CHAPTER VIII
SUMMARY FINDINGS
AND
RECOMMENDATIONS


<table>
<thead>
<tr>
<th>Title</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Introduction</td>
<td>189</td>
</tr>
<tr>
<td>8.2 Summary of findings related to this research</td>
<td>190</td>
</tr>
<tr>
<td>8.3 Recommendations</td>
<td>191</td>
</tr>
<tr>
<td>8.4 Suggestions for further research</td>
<td>192</td>
</tr>
</tbody>
</table>
8.1 INTRODUCTION

The success of any organization depends on a few crucial parameters through which it develops its vision. The quality of output and its impact and final acceptance by the society would largely depend on not only the quality of input, but also the process through which the output is molded. It is in this context that and development assume greater importance. In this world of higher levels of specialization, coupled with fasten revolutions in automation, one has very little time to think and act. Management is a science that is related to human beings. It considers work force of an organization as its wealth, resources, assets or capital and not merely hands or liabilities. Human resources are the special type of means to achieve the goals of an organization and include the total knowledge, creative abilities, talents, skills, values and approaches, aptitudes and attitudes of the workforce of an organization.

Educational management operates in educational organizations. Educational management, as a body of educational doctrine, comprises a number of principles and precepts relating primarily to the technique of classroom procedure, and derived largely from the practice of successful teachers. Management implies an orderly way of thinking. It describes in operational terms what is to be done, how it is to be done, and how we know when we have done. Management is not an arcane in an orderly integration of
education and society. Thus educational management is a comprehensive effort intended to achieve some specific educational objectives.

This chapter attempts to provide a concentrated summary on the topic of study. It aims to pool together all what has been discussed earlier. It is quite difficult to define what is managerial efficiency (ME) in educational institutions. Institutes can be classified into two categories i.e. private educational institutes and government educational institutes.

The definition of ME has been modified several times. The private and government institution have been playing an important role in the educational development of the society. These institutions are providing a large number of employment opportunities for improving educational standards. There has been dynamic growth of educational institutions observed in our country. This thesis presents the results of a study on the researcher’s topic.

8.2 SUMMARY OF FINDINGS RELATED TO THIS RESEARCH

Summary of finding related to this research topic is given below:

1. There exists a quantitative difference in the availability of infrastructural facilities in the private and government institutes, private institute scores better in this regard.

2. Students and staff members from the private institute have been using more often the educational equipments as compared to those from the government institute.
3. The management system is much more effective in the private institute.

4. The private institute has been employing better-qualified and experienced lecturers as compared to the government institute.

5. The private institute has also scored better in discipline, efficiency, management planning, conducting classes, tests, examination, seminars etc.

### 8.3 RECOMMENDATIONS

The following points for effective managerial efficiency of educational institute are recommended, for creating motivation in students.

1. At the time of creating motivation in students encouragement is necessary.

2. The proper educational environment for studying and the payment of rewards for creation of motivation is essential.

3. Appropriate educational equipments and facilities for effectiveness are recommended.

4. Better equipments should be provided in every institute for the students.

5. Timely and appropriate investment must be made for equipments libraries and other curricular activities.
6. Appointment of experienced lectures in any institute must be mandatory.

7. Evaluation of students in all institutes must be made after a specific period.

8. Proper managerial planning for every educational institution must be made for assisting classes.

9. Managers should pay more attention to the improvement of infrastructure and facilities in government institutes.

10. The experience and knowledge of managers and lectures is also recommended.

11. Better training facilities are needed for the managers to improve their efficiency.

8.4 SUGGESTIONS FOR FURTHER RESEARCH

For improving the managerial efficiently and management in educational institute the following suggestion are made for future researches:

1. Comparison of management efficiency (M.E) between private and Govt. educational institutes is carried out.

2. Investigate the effective use of equipments and educational possibilities, which would improve the quality of educational institutional.
3. Investigate the role of head of departments in effective use of experienced lectures.

4. Role of total quality management on quality of educational institutes, to be researched further.

5. Investigate the effect of QWL on the staff productivity in educational institutions.

6. Effective use of specialization and experience of manager in improving quality of education and other related parameters, need further investigation.

7. Investigate the relationship between the educational staff and student in educational institutes.

8. Features of educational units and their effectiveness of managerial efficiency in its development need to be studied further.

9. Understand the controlling and evaluation Mgt. in educational staff between various institutes.