

# Educational Management and Administration



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### Lets tell

- ★ What is Educational Management ?
- ★ What are the functions of Educational Managers?
- ★ Explain the need and importance of Educational Management.

In the previous standard, we have studied about the meaning, nature, objectives, need, importance and functions of educational management. The process of education includes aims, planning, organization, direction, control and evaluation of educational activities. It also involves human factors such as government, society, teacher, educationist, parents and students etc. Various physical resources like school complex, textbooks, laboratories are also important in the educational process. All these components need to be managed properly and efficiently. Modern technological advancements demand the need of proper management in all the fields and education is no exception. The scope of management is widening day-by-day due to continuous changes occurring in educational, social, financial and political fields. Each day is marked with new challenges and problems

related to the education process. The only solution to these challenges and problems is Effective Management. The nature of problems in the field of education are ever changing and thus to improve and maintain quality in education, management is important.

## 5.1 Qualities of a good Educational Manager

Education is a comprehensive process and it consists of main processes such as Teaching, Learning and Evaluation. Teachers, Students, Schools, Textbooks, Educational Materials, Evaluation Tools play very important role in fulfilling the objectives of Education. To bring the permanent change in student's behaviour, classroom teaching needs efficient use of educational resources. Role of a good educational manager is quite important in co-ordinating among human and physical resources for effective use of education. Only a good educational manager can perform this task well with his educational planning, organizing, directing, communicating, controlling and motivating skills. A good educational manager helps in achieving aims and objectives of education. A good educational manager should have following qualities :

• **Qualities of a good Educational Manager**

- (1) Educational Manager should be a good planner.
- (2) Educational Manager should have good leadership qualities.
- (3) Educational Manager decides objectives for an educational task and fulfils it by organizing and coordinating among all the components.
- (4) Educational manager should be a good mentor in educational management and he should motivate various factors to get the work done effectively.
- (5) Educational Manager should be a skilled, knowledgeable and studious person.
- (6) Educational Manager must be aware of various educational administrative policies and procedures for their smooth implementation.
- (7) Educational Manager should follow the democratic principles.
- (8) Educational Manager should be able to adapt with new and innovative ideas, thoughts and reforms in the field of Education.
- (9) Educational Manager should be accountable not only for the success but also failure in his task.
- (10) Self-discipline is an important quality of Educational Manager.
- (11) Educational Manager should be able to evaluate every aspect of educational process in an appropriate manner.
- (12) Educational Manager should be a good communicator and should be able to deliver his ideas, thoughts, goals and instructions in an effective manner.



**Discuss it**

Discuss with your peers about the role of headmaster in quality development of school.

**5.2 Functions of the Teacher as a Classroom Manager**

Classroom management is an art as well as a science. Other skills are of no use, if a teacher is not able to manage the classroom properly and effectively. Teacher shoulders the responsibility of developing future responsible citizens of a country. In order to develop who is capable of facing the challenges of future, teacher should perform the following roles :

- (1) Teacher should look after the attendance of the students in schools and make sure for further improvement in it.
- (2) He should use variety of teaching methods and educational materials as per the nature of the content.
- (3) Teacher should take student's active participation in the teaching-learning process.
- (4) Teacher should create a democratic environment in the classroom rather than dictatorship. It will help to inculcate democratic values among the students.
- (5) Good behaviour of the students should be reinforced. Teacher should make them realize about their faults and weaknesses, in a sympathetic manner.
- (6) Self-discipline should be stressed in the classroom. Intrinsic discipline should be developed in the students, because discipline under compulsion is not sustainable.
- (7) Through teaching and learning, the teacher should motivate the students to gain new knowledge and improve or change the wrong or unwanted behaviour.
- (8) Teacher should develop conducive classroom environment because entire success of teaching-learning process depends on classroom environment.

- (9) Teacher should assume role of Counsellor and a guide for the students having problems.
- (10) As a classroom manager, time planning should be done for activities to be organized.
- (11) Through classroom teaching teacher, should channelize students' thoughts, capabilities and interests in a proper direction.
- (12) As an expert of classroom management, teacher should be able to form groups, choose a leader, to get the work done through the team, according to variety of the activities.
- (13) Various educational aids and resources are required during classroom teaching. As a facilitator, teacher should make available all the required educational aids at the required time, in the required number and in the required medium.
- (14) Teacher should strictly adhere to the discipline, rules and imbibe the same in the students.
- (15) Teacher should act as a good communicator between administration and students. He should be able to communicate students' problems to management and vice versa.

### **5.3 Functions of State Level Main Educational Administrators**

#### **5.3.1 The Secretary of Education**

The main function of Secretary of Education is to decide about the educational policies of the State, understand and solve problems related to education and to give advice about educational matters to the Education Minister. The Secretary of Education acts as a link between the Minister for School Education and the Director of Education.

#### **• Major Functions of the Secretary of Education**

- (1) To give advice to the Minister for school education about policies, resolutions and laws related to education.
- (2) To prepare the rough draft, framework and details of educational resolutions and laws.

- (3) To prepare the final draft and plan about the educational matters as decided in the Ministry.
- (4) To give proper advice regarding the recommendations made by the Directorate of Education to the Government.
- (5) To think about available resources in the State and study the related financial and administrative problems for effective implementation of recommendations.

#### **5.3.2 Commissioner of Education**

This post is created in order to bring proper co-ordination in the regionwise work of various departments of school education, including all Directorates, effectively implement all schemes of the departments and take remedial measures, in order to improve the quality of education.

#### **• Major Functions of Commissioner of Education**

- (1) To bring co-ordination among all directors of education.
- (2) Effective implementation of all programmes.
- (3) To implement integrative measures to enhance quality of education.
- (4) To give permission to fill the vacant seats of D.El.Ed.
- (5) To give permission to last chance for admission to D.El.Ed by correspondence.
- (6) To give permission to any change in medium to the divisions of Arts, Commerce and Science streams in granted/non-granted higher Secondary schools.
- (7) To give permission to show educational movies to the school children in the State.
- (8) To give permission for co-education to secondary or higher secondary schools for girls.
- (9) To issue NOC and approval of renewal to the schools other than those following government curriculum such as CBSE, ICSE and IB schools.

- (10) To monitor the work of Regional Deputy Directors of Education, Secondary Education Officers and their offices regarding the proper implementation of their powers.

### 5.3.3 The Director of Education

The Director of Education of state education department administers and implements the policies and plans. He is assisted by Joint and Deputy Directors of Education and Regional Deputy Directors of Education. It shoulders the responsibility of implementing various programmes, policies, plans as decided by Education Department. Looking after school education in state is his responsibility.

#### • Major Functions of Director of Education

- (1) To give advice to the Education Minister regarding educational matters.
- (2) To implement the educational policies, plans, orders and instructions received from Education Secretary.
- (3) To present plans for new educational programmes to the Government through the Education Secretary.
- (4) To exercise control over educational institutes.
- (5) To sanction grants to educational institutes.

### 5.4 State level Educational Institutes

#### 5.4.1 State Council of Educational Research and Training, Maharashtra, Pune



#### Lets tell

Which organization conducts educational research and organizes training programs for teachers for quality improvement in education?

In 1964, a State Institute of Education was established in Pune as per the policy of Central Government to bring in comprehensive improvement and quality in school education.

In order to make the educational programmes qualitative and dynamic, it was renamed as State Council of Educational Research and Training (SCERT), Maharashtra on 31<sup>st</sup> August 1984. This institute emphasizes on improving quality of teachers' training programmes and educational research. The Director is the head of the institute and he is assisted by Joint Director and Deputy Director. Class I and Class II gazetted officers look after the working of various departments in the institute. All the departments work separately but in co-ordination with each other. SCERT works under the School Education Department and Sports Department, Maharashtra State, Mumbai. SCERT works through its various departments.

#### • Major Functions of State Council of Educational Research and Training

- (1) To improve the quality of primary education and develop research attitude in teachers.
- (2) To study the problems in internal evaluation process in schools and suggest measures for improvement.
- (3) To reconstruct and reframe the curriculum of primary education, organize training programmes and develop educational materials.
- (4) To control the working of District Institute of Education and Training (DIET).
- (5) To implement various programmes suggested by national institutes like NCERT, NUEPA, NCTE for State.
- (6) To prepare the curriculum of Diploma in Elementary Education (D.El.Ed.) and to reconstruct it as per the need.
- (7) To facilitate pre-service training for teachers and organize in-service training for administrative officers, Education Development Officers, clerks, teachers and teacher trainers, at all levels.
- (8) To organize training programmes related to value education.

- (9) To implement the admission procedure in order to start the D.El.Ed. course.
- (10) To publish the magazine 'Jeevan Shikshan.'



### Let us know

Following are the major departments operating in the State Council of Educational Research and Training, Maharashtra :

- (1) Human Resource Department
- (2) Coordination Department
- (3) IT Department
- (4) Language Department
- (5) Department of Social Sciences
- (6) Department of Art and Sports
- (7) Pre-service Section
- (8) Department of Equity
- (9) Department of International Education

Apart from this, the council has a good comprehensive library.

#### 5.4.2 Maharashtra State Bureau of Textbook Production and Curriculum Research (Balbharati), Pune



### Lets tell

Which institute is involved in production of the school textbooks?

It is an autonomous institute established under the control of the State Government. It was established on 27<sup>th</sup> January 1967 on the recommendation of Kothari Commission. Maharashtra State Education Minister is the Ex-officio Chairman of this institute. The Director of this institute is an officer, who is of the grade of Director of Education, in education department. The governing body decides the policy of the institute. Governing body consists of some Government and some non-government

members. The main objective of this institute is to publish the required school subject textbooks and the educational material, based on the Government approved curriculum and make it available at affordable prices to all.

### • Major Functions of Textbook Bureau

- (1) To produce, publish and distribute the school subject textbooks and other educational material for the students as per the Government recognized curriculum.
- (2) To evaluate the textbooks.
- (3) To publish 'Kishor' magazine for children.
- (4) To produce supplementary educational material.
- (5) To sanction research projects related to curriculum and textbooks to the teachers and to provide financial assistance.

The distribution of textbooks and educational material published by the Textbook Bureau is done by Regional Depots. These regional depots are located at following nine places - Pune, Goregaon, Panvel, Nagpur, Amaravati, Aurangabad, Latur, Kolhapur and Nashik.



### Let us know

Maharashtra State Bureau of Textbook Production and Curriculum Research is working under the following major Wings/ Sections :

- (1) Academics
- (2) Research
- (3) Store and Distribution
- (4) Computer
- (5) Production
- (6) Administration
- (7) Publishing
- (8) Kishor
- (9) Library

### 5.4.3 Maharashtra State Board of Secondary and Higher Secondary Education, Pune



#### Lets tell

Which organization conducts 10<sup>th</sup> and 12<sup>th</sup> standard examinations and gives the marksheet and certificate?

In order to decide and implement the policies related to secondary and higher secondary education, Maharashtra State Board of Secondary and Higher Secondary Education was established on 1<sup>st</sup> January 1966. The nine Divisional Boards are located at Pune, Aurangabad, Nasik, Nagpur, Amravati, Kolhapur, Mumbai, Latur and Ratnagiri.

#### • Major Functions of the Maharashtra State Board of Secondary and Higher Secondary Education,

- (1) To give advice to the State Government on the policy matters, regarding Secondary and Higher Secondary Education.
- (2) To conduct Secondary and Higher Secondary annual examinations and declare the results.
- (3) To evaluate curriculum, teaching and examination procedures and to conduct research to improve the same.
- (4) To frame the rules and decide the criteria related to annual examinations, criteria about passing an examination and to give certificates.
- (5) To evaluate and control the working of divisional boards.
- (6) To publish the magazine 'Shikshan Sankraman.'

### 5.4.4 Maharashtra State Council of Examination, Pune

It conducts important examinations related to school education and vocational education. It was established in 1968 as 'Shasakiya Pariksha Mandal.' Later on, it got converted into an autonomous institution. From 15<sup>th</sup> August 2002, it is known as 'Maharashtra State

Council of Examination.' The headquarter is of this institution is located in Pune.

The examinations conducted by Maharashtra State Council of Examination are :

- (1) Diploma in Elementary Education (D.El.Ed.)
- (2) Trained Teacher Certificate Examination (T.T.C.)
- (3) Certificate Examination in Physical Education (C.P.Ed.)
- (4) Middle School Scholarship Examination (M.S.S.)
- (5) High School Scholarship Examination (H.S.S.)
- (6) National Talent Search Examination (State Level) (N.T.S.)
- (7) Government Commercial Certificate Examination (G.C.C.)
- (8) Teacher Eligibility Test (T.E.T.)
- (9) Rashtriya Indian Military College, Deharadun, Entrance Examination. (R.I.M.C.)
- (10) Departmental Examination (Clerical grade), Eligibility test for Supervisor post and eligibility test for Assistant Education Supervisors and related officers.

#### • Major Functions of State Council of Examination

- (1) To plan and publish the comprehensive arrangements examination.
- (2) Major functions of state council of examination.
- (3) To decide the district wise examination centers as per the number of students.
- (4) To provide all the facilities at the examination centers.
- (5) To counsel schools, parents and students regarding examinations.
- (6) To plan and conduct the examinations.
- (7) To confirm the security of the confidential materials of examinations.

**Exercise**

**Q.1 (A) Complete the statements by selecting the appropriate option from the given options.**

- (1) The ..... was established as per the recommendations of Kothari Commission.
  - (a) Maharashtra State Board of Secondary and Higher Secondary Education, Pune
  - (b) Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune
  - (c) Maharashtra State Council of Examination, Pune
  - (d) State Council of Educational Research and Training, Maharashtra Pune
- (2) The head-quarter of Maharashtra State Bureau of Textbook Production and Curriculum Research is located at .....
  - (a) Mumbai      (b) Pune
  - (c) Nagpur      (d) Aurangabad
- (3) Middle school and High school scholarship examinations are conducted by .....
  - (a) Maharashtra State Council of Examination, Pune.
  - (b) State Council of Educational Research and Training, Maharashtra Pune.
  - (c) Maharashtra State Board of Secondary and Higher Secondary Education, Pune.
  - (d) Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

**(B) Identify the correct correlation between column 'A' and Column 'B' and match them.**

Column 'A' (State Level Educational Organisation)	Column 'B' (Year of Establishment)
(1) State Council of Educational Research and Training, Maharashtra, Pune	(a) 1968
(2) State Council of Examination, Pune	(b) 1964
(3) Maharashtra State Board of Secondary and Higher Secondary Education, Pune	(c) 1967
(4) Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune	(d) 1966

**(C) Write the answers in one sentence.**

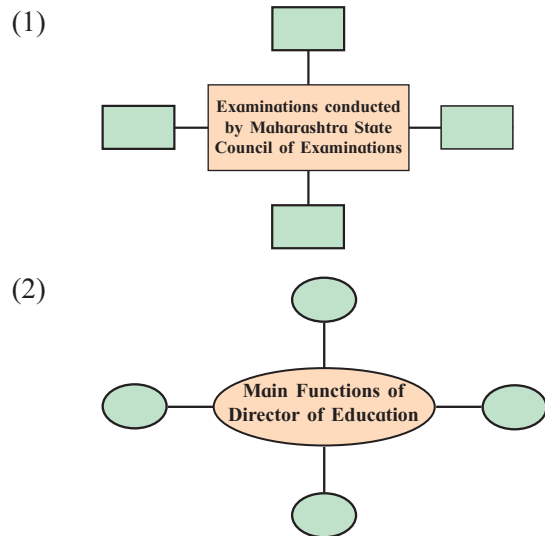
- (1) Who gives the advice to the Minister of School Education regarding educational policies, resolutions and laws?

- (2) Who is the Ex-officio Chairman of Maharashtra State Bureau of Textbook Production and Curriculum Research?
- (3) Which organisation publishes the magazine 'Shikshan Sankraman'?

**(D) Write the answers in one to two words.**

- (1) Which magazine is published by State Council of Educational Research and Training Maharashtra?
- (2) Which magazine is published by Maharashtra State Bureau of Textbook Production and Curriculum Research?

**Q.2 Complete the following concept designs.**



**Q.3 Write the short notes.**

- (1) Functions of Maharashtra State Council of Examination
- (2) Qualities of a good Educational Manager
- (3) Maharashtra State Bureau of Textbook Production and Curriculum Research (Balbharati), Pune

**Q.4 Explain the following in about 50 to 80 words.**

- (1) Major functions of State Council of Educational Research and Training, Maharashtra
- (2) Major functions of Secretary of Education
- (3) Major functions of Maharashtra State Board of Secondary and Higher Secondary Education

**Q.5 Write the answers to the following questions in 100 to 150 words each.**

- (1) Explain with examples the functions of teachers as a classroom manager.
- (2) Explain the main functions of Commissioner of Education.

