

### **3. NEED OF INCORPORATING MANAGEMENT PRACTICES IN SCHOOLS**

#### **3.1 EFFECTIVE MANAGEMENT**

All the managerial functions like organizing, staffing, directing and controlling are designed to support the accomplishment of organizational objectives. However, planning precedes the execution of all these managerial functions. In other words, all these functions are performed to achieve the objectives set by the planning process. Thus it could be said that effective management is mainly about the achievement of the goals.

#### **3.2 SYSTEM OF EDUCATION IN EARLY TIMES**

##### **3.2.1 Education in Ancient period**

Education in the ancient period was laid down by the religious system. The widespread Vedic traditions followed the norms as laid down by the Smritis which were the parameters of civil society as followed by Hinduism. The second strand was the educational policy of Buddhism. In parallel, there were also regions where the norms were followed according to the Jain Shastras.

##### **3.2.2 Education in Medieval Period**

Mohammadan rulers did not interfere with the education of Hindus. In the beginning, for a couple of centuries, rulers did not give prominence to education. Only the Muslim religious leaders were concerned with the education of the younger generation and hence started their own schools in their places of worship.

Akbar was the first ruler to recognize the importance of education and organized education in a systematic way. Education continued to be self-directed and self controlled decentralized institution. Emperors like Akbar and his successors encouraged starting and maintaining elementary schools called Maktabas in

Mosques. Madrassahs were established as the centres of higher learning to teach Persian history, Koranic theology etc.

### **3.2.3 Education under Colonial Rule**

The British had already consolidated their position and the mercantile interest had been replaced by industrial interests. Their immediate objective of education was to prepare a class of people who can occupy the subordinate positions in the colonial Government and help in administering the natives.

### **3.2.4 Education under imperial rule**

In 1857, Indian territories came under the direct rule of the British crown. During the same year, the Government of India started Universities at Calcutta, Madras and Mumbai. These universities merely functioned as examining bodies and there was no teaching. The students appeared for the examinations through their own study under a tutor or studied in affiliated private educational institutions.

### **3.2.5 Woods Despatch**

Under Woods Despatch there was large scale expansion of schools under local bodies. Larger finances were available for education as a result of general prosperity all over the world and there was a stable relationship between provincial and Central Government. The Government assumed a more active role in the field of education. The Government strengthened the inspection and supervision of private schools, maintained institutions at all levels as models.

### **3.2.6 Post War Development of Education : Sargent Plan**

Sargent Report was actually a long term plan for educational development in India. The plan had the following objective.

- a) Pre-primary education for children between 3 and 6 years of age.
- b) Universal compulsory education.

- c) High school education for 6 years.
- d) University course for 3 years.
- e) Technical, commercial and art education for full time and part time students.
- f) Proper training of teachers.
- g) Creation of employment bureaus.
- h) Compulsory physical education.
- i) Education of physically and mentally handicapped.

### **3.2.7 Educational Development after Independence**

The constitution framed after Independence made education primarily a function to be performed by the states. Under the division of responsibilities between the state Government and Union Government the school education became the responsibility of the state government and the union government had limited role. The objectives of education were:

- a) Democracy as a way of life.
- b) Socialistic path to secure the life of citizens.
- c) Industrialization based upon modern science and technology.

Various education commissions were set up from time to time like Kothari Commission, Mudaliyar Commission, Yashpal Committee which suggested various reforms and these were accordingly implemented. As the latest development towards which the education system is working is to impart stress free education after the submission of report of Yashpal Committee.

## **3.3 MANAGEMENT PRACTICES IN SCHOOLS**

### **3.3.1 Wastage and stagnation**

Wastage is the dropout rate as the students drop out of the class and simultaneously from the school for any reason. Stagnation is when the student repeats a class more than once irrespective of his age.

In the earlier times, even decades after independence, it has been researched that wastage and stagnation rate in the Indian schools especially in the rural areas is much more. Governments objective of achieving 100% literacy is not possible until and unless wastage and stagnation rate is not only minimized but reduced to zero. This is difficult to achieve. However in the schools of urban areas, the wastage and stagnation rate is considerably low. In the privately managed schools, wastage and stagnation is very closely monitored by the authorities and every necessary measure is taken to assure that this ratio is minimized as it affects the overall performance of the school. In order to assure this, the school implements various measures starting from one to one interaction with the parents, opening the counselling cell in the school to house visits by the teachers in order to familiarize with the background of the parents. Different managerial and academic measures are taken in order to keep the wastage and stagnation rate low.

### **3.3.2 Competition in the education industry**

With globalization, technological developments have shrunk the world and made it a border-less society. But along with that, the competition has also intensified. With the development, requirement and expectation of the people has also gone up. Product and service development is now so mind boggling that no organisation can afford to relax. The same applies to educational institutions also.

The industry structure has a strong influence in determining the strategies potentially available to the firm. As far as the schools are concerned, there exists a perfect competition in the education industry of India. Number of private schools providing good education is increasing day by day because there are no barriers to the new entrants.

### **3.3.3 Quality concerns in schools**

In the development process, planners rightly recognized that expansion of educational facilities has to be accompanied with significant improvements in quality and relevance of education at all levels. At the international level, the development experience in social sectors shows that a literate society has enormous gains over an illiterate society and no illiterate society has ever been able to modernize and progress. The world is now transiting to a knowledge

society where the quality and relevance of education would play a crucial role in economic development.

With changing patterns of education, course content, nature of learner, and organizational structures, the concept of quality has become an inherent component of the educational process for its success. Globally various bodies have been established to develop guidelines for quality products and services; and their maintenance. The globalization of education, migration of students from one community to other, one country to another, provides adequate causes for concerns to the educationists and administrators. Quality in Education is thus a buzzword today, which must be clearly understood, adopted and implemented as soon as possible.

But quality can not improve by itself. It requires reforms in teacher training; improvements in the facilities and infrastructure in schools; teachers' motivation; and a change in the style of teaching.

A *quality* education system produces students with the knowledge, skills, attitudes, values, and work habits needed to become productive, fulfilled citizens. It provides clear goals, high standards, good teachers and a well-organized curriculum.

Poor quality of teaching learning and systemic level inefficiencies affect the learners as well as the society in many ways. And it won't be over emphasised if said that only the effective management of the schools can attain this quality in education.