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**Topic:- Function of Education Management.**

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## **Educational Management has the following functions:**

1. Forecasting
2. Decision-making
3. Planning
4. Organization
5. Motivation
6. Control
7. Coordination
8. Evaluation
9. Recording and reporting
10. Supervision

### **1. Forecasting:**

It is a systematic assessment of future conditions by collecting all sorts of information about the present position of the system, its present and expected resources and trying to form a picture in terms of the

accepted Philosophy in a particular country to arrive at a fruitful forecast.

## **2. Decision-making:**

Decision-making is a key factor in educational management as here we have to think of generations which will be affected by the policies decided. Having considered various alternative and consequence of each course of action, a suitable course of action must be determined. Guess work, arbitrary exercise of authority, ill considered hasty decisions should have no place in educational management. The following points must be borne in mind while deciding that the:

- (a) Course of actions should be simple and easily understood by all concerned;
- (b) Standards for targets must be laid down; and
- (c) Goal must be clear.

## **3. Planning:**

The plan should be flexible. The very existence of variables and uncertainties make decision-making and planning a necessity. There should be enough scope of

change to cater for any unforeseen situations. There are many variables – the priorities may change due to unforeseen circumstances; equipment and grants may not become available as expected; personnel may be posted out or they may proceed on leave; all these variable contributing to the non-implementation of decisions.

#### **4. Organization:**

It is the combination of necessary human effort, material equipments in systematic and effective correlation to accomplish the desired results. Under educational administration, we organize:

- (a) Ideas and principles into school systems, curricular and co-curricular activities, time schedules, norms of achievement and the like;
- (b) Human beings into schools, classes, committees, groups, school staff, the inspecting staff.
- (c) Material into buildings, furniture and equipment, libraries, laboratories, workshops, museums and art galleries.

## **5. Motivation:**

Involvement in deciding policies and plans help in motivation. The term motivation aims to make the man to be cheerfully willing to do the job we want him to do. Face to face communication is quite useful if organization members are to be motivated to do their best. Communication, down, up and across is also of great importance to the motivation of organization members.

## **6. Control:**

Effective control is an important element in educational administration. The administrator must constantly check on his terms and his own performance vis-a-vis the standards laid down. He needs to take corrective action to the form of adjustments to the physical environment of work, modification and addition of materials and methods or abilities and motivation review of the personnel in terms of their spirits.

## **7. Cooperation:**

It is required of all the elements the persons, material and ideas, knowledge and principles and so to interweave them as to achieve a common objective and a single effect. The administration should look into the:

- (a) relations among people,
- (b) allocation of tasks, and
- (c) division of labour.

## **8. Evaluation:**

Evaluation is a good way to find out the success or failure of a project. Good measures are required to find out the reasons why it failed or succeeded, which steps in the process were most successful, what should have been done to improve the action and what should be done differently at the next trial.

## **9. Recording and reporting:**

Recording and reporting are essential elements of educational management which is answerable to the parents, the higher authorities, the society etc.

## **10. Supervision:**

The purpose of supervision is to bring about a continuing improvement in the instructional programme. Cox and Langfitt write, "Management executes, directs;

supervision advises, stimulates, explains, leads, guides and assists. Both plan, both diagnose, both inspect, but management decides and orders execution, while supervision helps to decide and assist in improving instruction.”