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## **ANALYTICAL STUDY OF MANAGEMENT SYSTEM IN UNAIDED EDUCATIONAL INSTITUTION IN THANE DISTRICT.**

**K. B. KORE**

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### **Abstract:**

Indian education system is one of the largest system in the world. During the last six and half decades, since independence, India has remarkable changes in the educational field. The education has changed from elite system to mass system. The aim of education has widened from creating national leaders to global leaders. Elementary education is being made free and compulsory by the govt. of India to the children upto the age of 14 years. Prime minister has launched a scheme known as 'Sarva Shiksha Abhiyana' which means education to all.

### **KEY WORDS:**

Educational Institution , Since Independence , Elementary Education

### **INTRODUCTION**

The term and techniques of management has been used mainly in corporate sector has to fulfill specific economic and social needs of the society of the society. It concentrates on economic use of resources in order to achieve organizational objectives. Business organizations have realized the importance of management not only in day to day functioning but also in developmental activities. Hence management has become a key activity of commercial organizations.

The survival and growth of an institution depends on its management. A nation is made up of large number of institutions like economic, political, spiritual, educational etc. Management of all such institutions leads to development of a nation. Educational institutions have their special among these institutions to develop good quality citizens. These institutes are to supply good quality work force for the welfare of human beings. Huge population can be converted into human resources only through effective management of educational institutes. Thus there is a great need of professional management in education.

### **OBJECTIVES OF THE STUDY:**

The main purpose of the present study is to review critically the management of unaided educational institutes in the process of human resource development. The study has the following objectives.

1. To review the management and organizational structure of school education in Maharashtra and in the Thane district.
2. To review the teacher's attitude towards their regular performance appraisal , their academic development and the present level of management of their schools.
3. To analyze the activities undertaken by the schools for teacher's academic development and motivational

- Incentives provided by the school for performance improvement.
4. To review the teachers participation in management of schools.
  5. to analyse involvement of parents and school management.
  6. To analyze the parents attitude regarding additional cost for improved educational standards.
  7. To make comparative analysis between management of govt. aided schools and unaided schools.

#### **HYPOTHESIS OF THE STUDY:**

1. A majority schools are not fulfilling the basic objective of education i.e. overall development of students.
2. Schools are to larger extent less creative, static and least bothered about qualitative improvement.
3. Substandard quality of school education has adversely affected on preceding and proceeding stages of education system, adding to unemployment and non work culture.

#### **LIMITATIONS OF STUDY:**

Following are the limitations of the study :

1. The research study is related to only to secondary school education i.e. last three years of schooling, in the education system.
2. The study is confined only to the Thane district. However general reference is made to the development of secondary school education at the state level.
3. The study covers the general review of development of education in India and Maharashtra from post independence period.
4. parents of only schools are interviewed for the data collection.
5. Only two parents and two teachers of each school are selected in the sample.
6. The study considers only management aspects of the school.

#### **ANALYSIS AND INTERPRETATION OF THE DATA:**

Majority of the teachers, around 56% restrict their in management of schools only upto implementation of projects and programs. Very few teachers, 20% involve themselves in policy making and decision making of the school. Almost all teachers replied that school gives importance to academic and extra-curricular activities. Around 40% of the teachers are satisfied with the present level of educational standard, 35% teachers are dissatisfied and the remaining 25% did not reply.

It is revealed from the analysis of the data and personal observation that very few chairman had real interest in effective management of the trusts and the educational institution. A majority of them considered that the chairmanship is status symbol. Few chairman, 32% didn't find time to involve fully in the management of trust and school. They were just to preside over some public functions and meetings of the trust and the school. It is also revealed from the data, not a single school had taken any efforts for staff development activities as per needs of the school. However the schools have deputed the teachers for in service training programs organized by dept. of education of the govt.

The data reveals that around 25% of principals have agreed that there was need for proper coordination among the stake holders of the schools. Few principals suggested that the management must provide more infrastructure and more freedom to them for better management of the school.

#### **SUGGESTIONS:**

The following suggestions are made in this regard:-

1. The chairman of the education trusts and school committee are the real leaders to motivate the employees for better performance of their schools. Hence these chairman should undergo orientation programs on how to manage their schools and use available resources in a better way.
2. The management committee must frame long term and short term policies on school development and accordingly fix their targets and also develop systems to achieve these targets. Planning and policy making is one of the basic pre-requisite function of management, but it has been revealed that the management of schools are not involved in such planning and policy making.
3. Important personalities of the educational trusts and the school committee should organize a seminar (conference) once a year, to discuss the problems on management of school, to find out probable solutions and to take a review of developments taking place in and around the education sector. This should be a regular phenomenon. Such conferences will help the school management in adapting some new ideas in their schools.

4. It is observed during the survey, that there was lack of coordination mainly between, the school committee chairman, the headmaster and the teacher. Headmaster being the liaison officer, has to create good internal environment, by means of regular meetings of the stakeholders and through proper communication techniques. The stakeholders should be made to realize the importance of their interdependency in management of school. Role of each stakeholder should be made clear in order to make their school dynamic.

5. It is revealed from the data that majority of the parents are ready to bear additional cost if schools are sincerely taking more efforts for quality enhancement in education. All most all the parents who are surveyed are paying some additional cost for private tuitions for only academic results. School managements should take steps to provide additional inputs to the students for their overall development at an additional cost.

6. School management should apply marketing strategies in managing their school. Since there is increasing demand from the parents for good quality education, schools should fulfill this demand to make their school parent friendly and student-friendly.

7. There is important need of in service training programs for teacher's development. Training programs should not be restricted only to the government department programs which are obligatory. The school management must take initiative to develop its teachers who ultimately develop their students.

8. The govt. should make it mandatory, in the initial stages for all the schools to get assessed and accredited by the government recognized institutes. Such assessment and accreditation will create academic completion among the schools. Once the schools realize the importance of institutional accreditation they themselves will go for such assessment and accreditation without any government compulsion.

9. School management be given some more freedom and flexibility by the government to introduce various inputs, based on the needs at the students for overall development of the students. Government rules on teachers workload, working hours, syllabus, extracurricular and co-curricular activities etc. are the constraints for school management. Schools should think beyond all such constraints.

#### **CONCLUSION :-**

The teachers and principles should be taught to understand human behavior skills. Teacher should develop as role model by their behavior, for the students. Social auditing and performance auditing must be introduced, for the committee, to ensure account ability.



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