Semester III — Educational Management

Unit 1: Introduction to Educational Management

Suggested Teaching Material for UG Students

The unit covers the meaning, nature and scope of educational management; its objectives, principles and types; the functions of planning, organising, directing, supervising and controlling; and classroom management. The course syllabus identifies Educational Management as a Semester III paper.

Suggested Distribution of Classes

For approximately **10–12 classes**, the unit may be organised as follows:

Class	Topic
1	Meaning and Concept of Educational Management
2	Nature and Scope of Educational Management
3	Objectives/Purposes of Educational Management
4	Principles of Educational Management
5	Centralised and Decentralised Management
6	Autocratic and Democratic Management
7	Creative and Laissez-Faire Management
8	Functions: Planning and Organising
9	Functions: Directing, Supervising and Controlling
10	Classroom Management: Meaning and Principles
11	Classroom Management: Strategies and Techniques
12	Comparison, classroom activities and examination-oriented revision

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1. Meaning of Management

The term **management** generally refers to the systematic process of planning, organising, directing, coordinating and controlling available human and material resources for the achievement of predetermined objectives.

Every organisation has certain goals. To achieve these goals, it requires:

People + Resources + Planning + Organisation + Direction + Coordination + Evaluation

Management brings these elements together.

In simple terms:

Management is the process of getting organisational work accomplished effectively and efficiently through the proper utilisation of available resources.

Management is necessary in educational institutions because schools, colleges and universities are also organisations with definite purposes, personnel, resources and responsibilities.

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2. Meaning of Educational Management

Educational management is the process of planning, organising, directing, supervising and controlling human and material resources in an educational institution or educational system for the effective achievement of educational objectives.

It applies the principles and processes of management to education.

Educational management deals with such areas as:

- educational planning;
- institutional administration;
- management of teachers and other personnel;
- curriculum implementation;
- student services;
- financial resources;

- physical facilities;
- teaching-learning resources;
- supervision;
- evaluation; and
- institutional improvement.

Thus:

Educational Management = Management Principles + Educational Objectives + Human and Material Resources

The ultimate purpose is not merely administrative efficiency but the **achievement of educational goals and improvement of the teaching-learning process**.

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3. Educational Administration and Educational Management

The two expressions are often used closely and sometimes interchangeably. However, for conceptual understanding, a broad distinction may be made.

Educational administration is generally concerned with policies, rules, institutional structures and overall direction.

Educational management gives greater emphasis to the effective utilisation of human and material resources for accomplishing educational objectives.

In actual educational institutions, however, administration and management are closely interrelated.

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4. Nature of Educational Management

The nature of educational management can be understood through the following characteristics.

4.1 Goal-Oriented

Educational management is directed towards achieving specific educational objectives.

For example:

- improving learning;
- ensuring access;
- promoting student development;
- maintaining institutional quality.

4.2 Continuous Process

Management is not a one-time activity. Planning, organising, directing, supervising and controlling continue throughout the functioning of an institution.

4.3 Human-Centred

Education deals primarily with people:

- students;
- teachers;
- principals;
- administrators;
- parents;
- non-teaching personnel; and
- community members.

Therefore, educational management is fundamentally concerned with **human relationships**.

4.4 Cooperative Process

Educational objectives cannot ordinarily be achieved by one individual.

Successful management requires cooperation among teachers, learners, administrators, parents and other stakeholders.

4.5 Dynamic

Educational institutions operate in a changing social environment.

Management must respond to changes in:

- technology;
- curriculum;
- policy;
- learner needs;
- social expectations; and
- educational innovations.

4.6 Decision-Oriented

Managers constantly make decisions regarding:

- allocation of duties;
- use of resources;
- timetable;
- teaching-learning activities;
- discipline;
- finance; and
- institutional development.

4.7 Social Process

Educational institutions exist within society and are influenced by its needs, values and expectations.

4.8 Resource-Oriented

Management seeks optimum utilisation of:

Human Resources + Material Resources + Financial Resources + Time + Technology

4.9 Both Science and Art

Educational management has systematic principles and procedures and therefore possesses characteristics of a science.

At the same time, successful management requires:

- judgement;
- communication;
- leadership;
- creativity;
- motivation; and
- interpersonal skills.

It therefore also has the character of an art.

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5. Scope of Educational Management

The scope of educational management is broad. It extends from classroom-level activities to the management of entire educational systems.

5.1 Management of Human Resources

This includes:

- teachers;
- administrators;
- students;
- non-teaching staff;
- counsellors;
- librarians; and
- other personnel.

Activities include recruitment, placement, professional development, motivation and performance improvement.

5.2 Management of Material Resources

Educational institutions require:

- classrooms;
- laboratories;
- libraries;
- furniture;
- equipment;
- teaching aids;
- ICT facilities; and
- infrastructure.

Management ensures their proper procurement, utilisation and maintenance.

5.3 Financial Management

It includes:

- budgeting;
- allocation of funds;
- expenditure;
- accounting;
- financial control; and
- effective utilisation of financial resources.

5.4 Academic Management

It involves:

- curriculum implementation;
- timetable preparation;
- teaching;

- assessment;
- examinations;
- remedial activities; and
- academic monitoring.

5.5 Student Management

It includes:

- admission;
- attendance;
- discipline;
- guidance;
- counselling;
- co-curricular activities; and
- student welfare.

5.6 Staff Development

Educational management also involves:

- orientation;
- professional development;
- training;
- supervision; and
- motivation of teachers.

5.7 Institutional Planning

Institutions need short-term and long-term plans for development.

5.8 School–Community Relationship

Educational institutions require meaningful relationships with:

- parents;
- local communities;
- governmental agencies; and
- other organisations.

5.9 Classroom Management

The classroom itself is an important unit of educational management.

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6. Objectives/Purposes of Educational Management

The major purpose of educational management is to create conditions in which educational objectives can be achieved efficiently and effectively.

Major objectives include:

6.1 Achievement of Educational Objectives

All management activities should ultimately contribute to educational goals.

6.2 Effective Teaching-Learning

Management should create favourable conditions for meaningful teaching and learning.

6.3 Optimum Utilisation of Resources

Available resources should be used appropriately without unnecessary waste.

6.4 Coordination

Management coordinates the work of different individuals and departments.

6.5 Institutional Efficiency

It seeks to improve the overall functioning of educational institutions.

6.6 Development of Human Resources

Educational management should facilitate professional growth and development of teachers and other personnel.

6.7 Maintenance of Discipline

A healthy organisational environment requires appropriate rules, responsibilities and discipline.

6.8 Promotion of Innovation

Good management should encourage new ideas and educational practices.

6.9 Improvement of Educational Quality

Management seeks continuous improvement in:

- teaching;
- learning;
- assessment;
- institutional processes; and
- learner outcomes.

6.10 Promotion of Democratic Participation

Educational institutions should encourage participation, cooperation and shared responsibility.

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7. Principles of Educational Management

Educational management should be guided by certain fundamental principles.

7.1 Principle of Clear Objectives

Every educational activity should have clearly defined objectives.

Without clear objectives, it becomes difficult to determine:

- what should be done;
- how it should be done; and
- whether it has been successfully accomplished.

7.2 Principle of Division of Work

Responsibilities should be distributed according to:

- competence;
- qualification;
- experience; and
- institutional needs.

Proper division of work improves efficiency.

7.3 Principle of Coordination

Different activities and departments should work in harmony towards common objectives.

7.4 Principle of Cooperation

Educational management should encourage cooperation among all stakeholders.

7.5 Principle of Democratic Participation

Teachers and other stakeholders should be given reasonable opportunities to participate in decision-making.

7.6 Principle of Authority and Responsibility

Authority and responsibility should go together.

A person given responsibility for a task should also receive sufficient authority to perform it.

7.7 Principle of Unity of Direction

Different activities directed towards the same objective should be properly coordinated.

7.8 Principle of Effective Communication

Communication should be:

- clear;
- timely;

- accurate; and
- two-way wherever appropriate.

7.9 Principle of Flexibility

Management should adapt to changing circumstances rather than remain unnecessarily rigid.

7.10 Principle of Economy and Efficiency

Resources should be used carefully to achieve maximum educational benefit.

7.11 Principle of Human Relations

Teachers and staff should be treated with dignity and respect.

Healthy interpersonal relationships contribute to institutional effectiveness.

7.12 Principle of Evaluation

Management should continuously assess progress and identify areas requiring improvement.

Remember

Objectives → Cooperation → Coordination → Responsibility → Communication → Flexibility → Efficiency → Evaluation

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8. Types of Educational Management

The prescribed unit includes three important pairs:

Centralised vs. Decentralised

Autocratic vs. Democratic

Creative vs. Laissez-Faire

These classifications describe different ways in which authority, decisions and organisational activities may be managed.

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9. Centralised Management

Meaning

In **centralised management**, major decision-making authority is concentrated at the higher or central level of the organisation.

Lower levels mainly implement decisions made by higher authorities.

Characteristics

- concentration of authority;
- top-level decision-making;
- uniform policies;
- limited autonomy at lower levels;
- clearly defined chain of command;
- close central control.

Advantages

- uniformity in policy;
- easier coordination;
- quick implementation of centrally determined decisions;
- stronger administrative control;
- useful where standardisation is necessary.

Limitations

- may reduce local initiative;
- may delay response to local needs;
- teachers and lower-level administrators may feel less involved;
- excessive concentration of authority can create rigidity.

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10. Decentralised Management

Meaning

In **decentralised management**, authority and decision-making responsibilities are distributed among different levels or units.

Schools, departments, teachers or local authorities may receive greater autonomy.

Characteristics

- distribution of authority;
- participation in decision-making;
- local autonomy;
- shared responsibility;
- flexibility;
- responsiveness to local needs.

Advantages

- encourages participation;
- develops leadership;
- promotes local initiative;
- facilitates quicker local decisions;
- responds better to diverse educational needs.

Limitations

- may lead to lack of uniformity;
- coordination may become difficult;
- local units may differ in capacity;
- responsibilities may become unclear without proper structures.

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11. Centralised vs. Decentralised Management

Basis	Centralised	Decentralised
Authority	Concentrated	Distributed
Decision-making	Higher level	Different levels
Local autonomy	Limited	Greater
Uniformity	High	May vary
Participation	Comparatively limited	Greater
Flexibility	Lower	Higher
Local responsiveness	Relatively limited	Stronger

Educational Perspective

Neither form is universally superior. Educational systems often require an appropriate balance between **central standards and local autonomy**.

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12. Autocratic Management

Meaning

Autocratic management is a style in which authority is concentrated in the manager or head, who takes important decisions with limited participation from subordinates.

Characteristics

- centralised personal authority;
- top-down communication;
- close supervision;
- limited staff participation;
- emphasis on obedience and control.

Advantages

It may be useful:

- during emergencies;
- when immediate decisions are necessary;
- when organisational discipline has seriously deteriorated.

Limitations

It may:

- discourage initiative;
- reduce staff morale;
- limit creativity;
- create dependence on the leader;
- weaken democratic participation.

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13. Democratic Management

Meaning

Democratic management is based on participation, consultation, cooperation and shared decision-making.

Teachers and other members are encouraged to participate in institutional processes.

Characteristics

- participatory decision-making;
- two-way communication;
- delegation;
- cooperation;
- shared responsibility;
- respect for individual contributions.

Advantages

- improves morale;
- encourages creativity;
- develops leadership;
- strengthens commitment;
- promotes teamwork;
- creates a healthy organisational climate.

Limitations

- decision-making may take more time;
- excessive consultation can sometimes delay action;
- it requires mature and responsible participation.

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14. Autocratic vs. Democratic Management

Basis	Autocratic	Democratic
Authority	Leader-centred	Shared
Decision-making	Manager decides	Participatory
Communication	Mainly downward	Two-way
Staff participation	Low	High
Initiative	Limited	Encouraged
Motivation	Often externally controlled	Participation can strengthen internal commitment
Organisational climate	Controlled	Cooperative

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15. Creative Management

Meaning

Creative management emphasises innovation, initiative, problem-solving and development of new ways of achieving educational objectives.

A creative educational manager does not merely maintain existing routines but looks for ways to improve them.

Characteristics

- openness to innovation;
- flexible thinking;
- experimentation;
- encouragement of new ideas;
- problem-solving orientation;
- willingness to adapt;
- support for teacher initiative.

Educational Example

Suppose student attendance declines.

A routine manager may simply issue stricter attendance instructions.

A creative manager may investigate the causes and develop:

- student mentoring;
- parent communication;
- engaging classroom practices;
- counselling;
- attendance tracking; and
- appropriate support.

Thus, creative management seeks **constructive solutions rather than mechanical responses**.

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16. Laissez-Faire Management

The expression **laissez-faire** broadly means allowing considerable freedom.

In **laissez-faire management**, members receive substantial autonomy and the manager exercises relatively limited direct control.

Characteristics

- considerable individual freedom;
- limited direct supervision;
- decentralised initiative;
- manager acts mainly as facilitator;
- members make many decisions independently.

Advantages

It may:

- encourage independence;
- support creativity;
- work well with highly competent and self-motivated professionals.

Limitations

If poorly applied, it may produce:

- lack of direction;
- weak coordination;
- confusion regarding responsibility;
- uneven performance;
- weak accountability.

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17. Creative vs. Laissez-Faire Management

These two should not be confused.

Creative management means actively encouraging innovation and finding new solutions.

Laissez-faire management means giving members considerable freedom with relatively little direct intervention.

Therefore:

Creativity involves purposeful innovation; laissez-faire emphasises freedom and minimum interference.

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18. Overview of Types of Educational Management

Type	Main Feature
Centralised	Authority concentrated at higher level
Decentralised	Authority distributed
Autocratic	Manager dominates decision-making
Democratic	Participation and shared decision-making
Creative	Innovation and problem-solving
Laissez-faire	High freedom and limited intervention

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19. Functions of Educational Management

The syllabus identifies five major functions:

1. **Planning**
2. **Organising**

3. **Directing**
4. **Supervising**
5. **Controlling**

These functions are interrelated.

Planning → Organising → Directing → Supervising → Controlling → Improvement/Replanning

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20. Planning

Meaning

Planning means deciding in advance:

- what is to be done;
- why it is to be done;
- how it will be done;
- when it will be done;
- where it will be done; and
- who will do it.

In simple words:

Planning is deciding beforehand the course of action required to achieve objectives.

Examples in Education

- academic calendar;
- timetable;
- examination schedule;
- admission plan;
- institutional development plan;

- lesson plan;
- budget plan;
- co-curricular programme.

Importance

Planning:

- provides direction;
- reduces uncertainty;
- prevents waste;
- facilitates coordination;
- helps anticipate problems;
- provides standards for evaluation.

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21. Organising

Meaning

Organising means arranging human and material resources and assigning duties in order to implement the plan.

It answers:

Who will do what, with what resources, and under whose responsibility?

Major Activities

- division of work;
- allocation of responsibilities;
- establishment of authority relationships;
- formation of committees;
- provision of resources;
- coordination of activities.

Example

For organising a college seminar, management may assign responsibilities for:

- academic programme;
- registration;
- finance;
- hospitality;
- technical support; and
- documentation.

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22. Directing

Meaning

Directing means guiding, instructing, motivating and leading individuals so that organisational plans are translated into action.

Planning decides **what to do**.

Organising decides **who will do it**.

Directing ensures that **people actually perform the work effectively**.

Elements of Directing

- leadership;
- communication;
- motivation;
- guidance;
- instruction.

Educational Example

A principal may direct teachers by:

- explaining academic priorities;

- motivating staff;
- communicating expectations;
- providing guidance;
- resolving difficulties.

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23. Supervising

Meaning

Supervision is the process of observing, guiding and supporting educational activities for improvement.

Modern educational supervision should not be understood merely as fault-finding or inspection.

Its purpose is primarily **improvement**.

Areas of Educational Supervision

- classroom teaching;
- lesson planning;
- curriculum implementation;
- use of teaching aids;
- student assessment;
- professional development;
- maintenance of academic standards.

Good Supervision Should Be

- constructive;
- supportive;
- democratic;
- objective;

- improvement-oriented.

Core Idea

Supervision should help teachers teach better rather than merely identify their faults.

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24. Controlling

Meaning

Controlling is the process of ensuring that actual performance corresponds as closely as possible with planned objectives and standards.

It generally involves:

1. establishing standards;
2. observing/measuring actual performance;
3. comparing performance with standards;
4. identifying deviations;
5. taking corrective measures.

Educational Examples

- checking syllabus completion;
- reviewing attendance;
- analysing examination results;
- monitoring expenditure;
- evaluating institutional programmes.

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25. Functions of Management at a Glance

Function	Main Question
Planning	What should be done?
Organising	Who will do it and how will resources be arranged?
Directing	How will people be guided and motivated?
Supervising	How can performance be observed and improved?
Controlling	Are results consistent with plans and standards?

Easy Memory Sequence

P – O – D – S – C

Plan → Organise → Direct → Supervise → Control

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26. Interrelationship Among Management Functions

These functions should not be treated as completely separate.

For example, suppose a college organises a student seminar.

Planning: Decide objectives, date, programme and budget.

Organising: Form committees and allocate duties.

Directing: Guide teachers and students.

Supervising: Monitor preparation and provide assistance.

Controlling: Compare progress with the plan and correct problems.

Thus, management is a **continuous and interconnected process**.

PART II: CLASSROOM MANAGEMENT

27. Meaning of Classroom Management

Classroom management refers to the systematic organisation and management of the classroom environment, learner behaviour, time, resources and teaching-learning activities in order to create favourable conditions for effective learning.

Classroom management is broader than discipline.

It includes:

- physical organisation;
- student behaviour;
- teaching-learning activities;
- classroom relationships;
- time management;
- communication;
- motivation; and
- learning resources.

Thus:

Classroom management is the creation and maintenance of an orderly, supportive and productive environment for teaching and learning.

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28. Classroom Management and Discipline

These terms should not be treated as identical.

Discipline is concerned mainly with appropriate behaviour and adherence to norms.

Classroom management includes discipline but also involves:

- planning;
- organisation;
- motivation;

- communication;
- classroom environment;
- instructional activities; and
- management of resources.

Therefore:

Discipline is one component of classroom management.

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29. Principles of Classroom Management

29.1 Clear Rules and Expectations

Students should understand what behaviour is expected.

Rules should be:

- clear;
- reasonable;
- consistent;
- age-appropriate.

29.2 Positive Classroom Climate

Students learn better when they feel:

- respected;
- secure;
- accepted;
- encouraged.

29.3 Consistency

Rules should be applied fairly and consistently.

29.4 Active Student Engagement

Many classroom-management problems arise when students remain disengaged.

Meaningful activities reduce unnecessary disruption.

29.5 Mutual Respect

Teachers should model the behaviour they expect from learners.

29.6 Individual Differences

Management should recognise differences in:

- ability;
- background;
- interests;
- learning pace;
- personality.

29.7 Effective Communication

Instructions should be clear and communication should allow appropriate student response.

29.8 Positive Reinforcement

Desirable behaviour should be recognised and encouraged.

29.9 Prevention Rather Than Punishment

Good management attempts to prevent problems through:

- effective planning;
- meaningful teaching;
- clear expectations;
- positive relationships.

29.10 Fairness

Students should perceive classroom procedures as fair and reasonable.

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30. Strategies of Classroom Management

A **strategy** is a broad planned approach used by a teacher to establish and maintain an effective classroom environment.

30.1 Establish Classroom Rules

Develop a limited number of understandable rules.

30.2 Establish Routines

Routines may be created for:

- entering the classroom;
- submitting assignments;
- group work;
- asking questions;
- using materials;
- leaving the classroom.

30.3 Plan Engaging Lessons

Effective instruction is itself an important management strategy.

Students who are actively engaged are less likely to become unnecessarily disruptive.

30.4 Develop Positive Teacher–Student Relationships

Teachers should:

- know learners;
- listen respectfully;
- show fairness;
- encourage participation;
- recognise effort.

30.5 Manage Time Effectively

Avoid:

- unnecessary delays;
- excessively long transitions;
- unplanned free time.

30.6 Arrange the Physical Environment

Seating and resources should support the intended learning activity.

30.7 Encourage Participation

Use:

- questions;
- discussions;
- group work;
- activities;
- problem-solving.

30.8 Use Positive Reinforcement

Recognition of desirable behaviour can encourage its continuation.

30.9 Address Problems Early

Minor difficulties should be addressed before they develop into serious disruptions.

30.10 Promote Self-Discipline

The ultimate goal is not permanent external control but development of learners capable of regulating their own behaviour responsibly.

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31. Techniques of Classroom Management

Strategies provide broad approaches, whereas **techniques** are specific actions used by the teacher.

Useful techniques include:

31.1 Eye Contact

Appropriate eye contact can redirect attention without interrupting teaching.

31.2 Proximity

Moving closer to an inattentive student can sometimes correct behaviour quietly.

31.3 Questioning

Directing an appropriate question can re-engage attention.

31.4 Praise and Reinforcement

Specific praise can reinforce appropriate behaviour.

Example:

“Your group has organised the points clearly.”

is more useful than vague praise.

31.5 Change of Activity

If attention declines, a teacher may shift from prolonged explanation to:

- questioning;
- discussion;
- demonstration;
- activity.

31.6 Strategic Seating

Seating arrangements can be adjusted according to learner and activity requirements.

31.7 Non-Verbal Signals

Gestures, pauses and facial expressions may communicate expectations without unnecessary verbal interruption.

31.8 Clear Instructions

Instructions should specify:

- what students should do;
- how they should do it;
- how much time is available.

31.9 Individual Conversation

Persistent problems may require a private and respectful conversation rather than public confrontation.

31.10 Group Responsibility

Cooperative learning and group tasks can develop responsibility and peer support when appropriately structured.

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32. Role of the Teacher in Classroom Management

The teacher functions as:

Planner — plans learning activities.

Organiser — organises students and resources.

Leader — provides direction.

Motivator — encourages learning.

Communicator — maintains effective interaction.

Facilitator — supports learning.

Observer — monitors behaviour and progress.

Evaluator — assesses outcomes.

Counsellor/Guide — assists learners with difficulties.

Thus, classroom management is an important dimension of the teacher's professional competence.

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33. Traditional and Contemporary Views of Classroom Management

A traditional approach may emphasise:

Order → Obedience → Teacher Control

A more learner-centred approach emphasises:

Engagement → Responsibility → Cooperation → Self-discipline

This does not mean that rules become unnecessary. Rather, rules and organisation should support **learning, dignity and responsible participation**.

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34. Concept Map of the Entire Unit

EDUCATIONAL MANAGEMENT

→ Meaning, Nature and Scope

→ Objectives/Purposes

→ Principles

→ Types

- Centralised / Decentralised
- Autocratic / Democratic
- Creative / Laissez-Faire

→ Functions

- Planning
- Organising
- Directing
- Supervising
- Controlling

→ Classroom Management

- Principles
- Strategies

- Techniques

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35. Important Distinctions for Examination

Concept A	Concept B	Core Difference
Centralised	Decentralised	Concentration vs. distribution of authority
Autocratic	Democratic	Leader-controlled vs. participatory decision-making
Creative	Laissez-faire	Active innovation vs. high freedom/minimal intervention
Planning	Organising	Deciding beforehand vs. arranging resources
Directing	Supervising	Guiding action vs. observing/supporting improvement
Supervising	Controlling	Improvement-oriented guidance vs. comparison with standards
Discipline	Classroom Management	Behavioural order vs. overall learning environment

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36. Key Takeaways

Educational management applies management processes to the achievement of educational objectives. It is **goal-oriented, continuous, cooperative, dynamic, human-centred and resource-oriented**.

Its purpose is not simply to maintain an institution but to improve its educational effectiveness.

The major functions can be remembered as:

Planning → Organising → Directing → Supervising → Controlling

Different management styles distribute authority differently. Centralised management concentrates authority, decentralised management distributes it; autocratic management emphasises leader control, while democratic management emphasises participation. Creative management promotes purposeful innovation, whereas laissez-faire management provides substantial freedom with limited direct intervention.

At classroom level, effective management is not merely the control of students. It is the purposeful creation of an environment in which **teaching, learning, participation, cooperation and self-discipline can develop effectively**.

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37. Very Short/Short-Answer Questions

1. What is management?
2. Define educational management.
3. Mention four characteristics of educational management.
4. State four objectives of educational management.
5. Mention four areas within the scope of educational management.
6. What is the principle of coordination?
7. What is centralised management?
8. Define decentralised management.
9. What is autocratic management?
10. What is democratic management?
11. Explain creative management.
12. What is laissez-faire management?
13. What is planning?
14. Define organising.
15. What is directing?

16. What is educational supervision?
17. What is controlling?
18. Define classroom management.
19. Mention four principles of classroom management.
20. State four techniques of classroom management.

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38. Medium-Answer Questions

1. Explain the meaning and nature of educational management.
2. Discuss the scope of educational management.
3. Explain the major objectives of educational management.
4. Discuss the principles of educational management.
5. Distinguish between centralised and decentralised management.
6. Differentiate between autocratic and democratic management.
7. Explain creative and laissez-faire management.
8. Discuss planning as a function of educational management.
9. Explain organising and directing as management functions.
10. Discuss the meaning and importance of supervision.
11. Explain controlling as a function of management.
12. Discuss the major principles of classroom management.
13. Explain the strategies and techniques of effective classroom management.

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39. Long/Essay-Type Questions

1. **Define educational management. Discuss its nature and scope.**
2. **Explain the objectives and principles of educational management.**

3. **Discuss the different types of educational management with suitable examples.**
4. **Compare centralised and decentralised educational management. Discuss their relative merits and limitations.**
5. **Distinguish between autocratic and democratic management. Which is more appropriate for educational institutions? Give reasons.**
6. **Explain the major functions of educational management—planning, organising, directing, supervising and controlling.**
7. **What is classroom management? Discuss its principles, strategies and techniques.**
8. **Explain the role of the teacher in creating and maintaining an effective classroom environment.**

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40. Analytical Questions

1. **"Educational management is primarily the management of people rather than things." Discuss.**
2. **Can complete decentralisation be desirable in an educational system? Give reasons.**
3. **"Democratic management does not mean absence of authority." Explain.**
4. **Differentiate between creative management and laissez-faire management with educational examples.**
5. **"Supervision should be a process of improvement rather than fault-finding." Discuss.**
6. **Why should classroom management focus on prevention rather than punishment?**
7. **"Effective teaching is itself an important classroom-management strategy." Explain.**

41. Classroom Activities

For Types of Management, divide students into groups and present the scenario: “A college has to introduce a new internal-assessment system.” Have one group demonstrate an autocratic approach, another a democratic approach, and another a laissez-faire approach. Students then compare the consequences.

For **Functions of Management**, ask students to plan a college seminar. They must classify every activity under **Planning, Organising, Directing, Supervising or Controlling**.

For **Classroom Management**, present a case in which students are talking, some are using phones, a few are not participating, and the teacher repeatedly threatens punishment. Ask students to identify the weaknesses and propose preventive, positive management strategies.

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42. Suggested Assignments/Seminar Topics

Assignment: *Meaning, Nature, Scope and Principles of Educational Management.*

Suitable seminar topics include **Centralization and Decentralization in Educational Management**, **Democratic Management in Higher Educational Institutions**, **Functions of an Educational Manager**, **Changing Concept of Educational Supervision**, and **Classroom Management for Effective Teaching-Learning**.

Suggested Readings

For the broader study of management and teaching, students may consult standard texts prescribed within the FYUGP Education syllabus. The syllabus also recommends works dealing with classroom management and teaching, including Singh's *Classroom Management*.

For examination preparation, students should particularly master the **three comparative pairs of management types**, the **five management functions**, and the distinction between **classroom management and mere discipline**.