

Educational Management Plays an Important Role to Improve Human Behaviour

Dr. Quadri Syed Shah Nadeem.

Introduction:

What is education? It is different from schooling? In this piece Mark K Smith given detail meaning of education and suggested it is a process of inviting the truth. Simple *definition of education* the action or process give and take in between teacher and student especially in school, college and universities. The knowledge of skill and understanding which you're getting from attending to School College and university. That deals with the methods and problems of teaching and learning.

Objective of Education:

The education is the basic need to improve the things like to manage the problems at any surrounding arena for example: office, home, societies, village, city, country up to global level. In 1997 the UNESCO report is giving forever developed future. Five years later it was brought to the concentration of world leaders at the Johannes world summit suggested the way to the establishment of the united nation. {2005&2014}. UNESCO was designated as the lead agency for implementing the decade. It means coordinative co operative understanding for successful management. Education is a process Methodological acquisition of knowledge, skill values and habits. Educational methods are story telling discussion teaching and training directed towards the research. Education frequently takes place under the guidance of educators but learners may also educate themselves. Education can take place formal or informal settings and any experience that has a formative affects on the way of things , fields or acts may be consider. The methodology of teaching is called pedagogy. Education process are commonly defined in four categories:

1. Primary education
2. Secondary education
3. Higher (territory) education
4. Adult education.

These categories can be take changes according to the environment and surroundings traditional activities are co related to primary education. Commonly primary and secondary education as a basic entitlement and normally provided free of charge by public authorities and most of the countries participation is mandatory in addition sum certificates of private participation issued. Higher education normally refers to post. Secondary education at sub degree and university degree levels may be significantly affecting the scope and concept of education. It is a first stage reflection

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

1. Forecasting:

It is a systematic assessment of future conditions by collecting all sorts of information about the present position of the system, its present and expected resources and trying to form a picture in terms of the accepted Philosophy in a particular country to arrive at a fruitful forecast.

2. Decision-making:

Decision-making is a key factor in educational management as here we have to think of generations which will be affected by the policies decided. Having considered various alternative and consequence of each course of action, a suitable course of action must be determined. Guess work, arbitrary exercise of authority, ill considered hasty decisions should have no place in educational management. The following points must be borne in mind while deciding that the:

- (a) Course of actions should be simple and easily understood by all concerned;
- (b) Standards for targets must be laid down; and
- (c) Goal must be clear.

3. Planning:

The plan should be flexible. The very existence of variables and uncertainties make decision-making and planning a necessity. 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; equipment and grants may not become available as expected; personnel may be posted out or they may proceed on leave; all these variable contributing to the non-implementation of decisions.

4. Organization:

It is the combination of necessary human effort, material equipments in systematic and effective correlation to accomplish the desired results. Under educational administration, we organize:

- (a) Ideas and principles into school systems, curricular and co-curricular activities, time schedules, norms of achievement and the like;
- (b) Human beings into schools, classes, committees, groups, school staff, the inspecting staff.
- (c) Material into buildings, furniture and equipment, libraries, laboratories, workshops, museums and art galleries.

5. Motivation:

Involvement in deciding policies and plans help in motivation. The term motivation aims to make the man to be cheerfully willing to do the job we want him to do. 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.

6. Control:

Effective control is an important element in educational administration. The administrator must constantly check on his terms and his own performance vis-a-vis the standards laid down. He needs to take corrective action to the form of adjustments to the physical environment of work, modification and addition of materials and methods or abilities and motivation review of the personnel in terms of their spirits.

7. Cooperation:

It 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 administration should look into the: (a) relations among people, (b) allocation of tasks, and (c) division of labour.

8. 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.

9. Recording and reporting:

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

10. Supervision:

The purpose of supervision is to bring about a continuing improvement in the instructional programme. Cox and Langfitt write, "Management executes, directs; supervision advises, stimulates, explains, leads, guides and assists. Both plan, both diagnose, both inspect, but management decides and orders execution, while supervision helps to decide and assist in improving instruction."

Planning: Planning involves choosing tasks that must be performed to attain organizational. Management is an individual or a group of individuals that accept responsibilities to run an organization. Plan, Organise, Direct. Can anyone manage a team? We believe management is not only the manager's responsibility. It's everyone's job! Leadership pursues the goal of growing.

The higher territory education better reflect non "university types" of studies which modified in international standard calcification of education. In 1997 by (ISCED) that the importance has been given for human and social developments countries throughout the world. It is tended consider introduction up to a certain level. Convinced that education is a fundamental pillar of human rights, democracy, sustainable development and peace, and shall therefore become accessible to all throughout life and that measures are required to ensure co-ordination and co-operation across and between the various sectors, particularly in between general, technical and professional secondary and post-secondary education as well as between universities, colleges and technical management institutions. Believing that, in this context, the solution of the problems faced on the eve of the twenty-first century will be determined by the vision of the future society and by the role that is assigned to education is general and to higher education in particular. Aware that on the threshold of a new millennium it is the duty of higher education to ensure that the values and ideals of a culture of peace prevail and that the intellectual community should be mobilized to that end. Considering that a substantial change and development of higher education, the enhancement of its quality and relevance, and the solution to the major challenges it faces, require the strong involvement not only of governments and of higher education institutions, but also of all stakeholders, including students and their families, teachers, business and industry, the public and private sectors of the economy, parliaments, the media, the community, professional associations and society as well as greater responsibility of higher education institutions towards society and accountability in the use of public and private, national or international resources.

Conclusion:

It is commonly presumed that formal schooling is one of several important contributors to the skills of an individual and to human capital. It is not the only factor. Parents, individual abilities and friends undoubtedly contribute. Schools nonetheless have a special place, not only because education and 'skill creation' are among their prime explicit objectives, but also because they are the factor most directly affected by public policies. It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have had. Generally speaking more schooling means higher lifetime incomes. These outcomes emerge over the long term. It is not people's income while in school that is affected, nor their income in their first job, but their income over the course of their working life.

References:

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