

**M.Ed. SEMESTER-IV**  
**Paper; CC14 Education Management, Administration and**  
**Leadership**

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**Unit-I, chapter-2(b)**

Dear students,

As you all are familiar that chapter-2 of Unit-I is in progress and after understanding about EDUCATIONAL MANAGEMENT, MEANING AND IT'S DEFINITIONS, we will study about need and functions of educational management.

**Need of Educational Management**

In the democratic country like ours, educational management is a necessity. The purpose of educational management is to bring pupils and teachers under such conditions as will more successfully promote the ends of education.( here ends means the aims and objectives of education)

“Sir Graham Balfour writes very aptly, “the purpose of educational management is to enable the right pupils to receive to the right education from the right teachers, at a cost within the means of the state, which will enable pupils to profit by their learning”. In a democratic country like ours, educational management is a necessity.

Superior educational management in fact is so basic to the satisfactory functioning of democracy. Errors of judgement can be retrieved in a farm or factory but these can be fatal when

we are concerned with the moulding of ideas and values of society. An efficient and sound system of educational management is, in fact the basis of a good democracy.

It is absolutely necessary to evolve an efficient system of educational management at all levels- national, state, local institutional- so that light of education penetrates in every nook and corner of this country to make the dream of a democratic, socialistic state a reality as early as possible.

Management is not a collection of disjointed tasks, rather it is a seamless wall, in which functions are closely integrated into a process or pattern.

## **Functions of Educational management**

Management, however, is a single activity, a unity, one continuous process that runs through its elements. The classification of functions is merely to facilitate the identification of areas and steps which are mutually inclusive as well as are helpful to promote better organization of resources.

Educational management has the following functions:

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

## **Forecasting**

In forecasting, educational management systematically assess the future condition by collecting all sorts of information about the present position of the organization, it's present and expected resources and after evaluating every aspect arrive at a fruitful forecast.

## **Decision- making**

Decision- making is a key factor in educational management here, as we have to think of generations which will be affected by the policies decided. After considering various alternatives and consequences of each course of action, a suitable course of action must be taken.

The following points must be borne in mind while decision-making -

1. Course of action should be simple and easily understood by all concerned,
2. Standards for targets must be laid, down and
3. Goal must be clear.

## **Planning**

The plan should be flexible. There should be enough scope of change to cater for any unforeseen situations. There are many variables- the priorities may change due to unforeseen circumstances; equipments and grants may not become available as expected; personnel may be posted out or they may proceed on leave; all these variables may lead to making change in the decisions already taken.

## **Organization**

Every organization is the combination of necessary human effort and material equipments. All the available resources are utilized and combined together to achieve the aims and objectives of the organization. In educational management, we organize:

1. Ideas and principles into school systems, curricular and co-curricular activities, time schedules, norms of achievement and the like;
2. Human beings into schools, classes, committees, groups, school staff, the inspecting staff;
3. Material into building, furniture and equipment, libraries, laboratories, workshops, museums and art galleries.

## **Motivation**

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

## **Control**

Effective control is an important element in educational management. Manager must constantly check on their terms and their own performance with the standards laid down. They need to take

corrective action to the form of adjustment to the physical environment of work, modification and addition of material and methods, or abilities and motivational review of the personnel in terms of their spirits.

### **Cooperation**

Cooperation is required of all the elements- the persons, material and ideas, knowledge and principles and so to interweave them as to achieve a common objective and a single effect. The management should look into (a) relations among people, (b) allocation of tasks, and (c) division of labour.

### **Evaluation**

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

### **Recording and Reporting**

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

### **Supervision**

The purpose of supervision is to bring about a continuing improvement in the instructional programme. Management exhibits a fine fragment of human creativity striving towards its own kind of perfection in performance and achievement. Management precedes supervision in the sense that some form of organization and some supervision for management of the school are essential before any sound programme of instruction can be instituted. Many of the activities in management have definite supervisory implications, e.g. making pupils' programmes of the classes, assigning teachers to classes for instruction, arranging for access to or use of library, etc.