

# MANAGEMENT OF INDIAN SCHOOL EDUCATION SYSTEM- A SELECT REVIEW OF LITERATURE

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## ABSTRACT

In this paper the gaps in management of Indian School Education System have been studied keeping in consideration five functions of management i.e., planning, organising, controlling, coordinating and commanding.

Based on the literature survey, it has been found that in the context of management of schools in India, majority of writers have written about planning function, followed by Controlling function. Very few have written about other functions of Management like Commanding, Coordinating and Organising. It is also seen that most of the studies are confined to primary and elementary education. Most of the the research is also confined to the states of UP, Kerala, Andhra, Delhi, and a large number of states have not been part of any study.

## KEYWORDS

School education, planning, organising, controlling, coordinating , commanding, principles of management.

## INTRODUCTION

The Indian School Education system is characterised by multiplicity of players. Education as such in the concurrent list of the Constitution leading to a situation where there is both the State and the federal governments can legislate, however the federal laws are supreme in case of a conflict. At the national level, there are government as well as private players. The KVS, NVS, CTSA, Army Schools, Tribal schools are major players in the government sector at the national level. (mhrd.gov.in). In private sector, at national level, there are major chains of schools, like DPS, Amity, Ryan, Millennium, Sriram, Mount Litera, Apeejay, DAV, Saraswati Shishu Mandir, Vidya Bharti, Bhartiya Vidya Bhawan, Poddar. These are in addition to independent societies running one/ more (small number) of schools. These are recognised by the respective state governments and are affiliated to national level boards like, CBSE or CISCE. Majority of the schools are affiliated to the CBSE. There are also few, (though the number is continuously increasing,) schools affiliated to the international boards like IB, GCSE, etc. (cbse.gov.in, mhrd.gov.in). At the State level, all state government schools, except those of Sikkim, Arunachal Pradesh, Andaman and Nicobar islands, Chandigarh, and Delhi, are affiliated to the respective state governments. (cbse.gov.in). The states also have state affiliated private aided and unaided schools. In private aided schools, a large portion of operating expenditure ( esp salaries) is given as a grant in aid by the state governments. In the largest national level board of CBSE, majority of the schools are private. As per the latest UDISE data (<http://dashboard.udiseplus.gov.in/#!/reports>) the proportion of schools by management is depicted below-

Sr. No.	State/UT	Government	Aided	Private	Others	Total
1	Andaman & Nicobar Islands	339	2	72	1	414
2	Andhra Pradesh	45013	2346	15862	400	63621
3	Arunachal Pradesh	3179	64	503	47	3793
4	Assam	47223	5065	6084	7952	66324
5	Bihar	72590	689	6031	9209	88519
6	Chandigarh	121	7	74	27	229
7	Chhattisgarh	48671	434	6842	327	56274
8	Dadra & Nagar Haveli	300	10	35	1	346
9	Daman & Diu	112	4	23	1	140

Sr. No.	State/UT	Government	Aided	Private	Others	Total
10	Delhi	2784	253	2666	0	5703
11	Goa	833	514	139	0	1486
12	Gujarat	35202	5734	13641	4	54581
13	Haryana	14516	26	7913	1079	23534
14	Himachal Pradesh	15433	0	2778	1	18212
15	Jammu And Kashmir	24080	29	5552	47	29708
16	Jharkhand	35954	1177	1400	7377	45908
17	Karnataka	50184	7417	20604	28	78233
18	Kerala	5011	7195	3156	1339	16701
19	Lakshadweep	45	0	0	0	45
20	Madhya Pradesh	122056	874	29105	1949	153984
21	Maharashtra	66033	23554	19400	955	109942
22	Manipur	3073	587	1003	181	4844
23	Meghalaya	7802	4181	2220	466	14669
24	Mizoram	2564	231	1025	93	3913
25	Nagaland	2007	0	745	0	2752
26	Odisha	55483	5770	4957	2507	68717

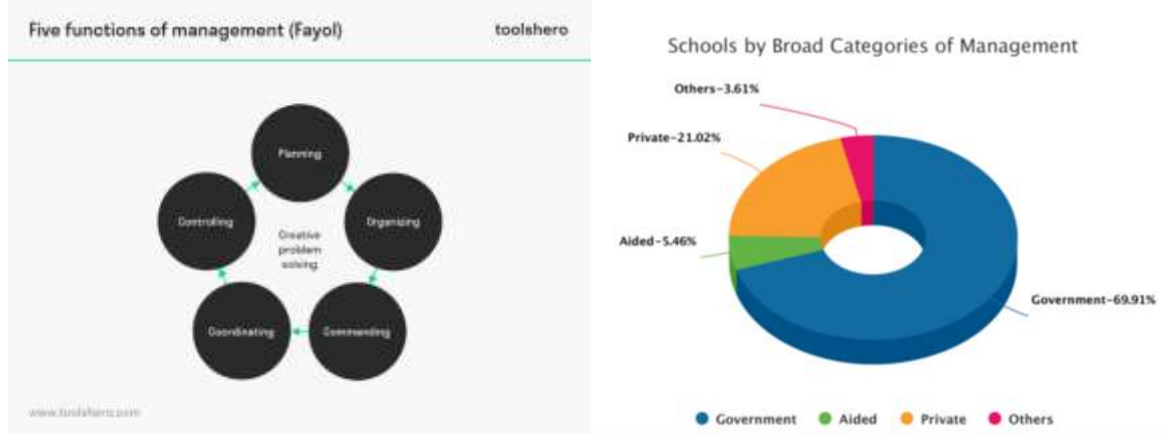
Sr. No.	State/UT	Government	Aided	Private	Others	Total
27	Puducherry	423	33	283	0	739
28	Punjab	19404	458	8495	280	28637
29	Rajasthan	67578	0	35603	2493	105674
30	Sikkim	854	19	417	0	1290
31	Tamil Nadu	37728	8355	12439	630	59152
32	Telangana	29822	707	11621	205	42355
33	Tripura	4309	46	343	247	4945
34	Uttar Pradesh	163142	8090	87433	14570	273235
35	Uttarakhand	16934	616	5519	490	23559
36	West Bengal	82876	127	11777	3048	97828
	<b>Total</b>	<b>1083678</b>	<b>84614</b>	<b>325760</b>	<b>55954</b>	<b>1550006</b>

## OBJECTIVES

The paper is written with an objective to study the gaps in management of Indian School Education System. The gaps shall be studied keeping in consideration five functions of management i.e., planning, organising, controlling, coordinating and commanding.

## LITERATURE SURVEY

Available literature was surveyed with the help of Google scholar. A total of 37 papers were found dealing with various aspects of management of school education in India. As per the French engineer Henri Fayol (1916) the functions of management are defined as those related to Planning, Operating, Commanding, Coordinating and Control. Fayol is credited with the first principles of management theory and is regarded as the founding father of management.



Hence, the available literature has been examined from point of view of the above mention five functions of Management.

Out of 37 papers reviewed, a goal of 23 pertain to Planning, 03 to Organising, 01 Commanding, 04 to Coordination and 06 to Control. Hence, the available literature has been examined from the point of view of the above five functions of Management.

### PLANNING FUNCTION OF SCHOOL MANAGEMENT

According to Arun C Mehta (2005) Unrecognised schools do exist in all parts of India, and they do play an important role. Nicole Blum (2009) has stated that the NGO run schools have greater flexibility in curriculum design and transaction. Such schools improve access and quality as they are better connected with the grassroots than the government run schools. Gouda, J., Chandra Das, K., Goli, S. and Maikho Apollo Pou, L. (2013) found that the private schools have better infrastructure and more input cost per student, and it leads to better performance of students in private schools. As per Aggarwal-Gupta, M., & Vohra, N. (2010) the main stakeholders in the school system are teachers, principal and the students. James Tooley, Pauline Dixon & S. V. Gomathi (2007) stated that the role of Private schools in attaining MDG needs to be revisited. James Tooley (2007) also found that for profit schools also help poor by expanding their choice and helping children have schools at their doorsteps of their home. James Tooley & Pauline Dixon (2006) have mentioned that the achievement of students in private schools is better than the public schools and the expenditure on teachers lesser, hence defector privatisation is not undesirable in meeting the educational needs of the poor. According to Dr. Madhumita Bandhopadhyay though there has been an improvement in the facilities available in the government schools as compared to the private schools, still there is a big gap that needs to be bridged. Also the use of these facilities which may be existing in the schools, still remains a challenge. Prasad, Dilip (2011) stated that the International schools are rising in numbers in India due to increased globalisation, economic growth, perceived value of international education and the snob value of international schools. Yuki Ohara (2012) is of the view that there is a practical legitimacy of unrecognised low cost schools in view of students and teachers served by them. According to Yash Aggarwal the unaided private schools should be allowed to coexist with the public schools and they should be seen as supplemental to the government schools rather than a substitute. School performance, efficiency and effectiveness should be the parameters of quality assurance rather than the type of management. Dr. Rashmi Diwan (2010) found that the small under resourced schools in India are catering to the access of education issue, but in terms of the opportunity cost of foregoing quality education for the students enrolled there, the implications could be serious and thus needs to be addressed carefully. Prachi Srivastava (2008) mentioned that the low fee private schools run in an informal framework similar to the formal framework. These schools defy the assumptions of formal new institutionalism in organisational theory. Prachi Srivastava (2010) stated that the initial PPP initiatives were seen more as a move of privatisation with reduced role of the state in financing, managing and regulating school education. S.M.I.A. Zaidi (2012) is of the view that the small primary schools with huge cost need to be relooked into from their utility point of view in universalising the primary education. James Tooley, Pauline Dixon (2007) mentioned that in slum areas, the private unaided schools are showing greater teaching activities and better results. Based on various state rules and laws, a model law has been suggested by Shruti Ambast Akriti Gaur Ajey Sangai (2017), which ensures minimum interference, proper accountability, well defined learning outcomes and empowerment of parents and communities. Based on various AP state laws, model law has been suggested for self regulation of schools in the country by James Tooley, Pauline Dixon (2005). Shanti Jagannathan (1999) has found that



the government can work closely with the NGOs working in the field of education. The experience and models of NGOs in innovative pedagogy, assessment and teacher training could be used for the benefit of underprivileged. Since, many NGOs work with unserved areas and do bring out of school kids to the schools, their experiences can be used with proper modifications.

As per Santosh Mehrotra & Parthasarthi R. Panchamukhi (2006), the private schools, especially the ones which cater to the lower segment of the society do not contribute to gender and social equity. Though their outcomes are better than the government schools. Garg, Nupur(2011) found that the low cost private initiatives are prevalent in India and are competing well with the free government schools. There is a felt need for such a private sector but it needs proper regulation. Pulak Das (2014) is of the view that the privately managed elementary schools have a scope in Indian context where private schools are the preference of a household. Yet, in terms of expansion, the government system is moving fast. Thus there is a need for a balanced approach. Due to greater caste and religious diversity, there existed lesser than 3 primary schools for 10 villages stated Chaudhary, L. (2009).

## **ORGANISING FUNCTION OF SCHOOL MANAGEMENT**

Khaparde, M.S., Srivastava, A.K. & Meganathan (2004) have stated that the successful schools of NVS deployed participative management systems. There was complete involvement of teachers and students in deciding the goals and being responsible to attain them. Balasubramanian Varadarajan (2016) found that Private International Schools in India are using branding strategies to communicate with their internal customers, viz. Employees. They are also using social media to communicate about their core values, vision and mission. According to Mooij, J.E. & Narayan, K. (2010), the teachers should have a role in deciding policies for themselves.

## **CONTROLLING FUNCTION OF SCHOOL MANAGEMENT**

Renu Singh, Sudipa Sarkar (2015) has a view that the students of private schools have better achievement in Mathematics than their counterparts in public schools. There is effect of teacher's professional qualification, his residential distance from the school, his attitude and practices like regular checking of answers rather than educational qualifications, gender, age etc. As per Singh, R., & Sarkar, S. (2012), the students of private schools do better than their counterparts in government schools. The professional qualifications of teachers effects the outcome of students, while only degree in Education does not have any significant effect on students achievements. Dr. Radhika Kapur has opined that the factors that affect students academic achievement include number of students in a class, parent support, and socio economic factors. URVASHI SAHNI stated that improving learning levels in India would require better teacher attendance, increasing their responsibility in student learning as well as better assessment and monitoring systems. James Tooley, Pauline Dixon (2007) have concluded that in slum areas, the private unaided schools are showing greater teaching activities and better results. James Tooley, Pauline Dixon (2005) have suggested a model law based on various AP state laws, for self regulation of schools in the country.

## **COORDINATING FUNCTION OF SCHOOL MANAGEMENT**

K. Sujatha ( 2014) has said that private tuitions are very much existing in the secondary classes across the country. Between Kerala, Maharashtra, Andhra Pradesh and UP, the largest percentage of secondary students going to tutoring is in Kerala, there is also more private tutoring in class X in comparison to class IX. In resource sharing between government and private schools, it is the long term responsive relationships based on respect that is critical in making government schools become locus of change in their own right, according to Laura Day Ashley (2006) .Khaparde, M.S., Srivastava, A.K. & Meganathan (2004) have judged that the successful schools of NVS deployed participative management systems. There was complete involvement of teachers and students in deciding the goals and being responsible to attain them. In the considered view of Shanti Jagannathan (1999) the government can work closely with the NGOs working in the field of education. The experience and models of NGOs in innovative pedagogy, assessment and teacher training could be used for the benefit of underprivileged. Since, many NGOs work with unserved areas and do bring out of school kids to the schools, their experiences can be used with proper modifications.

**COMMANDING FUNCTION OF SCHOOL MANAGEMENT**

Bloom, N., Lemos, R., Sadun, R. and Van Reenen, J. (2015) have concluded that higher management quality leads to better student outcomes. The management scores of autonomous government schools are better than those of regular government or private schools.

**GAPS IN LITERATURE**

The following gaps are noticed in literature-

1. Studies are mainly confined to the Planning, while ignoring one of the important aspect of Organising.
2. Management of assessments which influences teaching and learning inside the classrooms is discussed very sparingly.
3. The education management in a country like India is very complex due to wide variety being available. No study has been done with all India implications.
4. Cultural diversity and its effect on management has not been researched properly.
5. Effect of teachers and teaching on school management is also seen very rarely.

**CONCLUSION**

It is seen that in the context of management of schools in India, majority of writers have written about planning function, followed by Controlling function. Very few have written about other functions of Management like Commanding, Coordinating and Organising. It is also seen that most of the studies are confined to primary and elementary education, with very few discussing about secondary and senior secondary education. The research is also confined to the states of UP, Kerala, Andhra, Delhi, and a large number of states have not been part of any study. The studies also largely confined to planning of education system rather than school. There are very few studies on the organising function of education management which will include recruitment of teachers and staff, their methods of teaching, infrastructure of schools, etc. Studies don't include details of government secondary schools.

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