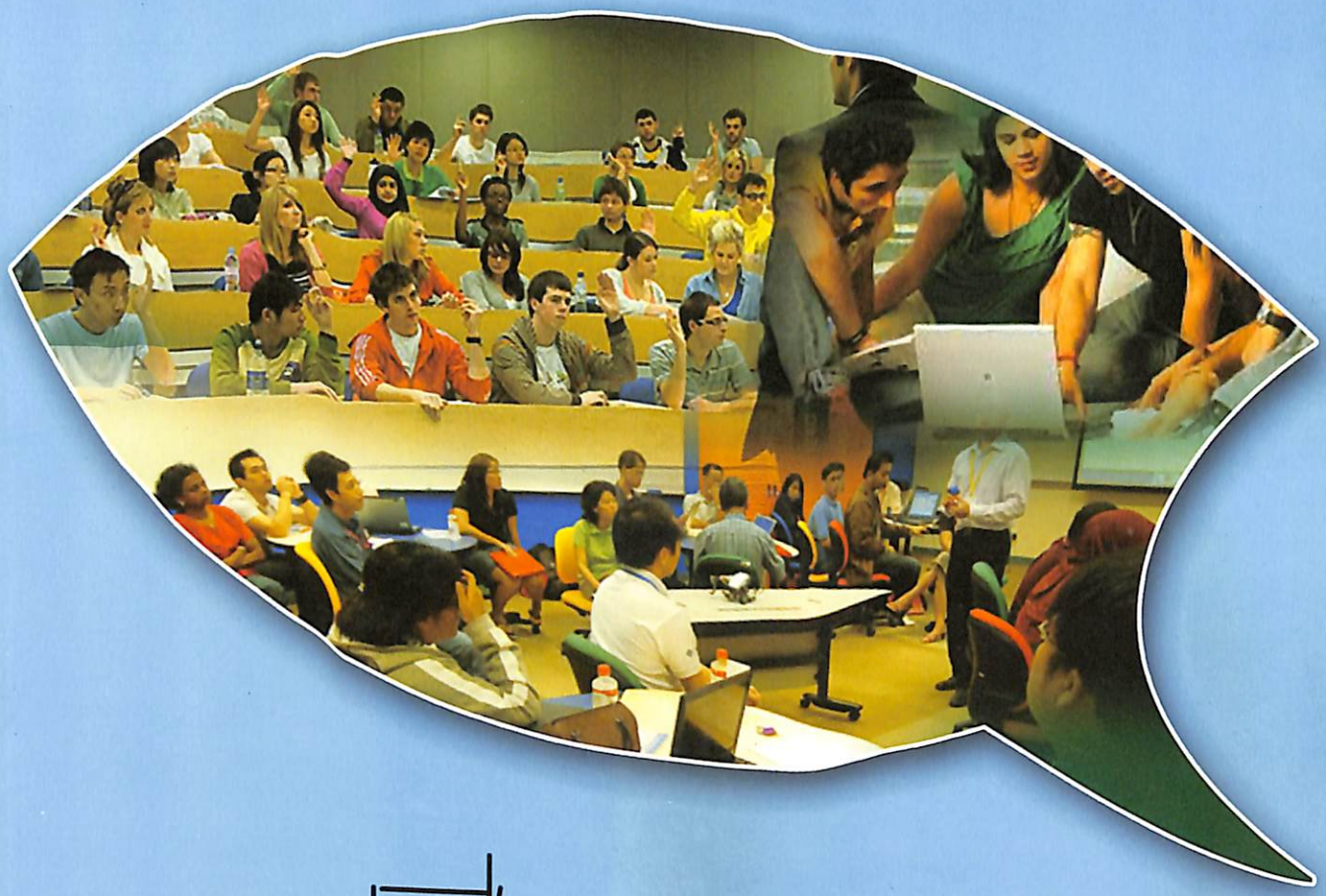
EDUCATIONAL MANAGEMENT & ADMINISTRATION



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Book No. SAR
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Title Educational Management
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FOR THE STUDENT OF GAUHATI UNIVERSITY
MAJOR-6TH SEMESTER

Educational Management and Administration

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EDUCATIONAL MANAGEMENT AND ADMINISTRATION : A Textbook of Education for Three Year Degree Course (TDC) 6th Semester (Paper-6.5) Major Course of Gauhati University written by **Kumudeswar Sarmah** and published by **Shanti Prakashan**, Guwahati – 1.

Reprint : February, 2016 **Price : Rs. 125.00 only.**

Published by :
Sujit Kanti Bhattacharjee
Shanti Prakashan
College Hostel Road
Guwahati - 1
email : shantiprakashan@gmail.com

Distributor :
Students' Emporium
Dibrugarh

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ISBN No. : 81-7680-006 -1

D.T.P. :
K. D. Computech
Sluice Gate
Bharalumukh
Guwahati-781009.

Printed at :
Aurora Fine Arts
Industrial Estate
Guwahati-781021.

Paschim Guwahati Mahavidyalaya
Guwahati-17
Date:
Dharapur Chariali

PREFACE

In this age of specialization, every area of education requires new approaches. Students and teachers should be acquinted with educational management and administration of the institutions. The teachers of the Training courses should have a clear outlook about the respoinsibilities of a teacher in time-table planning, the uses of human and material resources etc.

Considering the importances of management and administration in the education sector , I have tried to explain a few topics which may be helpful for Education (major) students of G.U., B.Ed. students of G.U. and the students of other universities too.

I am thankful to Shanti Prakashan for publishing this book and giving me the opportunity to prepare the book.

Author

TDC SYLLABUS OF EDUCATION

Educational Management and Administration

Paper: M 6.05 (Credits-6) (Major Course)

Unit:1 - Concept of Educational Management

- *Educational management- Meaning nature scope and Objectives*
- *Meaning of school administration and school organization*
- *Difference between educational management, administration and school organization*
- *Educational administration vs. school administration*
- *Characteristics of successful Educational management*

Unit:2 - Principles and Types of Educational Management

- *General principles of Educational management*
- *Types of Educational Management*
- *Centralized and decentralized*
- *Autocratic, Democratic and Laissez faire*
- *Participatory management*

Unit:3- Functions of Educational Management

- *Functions of Educational Management*
- *Planning, Organization, Directing and Controlling*
- *Role of Head of the institution and teacher in Management*

Unit:4 - Educational Supervision

- *Supervision - meaning, nature and scope*
- *Inspection vs. Supervision*
- *Types of Supervision - academic and administrative*
- *Importance of Supervision*

Unit:5 - Institutional Planning

- *Institutional Planning - meaning nature and characteristics*
- *Types of Institutional Planning*
- *Steps in Institutional Planning*
- *Importance of Institutional Planning*
- *Educational planning - School Time table and co-curricular activities*

Unit:6 - Administrative structure of Education India and Assam

- *Educational structure of education in the Central Government - role of MHRD*
- *Central - State relation in Education in India Statutory / Autonomous Organization*
- *Some problems of Educational Administration*
- *Administration of School Education in Assam*

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Unit:4 - Educational Supervision 35 – 42

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- *Some problems of Educational Administration*
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UNIT-1

CONCEPT OF EDUCATIONAL MANAGEMENT

- *Educational management- Meaning nature scope and Objectives*
- *Meaning of school administration and school organization*
- *Difference between educational management, administration and school organization*
- *Educational administration vs. school administration*
- *Characteristics of successful Educational management*

MEANING

Modern education is concerned with multidisciplinary and multidimensional aspects. It is dynamic and changable which has to discuss various concepts of management. Management is used in different organizations. Now a trend is developing to use this idea in the educational field also.

The origin of the development of educational management began in the United States in the early part of 20th Century. Educational Managment as the name implies, operates in educational organisations or institutions.

Educational Management is a complex human enterprise in which different resources are brought together. It implies the practical measures taken for ensuring 'system of work' for achieving the goals of an educational institution.

Thus educational management operates the educational organisation or institutions. The general principles of management such as planning, budgeting, decision making, directing etc. are applied in the field of education. In solving various problems of schools, colleges or

educational institutions, rules and principles of management are applied. Thus it is that branch which is the mixture of management and education.

DEFINITIONS OF EDUCATIONAL MANAGEMENT :

'Theory and practice of the organization and administration of existing educational establishments and systems" — G. Terrypage and J B. Thomas.

To him management implies an orderly way of thinking. It describes in operational terms what is to be done and how we know what we have done. Management is a method of operation and good management should result in an orderly integration of education and society — Shelly Umana

In the light of the above definitions, we can say that educational management intends to fulfill some specific objectives. It concerns with how to run the institutions in a systematic way and how to control the administration. It mainly relates with two resources.

Human Resources : It includes entire teaching and non-teaching staff such as head master/ principal, teachers, clerks, students, parents, members of the committees etc. and their problems like appointment, class management, selection of students etc.

Physical Resources : Another important resource is the physical resource. It includes buildings, playground, machinaries, classroom, teaching materials, furnitures etc. Educational management, thus means how to manage such resources and how to solve the problems of the institutions to control and administer in a systematic way.

NATURE OF EDUCATIONAL MANAGEMENT :

The concept of educational management is broad enough as it includes various aspects of institutions and educational organizations. It is related with the aspects like planning, directing, administering etc. Accordingly the nature or characteristics of Educational Management are -

1. Concerns with planning :

Before going to classroom, a teacher has to plan - how to start and finish the lesson, what audio-visual aids are to be use, when to put questions. The Headmaster has to plan for the whole session, master plar for buildings, playground and to plan where from money will come. Thus, it is an essential characteristic.

2. Execution or implementation :

It is the real phase. Planning topics– particularly teaching and learning should be worked in the real field. Besides, the planning for construction, planning for selection of students appointments etc. should be executed.

3. Formulation of objective :

Every plan must be supported by objectives, for example - teaching, learning objectives. It is necessary to highlight that instructional objective are to be framed according to the content fixed.

4. Quality of Educational Environment :

For proper educational management the quality should be perfect. That is why every person should render service according his / her ability. Quality of environment is maintained only when the persons related to management performs their duty rightly.

5. Code of conduct :

Educational management concerns with various codes of conduct of different persons involved in the institution. It is concerned with ethical background. It maintains the codes of conduct of the teacher relating to students, other teachers, parents and the authority etc. Various organs like U.G.C. / NCTE suggest such codes of conduct for proper functioning of an institution.

6. Art of taking work :

It implies about the educational management with various work along with different persons involved such as Planners, organizers, supervisors of the management plans and they should work systematically and artistically.

7. Organising available resources -

Good management prepares the programmes basically from the available physical and human resources. It analyses what output is possible and what is required for further extension.

8. Evaluation and control -

In order to find out the quality of the institution, it evaluates the whole process and proper functioning. It tries to control the problems or setback of the organization. It evaluates about the steps taken for skill based worker, proper planning, administration, direction etc.

SCOPE OF EDUCATIONAL MANAGEMENT :

The word scope of a subject means the area, jurisdiction or boundary of it. Educational management has also a large boundary. The scopes involves various parts of human resources, various processes of management and the output that we get from adopting the processes. Some of the scopes of Educational management are mentioned below -

1. Students :

Human resource is an important part of raw material of production which is closely related with the scope.

2. Teaching and Non-Teaching staff :

Teachers prove the role of parents in the institutions which involve many aspects like improving efficiency, his qualities, his service etc, and Non teaching staff is also a part of discussion in educational management.

3. Parents :

The school or university are the production unit where parents are senders of learners. Parents take an important part in school management.

4. Governing Body / Authority :

The GB / authority is the framer of rules and regulations and guide the management.

5. Departmental officials :

Such officials may be also included as human resources which are necessary for helping administration or implementing the plans of the institution.

6. Planning :

Planning, execution, evaluation are three arms of a triangle. Before launching a job, planning is necessary. Modern planning should be democratic and scientific. It is a process, where management is involved.

7. Administration :

The word administration derives from the Latin word "Master" which means 'service render to others for their welfare'. So it is such a business which is done for welfare. Again educational administration concerns with implementation of educational plans. It is a comprchensive term while school administration is a part only. Administration executes and directs.

8. Supervising :

Supervision is a positive force for programme improvement It provides expert technical service. Administration executes and directs. But Supervision advices, explains, guides and instructs administration for the improvement of the institution.

9. Controlling :

Controlling is exercised through proper techniques to fulfill the purpose of evaluation. The techniques are policies, budgets, timetable, curriculum. personal records etc.

10. Evaluation :

It is a process by which we can determine the degree of improvement on the basis of present position. It is an essential part of educational management. For this, there must be short term, long term or continuous evaluation.

11. Proper utilization :

To ensure proper utilization and management of resources meant for the educational programme tending for realization of its prefixed purposes or goals. This will help in developing social aspects of the students.

In such a way the scopes of educational management may be categorized within three heads, these are -

i) In put - Human Resources

ii) Process - Such as planning, administration, evaluation etc.

iii) Output goals - Such as proper utlization, degree of achievement etc.

NEEDS OF EDUCATIONAL MANAGEMENT :

Educational Management is necessary to develop the inter relationship among different human resources and the physical resources and with the organization. Planning of the institution can not become successful without proper management. It gives the practical shape of the planning. In any educational planning, the management of the whole aspects like facts, figures, backgrounds are necessary. It is also necessary in this sense that it stresses on the decentralization of facilities and delegation of powers. It is required to felt the necessity of proper evaluation and future course of action. Without management, administration cannot go towards the goal.

SCHOOL ORGANISATION :

The school organization is consisted of the words school and organization ; Traditionally school came from the word "SKHOLE" which means "Leisure". Somebody believes that it is a place for leisure time use. It is a place of learning and teaching. It is a place of developing learner's abilities and creative thinking. It is defined differently by different thinkers -

Dewey - *"The school is a special environment where a certain quality o f life and certain types of activities and occupations are provided with the object of securing child's development along desirable lines."*

Ryburn - *"The school is a co-operative society, a place where giving or taking of co-operation by experienced by all."*

Ottaway - *"The school may be regarded as social invention to serve society for the specialized teaching of young."*

Harold Rugg - *"School is an enterprise in living, both social and personal."*

CHARACTERISTICS OF A SCHOOL :

1. It is a miniature society which reflects the society,
2. School is the institution that are set up by the society or the members of the society
3. has a special type of environment where: academic and other developments of the children are possible.
4. It has the admission process, fixed curriculum of study.
5. It follows the evaluation system for the students.
6. Various methods of teachings are used such as lecture method, demonstration, discussion method, learning by doing method etc.
7. It develops a good relation between the school and the society.
8. A school has various physical and human resources.

ORGANISATIONS :

Organisation is a part of administration dealing with the "Systematic management for definite purpose." Organisation stands for a structure, system, organized body, calendars, materials, equipments, human resources, library, building, lawns, playgrounds etc. Organisation is a social unit or constructed by a human group with specific objectives. It may be social organization, educational or political organization etc. That is why **Prof. H. C. Stead** stated that *"the organization was an agency by which we achieve the desired objectives."*

SCHOOL ORGANIZATION

When we combine the words school and organization, it may be denoted as school organization. It is nothing but set up of an institution by taking various steps, such as suitable land, sound classroom, good school building, teachers, office workers, organizing curriculum, time table, rules and regulations' etc. School organization has three aspects -

(1) Material Resources, for example - building, library, laboratory etc

(2) Human resources, for example - students, teacher s, office staff, inspecting staff, boards of management etc.

(3) Ideas and principles, for example - time table, co-curricular activities, norms of admission in school, norms of passing in the examination etc. School organization is an education system where various physical resources and different persons work together. These materials should be set up in an organized way. It requires proper management, proper planning also. All the resources are systematically and scientifically prepared, then it becomes school organization.

EDUCATIONAL ADMINISTRATION -

It is concerned with the implementation of educational plans effectively. It involves some persons and experts for good management of educational plans.. It is a comprehensive term which requires management and organisation.

DEFINITIONS :

Encyclopedia of educational Research -"Educational adminstration is the process of integrating the efforts of personnel and of utilizing appropriate materials in such a away as to promote effectively the development of children and youth but also with the growth of adults and particularly with the growth of school personnel."

C. V. Good – *"All those techniques and employed in operating educational organization in accordance with established policies defined as educational administration"*

Educational adminitration, therefore is a comprehensive effort where various techniques and procedures are adopted by the concerned administration with specific educational objectives. It includes the objective of developing students personality, Commitment to the society and the nation as a whole.

MEANING OF SCHOOL ADMINISTRATION :

School administration and educational administration are closely related terms. But school administration has a limited area of operation while educational administration has a vast area of operation. School administration is a part of educational administration. School administration concerns with all school level activities. But educational administration concerns with the total human welfare in different branches of education, such as woman education, adult education, child care, colleges, universities, various education departments.

According to Dr. Jaswant Singh — "School administration is the hub of the educational process. All the plans, policies and practices are bound to fail unless and until there is sound administration in school." The function of school administration is to implement the policies for the benefit of the school. The head of the school organizes those policies with the co-operative efforts of other teachers. He motivates the teachers and students and co-ordinates the efforts of teachers as well as directs and exercises control over them.

Characteristics of successful administration :

1. Dynamism : Administration should be modifable and dynamic in character. Very strict administration can not suit in all situations. In some situations the rules and regulations should be flexible. In case of examination or unadjustable condition of low I.Q. of a student, rules should consider or permit him to modify his behaviour. An administrator should observe the situation and steps should be taken accordingly.

2. Efficiency : Administration depends upon the efficiency of the human resources. Whether it may be a clerk, computer operator, machine man or a teacher, he should be skilled based and efficient person. The administration may rely upon such persons and there should be co-operation among the members.

3. Practicability : Administration of an institution or a school should be practical rather than theoritical. The Administrator should adopt practical measures for the benefit of the institutions. He should discuss the problems, seek advices of the supervisor, study the impact of the steps and try to implement those aspects which are more fruitful.

4. Knowledge about the changing pattern of the society : Good administration is always related with the changing goal of the society. It must try to adjust with new topics, techniques, new ideals of the present society. Old methods cannot help to fulfill the new ideas. Besides, there is social, political and economical changes which are going in every country. Administration must have the knowledge of such changing attitude of the society.

5. Cooperation : Successful administration must adopt the co-operative effort. It must motivate the members to share active part in the administration. No doubt, single handed decision is required in some critical situations but it requires other's participation.

DIFFERENCE BETWEEN SCHOOL ORGANIZATION AND SCHOOL ADMINISTRATION :

Organisation is a "good servant but a bad master". It is like a fire which can be used at the same benefits and at the same time it has a destructive use. If organization is used by the good administration, it can run well, otherwise it cannot fulfill the aims of the organization. School organization is a "pre-requisite of administration". Good school administration can properly shape the organization. To use the human resources or to use the school organization,

efficient administration is necessary. Thus, school organization and school administration are connected terms. Yet there are some differences, between the two such as —

1.	School organization is the pre-executive state.	School administration is the execution stage itself.
2.	School organization is commonly related with physical and material resources.	School administration manages these resources in better way and takes appropriate action for modification.
3.	School organization provies the resources.	School administration tries to improve the quality of the resources.
4.	School organization points out the policies, methods, regulations, etc.	School administration carries out such ideas and tries to shape them.
5.	School organization expresses the theories.	School adminstration implement the theories.
6.	School organisation provides the raw-materials like — building, playground, teaching aids etc.	School administration provides opportunities for the use of such raw-materials.

SUCCESSFUL EDUCATIONAL MANAGEMENT :

Educational mangement is a modern concept giving more emphasis on democratic decentralization and participation. The aims and objectives of the school or educational institution are realized by the joint effort of all the personnels related to a school. Schools have certain goals and purposes, which are to be achieved through proper administration. The head of the organization can properly manage the activities and problems with the co-operations from other teachers, parents and students. Successful Educational management is possible, only when the management is related with the following features –

1. Proper planning : Before launching a school programme proper planning is necessary – it is institutional planning – such as planning of time table, planning of using human resources, etc.

2. Motivating : Motivational management is very helpful for a school manager. For getting sufficient benefit, from the teachers and employees, they should be motivated by providing rewards, incentives, better salary, promotion etc.

3. Problem solving : In the teaching-learning process, a lot of problems may arise such as classroom teaching where proper management is necessary to find out the solution.

4. Proper administration : According to Dr. Jaswant Singh "School Administration is the hub of the educational process. All plans, policies, and practices are found to fail unless and until there is a sound administration in the school". It can help in the quality of work and better management.

5. Educational supervision : Successful management requires to adopt supervisory method. It can improve the teaching, learning process. Supervisors advice the authority for smooth functioning and necessary steps are to be taken.

6. Controlling : Better management is possible only when it provides necessary rules and regulations for controlling the behaviour of the school personnels. It should have proper educational codes of conduct.

7. Co-ordinating : For smooth management of every school, there is the need of ensuring co-operation of all concerned persons from top to grassroot level. It should try to utilize the service of everyone according to his own capacity.

8. Evaluation : After various steps taken in the management process, proper evaluation of the outcome is necessary. It has to find out the weaknesses and the strength of the steps taken for the betterment of the institution and if necessary new or modified steps should be taken.

OBJECTIVES OF EDUCATIONAL MANAGEMENT :

The words aims, objectives, purposes are used interchangingly. The objective of educational management are mainly concerned with the improvement of overall performances of the educational institutions. Some of the important objectives of educational management are —

1. To provide opportunity to the learner to use their talent in proper ways.
2. To fulfill the needs and interest of the learner.
3. It aims at using the human and material resources for the better cause of education.
4. To train how to use the administrative efficiency of the authority.
5. It aims at proper use of finance of the institution.
6. One of the objectives is to provide scientific planning about the use of the resources.
7. To develop the team spirit among the related persons of the institution.
8. It aims at managing the educational problems through the study of the feedback and to take proper means of educational management for solving the problems.
9. It aims at the smooth functioning of the organization.

10. To develop the incentive of the working machinery for better management.

EXERCISE :

Very Short type :

1. What is Management?
2. What is Educational Management?
3. Mention one of the characteristics of Educational Management.
4. What is human resources?
5. The word school originates from the word 'Skhole'. Yes/No. (Yes)
6. What is school organization?
7. What is administration?

Short type :

1. Define educational management.
2. Mention two features of Educational Management.
3. Mention two scopes of Educational Management.
4. Mention two human resources.
5. Mention two material resources.
6. Mention two characteristics of school.
7. Mention two aspects of school organization.
8. Define school administration.

Descriptive Type :

1. Explain the nature of educational management.
2. Explain the characteristics of educational management.
3. Discuss the scopes of educational management.
4. Explain the Nature of School Administration.
5. Distinguish between school organization and school administration.
6. "Organisation is good servant but a bad master" – explain.
7. Explain the objectives of school management.
8. Discuss the characteristics of successful educational management.

●●●

UNIT-2

TYPES AND PRINCIPLES OF EDUCATIONAL MANAGEMENT

- *General principles of Educational management*
- *Types of Educational Management*
- *Centralized and decentralized*
- *Autocratic, Democratic and Laissez faire*
- *Participatory management*

Educational of management operates the educational organisation. We get the following types of education management.

(i) Centralised and Decentralised
(2) External and Internal
(3) Autocratic and Democratic
(4) Creative and Laissez Faire

CENTRALISED AND DECENTRALISED EDUCATIONAL MANAGMENT :

In the centralised management all kinds of responsiblities and powers are vested in one hand. The division of power and responsibilities are not directly given to another person. His/her decision is final. Educational administration, supervision and control are related to educational managment. When educational management is given to one person, he controls the administration and other activities of the organanization. If the chanceller of a private university or principal of a private school/organization or if the Inspector of colleges is given full responsibility for the management of a school or college, no other officials or teacher can get the opportunities of using their own powers.

In decentralised management the powers and responsibilities are distributed among different persons from top to grass-root level. Decentralised management is concerned

with various types of employees of the institution. The head of the institution distributes the responsibilities to the teachers and officials.

EXTERNAL AND INTERNAL EDUCATIONAL MANAGEMENT :

External Educational managment means those persons or elements which help an institution/organisation for the smooth functioning. They indirectly involve in the management. The experts, spectialists of different branches help the management with valuable suggestions and guide the institution-such as how to prepare the school building, how to prepare the syllabus, how to manage the school office, how to manage the finance.

Interanal Educational management means such kind of management where person are internally involved. Here the head-master, teachers, officials, students etc are involved in the management. They involve in various school programmes. They contribute in the planning, supervising and controlling the managment. They contribute their efforts in classroom management, controlling discipline, help in financial management etc. Practically speaking, such kind of management is more important than the external management.

AUTOCRATIC AND DEMOCRATIC EDUCATIONAL MANAGEMENT :

Autocratic educational management is like the centralised management. The powers are entrusted to a person/groups as centralised agency. It frames the rules of controlling, management and financial benefits which are adopted by it. The bureaucrates manage many ediucational institutions investing money. In the process of globalisation, such agencies control many higher institutions throughout the world. The teachers and other officials do not have the professional freedom.

Democratic educational management is highly stressed in present day world. It is like a decentralised form. It means the management and the power of control is not vested in a person/group but on a number of persons from grassroot level to the top. Here the principle of "We feeling" is given importance. It moves through discussion, co-operation and the participation of different persons or agencies. It is based on democratic values. It depends upon certain principles such as-principle of co-opeartion, principle of equality, principle of freedom etc.

CREATRIVE EDUCATIONAL MANAGEMENT AND LASSIEZ FAIRE EDUCATIONAL MANAGEMENT :

Creative educational managment denotes the purpose of developing creative talent. It stresss on the creative developmepment through various educational programmes. It tries to utilise the creative power of the managment.

Lassiez faire educational management provides maximum freedom to such persons who are invovled in the management. They are encouraged to give neccessary suggestions for the improvement of educational manangement. Such members are given freedom to assist the management.

Some Thinkers divide the Types of Educational Management in to (a) Non-participatory Management. Here the mnagement is controlled by a person or a group of persons. It is centralised control or dictatorial type of management (b) Participatory management–here the powers of control is decentralised. Different persons are involved and group discussion is done for solving a problems.

In the non-participatory management democratic process is not followed. Here the importance of other members is less. While in the participatory management, the individuals who want to involve are given importance Responsibilities are equally distributed. Thus, the school headmaster, teachers, students, parents etc. can take part by their valuable suggestions. They can help in the decision making process. It may be again (a) Individualised participation, (b) Group participation, (c) Democratic participation. In the individualised participation, individuals may influence upon the authority. In the group participation, decisions and suggestions are taken from the teachers group, students group or parents group. But the final decision is generally takes by the authority. At the same time, democratic participation is a democratic process where majority decisions are honoured. Some times in the management body, the majority persons give views in one trace. Ultimately, administrator is bound to obey. There may be open discussion where many persons may share their views. But the majority voices are counted.

PRINCIPLES OF EDUCATIONAL MANAGMENT :

Some of the important principles of educational managment are :

1. **Principle of co-operation :** Democratic management is based on co-operation or mutual help. There may be the co-operation between the authority and the staff or the authority and the students. It is a process of adjustment. Personal relationship among the members can help lin the smooth management of an organization.
2. **Principle of sharing Responsibility :** Managment does not depend upon a person. The persons who are involved should take their own responsibility. It will be a better management if the headmaster performs his overall duties, if the tenching staff performs the duties of their own. It is a process of sharing the responsibility.
3. **Principlel of justice :**No person should be above the rules. Proper attention should be given to maintain justice to everyone's problem. There should not be any differences on priority in giving importance to the problems of the members involved. It may be a problem of financial managment or the problem of promotion but justice should be maintained.
4. **Principle of Freedom :** the principal, teacher or other members should be given freedom to share their responsibilities. They should not be suppressed. Otherwise, they can not participate in proper managment. It requires sufficient freedom. However, it should not cross the boundary.
5. **Principle of individual Recognition :** A member who shows his better performances should be rewarded or recognised his individuall efficiency. It may provide incentive to help the management more and more. He should not be injured for his talent or self-respect.
6. **Principle lof Guidance :** The authority in a democrative set up should provide necessary guidelines in problems or to provide necessary help to improve the efficiency for better management
7. **Principle of Equality :** The administration should treat the workers equally, he should not take individual responsibilits in critical situations rather the voices of the collegues should be provided equal respect.

EXERCISE

Very Short type :

1. What is centralised educatioanl management?
2. What is Decentralised Educational management?
3. What is non-participatory management?
4. What is participatory managment?
5. In internal Education management teachers, students etc. are directly involved yes/no. (yes)
6. What is democratic educational management?

Short type :

1. Explain about the external educational management.
2. Explain about the interanl educational management.
3. Discuss the principle of freedom.
4. Discuss the principle lof individual Recognition.
5. Discuss the principle of co-operation.
6. Explain the differences between participatory and non-partricipatory educational management.

Descriptive Type :

1. Explain the types of educational management.
2. Discuss the general principles of educational management.

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UNIT-3

FUNCTIONS OF EDUCATIONAL MANAGEMENT

- *Functions of Educational Management*
- *Planning, Organization, Directing and Controlling*
- *Role of Head of the institution and teacher in Management*

VARIOUS FUNCTIONS OF EDUCATIONAL MANAGEMENT :

The objective of educational management may be considered from two stand points – The individual and the social. Educational management has to fulfill the needs of the individuals and the needs of the organization. The function of educational management is broadly connected with various aspects. These are – (a) planning (b) organizing (c) directing and delegating function (d) co-ordinating and operative function (e) evaluation (f) reviewing function.

Planning – Educational planning tries to use the available resources. It is a process of thinking. It helps to an individual of the organization to decide the best alternative about future course of action. Proper planning is essential in every educational programme. Before finalizing the programme, various kinds of planning is necessary – such as

a. Students :

i. Number of students are to be admitted at different levels.
ii. Age of admission
iii. Distribution of students at different sections.
iv. Amount of admission etc.

b. Teachers :

i. Number of teachers to be employed
ii. Service conditions
iii. Teacher student ratio.
iv. Appointment of guest lecturers or part time teachers etc.

c. Time Table

i. Length of courses.
ii. Holidays
iii. Number of working days.
iv. Class routine
v. Examination, Practical's, Field works etc.

d. Structure :

i. Building structure and extension
ii. Class room, library, laboratory planning etc.

e. Financial Resources

i. From institutional output.
ii. From Government/ Government Agencies.
iii. Public donations etc.

f. Methods :

i. Teaching aids.
ii. Radio, TV, and others Medias.
iii. Lectures, seminars, tutorials etc.

PRINCIPLES OF EDUCATIONAL PLANNING

While preparing the educational programmes, the following principles are to be given attention for planning –

1. Planning must have definite goal.
2. Planning must be realistic or having practical utility.
3. It must be a continuous process

4. It must fulfill the interest of all individuals of the institution.
5. Advice of experts are necessary for instance in course planning, building planning etc.
6. It should be evaluated from time to time.
7. There must be the opportunity of modification for future action.
8. Planning should be broad based or there should be the provision for extension.

ORGANIZING AND DELEGATING FUNCTION :

Prof. H. G. stated that the organization is an agency by which we achieve the desired objective. In this sense schools and colleges are organizations. However, in other sense it includes the resources. Educational management has to concern about various use of human and material resources that help in preparing the school systems, time table, norms and achievement, policy framing etc. Thus it deals with organizing systematic arrangement of various programmes of the institution. One of the important functions is to delegate the powers to definite persons such as teachers, students, officials, which may help in fulfilling the democratic setup or decentralization of powers. Still one of the shortcomings of present management of education is the absence of decentralization which is commonly found in private organizations.

DIRECTING FUNCTION :

Educational management requires directive or policy making function. For the fulfillment of a programme or policy, proper direction or guideline is necessary. It should not be bias rather it should be scientific and reasonable directions.

CO-ORDINATING AND OPERATIVE FUNCTION :

For making smooth management and for fulfilling the goals, this kind of function is necessary. Among the human resources, co-ordination should be maintained. Besides, the material resources and ideas or principles should be properly operated. Inter human relationship is a necessary function. It requires the sharing of understanding and sharing of proper information.

EVALUATIVE FUNCTION :

It is one of the important functions of educational management. Without evaluating the degree of progress, management cannot be successful. It may be short term or

long terms evaluation. All the internal and external agencies should be involved. Various steps, policies and actions for the success of management should evaluated through experts. It helps in the success and failure of educational management of an organization.

REVIEWING FUNCTION :

The outcome of management should be reviewed or modified, if it doesn't possess fruitful result. After evaluation one can assess the drawbacks of management and it can be modified. The result of evaluation should be throughly verified and necessary actions should be taken. The experts have to identify the feedback of progress or problems of management. For the improvement of previous problems, it should be reviewed.

PLANNING

Planning is regarded as a process of educational management which lies within the preview of the scope of educational mangement. Simply speaking planning means to think before acting. We have to act according to planning. Oxford English Dictionary mentions that a planning is to design some actions to be done beforehand. In the light of the above view, it can be said that planning is a process of preparing a set of decisions for future action. In our personal life also we plan or think about the way how to do our activities in future. Planning for the institution becomes institutional planning and the planning for the whole educational system becomes educational planning. It is a systematic design for action. In the modern technological development we give special attention to educational planning.

EDUCATIONAL PLANNING :

It is a planning of overall education system. It considers various aspects like character building, citizenship training, manpower requirement, cost and national development etc. It is concerned about the money to be spend at different heads of education. It is concerned about financial planning too. Ministry of education considers the social demands while planning. There is Central planning organization, U.G.C., N.C.E.R.T., etc. are various bodies which provide money and training in the educational heads. It includes various branches like institution, curriculum, methods, publishing, language policy, defence and adult education, child and women etc.

NEED AND IMPORTANCE OF EDUCATIONAL PLANNING :

Some importances of educational planning are as follows :

1. Education planning saves time and money. It is a time saving process. Unplanned activities take more time.
2. Educational planning helps in taking less effort in solving a problem.
3. To make every programme of educational project, successful planning is necessary.
4. `It helps to explore maximum use of various resources.
5. It is highly necessary to prepare a blue print for future course of action.
6. Planning is related with the change of the society. Rapid industrial and cultural development of the society require educational planning.
7. Educational planning can help to check the wastage of time and energy which is required in the unplanned educational process.
8. Educational planning provides the opportunities for maximum use of experts, social reformers, scientist etc.

ORGANIZATION :

Organization is part of administration dealing with the ''systematic arrangement of definite purpose".

J. B. Sears – considers organization as a machine for doing work. It may be composed primarily of persons, of materials, of ideas, symbols, rules etc.

Elsfree – "organization of a school is the administrative expression of educational theory".

Prof. H. G. Stead – "Stated that organization is an agency by which we achieve the desired objectives."

Organization stands for structure, system, furniture, library, workshop, human resources etc. It is of two types – formal and informal. The formal organization is established by external authority. Generally schools and college are controlled by external authority. Informal organization is organized by voluntary group, where interaction of members help to form the organization.

ASCPECTS OF ORGANIZATION :

The aspects of an organization can be broadly divided into three aspects :

1. Organization of Human Equipments – It includes principal, Headmaster, Lecturers, Teachers, Students, Experts, Boards of management etc.

2. Organization of material equipments – It includes building, grounds, library, furniture, classroom, laboratories, hostels, workshops etc.
3. Organization of ideas and principles – It involves rules and regulations, curriculum, co-curricular activities, policy framing, various programmes of the institution etc.

DIRECTING :

The process of management may be described by using the word "POSDCORB".

P – Stands for planning
O – Stands for organization
S – Stands for staffing
D – Stands for Direction
C – Stands for Co-ordination
R – Stands for Reporting
B – Stands for Budgeting

Various forms of government such as Central or State, local bodies etc. take various decisions for solving problems. After taking decisions, direction is necessary for execution. Problems like duration of various courses, teaching staff, library assessment, building construction etc. decides on all India basis or any other local authority. On the basis of the advices of experts, direction is given. It is found in private organizations also. It thus, controls indirectly all the educational institutions. It fixes norms which are to be followed. Direction is necessary for implementing the programmes of the organization.

CONTROLLING :

Controlling is a process by which management imposes restrictions when a particular factor becomes harmful to the institution. After evaluating the progress and finding the setbacks, control is necessary for modification. Control is necessary to make the management of educational programme grand success. As the social system is controlled by laws and customs, here also we use the power, techniques through policies, rules, budgets, audits, time table, curricular, personal records, periodical reports etc. Though, educational control involves largely by human element, yet institutional building control is also necessary.

Entire educational system in India is controlled by a number of authorities. These include Ministry of Education in the Central Government, the Education Departments

of various states, the local bodies, the private agencies, universities etc. Education is a centre and the state subject. Various bodies like U. G. C, N. C. T. E., C. A. B. E, A. I. C. E. E. (all India Council of Elementary Education) NCERT, private bodies etc. are in the Controlling process through rules and regulations.

ROLE OF THE HEAD OF THE INSTITUTION IN MANAGEMENT :

The head of the institution may be a headmaster or a principal or a chancellor etc. Jaswant Sing remarked that "The Headmaster or the Principal of a school is the hub of the education process". P. C. wren remarked "The character of the school reflects and proclaims the character of the headmaster". Thus, head of the institution is the keystone of the management and administration. His views and the service to the institution brings the reputation of the institution. He is the centre of the whole organization. In every part of the institution – in motivating human resources, in curriculum framing, in preparing timetable, in maintaining discipline, in taking projects, in guiding and controlling, etc. the head of the institution has to play the most important role.

The head of the institution holds the key position in the institution as the captain of a ship. He has to ensure the entire development of the institution who has to dedicate himself for the fulfillment of the dreams. But he should be a man of sound personality. He has to play the role of inspiring the pupils, the staff members and the community. Besides teaching, he has the role of supervising the campus, classes, office, hostels etc. He should have to work as the leader of the team.

DUTIES AND RESPONSIBILITIES OF THE HEAD OF THE INSTITUTION:

The head of the institution is like the main spring of the watch. He is a linkman of all the branches of the institution. He has to perform various duties, such as –

1. Maintenance of Relations –

a) First and foremost relation should be the relations with the staff. It should be very cordinal.
b) Reationship with the students with understanding and goodwill. He should think for their betterment in every aspect.
c) Relation with the parents is required through Parent – Teacher Association and by sending various information's to the Parents.

d) He has the responsibility to develop a relation with the community. He must develop his constant effort to create a situation where the institution and the community may come closer.

2. Administrative duties :

a) The head of the institution should provide all the facilities to the office and should co-operate with the officials.
b) He should properly maintain the budget for the whole year.
c) He should help in purchasing laboratory equipments and valuable books for the library.

3. Communication :

a) Communication with the higher authorities, the parents, the teachers, students, experts, visitors, scholars etc.
b) Co-ordination of work done by various agencies such as N.A.A.C., N.C.T.E., Councils, Boards etc.

4. Supervisition :

a) The head of the institution must supervise the teachers activity, classes, practical's and it should be a in a tactful manner.
b) One of th e important supervisory duty is to observe the behaviour of the students to maintain discipline.
c) He should supervise the co-curricular activities, play ground, students perfromances etc.

5. Guidance :

a) The students have to face various kinds of personal and institutional problems where guidance is necessary.
b) The teachers also need his guidance in relation to teaching and learning.
c) The parents may also seek his guidance in respect of educational and other problems.

ROLE OF THE TEACHER IN MANAGEMENT :

The most important factor in the educational reconstruction is the teacher. He is the pivot for transmission of intellectual traditions. A teacher is regarded differently by different thinkers from time to time –

H. G. Walls – Teacher is the Real Maker of History
Dr. Zakir Hussaion – Teacher as the Architech of our future.
Dr. D. S. Kothari – Teacher as the Most Vital factor in Education.

Kabir – Teacher is greater than God.

Management cannot be possible without the help of the teacher. A teacher not only teaches in the classroom but also engage himself in different activities of the management. He plays a vital role in the institutional planning by providing various information's and supervising the activities. He helps in purchasing valuable books and equipments to the authority. He plays an important role in Conflict Management. In various issues of the institution – particularly in maintaining discipline and in critical issues of the institution, he helps the authority. The success of the institution depends upon the teacher. He plays vital role in counseling the students for admission, connecting the communities with the institution, helps in various welfare schemes of the institutions. Besides his normal duty, he performs a lot for the institution.

Teachers are involved in different communities of the institution such as construction committee, academic council, Council of the university, management or G.B. of every college / school, in the appointment committee, disciplinary committee etc. Thus in the Government / provincilised instituions teacher representative take the vital role in the management. Though the private institutions / universities try to run in an autoerotic way, yet they cannot go forward without the help of the teacher.

EXERCISE :

Very Short type :

1. The headmaster should proceed in a planned stepwise manner for the preparation of an
   a. Information
   b. Institutional planning. (✓)
   c. All the above.
   d. None of the above.
2. In India, many educational institutions are under ..... management. (private)
3. Teacher representatives attend in many meetings of the management Yes/No. (yes)
4. Mention one function of educational management.
5. Mention one principle of educational planning.
6. When is organization?

Short type :

1. Write two aspects of organization.
2. Mention two duties or the Head of a institution.
3. Mention two administrative duties of Headmaster of a school.
4. What is Supervision?
5. What is Guidance?
6. Write about two roles of a teacher in management.

Descriptive Type :

1. Write elaborately the Functions of Educational Management.
2. Write briefly about the planning and controlling of educational management.
3. Give a brief idea about the role of the Head of the institution in Educational Management.
4. Give a brief idea about the role of a teacher in educational management.

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UNIT-4

EDUCATIONAL SUPERVISION

- *Supervision - meaning, nature and scope*
- *Inspection vs. Supervision*
- *Types of Supervision - academic and administrative*
- *Importance of Supervision*

MEANING :

The term supervision means "To superintend or to guide". Supervision is a process of modification, change or improvement of the previous work. Sometimes the word inspection and supervision are used interchanigly. But the educationists have used a new word for expressing the new concept regarding inspection which is known as "Supervision". It is a planned programme for improving the previous teaching learning process.

Supervision is defined by different thinkers as –

Wiles : "Supervision is the assistance in the development of a better teaching learning process".

Adams and Dickey : "Supervision is a planned programme for improvement of institutions"

Burton and Brueckner : "Supervision is an expert technical service primarily aimed at studying and improving co-operately all factors which affect child growth and development".

Flyer : "At its best Supervision is the most noble and dynamic of all endeavours"

Thus the term supervision is defined differently by different educationists. However, in light of the above definitions it may be said that the modern concept of supervision is dynamic and co-operative efforts where supervisor advises explains, leads and guides

the management for improving all aspects of education. It is a planned programme of improvement of the institution.

NATURE :

The nature and characteristics of supervision are –

1. Modern supervision is democratic.
2. It gives importance on improvement.
3. Supervision is dynamic in nature.
4. Supervision is evolution of the past.
5. Supervision involves various persons like head of the institution, Teacher, Management etc.
6. It is a co-operative effort.
7. Supervision is the scientific analysis.
8. It gives importance on the quality of teaching learning process.

1.Modern supervision is democratic : In the democratic supervision, supervision guides and helps and explains the problems. In this regard he counsel Each other, plans with each other and freely discusses the problems. The methods are not self centred rather observation, discusion, freedom of participation are used. Some times the supervisor tries to maintain the dignity of his position. In such a situation supervision is not helpful.

2. It gives importance on improvement : In the words of Moorar – "Supervision is directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers". Supervisor tries to improve the existing position, it suggests to remove the present defects of the institution.

3. Supervision is dynamic in nature : Dynamism is one of the chacarteristics of supervision. Along with the changing courses in the national level, academic supervisor can give necessary advices for adjustment. Modern techniques of management and administrative systems are discussed by the supervisor. Supervisor is the expert in this line who can help the authority about the dynamic aspect of the institution.

4. Supervision is evaluation of the past : It examines the feedback of the institution. It examines the fund reserve, faculities and students strength and records of the past.

5. Supervision involves various persons like head of the institution, teachers, management etc. : Supervision requires the views of different persons

differently. It takes the informations from teachers, authority seperately. It collects informations from the students too.

6. It is a co-operative analysis : It is a co-operative effort. Supervisor is a leader as the leader of the public. He seeks co-operation from all sections of the organization and all elements should co-operate him for general improvement.

7. Supervision is scientific analysis : It requires proper analysis. Supervisor observes scientifically all the records and tries to find out the defects.

8. It gives importance on the quality of teaching learning process : Teaching is a complex process. On the basis of proper teaching, students progress is possible. It examines the methods that are used in classroom environment, teaching aids etc. Supervisor examines the books available in the library and other necessary facilities for teaching and learning.

SCOPE :

The supervision is manysided efforts. That is why it covers a board field of study. In this regard the scopes are –

a. Institutional work – The inspection or supervision or the education officer examines the teaching methods, audio visuals use in the class room, work division of teacher, their problems and advised accordingly.
b. Co-curricular activities – It examines about the facilities prevail for the students such as play materials and play grounds, student council, school magazine, cultural facilities, scouting, NCC etc.
c. Institutional records – It studies about the office records, class room records, accounts, government funds, students fee collection records, log books etc.
d. Institutional Environment – Institutional environment is an area where various aspects are included such as the drinking water, canteen, students behaviour, discipline, hostel environment, natural climate, boys and girls common room environment etc.
e. Management – Supervisor has to collect information's about the work of the managing committee, role of the teacher representatives, notices, correspondences, investigating the complains etc.
f. Developmental Aspects – Future plannig, extension, existence of the school, progress of material resources etc. are included within the scope of supervision.
g. Guidance – Overall assessment of the institutional performances and drawbacks are to be verified and necessary guidance's are to be given by the supervisor.

INSPECTION AND SUPERVISION

There is a significant change of the term traditional inspector to supervisor. The traditional inspection is found in case of schools such as sub-inspector, inspector of school, college inspector, inspection team for the recognition of an institution. Inspection is more autocratic than the supervisor. Under certain rules and regulations they inspect academic and administrative aspects of the institution. They inspect from official position. Inspection according to Sadler Commission Report of 1919 is more hurried and lacking the friendly relations.

Supervisions on the other hand is a modern concept. It provides necessary advice for improvement. It is not for a fixed period of time, rather it is a continious process. It regards frequent visits. It is more friendly and co-operative. It co-ordinates management, students and utilize the supervisory power by giving valuable advices. He tries to play the role in a democratic way to establish the sound relationship between himself and the institution. Supervision no doubt examines the problems but tries to find out the solutions and reach the confidence of all.

TYPES OF SUPERVISION :

In one sense, there are two types of supervision (a) Authoritarian (b) Democratic. The authrorian supervison is self-centered and he gives importance on his own views. But the democratic supervison pays importance on the real needs of the institution, respects the views of others.

From another point of view, there may be (a) Supervision from academic point of view (b) Administrative point of view.

Supervision from Academic point of view –

1. He observes the curriculum design, text books, method of teaching etc.
2. He examines various co-curricular activities of the school.
3. He tries to examine various aspect of school environment and provides necessary suggestions.

4. He supervises the allocation of teaching materials.
5. The supervisor has to mobilize the resources like cultivable land, co-operative farm, craft, students involvements, etc.
6. For the academic development, he informs about seminars, field study, tutorial classes, conferences, computer net working etc.

ADMINISTRATIVE SUPERVISION

Administrative supervision is purely relates with the study of administrative duties. It is concerned with official records maintaining, accounts, funds, activities of the officials, difficulties and provides necessary support.

NEEDS AND IMPORTANCE'S OF SUPERVISION :

With the expansion of education, we have to pay attention on the quality or standard of education. However, our education system has many problems, The curriculum is not upto the mark, teachers are not properly qualified or trained, facilities are not properly provided, no suitable books are found. In such a situation supervision is necessary. Some of the needs and importance of supervision are —

1. For improving the quality of a school regular supervision is necessary.
2. It is necessary to motivate the teachers for better teaching.
3. Supervision is necessary to improve the co-operative effort.
4. It is helpful to find out the administrative problems.
5. Supervision is necessary for proper guidance.
6. It can enrich the morale and confidence of the institution.
7. It can encourage to improve the working efficiency of the officials.
8. Supervisions is necessary for community designing, research work, improving co-curricular facilities and to fulfill the community needs.

1. For improving the quality of a school regular supervision is necessary : Supervision means superior Look or Vision. Formerly, inspection was the process of observing the problems of the schools. Today, supervision is used in broad sense of term. Regular supervision can help to study the difficulties of an institution. It is necessary to identify what is developing in the management.

2. It is necessary to motivate the teachers for better teaching : Supervision can help to motivate the teachers by giving advices how to improve teaching. Free discussions along with the teachers may help to know their problems. The experts (supervisior) can provide necessary incentive to the teachers to improve the techniques of teaching.

3. Supervision is necessary to improve the co-operative effort : It can improve the co-operative effort of the teacher, management and the supervisor. Work of the supervisor can influence over the members of the institution. It can communicate the persons involve with the institution.

4. It is helpful to find out the administrative problems : A lot of administrative problems like financing, maintaining discipline, controlling the staff, maintaining office records and accounts, corresponding higher authorities etc. are found. The administrator cannot properly manage such problems. Supervisor can help the admininstrator in this regard.

5. Supervision is necessary for proper guidance : Supervision can provede necessary guidelines by giving psychological support to the teachers. It can guide about organizational structure, roles of the authority too. It is through the supervisior or the experts the improvement of curriculum is possible. Many private schools have their own curriculum which is to be scientific, relating to the present needs. A blueprint may be prepared with proper guidance of the supervisor. It may also guide in professional development of the teachers, selection and allocation of institutions.

6. It can enrich the morale and confidence of the institution : The important objective of the educational institution is the growth of the students. The progress and fame of the institution depends upon the result. The technical support system is provided by valuable advices of the supervisor. It can improve the confidence of the teacher as they can come to know how to use the co-curricular activities, how to take research programmes, how to prepare the curriculum, how to follow the process of self evaluation etc. This supervision is necessary to develop the confidence, to improve the fame of the institution and to improve the growth of the students.

7. It can encourage to improve the working efficiency of the officials : A school has to maintain records, registers, files of account, students record, teacher's personal profiles etc. Colleges and universities have to maintain many files of NAAC, UGC grants, Correspondence to higher authority, Departmental records, Audit reports, G.B. files, Construction files etc. The official staff must work efficiently for maintaining clean administration. Efficient supervision is necessary for maintaining such records.

8. Supervision is necessary for community designing, research work, improving co-curricular facilities and to fulfill the community needs : Educational goals are concerned with the whole process of educational planning. School supervision can help how to develop community relationship. It can advice what projects are to be taken for Parent-Teacher Association, how to communicate the parents, how the Cumulative Record Card of the students progress can be supplied to them for informations, how community members may be invited etc. Besides, it can help in the research projects by giving various informations. In this age of science and technology many new ideas are coming, that is why research of every stage of education is essential. Modern institutions should not only busy with instruction but also think for all-round personality development. Our playgrounds, libraries, internet facilities, art-club, dance and drama division, developing intellectual activities etc. are to be properly maintained. Supervision is necessary to visit the institution for such developments of an institution and to provide necessary guidelines. Thus organization and management of co-curricular activities come within the range of supervision.

EXERCISE :

Very Short type :

1. "Supervision is the assistance in the development of a better teaching learning process" — who says — Burton / Wiles / Flyer / Dewey. (wiles)
2. The term supervision means to "Superintend or to guide" Yes / No (yes)
3. Mention a characteristic of supervision.

Short Type :

4. Mention two scopes of supervision.
2. What is institutional environment?
3. Mention two differences between inspection and supervision.
4. What is democratic supervision?
5. Write two importance's of supervision.
6. Write about the supervision from the academic point of view.

Descriptive Type :

7. What is supervision? Discuss five characteristics of supervision.
8. Explain the scopes of supervision.
9. Define supervision. Explain the needs and importance's of supervision.

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UNIT-5

INSTITUTIONAL PLANNING

- *Institutional Planning - meaning nature and characteristics*
- *Types of Institutional Planning*
- *Steps in Institutional Planning*
- *Importance of Institutional Planning*
- *Educational planning - School Time table and co-curricular activities*

MEANING :

Planning is an attempt to fulfill some goals. Everyone plans for his future life. Educational Planning is a planning for educational development. Institutional planning is a part of educational planning. It is a planning or programme for the development of an institution. It is a planning for using the available resources of the institution. It may be of short term or long term planning. It is a scheme for the efficient running and for the future progress of the institution.

It is a programme of development prepared by the institution (on the basis of the available resources). It is a planning which depends upon the needs of the institution. It implies that every institution will identify its own problems, assess its own needs. Through systematic manner, the institution prepares the plan. It is a planning of the extension of school buildings or the classrooms or the planning of vacations, holidays, examinations, classes to be taken, planning of the yearly calender etc. It is a planning of the institution by which the quality of the institution can be improved.

DEFINITIONS :

1. W. M. Buch – "A programme of development and improvement prepared

by an educational institution on the basis of its felt needs and the resources available..."

2. Dr. S. K. Mitra says – "In the whole nation of institutional planning is based on this idea that at every stage right from the school to topmost level in the field of education constant effort has to be made in order that we can do better job with whatever resources we have at our command."

CHARACTERISTICS OF INSTITUTIONAL PLANNING :

1. It is prepared on the basis of the needs of the institution.
2. It has pre-determined goals or objectives.
3. It involves various human and material resources.
4. It cannot be static, it continues until the plan is completed.
5. The institutional planning requires the help of architects, engineers, teachers, educationists etc.
6. This plan may be long or shrot term or both.
7. It must have the time limit of work.
8. It is result oriented.
9. It has the plan of work.
10. The planning is flexible so that it may be modified if necessary.

Taking into consideration about the total planning of an institution, such planning may be of different types.

(a) Administrative planning.
(b) Academic planning or curricular development planning.
(c) Co-curricular planning.
(d) Planning for school community relations.
(e) Planning for discipline.
(f) Planning for developmental activities.

A number of projects can be taken for the improvement of administration, such as staff meetings, meetings of high officials about how to improve the administrative efficiency. Administrative planning is necessary for giving the training from time to time.

Academic planning mainly includes the curricular planning to improve the examination system for example internal examination, seminars, time planning of

periodicals, coaching classes, remedial classes under U.G.C. scheme etc. Co-curricular planning of the institution covers the area of playground, different competitions, inter school activities and various plans to improve the interest for cultural and intellectual activities.

School community relationship is helpful to reflect the problems of the school. There should be the plan of discussion with the community planning for parents day, planning for parent — teacher association.

The discipline of othe institution is an important factor which has the impact on the environment of the institution. From the past experience of the administration. planning is necessary for a disciplinary community, planning for students'teachers involvement,

Developmental activities of the institutional planning requires the planning of the school plant, professional growth of the teacher through various training courses developmental projects for library, school building, sanitation etc.

STEPS OF INSTITUTIONAL PLANNING :

The major steps of the institutional planning are —

1. **Analysis of the present situation :** It is related with various aspects such as existing position of the class rooms on school buildings, present position of the teaching staff and the officials, teaching aid facilities, as such positions should be properly analyzed for future planning.
2. **Survey of resources :** After analysis of the existing situation, next steps should be to manage a survey in detail. Facts should be collected about the enrolment, staff, building, library books, auditorium etc.
3. **Preparation of improvement programme :** After careful study of all kinds of problems and availability of resources, planning is necessary for taking improved programmes. It may be on proper justification.
4. **Implementation of planning :** Programmes prepared should be executed through various committees such as construction committee, library committee etc. It is to be done through co-operation and in a democratic way.

5. **Evaluation of the plan :** The supervisors, experts or specialists have to evaluate the plan when it is completed. At this step the result of the plan is to be evaluated. Anything which is essential to be notified for future planning. Necessary suggestions to be provided for modification.

IMPORTANCE OF INSTITUTIONAL PLANNING :

The institutional planning covers all aspects of the institution which is very helpful for the proper development of the institution. The importance of institutional planning was for the first time highlighted by the Kothari Commission of 1964-66. It was felt by the commission that most of the institutions are prepared in an unplanned way which does not utilize the proper human efforts. It is important because it can provide opportunities to everyone relates with the institution to use their talent in a proper way.

Institutional planning is a time and money saving process. When we use the resources is an unsystematic way, it requires more time and energy to fulfill the goals of the institution.

Institutional planning is necessary to use all the available resources. Various material resources of an institution are not utilized unless there is a plan for use. The clerks, teachers, librarian, students may be involved throughout the year, if there is the work plan of the institution.

The institutional planning is always realistic and flexible in nature. It can be modified when it does not provide fruitful result.

Traditional method gives importance on the trial and error process. But it is more scientific as it involves the scientific way and utilizes. the experts like architects, curriculum planners, trained persons etc. Institutional planning is important as it is a blueprint of action. The class time table, holidays, extension projects, workload of teachers, examination schedule etc. can be reflected in the institutional planning.

Institutional planning is useful for adopting a democratic approach. There may be free discussion among the teacher, experts and the need based planning.

It is imporant as it provides necessary direction to fulfill the purpose of the institution. It guides the institution to prepare the plan in a systematic way. It helps for making the educational journey goal-oriented.

EDUCATIONAL PLANNING

Oxford English Dictionary defines that "Planning is to design some actions to be done before hand" planning is thus signified about the works to be done or think beforehand what is to be done. Educational planning is also a new development in the field of education. It is the planning of the education from pre-primary to university level, from military education to backward children, women education to adult education. It is broader than the institutional planning. It is a planning of a nation in the educational section. Though it is difficult to measure like an industrial planning or benefits or cost-effect benefits, yet it is helpful to shape the education system in a systematic and scientific way. Educational planning is a national planning of education. Considering various factors of development in the society and in the world, such planning prepares plans for the future generation. Educational planning has to explore the best possible means of making the greater use of available resources leading to maximum realization of the educational aims.

NEED AND IMPORTANCE'S OF EDUCATIONAL PLANNING

The needs and importance's of educational planning are as follows –

1. To make the educational planning grand success, in various fields of education.
2. It is necessary for the proper use of resources.
3. Educational planning is helpful for the economy of time and energy.
4. It becomes more and more realistic.
5. It is helpful for the planning as it plans in the scientific and systematic way.
6. Educational planning gives importance to teachers, sociologists, educationists, curriculum framers, architects, economists etc.
7. It is important because it pays emphasis on modern development and technology.
8. Planning of education is necessary to highlight the universal aim of education for every nation.

SCHOOL TIME-TABLE :

Time table of a school is the mirror which reflects the entire programme of the school. It is methodically prepared for the routine work of a day. It indicates the work of the day of school such as of the classes, ending of the classes, the time of lunch break, time of the periods, the time of tutorial or seminar classes etc. It is a pre-

planned scheme of work for the students and the teachers of the school. A time table is a second school clock which shows the time work of the school.

NEEDS AND IMPORTANCE

Time-table is the necessary means of working a school. Some of the needs and importances of school time-table may be enumerated as follows :

1. Systematic work — It is very difficult to perform the school activities in an unplanned manner. TIme-table is essential to such activities t o work in a systematic manner such as, which classes are to be fixed earlier and which are to be given latter is managed by the time-table.
2. Saves time and energy — the time of the day for a school is proportionally divided by a sound time-table. One's energy is automatically directed in a particular direction which prevents the time and energy. It distributes the work load for proper use of the teacher's energy.
3. Distribution of equal attention — When time-table is prepared, it gives equal attention to all subjects. It includes seminar work, field studies, project work and other subjects.
4. Needs of the students — It is necessary to fulfill the needs and demands of the school subjects. Many time-tables give more importance on English, Mathematics and Science subjects which require more classes to fulfill the needs of the students.
5. Proper use or skill — It helps to use the proper persons in proper place and time. According to efficiency of the teachers, they are involved in higher classes.
6. Helps to maintain discipline — Students are engaged throughout the time-table in a systematic manner. That is why there is title scope of indiscipline. Beside, a good time-table helps to perform the works smoothly.
7. Improvement of subject's learning — School time of table can help in the progress of all the subjects equally according to the needs.
8. Helpful in administration — If the time-table is properly maintained, the school can run in a peaceful manner and the headmaster gets ample opportunities to do his administrative works properly.

TYPE OF SCHOOL TIME-TABLE :

A good time-table has to include various aspects of the students and the teacher's needs. Accordingly, such time-table can be divided into different types –

1. Class time-table — It is prepared according to different classes and sections. It is considered that classes should not be affected which are to be prepared on the basis of classrooms. Sometimes it may be difficult when a school does not have sufficient teachers or classroom. Such time-table has to be prepared considering the break period, mass prayers, co-curricular activities and other subjects.
2. Teacher's time-table — The headmaster should take the initiative to distribute the teachers work according to the availability of teachers.
3. Game's time-table — This kind of time-table is not found in all schools. However, the big schools have sufficient play grounds and games rooms.
4. Co-curricular Activities Time-table — such types of time-table is prepared at the beginning of the session under different teacher-in-charges. Besides the games, it includes various kinds of cultural and physical activities too.
5. Consolidated time-table — It is prepared on the basis of the whole time-table of the entire school. The sum-total of all class time-tables including teachers daily work, student's classes etc. are included. This time-table is a guideline to the headmaster to know about the duties of the teachers and the classes of the students.
6. Home-work time-table — In some good schools such type of time-table is found where different home tasks, assignment etc. are previously plan for every week. It is prepared on the basis of the discussions of the subject teachers and also send progress report to the parents for information (if necessary).

CO-CURRICULAR ACTIVITIES :

Co-curricular activities are now considered as a part of education of every school. Formerly such activities are regarded as extra-curricular activities. It was given less

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importance. However, the present aim of education is the all round development of personality. Along with the study of books only, no personality can be developed. The sum-total qualities can be developed only through the co-curricular activities.

Historically, the curriculum of ancient Gurukul Ashram stressed on various physical and social activities. Archery was a compulsory activity of Khatriya students. The students had to do their own activities, they had to visit villages for collection. Wrestling chariot-racing, mimicking and dancing were popular among the students of Nalanda University.

Now, Co-curricular activities are considered as important as the curricular activities. Various kinds of mental, physical, social, aesthetic activities like games and sports, debates, N.C.C. work, publication of Magazine, library work, drawing and painting etc. are regarded as co-curricular activities.

TYPES OF CO-CURRICULAR ACTIVITIES OF SCHOOLS

A school may have various types of co-curricular activities, these are –

Physical Activities : It includes (a) Indoor and outdoor activities, (b)swimming (c) wrestling (d) N.C.C. and Scouts (d) Drill etc.

Literary Activities :

a. School Magazine
b. Pamphlets.
c. News Bulletin
d. Wall papers etc.

Academic Activities :

(a) Debates, (b) Discussion, (c) Mock-parliament, (d) Extension lecture, (e) Excursions (f) Literary club etc.

Social Activities :

(a) Scouting or Girls guide
(b) Red cross
(c) Social service in the neighborhood.
(d) Village survey
(e) First Aid
(f) Cleaning of school campus etc.

Paschim Guwahati Mahavidyalaya Guwahati-17 Date:

Artistic Activities :

a. Dramatic performances.
b. Dance competition
c. Recitations
d. Painting
e. Drawing
f. Modeling etc.

Excursion Activities :

a. Visits to a historical place.
b. Visit to Zoo, exhibition.
c. Visit to a cultural place of interest.
d. Visit to religious place.
e. Hikes.
f. A place of natural beauty etc.

Civil Activities :

a. Visit to municipality office, Assembly Hall
b. Celebrating festivals like Rakhi Bandhan
c. Celebrating of National festivals like — 26th January, 15th August.
d. Students self-government.
e. Celebration of school festivals like — parents day, parent – teachers meet.
f. Celebration Religious festivals like Id, Tithis, Saraswati Puja etc.

Miscellaneous Activities :

Various multipurpose activities may be included here, such as –

a. Art exhibition
b. prayer meeting
c. village or city survey
d. running a co-operation society
e. school decoration etc.

VALUES OF CO-CURRICULAR ACTIVITIES :

The advantages or values of co-curricular activities of a school are numerous, such values can be discussed under the following heads –

1. Physical values – physical activities like games and sports are very necessary for building the physical health of the students. It can help in the normal growth and development of the physical organs. It helps in proper blood circulation and makes the student active.
2. Psychologicval value – every student has his different kinds of Instinct Sometimes such instincts can not get opportunities to express which result mental conflict, fear and complexes. It requires proper expression of hidden needs. Such activities are the best medium for expression. Even play is used as a therapy by the psycholoists. The gregorious instinct can be sublimated through group activities; sex instinct of adolescent can be sublimated through music and dance or various literary activities. Thus it fulfills various psychological needs.
3. Academic value – There may be theoritical or practical academic activities. It is helpful for practical observation. It improves the reading habit, increases language efficiency, reasoning and judgment.
4. Social values – Social activities increases the habit of co-operation, group living, sympathy, discipline and sharing responsibilities. The student learns to engage themselves in social services. It also provides necessary training in practicipating Red Cross society, blood donation, helping the disaster victims etc.
5. Aesthetic value – It improves the aesthetic sense. Students can learn how "a thing of beauty is joy forever". Drawing, painting, music, clay modeling etc. can improve the aesthetic quality of the students.
6. Moral value – Such activities can also help in developing the moral sense. The qualities like kindness, sympathy, respect for handicapped persons, respect for an old one.
7. Recreational value – Art, music, dance, photography, exhibitions, cinema show etc. can provide necessary recreational values.

8. Leisure time use – In modern society, we have a lot of leisure time. Practically, the summer vacation, winter vacation, after examination a student gets sufficient leisure time which can be used by various co-curricular activities. It can provide the opportunity of using the valuable time, provide enjoyment and to protect him from going towards the evil activities.

EXERCISE :

Very Short type :

1. What is planning?
2. Educational planning has pre-determined goals. Yes/No. (yes)
3. Planning is —— oriented. (goal)
4. Planning may be administrative planning and —— planning. (academic)
5. Mention one need of school time-table.
6. Mention one academic co-curricular activities.

Short type :

7. What is institutional planning?
8. Mention Two characteristics of Institutional planning.
9. Mention two types of school time-table.
10. What is consolidated time-table?
11. Discuss about the leisure time use of co-curricular activities.
12. What is teacher's time-table?

Descriptive type :

13. What is Institutional planning? Discuss about the types of institutional planning.
14. Explain the steps and importence's of institutional planning.
15. Discuss about :
    a. Types of school time table.
    b. Types of co-curricular activities.

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UNIT-6

ADMINISTRATIVE STRUCTURE OF EDUCATION, INDIA AND ASSAM

- *Educational structure of education in the Central Government - role of MHRD*
- *Central - State relation in Education in India Statutory / Autonomous Organization*
- *Some problems of Educational Administration*
- *Administration of School Education in Assam*

EDUCATIONAL STRUCTURE OF EDUCATION IN THE CENTRAL GOVERNMENT-ROLE OF M.H.R.D :

Education is the first and foremost means of developing a country. A democratic country has o give equal importance to the education of all communities. Considering this aspect, Indian Government transfered education from the "state list to the concurrent list" in the year 1976. 42nd Ammendment of the Indian constitution brought the provision of "concurrent list" which is a joint responsibility of the centre and the state. Though state is independent in controlling the education system, yet it has to depend upon the central grant. Besides, the autonomous agencies like U.G.C also provivdes necessary grants for higher education.

M.H.R.D (MINISTRY OF HUMAN RESOURSE DEVELOPMENT) :

The central administration of education in India is started from M.H.R.D. It plays the most important role in the development of education in India. Initially a department of education was formed at the centre. In the year 1957, this Ministry is divided into two independent departments (a) Ministry of Education (b) Ministry of Scientific and

Research and Cultural Affairs. Again, in the year 1967-68, it was re-organised and it included seven branches. The Ministry of Education has been renamed as the Ministry of Human Resource development on 26 the September 1985. The Ministry is consisted of 5 departments-

(i) Department of Education (2) Department of culture (3) Department of Arts (4) Department of youth affairs and sports (5) Department of women's welfare.

The Ministry of Human Resorce development possess to be a Ministry of Cabinet at the centre. He is assisted by Deputy Minister, State Ministers and various Advisory Bodies. Besides, he is also assisted by a Secretary (IAS officer). Accordingly, the department of Education is one of the constituent parts of the M.H.R.D which has been working under the Ministry of State with the overall charge of M.H.R.D. The secretariat of the Department is led by the Seceratry who is assisted by one Special Secretary (Higher Education). The Department is consisted of various sections and units.

ROLE OF M.H.R.D :

Ministry of Human Resource Develoment has taken a great role in developing higher education. It not only plays an important role in higher educatioon but also the primary, secondary, teachnical education too. It prepares various plans and projects, co-ordinates with advisory bodies and the state education ministry and provides grants and guidelines. Various roles are played by M.H.R.D such as —

(1) It supervises various central universities like Banaras Hindu University, Viswa Bharati University, Aligarh Muslim University, Delhi University etc.
(2) It supervises various Engineering, technical institutes such as IIT Kharagpur, I.I.T. Assam etc.
(3) M.H.R.D maintains the quality of education.
(4) It plays an important role in the Research work and co-ordinates with the Autonomous body like U.G.C.
(5) M.H.R.D provides necessary help for the Adult Education programme and sanctions necessary amount.
(6) It introduces various schemes for universal primary education.
(7) M.H.R.D takes important role for giving various kinds of scholarships for example minority scholarship, S.C. and ST. scholarship under the central scheme.

(8) It controls the important institutions of union territories. (which has national importance)

(9) M.H.R.D shares the responsibility with the state Government and other authority for the education of the weaker sections of the country.

(10) Co-operates the international organs like UNESCO.

CHIEF ADVISORY BODIES AND ORGANIZATIONS OF THE CENTRAL MINISTRY OF EDUCATION :

For the successful acheivements, Central Government has set up a number of Advisory Bodies. The most prominent are :

(i) The Central Advisory Board of Education.
(2) The All India Council of Elementary Education.
(3) The All India Council for Secondary Education.
(4) The University Grants Commission.
(5) The Central Social Welfare Board.
(6) The All India Council for Technical Education.
(7) The National Council of Educational Research and Training.
(8) Indian Councial for Cultural Relations.

CENTRE-STATE RELATION IN EDUCATION IN INDIA STATUTORY :

As a democratic republic, the parliamentary form of government is responsible for the whole country. The entire educational system in India is controlled by a number of authorities. These include the Ministry of Human Resources of the central government, state government of various states, universities, autonomous agencies, local bodies etc. However education is a major means of development which is in the concurrent list of the Indian constitution. It means the development of education is a joint responsibility of the centre and the states in India.

The Minister of H.R.D. is the head of the central education ministry. The Central Government has to function through its various Divisions such as (1) Administrative Division (2) Elementary Education (3) Secondary Education (4) Higher Education Division (5) Social Education (6) Scholarship (7) Physical Education (8) Hindi (9)

Research and Publication Division. If we basically consider education as a state subject, the state government has to perform various functions such as–(a) planning (b) policy making and legislation (c) Development (d) Distribution of grants (e) Curricular, textbooks, examinations (f) supervision (g) administration.

Though the centre and the states have their own area of operation, yet in many major issues they work jointly. The central universities of different states like Delhi University, Banastas Hindu University, Aligarh Muslim University etc. are financed and controlled by the centre. The central government has the responsibility in maintaining Military Education of the country. Centre grants various kinds of scholarship to the students of different states. The centre has various National Education policies like the three language formula, 10+2+3 pattern of education, Novodaya Vidyalaya, Adult Education programme (NAEP) etc. where different states co-operate and share the responsibilities. On the basis of central findings, U.G.C. gives grants for the research work and the training facilities to all the states. N.C.E.R.T is co-related with the S.C.E.R.T. High level technological and scientific institutions of different states are assisted by the centre. Centre grants amount to the states for various educational developments. States also send various plans of development to the centre. From time to time there is close-door discussions on educational issues. Thus the centre and the states maintain a relationship on erducational issues in Indian.

AUTONOMOUS ORGANIZATION :

There are varous kinds of educational agencies–agencies directly controlled by the Government, private agencies and the autonomous agencies or organizations. The autonomous organization indicates that it is self controlled and self-governing. It can work independently. It gives directions and advices. It has its own management. It can decide itself when to visit, what to do, how to work. It can give grants, helps in research works and helps in teachers training. Some organization are formed by the government but gives statutory powers and recognize as autonomous organization.

Various central agencies like U.G.C. and N.C.E.R.T are autonomous in work.

U.G.C. was established in 28th December 1953 at New Delhi. However, the U.G.C was given autonomy by the Government of India in 1956. It not only provides guidelines to the centre and state Governement for giving grants to a university but also it excourages higher education, research work and techning activities. To upgrade the standard of education U.G.C. has formed 'Teacher-Education Committee's consisting of 7 members which provides teacher fellowship, provides travel grants for attending International seminers and conferences, Emeritus fellowship are provided for retired professors of the universities. Visiting professors are appointed. Besides, it has centres for Advanced Studies. In the third Five-year plan (1961-66) it was proposed to establish a training and research centre at the national level which is a to be an Automomous Body. Thus NCERT came into existence from 1 september, 1961, under the society Registraion Act of 1860. N.C.E.R.T runs various agencies like NIE, central institute of Educational Technology, Four Regional colleges and Seventeen field units. It has the activities like training of teachers, research work, publications, collaborates with international organizations like UNESCO, UNICEF etc. Besides, various medical, science and technogoical institutes are also provided autonomy. The Deemed Universities, have also the autonomy in giving degrees and working in various educational activities too.

SOME PROBLEMS OF EDUCATION ADMINISTRATION :

Administration means management, control and arrangement. Organization is a part of administration. When the beautiful relations between these organs is not possible, various problems arise in the administration. Hence a sound system of education is not possible. Some of such problems of educational administration are as follows–

(1) Financial problem : Educational administrators like directors, inspector of schools or school manager can not do alone unless the money for development is enlisted in the budget or financed by the government. In private sector the administrators are not facing such problems as it is the duty of the investor. In the process of professional development and in the process of globalization, a huge amount is invested and the output is sufficient, which is not properly found in public sector.

(2) Problem of staff : Staff. means various skill persons necessary in the office or in the institutions. Administration is not proper without sufficient number of staff. Many institutions have less technical persons or subject experts. Still many primary schools have one teacher only. Some times appointments cause court cases. Government does not introduce new posts. Such shortage of staff isa problem of smooth administration.

(3) No proper distribution : Preference of distributions of money and teaching materials are not proper. Influnce of vested interest of some circles result no proper distributions. Backward areas are neglected and some region or districts get more opportunity. The administrator or the school manger has to face the problem.

(4) Over population : Institutions require more and more facilities due to population explosion. It causes problem to the administraton.

(5) Change of policies : New administrator, New government may change the previous policies of education which may do harm the organzation.

(6) Lack of efficiency : Due to the lack of proper efficiency or skill to manage the organization can harm in smooth functioning of administration.

(7) Maintenance of Discipline : Students indiscipline, politically motivated organizations create the problems to the administration. If the administration is not giving importance to the needs of students, indiscipline may arise.

(8) Institutional climate : The administration in charge of the administration is to be ready with many physical, social and economic aspects which should be exercised and administrered by him for smooth management. Lack of co-ordination and the lack of deliberate efforts of the administration may bring administrative problems which may destory the climate of the institution.

(9) Practicability : Educational administration faces problems when it does not take practical measures for a suitable atmosphere connecting with the reality.

(10) Parental problems : Due to the illiteracy and superistion of parents , school community relationship is affected. Parents of backward areas donot properly co-operate with the authority.

ADMINISTRATION OF SCHOOL EDUCATION IN ASSAM :

Ministry of education is the head of the education Department of different levels. Like other states, Assam has also a few directorates for the smooth administrative control. Director of Secondary Education is responsible for the administration, control, development, expansion, inspection and supervision of the schools. There is also the Director of Technical Education (1958) which controls the administration of government commercial schools, government technical institutes, vocational training centres (besides Engineering college and polytechniques). Derector of Elementary Education takes the responsibility and of administration and control of elementary schools.

The Directorates that control the schools have (1) Direcor (2) Additional Director (3) Joint Director (4) Deputy Director (5) Assistant Director. Besides many officers like information officer, Research officer, Registrar, Finance and Account Officer etc. help in the administration. At the District level, there are Inspector of schools, (High school/higher secondary school), District Elementary Education officers (Elementary schools), D.I. of schools, Block Develpment Education officers etc. Administration at the lowest level is possible through the Headmaster (as secretary) and the Managing Body of the school. SEBA and Assam Higher Secondary counicl (1984), Rastriya Madhamik Siksha Abhijan etc also co-ordinate in this regard. In many educational issues the Secretariate of Education also shares the responsibilities.

POWERS AND FUNCTIONS OF THE DIRECTORATE OF ELEMENTARY/ SECONDARY EDUCATION :

These Directartes have the following administrative powers and function–

(a) Transfer and posting of teachers.
(b) Budget and salary of Teaching and Non-Teaching staff.
(c) Inspection and Supervision.
(d) Pensionary Benefits.
(e) Deputation and Training of Teachers.
(f) Co-ordinates government and other organizations.
(g) Scholarships etc.

There is also a Deputy Director of Sanskrit Education of Assam (under D.H.E.) for the tols of Assam. A directorate of Madrassa Education is inagurated in the month of January, 2006, It controls the Madrassa schools. Sarba Sikhsha Mission co-ordinates in different activities of the schools. Besides, there are many private schools under the private managements also.

EXERCISE :

Very Short Type :

1. Ammendment of the constitution of India introduced the education in the concurrent list (42)
2. What is the full form of M.H.R.D?
3. Mention one Advisory Body of M.H.R.D. (The Central Advisory Board of Education)
4. Assam higehr secondary council was established in the year 1984 yes/no (yes)
5. A Directorate of Madrasa Education Assam was inagurated in the year 2003/ 2004/2005/2006. (2006)

Short Type :

6. Mention two roles of M.H.R.D.
7. What is Autonomous Organization?
8. Discuss about the structure of education in to Central Government.
9. Highlight the educational roles of M.H.R.D.

Descriptive Type :

10. Explain about the centre state relation in education in Indian statutory.
11. Discuss some problems of Educational Administration.
12. Explain about the Administration of schools in Assam.

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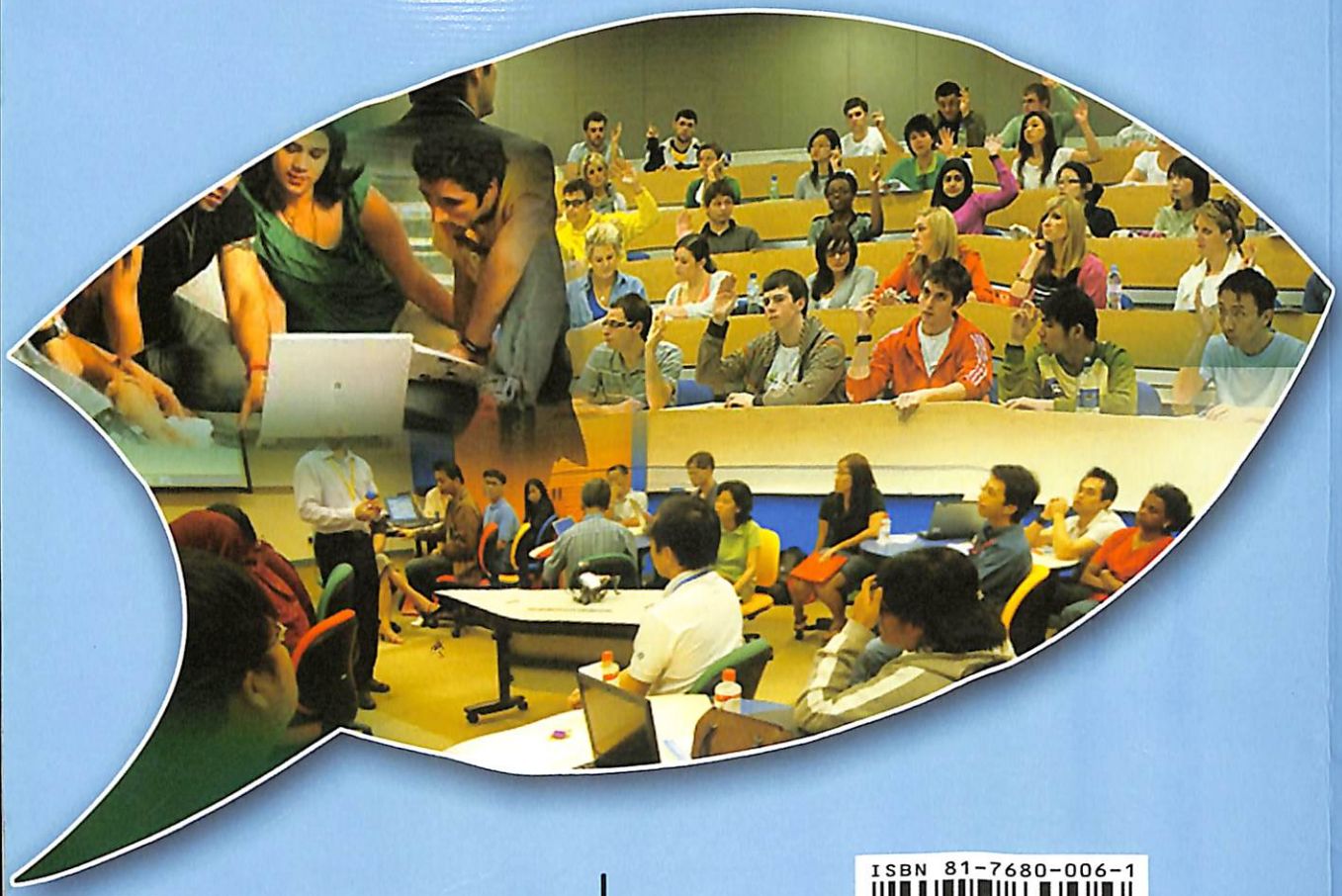

ISBN 81-7680-006-1

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