
Management of University Education system in India and Yemen

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INTRODUCTION

The administration had occupied an important position in the state of developed and developing countries and especially in the last decades of the twentieth century because of its significant role in the development of universities. And the universities have a big role in their communities as the leading sectors of society in the development and growth, as institutions and scientific research. The interests focused and since the beginning of the sixties to provide an information system that supports the decision-maker and private departments, colleges and universities, it has issued several studies about the importance of information and the growing need for information systems contributing to the development of the university administration for the purpose of achieving efficiency resource , and also to achieve efficiency and contribute to in the development of building the relationship between the university and the community.

Most of those models have characterized in its movement, and they raised comprehensive information systems for colleges and universities, especially in the United States of America, and discussed the need for management with regard to human resources, and students and faculty staff and workers, as well as assets of all kinds finance and society in which it operates. The seventies and eighties witnessed fast development in this area; the management didn't just look for statement and information only but extended even further, especially in how to get to achieve efficiency and effectiveness in university work. The university administration began looking for new concept frames, not limited to the traditional patterns as the principle of the effectiveness of the costs and other. It seems that the totality of these changes were behind the problems and motives pushing for development to be resolved, especially after those fiscal problems reflected on the scientific and educational process, which the institutions of higher education have suffered from it so that led to a decline in the qualitative nature of the output and the increasing need for financing. (Al-abadi, 2008, p 73).

The concept of organizational effectiveness contemporary from which to evaluate and measure the degree of administrative organizations success in its functions and activities and to achieve their goals given posed by higher education institutions and private colleges and management of the economy, the importance of learning and the dissemination of scientific research and advancement of knowledge and the development and expansion of the national base, and industry knowledge and transfer to the new generations, In addition to providing human resources capable of developing and leadership development programs.

Based on this, all these efforts summed up to contribute to the measure and determine the outputs of university education and the goals of universities and try to measure the cost of Degree and the cost of time learning and the cost of graduate student and the cost of scientific research, and all these indicators has become guide rational management of the university.

There are two types of universities, one composed colleges which includes sections of the terms of reference includes science colleges, for example, or an integrated colleges branches of medicine. The second type consists of sections associated with the university President or Director. In both types it has to have the Chairman or the Director of the Council who achieved the independence of the university and its corporate status. The first type is common in Britain and America and many Arab countries, including Iraq. The second type is known in Central and Eastern Europe.

In fact, the leading positions in universities as in the head of the university, and deans and head of the department are no longer administrative positions, but is also a scientific position. The head section is not exercised as pursuant significant administrative, and tasks entrusted to him are mostly scientific. As well as the functions of the Dean and President of the University, and that the increased administrative tasks whenever went up the peace university. And universities cannot dispense with the councils, as well as colleges and departments, and not lose the nature of scientific education and turn into centers or institutions that shall charge the first responsibility of everything.

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The university has been known in the countries where the modern university system gives autonomy to divisions and colleges so that these sections and scientific units have top planning and oversight rather than an executive. It is known that the mission of the university and the college and the section is not limited to education only, and it does not come out as a specialist in various fields of science and applied morphological or humanity, but to have another task on a large part of a serious and important scientific research. (AL-tai, 2008, p75). And the professor on this campus has these two tasks as well as a third task is the supervision of graduate students and research students. Those who look to universities from abroad do not realize only one aspect of these aspects, and therefore traveling to be a quorum of eight lectures teaching professor who arrived to the rank of professor, they do not know that these quotas need eight to three times more time to prepare.

What is the optimal system to be able to University of performance goals with less effort and a shorter time? That it is not in the transfer of powers to the minister, dean or to anyone else, because that, if possible, to achieve in other state institutions for he is due to the extra episodes that separates between the Minister and the Director-General.

Can it be done in the universities? It is intended that you could abolish the post of President of the University, for example? This of course is not possible, because we would cancel the same university. Could we abolish the position of Dean? This is not possible at the present time. That means we are unprepared to it scientifically and administratively and psychologically.

The best is to enhance the work of the team in any university support boards, universities and colleges and departments. If given some powers of the minister of the Council of the university, and some of the powers of the President of the University to the College Board, and some of the powers of the Dean's Council of the section, much of the time and effort will be saved, and will remain a scientific goal is prevailing, and will get rid of many of the procedures and loops excess that impede the work and delay it. Without it the university cannot lead its mission as required.

The universities cannot flourish and be successful only if its relative independence in its management affairs and this does not mean that every university is going to follow suite, if it does not have to be there controls show the path that is used by the public. And here comes the role of the ministry in coordination, supervision and planning. These are not easy tasks, and there is a large risk. That the Ministry of Higher Education should remain a reality visible, which is being Ministry planning supervisory coordination, which is so different from other ministries that are line ministries. And I would like to point out here that most of the politicians divide the ministries to sovereign and other non-sovereign and this is a wrong notion as implementing higher education being the Ministry is sovereign and this logic is incorrect because the development of any country depends on the extent of possession of scientists is this ministry is the factory which manufactures various cadres of political, economic, military, technological and other. There are many countries that have changed their rulers because of the attitudes of learners and their role in the process leading social combined. (AL-Asadi, 2008, p76).

University Administration in Yemen

The development of university education and to improve the level and raise its efficiency and control cost and good investment has become the key issues raised in the present time in response to the challenges of the rapidly changing aspects of social and economic life, and the influx of knowledge in various fields as a result of scientific progress and its application technologic, And the issue of development of university education is not an issue as far as how much is the issue of education and the essence of its content and the content and methods and adequacy.

Perhaps the most important factors governing the development of university education of those that relate to the pattern of his administration, and due to the fact that the university administration is how it is administered by a system of higher education, according to the ideology of the society in which they live, and conditions of economic and social, political and cultural surroundings, Even achieved the objectives sought by the community of this type of education and in the context of a climate where there are not necessarily human relations intact, and that increase the effectiveness and adequacy of the university administration, and therefore the development of university education is not without change and the development and modernization of the university administration. (Al-Mikhlafi, 2007, p12).

And from here it was for universities and institutions of higher education and scientific centers and research main role in advancing the overall development, from the perspective that these universities and

institutions and scientific centers and research, but are stationed where capacities and energies and qualified human resources and trained and capable leadership development process and development, And so it became necessary to take the initiative of developing countries to develop institutions and universities and scientific and research centers so that they can play this role efficiently and effectively, (AL-Khatib, 2001.p304).

University Administration in India

Indian higher education currently the third largest in the world, is likely to surpass the US in the next five years and China in the next 15 years to be the largest system of higher education in the world. Indian higher education has a complex structure riddled with many contradictions, still has great possibilities.

By 2030, India will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian education system. Higher education in India has recorded impressive growth since Independence. University Grants Commission (UGC), by designing programs and implementing various schemes through academic, administrative and financial support, has contributed in the growth and development of Indian higher education. In the changing landscape, entrance of private universities is a game changer. Many new institutions of medicine, science, technology and others have been introduced. We have gross enrollment ratio of about 17.9% now, while an ambitious target of 25.2% has been envisaged by the end of 12th Plan. (**SharadJaipuria, 2014**).

Higher education in India has grown large since the country's independence in 1947. Starting from small base, the pace of growth was initially rapid. Initially, the pace of growth was rapid. Enrolments grew by 13 to 14 per cent per annum during the 1950s and 1960s. Over the past few decades, the growth rate has declined noticeably. Since then it has remained stable between 4 and 5 per cent. The nature of growth over the past two decades is, however, strikingly different from the growth in the previous period.

The present system of higher education dates back to mountstuartElphinstone's minutes of 1823, which stressed on the need for establishing schools for teaching English and the European sciences. Subsequently, the universities of Calcutta, Bombay and Madras were set up in 1857, followed by the University of Allahabad in 1887.

The first attempt to formulate a national system of education in India came in 1944, with the report of the Central Advisory Board of Education on Post War Educational Development in India, which recommended the formation of a University Grants Committee, which was formed in 1945 to oversee the work of the three Central Universities of Aligarh, Banaras and Delhi. After independence, a full-fledged Ministry of Education was established on 29th August 1947.

In 1952, the Union Government decided that all cases pertaining to the allocation of grants-in-aid from public funds to the central Universities and other Universities and Institutions of higher learning might be referred to the University Grants Commission (UGC). (**Purba Das, 2009, p1**).

RESEARCH METHODOLOGY

SOURCES OF DATA

Secondary data:-

Secondary data are those which already been passed through the statistical data and differ since primary data to be originally collected work is merely that of competition. And data will be collected through Books, Journals, Websites, Papers, etc.

HYPOTHESES TESTED

- 1.Yemeni university system lacks proper Administrations, Management, Training and Development Facilities.
- 2.Approach of Yemeni universities lack community Service, Scientific Research and Methods as compared to universities in India.

CONCLUSIONS

There is a difference entirely in university administration between Yemen and India and this big difference not only in the university administration, but also in the organizational structure of the universities and the number and the role of private universities in rehabilitation, and also the most important of what has been observed in this research enormous development in university education Indian in terms of the development of scientific positions and the huge number of universities and private

colleges and private universities, which accommodate a large number of faculty, administrative and also the vast amount of students in universities assimilated.

And primary education in India Fulbright grants at an early age the student is connected to another scientific collection (PhD) at an early age but also in Yemen Fulbright grants primary education at a late age and that the role of the student reaches a certain age and he/she has not completed higher education and because of this the student feels frustrated and lag behind on the performance cycle in the community, and of the conclusions reached in this research:

1. Having Yemeni universities of human elements and materials for sufficient and appropriate infrastructure for the implementation of administrative and professional development programs when they were invested and exploited properly, which refers to poor resource management and the weakness of use and abuse of the infrastructure available to the university for the benefit of professional development and development programs and modernization.
2. Obsolescence of legislation and regulations and laws and the weakness of its support to the requirements of modernization and development and thus failing to achieve professional development for administrators and all members of the university.
3. The challenges that hinder the development of professional and academic leadership of the university is an important part of the challenges of university education in general, and therefore attempt to overcome these obstacles and may contribute directly to overcome the challenges of higher education in general.
4. Sensing academic leaders to the extent they need management skills and leadership abilities to keep pace with the tremendous development in management science in general and university administration in particular.
5. The absence of a comprehensive strategic planning and management development programs, which is a reflection of the lack of overall strategic planning for university education, as well as uncertainty in the vision and mission and goals of the university.
6. Keen academic leaders to gain more knowledge and modern skills in the areas of teaching and scientific research, and that they have a good experience in these areas, but they still consider the importance of job teaching and scientific research, and thus the importance of development to meet the professional needs contained in the field of academic activity.
7. The absence of the third function of the university and of community service, and not to exercise their academics to the community, resulting in poor or near-absence of the relationship between the university and the community, and therefore not to accept the idea of community participation assess the performance of the University
8. Inadequate attention to the philosophy of total quality management and the ambiguity of some of the concepts associated with some members of the community such as study the concept of the beneficiary and the client and others.
9. Lack of public universities and their role in serving the community and with this increase in students graduated to the community and not to take advantage of them.
10. There are not enough universities in remote cities through which students who dwell there can join them.
11. Allocation of Universities and which plays an important role in higher education and high student enrolment of these private universities.
12. Few universities in the Republic of Yemen compared to India do not encourage state and government to these universities and through which will improve the learning efficiency in higher education.

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