

COURSE CODE- EDCACOR08T
EDUCATIONAL MANAGEMENT
SEMESTER-IV
UNIT-I

What is Educational Management?

Meaning:

While Education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society, Educational Management is the process of planning, organising, directing and controlling the activities of an institution by utilising human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

Nature and Scope of Educational management:

The National Policies on Education seek to bring about a social, economic and cultural development in society by focusing on human resource development through education. Education, therefore, must have more relevant curricula, be dynamic, and empower students to bring about desirable social changes while preserving the desirable aspects of our existing culture. 4 The national developmental goals require the professional management of education to bring about the effective and efficient functioning of educational institutions.

The scope of Educational Management is wide and includes the history and theories of management science, roles and responsibilities of an educational manager along with the requisite managerial skills.

The term Educational Management is quite comprehensive. Its use is universal and no organized educational endeavour can be successful without it. The Encyclopaedia of the Social Sciences states that there are three dimensions to the nature of management:

1. Methods, through which some pre-determined objectives can be reached;
2. The combined effect of human efforts; and
3. The managers and employees who are associated with these efforts

According to Kuttyta (2012) 'examination of management', argued that the characteristics of management is:

(1) universal, (2) purposeful, (3) a social process, (4) a coordinating force, (5) intangible, (6) a continuous process, (7) a composite process and (8) a creative organ through which the activities of the employees are controlled.

(1) Universality: Management is universal in the sense that it is a common and essential element in all enterprises. Managers perform more or less the same functions irrespective of their title or the nature of the organization. Likewise, the basic principles of management can be applied in all managerial situations regardless of the size, nature and location of the organization. Lastly, this universality also implies that managerial skills are transferable and that managers can be trained to acquire these skills.

(2) Purposeful: Management is always aimed at achieving organizational goals and purposes. In both economic and non-economic enterprises, the tasks of management are the same: effectiveness (attainment of organizational goals) and efficiency (goal attainment with economical resource use). The success of management is measured by the extent to which this effectiveness and efficiency are attained.

(3) Social process: At its most basic, management involves managing people organized into work groups. It includes retaining, developing and motivating people at work, as well as attending to their satisfaction as whole and social beings. These many interpersonal relations and interactions make management a social process.

(4) Coordinating force: Management coordinates the efforts of organization members through the orderly arrangement of interrelated activities so as to avoid duplication and redundancy. Management reconciles individual goals with the organizational goals and integrates human and physical resources.

(5) Intangible: Management is intangible. It is an unseen force. Its presence can be felt everywhere as the results of its effort which come in the form of orderliness, adequate work output, a safe and supportive working climate, employee satisfaction, etc.

(6) Continuous process: Management is a dynamic and on-going process. The cycle of management continues to operate so long as there is organized action for the achievement of group goals.

(7) **Composite process:** Functions of management cannot be undertaken sequentially, independent of each other. Management is a composite process made up of many individual and overlapping ingredients. All functions performed involve several of these ingredients. The entire process is an integrative one and is performed in a network fashion.

(8) **Creative organ:** Management creates an energetic effect by producing results, which are more than just the sum of the individual efforts of the group members. It provides sequence to operations, matches jobs to goals, and connects work to physical and financial resources. It provides creative ideas and new imaginations and visions to group efforts. It is not a passive force adapted to the external environment but a dynamic life giving element in every organization.

TYPES OF EDUCATIONAL MANAGEMENT:

Four major types of educational management. The types are: (1) Centralized and Decentralized Education Management, (2) External and Internal Education Management, (3) Autocratic and Democratic Educational Management, and (4) Creative Educational Management.

1. Centralized and Decentralized Educational Management:

This type of educational management refers to the centralization of the power and responsibility of educational administration, supervision and control which results in educational management on one hand and division and distribution of powers and responsibilities of educational administration, supervision and control that results in educational management. Among these two types of educational management, decentralized educational management is the accepted type of educational management in the present modern educational system.

The cause is that divisions and distribution of powers, responsibilities and duties of any type can make every programme a successful one.

In the centralized educational management all sorts of powers, responsibilities in relation to educational management are vested in one hand. He/she may be the real or titular head. Suppose in the field of higher education the Director, Higher Education is the real executive head and all sorts of powers and responsibilities remain in his/her hand. The other associate officers are Additional Director, Deputy Director, Assistant Director remain silent in this regard.

Then the principals of different colleges also remain silent in this regard. But practically speaking this type of educational management is outdated and useless in the modern educational system. The reason is that it was prevailed when expansion of education was a charitable work for the kings and emperors. But in the decentralized educational management the powers, responsibilities are distributed and decentralized from the Director Higher Education to the peon of a college in which everybody involved in the field of higher education feels seriously the responsibility of educational management. And at the same time they take the risk of making educational management a successful one.

2. External and Internal Educational Management:

The External Management of educational programme means for those elements, factors and supporting agencies which provide opportunities and facilities for the smooth management of educational programme in external perspective. In humanitarian perspective the external management of educational programme refers to the persons or elements who are indirectly involved in its management.

They are the community members, specialists, experts, administrators, parents, supervisors and all other agencies. Their first and foremost duty is to create a suitable and sound atmosphere and provide all sorts of resources and help in moral ground. Besides they have to give suggestions for participating and observing the management of educational institution. But they are active and internal involvement in the process isn't acceptable and desirable.

Internal Educational Management refers to management of any educational programme is vested upon the persons who are actively and internally involved in the management of every educational programme. It categorically refers to the head of the institution or head master/principal of the school and other teaching personnel, students and non-teaching staff.

Besides the internal management means the duty is rendered by these personnel as assigned to them in relation to planning, organizing, coordinating, supervising, controlling, administering and evaluating. Here it is essential to mention that although they are not officially assigned to manage the programme and satisfy it but the degree or certificate that will be given to them will be their expectation level.

Practically speaking, internal management has much more importance than external management. The reason is that the elements of internal management are actively involved in the process and the degree of success of management depends upon them.

3. Authoritarian/Autocratic and Democratic Educational Management:

Just like centralized management authoritarian management plays its role. In centralized management the centralization of the power and responsibility of educational management centred in and exercised by, a central power, organisation or agency. It implies that all the policies and programmes are planned, directed by one central agency. Here the central agency may be a person, a group of persons as “core group.” So when the powers and responsibilities centre round a particular person or group then the term authoritarian or autocracy comes into limelight.

In this context it will be suffice if will discuss authoritarian/autocratic management where authority and control lies in one person or group or institution. In this management the rights are absolute and supreme and

educational management is a state of monopoly. In this type of educational management every aspect of education is controlled by one. And educational administration becomes centralized being dominated by bureaucracy, which controls through strict administration of laws, rules and regulations.

The business of the staff is to emphasize these laws, rules and central orders and to see that these are properly carried out. The teacher as the real and regular practitioner becomes the mouth piece of the central authority having no professional freedom. This type of educational management generally found in totalitarian or unitary states. In this type of states educational management remains in the hand of the head of the educational institution who exercises authority and control in a centralized form. It implies that he directs every action of his teachers and students. He plans all the school activities.

He tells the teachers and students what to think as well as what to do. He takes decision and gives all directions to teachers and students. He thinks himself as an only active agency in the management of every educational programme of the institution. In this type of management 'I-feelings' are pre-dominant and ego of one individual prevails.

Democratic educational management:

Now in the modern era democracy is unanimously regarded and accepted "as the way of life." This is not only applicable in case of a particular nation but also for the entire globe/world. This very statement implies that in every aspect of development the democratic principles, values and ideas must be adhered or accepted. Accordingly in the field of management it must be accepted and implemented.

Being contextual in approach it can be visualized that in the field of education democratic management is highly stressed. In other-words it can be said that democratic educational management is the need of the day for bringing wholesome educational development of every nation. Like other educational managements "authority and control" are also the two basic hallmarks in democratic educational management, which are exercised in decentralized form.

Decentralization refers to the type of management in which control is vested in the agencies or persons ranging from grass-root level to top level. It recognizes the rights of all the agencies or persons who are linked with the educational institution. In this type of educational management 'we feelings' prevail in the educational institution with an environment of mutual trust, accompanied by co-operative planning, group discussion, participation of all the staff members and organization of the programme in a joint-venture.

In this management teachers get proper scope for planning, administering, organizing, directing, coordinating, supervising, controlling and evaluating the assignments entrusted upon them. However like democracy in democratic educational management the following principles are highly stressed.

4. Creative Educational Management:

The creative management of every educational programme indicates the uniqueness of the head of the educational institution in which the programme is conducted. It means when the educational management of any educational programme is done through utilization of creative talents associated with this from top to bottom in a desirable and acceptable manner.

Laissez faire Educational Management:

This type of management gives freedom to the functionaries or personnel involving in it. It means for ensuring proper management of educational programme freedom as far as possible and practicable should be given to everybody and they have to exercise this freedom in a desirable and acceptable manner.

CONCEPT, SCOPE OF SUPERVISION:

Concept of Supervision:

The word meaning of "Supervision" is overseeing. Supervision is the name given to the activities that contribute to the achievement of the Objectives of a plan prepared by the Administrator. The Supervision was earlier conceived as inspecting and fault finding with subordinates. Now the modern concept of Supervision is to guide, and help the subordinates in their work by training, demonstration, checking and individual counselling and guidance. The organisation of a hospital is complex and to ensure functioning of entire staff, the Nursing Supervisor needs to conceptualize the needs of the patient, which may vary from situation to situation, but the main need of patient will depend upon following points:

- Accurate assessment of the patient condition.

- Initiation of appropriate and effective action in accordance with assessment.
- Provision of maximum degree of happiness and comfort within the limitations imposed by his condition.
- Finally the utmost importance is that patient returns to community with improvement in health.
- Changing concepts of supervision.
- These days there is democracy in supervision educators think of supervision . either as guidance, working together for common goals.

Desirable ends are mutually decided by watching results for which supervisor is striving.

It includes inspecting the work performed by subordinate in a given set-up and quality of work is directly related to the degree of supervision.

Scope of the Supervision :

Scope of the Supervision is that it is an ongoing process through motivation, performance appraisal, staff development through in-service education programs and staff development programs.

The scope of supervision will depend on the following that:

- Nursing Supervisor is a good leader and influences the ward team to provide services to the patient.
- Under the guidance of good leader the team gets the opportunity to utilise their full potentials by using their special skills and aptitudes for providing best, accurate and expert services to the patient.
- Members of the team under a good leader, exhibit interest in their work and wish to improve it further.
- A good leader of the team assess their abilities and aptitudes and provides them opportunity to develop their strengths and overcome their weaknesses.
- A good Nursing Supervisor provides and creates favourable conditions with necessary equipment in working order and readily available.