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5.1 MEANING OF EDUCATIONAL MANAGEMENT

Administration and management are two essential ingredients of any organization. To understand the organizational structure of professional institutions it is important to study the educational administration and educational management. Educational administration is the dynamic side of education and deals with the educational practices. Educational administration must be directed towards the fulfillment of the objectives of education as set forth by the society. Traditional educational administrative systems were designed primarily to serve as caretaker, regulatory and supervisory role in an era when education and the world outside were moving slowly by today's pace and when the size and diversity of educational tasks were much smaller. The origin of educational management as a field of study began in the United States in the early 20th century. Development in the United Kingdom came as late as the 1960's. Herding wrote a book titled Practical handbook of School Management by Teacher, by which the concept of educational management came into being.

Educational Management as the name implies, operates in the educational organizations. There is no definite definition of educational management because its development has drawn heavily from several disciplines like economics, political science and sociology. Most of the definitions of educational management which have been offered by writers

are partial because they reflect the particular sense of their authors. Educational management is the theory and practice of the organization and administration of existing educational establishments and systems.

Educational management, as a body of educational doctrines, comprises a number of principles and precepts relating primarily to the technique of classroom procedure, and derives largely from the practice of successful teachers. The writers in the field have interpreted these principles and precepts in various ways, usually with reference to longer and more fundamental principles of psychology, sociology and ethics.

Thus educational management is a comprehensive effort dealing with the educational practices. It is the dynamic side of education. It deals with educational institutions – right from the schools and colleges to the institutes of higher learning, governing bodies, ministries and secretariat. It is concerned with both human and material resources. The human elements include : (i) students (ii) parents, (iii) teachers, and (iv) society.

Constituents of Educational Management

The following are the chief constituents of educational management :—

1. Educational Planning
2. Educational Organization
3. Educational Controlling
4. Educational Supervision

1. Educational Planning

It implies some kind of mental activity during the course of analyzing or laying out a method of achieving something. It focuses on 'what', 'why' and 'how'. Educational planning means the process of setting in advance a pattern of action to bring about overall changes as viewed by national policies by the closest possible articulation of means and ends. An educational plan refers to making efforts on planned and deliberate change to be brought about in the system of education for achieving identified relevant objective. Visualized in relation to specified objectives these changes have to be coordinated in relation to objectives and conditions in other related aspects. They have to be systematically planned. According to Hagman and Schwartz, "Planning selects from among alternatives, explores route before travel begins and identifies possible or probable outcomes of action before the executive and his organization is committed to any."

Educational planning has been one of the early instruments of independent governments. Resources have to be used as effectively and systematically as possible. Educational planning is a process utilized by an administrator while performing the role of a leader, decision-maker, and change-agent and so on. It is a basic management task. It is a means of achieving higher levels of effectiveness. Its considerable amount of pressure from both the donors of aids and international organizations

made adoption of some form of planning unavoidable. Today, educational planning is an absolute requirement. The complexities of modern technology in society have given rise to the need for planning in education. Increasing population manpower needs, ecology, decreasing natural resources and haphazard application of scientific developments require educational planning. To meet these problems, educational planning becomes a necessity and planning competence becomes mandatory. It is unavoidable for bringing about a desirable change in the educational organization for promoting the organizational health-its effectiveness and functional efficiently

2. Educational Organization

Institutions visualize their targets in their success variables such as performance and growth levels of students and other employees. They focus on change in the human variables to approach their targets. Schools, colleges, universities and training institutions may well be considered social organizations. Students' knowledge and skill development takes place in a system of complexity which involves the interplay of several variables. It has its roots in the institutional variables described as organizational styles. The headmaster or the head of the institution operates in an organizational environment, from the authority base, in a specific way, in order to change attitudes or behaviors of the staff and with the view of increasing some dimensions of teaching effectiveness. If they

are to function effectively they too need to identify and pursue goals, react to stress, seek homeostasis, maintain themselves, ensure survival, eliminate uncertainty and grow in size, power and experience. Institutions may be viewed as living organisms having a composite of characteristics and people with a variety of personality traits. Much human activity in these institutions is motivated by administrative reaction to organizational needs. Studies of organizations have generated a new interest in the study of schools and educational institutions as organizational societies. The application of organizational theory and analysis has been much less noticeable in the field of education, whether in school or other institutions of higher learning. Until very recently, there was no systematic model or profile to aid organizational analysis. Yet in the U.K and the U.S.A universities this approach to the study of educational institutions is beginning to bear fruits and promises to yield better understanding of these institutions. The study of the schools and other educational institutions as organizations is concerned with the institutional methods by which transmission of values, training in roles and preparation for society are attained.

Organization, therefore, is a tool for achieving the objectives in a systematic manner, a mechanism of purposeful action with a view to implement the policies and programmes; an overt form of planning that provides an integrated and cooperative apparatus of the attainment of the

set goals. It is an all-inclusive overall activity which occupies the place of honor in any enterprise.

Many factors have contributed to the decline in the standard of education in India, but the main ones among them are the administrative difficulties of inspection or supervision and survey. The purpose of institutional organization and the administration is to raise the standard of education. Before we proceed to discuss the organization of professional institutions, there is a requirement of carrying out a little analysis of school educational organisation which is the basic source of input for the professional institutions. The Education Commission had offered the following suggestions for improving the standard of education at the school level :—

1. The office of the district education officer should be made effective.
2. All kinds of programmes should be organized in the centrally administered territories.
3. A Common method of public education should be evolved.
4. The state institute of education should be made more effective and powerful.
5. School education should be organized at the national level, with three distinct objectives—(a) bringing all institutions to a certain minimum standard, (b) giving each institution the

opportunity to develop to the highest level of which it is capable, (c) taking each institution to the ideal point within the next ten years.

Emphasis is laid upon the all round development of the individual in a democratic educational system. Hence, the scope of the organization of the school is very wide. Primarily, the following aspects are covered by this :—

1. Qualification of the headmaster and other masters of the school, their duties and their timetable.
2. Drawing up the syllabus from the point of view of the social good.
3. Period of work, chalking out and implementation of plans.
4. Management of co-curricular activities: Discipline and control, the school building, furniture in the classrooms, libraries, etc.
5. Scheme of admission, progress and examination.
6. Examination work pertaining to the income and expenditure in the school.
7. The mutual relationship between the society and the schools

3. Educational Controlling

Various elements of administration that is, planning, organization and co-ordination need to be checked up whether they are in order and

are functioning, at their best. Control is required in all spheres of the educational process - setting up the aims and objectives, development of procedures and techniques, providing equipments, finance, public relations, etc., to achieve our objectives. When we say that an educational administrator should keep the personnel in good humor to secure cooperation in numerous functions of the institution, it does not mean that he should be all soft and allow a laissez faire policy. The attitude of 'let sleeping dogs lie' or to allow them do whatever they like will be a positive obstacle in achieving our goals. Controlling is exercised through power technique: the evaluation. Legal sanctions and social customs give the authority to control; techniques help us in this exercise and evaluation keeps us alert. The techniques of control are the policies, the budget, audit, timetable, curriculum, personnel records, periodical reports etc., and they serve in a good measure to keep all concerned on the right track. Educational controlling involves largely the human elements. Men and women, by enlarge, do not cherish the idea that they are being controlled. A good administrator while finding faults does it in a manner that appears as a suggestion and not a command. Guiding or directing is an activity and so is evaluating: it is a very important part of the administrative process. The main purpose of exercising control is to bring about improvements both qualitatively and quantitatively and to contribute to the realization of the goals.

4. Educational Supervision

Educational supervision is inclusive of all responsibilities and functions necessary for running the institution. The trends of modern supervision are definitely visible in the theory and practice of modern supervision in the USA. But, the wheel in other democratic countries of the world is also seen moving in the same direction. Good interpersonal relationships between the administrator and supervisor, the supervisor and teachers, teacher and pupils and also inter-institutional relationships between institution and controlling university, institution and community, group dynamics, etc., are receiving greater emphasis. In our country all these ideas are accepted in theory but, in practice, they are yet to be implemented in any state. In practice, educational supervision in India remains, as on today, as traditional as it was several decades ago. Even provisions for training and orientation of the educational administrators do not exist in our country. Wherever educational administrators are working they have been appointed in those capacities without any special professional training. How can they be expected to have any better insight in administration? Many training and learning strategies and methods have been developed in the field of education which can be used by education administrators for developing potentialities of teachers. Modern supervision rightly emphasizes the use of workshops, seminars, group discussions, independent studies and industrial visits, etc., for the

development of teachers. They provide learning experiences to the teachers for their professional growth. Continuing education of teachers is considered important in modern supervision. The modern administrator, therefore, is required to provide these facilities to the teachers internally or by way of sending them to participate in such activities when organized by outside agencies such as IIMs, IITs and other professional universities and institutions. In our country the administrators hardly realize the importance of this. On the contrary they try to stand in the way of teachers if they ever get such opportunities. Efforts have to be made to make them realize that the educational processes as discussed and described above are the foundations on which to build a sound programme of modern professional education.