



Management of Georgian Technical Universities Organization and Structure


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1 At present Georgia


At present Georgia survives profound political, economical and social transformations.

Globalization of economy, liberalization of trade e.g. transition from plan economy to market one, information and communication technologies, changing requirements of consumers, growth of unemployment connected with collapse of industrial and agronomic infrastructure and also other economic and social tendencies conditioned unprecedented challenges.

One of the basic priorities of the society for overcoming created difficulties of the transitional period is education, adaptation to new requirements and having immense practical effect.






Since collapse of the Soviet Empire and restoration of Georgia independence organization and structure changes have begun at the Georgian Technical University. During the Empire the name of this institution was Georgian Polytechnic Institute in which specialists were trained both for Georgia and other Soviet Republics only in engineering fields. After transformation of Georgian Polytechnic Institute into the Georgian Technical University Humanitarian-Technical Faculty was founded and by side of engineering profile training of students began in such specialties as Law, Economical Relations, Banking, Audit, Public Administration, Public Relations, Journalism, Business Management, Engineering Management, Conflictology.



Special departments have been founded at which a personnel is trained in the above-mentioned specialties. It was a very difficult process at the beginning that was connected with old stereo types for combination of engineering and humanitarian specialties in one institution. This difficult psychological barrier has been overcome as the number of people eager to get humanitarian and technical education was sufficiently big and the growth of the students contingent in this profile significantly improved material and financial position of the Technical University. Besides that deepening of economical knowledge for the students of engineering profile became very popular and moreover the process of humanization of technical education naturally developed that became more attractive for youth.

In conditions of new social and economical relations for the Georgian Technical University as well as for all post-soviet state higher institutions big finding is acquirement of autonomous and academic freedom. This condition which is proved with a number of international documents gave the Georgian Technical University an opportunity to begin working in international standards of education that was unacceptable before.



The University became quite independent in choosing of contingent and personnel, in administration management, in agreement relationship with the government with other juridical persons and organizations. In conditions of autonomous and academic freedom professors and teachers were given the quite new opportunity in the process of transfer of subjects foreseeing existing standards, and also methods of development of scientific research work.

In the Georgian Technical University the structure of higher educational grading programs has changed completely. If during empire period there was only one step engineering education now we have a two step system. The first step stipulates bachelor's training duration of which is not fewer than 4 years. The training is carried out on the basis of education and is confirmed by giving "Bachelor's" qualification (academic degree).

The next step of higher education by masters educational program is not fewer than 6 years which is confirmed by giving of masters qualification (academic degree).

The introduction of bachelors and masters courses has required the reconstruction of all curricula and syllabuses. The successful implementation of this process was supported by the TEMPUS-TASIS Project in reconstruction of engineering specialties curricula in which the partners of the Georgian Technical University were Manchester Metropolitan University, Limerick University and Athens State University. Structure and methodology have been founded which regulate 4 year bachelors courses and 2 year masters programs.

Nowadays in the Georgian Technical University knowledge assessment new criteria (standards) are introduced. Transfer to the credit system is carried out that makes more effective both students' and teachers' capabilities.

The foundation (creation) of procedures of provision and monitoring in syllabus quality is carried out.

In the University structure a quite new circle has appeared - Enterprise Support Center that serves to creation and strengthening of links between the University and enterprise and by means of foundation of masters refreshment courses to support the enterprise that strengthens the University budget and economic situation.

In case of transformation of the University structure absolutely new word is introduction of "Department" institute. Both in other higher institutions of the empire and in our University the main subdivision (circle) was the chair. The chairs serve to prepare personnel in a narrow profile. But with the introduction of departments in the bachelors courses unification and generalization of specialties. The structure of chair-faculty-university is being changed by the structure of department-faculty-university. Such structural changes maintains the mobile control of educational process at the University, determines the priority of specialties, organically links with each other similar disciplines (courses), makes real provision course quality, makes effective the concentration of a scientific potential and possibilities of joint conduction of scientific works.

In the structure of the Georgian Technical University has been founded absolutely new and significant subdivision in a view of a non-budget section. As it widely known in the post-soviet period all educational institutions wholly depended on budget and the training of specialists was determined by the state - particularly the implementation of performing

personnel foundation. In other words the education could not be understood as means of business. The higher education institutions reminded us of an organization of social assistance and charity. After collapse of the empire allocation of costs for higher education from budget has reduced immensely. The problem of self support became the main topic of the agenda.

The reality brought us to the notion that education, acquirement of knowledge, is the material value that represents as a business thing and the paid money for this value must be applied to the University support and conduct of educational and scientific activities. with such ideology the payable section has been founded the revenues of which practically rescued the University system. Currently it develops and progresses effectively at the University and responsibility and quality of education increases.

References

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