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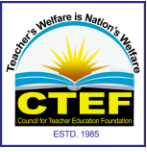


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Role of CVM in Administration and Management of Educational Institutions

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Abstract

Managing and administrating the educational institutions includes many skills, qualities, democratic leadership and many other advanced competencies. There have been very few educational management who could meet with all the problems such as planning, organizing, leading, staffing. Here, the paper talks about one such organization i.e. Charutar Vidyamanadal which is unique and the largest educational management in Gujarat. The management runs more than 50 educational institutions from KG to Ph.D. One could imagine the herculean task of taking care of these many institutions. But the management has become successful and continuously developing for quality management and administration. One could also imagine the number of challenges to run the educational institutions from Government, leaders, teachers, students, parents and many more. The success story of CVM could be observed more rationally from the stakeholders' point of view. The paper simply talks about the basic roles and functions of the CVM in uplifting the quality education institute.

Key words: Educational Administration, Quality Education, CVM, Case Study

Introduction

Charutar Vidya Mandal, the educational metropolis she founded, Vallabh Vidyanagar, are the outward manifestations of a noble idea brought to life. Unlike conjoined twins, their existence is so inextricably linked that to speak of one must always speak of the other. The pursuit of excellence in education is a common feature between Vallabh Vidyanagar and CVM. Ever since the great founding fathers of CVM and Vallabh Vidyanagar understood that education is an influential tool for social transformation and that such transformation cannot be achieved or sustained in the absence of education, concerns have always been associated with education, especially the value of learning and the quality of education.

Although Charotar was a relatively wealthy area in the early 20th century, the lack of colleges shrouded the area in obscurity. The rural population faced many problems, including unemployment, poor health care and illiteracy. This illiteracy prevented many job prospects and largely led to the dreaded poverty. The provision of health centers was further hampered by lack of communication and transport facilities, which contributed to the general poor health of the rural population.

Sardar Vallabhbhai Patel was extremely concerned about these difficulties and

wanted to start working on village development and also find solutions for rural regeneration. In the meeting, Sardar Vallabhbhai Patel advised Shri Bhailalbai Dyabhai Patel to travel to the villages and work for their revival. Sardar Vallabhbhai Patel knew Shri Bhailalbai Dyabhai Patel as a man of extraordinary talent and character with a practical bent of mind. Bhaikaka was also driven by an unrelenting desire to improve the lot of the impoverished people.

Role of CVM to run the Educational Institutions

Managing educational institutions involves several key functions to ensure they operate effectively and achieve their goals. These functions are derived from general management principles but are tailored to meet the specific needs and challenges of educational settings. Here are the main functions of management as applied to educational institutions:

1. Planning:

- **Curriculum Planning:** Developing educational programs that align with academic standards and institutional goals. The management completely in favour of providing the quality and high standard curriculum with academic flexibility and cross disciplinary objectives.

- **Resource Planning:** Allocating resources such as funds, facilities, and staff to support teaching and learning activities. It is an evidence that the CVM paid the 6th Pay salary to the employees even before the Government employees were paid. Further, Each institute is provided with high quality infrastructure, funds to carry out the research and other projects and teaching learning activities.
- **Strategic Planning:** Setting long-term goals and objectives for the institution and devising strategies to achieve them. The management instructed each institute to plan for short term and long term institute goal so that a benchmark in quality education can be set.
- 2. **Organizing:**
 - **Structural Organization:** Establishing organizational structures and hierarchies to define roles, responsibilities, and reporting lines within the institution. In the beginning of the new academic year, the heads instruct and plan for the academic and administrative organogram so that the academic and administrative works can be carried out effectively.
 - **Resource Allocation:** Assigning human, financial, and physical resources effectively to support teaching, research, and administrative functions. The CVM always provides the need based human , financial and physical resources to each institute and officials of the mandal visits the institute for the status.
 - **Coordination:** Ensuring that different departments and units work together harmoniously towards common goals. Since, the management has its own goals, the goals of the institutions are aligned to it.
- 3. **Leading:**
 - **Educational Leadership:** Providing visionary leadership to inspire and motivate faculty, staff, and students. The CVM has never compromised on the Quality leader. In each institute the leader is paid high salary with other benefits so that the quality leader will stay and contribute to quality education.

- **Instructional Leadership:** Supporting and guiding teachers and instructors in their teaching methods and professional development. This has been carried out in coordination by the management with the heads. The management is constantly looking after the continuous growth of the employees and organized various training programmes on regular basis.
- **Decision-Making:** Making informed decisions that benefit the institution and its stakeholders. It has been observed in many institutes that they couldn't take quick and right decision due to inefficient leadership, confusion or other factors where as in CVM institutions, this has never been a problem because quality human leaders are set and the democratic environment is made at mandal.
- 4. **Staffing:**
 - **Recruitment:** Attracting and selecting qualified faculty, administrative staff, and support personnel. The management has never compromised for the required staff as many educational administrators are directly involved in CVM management so the matter regarding recruitment of staff is properly carried out. Handsome salary with exciting salary perks and regular promotion are the motivation for the quality teachers.
 - **Training and Development:** Providing opportunities for professional growth and development to enhance skills and competencies. The management also runs the centre of career Development in order to provide the training and career guidance to the students.
 - **Performance Management:** Evaluating and managing the performance of staff to ensure effectiveness and accountability. The heads of the institutes are instructed to track the continuing professional development of teachers so that it could result on students performance.
- 5. **Controlling:**
 - **Quality Assurance:** Monitoring and evaluating educational programs and services to ensure they meet standards of excellence and regulatory requirements. Further, the

management instructs the institute to participate in all the national and international ranking and accreditation system to meet the global standard.

- **Financial Control:** Managing budgets and expenditures to ensure financial sustainability and accountability. At the end of every quarter and annually the financial budget is managed. They are also being provided the guidance for the financial budget and how it could be utilized sensitively.
- **Feedback and Improvement:** Using data and feedback to identify areas for improvement and implementing necessary changes. The management is impartial and democratic as each individual has right to raise the doubts/query/suggestions to share his/her thoughts for quality education.

Conclusion:

Thus, the above mentioned functions are being carried out at the Charutar Vidyamandal in order to provide the quality education and set the benchmark in

education. The above functions are interrelated and iterative, meaning that effective management in educational institutions requires constant evaluation, adjustment, and adaptation to internal and external factors affecting the institution. By applying these management functions thoughtfully, educational leaders can enhance the quality of education, foster a conducive learning environment, and achieve institutional objectives. A quality education is the cause of quality management and administration by the leader and management. Thus, it can be concluded that the quality and role of management is a source of many institutions as the management doesn't miss any small points to administer and manage.

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