted or extended in view of the availability of required resources. In this particular sphere, an administrator univocally decided and predicts requirement and then administer the resource-generating points to acquire his required resources. While the basic tenants of management are to include all potential sources of resource generation for working on a particular mission. In the latter case, obviously, the maximization of involvement in the generation of resources widens the compatibility and cooperativeness among different units of the Academic Institution. The basic problems of an Academic Institution are: - i) Budgetary constraints, ii)increasing enrollment, iii) constraints in imparting quality education and social values among the students, iv) background of the hinterland from where the student comes to admission, v) pressure of Institutional diversity which gets the gradual but definite shape of unwanted "grouping", which provokes in=activeness among 'Line Unit', vi) lack of motivation to work professionally, and vii) demand for improved quality. To come out of these continuous unhappy problems in higher education, colleges, Universities are trying slowly to introduce the technique of Budget and Planning and its analysis. These unified functions genuinely and purposefully demand the managerial attitude of the Institutional Head, rather than an administrative and hegemonic attitude and outlook.

At present most Academic Institutions, especially at Under Graduate level in West Bengal, are facing increasing problems of limited resources and searching for avenues for the generation of new resources. Under this situation, the method of adopting different tools for analyzing the cost of projected infrastructural developments for the proper administration of education has become an important task of an Institution and its Governing Body. Thus it has become an important as well as unavoidable task of the management of Educational institutions to find out the tools, through proper and united identification of all sorts of resources. As the impact of the decision of Academic Institution, have a long-term effect and induce cost in other parts of the social organizations, it should not be taken singularly, rather it should be resolved unanimously both internally as well as in governing bodies and also with Governmental Authorities. This confluence of united need and capability may in future become the beginning to improve the management of institutions of higher learning and credibility as a well-managed (not Administered) and vital part, of society. This high-pitched mentality may at one time also cause an institution to explore new alternatives, and become an incentive to create new and innovative ideas.

In fact at a particular point of analysis, administration and management both appear inseparable, because managing the administration and/or administering the management are two sides of the same coin. That coin is an Academic Institution which unitedly performs two

essential functions: - first, providing an orientation of culture and identity to the society, and second, preparing the members of the Society. In both sphere academic institution plays a vital role in training people, giving continuity with tradition and preparing for modernity.

The administration is the highest form of art of managing human resources for the benefit of the optimum use of social and natural resources. Here spatially independent intellectuals generated the resources, where the basic responsibility of the management is to open the scope and to provide all the possible infrastructural resources and facilities to them for natural and self-autonomous flourishment. Generally, proper providence for improvements of infrastructure is one of the potent ways of involving the intellectual resources for achieving the mission and vision of the Academic Institution. Instead of that, if it is controlled and dictated by extra-authoritative contour and glamour, the normal autonomous perception of the teaching and learning process affects. Because such type of interfering interaction with Administrative zeal and authority ultimately leads to an unwanted confrontation between the traditional perception of Academic autonomy and Administrative authority.
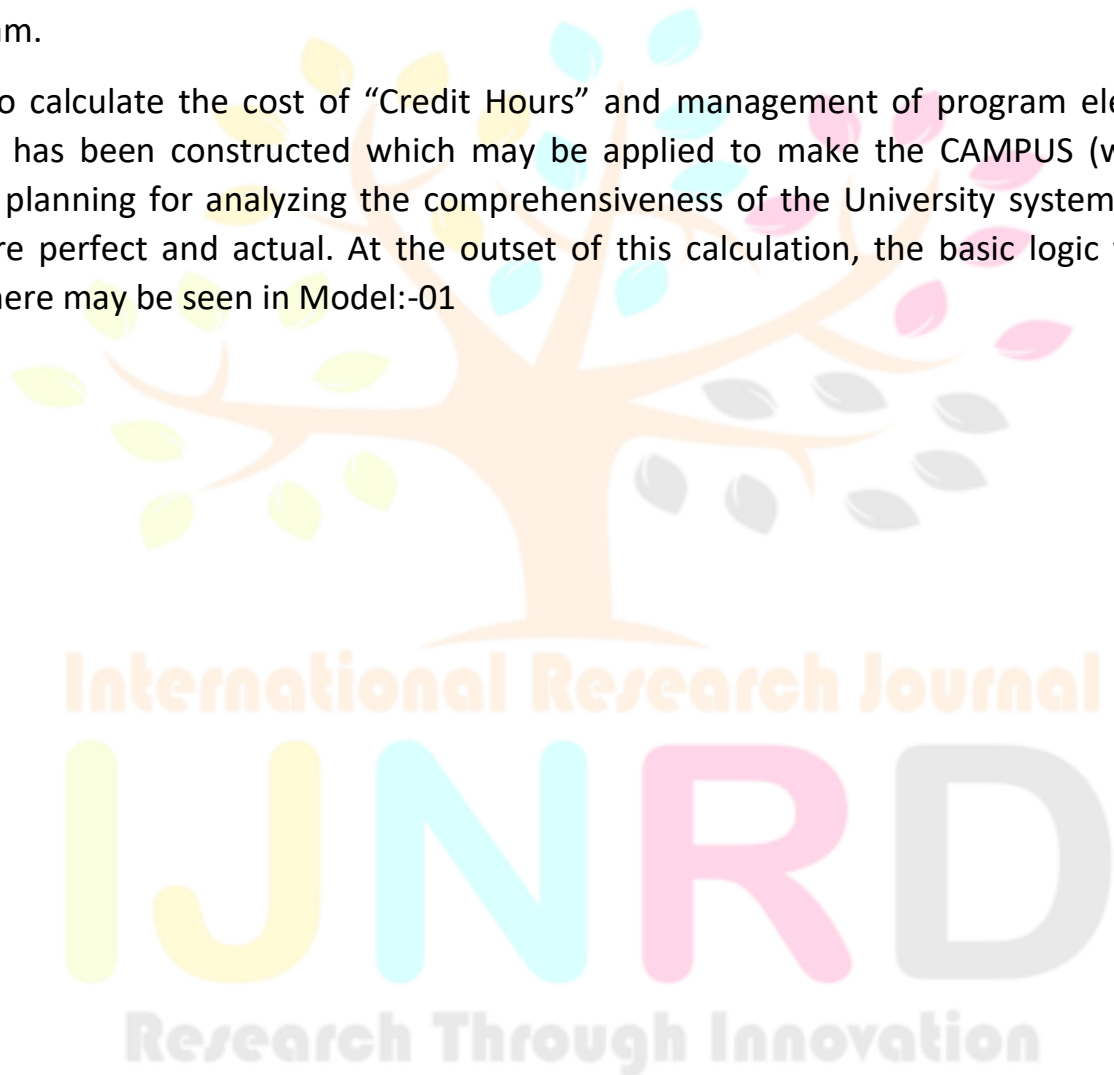
Thus the primary mission of the Head of the Academic Institution is to acquire sufficient skill in moulding intellectual resources and to lead and steer those resources to suit the efficient accomplishment of the mission and vision of the Academic Institution. Thus administration in the ultimate analysis is actually an effort to divert the human resources, guide them to use the available resources and finally integrated the associated personal striving towards a well-determined and defined goal of the Academic Institution. Sociologically Academic Institution plays the role of media through which resourceful intellectuals of society get compatible media for expressing themselves through which they can do their intellectual exercise.
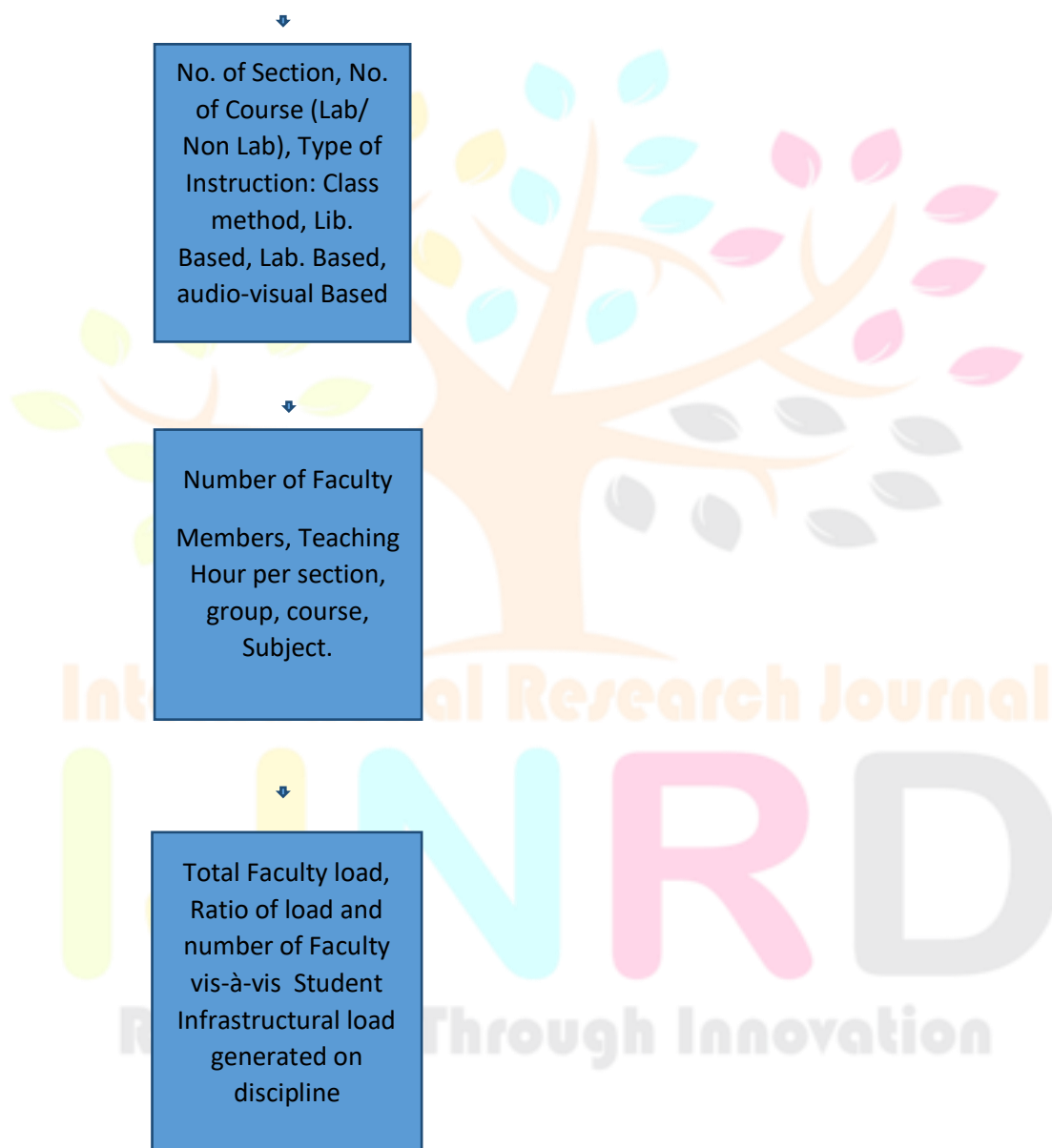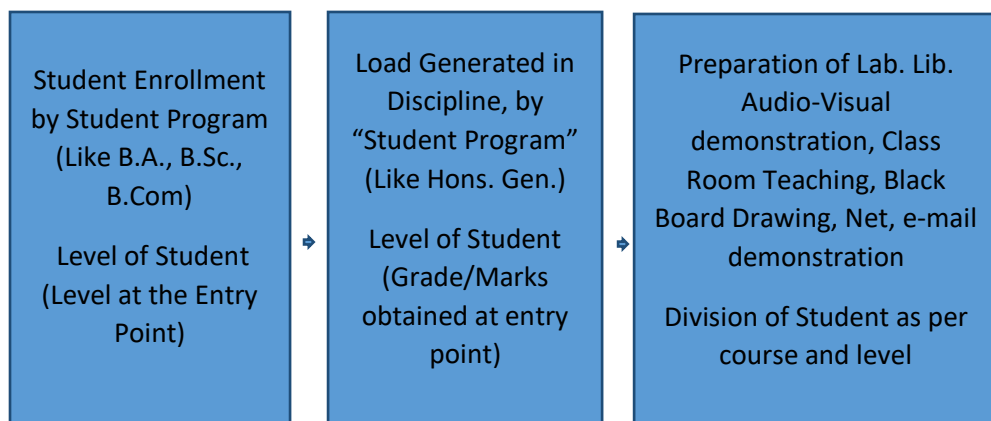
Thus, the Administrator of an Academic Institution is to provide sufficient scope and atmosphere for proper nourishment of the intellectual endowment. An Administrator can achieve that capacity, primarily with his systematic knowledge about the potentialities of his surroundings and by the systematic practice of handling the resources for the best purpose of the Institution. In other words, the proper managerial attitude and behaviour have the capacity as well as potentialities to erect a bridge between two vital ends of the Academic Institution for the benefit of bringing a positive transformation of the integral as well as the cultural environment of the Institution.

Nowadays to explain and understand the administrative –cum- managerial aspects and importance within an Institution, we use some unique terms which were hitherto either not used or had no direct utility. With the expansion of Education and Academic Institutions, such factors have gradually become useful for explaining the changing situation of Education and Degrees. We now use "Credit –Hour", "Student-Contact-Hour", and "Full-Time Equivalent", etc. All these terms are basically related to a particular set of content where academic resources and administrative resources of an Institution constantly interact with each other for fetching the best outcome for the Institution. The success or achievements of a mission of an Institution largely depends upon the activities of the "academic resources" which provide the requirements of a Student or of a set of students whose aims are to get the minimum requirements of a course. Because successfully passing through the course ultimately enables

them to be accredited for their Academic course. For that, the Student as a whole requires a specific amount of "credit hour". The accumulated forms of such "credit hours" for different elective subjects of a course create an objective field of "Student Program". Of course, the "Student Program" is a combination of different types of programs, like 'academic', 'non-academic', 'extra-academic', etc. The collections of program elements unitedly serve the basic needs and objective of 'Student life'. For successful implementation of program sets, the Institution requires, other than 'academic' resources, support of 'technologies' and policies, which are actually provided by the administrative management sources. Management of the administrative process should organize the program in such a way, so that, it can exercise control, without interfering with the autonomy of the academy and virtue of Intellect by overburdening the inputs, and process. It should implement its process of decision, after assessing and calculating the extent of available resources, and the corresponding output of each program.

Recently to calculate the cost of "Credit Hours" and management of program elements, a new model has been constructed which may be applied to make the CAMPUS (where the methodical planning for analyzing the comprehensiveness of the University system is made) budget more perfect and actual. At the outset of this calculation, the basic logic which we have used here may be seen in Model:-01
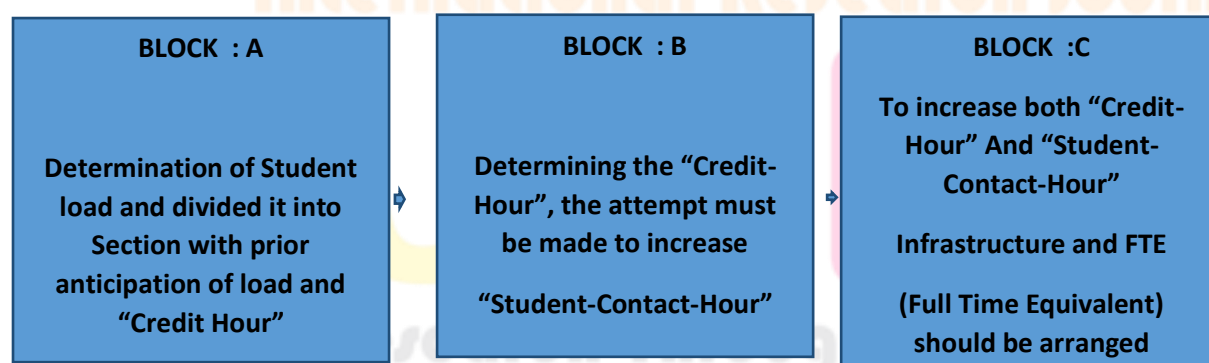
MODEL NUMBER: - 01

| Student Enrollment by Student Program (Like B.A., B.Sc., B.Com)

Level of Student (Level at the Entry Point) | → | Load Generated in Discipline, by "Student Program" (Like Hons. Gen.)

Level of Student (Grade/Marks obtained at entry point) | → | Preparation of Lab. Lib. Audio-Visual demonstration, Class Room Teaching, Black Board Drawing, Net, e-mail demonstration

Division of Student as per course and level |

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No. of Section, No. of Course (Lab/ Non Lab), Type of Instruction: Class method, Lib. Based, Lab. Based, audio-visual Based

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Number of Faculty

Members, Teaching Hour per section, group, course, Subject.

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Total Faculty load, Ratio of load and number of Faculty vis-à-vis Student Infrastructural load generated on discipline

The accumulation of "Credit Hours" is made much more through Lecture and Audio-Visual demonstration mode of interaction, rather than Laboratory based mode of interaction, specially designed for the Student of Science and Laboratory bases Subjects. Because the scope of direct teaching/ oration and constant interactional conversation is much wider in Class-Room or Audio-Visual Room than in the Laboratories, where the Teacher once gives his /her instruction, and provides necessary instruments for objective implementation of the delivered matter.

So it is suggested that for a Laboratory-based subject, it would be better if the arrangement of demonstrative Classes could be made within or in an adjacent place, of the Laboratory. In that case, interactional demonstration and instrumental demonstration could make simultaneously and the personal attachment of the Student to his / her department and course would be established easily. The identification of a Student with his / her course is essential for the overall improvements of Campus discipline.

As per general calculation, one student for his / her one course of Study requires a minimum of 15 to 20 "Student- Contact- Hours" (Contact hours refers to his / her direct contact with faculty members when one Student makes one contact hour with one of his / her faculty members, he generates one "Student – Contact – Hour"). However, one faculty can help a course to generate a maximum of 18 to 20 'Student – Contact – Hours". Generally, one Under-Graduate College maintains courses containing four to eight sub-courses, for which separate faculty and separate "Student – Contact – Hours" are required. Administrative- Management is expected to make the necessary arrangement for providing a sufficient number of Faculties to fulfil the "Full-Time Equivalent"(F.T.E.) considering the necessity of the "Student – Contact – Hours". Otherwise corresponding and the equal effect will fall in the "Credit Hours" concept of the Student progression. Because a Student's 'Credit Hours' are typically and equally related to "Student – Contact – Hours".

In this process, a new Model can be constructed in view of the "Instructional Level and Load" (I.L.L.) and "Rate of Student Progression" (R.S.P.). It is an obligation on the part of Managerial Administration to keep a balance between I.L.L. and R.S.P., otherwise, the social position of the Institution will be degraded. Once the process of degradation starts in an Academic Institution, a new vicious circle of degradation will automatically start its silent and constant operation within the Academic Institution. Model 02 has tried to depict that picture with the following diagram model **NUMBER: - 02**

BLOCK : A	BLOCK : B	BLOCK :C
Determination of Student load and divided it into Section with prior anticipation of load and "Credit Hour"	Determining the "Credit-Hour", the attempt must be made to increase "Student-Contact-Hour"	To increase both "Credit-Hour" And "Student-Contact-Hour" Infrastructure and FTE (Full Time Equivalent) should be arranged

These two models can be summed up in the following table where an attempt has been made to calculate the average time of a student may get for his / her course from the Faculty members of his / her subject, per week /per day. It is useless to state that any increase in the "average time frame provided to a student by the Faculty Member" will obviously generate a positive result in the improvement or progression of the faculty. Thus it is an obligatory part or duty of the Academic Administrator to provide space opportunity and scope to the faculty members to generate its F.T.E. (Full-Time equivalent) measure at least to an extent where the Student progression would be visible.

MATRIX OF MODEL-01 AND MODEL-02

Number of Students in a Course		Number of FTF (Full Time Faculties)	Student's "Credit Hour" (per Paper of A Subject) in his/her Course in a week		"Student's Contact Hour" with Faculty Per Week	Average time given By Faculty to a Student for his/her Desired progression
Course	No of Stude-Nt.		No. of Classes	Class Duration		
1st. Yr. Beng. Hons 3rd. Yr. Beng. Hons	65 30	03	06 04	.45 Mint. .45 Mint.	65 x 06 = 390 30 x 04 = 120	510 / 95 = 5.37 (Departmental Time). 1.79 or appr-oximately 18 minutes per day.
Total	95				Total : - 510	
1st. Yr. Sans. Hons 3rd. Yr. Sans. Hons	25 10	02	4.5 03	.45 Mint. .45 Mint.	24 x 4.5 = 113 10 x 03 = 30	143 / 35 = 4.09 (Departmental time) 20.45 Mints. Or 21 Mints per Student
Total	35				Total :- 143	Per Teacher
1st. Yr. Econ. Hons 3rd. Yr. Econ Hons.	15 10	03	06 08	.45 Mint. .45 Mint.	15 x 06 = 90 10 x 08 = 80	170 /25 = 6.8 (Departmental time) [6.8 / 03 =2.27 (x 60) = 136.2 / 6 Days =22.7 or 23 Minutes
Total	25				Total :- 170	Per Student per Teacher.

The major function of the managerial administration of an Academic Institution is to determine the optimum capacity of enrolment and after enrolment to divide them (enrolled

Students) into Sections for the benefit of dividing the load of the Class and of the faculty. Evenly distributed load among the faculty members can only bring a positive change in the average time frame, "provided to a Student" for the proper progression and also for the necessary utilization of "Credit Hours" of the Students. But within the Campus, however, any sort of solution is also subject to many constraints, such as differences in Class size and size of the Class Room, lack of sufficient number of Classroom, available to provide the eligible and required number of Classes to each section, the total number of faculty and their average level of quality. Even in some cases, the availability of required space creates constraints.